

RIVERSIDE COMMUNITY COLLEGE DISTRICT
Board of Trustees – Regular Meeting -
Board of Trustees Governance Committee, Teaching and Learning Committee,
Planning and Operations Committee, Facilities Committee, Resources Committee
April 5, 2011 – 6:00 p.m.
Center for Student Success, Room 217, Norco College,
2001 Third Street, Norco, California

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 any 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 Riverside Community College 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. Governance Committee

1. Revised and New Board Policies – First Reading
- Committee to review Board Policies 2710, 4250, 5500 and 5900.
Recommended Action: To be Determined
2. Opposition of AB 63 (Donnelly) Public Post Secondary Educations – Tuition and Fees
- Committee to review AB 63 (Donnelly) and RCCD’s letter of opposition.
Information Only

3. Resolution No. 51-10/11 in Support of US Congress and Department of Education to Address Issues and Consumer Protection Practices Concerning For-profit Colleges and Universities
 - Committee to consider a resolution declaring support of US Congress and Department of Education to address issues and consumer protection practices concerning for-profit colleges and universities.**Recommended Action: To be Determined**

B. Teaching and Learning Committee

1. Office of Economic Development Mission Statement
 - Committee to consider the Mission Statement.**Recommended Action: To be Determined**
2. Proposed Curricular Changes
 - Committee to review the curricular changes for inclusion in the catalog and schedule of class offerings.**Recommended Action: To be Determined**
3. Accountability Reporting for Community Colleges
 - Committee to review the findings of the Accountability Reporting for Community Colleges report issued by the California Community College's Chancellor's Office in March 2011.**Recommended Action: To be Determined**

C. Planning and Operations Committee

1. Moreno Valley College Dental Education Center – Project Update
 - Committee to review project update presentation.**Information Only**

D. Facilities Committee

1. Learning Gateway Building at Moreno Valley College –Recommendation Award Bids for Two Construction Categories
 - Committee to consider award of bids for two construction project categories; authorize the issuance of notices to proceed, permit project bid ratification at subsequent meeting; and authorize signing of associated agreements.**Recommended Action: To be Determined**

2. Riverside Aquatics Complex and Wheelock Gymnasium, Seismic Retrofit at Riverside City College – Emergency Resolution No. 46-10/11
- Committee to consider a resolution to enter into a takeover contract to ensure completion of the Riverside Aquatics Complex and Wheelock Gymnasium, Seismic Retrofit projects.

Recommended Action: To be Determined

3. Capital Program Update – Presentation
- Associate Vice Chancellor of Facilities Planning and Development to present a District-wide Capital Program update.

Information Only

E. Resources Committee

1. Phase III Student Academic Services Facility at the Moreno Valley College – Project Budget Augmentation
- Committee to consider a project budget augmentation.

Recommended Action: To be Determined

2. Development of District Design Standards – Amendment No. 1 to Agreement with HMC Architects
- Committee to consider an amendment to an agreement with HMC Architects.

Recommended Action: To be Determined

IV. Closed Session

- Pursuant to Government Code Section 54957, public employee discipline/dismissal/release.

Recommended Action: To be Determined

V. Adjournment

RIVERSIDE COMMUNITY COLLEGE DISTRICT
GOVERNANCE COMMITTEE

Report No.: III-A-1

Date: April 19, 2011

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.

Board of Trustees

AP 2710 – Conflict of Interest – This is a revision of the Administrative Procedure previously approved on November 18, 2008 and is part of the CCLC’s annual update.

Academic Affairs

BP 4250 – Probation, Dismissal and Readmission – This is a revision of the Policy previously approved on September 15, 2009.

Student Services

BP 5500 – Standards of Student Conduct – This is a revision of the Policy previously adopted on May 15, 2007.

BP 5900 – Prevention of Identify Theft in Student financial Transactions – This is a revision of the Policy previously adopted on May 19, 2009 and is part of the CCLC’s annual update.

Recommended Action: It is recommended that the Board of Trustees accept for first reading Administrative Procedure 2710 and Board Policies 4250, 5500 and 5900.

Gregory W. Gray
Chancellor

Prepared by: Ruth W. Adams, Esq.
General Counsel

Riverside Community College District Procedure

No. 2710

**Board of Trustees
DRAFT**

AP 2710 CONFLICT OF INTEREST

References:

Government Code Sections 1090 et seq., 1126 and 87100 et seq.;
and as listed below

Incompatible Activities/Public Offices (Government Code Sections 1126 and 1099)
Board members shall not engage in any employment or activity that is inconsistent with, incompatible with, in conflict with or inimical to the Board member's duties as an officer of the District. A Board member shall not simultaneously hold two public offices that are incompatible. When two offices are incompatible, a Board member shall be deemed to have forfeited the first office upon acceding to the second.

Officers and employees of the District who become involved in **any outside employment or** outside activities that may be perceived as inconsistent with, incompatible to, or in conflict with their duties as an officer or employee of the District, pursuant to Board Policy 2710, shall disclose those outside activities as soon as possible to their immediate supervisor. The supervisor will consult with the Chancellor/President who will decide if any further action needs to be taken.

Officers or employees who are determined (based on information from sources other than the officer or employee of the District) to be engaged in inconsistent, incompatible, or conflicting employment (including self-employment), activity, or enterprise shall receive notice from **General Counsel** ~~the Director, Contracts, Compliance and Legal Services~~ that the District is aware of the outside activity/employment. The matter will be referred to the individual's immediate supervisor who will consult with the Chancellor/President to determine what action, if any, needs to be taken.

Financial Interest (Government Code Sections 1090 et seq.)

Board members or employees shall not be financially interested in any contract made by them in their official capacity with the District or by any body or board of which they are members.

A Board member shall not be considered to be financially interested in a contract if his or her interest meets the definitions contained in applicable law (Government Code Section 1091.5).

A Board member shall not be deemed to be financially interested in a contract if he or she has only a remote interest in the contract and if the remote interest is disclosed

during a Board meeting and noted in the official Board minutes. The affected Board member shall not vote or debate on the matter or attempt to influence any other member of the Board to enter into the contract. The willful failure to disclose the fact of his or her interest in a contract is punishable by a fine of not more than one thousand dollars (\$1,000), or by imprisonment in the state prison, and is forever disqualified from holding any office in this state (Government Code Section 1097). Remote interests are specified in Government Code Section 1091(b); they include, but are not limited to, the interest of a parent in the earnings of his or her minor child.

No Employment Allowed (Education Code Section 72103(b))

An employee of the District may not be sworn in as an elected or appointed member of the Board of Trustees unless and until he or she resigns as an employee. If the employee does not resign, the employment will automatically terminate upon being sworn into office. This provision does not apply to an individual who is usually employed in an occupation other than teaching and who also is, at the time of election to the Board, employed part time by the District to teach no more than one course per semester or quarter in the subject matter of that individual's occupation (Education Code Section 72103(b)).

Financial Interest in a Decision (Government Code Sections 87100 et seq.)

If a Board member **or employee** determines that he or she has a financial interest in a decision, as described in Government Code Section 87103, this determination shall be disclosed and made part of the Board's official minutes. ***In the case of an employee, this announcement shall be made in writing and submitted to the Board.*** A Board member, upon identifying a conflict of interest, or a potential conflict of interest, shall do all of the following prior to consideration of the matter.

- Publicly identify the financial interest in detail sufficient to be understood by the public;
- Recuse himself or herself from discussing and voting on the matter;
- Leave the room until after the discussion, vote, and any other disposition of the matter is concluded unless the matter is placed on the agenda reserved for uncontested matters. A Board member may, however, discuss the issue during the time the general public speaks on the issue.

Gifts (Government Code Section 89503)

Board members and any employees who manage public investments shall not accept from any single source in any calendar year any gifts in excess of the prevailing gift limitation specified in law.

Designated employees shall not accept from any single source in any calendar year any gifts in excess of the prevailing gift limitation specified in law if the employee would be required to report the receipt of income or gifts from that source on his/her statement of economic interests. At the determination of the appropriate administrator, other employees may also be restricted from accepting gifts from outside sources.

The above limitations on gifts do not apply to wedding gifts and gifts exchanged between individuals on birthdays, holidays, and other similar occasions, provided that the gifts exchanged are not substantially disproportionate in value. Additionally, these limitations do not prohibit or limit payments, advances, or reimbursement for travel and related lodging and subsistence from any source permitted by Government Code 89506.

A gift of travel does not include travel provided by the District for Board members and designated employees.

Board members and any employees who manage public investments shall not accept any honorarium, which is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private gathering (Government Code Sections 89501 and 89502).

Designated employees shall not accept any honorarium from any source that would be reportable on his or her statement of economic interests.

Representation (Government Code Section 87406.3)

Elected officials, and the Chancellor, shall not, for a period of one-year after leaving their position, act as an agent or attorney for, or otherwise represent, for compensation, any other person, by making any formal or informal appearance before, or by making any oral or written communication to the Board, any Committee of the Board, any member of the Board or any officer or employee of the District, if the appearance or communication is made for the purpose of influencing administrative or legislative action, or influencing any action or proceeding involving the issuance, amendment, awarding, or revocation of a permit, license, grant, or contract or the sale or purchase of goods or property. The appearance or communication may be made if, at the time of the appearance or communication, the individual is a board member, officer, or employee of another local government agency or an employee or representative of a public agency and is appearing or communicating on behalf of that agency.

Date Approved: November 18, 2008

Revised:

No. 4250

Riverside Community College District Policy

**Academic Affairs
DRAFT**

BP 4250 PROBATION, DISMISSAL, AND READMISSION

References:

Education Code Section 70902(b)(3);
Title 5 Sections 55030 - 55034

Probation

A student shall be placed on academic probation if he or she has attempted a minimum of 12 semester units of work and has a grade point average of less than a "C" (2.0).

A student shall be placed on progress probation if he or she has enrolled in a total of at least 12 semester units and the percentage of all units in which the student has enrolled, for which entries of "F", "W", "**FW**", "I", "NC", and "NP" were recorded exceeds fifty percent.

A student who is placed on probation may submit an appeal in accordance with procedures to be established by the Chancellor.

A student on academic probation shall be removed from probation when the student's accumulated grade point average is 2.0 or higher. A student on progress probation shall be removed from probation when the percentage of units in the categories of "F", "W", "**FW**", "I", "NC", and "NP", drops below fifty percent.

Dismissal

A student who is on academic probation shall be subject to dismissal if the student has earned a cumulative grade point average of less than 2.0 in all units attempted in each of *two* consecutive semesters.

A student who is on progress probation shall be subject to dismissal if the cumulative percentage of units in which the student has been enrolled for which entries of "F", "W", "**FW**", "I", "NC", and "NP", are recorded in at least two consecutive semesters exceeds fifty percent.

A student who is subject to dismissal may submit a written appeal in compliance with administrative procedures. Dismissal may be postponed and the student continued on probation if the student is able to provide evidence that his/her personal and/or academic circumstances have changed in a positive manner.

Readmission

A student who has been dismissed may be reinstated after an absence of one semester. Readmission may be granted, denied or postponed according to criteria contained in administrative procedures.

The Chancellor shall develop procedures for the implementation of this policy that comply with the Title 5 requirements.

Date Adopted: September 15, 2009
(Replaces RCCD Policy 6066)

Revised:

**Student Services
DRAFT**

BP 5500 STANDARDS OF STUDENT CONDUCT

References:

Ed Code Section 66300, 66301, 76033;
Accreditation Standard II.A.7.b
Health and Safety Code Section 11362.79

The Chancellor shall establish procedures for the imposition of discipline on students in accordance with the requirements for due process of the federal and state law and regulations.

The procedures shall clearly define the conduct that is subject to discipline, and shall identify potential disciplinary actions, including but not limited to the removal, suspension, or expulsion of a student.

The Board of Trustees shall consider any recommendation from the Chancellor for expulsion. The Board of Trustees shall consider an expulsion recommendation in closed session unless the student requests that the matter be considered in a public meeting. Final action by the Board of Trustees on the expulsion shall be taken at a public meeting.

The procedures shall be made widely available to students through the college catalog(s) and other means.

The following conduct shall constitute good cause for discipline, including but not limited to the removal, suspension or expulsion of a student.

1. Causing, attempting to cause, or threatening to cause physical injury to another person.
2. Possession, sale or otherwise furnishing any firearm, knife, explosive or other dangerous object, including but not limited to any facsimile firearm, knife or explosive, unless, in the case of possession of any object of this type, the student has obtained written permission to possess the item from a District employee, which is concurred by the Chancellor.

3. Unlawful possession, use, sale, offer to sell, or furnishing, or being under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the California Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, **to include medical marijuana**; or unlawful possession of, or offering, arranging or negotiating the sale of any drug paraphernalia, as defined in California Health and Safety Code Section 11014.5.
4. Committing or attempting to commit robbery or extortion.
5. Causing or attempting to cause damage to District property or to private property on campus.
6. Stealing or attempting to steal District property or private property on campus, or knowingly receiving stolen District property or private property on campus.
7. Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the District.
8. Committing sexual harassment as defined by law or by District policies and procedures.
9. Engaging in harassing or discriminatory behavior toward an individual or group based on race, gender, religion, age, national origin, disability, or any other status protected by law.
10. Willful misconduct which results in injury or death to a student or to District personnel or which results in cutting, defacing, or other injury to any real or personal property owned by the District or on campus.
11. Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, District personnel.
12. Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty.
 - A. Forms of Dishonesty include, but are not limited to:
 1. Plagiarism: Presenting another person's language (spoken or written), ideas, artistic works or thoughts, as if they were one's own;
 2. Cheating: Use of information not authorized by the Instructor for the purpose of obtaining a grade.

Examples include, but are not limited to, notes, Recordings, and other students' work;

3. Furnishing false information to the District for Purposes such as admission, enrollment, financial assistance, athletic eligibility, transfer, or alteration of official documents.
13. Dishonesty; forgery; alteration or misuse of District documents, records or identification; or knowingly furnishing false information to the District.
14. Unauthorized entry upon or use of District facilities.
15. Lewd, indecent or obscene conduct on District-owned or controlled property, or at District-sponsored or supervised functions.
16. Engaging in expression which is obscene; libelous or slanderous; or which so incites students as to create a clear and present danger of the commission of unlawful acts on college premises, or the violation of lawful District administrative procedures, or the substantial disruption of the orderly operation of the District.
17. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.
18. Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, except as permitted by any District policy or administrative procedure.
19. Use, possession, distribution or being under the influence of alcoholic beverages, controlled substance(s), or poison(s) classified as such by Schedule D, Section 4160 of the Business and Professions Code, while at any District location, any District off-site class, or during any District sponsored activity, trip or competition.
 - A. In accordance with Section 67385.7 of the Education Code and in an effort to encourage victims to report assaults, the following exception will be made: The victim of a sexual assault will not be disciplined for the use, possession, or being under the influence of alcoholic beverages or controlled substances at the

time of the incident if the assault occurred on District property or during any of the aforementioned District activities.

20. Violation of the District's Computer and Network Use Policy and Procedure No. 3720 in regard to their use of any or all of the District's Information Technology resources.
21. Use of an electronic recording or any other communications device (such as walkmans, cell phones, pagers, recording devices, etc.) in the classroom without the permission of the instructor.
22. Eating or drinking in classrooms.
23. Gambling, of any type, on District property.
24. Bringing pets (with the exception of guide dogs) on District property.
25. Distribution of printed materials without the prior approval of the Student Activities Office. Flyers or any other literature may not be placed on vehicles parked on District property.
26. The riding/use of bicycles, motorcycles, or motorized vehicles (except for authorized police bicycles or motorized vehicles) is limited to paved streets or thoroughfares normally used for vehicular traffic. In addition, the riding/use of all types of skates, skateboards, scooters, or other such conveyances is prohibited on District property, except for approved activities.
27. The presence in classrooms or laboratories of non-enrolled individuals (except for those individuals who are providing accommodations to students with disabilities) is prohibited without the approval of the faculty member.

Responsibility

- A. The Chancellor is responsible for establishing appropriate procedures for the administration of disciplinary actions. ***In this regard, please refer to Administrative Procedure 5520, which deals with matters of student discipline and student grievance.***
- B. The Chief Student Services Officer ***of each College*** will be responsible for the overall implementation of the procedures which are specifically related to all nonacademic, student related matters ***contained in Administrative Procedure 5520.***

- C. The Chief Instructional Officer **of each College** will be responsible for the overall implementation of the procedures which are specifically related to class activities or academic matters **contained in Administrative Procedure 5520**.
- D. For matters involving the prohibition of discrimination and harassment, the concern should be referred to the District's Diversity, Equity and Compliance Office.
- E. The definitions of cheating and plagiarism and the penalties for violating standards of student conduct pertaining to cheating and plagiarism will be published in all schedules of classes, the college catalog, the student handbook, and the faculty handbook. Faculty members are encouraged to include the definitions and penalties in their course syllabi.

Date Adopted: May 15, 2007
(Replaces the Standards of Student
Conduct portion of Policy 6080)
Revised:

Riverside Community College District Policy

No. 5900

Student Services
DRAFT

BP 5900 PREVENTION OF IDENTITY THEFT IN STUDENT FINANCIAL TRANSACTIONS

References:

Fair and Accurate Credit Transactions Act, (~~15 U.S.C. 1681 m[3]~~ Pub.L. 108-159)

The District is required to provide for the identification, detection, and response to patterns, practices, or specific activities (“Red Flags”) that could indicate identify theft of students’ financial transactions ~~when This is because~~ the District serves as a creditor in relation to its students. **When applicable,** the Chancellor is directed to develop procedures to implement an Identify Theft Prevention Program (ITPP) to control reasonably foreseeable risks to students from identify theft.

Date Adopted: May 19, 2009

Revised:

RIVERSIDE COMMUNITY COLLEGE DISTRICT
GOVERNANCE COMMITTEE

Report No.: III-A-2

Date: April 19, 2011

Subject: Opposition of AB 63 (Donnelly) Public Post Secondary Educations – Tuition and Fees

Background: Freshman Assemblymember Tim Donnelly [R] of Hesperia has introduced Assembly Bill 63 during this legislative session. AB 63 amends provisions within Title V relative to residency status for college tuition and fees for veterans and persons without lawful immigration status. RCCD is concerned with the provisions within the bill repealing provisions passed in 2001 by AB 504 which defined a person without lawful immigration status from the exemption from paying nonresident tuition.

RCCD abides by current law and does not ask for residency requirements of any person attending RCCD colleges that has successfully completed high school in the state of California. AB 63 would propose that community colleges not charge in state fees to any person that cannot provide lawful immigration status.

The bill has been scheduled for the Higher Education Committee for March 29 2011. RCCDs letter of opposition has been received by the Committee Chair, Assembly member Marty Block as well as members of our own delegation. This item is provided for information and discussion.

Information Only.

Gregory W. Gray
Chancellor

Prepared by: Chris Carlson
Chief of Staff

RIVERSIDE COMMUNITY COLLEGE DISTRICT

Moreno Valley Campus • Norco Campus • Riverside City College

Sent Via Fax (916) 319-2178

Office of the Chancellor

March 4, 2011

The Honorable Assemblyman Marty Block
Chair, Assembly Higher Education Committee
State Capitol
P.O. Box 942849
Sacramento, CA 94249-0078

**RE: AB 63 – Donnelly. Public Postsecondary Education: Tuition and Fees.
OPPOSE**

Dear Assemblyman Block:

Riverside Community College District (RCCD) wishes to express our opposition to AB 63, as authored by Assemblymember Donnelly and referred to the Assembly Committees on Higher Education and Veterans Affairs.


AB 63 proposes to remove provisions of the Education Code that were enacted in 2001 by AB 540. AB 540 is a bill that provided undocumented students to pay the same amount of college tuition that legal residents pay. This provision within Title 5 is what AB 63 proposes to be stricken. Passage of AB 63, as currently referred, would no longer permit the colleges to recognize students, who through no fault of their own were brought to this country illegally and have success in grades K-12. AB 63 would take away their ability to attend college and deprive undocumented, but educationally successful students, the benefits currently within Title 5 enacted by AB 540 in 2001.

Riverside Community College District is a three-college higher education system serving 1.4 million people living in Riverside County. In the fall 2010, student enrollment exceeded 38,000. RCCD colleges are located in the cities of Riverside, Moreno Valley and Norco—three of the fastest growing areas in the county, as well as a highly diverse region.

With our region's low college going rate, coupled with the highest level of unemployment in the state, access to higher education can only benefit our region and state. Our region has a number of students from this unrepresented group of Californians. Advancing education among all groups can only benefit our great state. Please oppose AB 63 as currently referred to the Assembly Committees on Higher Education.

I thank you in advance to your thoughtful consideration.

Sincerely,


Gregory W. Gray
Chancellor



cc: RCCD Board of Trustees (916) 441-0378
Community College League of California (916) 319-2164
Assemblyman Brian Nestande (916) 319-2166
Assemblyman Kevin Jeffries (916) 319-2171
Assemblyman Jeff Miller (916) 327-2187
Senator Bill Emmerson (916) 387-2272
Senator Bob Dutton (916) 319-2162
Assemblymember Wilmer Amina Carter (916) 319-2159
Assemblyman Donnelly

CURRENT BILL STATUS

MEASURE : A.B. No. 63
AUTHOR(S) : Donnelly.
TOPIC : Public postsecondary education: tuition and fees.
HOUSE LOCATION : ASM

TYPE OF BILL :
Active
Non-Urgency
Non-Appropriations
Majority Vote Required
Non-State-Mandated Local Program
Fiscal
Non-Tax Levy

LAST HIST. ACT. DATE: 03/16/2011
LAST HIST. ACTION : In committee: Set, first hearing. Hearing canceled at
the request of author.
COMM. LOCATION : ASM HIGHER EDUCATION
HEARING DATE : 03/29/2011

TITLE : An act to amend Sections 68074, 68075, and 68130.5 of
the Education Code, and to repeal Section 1 of Chapter
814 of the Statutes of 2001, relating to public
postsecondary education.

ASSEMBLY BILL

No. 63

Introduced by Assembly Member Donnelly

December 9, 2010

An act to amend Sections 68074, 68075, and 68130.5 of the Education Code, and to repeal Section 1 of Chapter 814 of the Statutes of 2001, relating to public postsecondary education.

LEGISLATIVE COUNSEL'S DIGEST

AB 63, as introduced, Donnelly. Public postsecondary education: tuition and fees.

(1) Existing law establishes uniform student residency requirements for purposes of ascertaining the amount of fees to be paid by students at public institutions of higher education in the state. Existing law entitles an undergraduate student who is a dependent of a member of the Armed Forces stationed in this state on active duty to resident classification for purposes of determining the amount of tuition and fees. Existing law entitles a graduate student, under the same circumstances, to resident classification for no more than one academic year, after which he or she is subject to the general provisions otherwise establishing student residency requirements.

Existing law allows a student dependent of a member of the Armed Forces to keep his or her resident classification until he or she has resided in the state for the minimum time necessary to become a resident in the event the member of the Armed Forces upon whom they are dependent is transferred outside of the state or retires as an active member of the Armed Forces.

Existing law also grants a member of the Armed Forces who is stationed in the state on active duty, except a member assigned for

educational purposes to a state-supported institution of higher education, to resident classification for tuition purposes. A member of the Armed Forces seeking a graduate degree is entitled to resident classification for no more than 2 academic years.

Federal law prohibits a state receiving federal assistance under the Higher Education Opportunity Act from charging a higher rate for attendance at a public institution of higher education than is charged to residents of the state to a member of the Armed Forces who is on active duty for more than 30 days and whose domicile or permanent duty station is in the state, or to his or her spouse or dependent child. Existing federal law requires that the rate continue to apply so long as the member or his or her spouse or dependent child is continuously enrolled at the institution, notwithstanding a subsequent change in the permanent duty station of the member to a location outside of the state.

This bill would amend state law to conform with federal law granting a member of the Armed Forces, or his or her dependent, as provided, entitlement to resident classification for so long as he or she is continuously enrolled at that institution.

(2) Existing law requires that a person, other than a nonimmigrant alien, as defined, who has attended high school in California for 3 or more years, who has graduated from a California high school or attained the equivalent thereof, who has registered at or attends an accredited institution of higher education in California not earlier than the fall semester or quarter of the 2001–02 academic year, and who, if he or she is an alien without lawful immigration status, has filed an affidavit as specified, is exempt from paying nonresident tuition at the California Community Colleges and the California State University. The act enacting that exemption also made related legislative findings and declarations.

This bill would delete a person without lawful immigration status from the exemption from paying nonresident tuition at the California Community Colleges and the California State University, and would repeal the legislative findings and declarations referenced above.

(3) The bill would request the Regents of the University of California to establish the same residency requirements as those established by this bill for students enrolled at the University of California.

Vote: majority. Appropriation: no. Fiscal committee: yes.
State-mandated local program: no.

The people of the State of California do enact as follows:

1 SECTION 1. Section 68074 of the Education Code is amended
2 to read:

3 68074. (a) ~~(1) An undergraduate~~ A student who is a natural
4 or adopted child, stepchild, or spouse who is a dependent of a
5 member of the ~~armed forces~~ *Armed Forces* of the United States
6 stationed in this state on active duty ~~shall be~~ *is* entitled to resident
7 classification only for the purpose of determining the amount of
8 tuition and fees.

9 ~~(2) A student seeking a graduate degree who is a natural or~~
10 ~~adopted child, stepchild, or spouse who is a dependent of a member~~
11 ~~of the armed forces of the United States stationed in this state on~~
12 ~~active duty shall be entitled to resident classification only for the~~
13 ~~purpose of determining the amount of tuition and fees for no more~~
14 ~~than one academic year, and shall thereafter be subject to Article~~
15 ~~5 (commencing with Section 68060).~~

16 (b) If that member of the ~~armed forces~~ *Armed Forces* of the
17 United States, whose dependent natural or adopted child, stepchild,
18 or spouse is in attendance at an institution, (1) is thereafter
19 transferred on military orders to a place outside this state where
20 the member continues to serve in the ~~armed forces~~ *Armed Forces*
21 of the United States, or (2) is thereafter retired as an active member
22 of the ~~armed forces~~ *Armed Forces* of the United States, the student
23 dependent shall not lose his or her resident classification ~~until he~~
24 ~~or she has resided in the state the minimum time necessary to~~
25 ~~become a resident so long as he or she remains continuously~~
26 ~~enrolled at that institution.~~

27 SEC. 2. Section 68075 of the Education Code is amended to
28 read:

29 68075. (a) ~~An undergraduate~~ A student who is a member of
30 the *Armed Forces* of the United States stationed in this state on
31 active duty, except a member of the *Armed Forces* assigned for
32 educational purposes to a state-supported institution of higher
33 education, is entitled to resident classification only for the purpose
34 of determining the amount of tuition and fees.

35 ~~(b) A student seeking a graduate degree who is a member of~~
36 ~~the Armed Forces of the United States stationed in this state on~~
37 ~~active duty, except a member of the Armed Forces assigned for~~
38 ~~educational purposes to a state-supported institution of higher~~

1 education, shall be entitled to resident classification only for the
2 purpose of determining the amount of tuition and fees for no more
3 than two academic years, and shall thereafter be subject to Article
4 5 (commencing with Section 68060).

5 (b) *If that member of the Armed Forces of the United States*
6 *who is in attendance at an institution is thereafter transferred on*
7 *military orders to a place outside this state where the member*
8 *continues to serve in the Armed Forces of the United States, he or*
9 *she shall not lose his or her resident classification so long as he*
10 *or she remains continuously enrolled at that institution.*

11 SEC. 3. Section 68130.5 of the Education Code is amended to
12 read:

13 68130.5. Notwithstanding any other provision of law:

14 (a) A student, other than a person without lawful immigration
15 status or a nonimmigrant alien within the meaning of paragraph
16 (15) of subsection (a) of Section 1101 of Title 8 of the United
17 States Code, who meets all of the following requirements shall be
18 exempt from paying nonresident tuition at the California State
19 University and the California Community Colleges:

20 (1) High school attendance in California for three or more years.

21 (2) Graduation from a California high school or attainment of
22 the equivalent thereof.

23 (3) Registration as an entering student at, or current enrollment
24 at, an accredited institution of higher education in California not
25 earlier than the fall semester or quarter of the 2001–02 academic
26 year.

27 ~~(4) In the case of a person without lawful immigration status,~~
28 ~~the filing of an affidavit with the institution of higher education~~
29 ~~stating that the student has filed an application to legalize his or~~
30 ~~her immigration status, or will file an application as soon as he or~~
31 ~~she is eligible to do so.~~

32 (b) A student exempt from nonresident tuition under this section
33 may be reported by a community college district as a full-time
34 equivalent student for apportionment purposes.

35 (c) The Board of Governors of the California Community
36 Colleges and the Trustees of the California State University shall
37 prescribe rules and regulations for the implementation of this
38 section.

39 (d) Student information obtained in the implementation of this
40 section is confidential.

1 SEC. 4. Section 1 of Chapter 814 of the Statutes of 2001 is
2 repealed.

3 SECTION 1. ~~(a) The Legislature hereby finds and declares~~
4 ~~all of the following:~~

5 ~~(1) There are high school pupils who have attended elementary~~
6 ~~and secondary schools in this state for most of their lives and who~~
7 ~~are likely to remain, but are precluded from obtaining an affordable~~
8 ~~college education because they are required to pay nonresident~~
9 ~~tuition rates.~~

10 ~~(2) These pupils have already proven their academic eligibility~~
11 ~~and merit by being accepted into our state's colleges and~~
12 ~~universities.~~

13 ~~(3) A fair tuition policy for all high school pupils in California~~
14 ~~ensures access to our state's colleges and universities, and thereby~~
15 ~~increases the state's collective productivity and economic growth.~~

16 ~~(4) This act, as enacted during the 2001-02 Regular Session,~~
17 ~~allows all persons, including undocumented immigrant students~~
18 ~~who meet the requirements set forth in Section 68130.5 of the~~
19 ~~Education Code, to be exempt from nonresident tuition in~~
20 ~~California's colleges and universities.~~

21 ~~(5) This act, as enacted during the 2001-02 Regular Session,~~
22 ~~does not confer postsecondary education benefits on the basis of~~
23 ~~residence within the meaning of Section 1623 of Title 8 of the~~
24 ~~United States Code.~~

25 ~~(b) It is the intent of the Legislature that:~~

26 ~~(1) A state court may award only prospective injunctive and~~
27 ~~declaratory relief to a party in any lawsuit interpreting Section~~
28 ~~68130.5 of the Education Code, as added by this act during the~~
29 ~~2001-02 Regular Session, or any lawsuit interpreting similar~~
30 ~~requirements adopted by the Regents of the University of California~~
31 ~~pursuant to Section 68134 of the Education Code.~~

32 ~~(2) This act will have no impact on the ability of California's~~
33 ~~public colleges and universities to assess nonresident tuition on~~
34 ~~students who are not within the scope of this act.~~

35 SEC. 5. The Legislature hereby requests the Regents of the
36 University of California to establish the same residency
37 classifications for students enrolled at the University of California
38 as those enacted by this act.

RIVERSIDE COMMUNITY COLLEGE DISTRICT
GOVERNANCE COMMITTEE

Report No.: III-A-3

Date: April 19, 2011

Subject: Resolution No. 51-10/11 in Support of US Congress and Department of Education to Address Issues and Consumer Protection Practices Concerning For-profit Colleges and Universities

Background: Access to higher education and gaining employable workforce skills is critically important throughout the nation and for its economic vitality. Given the growing need of advancing industry sector workforce, and the rising cost and limited access of public and private universities and colleges, the role of for-profit colleges and universities has expanded exponentially, in the name of meeting these needs. However, practices of these new and expanded colleges and universities has been under renewed scrutiny; as they access many of the same federal dollars and loan programs, with limited regulation and questionable rates of success.

While this issue is not a new issue, it is a growing issue, and is receiving attention at the national level. Recently, the practices and growth of for-profit colleges and universities was the subject of the US Government Accountability Office. A copy of the GAO's report of August 2010 is herewith. Additionally, bills have been introduced to block efforts by Congress or the Obama Administration from tightening the rules on federal loans to students attending for-profile colleges.

The issue of consumer protection impacts our public community colleges, the access to limited federal resources, and the placement of student success as a key component to our mission. In stating this, is important to recognize that the Nation's higher education system includes public, private not-for profit and for-profit colleges and universities to serve the educational needs for the nation, and there are responsible and viable roles and services for each type of institution. What are at issue are the perceived imbalance and practices, and their impact to limited federal resources and programs.

Recommended Action: It is recommended that the Board of Trustees consider Resolution No. 51-10/11 declaring support of US Congress and Department of Education to address issues and consumer protection practices concerning for-profit colleges and universities.

Gregory W. Gray
Chancellor

Prepared by: Chris Carlson
Chief of Staff

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**RESOLUTION IN SUPPORT OF US CONGRESS AND DEPARTMENT OF
EDUCATION TO ADDRESS ISSUES AND CONSUMER PROTECTION
PRACTICES CONCERNING FOR-PROFIT COLLEGES AND UNIVERSITIES**

RESOLUTION NO. 51-10/11

WHEREAS, a skilled and educated workforce is key to the continued advancement of our Nation and its economy;

WHEREAS, the Nation's higher education system includes public, private not-for profit and for-profit colleges and universities to serve the educational needs for the nation, and there are responsible and viable roles and services for each type of institution;

WHEREAS, the Nation and states have limited resources to serve the educational needs of the citizens;

WHEREAS, the Nation and states provide access to funding and resources to assure persons seeking training and education have financial access through programs such as PELL Grants, student loans and other state programs such as Cal Grants in the State of California;

WHEREAS, in August 2010 the Government Accountability Office report provided testimony as to fraud, deceptive recruiting practices and misleading costs and benefits conducted by fifteen, randomly sampled for-profit institutions investigated before the Health, Education Labor and Pensions committee of the US Congress;

WHEREAS, the for-profit college industry is now a \$29 billion sector consisting of 10% of the higher education students in the nation;

WHEREAS, it is reported that for-profits consume 30-40% of federal funds for higher education assistance and result in very low completion rates;

WHEREAS, it is reported that 96% of 2008 graduates of for-profit colleges have debt compared with 62% at public and 72% at private not-for-profit institutions;

WHEREAS 21% of students who use federal loans to attend for-profit college go into default within three-years compared to 7% at public four-year colleges and 16% at public two-year colleges, and there is concern to higher education lending practices that some have referred to as the education subprime condition;

NOW THEREFORE, the Board of Trustees of the Riverside Community College District hereby resolves the following:

Section1. Urges support for the U.S. Department of Education regulations, commonly referenced as "gainful employment" regulation and urges members of U.S. Congress to refrain from passing legislation and other measures that may block or otherwise impede the implementation of said regulations; and

Section2. Request that the U.S. Congress and U.S. Department of Education address issues, practices, and consumer protection surrounding the for-profit college industry to assure federal funding and resources for higher education are as transparent and responsibly applied and deployed for the gainful advancement and benefit of our Nation.

PASSED AND ADOPTED this 19th day of April 2011, at the regular meeting of the Riverside Community College District Board of Trustees.

Janet Green
President of the Board of Trustees
Riverside Community College District



Testimony

Before the Committee on Health,
Education, Labor, and Pensions, U.S.
Senate

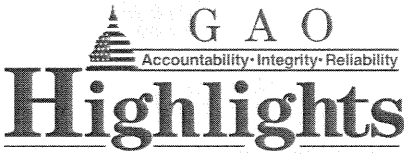
For Release on Delivery
Expected at 10:00 a.m. EDT
Wednesday, August 4, 2010

FOR-PROFIT COLLEGES

Undercover Testing Finds Colleges Encouraged Fraud and Engaged in Deceptive and Questionable Marketing Practices

Statement of Gregory D. Kutz, Managing Director
Forensics Audits and Special Investigations

On November 30, 2010, GAO reissued this testimony to clarify and add more precise wording on pages 9 and 12 and to some of the examples cited in Table 1 on page 8 and Appendix I, pages 19-27.



Highlights of GAO-10-948T, a testimony before the Committee on Health, Education, Labor, and Pensions, U.S. Senate

FOR-PROFIT COLLEGES

Undercover Testing Finds Colleges Encouraged Fraud and Engaged in Deceptive and Questionable Marketing Practices

Why GAO Did This Study

Enrollment in for-profit colleges has grown from about 365,000 students to almost 1.8 million in the last several years. These colleges offer degrees and certifications in programs ranging from business administration to cosmetology. In 2009, students at for-profit colleges received more than \$4 billion in Pell Grants and more than \$20 billion in federal loans provided by the Department of Education (Education). GAO was asked to 1) conduct undercover testing to determine if for-profit colleges' representatives engaged in fraudulent, deceptive, or otherwise questionable marketing practices, and 2) compare the tuitions of the for-profit colleges tested with those of other colleges in the same geographic region.

To conduct this investigation, GAO investigators posing as prospective students applied for admissions at 15 for-profit colleges in 6 states and Washington, D.C.. The colleges were selected based on several factors, including those that the Department of Education reported received 89 percent or more of their revenue from federal student aid. GAO also entered information on four fictitious prospective students into education search Web sites to determine what type of follow-up contact resulted from an inquiry. GAO compared tuition for the 15 for-profit colleges tested with tuition for the same programs at other colleges located in the same geographic areas. Results of the undercover tests and tuition comparisons cannot be projected to all for-profit colleges.

What GAO Found

Undercover tests at 15 for-profit colleges found that 4 colleges encouraged fraudulent practices and that all 15 made deceptive or otherwise questionable statements to GAO's undercover applicants. Four undercover applicants were encouraged by college personnel to falsify their financial aid forms to qualify for federal aid—for example, one admissions representative told an applicant to fraudulently remove \$250,000 in savings. Other college representatives exaggerated undercover applicants' potential salary after graduation and failed to provide clear information about the college's program duration, costs, or graduation rate despite federal regulations requiring them to do so. For example, staff commonly told GAO's applicants they would attend classes for 12 months a year, but stated the annual cost of attendance for 9 months of classes, misleading applicants about the total cost of tuition. Admissions staff used other deceptive practices, such as pressuring applicants to sign a contract for enrollment before allowing them to speak to a financial advisor about program cost and financing options. However, in some instances, undercover applicants were provided accurate and helpful information by college personnel, such as not to borrow more money than necessary.

Fraudulent, Deceptive, and Otherwise Questionable Practices

Degree/certificate, location	Sales and Marketing Practice
Certificate Program – California	Undercover applicant was encouraged by a college representative to change federal aid forms to falsely increase the number of dependents in the household in order to qualify for grants.
Associate's Degree – Florida	Undercover applicant was falsely told that the college was accredited by the same organization that accredits Harvard and the University of Florida.
Certificate Program – Washington, D.C.	Admissions representative said that barbers can earn up to \$150,000 to \$250,000 a year, an exceptional figure for the industry. The Bureau of Labor Statistics reports that 90 percent of barbers make less than \$43,000 a year.
Certificate Program – Florida	Admission representative told an undercover applicant that student loans were not like a car payment and that no one would "come after" the applicant if she did not pay back her loans.

Source: GAO

In addition, GAO's four fictitious prospective students received numerous, repetitive calls from for-profit colleges attempting to recruit the students when they registered with Web sites designed to link for-profit colleges with prospective students. Once registered, GAO's prospective students began receiving calls within 5 minutes. One fictitious prospective student received more than 180 phone calls in a month. Calls were received at all hours of the day, as late as 11 p.m. To see video clips of undercover applications and to hear voicemail messages from for-profit college recruiters, see <http://www.gao.gov/products/GAO-10-948T>.

Programs at the for-profit colleges GAO tested cost substantially more for associate's degrees and certificates than comparable degrees and certificates at public colleges nearby. A student interested in a massage therapy certificate costing \$14,000 at a for-profit college was told that the program was a good value. However the same certificate from a local community college cost \$520. Costs at private nonprofit colleges were more comparable when similar degrees were offered.

View GAO-10-948T or key components. For more information, contact Gregory Kutz at (202) 512-6722 or kutzg@gao.gov.

Mr. Chairman and Members of the Committee:

Thank you for the opportunity to discuss our investigation into fraudulent, deceptive, or otherwise questionable sales and marketing practices in the for-profit college industry.¹ Across the nation, about 2,000 for-profit colleges eligible to receive federal student aid offer certifications and degrees in subjects such as business administration, medical billing, psychology, and cosmetology. Enrollment in such colleges has grown far faster than traditional higher-education institutions. The for-profit colleges range from small, privately owned colleges to colleges owned and operated by publicly traded corporations. Fourteen such corporations, worth more than \$26 billion as of July 2010,² have a total enrollment of 1.4 million students. With 443,000 students, one for-profit college is one of the largest higher-education systems in the country—enrolling only 20,000 students fewer than the State University of New York.

The Department of Education's Office of Federal Student Aid manages and administers billions of dollars in student financial assistance programs under Title IV of the Higher Education Act of 1965, as amended. These programs include, among others, the William D. Ford Federal Direct Loan Program (Direct Loans), the Federal Pell Grant Program, and campus-based aid programs.³ Grants do not have to be repaid by students, while loans must be repaid whether or not a student completes a degree program. Students may be eligible for "subsidized" loans or "unsubsidized" loans. For unsubsidized loans, interest begins to accrue on the loan as soon as the loan is taken out by the student (i.e. while attending classes).

¹For-profit colleges are institutions of post-secondary education that are privately-owned or owned by a publicly traded company and whose net earnings can benefit a shareholder or individual. In this report, we use the term "college" to refer to all of those institutions of post-secondary education that are eligible for funds under Title IV of the Higher Education Act of 1965, as amended. This term thus includes public and private nonprofit institutions, proprietary or for-profit institutions, and post-secondary vocational institutions.

²\$26 billion is the aggregate market capitalization of the 14 publicly traded corporations on July 14, 2010. In addition, there is a 15th company that operates for-profit colleges; however, the parent company is involved in other industries; therefore, we are unable to separate its market capitalization for only the for-profit college line of business, and its value is not included in this calculation.

³The Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Work-Study (FWS), and Federal Perkins Loan programs are called campus-based programs and are administered directly by the financial aid office at each participating college. As of July 1, 2010 new federal student loans that are not part of the campus-based programs will come directly from the Department of Education under the Direct Loan program.

For subsidized loans, interest does not accrue while a student is in college. Colleges received \$105 billion in Title IV funding for the 2008-2009 school year—of which approximately 23 percent or \$24 billion went to for-profit colleges. Because of the billions of dollars in federal grants and loans utilized by students attending for-profit colleges, you asked us to (1) conduct undercover testing to determine if for-profit college representatives engaged in fraudulent, deceptive, or otherwise questionable marketing practices, and (2) compare the cost of attending for-profit colleges tested with the cost of attending nonprofit colleges in the same geographic region.

To determine whether for-profit college representatives engaged in fraudulent, deceptive, or otherwise questionable sales and marketing practices, we investigated a nonrepresentative selection of 15 for-profit colleges located in Arizona, California, Florida, Illinois, Pennsylvania, Texas, and Washington, D.C. We chose colleges based on several factors in order to test for-profit colleges offering a variety of educational services with varying corporate sizes and structures located across the country. Factors included whether a college received 89 percent or more of total revenue from federal student aid according to Department of Education (Education) data or was located in a state that was among the top 10 recipients of Title IV funding. We also chose a mix of privately held or publicly traded for-profit colleges. We reviewed Federal Trade Commission (FTC) statutes and regulations regarding unfair and deceptive marketing practices and Education statutes and regulations regarding what information postsecondary colleges are required to provide to students upon request and what constitutes substantial misrepresentation of services. During our undercover tests we attempted to identify whether colleges met these regulatory requirements, but we were not able to test all regulatory requirements in all tests.

Using fictitious identities, we posed as potential students to meet with the colleges' admissions and financial aid representatives and inquire about certificate programs, associate's degrees, and bachelor's degrees.⁴ We inquired about one degree type and one major—such as cosmetology, massage therapy, construction management, or elementary education—at each college. We tested each college twice—once posing as a prospective student with an income low enough to qualify for federal grants and

⁴A certificate program allows a student to earn a college level credential in a particular field without earning a degree.

subsidized student loans, and once as a prospective student with higher income and assets to qualify the student only for certain unsubsidized loans.⁵ Our undercover applicants were ineligible for other types of federal postsecondary education assistance programs such as benefits available under the Post-9/11 Veterans Educational Assistance Act of 2008 (commonly referred to as “the Post-9/11 G.I. Bill”). We used fabricated documentation, such as tax returns, created with publicly available hardware, software and materials, and the Free Application for Federal Student Aid (FAFSA)—the form used by virtually all 2- and 4-year colleges, universities, and career colleges for awarding federal student aid—during our in-person meetings. In addition, using additional bogus identities, investigators posing as four prospective students filled out forms on two Web sites that ask questions about students’ academic interests, match them to colleges with relevant programs, and provide the students’ information to colleges or the colleges’ outsourced calling center for follow-up about enrollment. Two students expressed interest in a culinary arts degree, and two other students expressed interest in a business administration degree. We filled out information on two Web sites with these fictitious prospective students’ contact information and educational interests in order to document the type and frequency of contact the fictitious prospective students would receive. We then monitored the phone calls and voicemails received.

To compare the cost of attending for-profit colleges with that of nonprofit colleges, we used Education information to select public and private nonprofit colleges located in the same geographic areas as the 15 for-profit colleges we visited. We compared tuition rates for the same type of degree or certificate between the for-profit and nonprofit colleges. For the 15 for-profit colleges we visited, we used information obtained from campus representatives to determine tuition at these programs. For the nonprofit colleges, we obtained information from their Web sites or, when not available publicly, from campus representatives. Not all nonprofit colleges offered similar degrees, specifically when comparing associate’s degrees and certificate programs. We cannot project the results of our undercover tests or cost comparisons to other for-profit colleges.

⁵Regardless of income and assets, all eligible students attending a Title IV college are eligible to receive unsubsidized federal loans. The maximum amount of the unsubsidized loan ranges from \$2,000 to \$12,000 per year, depending on the student’s grade level and on whether the student is considered “dependent” or “independent” from his or her parents or guardians.

We plan to refer cases of school officials encouraging fraud and engaging in deceptive practices to Education's Office of Inspector General, where appropriate. Our investigative work, conducted from May 2010 through July 2010, was performed in accordance with standards prescribed by the Council of the Inspectors General on Integrity and Efficiency.

Background

In recent years, the scale and scope of for-profit colleges have changed considerably. Traditionally focused on certificate and programs ranging from cosmetology to medical assistance and business administration, for-profit institutions have expanded their offerings to include bachelor's, master's, and doctoral level programs. Both the certificate and degree programs provide students with training for careers in a variety of fields. Proponents of for-profit colleges argue that they offer certain flexibilities that traditional universities cannot, such as, online courses, flexible meeting times, and year-round courses. Moreover, for-profit colleges often have open admissions policies to accept any student who applies.

Currently, according to Education about 2,000 for-profit colleges participate in Title IV programs and in the 2008–2009 school year, for-profit colleges received approximately \$24 billion in Title IV funds. Students can only receive Title IV funds when they attend colleges approved by Education to participate in the Title IV program.

Title IV Program Eligibility Criteria

The Higher Education Act of 1965, as amended, provides that a variety of institutions of higher education are eligible to participate in Title IV programs, including:

- Public institutions—Institutions operated and funded by state or local governments, which include state universities and community colleges.
- Private nonprofit institutions—Institutions owned and operated by nonprofit organizations whose net earnings do not benefit any shareholder or individual. These institutions are eligible for tax-deductible contributions in accordance with the Internal Revenue code (26 U.S.C. § 501(c)(3)).
- For-profit institutions—Institutions that are privately owned or owned by a publicly traded company and whose net earnings can benefit a shareholder or individual.

Colleges must meet certain requirements to receive Title IV funds. While full requirements differ depending on the type of college, most colleges are

required to: be authorized or licensed by the state in which it is located to provide higher education; provide at least one eligible program that provides an associate's degree or higher, or provides training to students for employment in a recognized occupation; and be accredited by an accrediting agency recognized by the Secretary of Education. Moreover, for-profit colleges must enter a "program participation agreement" with Education that requires the school to derive not less than 10 percent of revenues from sources other than Title IV funds and certain other federal programs (known as the "90/10 Rule"). Student eligibility for grants and subsidized student loans is based on student financial need. In addition, in order for a student to be eligible for Title IV funds, the college must ensure that the student meets the following requirements, among others: has a high school diploma, a General Education Development certification, or passes an ability-to-benefit test approved by Education, or completes a secondary school education in a home school setting recognized as such under state law; is working toward a degree or certificate in an eligible program; and is maintaining satisfactory academic progress once in college.⁶

Defaults on Student Loans

In August 2009, GAO reported that in the repayment period, students who attended for-profit colleges were more likely to default on federal student loans than were students from other colleges.⁷ When students do not make payments on their federal loans and the loans are in default, the federal government and taxpayers assume nearly all the risk and are left with the costs. For example, in the Direct Loan program, the federal government and taxpayers pick up 100 percent of the unpaid principal on defaulted loans. In addition, students who default are also at risk of facing a number of personal and financial burdens. For example, defaulted loans will appear on the student's credit record, which may make it more difficult to obtain an auto loan, mortgage, or credit card. Students will also be ineligible for assistance under most federal loan programs and may not receive any additional Title IV federal student aid until the loan is repaid in full. Furthermore, Education can refer defaulted student loan debts to the Department of Treasury to offset any federal or state income tax refunds

⁶GAO previously investigated certain schools' use of ability-to-benefit tests. For more information, see GAO, *PROPRIETARY SCHOOLS: Stronger Department of Education Oversight Needed to Help Ensure Only Eligible Students Receive Federal Student Aid*, GAO-09-600 (Washington, D.C.: August 17, 2009).

⁷GAO-09-600.

due to the borrower to repay the defaulted loan. In addition, Education may require employers who employ individuals who have defaulted on a student loan to deduct 15 percent of the borrower's disposable pay toward repayment of the debt. Garnishment may continue until the entire balance of the outstanding loan is paid.

College Disclosure Requirements

In order to be an educational institution that is eligible to receive Title IV funds, Education statutes and regulations require that each institution make certain information readily available upon request to enrolled and prospective students.⁸ Institutions may satisfy their disclosure requirements by posting the information on their Internet Web sites. Information to be provided includes: tuition, fees, and other estimated costs; the institution's refund policy; the requirements and procedures for withdrawing from the institution; a summary of the requirements for the return of Title IV grant or loan assistance funds; the institution's accreditation information; and the institution's completion or graduation rate. If a college substantially misrepresents information to students, a fine of no more than \$25,000 may be imposed for each violation or misrepresentation and their Title IV eligibility status may be suspended or terminated.⁹ In addition, the FTC prohibits "unfair methods of competition" and "unfair or deceptive acts or practices" that affect interstate commerce.

⁸20 U.S.C. § 1092 and 34 C.F.R. §§ 668.41 -49.

⁹20 U.S.C. § 1094 (c) (3) and 34 C.F.R. §§ 668.71 - .75. Additionally, Education has recently proposed new regulations that would enhance its oversight of Title IV eligible institutions, including provisions related to misrepresentation and aggressive recruiting practices. See 75 Fed. Reg. 34,806 (June 18, 2010).

For-Profit Colleges Encouraged Fraud and Engaged in Deceptive and Otherwise Questionable Sales and Marketing Practices

Our covert testing at 15 for-profit colleges found that four colleges encouraged fraudulent practices, such as encouraging students to submit false information about their financial status. In addition all 15 colleges made some type of deceptive or otherwise questionable statement to undercover applicants, such as misrepresenting the applicant's likely salary after graduation and not providing clear information about the college's graduation rate. Other times our undercover applicants were provided accurate or helpful information by campus admissions and financial aid representatives. Selected video clips of our undercover tests can be seen at <http://www.gao.gov/products/GAO-10-948T>.

Fraudulent Practices Encouraged by For-Profit Colleges

Four of the 15 colleges we visited encouraged our undercover applicants to falsify their FAFSA in order to qualify for financial aid. A financial aid officer at a privately owned college in Texas told our undercover applicant not to report \$250,000 in savings, stating that it was not the government's business how much money the undercover applicant had in a bank account. However, Education requires students to report such assets, which along with income, are used to determine how much and what type of financial aid for which a student is eligible. The admissions representative at this same school encouraged the undercover applicant to change the FAFSA to falsely add dependents in order to qualify for grants. The admissions representative attempted to ease the undercover applicant's concerns about committing fraud by stating that information about the reported dependents, such as Social Security numbers, was not required. An admissions representative at another college told our undercover applicant that changing the FAFSA to indicate that he supported three dependents instead of being a single-person household might drop his income enough to qualify for a Pell Grant. In all four situations when college representatives encouraged our undercover applicants to commit fraud, the applicants indicated on their FAFSA, as well as to the for-profit college staff, that they had just come into an inheritance worth approximately \$250,000. This inheritance was sufficient to pay for the entire cost of the undercover applicant's tuition. However, in all four cases, campus representatives encouraged the undercover applicants to take out loans and assisted them in becoming eligible either for grants or subsidized loans. It was unclear what incentive these colleges had to encourage our undercover applicants to fraudulently fill out financial aid forms given the applicants' ability to pay for college. The following table provides more details on the four colleges involved in encouraging fraudulent activity.

Table 1: Fraudulent Actions Encouraged by For-Profit Colleges

Location	Certification Sought and Course of Study	Type of College	Fraudulent Behavior Encouraged
CA	Certificate - Computer Aided Drafting	Less than 2-year, privately owned	<ul style="list-style-type: none"> Undercover applicant was encouraged by a financial aid representative to change the FAFSA to falsely increase the number of dependents in the household in order to qualify for Pell Grants. The undercover applicant suggested to the representative that by the time the college would be required by Education to verify any information about the applicant, the applicant would have already graduated from the 7-month program. The representative acknowledged this was true. This undercover applicant indicated to the financial aid representative that he had \$250,000 in the bank, and was therefore capable of paying the program's \$15,000 cost. The fraud would have made the applicant eligible for grants and subsidized loans.
FL	Associate's Degree - Radiologic Technology	2-year, privately owned	<ul style="list-style-type: none"> Admissions representative suggested to the undercover applicant that he not report \$250,000 in savings reported on the FAFSA. The representative told the applicant to come back once the fraudulent financial information changes had been processed. This change would not have made the applicant eligible for grants because his income would have been too high, but it would have made him eligible for loans subsidized by the government. However, this undercover applicant indicated that he had \$250,000 in savings—more than enough to pay for the program's \$39,000 costs.
PA	Certificate - Web Page Design	Less than 2-year, privately owned	<ul style="list-style-type: none"> Financial aid representative told the undercover applicant that he should have answered "zero" when asked about money he had in savings—the applicant had reported a \$250,000 inheritance. The financial aid representative told the undercover applicant that she would "correct" his FAFSA form by reducing the reported assets to zero. She later confirmed by email and voicemail that she had made the change. This change would not have made the applicant eligible for grants, but it would have made him eligible for loans subsidized by the government. However, this applicant indicated that he had about \$250,000 in savings—more than enough to pay for the program's \$21,000 costs.
TX	Bachelor's Degree - Construction Management	4-year, privately owned	<ul style="list-style-type: none"> Admissions representative encouraged applicant to change the FAFSA to falsely add dependents in order to qualify for Pell Grants. Admissions representative assured the undercover applicant that he did not have to identify anything about the dependents, such as their Social Security numbers, nor did he have to prove to the college with a tax return that he had previously claimed them as dependents. Financial aid representative told the undercover applicant that he should not report the \$250,000 in cash he had in savings. This applicant indicated to the financial aid representative that he had \$250,000 in the bank, and was therefore capable of paying the program's \$68,000 cost. The fraud would have made the undercover applicant eligible for more than \$2,000 in grants per year.

Source: GAO.

Deceptive or Questionable Statements

Admissions or financial aid representatives at all 15 for-profit colleges provided our undercover applicants with deceptive or otherwise questionable statements. These deceptive and questionable statements included information about the college's accreditation, graduation rates and its student's prospective employment and salary qualifications, duration and cost of the program, or financial aid. Representatives at schools also employed hard-sell sales and marketing techniques to encourage students to enroll.

Accreditation Information

Admissions representatives at four colleges either misidentified or failed to identify their colleges' accrediting organizations. While all the for-profit colleges we visited were accredited according to information available from Education, federal regulations state that institutions may not provide students with false, erroneous, or misleading statements concerning the particular type, specific source, or the nature and extent of its accreditation. Examples include:

- A representative at a college in Florida owned by a publicly traded company told an undercover applicant that the college was accredited by the same organization that accredits Harvard and the University of Florida when in fact it was not. The representative told the undercover applicant: "It's the top accrediting agency—Harvard, University of Florida—they all use that accrediting agency....All schools are the same; you never read the papers from the schools."
- A representative of a small beauty college in Washington, D.C. told an undercover applicant that the college was accredited by "an agency affiliated with the government," but did not specifically name the accrediting body. Federal and state government agencies do not accredit educational institutions.
- A representative of a college in California owned by a private corporation told an undercover applicant that this college was the only one to receive its accrediting organization's "School of Excellence" award. The accrediting organization's Web site listed 35 colleges as having received that award.

Graduation Rate, Employment and Expected Salaries

Representatives from 13 colleges gave our applicants deceptive or otherwise questionable information about graduation rates, guaranteed applicants jobs upon graduation, or exaggerated likely earnings. Federal statutes and regulations require that colleges disclose the graduation rate to applicants upon request, although this requirement can be satisfied by posting the information on their Web site. Thirteen colleges did not

provide applicants with accurate or complete information about graduation rates. Of these thirteen, four provided graduation rate information in some form on their Web site, although it required a considerable amount of searching to locate the information. Nine schools did not provide graduation rates either during our in person visit or on their Web sites. For example, when asked for the graduation rate, a representative at a college in Arizona owned by a publicly traded company said that last year 90 students graduated, but did not disclose the actual graduation rate. When our undercover applicant asked about graduation rates at a college in Pennsylvania owned by a publicly traded company, he was told that if all work was completed, then the applicant should successfully complete the program—again the representative failed to disclose the college’s graduation rate when asked. However, because graduation rate information was available at both these colleges’ Web sites, the colleges were in compliance with Education regulations.

In addition, according to federal regulations, a college may not misrepresent the employability of its graduates, including the college’s ability to secure its graduates employment. However, representatives at two colleges told our undercover applicants that they were guaranteed or virtually guaranteed employment upon completion of the program. At five colleges, our undercover applicants were given potentially deceptive information about prospective salaries. Examples of deceptive or otherwise questionable information told to our undercover applicants included:

- A college owned by a publicly traded company told our applicant that, after completing an associate’s degree in criminal justice, he could try to go work for the Federal Bureau of Investigation or the Central Intelligence Agency. While other careers within those agencies may be possible, positions as a FBI Special Agent or CIA Clandestine Officer, require a bachelor’s degree at a minimum.
- A small beauty college told our applicant that barbers can earn \$150,000 to \$250,000 a year. While this may be true in exceptional circumstances, the Bureau of Labor Statistics (BLS) reports that 90 percent of barbers make less than \$43,000 a year.
- A college owned by a publicly traded company told our applicant that instead of obtaining a criminal justice associate’s degree, she should consider a medical assisting certificate and that after only 9 months of college, she could earn up to \$68,000 a year. A salary this high would be

extremely unusual; 90 percent of all people working in this field make less than \$40,000 a year, according to the BLS.

Program Duration and Cost

Representatives from nine colleges gave our undercover applicants deceptive or otherwise questionable information about the duration or cost of their colleges' programs. According to federal regulations, a college may not substantially misrepresent the total cost of an academic program. Representatives at these colleges used two different methods to calculate program duration and cost of attendance. Colleges described the duration of the program as if students would attend classes for 12 months per year, but reported the annual cost of attendance for only 9 months of classes per year. This disguises the program's total cost. Examples include:

- A representative at one college said it would take 3.5–4 years to obtain a bachelor's degree by taking classes year round, but quoted the applicant an annual cost for attending classes for 9 months of the year. She did not explain that attending classes for only 9 months out of the year would require an additional year to complete the program. If the applicant did complete the degree in 4 years, the annual cost would be higher than quoted to reflect the extra class time required per year.
- At another college, the representative quoted our undercover applicant an annual cost of around \$12,000 per year and said it would take 2 years to graduate without breaks, but when asked about the total cost, the representative told our undercover applicant it would cost \$30,000 to complete the program—equivalent to more than two and a half years of the previously quoted amount. If the undercover applicant had not inquired about the total cost of the program, she would have been led to believe that the total cost to obtain the associate's degree would have been \$24,000.

Financial Aid

Eleven colleges denied undercover applicants access to their financial aid eligibility or provided questionable financial advice. According to federal statutes and regulations, colleges must make information on financial assistance programs available to all current and prospective students.

- Six colleges in four states told our undercover applicants that they could not speak with financial aid representatives or find out what grants and loans they were eligible to receive until they completed the college's enrollment forms agreeing to become a student and paid a small application fee to enroll.

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- A representative at one college in Florida owned by a publicly traded company advised our undercover applicant not to concern himself with loan repayment because his future salary—he was assured—would be sufficient to repay loans.
 - A representative at one college in Florida owned by a private company told our undercover applicant that student loans were not like car loans because “no one will come after you if you don’t pay.” In reality, students who cannot pay their loans face fees, may damage their credit, have difficulty taking out future loans, and in most cases, bankruptcy law prohibits a student borrower from discharging a student loan.
 - A representative at a college owned by a publicly traded corporation told our undercover applicant that she could take out the maximum amount of federal loans, even if she did not need all the money. She told the applicant she could put the extra money in a high-interest savings account. While subsidized loans do not accrue interest while a student is in college, unsubsidized loans do accrue interest. The representative did not disclose this distinction to the applicant when explaining that she could put the money in a savings account.

Six colleges engaged in other questionable sales and marketing tactics such as employing hard-sell sales and marketing techniques and requiring enrolled students to pay monthly installments to the college during their education.

- At one Florida college owned by a publicly traded company, a representative told our undercover applicant she needed to answer 18 questions correctly on a 50 question test to be accepted to the college. The test proctor sat with her in the room and coached her during the test.
- At two other colleges, our undercover applicants were allowed 20 minutes to complete a 12-minute test or took the test twice to get a higher score.
- At the same Florida college, multiple representatives used high pressure marketing techniques, becoming argumentative, and scolding our undercover applicants for refusing to enroll before speaking with financial aid.
- A representative at this Florida college encouraged our undercover applicant to sign an enrollment agreement while assuring her that the contract was not legally binding.

Other Sales and Marketing Tactics

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- A representative at another college in Florida owned by a publicly traded company said that he personally had taken out over \$85,000 in loans to pay for his degree, but he told our undercover applicant that he probably would not pay it back because he had a “tomorrow’s never promised” philosophy.
 - Three colleges required undercover applicants to make \$20–\$150 monthly payments once enrolled, despite the fact that students are typically not required to repay loans until after the student finishes or drops out of the program. These colleges gave different reasons for why students were required to make these payments and were sometimes unclear exactly what these payments were for. At one college, the applicant would have been eligible for enough grants and loans to cover the annual cost of tuition, but was told that she needed to make progress payments toward the cost of the degree separate from the money she would receive from loans and grants. A representative from this college told the undercover applicant that the federal government’s “90/10 Rule” required the applicant to make these payments. However, the “90/10 Rule” does not place any requirements on students, only on the college.
 - At two colleges, our undercover applicants were told that if they recruited other students, they could earn rewards, such as an MP3 player or a gift card to a local store.¹⁰

Accurate and Helpful Information Provided

In some instances our undercover applicants were provided accurate or helpful information by campus admissions and financial aid representatives. In line with federal regulations, undercover applicants at several colleges were provided accurate information about the transferability of credits to other postsecondary institutions, for example:

¹⁰Depending on the value of the gift, such a transaction may be allowed under current law. Federal statute requires that a college’s program participation agreement with Education include a provision that the college will not provide any commission, bonus, or other incentive payment based directly or indirectly on success in securing enrollments or financial aid to any persons or entities engaged in any student recruiting or admission activities. However, Education’s regulations have identified 12 types of payment and compensation plans that do not violate this statutory prohibition, referred to as “safe harbors”. Under one of these exceptions, schools are allowed to provide “token gifts” valued under \$100 to a student provided the gift is not in the form of money and no more than one gift is provided annually to an individual. However, on June 18, 2010 the Department of Education issued a notice of proposed rulemaking that would, among other things, eliminate these 12 safe harbors and restore the full prohibition.

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- A representative at a college owned by a publicly traded company in Pennsylvania told our applicant that with regard to the transfer of credits, “different schools treat it differently; you have to roll the dice and hope it transfers.”
 - A representative at a privately owned for-profit college in Washington, D.C. told our undercover applicant that the transfer of credits depends on the college the applicant wanted to transfer to.

Some financial aid counselors cautioned undercover applicants not to take out more loans than necessary or provided accurate information about what the applicant was required to report on his FAFSA, for example:

- One financial aid counselor at a privately owned college in Washington D.C. told an applicant that because the money had to be paid back, the applicant should be cautious about taking out more debt than necessary.
- A financial aid counselor at a college in Arizona owned by a publicly traded company had the undercover applicant call the FAFSA help line to have him ask whether he was required to report his \$250,000 inheritance. When the FAFSA help line representative told the undercover applicant that it had to be reported, the college financial aid representative did not encourage the applicant not to report the money.

In addition, some admissions or career placement staff gave undercover applicants reasonable information about prospective salaries and potential for employment, for example:

- Several undercover applicants were provided salary information obtained from the BLS or were encouraged to research salaries in their prospective fields using the BLS Web site.
- A career services representative at a privately owned for-profit college in Pennsylvania told an applicant that as an entry level graphic designer, he could expect to earn \$10–\$15 per hour. According to the BLS only 25 percent of graphic designers earn less than \$15 per hour in Pennsylvania.

Web Site Inquiries Result in Hundreds of Calls

Some Web sites that claim to match students with colleges are in reality lead generators used by many for-profit colleges to market to prospective students. Though such Web sites may be useful for students searching for schools in some cases, our undercover tests involving four fictitious

prospective students led to a flood of calls—about five a day. Four of our prospective students filled out forms on two Web sites, which ask questions about students' interests, match them to for-profit colleges with relevant programs, and provide the students' information to the appropriate college or the college's outsourced calling center for follow-up about enrollment. Two fictitious prospective students expressed interest in a culinary arts certificate, one on Web site A and one on Web site B. Two other prospective students expressed interest in a bachelor's in business administration degree, one on each Web site.

Within minutes of filling out forms, three prospective students received numerous phone calls from colleges. One fictitious prospective student received a phone call about enrollment within 5 minutes of registering and another 5 phone calls within the hour. Another prospective student received 2 phone calls separated only by seconds within the first 5 minutes of registering and another 3 phone calls within the hour. Within a month of using the Web sites, one student interested in business management received 182 phone calls and another student also interested in business management received 179 phone calls. The two students interested in culinary arts programs received fewer calls—one student received only a handful, while the other received 72. In total, the four students received 436 phone calls in the first 30 days after using the Web sites. Of these, only six calls—all from the same college—came from a public college.¹¹ The table below provides information about the calls these students received within the first 30 days of registering at the Web site.

¹¹Of the 436 calls, not all resulted in a voice message in which a representative identified the school he or she was calling from. For those callers who did not leave a message, GAO attempted to trace the destination of the caller. In some cases GAO was not able to identify who placed the call to the student.

Table 2: Telephone Calls Received as a Result of Web site Inquiries

Student	Student's Location	Web Site Student Used	Degree	Number of Calls Received Within 24 Hours of Registering	Most Calls Received in One Day ^a	Total Number of Calls Received in a Month
1	GA	A	Business Administration	21	19	179
2	CA	B	Business Administration	24	18	182
3	MD	A	Culinary Arts	5	8	72
4	NV	B	Culinary Arts	2	1	3

Source: GAO

^aThis number is based on the number of calls received within the first month of registering but does not include the first 24 hours.

Tuition at For-Profit Colleges Is Sometimes Higher Than Tuition at Nearby Public and Private Nonprofit Colleges

During the course of our undercover applications, some college representatives told our applicants that their programs were a good value. For example, a representative of a privately owned for-profit college in California told our undercover applicant that the \$14,495 cost of tuition for a computer-aided drafting certificate was “really low.” A representative at a for-profit college in Florida owned by a publicly traded company told our undercover applicant that the cost of their associate’s degree in criminal justice was definitely “worth the investment”. However, based on information we obtained from for-profit colleges we tested, and public and private nonprofit colleges in the same geographic region, we found that most certificate or associate’s degree programs at the for-profit colleges we tested cost more than similar degrees at public or private nonprofit colleges. We found that bachelor’s degrees obtained at the for-profit colleges we tested frequently cost more than similar degrees at public colleges in the area; however, bachelor’s degrees obtained at private nonprofit colleges nearby are often more expensive than at the for-profit colleges.

We compared the cost of tuition at the 15 for-profit colleges we visited, with public and private non-profit colleges located in the same geographic area as the for-profit college. We found that tuition in 14 out of 15 cases, regardless of degree, was more expensive at the for-profit college than at the closest public colleges. For 6 of the 15 for-profit colleges tested, we could not find a private nonprofit college located within 250 miles that offered a similar degree. For 1 of the 15, representatives from the private nonprofit college were unwilling to disclose their tuition rates when we inquired. At eight of the private nonprofit colleges for which we were able to obtain tuition information on a comparable degree, four of the for-profit colleges were more expensive than the private nonprofit college. In the

other four cases, the private nonprofit college was more expensive than the for-profit college.

We found that tuition for certificates at for-profit colleges were often significantly more expensive than at a nearby public college. For example, our undercover applicant would have paid \$13,945 for a certificate in computer aided drafting program—a certification for a 7-month program obtained by those interested in computer-aided drafting, architecture, and engineering—at the for-profit college we visited. To obtain a certificate in computed-aided drafting at a nearby public college would have cost a student \$520. However, for two of the five colleges we visited with certificate programs, we could not locate a private nonprofit college within a 250 mile radius and another one of them would not disclose its tuition rate to us. We were able to determine that in Illinois, a student would spend \$11,995 on a medical assisting certificate at a for-profit college, \$9,307 on the same certificate at the closest private nonprofit college, and \$3,990 at the closest public college. We were also able to determine that in Pennsylvania, a student would spend \$21,250 on a certificate in Web page design at a for-profit college, \$4,750 on the same certificate at the closest private nonprofit college, and \$2,037 at the closest public college.

We also found that for the five associate's degrees we were interested in, tuition at a for-profit college was significantly more than tuition at the closest public college. On average, for the five colleges we visited, it cost between 6 and 13 times more to attend the for-profit college to obtain an associate's degree than a public college. For example, in Texas, our undercover applicant was interested in an associate's degree in respiratory therapy which would have cost \$38,995 in tuition at the for-profit college and \$2,952 at the closest public college. For three of the associate's degrees we were interested in, there was not a private nonprofit college located within 250 miles of the for-profit we visited. We found that in Florida the associate's degree in Criminal Justice that would have cost a student \$4,448 at a public college, would have cost the student \$26,936 at a for-profit college or \$27,600 at a private nonprofit college—roughly the same amount. In Texas, the associate's degree in Business Administration would have cost a student \$2,870 at a public college, \$32,665 at the for-profit college we visited, and \$28,830 at the closest private nonprofit college.

We found that with respect to the bachelor's degrees we were interested in, four out of five times, the degree was more expensive to obtain at the for-profit college than the public college. For example in Washington, D.C.,

the bachelor’s degree in Management Information Systems would have cost \$53,400 at the for-profit college, and \$51,544 at the closest public college. The same bachelor’s degree would have cost \$144,720 at the closest private nonprofit college. For one bachelor’s degree, there was no private nonprofit college offering the degree within a 250 mile radius. Three of the four private nonprofit colleges were more expensive than their for-profit counterparts.

Table 3: Program Total Tuition Rates

Degree	Location	For-Profit College Tuition	Public College Tuition	Private Nonprofit College Tuition
Certificate – Computer-aided drafting	CA	\$13,945	\$520	College would not disclose
Certificate – Massage Therapy	CA	\$14,487	\$520	No college within 250 miles
Certificate – Cosmetology	DC	\$11,500	\$9,375	No college within 250 miles
Certificate – Medical Assistant	IL	\$11,995	\$3,990	\$9,307
Certificate – Web Page Design	PA	\$21,250	\$2,037	\$4,750
Associate’s – Paralegal	AZ	\$30,048	\$4,544	No college within 250 miles
Associate’s – Radiation Therapy	FL	\$38,690	\$5,621	No college within 250 miles
Associate’s – Criminal Justice	FL	\$26,936	\$4,448	\$27,600
Associate’s – Business Administration	TX	\$32,665	\$2,870	\$28,830
Associate’s – Respiratory Therapist	TX	\$38,995	\$2,952	No college within 250 miles
Bachelor’s – Management Information Systems	DC	\$53,400	\$51,544	\$144,720
Bachelor’s – Elementary Education	AZ	\$46,200	\$31,176	\$28,160
Bachelor’s – Psychology	IL	\$61,200	\$36,536	\$66,960
Bachelor’s – Business Administration	PA	\$49,200	\$49,292	\$124,696
Bachelor’s – Construction Management	TX	\$65,338	\$25,288	No college within 250 miles

Source: Information obtained from for-profit colleges admissions employees and nonprofit college web sites or employees.

Note: These costs do not include books or supplies, unless the college gave the undercover applicant a flat rate to attend the for-profit college, which was inclusive of books, in which case we were not able to separate the cost of books and supplies.

Mr. Chairman, this concludes my statement. I would be pleased to answer any questions that you or other members of the committee may have at this time.

Contacts and Acknowledgments

For additional information about this testimony, please contact Gregory D. Kutz at (202) 512-6722 or kutzg@gao.gov. Contact points for our Offices of Congressional Relations and Public Affairs may be found on the last page of this statement.

Appendix I: Detailed Results of Undercover Tests

The following table provides details on each of the 15 for-profit colleges visited by undercover applicants. We visited each school twice, posing once as an applicant who was eligible to receive both grants and loans (Scenario 1), and once as an applicant with a salary and savings that would qualify the undercover applicant only for unsubsidized loans (Scenario 2).

College information and degree sought	Students receiving Pell Grants ^a	Students receiving federal loans ^a	Graduation rate ^a	Encouragement of fraud, and engagement in deceptive, or otherwise questionable behavior
1 AZ - 4-year, owned by publicly traded company Bachelor's – Education	27%	39%	15%	<p><u>Scenario 1</u></p> <ul style="list-style-type: none"> Admissions representative compares the college to the University of Arizona and Arizona State University. Admissions representative did not disclose the graduation rate after being directly asked. He provided information on how many students graduated. This information was available on the college's Web site; however, it required significant effort to find the college's graduation rate, and the college did not provide separate graduation rates for its multiple campuses nationwide. Admissions representative says that he does not know the job placement rate because a lot of students moved out of the area. Admissions representative encourages undercover applicant to continue on with a master's degree after finishing with the bachelor's. He stated that some countries pay teachers more than they do doctors and lawyers. <p><u>Scenario 2</u></p> <ul style="list-style-type: none"> Admissions representative said the bachelor's degree would take a maximum of 4 years to complete, but she provided a 1-year cost estimate equal to 1/5 of the required credit hours. According to the admissions representative the undercover applicant was qualified for \$9,500 in student loans, and the representative indicated that the applicant could take out the full amount even though the applicant indicated that he had \$250,000 in savings. Admissions representative told the undercover applicant that the graduation rate is 20 percent. Education reports that it is 15 percent.

College information and degree sought	Students receiving Pell Grants ^a	Students receiving federal loans ^a	Graduation rate ^a	Encouragement of fraud, and engagement in deceptive, or otherwise questionable behavior
<p>2</p> <p>AZ - 4-year, owned by publicly traded company</p> <p>Associate's Degree – Paralegal</p>	57%	83%	Not reported	<p><u>Scenario 2</u></p> <ul style="list-style-type: none"> • Upon request by applicant, the financial aid representative estimated federal aid eligibility without the undercover applicant's reported \$250,000 in savings to see if applicant qualified for more financial aid. The representative informed the applicant he was ineligible for any grants. • Admissions representative misrepresented the length of the program by telling the undercover applicant that the 96 credit hour program would take 2 years to complete. However, she only provided the applicant a first year cost estimate for 36 credit hours. At this rate it would take more than 2.5 years to complete.
<p>3</p> <p>CA – less than 2-year, privately owned</p> <p>Certificate – Computer Aided Drafting</p>	94%	96%	84%	<p><u>Scenario 1</u></p> <ul style="list-style-type: none"> • College representative told the undercover applicant that if she failed to pass the college's required assessment test, she can continue to take different tests until she passes. • The college representative did not tell the graduation rate when asked directly. The representative replied, "I think, pretty much, if you try and show up and, you know, you do the work, you're going to graduate. You're going to pass guaranteed." The college's Web site also did not provide the graduation rate. • Undercover applicant was required to take a 12-minute admittance test but was given over 20 minutes because the test proctor was not monitoring the student. <p><u>Scenario 2</u></p> <ul style="list-style-type: none"> • Undercover applicant was encouraged by a financial aid representative to change the FAFSA to falsely increase the number of dependents in the household in order to qualify for a Pell Grant. • The financial aid representative was aware of the undercover applicant's inheritance and, addressing the applicant's expressed interest in loans, confirmed that he could take out the maximum in student loans. • The career representative told the undercover applicant that getting a job is a "piece of cake" and then told the applicant that she has graduates making \$120,000 - \$130,000 a year. This is likely the exception; according to the BLS 90 percent of architectural and civil drafters make less than \$70,000 per year. She also stated that in the current economic environment, the applicant could expect a job with a likely starting salary of \$13-\$14 per hour or \$15 if the applicant was lucky.

College information and degree sought	Students receiving Pell Grants ^a	Students receiving federal loans ^a	Graduation rate ^a	Encouragement of fraud, and engagement in deceptive, or otherwise questionable behavior
<p>4</p> <p>CA - 2-year, owned by publicly traded company</p> <p>Certificate – Massage Therapy</p>	73%	83%	66%	<p><u>Scenario 1</u></p> <ul style="list-style-type: none"> The financial aid representative would not discuss the undercover applicant’s eligibility for grants and loans and required the applicant to return on another day. <p><u>Scenario 2</u></p> <ul style="list-style-type: none"> While one school representative indicated to the undercover applicant that he could earn up to \$30 an hour as a massage therapist, another representative told the applicant that the school’s massage instructors and directors can earn \$150-\$200 an hour. While this may be possible, according to the BLS, 90 percent of all massage therapists in California make less than \$34 per hour.
<p>5</p> <p>DC - 4-year, privately owned</p> <p>Bachelor’s Degree – Business Information Systems</p>	34%	66%	71%	<p><u>Scenario 1</u></p> <ul style="list-style-type: none"> Admissions representative explains to the undercover applicant that although community college might be a less expensive place to get a degree, community colleges make students spend money on classes that they do not need for their career. However, this school also requires students to take at least 36 credit hours of non-business general education courses. Admissions representative did not disclose the graduation rate after being directly asked. He told the undercover applicant that it is a “good” graduation rate. The college’s Web site also did not provide the graduation rate. Admissions representative encouraged the undercover applicant to enroll by asking her to envision graduation day. He stated, “Let me ask you this, if you could walk across the stage in a black cap and gown. And walk with the rest of the graduating class and take a degree from the president’s hand, how would that make you feel?” <p><u>Scenario 2</u></p> <ul style="list-style-type: none"> Admissions representative said the bachelor’s degree would take 3.5 to 4 years to complete. He gave the applicant the cost per 12 hour semester, the amount per credit, the total number of credits required for graduation, and the number of credits for the first year. When asked if the figure he gave multiplied by four would be the cost of the program, the representative said yes, although the actual tuition would have amounted to some \$12,000 more. Admissions representative required the undercover applicant to apply to the college before he could talk to someone in financial aid. Admissions representative told the undercover applicant that almost all of the graduates get jobs. Flyer provided to undercover applicant stated that the average income for business management professionals in 2004 was \$77,000-\$118,000. When asked more directly about likely starting salaries, the admissions representative said that it was between \$40,000 and \$50,000.

College information and degree sought	Students receiving Pell Grants ^a	Students receiving federal loans ^a	Graduation rate ^a	Encouragement of fraud, and engagement in deceptive, or otherwise questionable behavior
6 DC – less than 2-year, Privately owned Certificate – Cosmetology, Barber	74%	74%	Not reported	<p><u>Scenario 1</u></p> <ul style="list-style-type: none"> Admissions representative told the undercover applicant that the college was accredited by “an agency affiliated with the government,” but did not specifically name the accrediting body. Admissions representative suggested to the undercover applicant that all graduates get jobs. Specifically he told the applicant that if he had not found a job by the time he graduated from the school, the owner of the school would personally find the applicant a job himself. <p><u>Scenario 2</u></p> <ul style="list-style-type: none"> Admissions representative told our undercover applicant that barbers can earn \$150,000 to \$250,000 a year, though that would be extremely unusual. The BLS reports that 90 percent of barbers make less than \$43,000 a year. In Washington, D.C., 90 percent of barbers make less than \$17,000 per year. He said, “The money you can make, the potential is astronomical.”

College information and degree sought	Students receiving Pell Grants ^a	Students receiving federal loans ^a	Graduation rate ^a	Encouragement of fraud, and engagement in deceptive, or otherwise questionable behavior
7 FL - 2-year, privately owned Associate's Degree – Radiologic Therapy	86%	92%	78%	<p data-bbox="732 534 847 561"><u>Scenario 1</u></p> <ul data-bbox="732 571 1497 1114" style="list-style-type: none"> <li data-bbox="732 571 1497 783">• When asked by the undercover applicant for the graduation rate for two programs, the admissions representative did not answer directly. For example the representative stated that “I’ve seen it’s an 80 to 90% graduation rate” for one of the programs but said for that information “I would have to talk to career services.” She also said 16 or 17 students graduated from one of the programs, but couldn’t say how many students had started the program. The college’s Web site also did not provide the graduation rate. <li data-bbox="732 793 1497 1114">• Admissions representative told our prospective undercover applicant that student loans were not like car loans because student loans could be deferred in cases of economic hardship, saying “It’s not like a car note where if you don’t pay they’re going to come after you. If you’re in hardship and you’re unable to find a job, you can defer it.” The representative did not explain the circumstances under which students might qualify for deferment. Borrowers who do not qualify for deferment or forbearance and who cannot pay their loans face fees, may damage their credit or have difficulty taking out future loans. Moreover, in most cases, bankruptcy law prohibits a student borrower from discharging a student loan. <p data-bbox="732 1125 847 1152"><u>Scenario 2</u></p> <ul data-bbox="732 1162 1497 1384" style="list-style-type: none"> <li data-bbox="732 1162 1497 1270">• Admissions representative suggested to the undercover applicant that he not report \$250,000 in savings reported on the FAFSA. The representative told the applicant to come back once the fraudulent financial information changes had been processed. <li data-bbox="732 1280 1497 1384">• This change would not have made the undercover applicant eligible for grants because his income would have been too high, but it would have made him eligible for loans subsidized by the government.

College information and degree sought	Students receiving Pell Grants ^a	Students receiving federal loans ^a	Graduation rate ^a	Encouragement of fraud, and engagement in deceptive, or otherwise questionable behavior
8 FL - 2-year, owned by publicly traded company Associate's Degree – Criminal Justice	Not Reported	Not Reported	Not Reported	<p data-bbox="732 540 852 565"><u>Scenario 1</u></p> <ul data-bbox="732 576 1493 1125" style="list-style-type: none"> • Admissions representative falsely stated that the college was accredited by the same agency that accredits Harvard and the University of Florida. • A test proctor sat in the test taking room with the undercover applicant and coached her during the test. • The undercover applicant was not allowed to speak to a financial aid representative until she enrolled in the college. • Applicant had to sign agreement saying she would pay \$50 per month toward her education while enrolled in college. • On paying back loans, the representative said, "You gotta look at it...I owe \$85,000 to the University of Florida. Will I pay it back? Probably not...I look at life as tomorrow's never promised....Education is an investment, you're going to get paid back ten-fold, no matter what." • Admissions representative suggested undercover applicant switch from criminal justice to the medical assistant certificate, where she could make up to \$68,000 per year. While this may be possible, BLS reports 90% of medical assistants make less than \$40,000 per year. <p data-bbox="732 1172 852 1197"><u>Scenario 2</u></p> <ul data-bbox="732 1207 1493 1657" style="list-style-type: none"> • When the applicant asked about financial aid, the 2 representatives would not answer but debated with him about his commitment level for the next 30 minutes. • The representative said that student loans would absolutely cover all costs in this 2-year program. The representative did not specify that federal student loans by themselves would not cover the entire cost of the program. While there are private loan programs available, they are normally based on an applicant passing a credit check, and typically carry higher interest rates than federal student loans. • The representative said paying back loans should not be a concern because once he had his new job, repayment would not be an issue. • The representatives used hard-sell marketing techniques; they became argumentative, called applicant afraid, and scolded applicant for not wanting to take out loans.

College information and degree sought	Students receiving Pell Grants ^a	Students receiving federal loans ^a	Graduation rate ^a	Encouragement of fraud, and engagement in deceptive, or otherwise questionable behavior
9 IL - 2-year, privately owned Certificate – Medical Assistant	83%	80%	70%	<u>Scenario 2</u> <ul style="list-style-type: none"> Admissions representative initially provided misleading information to the undercover applicant about the transferability of the credit. First she told the applicant that the credits will transfer. Later, she correctly told the applicant that it depends on the college and what classes have been taken.
10 IL - 4-year, owned by publicly traded company Bachelor's Degree - Psychology	Not reported	Not reported	Not reported	<u>Scenario 1</u> <ul style="list-style-type: none"> Admissions representative said the bachelor's degree would take 3.5-4 years to complete, but only provided an annual cost estimate for 1/5 of the program. <u>Scenario 2</u> <ul style="list-style-type: none"> Admissions representative did not provide the graduation rate when directly asked. Instead she indicated that not everyone graduates.
11 PA - 4-year, owned by publicly traded company Bachelor's Degree – Business Administration	47%	58%	9%	<u>Scenario 1</u> <ul style="list-style-type: none"> Admissions representative told the undercover applicant that she could take out the maximum amount of federal loans, even if she did not need all the money. She told the applicant she could put the extra money in a high-interest savings account. While subsidized loans do not accrue interest while a student is in college, unsubsidized loans do accrue interest. The representative did not disclose this distinction to the applicant when explaining that she could put the money in a savings account. <u>Scenario 2</u> <ul style="list-style-type: none"> Admissions representative told the undercover applicant that the college is regionally accredited but does not state the name of the accrediting agency. The college's Web site did provide specific information about the college's accreditation, however. Admissions representative said financial aid may be able to use what they call "professional judgment" to determine that the undercover applicant does not need to report over \$250,000 in savings on the FAFSA. Admissions representative did not disclose the graduation rate after being directly asked. He instead explained that all students that do the work graduate. This information was available on the college's Web site; however, it required significant effort to find the college's graduation rate, and the college did not provide separate graduation rates for its multiple campuses nationwide.

College information and degree sought	Students receiving Pell Grants ^a	Students receiving federal loans ^a	Graduation rate ^a	Encouragement of fraud, and engagement in deceptive, or otherwise questionable behavior
12 PA – less than 2-year, privately owned Certificate – Web Page Design	52%	69%	56%	<u>Scenario 1</u> <ul style="list-style-type: none"> Admissions representative told the undercover applicant that she has never seen a student decline to attend after speaking with financial aid. The admissions representative would not allow the applicant to speak with financial aid until she enroll in the college. If the undercover applicant was able to get a friend to enroll in the college she could get an MP3 player and a rolling backpack. As noted in the testimony, although this is not illegal, it is a marketing tactic. <u>Scenario 2</u> <ul style="list-style-type: none"> Financial aid representative told the undercover applicant that he should have answered “zero” when asked about money he had in savings—the applicant had reported a \$250,000 inheritance. The financial aid representative told the undercover applicant that she would change his FAFSA form by reducing the reported assets to zero. She later confirmed by e-mail and voicemail that she had made the change. This change would not have made the undercover applicant eligible for grants, but it would have made him eligible for loans subsidized by the government.
13 TX - 4-year, privately owned Bachelor’s Degree – Construction Management; Visual Communications	81%	99%	54%	<u>Scenario 1</u> <ul style="list-style-type: none"> Admissions representative said the program would cost between \$50,000 and \$75,000 instead of providing a specific number. It was not until the admissions representative later brought the student to financial aid that specific costs of attendance were provided. <u>Scenario 2</u> <ul style="list-style-type: none"> Admissions representative did not disclose the graduation rate after being directly asked. The college’s Web site also did not provide the graduation rate. Admissions representative encouraged undercover applicant to change the FAFSA to falsely add dependents in order to qualify for grants. This undercover applicant indicated to the financial aid representative that he had \$250,000 in the bank, and was therefore capable of paying the program’s \$68,000 cost. The fraud would have made the applicant eligible for \$2,000 in grants per year.

College information and degree sought	Students receiving Pell Grants ^a	Students receiving federal loans ^a	Graduation rate ^a	Encouragement of fraud, and engagement in deceptive, or otherwise questionable behavior
14 TX - 2-year, owned by publicly traded company Associate's Degree – Business Administration	89%	92%	34%	<u>Scenario 1</u> <ul style="list-style-type: none"> • Admissions representative said the program takes 18 to 24 months to complete, but provided a cost estimate that suggests the program takes more than 2.5 years to complete. • The college's Web site did not provide the graduation rate. <u>Scenario 2</u> <ul style="list-style-type: none"> • Undercover applicant would be required to make a monthly payment to the college towards student loans while enrolled. • Admissions representative guaranteed the undercover applicant that getting a degree would increase his salary.
15 TX - 2-year, privately owned Associate's Degree – Respiratory Therapy	100%	100%	70%	<u>Scenario 1</u> <ul style="list-style-type: none"> • The undercover applicant was not allowed to speak to a financial aid representative until he enrolled in the college. <u>Scenario 2</u> <ul style="list-style-type: none"> • Admissions representative misrepresented the length of time it would take to complete the degree. He said the degree would take 2 years to complete but provided a cost worksheet that spanned 3 years. • The undercover applicant was told he was not allowed to speak to a financial aid representative until he enrolled in the college. After refusing to sign an enrollment agreement the applicant was allowed to speak to someone in financial aid. • Admissions representative told undercover applicant that monthly loan repayment would be lower than it actually would.

Source: GAO undercover visits and Department of Education.

^aThis information was obtained from the Department of Education National Center for Education Statistics.

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RIVERSIDE COMMUNITY COLLEGE DISTRICT
TEACHING AND LEARNING COMMITTEE

Report No.: III-B-1

Date: April 19, 2011

Subject: Office of Economic Development Mission Statement

Background: On March 4, 2011, the District Strategic Planning Committee revised and approved the mission statement for the Office of Economic Development.

Recommended Action: It is recommended that the Board of Trustees approve the Office of Economic Development Mission Statement:

“The Office of Economic Development at Riverside Community College District is committed to advancing our community’s economic growth, our constituents’ personal growth and workforce competitiveness through high quality training and services focusing on continuous workforce development, community improvement, job creation and business attraction, retention, and development. Partnering with representatives of business, labor, civic agencies and professional trade associations, we are dedicated to exploring and developing new alternatives, resources, and funding for growing our region’s economic self-sufficiency and lifelong access to good-paying jobs.”

Gregory W. Gray
Chancellor

Prepared by: Ray Maghroori
Provost/Vice Chancellor, Educational Services

John Tillquist
Dean, Economic Development and Community Education

RIVERSIDE COMMUNITY COLLEGE DISTRICT
TEACHING AND LEARNING COMMITTEE

Report No.: III-B-2

Date: April 19, 2011

Subject: Proposed Curricular Changes

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

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

Gregory W. Gray
Chancellor

Prepared by: Ray Maghroori
Vice Chancellor/Provost, Educational Services

Sylvia Thomas
Associate Vice Chancellor, Educational Services

I. New Stand-Alone Course Proposals:

The following courses will be a part of a Medical Biotechnology Certificate program developed for Moreno Valley College:

1. BIT-20	Introduction to Biotechnology	M
2. BIT-21	Laboratory Techniques	M
3. BIT-22	DNA Techniques	M
4. BIT-23	Protein Techniques	M
5. BIT-24	Principles of Culture Techniques	M
6. BIT-25	Research Presentation	M

The following courses are being proposed to support the Title V Portal to Your Future Grant. These courses will eventually be included in a certificate program currently under development and are part of a comprehensive game design program:

7. GAM-21	History of Video Games	N
8. GAM-22	Game Design Principles	N
9. GAM-23	Digital Game Design	N
10. GAM-42	PhotoShop for Game Art and Animation	N
11. GAM-43	Survey of Media Art for Game Design/Animation	N
12. GAM-44	Portfolio Production	N
13. GAM-46	Environment and Vehicle Modeling	N
14. GAM-48	3D Character Animation	N
15. GAM-49	Game Modeling and Texturing	N

The following course will provide students practical applications to scenarios and case studies to better understand Homeland Security in the context of terrorist acts and natural disasters:

16. HLS-6	Case Studies in Emergencies, Disasters and Homeland Security Incidents	M
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The following course will provide students an opportunity to integrate academic learning with civic involvement:

17. ILA-5	Service Learning and Community Involvement	MNR
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The following course is proposed to address the discipline name change from Physical Education to Kinesiology by changing the course designation from PHP to KIN:

18. KIN-59	Athletic Advisement	R
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The following courses will provide an educational need identified by the Logistics Industry Council:

19. SCT-3	Supply Chain Technology	N
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II. New Course Proposals:

The following course will be part of the pathways for transfer to CalPoly computer science department:

1. CIS 18D	Data Structures and Algorithms	NR
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The following courses reflect the new discipline Simulation and Gaming and are cross-listed with CIS courses and are part of the Simulation and Gaming: Game Art certificate/program.:

2. GAM-35	Introduction to Simulation and Game Development	N
3. GAM-36	Introduction to Computer Game Design	N
4. GAM-37	Beginning Level Design for Computer Games	N

5.	GAM-38A	Simulation and Gaming/3D Modeling for Real Time Interactive Simulations	N
6.	GAM-38B	Simulation and Gaming/3D Animation for Real Time Interactive Simulations	N
7.	GAM-38C	Simulation and Gaming/3D Dynamics for Real Time Interactive Simulations	N
8.	GAM-39	Current Techniques in Game Art	N

The following courses are being proposed to address the discipline name change from Physical Education to Kinesiology by changing the course designation from PHP to KIN:

9.	KIN 4	Nutrition	MNR
10.	KIN 6	Intro PE for Preschool and Elementary Children	R
11.	KIN 8	Triathlon Techniques	R

The following course also addresses a title change from "Introduction to Physical Education":

12.	KIN 10	Introduction to Kinesiology	NR
13.	KIN 12	Sport Psychology	R
14.	KIN 14	Athletic and Fitness Organization and Administration	R
15.	KIN 16	Introduction to Athletic Training	NR
16.	KIN 17	Athletic Training, Fall Sports, Lower Extremity	R
17.	KIN 18	Athletic Training, Spring Sports, Upper Extremity	R
18.	KIN 19	Athletic Training, Fall Sports, Head, Neck, Spine, Torso, and Hip	R
19.	KIN 20	Athletic Training, Spring Sports, General Medical	R
20.	KIN 21	Athletic Training Applications	R
21.	KIN 24	Sports Officiating - Fall Sports	R
22.	KIN 25	Sports Officiating - Spring Sports	R
23.	KIN 26	Foundations of Coaching	R
24.	KIN 27	Football Theory	R
25.	KIN 28	Basketball Theory	R
26.	KIN 29	Soccer Theory	NR
27.	KIN 30	First Aid and CPR	MNR
28.	KIN 33	Baseball Theory	R
29.	KIN 34	Softball Theory	R
30.	KIN 35	Foundation for Fitness and Wellness	MNR
31.	KIN 36	Wellness: Lifestyle Choices	MNR
32.	KIN 38	Stress Management	MNR
33.	KIN 42	Lifeguarding/Title 22 First Aid/Water Safety Instructor	R
34.	KIN 43	Personal Training	R
35.	KIN 44	Yoga Instructor Training	R
36.	KIN 45	Group Fitness Instructor	R
37.	KIN 47	Hiking and Backpacking	R
38.	KIN 200	Physical Education Work Experience	R

The following course also addresses a title change from "Adaptive Physical Education for Students with a Physical Disability":

39.	KIN A03	Adaptive Physical Fitness	NR
40.	KIN A04	Adaptive Water Exercise	R
41.	KIN A05	Songleading and Cheerleading	R
42.	KIN A07	Badminton	R
43.	KIN A09	Racquetball	R
44.	KIN A11	Tennis, Beginning	MR
45.	KIN A12	Tennis, Intermediate	MR

46.	KIN A13	Tennis, Advanced	MR
47.	KIN A15	Bowling, Beginning	MNR
48.	KIN A16	Bowling, Intermediate	MNR
49.	KIN A17	Bowling, Advanced	MR
50.	KIN A20	Golf, Beginning	NR
51.	KIN A21	Golf, Intermediate	NR
52.	KIN A28	Swimming, Beginning	R
53.	KIN A29	Swimming, Intermediate	R
54.	KIN A30	Swimming, Advanced Skills and Conditioning	R
55.	KIN A31	Water Aerobics and Deep Water Exercise	R
56.	KIN A33	Track and Field Techniques: Running Event Techniques	R
57.	KIN A34	Track and Field Techniques: Field Event Techniques	R
58.	KIN A36	Cross Country Skiing	MR
59.	KIN A40	Karate, Beginning	MNR
60.	KIN A41	Karate, Intermediate	MNR
61.	KIN A43	T'ai-chi Ch'uan, Beginning	MR
62.	KIN A44	T'ai-chi Ch'uan, Intermediate	MR
63.	KIN A46	Hatha Yoga, Beginning	MNR
64.	KIN A47	Hatha Yoga, Intermediate	MNR
65.	KIN A50	Baseball, Defensive	R
66.	KIN A51	Baseball, Offensive	R
67.	KIN A52	Fastpitch Fundamentals: Offensive	R
68.	KIN A53	Fastpitch Fundamentals: Defensive	R
69.	KIN A54	Fast Pitch Softball Fundamentals	R
70.	KIN A55	Slow Pitch Softball	NR
71.	KIN A57	Basketball	R
72.	KIN A60	Football Fundamentals, Defensive	R
73.	KIN A61	Football Fundamentals, Offensive	R
74.	KIN A62	Flag Football	R
75.	KIN A62A	Flag Football	R
76.	KIN A63	Ultimate Frisbee	NR
77.	KIN A64	Soccer	MNR
78.	KIN A67	Volleyball, Beginning	R
79.	KIN A68	Volleyball, Intermediate	R
80.	KIN A69	Volleyball, Advanced	R
81.	KIN A70	Water Polo Techniques	R
82.	KIN A74	Hiking and Backpacking Activities	R
83.	KIN A75	Walking for Fitness	MNR
84.	KIN A77	Jogging for Fitness	NR
85.	KIN A78	Long Distance Running	R
86.	KIN A80	Triathlon Techniques	R
87.	KIN A81	Physical Fitness	MNR
88.	KIN A82	Speed, Agility, and Quickness Training	R
89.	KIN A83	Kickboxing Aerobics	MNR
90.	KIN A85	Bicycling	MR
91.	KIN A86	Step Aerobics	MR
92.	KIN A87	Step Aerobics, Intermediate	MR
93.	KIN A88	Step Aerobics, Advanced	MR
94.	KIN A89	Body Sculpting	MR
95.	KIN A90	Weight Training	R

96.	KIN A92	Weight Training, Advanced	R
97.	KIN A94	In-Season Varsity Sport Conditioning	R
98.	KIN A95	Out-Of-Season Sport Conditioning	NR
99.	KIN V01	Cross Country, Varsity, Men	R
100.	KIN V02	Football, Varsity, Men	R
101.	KIN V04	Basketball, Varsity, Men	R
102.	KIN V05	Baseball, Varsity, Men	R
103.	KIN V06	Track and Field, Varsity, Men	R
104.	KIN V07	Golf, Varsity, Men	R
105.	KIN V08	Tennis, Varsity, Men	R
106.	KIN V09	Swimming and Diving, Varsity Men	R
107.	KIN V10	Soccer, Varsity Men	NR
108.	KIN V11	Pep Squad, Varsity, Men and Women	R
109.	KIN V12	Cross Country, Varsity, Women	R
110.	KIN V14	Track and Field, Varsity, Women	R
111.	KIN V18	Tennis, Varsity, Women	R
112.	KIN V19	Swimming and Diving, Varsity, Women	R
113.	KIN V20	Basketball, Varsity, Women	R
114.	KIN V21	Volleyball, Varsity, Women	R
115.	KIN V22	Fastpitch, Varsity, Women	R
116.	KIN V23	Water Polo, Varsity, Men	R
117.	KIN V24	Water Polo, Varsity, Women	R
118.	KIN V25	Soccer, Varsity, Women	NR

III. Course Inclusions:

1.	ART-5	History of Non-Western Art	N
2.	ART-30	Printmaking	N
3.	ART-34	Studio Three Dimensional Design	N
4.	ART-38	Studio Illustration	N
5.	ART-49	Studio Printmaking	N
6.	COM-1	Public Speaking	N
7.	COM-1H	Public Speaking Honors	N
8.	COM-2	Persuasion in Rhetorical Perspective	N
9.	COM-3	Argumentation and Debate	N
10.	COM-5	Parliamentary Procedure	N
11.	COM-6	Dynamics of Small Group Communication	N
12.	COM-7	Oral Interpretation of Literature	N
13.	COM-9	Interpersonal Communication	N
14.	COM-9H	Honors Interpersonal Communication	N
15.	COM-11	Storytelling	N
16.	COM-12	Intercultural Communication	N
17.	COM-13	Gender and Communication	N
18.	COM-19	Reader's Theater	N
19.	HUM-3	Creativity and the Imagination	N
20.	MUS-4	Music Theory I	N
21.	REA-4	Critical Reading as Critical Thinking	M

IV. Major Course Modification Proposals:

The following courses are being updated to include sample assignments and link student learning outcomes (SLOs) to GE SLOs:

- | | | | |
|----|---------|---|-----|
| 1. | CIS-1B | Advanced concepts in Computer Information Systems | MNR |
| 2. | CIS-14B | Web Programming: Active Server Pages | MNR |
| 3. | CIS-56A | Designing Web Graphics | MNR |

The following courses are being modified to add cross-listing with GAM courses and to remove cross-listing with CSC deleted courses:

- | | | | |
|-----|---------|---|-----|
| 4. | CIS-35 | Introduction to Simulation and Game Development | MNR |
| 5. | CIS-36 | Introduction to Game Design | MNR |
| 6. | CIS-37 | Beginning Level Design for Computer Games | MNR |
| 7. | CIS-38A | Simulation and Gaming/3D Modeling for Real-time Interactive Simulations | NR |
| 8. | CIS-38B | Simulation and Gaming/3D Animation for Real-time Interactive Simulations | NR |
| 9. | CIS-38C | Simulation and Gaming/3D Dynamics and Rendering for Real-time Interactive Simulations | NR |
| 10. | CIS-39 | Current Techniques in Game Art | MNR |

The following course is being modified to include sample assignments:

- | | | | |
|-----|--------|---------------------|-----|
| 11. | ENG-1A | English Composition | MNR |
|-----|--------|---------------------|-----|

The following course is being modified to update course description, student learning outcomes and add assignments and update textbooks:

- | | | | |
|-----|--------|-------------------------------|-----|
| 12. | ENG-1B | Critical Thinking and Writing | MNR |
|-----|--------|-------------------------------|-----|

The following courses are being revised to add sample assignments, link GESLOs to SLOs, and remove SLO redundancies:

- | | | | |
|-----|-------|---|-----|
| 13. | ENG-6 | British Literature I: Anglo-Saxon through Eighteenth Century | MNR |
| 14. | ENG-7 | British Literature II: Romanticism through Modernism/Post-Modernism | MNR |

The following course is being revised to add sample assignments, link SLOs to GESLOs, and remove from the course description the requirement to teach Judeo-Christian mythology as one of the minimum required traditions:

- | | | | |
|-----|-------|---------------------------|-----|
| 15. | ENG-8 | Introduction to Mythology | MNR |
|-----|-------|---------------------------|-----|

The following courses are being revised to add sample assignments, link SLOs to GESLOs, and remove SLO redundancies:

- | | | | |
|-----|--------|---|-----|
| 16. | ENG-9 | Introduction to Shakespeare | MNR |
| 17. | ENG-10 | Special Studies in Literature | MNR |
| 18. | ENG-14 | American Literature I: Pre-Contact to Civil War | MNR |
| 19. | ENG-15 | American Literature II: 1860-Present | MNR |
| 20. | ENG-18 | Survey Native American Literature | NR |
| 21. | ENG-20 | Survey of African American Literature | MNR |

The following course is being revised to add sample assignments and link SLOs to GESLOs. Removed phrase "including extensive influence of the Bible on Western Literature" from the course description as that content is not reflected in the SLOs and erroneously suggests a widened scope of the class:

22. ENG-23 The Bible As Literature MNR

The following courses are being revised to add sample assignments, link SLOs to GESLOs, and remove SLO redundancies:

23. ENG-25 Latino Literature of the United States MR
24. ENG-26 The Literature of Mysticism, Meditation, and Madness
25. ENG-30 Children's Literature MNR
26. ENG-35 Images of Women in Literature MNR

The following course is being revised to change the title from "World Literature I: from Ancient Literatures through 1650 C.E."; change in course description and revised to add assignments, link SLOs to GESLOs, remove SLO redundancy, and change time period end date (from Italian Renaissance and 1650 CE to 17th Century) to allow for minor variations within different cultures' historical eras and for consistency throughout COR:

27. ENG-40 World Literature I: From Ancient Literatures to the Seventeenth Century
MNR

The following course is being revised to change the title from "World Literature II: 1650 CE Through the Present", to change the course description and to add assignments, link SLOs to GESLOs, remove redundancies in SLOs, and change time period start date to allow for minor variations within different cultures' historical eras and to show consistency throughout the COR:

28. ENG-41 World Literature II: Seventeenth Century Through the Present MNR

The following courses are being revised to add sample assignments, link SLOs to GESLOs, and remove a few redundancies in SLOs:

29. ENG-44 Poetry from the Twentieth Century to the Present NR
30. ENG-45 Modern Drama NR
31. ENG-48 Short Story and Novel from the Twentieth Century to the Present NR

The following course is being revised to add sample assignments, link SLOs to GESLOs, and remove from the course description the requirement to teach Judeo-Christian mythology as one of the minimum required traditions:

32. HUM-8 Introduction to Mythology MNR

The following course is being revised to add sample assignments and link SLOs to GESLOs as well as the removal of the phrase "including extensive influence of the Bible on Western Literature" from the course description as that content is not reflected in the SLOs and erroneously suggests a widened scope of the class:

33. HUM-23 The Bible as Literature MNR

The following course has been modified to designate it as a basic skills course:

34. MAT-52 Elementary Algebra MNR

The following course is being modified to provide more in-class time to successfully and completely work through the course content by changing laboratory hours from 54 to 108; units from 1 to 2:

35. MUC-1 Performance Techniques For Studio Recording N

The following course is being revised to add the limitation of enrollment of “audition on or before the first day of class”; after two semesters of offering this course, it is the opinion of the commercial music faculty that a limitation of enrollment should be added in order for student learning to be maximized:

36. MUC-10 Norco Choir N

V. Course Deletion Proposals:

The following courses are being deleted because the software is no longer viable in the industry:

1. ADM-73 Developing and Authoring Multimedia CDs and DVDs R
2. ADM-75 Desktop Publishing with PageMaker R
3. ADM-78A Multimedia Construction with Macromedia Director R
4. ADM-78B Multimedia Construction using Lingo R
5. ADM-78C Multimedia Construction using Adobe Premiere R

The following course is being deleted due to lack of student interest:

6. ADM-79 Multimedia Production using Painter R

The following course is being deleted because technology changes no longer require this advanced course:

7. ADM-81 Advanced Digital Darkroom R

The following courses will be deleted and their topics covered in other logistics courses:

8. BUS-81 Inventory Control NR
9. BUS-84 Computerized Logistics N

The following course is being deleted because the topics are covered by CAT-80:

10. CAT-34B Intermediate Microsoft Word for Windows NR

The following courses are being deleted and will be replaced by Simulation and Gaming (GAM) courses which will be cross listed with Computer Systems Information (CIS) courses:

11. CSC-35 Introduction to Simulation and Game Development NR
12. CSC-36 Introduction to Computer Game Design NR
13. CSC-37 Beginning Level Design for Computer Games NR
14. CSC-38A Simulation and Gaming/3D Modeling
for Real-time Interactive Simulations NR
15. CSC-38B Simulation and Gaming/3D Animation for
Real-time Interactive Simulations NR
16. CSC-38C Simulation and Gaming/3D Dynamics and
Rendering for Real-time Interactive Simulations NR

The following courses are being deleted due to lack of student interest:

17. GER-4 German 4 R
18. SOC-35 Sociology of the Black Community MR

The following course has been replaced by SOC-50:

19. SOC-49 Intro Research Methodology R

The following courses will be replaced by SCE-813 Health Aging for Older Adults:

20.	SCE-808A	Music Therapy for Seniors	R
21.	SCE-808B	Music Therapy for Seniors	R
22.	SCE-814	T'ai-Chi Ch'uan for Older Adults	MR
23.	SCE-815	Yoga for Older Adults	MR
24.	SCE-816	Swim and Water exercise for Older Adults	MR
25.	SCE-819	Walking for Health for Older Adults	R

The following courses are being deleted due to the discipline name change from Speech Communications to Communications Studies requiring a title change from SPE to COM:

26.	SPE-1	Public Speaking	MNR
27.	SPE-1H	Public Speaking Honors	MNR
28.	SPE-2	Persuasion in Rhetorical Perspective	NR
29.	SPE-3A	Argumentation and Debate	MNR
30.	SPE-5	Parliamentary Procedure	MR
31.	SPE-6	Dynamics of Small Group Communication	MR
32.	SPE-7	Oral Interpretation of Literature	MNR
33.	SPE-9	Interpersonal Communication	MNR
34.	SPE-9H	Honors Interpersonal Communication	MNR
35.	SPE-11	Storytelling	NR
36.	SPE-12	Intercultural Communication	MNR
37.	SPE-13	Gender and Communication	MNR
38.	SPE-19	Reader's Theater	R
39.	SPE-51	Enhancing Communication Skills	MR

VI. Course Exclusion Proposals:

The following courses are being removed from the college inventory due to low enrollment:

1.	HUM-3	Creativity and Imagination	R
2.	SPA-2H	Honors Spanish 2	R

VII. New State/Locally Approved Degree/Certificate Proposals:

1. American Studies (MR)
2. Associate in Arts for Transfer in Communication Studies (MNR)
3. Associate in Arts for Transfer in Sociology (MNR)

VIII. Modification of State/Locally Approved Degree/Certificate Proposals:

The following are being modified to address either course deletions, course designation changes, or unit changes:

1. Administration of Justice-Law Enforcement (M)
2. Business Administration-Logistics Management Concentration (N)
3. Early Childhood Education (MNR)
4. Exercise Sport and Wellness-Fitness Professionals Emphasis (R)
5. Exercise Sport and Wellness-Athletic Training Emphasis (R)
6. Exercise Sport and Wellness-Coaching Emphasis(R)
7. Film, Television and Video Production Specialist-Digital Media/Motion Graphics Emphasis (R)

8. Fire Technology (M)
9. International Business (R)
10. Logistics Management (N)
11. Retail Management/WAFC (NR)
12. Simulation and Gaming: Game ART (MN)
13. Victims Services Aide (R)
14. Visual Communications-Animation (R)
15. Visual Communications-Illustration (R)

IX. Discipline Adoption:

1. Physical Education (Kinesiology)- Moreno Valley, Norco and Riverside City

AMERICAN STUDIES

The Associate's Degree in American Studies provides a structured program in which students can explore a variety of disciplines in which they might major at a four-year college around a common theme of American history and culture. All courses in the program are transferable to CSU (and most to UC). Most courses in the program also meet RCC General Education Requirements as well as CSU Breadth and IGETC requirements. Many of the courses in the program also meet lower division major requirements at four-year colleges.

Program Student Learning Outcomes (note that these four program outcomes both (1) draw on course SLOs and (2) directly support 4 of the 6 RCCD GE SLOs):

- Develop students' skills to critically analyze the history, culture, politics and society of the United States.
- Develop students' ability to interpret American history, culture, politics and society orally and in written form.
- Develop students' understanding of a range of academic disciplines around a core of American history, culture, politics and society.
- Develop students' awareness of the diversity of the American people as a society of immigrants developing national traditions and culture.

The Associate's Degree in American Studies requires 18 units distributed between three disciplines. Students must complete at least one two-semester sequence.

INCLUDED DISCIPLINES AND COURSES:

Take one of these two-semester sequences:

English (ENG): **14**(MNR), **15**(MNR)

History (HIS): **6**(MNR), **7**(MNR), **6H** (MNR), **7H** (MNR)

History (HIS): **11**(MR), **12**(MR)

History (HIS): **14**(MNR), **15**(MR)

History (HIS): **28**(R), **29**(R)

History (HIS): **30**(MR), **31**(MNR)

Elective courses: (12 additional units, selected from the following):

American Sign Language (AML): **22**(R)

English (ENG): **14** (MNR), **15**(MNR), **18**(NR), 20(MNR), **25**(MR), 47(R)

Film/TV/Video (FTV): **12**(R)

History (HIS): **6**(MNR), **7**(MNR), **6H** (MNR), **7H** (MNR), **11**(MR), **12**(MR), **14**(MNR), **15**(MR), **26**(MNR), **28**(R), **29**(R), **30**(MR), **31**(MNR), **34**(MNR)

Humanities (HUM): **9**(R), **11**(NR), **16**(NR)

Military Science (MIL): **1**(MR), **2** (MR)

Music (MUS): **25**(MNR), **26**(MNR), **89**(NR)

Philosophy (PHI): **19**(R)

Political Science (POL): **1**(MNR), **1H** (MNR), **5** (NR), 12(R), **13**(NR)

Sociology (SOC): **2**(MNR), **3**(NR), **15**(NR), **22**(R)

A course may only be counted once.

All courses in regular font are transferable to CSU with the courses in **BOLD** being transferable to both CSU and UC.

COMMUNICATION STUDIES

The communication studies transfer degree, coupled with CSU Breadth or IGETC requirements, provides opportunity for students to transfer to a CSU with junior standing. The degree encourages students to examine and evaluate human communication across and within various contexts for the purpose of increasing competence.

Associate in Arts for Transfer Degree

Program Learning Outcomes

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

- Synthesize communication principles and theories to develop communication competence to improve human interaction.
- Apply and analyze rhetorical principles for a variety of purposes adapting to audience and context.
- Understand the theoretical and practical relationships between and among symbols, culture and gender to competently create, interpret and/or evaluate messages.

Required Courses (18-19 units) Units

COM-1/1H (MNR)	Public Speaking	3
COM-9/9H (MNR)	Interpersonal Communication	3
Electives	from Group A	3
Electives	from Group B	6-7
Electives	from Group C	3-4

Electives Group A (3 units) Units

COM-2 (MNR)	Persuasion in Rhetorical Perspective	3
COM-3 (MNR)	Argumentation and Debate	3
COM-6 (MNR)	Dynamics of Small Group Communication	3

Electives Group B (6-7 units) Units

COM-2 (MNR)	Persuasion in Rhetorical Perspective	3
COM-3 (MNR)	Argumentation and Debate	3
COM-5 (MNR)	Parliamentary Procedure	1
COM-6 (MNR)	Dynamics of Small Group Communication	3
COM-7 (MNR)	Oral Interpretation of Literature	3
COM-11 (MNR)	Storytelling	3
COM-12 (MNR)	Intercultural Communication	3
COM-13 (MNR)	Gender and Communication	3
COM-19 (MNR)	Reader's Theater	3

Electives Group C (3-4 Units) Units

Any transferable COM course not taken in group A or B above		1-3
ADJ-5 (MNR)	Community Relations	3
ANT-2 (MNR)	Cultural Anthropology	3
ANT-8 (MNR)	Language and Culture	3
HMS-8 (MR)	Introduction to Group Process	3
JOU-7 (MNR)	Mass Communications	3
PSY-1 (MNR)	General Psychology	3
PSY-9 (MNR)	Developmental Psychology	3

PSY-33 (MNR)	Theories of Personality	3
SOC-1 (MNR)	Introduction to Sociology	3
SOC-12 (MNR)	Marriage Family Relations	3
SOC-50 (NR)	Introduction to Social Research Methods	3

A course may only be counted once.

Associate in Arts Degree for Transfer

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

SOCIOLOGY

The Associate in Arts Degree in Sociology for Transfer is designed to prepare the student for transfer to four-year institutions of higher education and specifically intended to satisfy the lower division requirements for the Baccalaureate Degree in Sociology at a California State University. It will also provide the student with a sufficient academic basis from which to pursue a career in the social science professions. The student will be afforded the opportunity to study the nature of the human affinity for aggregation and the complexities of societal organization. The breadth of Sociology will be examined to include the historical and contemporary theory and research as the basis from which to gain an in-depth awareness and understanding of the world in which we live.

Associate in Arts for Transfer Degree

Program Learning Outcomes

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

- Demonstrate an awareness and understanding of the historical and contemporary theoretical frameworks that form the basis of Sociological study.
- Demonstrate the utility of past and present sociological research and the research methodologies that form the basis of sociological inquiry.
- Demonstrate the ability to be academically proficient in at least two specific areas of sociological emphasis, i.e., Marriage and Family, Race/Ethnicity, Culture, Crime and Deviance, Social Problems.
- Demonstrate an understanding of the basic principles for at least one of the social sciences beyond Sociology, i.e., Anthropology, Economics, Political Science, Psychology, or U.S. History.

Required Courses: (18 units)		Units
SOC-1 (MNR)	Introduction to Sociology	3
Electives	from Group A	6
Electives	from Group B	6
Electives	from Group C	3
Electives Group A (6 units)		Units
SOC-2 (MNR)	American Social Problems	3
MAT-12/12H (MNR)	Statistics	3
SOC-50 (NR)	Introduction to Social Research Methods	3
Electives Group B (6 units)		Units
SOC-3 (NR)	Social Inequality	3
SOC-10 (MNR)	Race and Ethnic Relations	3
SOC-12 (MNR)	Marriage Family Relations	3
SOC-15 (NR)	Women in American Society	3
SOC-20 (MNR)	Introduction to Criminology	3
Electives Group C (3 units)		Units
ANT-2 (MNR)	Cultural Anthropology	3
ECO-4 (MNR)	Introduction to Economics	3
HIS-6/6H (MNR)	Political and Social History of US	3
HIS-14 (MNR)	African American History I	3
HIS-30 (MR)	Introduction to Chicano Study	3

HIS-34 (MNR)	History of Women in America	3
POL-1/1H (MNR)	American Politics	3
PSY-1 (MNR)	General Psychology	3
PSY-8 (MNR)	Introduction to Social Psychology	3
PSY-9 (MNR)	Developmental Psychology	3
PSY-33 (MNR)	Theories of Personality	3

Associate in Arts Degree for Transfer

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

ADMINISTRATION OF JUSTICE/LAW ENFORCEMENT (M)

MAS563/MCE563

This program focuses on the criminal justice system, its organizational components and processes, as well as its legal and public policy contexts. This includes instruction in criminal law and policy, police and correction systems organization, the administration of justice and the judiciary, and public attitudes regarding criminal justice issues.

Certificate Program

Program Learning Outcomes

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

- Analyze the various aspects of police work
- Identify minimum competencies in police functions of most frequent occurrence
- Apply laws of arrest, search and seizure, documentation of evidence and patrol procedures in a variety of scenarios and environments
- Compare and contrast basic techniques for evaluating and analyzing occupationally hazardous situations and selection of the appropriate response or procedure
- Compare and contrast the concepts of uniformity in police practices and procedures.

<u>Required Courses (34.5-39 units)</u>		<u>Units</u>
ADJ-B1B	Basic Peace Officer Training Academy	39
	or	
<u>Reserve Training Module Format</u>		<u>34.5</u>
ADJ-R1A2	Level III Modular Academy Training	6.5
ADJ-R1B	Level II Reserve Officer Training	11
ADJ-R1C	Level I Reserve Officer Training	17

Associate of Science Degree

The Associate of Science Degree in Administration of Justice/Law Enforcement will be awarded upon completion of the degree requirements, including general education and other graduation requirements as described in the college catalog.

BUSINESS ADMINISTRATION
 LOGISTICS MANAGEMENT CONCENTRATION (N)

NAS580/CE580

This program prepares students for entry into or career growth within the logistics industry, and ongoing study of the field. The focus is on integrated logistics, a necessity for management of effective and efficient supply chains. Logistics disciplines covered include warehousing, transportation, service contracting, purchasing, global logistics, etc.

Certificate Program

Program Learning Outcomes

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

A. Business Administration Core Learning Outcomes

- Use technology to analyze business decisions and to enhance business communications.
- Apply basic business and accounting calculations and analyses.
- Have an understanding of legal practices relating to business.
- Apply sound management practices.

B. Logistics Management Program Learning Outcomes

In addition to the Business Administration Core Learning Outcomes, students should be able to do four to five of the following seven things:

- Compare roles and objectives of the logistics disciplines;
- Understand how logistics functions can interact to efficiently use total personnel, facilities and equipment;
- Contribute knowledge needed by multidisciplinary teams to effectively integrate and exceed end user (customer) expectations;
- Analyze, prepare, file and process claims when unavoidable freight disputes arise;
- Explain how the overall flow of goods, services and information can be optimized to satisfy customer and business goals;
- Identify 3rd party logistics provider and client needs in negotiations, bidding and contracts, as well as legal and regulatory constraints to integrated logistics;
- Describe roles and value added by global logistics intermediaries.

<u>Business Administration Major Core Requirements (18 units):</u>		<u>Units</u>
ACC-1A	Principles of Accounting I	3
BUS-10	Intro to Business	3
BUS-18A	Business Law I	3
BUS-20	Business Math	3
BUS-22	Management Communications	3
CIS-1A	Introduction to Computer Information Systems	3
or		
CIS/CAT-3	Computer Applications for Working Professionals	3
and		
<u>Logistics Management Concentration Requirements (12 units)</u>		<u>Units</u>
BUS-80	Principles of Logistics	3
and		
<u>Select another 9 units from the following:</u>		<u>Units</u>
BUS-82	Freight Claims	1.5

BUS-83	Contracts	1.5
BUS-85	Warehouse Management	3
BUS-86	Transportation and Traffic Management	3
BUS-87	Introduction to Purchasing	3
BUS-90	International Logistics	3

Associate of Science Degree

The Associate of Science Degree in Business Administration - Logistics Management Concentration will be awarded upon completion of the degree requirements, including general education and other graduation requirements as described in the college catalog.

EARLY CHILDHOOD EDUCATION
 EARLY CHILDHOOD EDUCATION (MNR)

MAS544/MCE544
 NAS544/NCE544
 AS544/CE544

This program focuses on the theory and practice of learning and teaching children from birth to age eight; the basic principles of educational and developmental psychology; the art of observing, teaching and guiding young children; planning and administration of developmentally appropriate inclusive educational activities; school safety and health issues; and the social and emotional foundations of early care and education.

Certificate Program

Program Learning Outcomes

- Develop, implement, and evaluate developmentally appropriate thematic and emergent curriculum for children who are typical and atypical in the areas of physical, cognitive, language, creative and social/emotional growth.
- Develop and apply appropriate practices and effective techniques that respect the cultural diversity of young children and their families.
- Integrate an educational philosophy into classroom practices that reflects a personal belief supportive of theoretical principles regarding how and why young children should receive early educational experiences.
- Develop and implement a system of ongoing observational practices that contributes toward the creation of learning environments conducive to the emergence of curriculum that adapts to the evolving needs of children.

Required Courses (31 units)		Units
EAR-19	Observation and Assessment Methods in Early Childhood Education	3
EAR-20	Child Development	3
EAR-22	Early Childhood Programs and Career Opportunities	3
EAR-24	Creative Activities through Curriculum	3
EAR-26	Child Health	3
EAR-28	Principles and Practices of Early Childhood Education Programs	3
EAR-30	Internship in Early Childhood Education	4
EAR-42	Child, Family and Community Dynamics	3
Electives	(Choose from list below)	6

Electives (6 units)		Units
ART-3	Art for Teachers	3
DAN-5	Introduction to Movement Education for Preschool and Elementary Children	3
EAR-31	Home Visiting	3
EAR-33	Caring for Infants and Toddlers in Group Settings	3
EAR-34	Curriculum Activities for Infants and Toddlers	3
EAR-37	School Age Child Care	3
EAR-38	Adult Supervision in ECE/CD Classrooms	3
EAR-40	Introduction to Infants and Children with Disabilities and Other Special Needs	3
EAR-41	Internship in Early Intervention/Special Education	4
EAR-43	Children with Challenging Behaviors	3
EAR-44	Administration Of Early Childhood Programs I	3
EAR-45	Administration Of Early Childhood Programs II	3

EAR-47	Childhood Stress and Trauma	3
EDU-1	Teaching in the Multicultural Classroom	3
EDU-3	Introduction to Literacy Instruction	3
EDU-4	Introduction to Literacy/Service Learning	1
ENG-30	Children's Literature	3
KIN-6	Introduction to Physical Education for Preschool and Elementary Children	3
KIN-30	First Aid and CPR	3
MUS-1	Teaching Music to Young Children	3
SOC-45	Childhood and Culture	3

Child Development Permit

The Early Childhood Education program provides an educational and practical foundation for students interested in working with children from infancy through third grade. In addition to theoretical principles, the curriculum offers practical skills and on-site training that will prepare students for employment in the field of Early Childhood Education. The program leads to certificates in Early Childhood Education and/or an Associate of Science Degree. The EAR courses will also fulfill the required child development coursework for the state issued Child Development Permit. Information regarding this permit and/or the Early Childhood Education Certificates are available from the Early Childhood Education Department.

Upon completion of the requirements for the certificate program and 16 units of special courses in general education, the student has fulfilled the course requirements for the Child Development Permit, teacher level. See the State guidelines for experience qualifications and additional levels. For child development interactive video information, see www.rcc.edu/cdpermit.

Associate of Science Degree

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

KINESIOLOGY

This program prepares individuals to apply business, coaching and physical education principles to the organization, administration and management of athletic programs and teams, fitness/rehabilitation facilities and health clubs, sport recreation services, and athletic training programs. This includes instruction in program planning and development; business and financial management principles; sales, marketing and recruitment; event promotion, scheduling and management; facilities management; public relations; legal aspects of sports; and applicable health and safety standards.

EXERCISE, SPORT, AND WELLNESS

Certificate Program

Major Core Requirements:

Required Courses (21 units)		Units
KIN-4	Nutrition	3
KIN-10	Introduction to Physical Education	3
KIN-12	Sport Psychology	3
KIN-14	Athletic and Fitness Organization and Admin	3
KIN-16	Introduction to Athletic Training	3
KIN-30	First Aid and CPR	3
KIN-35	Foundations for Fitness and Wellness	3

In addition, choose and complete courses from one emphasis below:

FITNESS PROFESSIONS EMPHASIS (R)

AS595/CE595

Program Learning Outcomes

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

- Demonstrate an acceptable level of health-related fitness.
- Demonstrate appropriate knowledge of fitness testing and of issues specific to different populations.
- Identify physiological principles of human movement in exercise and sport settings.
- Identify, explain, and apply appropriate principles of physical activity and nutrition for physical well being and lifelong learning.

(Total of 24-25 units) Units

Core Requirements		21
Take <u>one</u> of the following:		
KIN-42	Lifeguarding/Title 22 First Aid/Water Safety Instructor	4
KIN-43	Personal Training	3
KIN-44	Yoga Instructor Training	3
KIN-45	Group Fitness Instructor	3

ATHLETIC TRAINING EMPHASIS (R)

AS597/CE597

Program Learning Outcomes

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

- Construct an injury prevention program for an athletic team based on knowledge of strength/conditioning, nutrition, health and safety, and protective equipment.
- Utilize appropriate knowledge and strategies to create an emergency action plan for an athletic team or teams.
- Apply the technical skills of taping and wrapping techniques.
- Demonstrate an appropriate and organized approach to event management.

- Identify and evaluate appropriate strategies for rehabilitation of athletic injuries.
- Demonstrate appropriate communication and behavioral skills and social attitudes necessary in an athletic training environment.

<u>(Total of 29 units)</u>		<u>Units</u>
Core Requirements		21
KIN-21	Athletic Training Applications (Must take two times)	2-2
and		
Take <u>two</u> of the following:		
KIN-17	Athletic Training, Fall Sports, Lower Extremity	2
KIN-18	Athletic Training, Spring Sports, Upper Extremity	2
KIN-19	Athletic Training, Fall Sports, Head, Neck, Spine, Torso, and Hip	2
KIN-20	Athletic Training, Spring Sports, General Medical	2

COACHING EMPHASIS (R) AS599/CE599
 Program Learning Outcomes

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

- Identify and apply appropriate principles of coaching and an advanced level of knowledge and skill in at least one sport or physical activity.
- Demonstrate appropriate decisions relative to legal liability in coaching situations and circumstances.
- Apply appropriate strategies, tactics, and conditioning activities for the age and skill level of their athletes.
- Demonstrate an understanding of administrative practices in sports management.
- Identify, explain, and apply appropriate principles of problem solving for one or more problem, challenge, or difficulty associated with a sport.
- Recognize the principles of health care and safety for student athletes in relation to athletic training and sports medicine issues.

<u>(Total of 30-31 units)</u>		<u>Units</u>
Core Requirements		21
Elective from Group 1 Electives		3
Elective from Group 2 Electives		3
Elective from Group 3 Electives		1
Elective from Group 4 Electives		1
Elective from Group 5 Electives		1

<u>Group 1 Electives (3 units)</u>		<u>Units</u>
KIN-24	Sports Officiating, Fall Sports	3
KIN-25	Sports Officiating, Spring Sports	3

<u>Group 2 Electives (3-4 units)</u>		<u>Units</u>
KIN-26	Foundations of Coaching	3
KIN-27	Football Theory	3
KIN-28	Basketball Theory	3
KIN-29	Soccer Theory	3
KIN-33	Baseball Theory	3
KIN-34	Softball Theory	3

KIN-42 Lifeguarding/Title 22 First Aid/Water Safety Instructor 4

Group 3 Electives - Individual Activity Courses (1 unit) Units

KIN-A11	Tennis, Beginning	1
KIN-A12	Tennis, Intermediate	1
KIN-A13	Tennis Advanced	1
KIN-A20	Golf, Beginning	1
KIN-A21	Golf, Intermediate	1
KIN-A28	Swimming, Basic Skills and Aquatic Exercise	1
KIN-A29	Swimming, Intermediate Skills	1
KIN-A30	Swimming, Advanced Skills and Conditioning	1
KIN-A33	Track and Field: Running Event Techniques	1
KIN-A34	Track and Field: Field Event Techniques	1

Group 4 Electives - Team Activity Courses (1 unit) Units

KIN-A50	Baseball Fundamentals, Defensive	1
KIN-A51	Baseball Fundamentals, Offensive	1
KIN-A52	Fast Pitch Fundamentals, Offensive	1
KIN-A53	Fast Pitch Fundamentals, Defensive	1
KIN-A54	Fast Pitch Softball Fundamentals	1
KIN-A57	Basketball	1
KIN-A60	Football Fundamentals, Defensive	1
KIN-A61	Football Fundamentals, Offensive	1
KIN-A62	Flag Football	1
KIN-A64	Soccer	1
KIN-A67	Volleyball, Beginning	1
KIN-A68	Volleyball, Intermediate	1
KIN-A69	Volleyball, Advanced	1

Group 5 Electives - Fitness Activity Courses (1 unit) Units

KIN-A31	Water Aerobics and Deep Water Exercise	1
KIN-A74	Hiking and Backpacking	1
KIN-A75	Walking for Fitness	1
KIN-A77	Jogging for Fitness	1
KIN-A78	Long Distance Running	1
KIN-A80	Triathlon Techniques	1
KIN-A81	Physical Fitness	1
KIN-A86	Step Aerobics	1
KIN-A87	Step Aerobics, Intermediate	1
KIN-A88	Step Aerobics, Advanced	1
KIN-A90	Weight Training	1
KIN-A92	Weight Training, Advanced	1

Associate of Science Degree

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

FILM, TELEVISION AND VIDEO

The program prepares individuals to communicate information, entertainment and ideas through film, television and video. This includes practical, hands-on instruction in how to plan and produce a variety of genre in film, television and video; crew responsibilities and production techniques for film, television, video and audio; equipment operation including film and video cameras, editing equipment, switchers, character generators, lighting instruments, and microphones; techniques for making specific types of film, television and video programming; use of digital technology and computer applications to record, edit or enhance images, audio, graphics or effects; and how to manage film and video operations.

FILM, TELEVISION AND VIDEO PRODUCTION SPECIALIST (R)

AS641/CE641

Certificate Program

Program Learning Outcomes

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

- Utilize a variety of electronic media production equipment and facilities in the creation and completion of film, television and video projects, including but not limited to film and video cameras, character generators, microphones, lighting instruments, teleprompters, editing software, and control room test equipment.
- Produce film and video segments, from concept to finished product, that have a focused, coherent message with a clear beginning, middle and end and that meet industry technical standards for moving and still visual images and audio and editing.
- Communicate effectively and work cooperatively in a team production environment.
- Demonstrate workplace behaviors (“soft skills”) necessary for success in the film, television and video production industry.

<u>Required Courses (29 units)</u>		<u>Units</u>
FTV-38	Telecommunications Production Project	3
FTV-41	Introduction to Telecommunications	3
FTV-42	Writing for Broadcast Television and Radio	3
FTV-43	Television Studio and Equipment	3
FTV-44	Introduction to Television Production	3.5
FTV-45	Television News Production	3.5
FTV-51	Telecommunications Laboratory	1

In addition, choose and complete courses from one emphasis below: 9

DIGITAL MEDIA/MOTION GRAPHICS EMPHASIS

Core Requirements 20

Select another 9 units from the following:

FTV-52	Telecommunications Laboratory	2
FTV-60	Overview of Digital Media	3
FTV-64	Digital Editing Principles and Techniques	3
FTV-66	Advanced Digital Editing	3
FTV-73	Introduction to Pro Tools Digital Audio Recording	3
FTV-74	Production Planning and Management	3
FTV-200	Telecommunications Work Experience	1-2-3-4
ADM-68	3D Animation with Maya	3
ADM-69	Motion Graphics and Compositing with After Effects	3
ADM-71	Adobe Photoshop	3
ART-22	Basic Design	3

ART-23	Design and Color	3
ART-36	Computer Art	3
PHO-8	Introduction to Photography	3

Associate of Science Degree

The Associate of Science Degree in Film, Television and Video, Production Specialist will be awarded upon completion of the degree requirements, including general education and other graduation requirements as described in the college catalog.

FIRE TECHNOLOGY (M)

MAS555/MCE555

This program prepares individuals for an entry-level career in the fire service by providing a foundation of core concepts, practices, vocabulary, culture, safety, and requirements for the fire service. This program follows the Fire and Emergency Services Higher Education (FESHE) model from the National Fire Academy in Emmitsburg, Maryland and is a component of accreditation from the California State Fire Marshal.

Certificate Program

Program Learning Outcomes

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

- Identify minimum qualifications and entry-level skills for fire fighter hiring. The student will be able to describe the following elements: application process; written exam process; physical agility exam, oral interview, chief's interview; background investigation; and fire fighter probationary process. Students will identify fire service history, culture and diversity.
- Demonstrate the ability to analyze, appraise and evaluate fire and emergency incidents and identify components of emergency management and fire fighter safety including: size-up, report on conditions, Incident Command System; RECEO; 10 Standard Firefighting Orders; 18 Situations that shout "Watch Out"; and common factors associated with injuries and line of duty deaths.
- Identify and comprehend laws, regulations, codes and standards that influence fire department operations, and identify regulatory and advisory organizations that create and mandate them especially in the areas of fire prevention, building codes and ordinances, and firefighter health and safety.
- Analyze the causes of fire, determine extinguishing agents and methods, differentiate the stages of the fire and fire development, and compare methods of heat transfer.
- Identify and describe the apparatus used in the fire service, and the equipment and maintenance of fire apparatus and equipment.
- Identify and describe common types of building construction and conditions associated with structural collapse and firefighter safety.
- Differentiate between fire detection and alarm systems, and identify common health and safety concerns for firefighter and first responders.

<u>Required Courses (23 units)</u>		<u>Units</u>
FIT-1	Fire Protection Organization	3
FIT-2	Fire Behavior and Combustion	3
FIT-3	Fire Protection Equipment and Systems	3
FIT-4	Building Construction for Fire Protection	3
FIT-5	Fire Prevention	3
FIT-7	Principles of Fire and Emergency Services Safety	3
Electives	(Choose from list below)	5

<u>Electives (5 units)</u>		<u>Units</u>
EMS-50		
and 51	Emergency Medical Services-Basic and Clinical/Field	7
FIT-8	Strategies and Tactics	3
FIT-9	Fire Ground Hydraulics	3
FIT-14	Wildland Fire Control	3
FIT-A1A	Fire Investigation 1A	2
FIT-C1A	Command 1A, Command Prin for Com Officers	2
FIT-C1B	Command 1B, Hazardous Materials	2
FIT-C1C	Fire Com 1C, I-Zone Firefighting for Com Off	2
FIT-C30	Intermediate Incident Command System (I-300)	.5
FIT-I1A	Instructor 1A, Instructional Techniques	2
FIT-I1B	Instructor 1B, Instructional Techniques	2
FIT-M1	Fire Management 1, Management/Supervision for Company Officers	2
FIT-P1A	Prevention 1A, Fire Inspection Practices	2
FIT-P1B	Prevention 1B, Code Enforcement	2
CON-61	Materials of Construction	3
GEG/PHS-5	Weather and Climate	3
GIS-1	Introduction to Geographic Information Systems	3
KIN-35	Foundation for Fitness and Wellness	3
MAG-44	Principles of Management	3
PHI-12	Intro to Ethics: Contemporary Moral Issues	3

Students who successfully complete the certificate may also be eligible to receive additional certification through FEMA/National Fire Academy.

Associate of Science Degree

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

INTERNATIONAL BUSINESS (R)

CE627

This program prepares individuals to manage international business and/or business operations. This includes instruction in the principles and processes of international business policies, business environments, foreign currency issues, foreign operations and management, foreign direct investment as well as other modes of entry, and applications for doing business in specific countries and markets.

Certificate Program

Program Learning Outcomes

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

- Explain the key elements of international business.
- Analyze the essential factors that determine the success of each element of international business.
- Explain the inter-relationship of each elements of international business that are required for a successful international business operation.
- Develop the framework of an international business plan, incorporating understanding of general business concepts, international marketing mix, international cultures, international economics, and international politics.

Required Courses (15 units)		Units
BUS-10	Introduction to Business	3
BUS-40	International Business-Principles	3
BUS-43	International Business-Marketing	3
Group A Electives (Choose from list)		3
Group B Electives (Choose from list)		3

Group A Electives		Units
BUS-46	International Business-Intro to Import/ Exporting	3
BUS-48	International Management	3
BUS-90	International Logistics	3
COM-12	International Communication	3
ECO/POL-6	Introduction to Political Economy	3
ECO-7/7H	Principles of Macroeconomics	3

Group B Electives		Units
CHI-11	Chinese Culture and Civilization	3
FRE-11	French Culture and Civilization	3
GER-11	German Culture and Civilization	3
ITA-11	Italian Culture and Civilization	3
JPN-11	Japanese Culture and Civilization	3
KOR-11	Korean Culture and Civilization	3
RUS-11	Russian Culture and Civilization	3
SPA-11	Spanish Culture and Civilization	3

LOGISTICS MANAGEMENT

This program prepares individuals to manage business logistics functions, ranging from acquisitions to receiving and handling, through internal allocation of resources to operations units, and delivery to the final customer. This includes instruction in the domestic and international aspects of logistics contracts and purchasing, computerized logistics systems, inventory control, warehousing, transportation, and freight claims. Emphasis is placed on the efficient and effective integration of all logistics activities.

LOGISTICS MANAGEMENT (N)

NAS579/NCE579

This program prepares students for entry into or career growth within the logistics industry, and ongoing study of the field. The focus is integrated logistics, a necessity for management of effective and efficient supply chains. Logistics disciplines covered include warehousing, transportation, service contracting, purchasing, global logistics, etc.

Certificate Program

Student Learning Outcomes

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

- Compare roles and objectives of the logistics disciplines;
- Understand how logistics functions can interact to efficiently use total personnel, facilities and equipment;
- Contribute knowledge needed by multidisciplinary teams to effectively integrate and exceed end user (customer) expectations;
- Analyze, prepare, file and process claims when unavoidable freight disputes arise;
- Explain how the overall flow of goods, services and information can be optimized to satisfy customer and business goals;
- Identify 3rd party logistics provider and client needs in negotiations, bidding and contracts, as well as legal and regulatory constraints to integrated logistics;
- Describe roles and value added by global logistics intermediaries.

<u>Required Courses (18 units)</u>		<u>Units</u>
BUS-80	Principles of Logistics	3
BUS-82	Freight Claims	1.5
BUS-83	Contracts	1.5
BUS-85	Warehouse Management	3
BUS-86	Transportation and Traffic Management	3
BUS-87	Introduction to Purchasing	3
BUS-90	International Logistics	3

Associate of Science Degree

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

Student Learning Outcomes

In addition to achieving the program learning outcome for the logistics management certificate program, students who complete the Associate of Science Degree in Logistics Management will demonstrate proficiency in general education student learning outcomes and proficiency in subject matter student learning outcomes.

RETAIL MANAGEMENT/WAFC

This program prepares individuals to perform operations associated with retail sales in a variety of settings. This includes instruction in over-the counter and other direct sales operations in business settings, basic bookkeeping principles, customer service, team/staff leadership and supervision, floor management, and applicable technical skills.

RETAIL MANAGEMENT/WAFC (NR)
 (WESTERN ASSOCIATION OF FOOD CHAINS)
 Certificate Program

NAS536/NCE536
 AS536/CE536

Program Learning Outcomes

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

- Use Generally Accepted Accounting Principles or International Accounting Standards guidelines to review and interpret financial documents.
- Calculate pricing models for mark-ups, profit margins for perishable and lost goods, discounts, and sinking funds.
- Prepare and deliver effective oral and written communications through multiple modes in multiple situations
- Create and use basic word processing documents, spread sheets and visual (power point) presentations.
- Create and present a research paper on selected topics.
- Effectively apply basic management principles to actual and role-played work situations.
- Analyze and assess the legal and productivity implications of work conflicts
- Effectively communicate in small groups.
- Analyze the effectiveness of marketing decisions and use marketing principles to assess market potential.

Required Courses (30 units)		Units
ACC-1A	Principles of Accounting I	3
	or	
ACC/CAT-55	Applied Accounting/Bookkeeping	3
BUS-20	Business Mathematics	3
BUS-22	Management Communications	3
CIS-1A	Introduction to Computer Information Systems	3
	or	
CIS/CAT-3	Computer Applications for Working Professionals	3
COM-1/1H	Public Speaking	3
	or	
COM-9/9H	Interpersonal Communication	3
	or	
MAG-57	Oral Communications	3
MAG-56	Human Resources Management	3
MAG-44	Principles of Management	3
	or	
MAG-51	Elements of Supervision	3
MAG-53	Human Relations	3
MKT-20	Principles of Marketing	3
MKT-42	Retail Management	3

SIMULATION AND GAMING: GAME ART (MN)

MAS739/CE739
 NAS739/NCE739

This is a comprehensive program that puts equal emphasis on the artistic and technical sides of 3D modeling and animation. Courses cover material that will take the student through the whole production process and workflow of 3D modeling and animation, from conceptualization to the final delivery of the rendered product. Curriculum spans traditional drawing techniques, life drawing and the technical fundamentals of 3D animation and modeling. Classes are taught in a state-of-the-art computer studio with the latest versions of industry-standard software packages.

Certificate Program

Program Learning Outcomes

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

- Identify and differentiate the game development project lifecycle and associated documents such as the Pitch Document, Game Design Document, Technical Design Document, Art Production Plan, Project Plan and Game Prototype.
- Identify and employ proper use of color media and associated materials as well as define, outline, and discuss basic to complex color theory for 2D artwork.
- Create, manipulate, animate, and implement 3D art assets for real time interactive simulations or video games.

Required Courses (36 units)		Units
CIS/GAM-35	Introduction to Simulation and Game Development	3
CIS/GAM-38A	Simulation and Gaming/3D Modeling	4
CIS/GAM-38B	Simulation and Gaming/3D Animation	4
CIS/GAM-38C	Simulation and Gaming/3D Dynamics and Rendering	4
CIS/CAT-78A	Introduction to Adobe Photoshop	3
ART-17	Beginning Drawing	3
ART-18	Intermediate Drawing	3
ART-22	Basic Design	3
ART-40	Figure Drawing	3
Electives	(Choose from list below)	6

Electives (6 units)		Units
CIS/GAM-36	Introduction to Computer Game Design	3
CIS/GAM-37	Beginning Level Design for Computer Games	3
CIS/GAM-39	Current Techniques in Game Art	4
CIS/CAT-54A	Introduction to Flash	3
CIS/CAT-79	Introduction to Adobe Illustrator	3
ART-23	Design and Color	3
ART-36	Computer Art	3
ART-44	Animation	3

Associate of Science Degree

The Associate of Science Degree in Simulation and Gaming: Game Art will be awarded upon completion of the degree requirements, including general education and other graduation requirements as described in the college catalog.

VICTIM SERVICES AIDE (R)

CE679

Certificate Program

Program Learning Outcomes

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

- Demonstrate a knowledge of the breadth, scope and interconnectivity of the criminal justice system.
- Demonstrate an understanding of the theories and research in the area of crime, criminality and criminal justice.
- Demonstrate the ability to conduct interpersonal interviews and counseling generally applicable to the helping professions.
- Demonstrate the ability to read and write at the college freshman level.
- Demonstrate an overall ability to enter Victim-Witness Advocacy programs at a level of trainee, intern, or other novice position.

Required Courses (16 units)

Units

ADJ-1	Introduction to the Administration of Justice	3
ADJ-2	Principles and Procedures of the Justice System	3
ENG-1A/1AH	English Composition	4
HMS-5	Introduction to Evaluation and Counseling	3
or		
COM-9/9H	Interpersonal Communication	3
SOC-20	Introduction to Criminology	3

ART

The following certificates may lead to employment competency, but do not lead to an Associate of Science Degree:

VISUAL COMMUNICATIONS - ANIMATION (R) CE774

This program prepares individuals to communicate information, entertainment and ideas through motion picture animation. This includes practical, hands-on instruction in how to plan and produce a variety of animated works seeing the project through from concept to practice including but not limited to writing, directing, and all aspects of animation production.

Certificate Program

Program Learning Outcomes

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

- Demonstrate the ability to apply the principles of animation and story telling, in conceptual and visual form, to the creation of motion pictures that entertain audiences.
- Discuss the history of film animation and identify examples that consider a variety of the fundamental approaches to the art of animation.
- Assume the roles of writer, director, producer, animator, editor, storyboard artist, and production manager in the creation of animated works.
- Acquire skills that facilitate their ability to adapt themselves to the professional world, and have long-lasting and enriched careers.

Required Courses (15 units)		Units
ART-20	Beginning Sculpture	3
or		
ART-24	3D Design	3
ART-40	Figure Drawing	3
ART-41	Figure Painting	3
ART-44	Animation	3
Digital Media Electives (Choose from list below)		3
Digital Media Electives (3 units)		
ART-36	Computer Art	3
ADM-1	Introduction to Applied Digital Media	3
ADM-71	Adobe Photoshop	3
ADM-76	QuarkXPress	3
ADM-77A	Adobe Illustrator	3

VISUAL COMMUNICATIONS - ILLUSTRATION (R)

CE825

This program prepares individuals to visually communicate information and ideas through personal expression that features figurative work. This includes practical, hands-on instruction in how to plan and produce a variety of illustrated works integrating communication goals with a visual message.

Certificate Program

Program Learning Outcomes

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

- Acquire skills to fuse the creative thinking and technical communication skills with a personal vision.
- Discuss verbally and illustrate visually a basic understanding of commercial illustration techniques.
- Develop skills to visually solve problems and communicate their ideas in order to prepare an operational portfolio of their creative and successful works.
- Hone artistic skills and technical expertise in order to effectively convey complex ideas in a variety of media.

Required Courses (17 units)		Units
ART-17	Beginning Drawing	3
ART-22	Basic Design	3
ART-26	Beginning Painting	3
ART-35	Illustration	3
ADM-64	Ethics and Legalities of Digital Manipulation	1
ADM-65	Cross Platform File Management	1
Digital Media Electives (Choose from list below)		3
Digital Media Electives (3 units)		
ART-36	Computer Art	3
ADM-1	Introduction to Applied Digital Media	3
ADM-71	Adobe Photoshop	3
ADM-76	QuarkXPress	3
ADM-77A	Adobe Illustrator	3

RIVERSIDE COMMUNITY COLLEGE DISTRICT
TEACHING AND LEARNING COMMITTEE

Report No.: III-B-3

Date: April 19, 2011

Subject: Accountability Reporting for Community Colleges

Background: Presented for the Board's review and consideration is the Accountability Reporting for Community Colleges report issued by the California Community College's Chancellor's Office in March 2011. The report's objectives are to make policymakers, local college officials, and elected boards aware of overall system and specific college performance in seven specific areas of effort, and to inform the public about overall system performance.

Included in this report is Riverside Community College District's institutional response to the report's findings. During the three most recent time periods under examination, RCCD was able to maintain or increase its level of performance on each of the seven accountability measures.

Recommended Action: It is recommended that the Board of Trustees accept the findings of the report.

Gregory W. Gray
Chancellor

Prepared by: Ray Maghroori
Vice Chancellor, Academic Affairs

David Torres
Dean, Institutional Research

Accountability Reporting for the Community Colleges, 2011: Executive Summary

Background: Accountability Reporting for the Community Colleges (or ARCC) is a set of performance indicators for the California Community Colleges (CCC). ARCC meets a legislative requirement that resulted from Assembly Bill 1417. As required by the Legislature, the CCC System Office produces this report yearly and disseminates it so that every college can share it with its local board of trustees. The report's objective is to inform policymakers, local college officials, and elected boards of overall system performance and individual college performance in seven specific areas of effort.

A team of statewide college researchers, a panel of nationally recognized researchers on college performance, a statewide technical advisory workgroup, and staff at the Chancellor's Office created the ARCC. This is the fourth annual ARCC report and the present report was distributed to state government policymakers and the public at large in March 2011.

Structure: The report is structured into two sections: system wide performance and individual college performance. The report's first section covers the system's overall performance over time for a variety of indicators. The systemwide indicators are organized into the broad categories of:

student progress and achievement (in the areas of)

- degree and certificate attainment
- transfer rates
- vocational, occupational and workforce development
- participation rates

and pre-collegiate improvement (in the areas of)

- basic skills
- English as a Second Language.

Systemwide, these indicators are reported as counts (and where appropriate, as percentages) of transfer, degrees and certificates, as well as income changes as a result of occupational training, and counts and percentages of students graduating from the University of California and from the California State University who began their educational careers at community colleges.

These indicators are derived from many data sources, including public and private institutions of higher learning, the California Employment Development Department, the National Student Clearinghouse, and the Chancellor's Office database, among others. They are not simply aggregations of all the individual college performances. Given the breadth and complexity of these measures, this body of information is not currently available for each individual college, so this data is presented for the entire California Community Colleges system.

The second section of the report is dedicated to the individual college-level indicators. For the seven individual measures in the present study, each college was given data reflecting three sequential years so that changes and trends could be identified. Each set of college-level outcomes was divided into Student Progress and Achievement (with four indicators) and Pre-Collegiate Improvement (with three indicators).

College Level Indicators for Riverside Community College: In Student Progress and Achievement, for the first indicator **Degree/Certificate/Transfer**, data was provided that showed changes in the percentage of first-time students who showed “intent to complete”¹ and who achieved any of the following outcomes within six years: transfer to a four-year college, or earned an AA/AS, or earned a certificate of at least 18 units, or achieved “Transfer Directed”² status or achieved “Transfer Prepared”³ status. On this measure, RCCD remained relatively stable with the three cohorts’ rates being 47.6%, 46.7% and 48.3%, for the cohorts starting in 2002, 2003 and 2004, respectively. (In this report, the term “relatively stable” is used when the differences between the highest and lowest measures were less than three percentage points.) For the second indicator, **Percent of Students Who Earned at Least 30 Units**, the percentage

¹ A Transfer or Degree “Intent To Complete” is when a student attempts a degree applicable credit math or English course. A Certificate “Intent to Complete” is when a student attempts either an Advanced Occupational or Apprentice level Credit course.

² “Transfer Directed” means a student successfully completed at least one transfer-level Math and English course.

³ “Transfer Prepared” means student successfully completed 60 UC/CSU transferable units with a grade point average of at least 2.0 in those transferable courses.

of first-time RCCD students who showed intent to complete and who earned at least 30 units while in the California Community College system held steady at 69.9%, 70.9% and 71.7% for the three sequential years, for cohorts starting fall 2002, 2003 and 2004, respectively. On the third indicator, **Persistence Rate**, RCCD remained relatively stable in the percentage of first-time students with a minimum of six units earned in a fall term and who returned and enrolled in the subsequent fall term anywhere in the California Community College System. These rates were 68.8%, 66.7% and 68.8%, for the fall 2006, 2007 and 2008 cohorts, respectively. RCC's **Annual Successful Course Completion Rate for Credit Vocational Courses**, the report's fourth indicator, remained stable at 75.5%, 75.8% and 75.3% in the 2007, 2008 and 2009 academic years, respectively.

In Pre-Collegiate Improvement (Basic Skills and ESL), RCCD had mixed results. On the measure of **Annual Successful Course Completion Rate for Credit Basic Skills Courses**, RCCD remained relatively stable at 60.4%, 63.6% and 64.2% for academic years 2007, 2008 and 2009 respectively. The **Improvement Rates for Credit Basic Skills Courses**, is a measure comprising two different rates: **ESL Improvement Rate** and **Basic Skills Improvement Rate**. Each of these indicators measure the proportion of students successfully taking a higher level ESL or Basic Skills course within during a subsequent three year period.

The **ESL Improvement Rates** for the cohorts starting in 2005, 2006 and 2007 remained relatively stable with rates of 46.1%, 45.2% and 48.9%, respectively. The **Basic Skills Improvement Rate** increased from 56.0% to 63.0% and 62.9% for the cohorts starting in 2005, 2006 and 2007 respectively. (The present ARCC report also lists the **Enhanced Noncredit Progress and Achievement Rate**, but since RCCD does not offer any of these types of courses, that table is left blank in the report.)

The college-level report also includes indicators that include the Annual Unduplicated Headcount and Full-Time Equivalent Students and provides demographic information (age, gender and ethnicity) about RCCD students for the past three academic years.

College Peer Grouping: The last section of each college-specific report is dedicated to reporting college performance relative to their ranking within their peer grouping. The peer grouping is performed by the Chancellor's Office and represents their attempt to "level the playing field". For every college-level indicator, there are external factors beyond the control of the college that affect its performance on that indicator. Colleges were grouped as "peers" based on the statistical magnitude that these external factors had on each college-level indicator. (For example, research literature indicates that transfer rates are affected by level of academic preparedness of student body, distance to nearest UC/CSU, income levels of service areas, and percentage of older students

served, among other external factors. Peer colleges would have similar levels on all these factors and would be classified together.) Since the peer grouping is done statistically, these groupings do not necessarily reflect any traditional, intuitive grouping method, like size of college or geographical proximity. Also, since each college-level indicator is affected by different external factors, each college is assigned to different peer groups for each indicator. The intent of the peer groupings is to provide a more comparable context for understanding one's own college performance and should be carefully interpreted. The peer grouping has been the subject of considerable discussion, and arguably it has the potential to be the most misunderstood and misreported aspect of the report.

College Peer Grouping: The last section of each college-specific report is dedicated to reporting college performance relative to their ranking within their peer grouping. The peer grouping is performed by the Chancellor's Office and represents their attempt to "level the playing field". For every college-level indicator, there are external factors beyond the control of the college that affect its performance on that indicator. Colleges were grouped as "peers" based on the statistical magnitude that these external factors had on each college-level indicator. (For example, research literature indicates that transfer rates are affected by level of academic preparedness of student body, distance to nearest UC/CSU, income levels of service areas, and percentage of older students served, among other external factors. Peer colleges would have similar levels on all these factors and would be classified together.) Since the peer grouping is

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For six of the seven indicators, RCCD is within six percentage points of their peer groups averages. For the indicator "Improvement Rate for Credit ESL Courses" RCCD was the lowest school in that peer group average.

RCCD Institutional Response: In fall 2010, prior to the final publication of the ARCC, the Chancellor's Office released a draft of the report with the individual colleges' measures. As a requirement of the ARCC, every college must submit an institutional response to provide further context for interpreting their institution's statistics, and to emphasize local factors that may help to explain outcomes.

Since that time RCCD's preliminary results were presented to different district and college leadership (the RCCD Executive Cabinet and District Academic Cabinet, among others), and feedback was solicited from these groups to help

shape the institutional response. Additionally, a brief, seven-minute video presentation of this year's ARCC report was posted to video-sharing website YouTube.com and publicized to the entire district via email, as another method of soliciting feedback for the institutional response. (The video can be accessed at http://www.youtube.com/watch?v=g0r9CGFU_Eg .)

RCCD's Institutional Response is included on the last page of the RCCD section of the report. The final version of the ARCC report will be available from the Chancellor's Office in late March 2011.

Riverside Community College

Riverside Community College District

College Performance Indicators**Student Progress and Achievement: Degree/Certificate/Transfer****Table 1.1:**
Student Progress and
Achievement Rate

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

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	47.6%	46.7%	48.3%

Table 1.1a:
Percent of Students Who
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	69.9%	70.9%	71.7%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	68.8%	66.7%	68.8%



Riverside Community College

Riverside Community College District

College Performance Indicators**Student Progress and Achievement: Vocational/Occupational/Workforce Development****Table 1.3:**
Annual Successful Course
Completion Rate for
Credit Vocational Courses

See explanation in Appendix B.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	75.5%	75.8%	75.3%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit**Table 1.4:**
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	60.4%	63.6%	64.2%

Table 1.5:
Improvement Rates for ESL
and Credit Basic Skills Courses

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	46.1%	45.2%	48.9%
Basic Skills Improvement Rate	56.0%	63.0%	62.9%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



Riverside Community College

Riverside Community College District

College Profile**Table 1.7:**
Annual Unduplicated Headcount and
Full-Time Equivalent Students (FTES)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	52,163	58,828	55,972
Full-Time Equivalent Students (FTES)*	27,011	30,969	31,185

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.

*FTES data for 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	29.4%	29.4%	30.3%
20 - 24	29.8%	29.6%	31.5%
25 - 49	33.3%	33.1%	30.9%
Over 49	7.5%	7.9%	7.3%
Unknown	0.0%	0.1%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	54.9%	54.9%	55.2%
Male	44.3%	44.2%	44.1%
Unknown	0.7%	0.9%	0.7%

Source: Chancellor's Office, Management Information System



Riverside Community College

Riverside Community College District

College Profile**Table 1.10:**
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	10.9%	11.1%	10.7%
American Indian/Alaskan Native	0.8%	0.8%	0.5%
Asian	5.4%	5.2%	5.2%
Filipino	3.0%	2.8%	2.5%
Hispanic	36.6%	36.7%	39.5%
Pacific Islander	0.7%	0.7%	0.5%
Two or More Races	.%	.%	1.8%
Unknown/Non-Respondent	8.2%	10.4%	9.1%
White Non-Hispanic	34.4%	32.3%	30.2%

Source: Chancellor's Office, Management Information System



Riverside Community College

Riverside Community College District

College Peer Grouping**Table 1.11: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	48.3	49.4	43.0	58.0	<i>A1</i>
B	Percent of Students Who Earned at Least 30 Units	71.7	75.1	69.4	83.8	<i>B4</i>
C	Persistence Rate	68.8	70.7	52.7	80.8	<i>C2</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.3	73.8	63.7	80.8	<i>D2</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	64.2	61.5	51.2	66.4	<i>E5</i>
F	Improvement Rate for Credit Basic Skills Courses	62.9	57.6	39.5	76.0	<i>F2</i>
G	Improvement Rate for Credit ESL Courses	48.9	58.7	48.9	69.2	<i>G5</i>

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.



ARCC 2011 Report: College Level Indicators Self-Assessment

Riverside Community College

Riverside Community College District

College Self-Assessment / Response

Riverside Community College District has been committed to serving the educational needs of its community for over 90 years. RCCD's students take classes at three primary locations: Riverside City College, Moreno Valley College and Norco College. Additionally, more educational sites are located at Ben Clark Training Center, Rubidoux Annex, March Education Center, and the Innovative Learning Center at Stokoe Elementary School.

The District provides transfer programs, occupational and technical programs, and career preparation leading to the Associate of Arts and/or Sciences degrees and a variety of certificates. In the tradition of general education, students are prepared for intellectual and cultural awareness, critical and independent thought, and self-reliance. Consistent with its responsibility to assist those who can benefit from post-secondary education, the District provides tutorial and supplemental instruction and basic skills courses for under-prepared students.

The District's service area, which spans over 440 square miles in western Riverside county, includes socially, economically and ethnically diverse urban and rural communities. Population estimates of the RCCD service area predict that our service area will grow to 1,373,919 by 2020. Despite a slowly increasing college-going rate for RCCD's feeder high schools, this rate still lags behind the state average, and recent district high school students remain under-prepared for college.

Enrollment during the 2009-10 academic year was 55,972 and the college granted 2,595 AA/AS degrees and 2,251 certificates. During this same time period, RCCD transferred 382 students to the University of California and 649 students to the California State University.

On all seven of the ARCC measures, RCCD has either remained stable or increased its score for the most recent three cohorts of data. In the Student Progress and Achievement Indicators for Degree/Certificate/Transfer and Vocational /Occupational, all four measures remained stable (with year-to-year variations of less than two percentage points).

This year, all indicators in the Pre-Collegiate Improvement category increased at least three percentage points each. Further analysis will help determine the cause of this increase (as the ARCC report indicates that some of the reported changes could be due to system-wide improvements in Course-Prior-To-College Level course coding). Improvements on this indicator demonstrate that students are successful in both individual basic skills and ESL classes and are making significant progress through the pre-collegiate sequence, thereby paving the way for enrollment in college-level courses.

The District is committed to continuing the enhancement of basic skills education and to ensuring that all faculty members are equipped to facilitate learning for all of our students.



Chancellor's Office
California Community Colleges

1102 Q Street Sacramento, California 95811-6511 www.cccco.edu

ARCC website: <http://www.cccco.edu/systemoffice/divisions/techresearchinfo/researchandplanning/arcc/tabid/292/default.aspx>

State of California

RIVERSIDE COMMUNITY COLLEGE DISTRICT
PLANNING AND OPERATIONS COMMITTEE

Report No.: III-C-1

Date: April 19, 2011

Subject: Moreno Valley College Dental Education Center – Project Update

Background: On January 25, 2011, the Board of Trustees approved a tentative project budget in the amount of \$9,500,181 for the Moreno Valley College Dental Education Center (formerly known as March Dental Education Center). The new modular facility will be located at the Moreno Valley College with assignable square footage of 11,421.

Staff and the architect now offer a project update presentation of the Moreno Valley College Dental Education Center for the Board's review (Exhibit A).

Information Only.

Gregory W. Gray
Chancellor

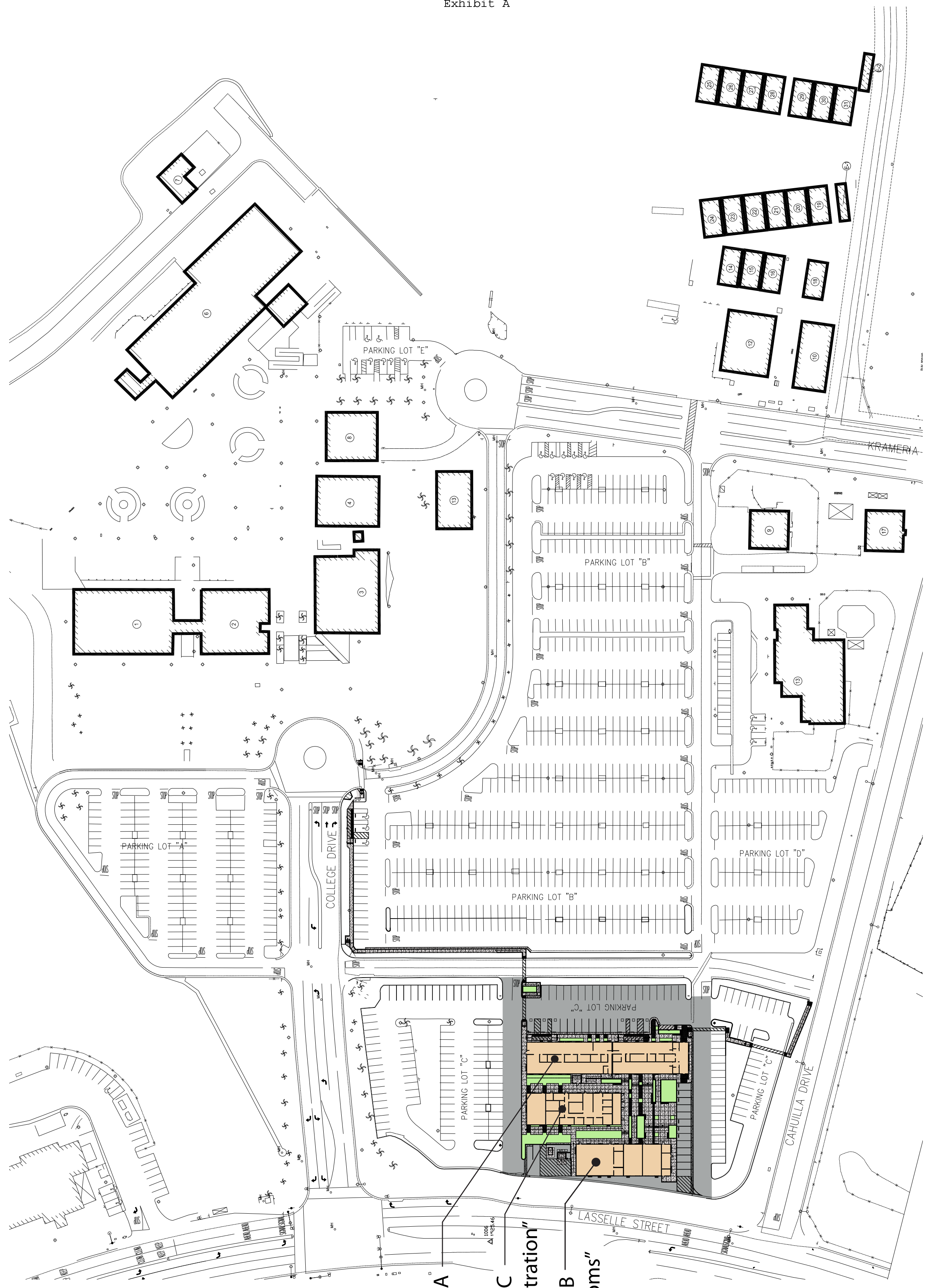
Prepared by: Monte Perez, President
Moreno Valley College

Claude Martinez, Interim Vice President Business Services
Moreno Valley College

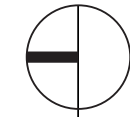
Orin L. Williams, Associate Vice Chancellor
Facilities Planning and Development

Bart L. Doering, Director of Construction
Facilities Planning and Development

Exhibit A



- Building A
"Clinic"
- Building C
"Administration"
- Building B
"Classrooms"





Building A
"Clinic"

Building C
"Administration"

Building B
"Classrooms"



Moreno Valley College Dental Education Center
Riverside Community College District









**MORENO VALLEY COLLEGE
DENTAL EDUCATION CENTER**

Presented by Health Science Programs

EXISTING FEATURES

- Operators16
- Radiology..... 5
- TOTAL OPERATORIES..... 21**

- Square Footage (ASF) ... 7,500

FUTURE FEATURES

- Operators 24
- Radiology6
- TOTAL OPERATORIES..... 30**

- Square Footage (ASF) ... 11,421

RIVERSIDE COMMUNITY COLLEGE DISTRICT
FACILITIES COMMITTEE

Report No.: III-D-1

Date: April 19, 2011

Subject: Learning Gateway Building at Moreno Valley College – Recommendation to Award Bids for Two Construction Categories

Background: On December 15, 2009, the Board of Trustees approved the scope design and tentative budget in the amount of \$31,800,000 for the Learning Gateway Building project at the Moreno Valley College using Moreno Valley College Allocated Measure C funds.

Due to the importance of meeting the rapid student occupancy schedule for the Fall 2012, the construction activities for the Moreno Valley College Learning Gateway Building must begin by early May 2011. Staff is seeking every opportunity to accelerate the project construction schedule. Although an exception to District standard operating procedures, staff requests Board pre-approval of bid awards to the lowest responsive/responsible bidders within the project budget, and pre-approve issuing notices to proceed for two construction categories. The two (2) construction categories for which we are requesting pre-approval are listed as follows:

Category 11 – Plumbing and Pipeline (Class C34 or C36)

Category 12 – Electrical (Class C10)

Early award of these categories will allow the project to start as soon as possible to ensure the project remains on schedule. The scope of work starting immediately is comprised of relocating existing gas, storm drain, sewer and domestic water lines. Also included in the bids are conduit installation, coordination and shutdown assistance with Southern California Edison, Time Warner and Verizon to relocate utility to the College's power, fiberoptic cable and data cables. Final bid results for Board review and ratification will be presented at the next regular Board of Trustees Meeting following bid award.

Funded from the Board-approved project budget, Moreno Valley College Allocated Measure C funds.

Recommended Action: It is recommended that the Board of Trustees consider approval of the Moreno Valley College Learning Gateway Building award of bids for two construction project categories: Category 11 – Plumbing and Pipeline; Category 12 – Electrical; and award to the lowest responsive/responsible bidders as long as bids are within the project budget; authorize the issuance of notices to proceed for the two construction categories; permit project bid ratification at a subsequent Board of Trustees meeting; and authorize the Vice Chancellor, Administration and Finance to sign the associated agreements.

Gregory W. Gray
Chancellor

Prepared by: Monte Perez, President, Moreno Valley College

Claude Martinez, Interim Vice President Business Services, Moreno Valley College

Orin L. Williams, Associate Vice Chancellor, Facilities Planning and Development

Bart L. Doering, Director of Construction, Facilities Planning and Development

RIVERSIDE COMMUNITY COLLEGE DISTRICT
FACILITIES COMMITTEE

Report No.: III-D-2

Date: April 19, 2011

Subject: Riverside Aquatics Complex and Wheelock Gymnasium, Seismic Retrofit at Riverside City College – Emergency Resolution No. 46-10/11

Background: On September 11, 2007, the Board of Trustees approved the expenditure of \$5 million Measure C funds and the development of a joint use agreement for the Riverside Aquatics Complex project located at Riverside City College. On June 16, 2009, the Board of Trustees approved the design and tentative project budget in an amount of \$18,411,120 for the Wheelock Gymnasium, Seismic Retrofit project located at the Riverside City College.

Since Board approval of both projects, the Riverside Aquatics Complex project has been completed; however, miscellaneous corrective concrete work is still remaining. Similarly, the Wheelock Gymnasium, Seismic Retrofit is currently under construction and should be completed for student occupancy in Winter 2012. Both projects awarded bids to Tidwell Concrete Construction, Inc. for completion of concrete work and concrete wall reinforcement. On February 15, 2011, the District was informed that Tidwell Concrete Construction, Inc. could no longer perform work on the Riverside Aquatics Complex and Wheelock Gymnasium, Seismic Retrofit projects and the company was going out of business. The performance bond surety on the two projects is Great American Insurance Company, which has contacted the District and intends to honor its performance bond obligations of ensuring the projects will be completed. While legal paperwork and technical details are being finalized, the concrete portion of the Wheelock project is delaying the work of other trade contractors and the project's completion. Therefore, in order to complete work and minimize the disruption to classes, it is requested the District enter into a new agreement by a new contractor which would keep the project on schedule and prevent incurring delay claims from other trade contractors on the projects.

Staff therefore recommends the Board adopt the proposed Resolution No. 46-10/11 which would delegate authority to the Vice Chancellor Administration and Finance and enter into a takeover contract to ensure the completion of the Riverside Aquatics Complex and Wheelock Gymnasium, Seismic Retrofit projects. Additionally, the takeover contract will be submitted to the Board of Trustees at a subsequent Board meeting for ratification.

Recommended Action: It is recommended that the Board of Trustees approve Resolution No. 46-10/11 for the Riverside Aquatics Complex and Wheelock Gymnasium, Seismic Retrofit projects at the Riverside City College; and authorize the Vice Chancellor, Administration and Finance to sign the resolution.

Gregory W. Gray
Chancellor

Prepared by: Cynthia E. Azari, President, Riverside City College

Norm Godin, Vice President Business Services, Riverside City College

Orin L. Williams, Associate Vice Chancellor, Facilities Planning and Development

Michael J. Stephens, Director of Construction, Facilities Planning and Development

RIVERSIDE COMMUNITY COLLEGE DISTRICT

EMERGENCY RESOLUTION FOR
COMPLETION OF WALL REINFORCEMENT AND CONCRETE WORK ON
Riverside Aquatics Complex (Project #28-002, BC#5) and
Wheelock Gymnasium, Seismic Retrofit (Project #29-004, BC# 2)
at Riverside City College.

RESOLUTION NO. 46-10/11

WHEREAS, the Riverside Community College District (“District”) originally awarded the Contracts for the concrete work portion of the construction of the Riverside Community College District Riverside Aquatics Complex (Project #28-002, BC#5) and Wheelock Gymnasium Seismic Retrofit (Project #29-004, BC# 2) (hereinafter collectively referred to as “Projects”) to Tidwell Concrete Construction, Inc., (“Tidwell”), and entered into the respective written contracts on October 26, 2009 and June 22, 2010;

WHEREAS, TIDWELL.’s payment and performance bond surety on the Projects is Great American Insurance Company (“Great American”);

WHEREAS, TIDWELL is one of the trade contractors for the Projects, which is being constructed utilizing the multi-prime delivery method where multiple trade contractors are managed by a construction manager to complete the Projects;

WHEREAS, TIDWELL informed the District that it can no longer perform work on the Projects and is going out of business. The surety, Great American, has contacted the District and informed the District that Great American intends to honor its performance bond obligations of ensuring the Projects will be completed. However, while legal paperwork and technical details are being undertaken, the concrete portion of the Projects is delaying the completion of the Projects and the work of other trade contractors;

WHEREAS, given the critical nature of TIDWELL’s concrete work to the overall performance of the Projects, the delays and the cost for delays caused to other trade contractors, it is necessary to enter into a takeover contract to mitigate the District’s damages until the surety can either take over the Projects or tender the difference in cost for a takeover contractor to complete the concrete portion of the Projects;

WHEREAS, competitive bidding for the completion of work would entail significant delays to prepare plans and specifications detailing the exact state of the Projects and would further require at least an additional two weeks to advertise, award and contract for the services of a take over contractor;

WHEREAS, according to Shore v. Central Contra Costa Sanitary District, 208 Cal.App. 2d 465, 25 Cal.Rptr. 419 (1962), a contract for takeover work may be exempted from competitive bidding after a contractor is terminated for cause;

WHEREAS, in order to complete work on the Projects and to minimize the disruption on classes and danger to students, it is necessary to enter into a new contract or contracts for a take

over contractor for the Projects and delegate authority to the Vice Chancellor of Administration and Finance to enter into take over contract or contracts as necessary to keep the Projects on schedule and to prevent the unnecessary incurring of delay claims from other trade contractors on the Projects;

NOW, THEREFORE, BE IT RESOLVED that the Governing Board makes the following findings regarding the emergency which exists;

1. That the above recitals are true and correct.
2. That completion of work on the Projects is necessary to immediately keep the Projects on schedule and to avoid delay claims from other trade contractors on the Projects;.
3. That under Shore v Central Contra Costa Sanitary District the District has terminated TIDWELL from the Projects for cause;
4. That the Chancellor's designee, the Vice Chancellor of Administration and Finance, is delegated authority to enter into a takeover contract or contracts necessary to ensure the completion of the Projects and that any contracts entered will be brought back to this Board for ratification pursuant to Education Code Section 81655.

PASSED AND ADOPTED this 19th day of April 2011, at the regular meeting of the Riverside Community College District Board of Trustees.

Janet Green
President of the Board of Trustees
Riverside Community College District

RIVERSIDE COMMUNITY COLLEGE DISTRICT
FACILITIES COMMITTEE

Report No.: III-D-3

Date: April 19, 2011

Subject: Capital Program Update - Presentation

Background: Following the approval of Measure C in March 2004 and initiation of Riverside Community College District's Capital Program, staff has offered periodic program updates to the Board of Trustees.

The Associate Vice Chancellor of Facilities Planning and Development now presents a District-wide Capital Program update for the Board's review and comment.

Information Only.

Gregory W. Gray
Chancellor

Prepared by: Orin L. Williams
Associate Vice Chancellor
Facilities Planning and Development

Riverside Community College District CAPITAL FACILITIES PROGRAM

Capital Facilities Program Briefing

Orin Williams

Associate Vice Chancellor

Facilities Planning and Development



Board of Trustees – Planning Committee
April 5, 2011

Measure C Funds \$177,662,775

State Capital Funds \$226,318,835

Other Capital Funds \$9,031,835

Current Capital Investment \$413,012,735

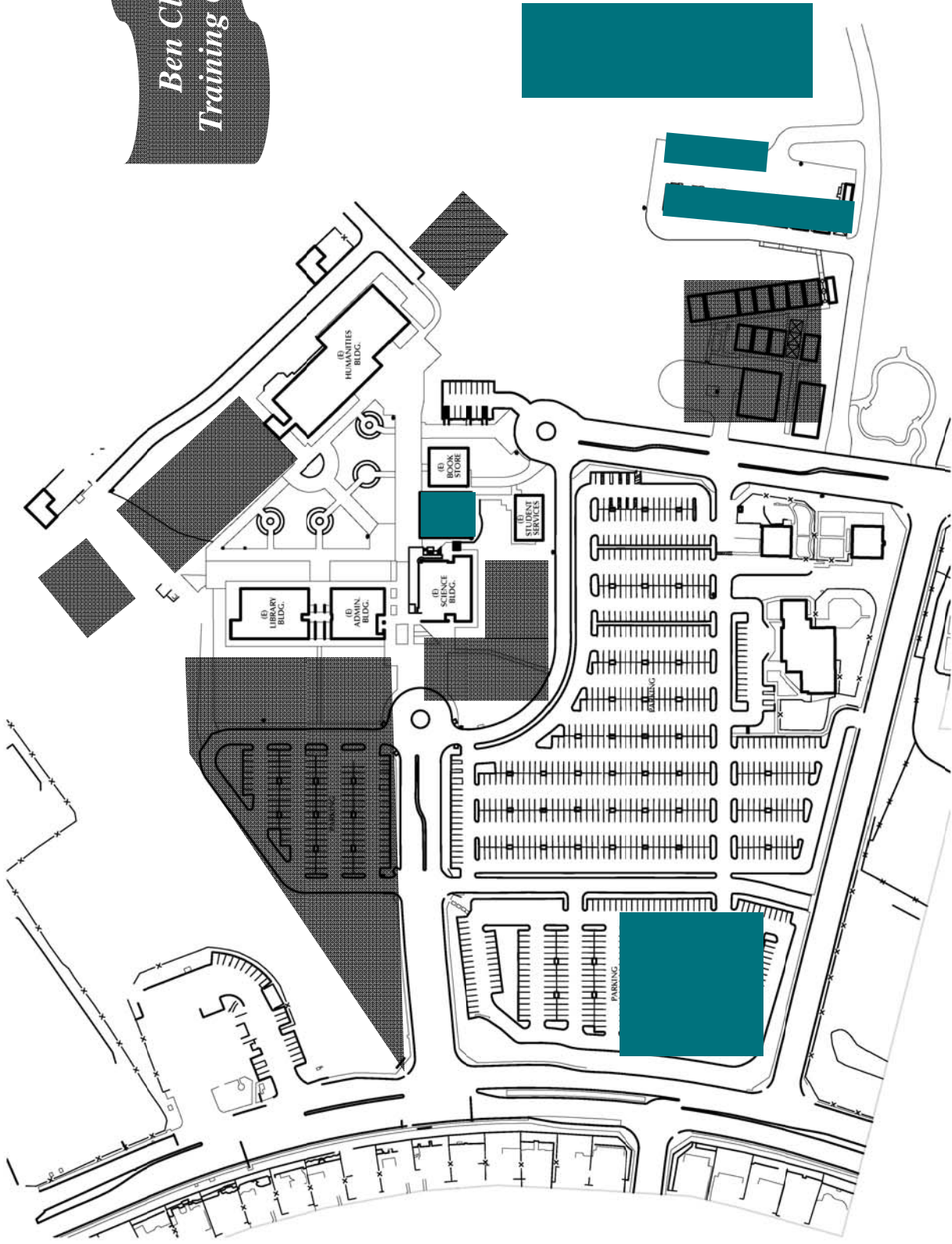
Previously

RCCD had leveraged local dollars with a return of nearly two and one-half times our Measure C investment.

- *Modular Redistribution Projects* \$4,500,000
- *Laboratory Emergency Repairs* \$500,000
- *Lion's Den Renovation* \$2,500,000

Moreno Valley College COMPLETED PROJECTS

*Ben Clark
Training Center*



Moreno Valley College CAMPUS PLAN



Moreno Valley College *LION'S DEN RENOVATION*



Moreno Valley College *LION'S DEN RENOVATION*



Moreno Valley College LEARNING GATEWAY BUILDING

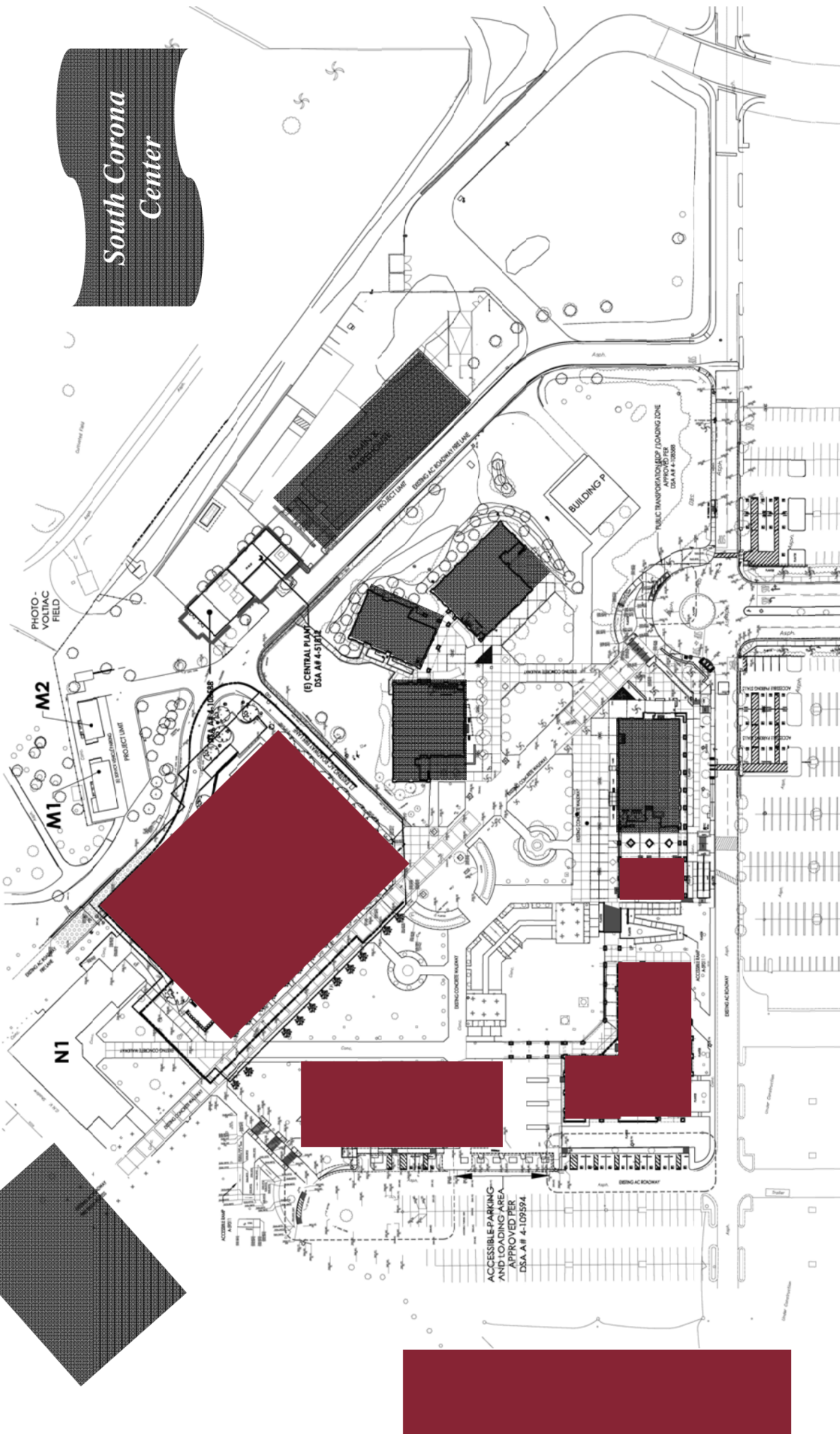


Moreno Valley College STUDENT ACADEMIC SERVICES

- *Modular Redistribution Projects* \$4,500,000
- *Artificial Soccer Field Complex* \$4,600,000
- *Industrial Technology Facility* \$30,600,000
- *3rd Street Improvements* \$1,700,000
- *Student Support Center* \$20,200,000

Norco College
COMPLETED PROJECTS

Norco College CAMPUS PLAN



*South Corona
Center*

ACCESSIBLE PARKING
AND LOADING AREA
APPROVED PER
DSA A# 4-109594



Norco College INDUSTRIAL TECHNOLOGY



Norco College CENTER for STUDENT SUCCESS

- *Long Range Master Plans* \$1,400,000
- *MLK Renovation* \$1,000,000
- *District 'Bridge' & 'Swing' Space* \$5,400,000
- *Wheelock Artificial Field* \$4,500,000
- *Student Parking Structure* \$21,000,000
- *Quadrangle Modernization* \$13,000,000
- *Stokoe Learning Center* \$10,000,000
- *Bradshaw Electrical Project* \$500,000

Riverside City College COMPLETED PROJECTS



Nursing Science Building



Wheelock Gym Seismic Retrofit



Riverside Aquatics Complex



Riverside Aquatics Complex



Riverside Aquatics Complex

- *RCCD Systems Office Purchase* \$2,600,000
- *District Network System Upgrades* \$1,200,000
- *Scheduled Maintenance Match* \$3,500,000
- *Modular Redistribution Projects* \$4,500,000
- *Miscellaneous Projects* \$7,600,000
- *ADA Transition Compliance* \$6,300,000
- *Utility Infrastructure/I.T. Upgrade* \$13,000,000
- *CAA/DO and Okubo Gallery* \$28,000,000
- *Riverside School for the Arts* \$62,700,000

District-wide COMPLETED and PLANNED PROJECTS



District-wide CULINARY ARTS ACADEMY & DISTRICT OFFICE



District-wide OKUBO ART GALLERY

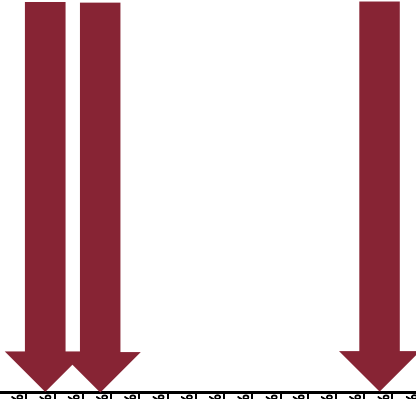
- *Internal Accountability / Fewer Layers of “Bureaucracy”*
- *State Funding Adds Accountability and Leverage*
- *District Reporting to Citizen's Oversight Committee*
- *Capital Program Pre-planning with Colleges*
- *College Facility Improvements vs. Exotic Energy Projects*
- *Contributions are Focused Solely through the Foundation*
- *Quality Construction and Warranty Follow-through*
- *Legal and Acceptable Change Order Percentages*

Peer Program Comparisons PROGRAM SUMMARY

R Program
 Change
 Order
 Average
 4%

Change Order Account PROGRAM SUMMARY

No.	Project Title	Location (C/M/A/R/O/A/C/P)*	Construction Cost	Construction Change Order Total	TOTAL Contract w/ Change Order(s)	% of C/O to Original Contract
COMPLETED PROJECTS:						
7	Bridge Space	R	374,995		374,995	0%
9	MLK Renovation	R	4,237,822	133,871	4,371,693	3%
10	Room Renovations	N	21,686	0	21,686	0%
11	Swing Space (Lovekin)	R	3,484,977	37,459	3,522,436	1%
12	Wheelock PE Complex/Athletic Field - Phase I	R	3,378,770	187,560	3,566,330	6%
13	Parking Structure - Phase I	R	198,734	0	198,734	0%
	- ASR	R	1,175,400	218,005	1,393,405	19%
	- Bomet	R	13,672,000	984,724	14,656,724	7%
	- Periphery	R	2,055,000	350,879	2,405,879	17%
14	ECS Secondary Effects	M	194,852	-10,536	184,296	-5%
16	Emergency Phone Project	A	202,547		202,547	0%
17	PBX Building	R	203,000	4,470	207,470	2%
19	Hot Water Loop System & Boiler Replacement	M	699,700	35,042	734,742	5%
22	Utility Retrofit Project (NORESCO)	A	6,114,862	9,943	6,124,805	0%
23	Stokes Innovative Learning Center	R	5,349,421	0	5,349,421	0%
24	Modular Redistribution Projects	A	6,383,548	314,111	6,697,659	5%
26	ECS Building Upgrade	M/N	4,374,287	-116,545	4,257,742	-3%
27	Industrial Technology Facility - Phase III	N	20,309,321	854,372	21,163,692	4%
28	Quad Modernization	R	13,272,966	3,290,419	16,563,385	25%
29	Bradshaw Building Electrical Project (Emergency Resolution)	R	393,801	-50,000	343,801	-13%
31	Soccer Field/Artificial Turf/Locker Rooms	N	3,147,608	116,294	3,263,903	4%
32	Safety and Site Improvement Project (3rd Street)	N	972,354	-138,705	833,648	-14%
33	Safety and Site Improvement Project	M	913,330	-14,562	898,768	-2%
35	Stokes Innovative Learning Center - Phase II (Playground Equipment)	R	263,000	1,791	264,791	1%
	Total		91,393,961	6,208,592	97,602,553	
PLANNING, DESIGN OR CONSTRUCTION PROJECTS (ACTIVE):						
36	Food Services Remodel	A	2,236,452	92,982	2,329,434	4%
37	Center for Student Success	N	11,360,293	309,293	11,669,586	3%
38	Nursing/Science/Math Building	R	45,313,384	45,692	45,359,075	0%
39	Aquatics Complex	R	8,883,233	156,957	9,040,190	2%
40	Wheelock PE Complex Gymnasium, Seismic Retrofit - Phase II	R	15,161,720	-24,290	15,137,430	0%
42	Learning Gateway Building & Lion's Replacement Parking Lot	M	3,436,355	0	3,436,355	0%
51	Quad Basement Remodel	R	244,979	0	244,979	0%
58	Secondary Effects Project (SSC & ITB Release Space)	N	11,863,412	0	11,863,412	0%
68	Economic Development Relocation to Corona	D	54,264	0	54,264	0%
69	Nursing Portables	CCF	547,208	-5,896	541,312	-1%
119	Central Plant Boiler Replacement (Center for Student Success)	N	145,627	7,982	153,609	5%
	Total		99,246,927	582,719	99,829,646	
	GRAND TOTAL:		190,640,888	6,791,311	197,432,199	



*District Space (Pre-Measure C) 943,863 S.F.
Space Constructed (Measure C) 815,708 S.F.*

Total District Space 1,759,571 S.F.

Future Total Renovated Space 335,475 S.F.

Future Total District Space 2,683,192 S.F.

Summary

*Measure C will allow RCCD to
increase its square footage by 283%
and renovate 36% of its facilities!*

Measure C Funds

\$350,000,000

State Capital Funds

\$361,193,115

Other Capital Funds

\$27,835,707

Total Capital Investment

\$739,028,822

Summary

*RCCD will leverage local dollars
with a return of over two times our
original Measure C investment.*

RIVERSIDE COMMUNITY COLLEGE DISTRICT
RESOURCES COMMITTEE

Report No.: III-E-1

Date: April 19, 2011

Subject: Phase III Student Academic Services Facility at the Moreno Valley College –
Project Budget Augmentation

Background: On October 19, 2010, the Board of Trustees approved a total project budget amount of \$19,425,642 (State \$15,137,738/Measure C \$4,287,874) for the Phase III Student Academic Services Facility at the Moreno Valley College. The project budget included the planning and working drawings, construction, testing and inspection services, California Environmental Quality Act (CEQA) compliance, construction management, Project Labor Agreement administration and Group II furniture, fixtures and equipment.

Staff recently reviewed fees associated with the previous project plans and found that due to the College redesigning the exterior of the building, the budget amount of \$19,425,642 was not sufficient and must be increased to allow for the previous preliminary plans, working drawings and test/inspection fees for the previous design. Additionally, staff was informed that the State portion of \$15,137,738 was updated to \$15,100,768 due to a calculation error in the Junior College Accounting Form 32 (JCAF 32).

Staff is now requesting the Board's approval of a project budget augmentation, formally increasing the project budget to \$20,494,033; with the State providing \$15,100,768 and \$5,392,830 from Measure C. Attached (Exhibit I) is JCAF 32 (dated 11/12/10) project budget estimate for review.

Recommended Action: It is recommended that the Board of Trustees approve for the budget augmentation for the Phase III Student Academic Services Facility project located at the Moreno Valley College and approve the project budget amount of \$20,494,033; with the State providing \$15,100,768 and \$5,392,830 from Measure C.

Gregory W. Gray
Chancellor

Prepared by: Monte Perez, President, Moreno Valley College

Claude Martinez, Interim Vice President Business Services
Moreno Valley College

Orin L. Williams, Associate Vice Chancellor
Facilities Planning and Development

Bart L. Doering, Director of Construction
Facilities Planning and Development

RIVERSIDE COMMUNITY COLLEGE DISTRICT
RESOURCES COMMITTEE

Report No.: III-E-2

Date: April 19, 2011

Subject: Development of District Design Standards – Amendment No. 1 to Agreement with HMC Architects

Background: On December 14, 2010, the Board of Trustees approved staff development of District Design Standards to establish design and construction consistency, operational efficiency and maintainability within the District’s capital facilities. The Board also approved an agreement with HMC Architects to develop the Design Standards for the Riverside Community College District in an amount of \$150,000 using District Measure C funds.

After discussion in early January, Chancellor Gray has requested a scope change to the development of the District Design Standards. Staff therefore requests an amendment to HMC Architects’ agreement in an amount not to exceed \$35,000. The revised scope of work will develop in further detail campus signage and wayfinding standards. The signage elements to be included are major vehicular/pedestrian/building interior wayfinding signs throughout the colleges. Amendment is attached for the Board’s review and consideration. The total agreement for HMC Architects, including Amendment No. 1 and reimbursable expenses totals \$185,000.

To be funded by District Measure C Funds.

Recommended Action: It is recommended that the Board of Trustees approve Amendment No. 1 with HMC Architects in an amount not to exceed \$35,000 using District Measure C Funds for revisions to the development of District Design Standards; and authorize the Vice Chancellor of Administration and Finance to sign the amendment.

Gregory W. Gray
Chancellor

Prepared by: Orin L. Williams
Associate Vice Chancellor
Facilities Planning and Development

FIRST (1) AMENDMENT TO AGREEMENT
BETWEEN
RIVERSIDE COMMUNITY COLLEGE DISTRICT
AND
HMC ARCHITECTS
(Development of District Design Standards)

This document amends the original agreement between the Riverside Community College District and HMC Architects approved by the Board of Trustees on December 14, 2010.

The agreement is hereby amended as follows:

- I. Additional compensation of this amended agreement shall not exceed \$35,000, including reimbursable expenses. HMC Architects' agreement, including amendment and reimbursable expenses, now totals \$185,000. The term of this amendment shall be from the original agreement date of December 15, 2010 to December 31, 2011. 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 Amendment No. 1 as of the date written below.

HMC ARCHITECTS

RIVERSIDE COMMUNITY COLLEGE
DISTRICT

By: _____

Chris R. Taylor, AIA
Executive Vice President
3546 Concourses Street
Ontario, CA 91764

By: _____

James L. Buysse
Vice Chancellor
Administration and Finance

Date: _____

Date: _____

Exhibit I

Project: Development of District Design Standards

A. SCOPE OF WORK

Campus Wayfinding Signage Program Elements: the following signage elements will be included within the standards:

<i>Vehicular Wayfinding Signs:</i>	<i>Pedestrian Wayfinding Signs:</i>	<i>Building Interior Wayfinding Signs:</i>
<ul style="list-style-type: none">• Primary Campus Entry Gateway/Monument• Secondary Campus Entry Gateway/Monument• Primary Direction Sign• Secondary Direction Sign• Tertiary Direction Sign	<ul style="list-style-type: none">• Primary Information Directory (Map/Events)• Secondary Information Directory (Map)• Primary Direction Sign• Secondary Direction Sign• Tertiary Direction Sign• General Information Sign	<ul style="list-style-type: none">• Not included as part of this proposal, to be determined at a later date

PROGRAM & CONCEPT DESIGN

Scope of work:

- review college brand and signage guidelines
- meet with project team to discuss goals and objectives
- review campus master plan documents, architectural drawings, and existing conditions for each of the three Riverside Community District Colleges
- establish overall campus sign program diagrams
- provide two (2) concept directions that complement the architectural design and college brand
- up to six (4) sign types will be illustrated to convey concept directions
- provide preliminary/typical sign location plans as necessary
- create renderings to illustrate conceptual approaches
- deliver initial concept directions to team and client for review
- based on comments from college and team develop one (1) concept direction
- deliver concept revisions for review

Deliverables:

- initial concept design directions
- preliminary programming & location plans
- concept design development

Meetings: 1 (workshops and/or presentations)

Timeline: 8-10 weeks

DESIGN DEVELOPMENT

Scope of work:

- create design development drawings for final design approval (apply design to all sign types based on approved concept)
- provide color, typeface, material and general specifications
- provide typical message layouts for each sign type
- refine typical location plans
- meet with client and design team to review all sign designs
- provide up to one (1) round of design revisions based on feedback
- meet with client and design team to review all sign designs
- provide final sign design

Deliverables:

- design drawings for all sign types
- final design drawings
- refined location plans

Meetings: 1 (workshops and/or presentations)

Timeline: 6-8 weeks

GRAPHIC STANDARDS DOCUMENTATION

Scope of work:

- provide narrative text to support the proper use and placement where applicable
- submit draft document for client review and comment
- revise per client comments
- submit final document

Deliverables:

- Document layout design
- 75% draft document
- 100% document (electronic PDF)

Meetings: 1 (coordination mtgs)

Timeline: 6-8 weeks

B. COMPENSATION

HMC Architects will provide amended services at a fixed fee of Thirty Five Thousand (\$35,000) dollars. HMC's coordination and integration of the consultants work has been included in the original agreement. The breakdown is as follows:

HMC	included in original agreement
IDA	\$ 35,000
Amendment No. 1 Total	\$ 35,000