RCCD | **RIVERSIDE COMMUNITY COLLEGE DISTRICT**

Board of Trustees - Regular Meeting
Board of Trustees Governance Committee, Teaching and Learning Committee, Planning and Operations Committee, Facilities Committee and Resources Committee
Tuesday, January 15, 2013 6:00 PM
Bradshaw Building-Hall of Fame, Riverside City College, 4800 Magnolia Avenue, Riverside, CA 92506

ORDER OF BUSINESS

Pledge of Allegiance

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

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

Any public records relating to an open session agenda item that is distributed within 72 hours prior to the meeting is available for public inspection at the Riverside Community College District Chancellor's Office, Suite 210, 1533 Spruce Street, Riverside, California, 92507 or online at www.rccd.edu/administration/board.

I.   COMMENTS FROM THE PUBLIC
Board invites comments from the public regarding any matters within the jurisdiction of the Board of Trustees. Due to the Ralph M. Brown Act, the Board cannot address or respond to comments made under Public Comment.

II.   PUBLIC HEARING (NONE)

III.   CHANCELLOR'S REPORT

    A.   Chancellor's Communications
        Information Only

IV.   BOARD COMMITTEE REPORTS

    A.   Governance (None)

    B.   Teaching and Learning

        1.   Winter Report for Grants 2012-2013
            Information Only

        2.   Proposed Curricular Changes
            The Committee to review the proposed curricular changes for inclusion in the college catalogs and in the schedule of class offerings.

    C.   Planning and Operations

        1.   Update of the 2008-2012 RCCD Strategic Plan
            The Committee to review the findings of the 2008-2012 RCCD Strategic Plan.

D.   Resources (None)
E.   Facilities (None)
V.   OTHER BUSINESS (NONE)
VI.   CLOSED SESSION
A.   Pursuant to Government Code Section 54956.8, Conference with Real Property Negotiator; Properties known as APN 215-022-017 & 018; Agency Negotiator: Chancellor Gray
Recommended Action to be Determined

B.   Pursuant to Government Code Section 54957.6, Conference with Labor Negotiator, District Representative: Melissa Kane; Employee Organization: Riverside Community College District Employees Chapter #535 CSEA
Recommended Action to be Determined

C.   Pursuant to Government Code Section 54957.6, Conference with Labor Negotiator, District Representative: Ray Maghroori; Employee Organization: Riverside Community College District Faculty Association CCA/CTA/NEA
Recommended Action to be Determined

VII.   ADJOURNMENT

Agenda Item (III-A)

Meeting	1/15/2013 - Committee/Regular Board
Agenda Item	Chancellor's Report (III-A)
Subject	Chancellor's Communications
College/District	District
Information Only	

Background Narrative:

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

Prepared By: Greg Gray, Chancellor

Attachments:

Agenda Item (IV-B-1)

Meeting	1/15/2013 - Committee/Regular Board
Agenda Item	Committee - Teaching and Learning (IV-B-1)
Subject	Winter Report for Grants 2012-2013
College/District	District
Information Only	

Background Narrative:

District Administrative Procedure (AP) 3280, which corresponds with Board Policy (BP) 3280, requires that the Grants Office provide the Board with a report three times each academic year. In October of 2012, the Grants Office presented its fall report and provided the Board with a master grant submission schedule, which is a listing of grants for which the District intends to apply in the 2012-13 academic year. Each winter, the Grants Office is required to update the Board on the progress and status of grant opportunities, applications and awards. In keeping with this requirement, the Grants Office is pleased to provide the Board with an updated master grant submission schedule which details revisions that have occurred and outcomes that have resulted subsequent to our fall report. This spring, we look forward to providing the Board with a comprehensive grant activity report for the 2012-13 academic year.

Prepared By: Ray Maghroori, Provost/Vice Chancellor, Educational Services
    Richard Keeler, Dean, Grants
    Colleen Molko, Director, Grants

Attachments:

Master Submission Schedule attachment 1 15 13.pdf

Master Submission Schedule for 2012-13

Agency	Opportunity	Purpose	Initiative Met	Amount	Known or Anticipated Submission Deadline	Applicant	Comments
Green Foundation		Phoenix Scholars		$25,000		RCCD Foundation on behalf of Norco College	Submitted
Ronald McDonald House		Starting Blocks Program	Aquatics	$15,000		RCCD Foundation	NEW ADDITION Awarded
The Office of Statewide Health Planning and Development	Song-Brown Physicians Assistant Training Program	Support the training of Physician Assistants	Allied Health	$120,000	07/19/12	Moreno Valley	Awarded
U.S. Department of Education	Upward Bound Math-Science	To help students recognize and develop their potential to excel in math and science and to encourage them to pursue postsecondary degrees in math and science, and ultimately careers in the math and science profession	STEM	$1,250,000	7/20/12	Riverside	Not Awarded
U.S. Department of Education	Upward Bound Math-Science	To help students at Vista Del Lago recognize and develop their potential to excel in math and science and to encourage them to pursue postsecondary degrees in math and science, and ultimately careers in the math and science profession	STEM	$1,250,000	7/20/12	Moreno Valley	Awarded

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Master Submission Schedule for 2012-13

Agency	Opportunity	Purpose	Initiative Met	Amount	Known or Anticipated Submission Deadline	Applicant	Comments
U.S. Department of Education	Upward Bound Math-Science	To help students recognize and develop their potential to excel in math and science and to encourage them to pursue postsecondary degrees in math and science, and ultimately careers in the math and science profession	STEM	$1,250,000	7/20/12	Moreno Valley	Not Awarded
Chancellor's Office	Career Technical Education Pathways Initiative	To assist K-12 in building and aligning coordinated CTE pathways that lead to postsecondary programs of study to prepare students for high-skill jobs with high wages	CTE	$362,696	07/27/12	District	Awarded
Chancellor's Office	Career Technical Education Pathways Initiative Supplemental	To assist K-12 in building and aligning coordinated CTE pathways that lead to postsecondary programs of study to prepare students for high-skill jobs with high wages	CTE	$24,327	07/27/12	District	Awarded
Chancellor's Office	Responsive Training Fund	To enable colleges to provide short-term, intensive training for incumbent workers in identified Strategic Priority Areas as well as other local impact sectors	Economic Development	$204,256	07/31/12	District	Awarded
Defense Logistics Agency	Procurement Technical Assistance Program	Provides important resource information and procurement training to businesses seeking to market their goods and services to federal, state and local government	Economic Development	$290,547	09/02/12	District	Annual Renewal Awarded

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Master Submission Schedule for 2012-13

Agency	Opportunity	Purpose	Initiative Met	Amount	Known or Anticipated Submission Deadline	Applicant	Comments
National Endowment for the Humanities	Muslim Journeys	To provide the nation's libraries—and in turn their patrons—with a selection of resources that will introduce readers to diverse perspectives on the people, places, histories, beliefs, practices, and cultures of Muslims in the United States and around the world	Humanities	$0	09/25/12	Riverside	Award is 25 hardcover texts and other media Submitted
The Office of Statewide Health Planning and Development	Song-Brown Physicians Assistant Training Special Programs	Support special programs for Physician Assistant students	Allied Health	$99,999	10/09/12	Moreno Valley	Submitted
The Office of Statewide Health Planning and Development	Song Brown Registered Nursing Education Capitation Program	Associate Degree in Nursing Program Expansion	School of Nursing	$200,000	10/09/12	Riverside	Submitted
The Office of Statewide Health Planning and Development	Song Brown Registered Nursing Special Programs Grant	Incorporation of intercollaboratice practice content into the Associate Degree in Nursing Program curriculum	School of Nursing	$125,000	10/09/12	Riverside	NEW ADDITION Submitted

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Master Submission Schedule for 2012-13

Agency	Opportunity	Purpose	Initiative Met	Amount	Known or Anticipated Submission Deadline	Applicant	Comments
National Science Foundation	Advanced Technological Education - Project Category	With an emphasis on two-year colleges, the Advanced Technological Education (ATE) program focuses on the education of technicians for the high-technology fields that drive our nation's economy	Simulation and Gaming	$874,220	10/18/12	Norco	Submitted
Health Resources and Services Administration	Nurse Education, Practice, Quality and Retention (NEPQR) Program– Interprofessional Collaborative Practice	To solicit projects that create and/or expand practice environments comprised of nursing and other professional disciplines engaged in collaborative practice innovations	School of Nursing	$1,500,000	1/25/13	Riverside	
U.S. Department of Education	Institutional Eligibility (for Title V)	Eligibility Required for Title V Program	HSI Designation	Designation Approval	01/30/13	Moreno Valley	
U.S. Department of Education	Institutional Eligibility (for Title V)	Eligibility Required for Title V Program	HSI Designation	Designation Approval	01/30/13	Norco	
U.S. Department of Education	Institutional Eligibility (for Title V)	Eligibility Required for Title V Program	HSI Designation	Designation Approval	01/30/13	Riverside	

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Master Submission Schedule for 2012-13

Agency	Opportunity	Purpose	Initiative Met	Amount	Known or Anticipated Submission Deadline	Applicant	Comments
The Josiah Macy Jr. Foundation	Board Grant	To support Interprofessional Education and Teamwork; Patient Safety, Quality Improvement, and System Performance; New Models for Clinical Education; Career Development for Underrepresented Minorities; and Education for the Care of Underserved Populations	School of Nursing	Unspecified	Requests are accepted on an ongoing basis	Riverside	
U.S. Department of Agriculture	Hispanic-Serving Institutions Education Grants Program	To promote and strengthen the ability of Hispanic-Serving Institutions to carry out higher education programs that attract, retain, and graduate outstanding students capable of enhancing the nation's food and agricultural scientific and professional work force	STEM	$300,000	02/18/13	Riverside	Collaboration Project
National Endowment for the Humanities	Challenge Grants for Two-Year Colleges	To strengthen their long-term humanities programs and resources	Humanities	$200,000	2/20/13	Riverside	
Chancellor's Office	Middle College High School Program	To select at-risk high school students who are performing below their academic potential and place them in an alternative high school located on a community college campus in order to reduce the likelihood that they will drop out of school before graduation	Student Success	$100,000	4/16/13	Moreno Valley	Annual Renewal

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Master Submission Schedule for 2012-13

Agency	Opportunity	Purpose	Initiative Met	Amount	Known or Anticipated Submission Deadline	Applicant	Comments
U.S. Department of Labor	Community College and Career Training Program	To help community colleges develop, offer, or improve education and career training programs suitable for workers who are eligible for Trade Adjustment Assistance; the focus will be on programs that can be completed in two years or less	Online Education	$13,000,000	May 2013	Riverside to lead consortium	
Chancellor's Office	Strategic Priority Leadership, Center for International Trade Development	Coordinate resources and assist in providing a system-wide response to economic and workforce development opportunities	Economic Development	$172,500	May 2013	District	
U.S. Small Business Administration	State Trade and Export Promotion Grant (STEP) Pilot Grant Initiative	To increase the number of small businesses that are exporting and increase the value of exports for those small businesses that are currently exporting	Economic Development	$300,000	May 2013	District to collaborate with State lead	
U.S. Department of Education	Title V Cooperative	Developing Hispanic Serving Institutions grant	Student Success	$3,875,000	Spring or Summer 2013	Riverside City College with Norco College as a partner	Expansion of Completion Counts Model

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Master Submission Schedule for 2012-13

Agency	Opportunity	Purpose	Initiative Met	Amount	Known or Anticipated Submission Deadline	Applicant	Comments
U.S. Department of Education	Title V Cooperative	Developing Hispanic Serving Institutions grant	STEM	$3,875,000	Spring or Summer 2013	Moreno Valley College with UC Irvine as a partner	**NEW ADDITION**

Awards Made in 2012-13 from 2011-2012 Submissions

Agency	Opportunity	Purpose	Initiative Met	Amount	Submission Date	Applicant	Comments
Carpenter Foundation			Performance Riverside	$25,000	2011-12	RCCD Foundation on behalf of Riverside	
Riverside Arts Council			Performance Riverside	$35,000	2011-12	RCCD Foundation on behalf of Riverside	
Kaiser Permanente			Dental Hygiene	$25,000	2011-12	RCCD Foundation on behalf of Moreno Valley	
Cutter Fund		Starting Blocks Program	Aquatics	$500	2011-12	RCCD Foundation	

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Master Submission Schedule for 2012-13

Agency	Opportunity	Purpose	Initiative Met	Amount	Known or Anticipated Submission Deadline	Applicant	Comments
Provident Bank Charitable Foundation		Starting Blocks Program	Aquatics	$2,500	2011-12	RCCD Foundation	
U.S. Department of Education	Upward Bound	To provide opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits	Student Success	$1,312,500	1/30/12	Riverside	Continuation request for program at Rubidoux and Jurupa Valley
U.S. Department of Education	Upward Bound	To provide opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits	Student Success	$1,311,605	1/30/12	Norco	Continuation request for program at Norte Vista
U.S. Department of Education	Upward Bound	To provide opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits	Student Success	$1,538,390	1/30/12	Norco	Continuation request for program at Centennial
U.S. Department of Education	Upward Bound	To provide opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits	Student Success	$1,250,000	1/30/12	Norco	New request for program at Corona High School
U.S. Department of Labor	Workforce Innovation Fund	To develop, improve and expand on services to the young adult population, ages 18-24 by providing assessment, career exploration, basic skills, vocational and life skills training	At-Risk Youth	$75,000	3/22/2012	EDA is the lead applicant - Riverside is a partner	

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Master Submission Schedule for 2012-13

Agency	Opportunity	Purpose	Initiative Met	Amount	Known or Anticipated Submission Deadline	Applicant	Comments
Chancellor's Office	Middle College High School Program	To select at-risk high school students who are performing below their academic potential and place them in an alternative high school located on a community college campus in order to reduce the likelihood that they will drop out of school before graduation	Student Success	$484,153	4/16/12	Moreno Valley	
Chancellors Office	Enrollment Growth for Associate Degree in Nursing Programs	To support expanded capacity in the ADN program	School of Nursing	$521,374	4/30/2012	Riverside	
Chancellors Office	Student Mental Health Program	Funds mental health prevention and early intervention programs, services and strategies	Student Services	$249,672	5/18/2012	Riverside	
Bank of America Foundation		To expand services available through the Tri-Tech SBDC	Economic Development	$10,000	2011-12	RCCD Foundation	
Comerica		To expand services available through the Tri-Tech SBDC	Economic Development	$12,000	2011-12	RCCD Foundation	

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Agenda Item (IV-B-2)

Meeting	1/15/2013 - Committee/Regular Board
Agenda Item	Committee - Teaching and Learning (IV-B-2)
Subject	Proposed Curricular Changes
College/District	District
Funding	N/A
Recommended Action	It is recommended that the Board of Trustees approve the proposed curricular changes for inclusion in the college catalogs and in the schedule of class offerings.

Background Narrative:

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

Prepared By: Ray Maghroori, Provost/Vice Chancellor, Educational Services
          Sylvia Thomas, Associate Vice Chancellor, Educational Services

Attachments:

January 2013_backup

Course	Title	Location
1. New Stand Alone Courses:		

This course will be part of the Applied Digital Media degree as Industry Advisory Committee members have requested more specific training in the use of Adobe Acrobat within digital workflow:

Course	Title	Location
ADM-25	Adobe Acrobat	R

The following courses are being proposed as required courses for the new Associate in Science in Computer Science for Transfer degree:

Course	Title	Location
CIS-7	Discrete Structures	MNR
CSC-7	Discrete Structures	NR

Web development continues to be a growing industry, spanning e-commerce, service, business and personal web sites and services that act as a cornerstone to modern technologies. The following courses are being proposed as part of a Mobile Application Development certificate and A.S. degree created as part of the Title V Co-op grant:

Course	Title	Location
CIS-66	Web Development I	N
CIS-67	Web Development II	N

Modern web sites are driven by dynamic content management systems that utilize databases for asset storage. Students require an understanding of how these technologies are applied to the web development industry in order to produce work that meets current standards. This course is being proposed as part of a new degree/certificate in Mobile Application Development:

Course	Title	Location
CIS-68	Mobile Applications Development I	N

Modern mobile applications are heavily integrated with a wide variety of frameworks, services, and protocols for data information interchange. Students must learn these skills to be current and competitive. This course is being proposed as part of a new degree/certificate in Mobile Application Development:

Course	Title	Location
CIS-69	Mobile Applications Development II	N

Digital design is an ever growing field that now encompasses almost every facet of professional design in the industry. From web sites, to mobile applications, to electronic publications, digital design is vital to creating visual content that meets the expectations of this evolving market. This course is being proposed as part of a new degree/certificate in Mobile application Development:

Course	Title	Location
CIS-74	Digital Design I	N

Modern applications of digital design encompasses user experience, user interface, and overall medium layout. Since so much of the digital world is driven by digital design, it is vital that students become well versed in complex digital design techniques. This course is being proposed as part of a new degree/certificate in Mobile Application Development:

Course	Title	Location
CIS-75	Digital Design II	N

The following courses are being proposed to supplement the academic transfer offerings in Dance and are required courses for Pilates certification:

Course	Title	Location
DAN-12	Kinesiology for Pilates/Dance	R
DAN-13	Pilates Methodology	R

The following course is being proposed for students to have the required observation and teaching hours to become a fully trained Pilates/Dance conditioning instructor:

Course	Title	Location
DAN-200	Dance Work Experience	R

These courses are being created as part of the new Associate Degree Nursing curriculum:

Course	Title	Location
NRN-21A	Nursing Learning Lab	R
NRN-21B	Nursing Learning Lab	R
NRN-21C	Nursing Learning Lab	R
NRN-22A	Nursing Learning Lab	R

Course	Title	Location
NRN-22B	Nursing Learning Lab	R
NRN-22C	Nursing Learning Lab	R

First step in updating and aligning the Vocational Nursing (VN) curriculum with the new Associate Degree in Nursing curriculum. The following course will be a prerequisite course for the VN program:

NVN-55	An Introductory Course to Contemporary Vocational Nursing Practice	R

The following course will be one of the required courses in the Associate of Arts in Psychology for Transfer degree:

PSY-50	Research Methods in Psychology	MNR

2. New Courses:

The following course is being proposed as part of the sequence of survey courses designed for the Honors student:

ART-2H	Honors Art History of Western Art: Renaissance through Contemporary	R

The following courses are being proposed as part of a modification to replace GAM-37/CIS-37 in the Game Design and new Game Programming degrees/certificates. Industry advisory input indicates the need for stronger scripting skills in level designers:

CIS-24	Video Game Prototyping	N
CIS-50	Introduction to Game Programming	N
GAM-24	Video Game Prototyping	N
GAM-50	Introduction to Game Programming	N

The following courses are being proposed to replace WEL-60 as part of the repeatability issue:

WEL-61A	American Welders Society/Los Angeles City Welding I	R
WEL-61B	American Welders Society / Los Angeles City Welding II	R

3. Course Inclusions:

The following courses are being proposed as part of the Associate in Arts in Anthropology for Transfer degree:

ANT-3	Prehistoric Cultures	M
ANT-5	Cultures of Ancient Mexico	M
ANT-6	Introduction to Anthropology	M

The Norco discipline would like to add MUS-5 into their course inventory in anticipation of revising the Commercial Music Degree/Certificate to include this course as part of a Title V Co-op grant and the 2+2 agreement:

MUS-5	Music Theory II	N

The discipline would like to include these courses as part of an Associate in Arts for Transfer degree:

THE-25	Make up for the Stage	N
THE-41	Elementary Stagecraft	N
THE-44	Theatrical Set Design	N
THE-46	Theatrical Costume Design	N
THE-48	Theatrical Lighting Design	N

4. Major Course Modifications:

The following course modifications are being proposed to update the advisory skills, course content, Student Learning Outcomes (SLOs), method of instruction (MOI), method of evaluation (MOE), course materials and add sample assignments:

ACC-1A	Principles of Accounting I	MNR
ACC-1B	Principles of Accounting II	MNR

Course	Title	Location

The following course is being proposed to modify the SLOs and add sample assignments:

ACC-62   Payroll Accounting   MNR

The following modifications are being proposed to add CIS-3 as an advisory course and to update advisory skills, course content, SLOs, MOI, MOE, course materials and add sample assignments:

ACC-63   Income Tax Accounting   MNR

ACC-65   Computerized Accounting   MNR

The following course is being modified to add a prerequisite of BIO-1/1H and advisory skills as well as update SLOs, course content, MOE , MOI , course materials and to add sample assignments:

AMY-2A   Anatomy and Physiology I   MNR

The following course is being modified to update the SLOs:

ANT-1   Physical Anthropology   MNR

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

ANT-2   Cultural Anthropology   MNR

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

ANT-4   Native American Culture   MNR

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

ANT-6   Introduction to Archaeology   MNR

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

ANT-7   Anthropology of Religion   MNR

ANT-8   Language and Culture   MNR

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

BIO-2A   Invertebrate Zoology   NR

BIO-2B   Vertebrate Zoology   NR

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

BIO-17   Human Biology   MNR

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

BUS-85   Warehouse Management   N

The following course is being modified to change the title from " Fundamentals of Programming Logic Using C++," change unit value from 3 to 4 units, change laboratory hours from 18 to 54 hours, update course description, SLOs, course content and course materials:

CIS-5   Programming Concepts and Methodology I: C++   MNR

The following course is being modified to change the title from "Computer Programming Using Assembler," update the course description, advisory skills, SLOs, course content, and course materials:

CIS-11   Computer Architecture and Organization: Assembly   MNR

The following course is being modified to change the title from "C++ Programming Objects," update the course

Course	Title	Location

description, advisory skills, SLOs, and course content:

CIS-17A   Programming Concepts and Methodology II: C++   MNR

The following course is being modified to remove the cross-listing with CAT-56A as well as update the advisory skills, course description, MOI, MOE, and course materials:
CIS-56A   Designing Web Graphics   MNR

The following course is being modified to remove the cross-listing with CAT-76A as well as update the advisory skills, SLOs and course materials:
CIS-76A   Introduction to Microsoft Expression Web   MNR

The following course is being modified to remove the cross-listing with CAT-76B as well as update MOI, MOE, course materials and sample assignments:
CIS-76B   Introduction to Dreamweaver   MNR

The following course is being modified to change the title from " Fundamentals of Programming Logic Using C++," change unit value from 3 to 4 units, change laboratory hours from 18 to 54 hours, update course description, SLOs, course content and course materials:
CSC-5   Programming Concepts and Methodology I: C++   NR

The following course is being modified to change the title from "Computer Programming Using Assembler," update the course description, advisory skills, SLOs, course content, and course materials:
CSC-11   Computer Architecture and Organization: Assembly   NR

The following course is being modified to change the title from "C++ Programming Objects," update the course description, advisory skills, SLOs, and course content:
CSC-17A   Programming Concepts and Methodology II: C++   NR

The following course is being modified to change the title, change units (from 0.5 to 1) and hours (from 27 to 54), remove repeatability, update course description, SLOs, course content, materials and add sample assignments:
DAN-D46   Pilates Mat Work   MR

The following course is being modified to update the course content, SLOs and course materials as part of the State Course Alignment Project:
EAR-30   Practicum in Early Childhood Education   MNR

The following course is being modified to update course materials and add sample assignments:

ECO-7   Macroeconomics   MNR

The following course is being modified to change the course title, update the course description, content, SLOs, MOI, MOE, and materials as well as add sample assignments as part of the Course Alignment Project:
EDU-1   Introduction to Elementary Classroom Teaching   MR

The following course is being modified to remove the 18 hours of laboratory:

GAM-21   History of Video Games   N

The following course is being modified to increase the units from 3 to 4, change laboratory hours from 18 to 54. It was determined that students need more lab time in class with the instructor to master the skills:
GAM-22   Game Design Principles   N

Course	Title	Location

The following course is being modified to increase the units from 3 to 4, change laboratory hours from 18 to 54, and to change to course description. It was determined that students need more lab time in class with the instructor to master the skills:

GAM-23	Digital Game Design	N

The following course is being modified to change GAM-72 from a prerequisite to a corequisite:

GAM-32	Designing Game Characters	N

The following course is being modified to add a prerequisite option of GAM-47:

GAM-34	Character Rigging	N

The following course is being modified to remove the cross listing with CIS-35 and remove the 18 hours of laboratory:

GAM-35	Introduction to Simulation and Game Development	N

The following course is being modified to remove the prerequisite option of GAM-34 and add the options of GAM-23, 32, 52, CIS/CSC-17B or CIS/CSC-18B:

GAM-44	Portfolio Production	N

The following course is being modified to add a prerequisite option of CIS/GAM-50:

GAM-51	Game Mechanics and Simulation	N

The following course is being modified to add a prerequisite option of CIS/GAM-50:

GAM-52	Game Engine Scripting I	N

The following course is being modified to add a corequisite of GAM-31 or GAM-42:

GAM-70	Computer Skills for Game Art	N

The following course is being modified to add a corequisite of GAM-71 and remove the prerequisite of ART-17:

GAM-73	Storyboarding for Games	N

The following course is being modified to add prerequisite options of GAM-23,52, CIS/CSC-17B, or 18B and add a corequisite of GAM-34:

GAM-79	Game Studio Production	N

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

GEG-1	Physical Geography	MNR

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

GEG-4	Geography of California	NR

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

HES-1	Health Science	MNR

The following course is being modified to change the limitation on enrollment to "Must be a LVN and currently enrolled in the Associate Degree Nursing Program," update to course description, advisory skills, MOI, MOE, sample assignments and course materials:

NRN-18	Transition Course for Advanced Placement Students	N

5. Course Deletions:

As advised by the Industry Advisory Committee, this course is being discontinued in favor of offering ADM 25, Adobe Acrobat. The information previously covered in ADM 30 is sufficiently covered in other ADM courses:

ADM-30	Contemporary Topics in Applied Digital Media	R

Due to the change in Toyota Corporation's program design, there courses are being discontinued:

AUT-61	Introduction to Toyota Service	R
AUT-62	Toyota Fuel Systems	R

The following has not been offered at RCC since Spring 09, and has never been offered at MVC and NC is reducing their CAT program:

CAT-56A	Designing Web Graphics	MNR

The following course has not been offered since Fall 2009:

CAT-58	Marketing the Virtual Office	R

The following has not been offered at RCC or NC, offered once in 06 at MVC:

CAT-76A	Introduction to Microsoft Expression Web	MNR

The following has not been offered at RCC since Spring 09, and at MVC in Fall 2008 and NC is reducing their CAT program:

CAT-76B	Introduction to Dreamweaver	MNR

Norco College is eliminating the Machine Shop Technology discipline but keeping Manufacturing Technology with which most of the courses are cross-listed:

MAC-55	Occupational Safety and Health Administration Standards for General Industry	N
MAC-56	CNC Machine Set-up and Operation	N
MAC-57	CSC Program Writing	N

This course is being replaced by WEL-61A and 61B to address repeatability:

WEL-61	Certification for Licensing of Welders	R

6. Course Exclusions:

Norco would like to offer only the GAM side of this course and thus will delete the CIS course from their inventory as well as remove the cross-listing:

CIS-35	Introduction to Simulation and Game Development	N

7. New State Approved Certificates/Degrees:

Associate in Science in Business Administration for Transfer (see attachment A)	M
Associate in Science in Computer Science for Transfer (see attachment B)	N
Associate in Arts in English for Transfer (see attachment C)	N
Associate in Science/Certificate in Game Programming (see attachment D)	N
Associate in Science in Mathematics for Transfer (see attachment E)	N
Associate in Science/Certificate in Mobile Application Development (see attachment F)	N
Associate in Science in Pre-Engineering (see attachment G)	N
Associate in Science in Physics for Transfer (see attachment H)	N
Associate in Arts in Studio Arts for Transfer (see attachment I)	N

8. New Locally Approved Certificate:

Green Technician (see attachment J)	N
Pilates/Dance Conditioning Instructor (see attachment K)	R

9. Modification to State/Locally approved Certificate/Degrees:

The following degree/certificate is being modified to change the TOPs code from 0936.00 (Printing and Lithography) to 0614.00 (Digital Media) and replace ADM-30 with the new course of ADM-25:

Applied Digital Media (see attachment L)   R

The industry is slowly moving away from AutoCAD (a general CAD package) and into more specialized software like SolidWorks. Thus the following degree/certificate is being modified to remove ENE-3 from the electives:

Architecture (see attachment M)   N

The following degree/certificate is being modified to update the description and program learning outcomes, and removing MAC courses as they are being deleted as well as replacing ELE-10 with ELE-11 and ELE-13; course was split into two new courses which will change the total units from 24 to 28:

Automated System Technician (see attachment N)   N

The following certificate is being modified to update the description and program learning outcomes, and removing MAC courses as they are being deleted:

Computer-Aided Production Technology (see attachment O)   N

The following degree/certificate is being modified to remove CAT courses as they are being deleted from the inventory but the CIS side of the cross-listed courses will remain:

Computer Applications (see attachment P)   MNR

The industry is slowly moving away from AutoCAD (a general CAD package) and into more specialized software like SolidWorks. Thus the following degree/certificate is being modified to remove ENE-31, move ENE-42 to the required courses, and add ENE-42B and MAN-56 to the electives:

Drafting Technology (see attachment Q)   N

The following certificate is being modified to remove CAT courses as they are being deleted from the inventory:

E-Commerce (see attachment R)   R

Industry input indicated that the degree should require programming and 3D modeling (not just as electives) thus, the following degree/certificate is being modified to move elective courses into the required area and increase unit count on 3 courses. Total units for the degree have been increased from a 30 unit to 33 unit certificate as well as the removal of 4 courses; CIS-5, 17A, GAM-37 and GAM-47 and the addition of GAM/CIS-24 and 50:

Game Design (see attachment S)   N

The following certificates are being modified to remove WEL-61 and add WEL-61A as a result of addressing repeatability. Additionally, expanded description to better reflect potential career pathways:

Stick Welding (see attachment T)   R
TIG Welding (see attachment U)   R

The following certificates are being modified to remove CAT courses as they are being deleted from the inventory:

Virtual Assistant (see attachment V)   R
Web Master Web Designer Concentration and Web Developer Concentration (see attachment W)   MNR

The following degree/certificate is being modified to replace WEL-61 with WEL-61A and WEL-61B to address repeatability issues; to update the program learning outcomes and reduce number of required units from 36 to 24 by eliminating courses that are no longer offered-WEl-25, ENE-51, ENE-60 and ENG-50; to add WEL-60.   This will stream line the program so that students can complete it within a two year period by focusing on classes that are pertinent to the welding trade as advised by the Welding Advisory committee:

Welding Technology (see attachment X)   R

The following certificate is being modified to remove WEL-61 and add WEL-61A as a result of addressing repeatability. Additionally, expanded description to better reflect potential career pathways:

Wire Welding (see attachment Y)   R

PROGRAM OUTLINE OF RECORD
NEW DEGREE/CERTIFICATE

Associate in Science Degree in Business Administration for Transfer   College: M

This degree is designed to facilitate the student's passage from Moreno Valley to the California State University System with an Associate Degree in Business Administration. This degree will satisfy the lower division requirements for the eventual conferral of the Bachelor's Degree in Business Administration at CSU. With this degree the student will be prepared for transfer to the university upper division level.

Program Learning Outcomes
Upon successful completion of this program, students should be able to:
• demonstrate use of technology and application software to analyze and solve business decisions.
• demonstrate mathematical and accounting procedures used for business specific calculations and decisions.
• demonstrate the application of economic and business theories to develop effective business processes.

Required Courses (24 units)		Units
ACC-1A	Principles of Accounting I	3
ACC-1B	Principles of Accounting II	3
BUS-18A	Business Law	3
ECO-7/7H	Principles of Macroeconomics	3
ECO-8	Principles of Microeconomics	3
MAT-12/12H	Statistics	3
LIST A	Choose from the list below	6

List A: Select two of the following (6 units):		
CIS-1A	Introduction to Computers	3
BUS-10	Introduction to Business	3
Or BUS-22	Management Communication	3

Total Major Units   24

The Associate in Science in Business Administration for Transfer degree 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).

*Students with more than one target transfer institution should consult their counselor to determine if they should take any additional course(s).

PROGRAM OUTLINE OF RECORD
NEW DEGREE

Associate in Science in Computer Science for Transfer Degree   College: N

This degree is designed to facilitate the student's passage from Norco College to the University System with an Associate Degree in Computer Science. This degree will satisfy the lower division requirements for the eventual conferral of the Bachelor's Degree in Computer Science. With this degree the student will be prepared for transfer to the university upper division level.

Program Learning Outcomes
Upon successful completion of this program, students should be able to:
• write programs utilizing the following data structures: arrays, records, strings, linked lists, stacks, queues, and hash tables.
• write and execute programs in assembly language illustrating typical mathematical and business applications.
• demonstrate different traversal methods of trees and graphs.

Required courses (29 units)		Units
CSC/CIS-5	Programming Concepts & Methodologies I: C++	4
CSC/CIS-7	Discrete Structures	3
CSC/CIS-11	Computer Architecture and Organization: Assembly	3
CSC/CIS-17A	Programming Concepts & Methodologies II: C++	3
MAT -1A	Calculus I	4
MAT -1B	Calculus II	4
PHY-4A	Mechanics	4
PHY-4B	Electricity Magnetism	4

The Associate in Science in Computer Science for Transfer degree 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).

*Students with more than one target transfer institution should consult their counselor to determine if they should take any additional course(s).

PROGRAM OUTLINE OF RECORD
NEW DEGREE

Associate in Arts in English for Transfer Degree   College: N

The Associate in Arts in English for Transfer degree is a curricular pattern designed specifically to transfer students as English majors with junior status to the CSU system. Though the Associate in Arts in English for Transfer also provides broad general preparation for English majors entering any four-year university, students must consult the specific requirements of any non-CSU campus to which they are applying. Students earning the Associate in Arts in English for Transfer will analyze, interpret, and synthesize diverse texts in order to construct well-supported academic arguments and literary analyses, and they will encounter interpretive questions to which there are multiple plausible answers. Students earning this degree will also have exposure to a variety of literary genres and periods and will be able to illustrate a basic understanding of the ways that literature can embody cultural, intellectual, and artistic trends.

Program Learning Outcomes
Upon successful completion of this program, students should be able to:
- Read a variety of literary texts (fiction, poetry, drama, literary non-fiction) with understanding and insight.
- Demonstrate critical thinking skills about literary texts, including the ability to construct and test interpretive hypotheses, analyze rival hypotheses, and recognize interpretive problems to which literary texts give rise.
- Write analytical or argumentative essays on literary texts that demonstrate effective stylistic, organizational, and rhetorical control, support claims with sound textual evidence, and employ correct MLA citation methods.
- Demonstrate an awareness of the relationship between literature and culture, including a recognition of literature as a product of as well as a contribution to human history.

Required Courses (19 units)		Units
ENG-1B* or 1BH*	Critical Thinking and Writing	4
List A	Choose from the list below	6
List B	Choose from the list below	6
List C	Choose from the list below	3

List A Choose two courses from the following (6 units):		
ENG-6*	British Literature I: Anglo-Saxon through Eighteenth Century	3
ENG-7*	British Literature II: Romanticism through Modernism/Post-Modernism	3
ENG-14*	American Literature I: Pre-Contact through Civil War	3
ENG-15*	American Literature II: 1860 to the Present	3
ENG-40*	World Literature I: From Ancient Literatures to the Seventeenth Century	3
ENG-41*	World Literature II: Seventeenth Century Through the Present	3

List B Choose two courses from the following (6 units)		
Any course from List A not already used		
ENG/HUM-8*	Introduction to Mythology	3
ENG-11*	Creative Writing	3
ENG-44*	Poetry from the Twentieth Century to the Present	3

List C Choose one course from the following (3 units)		
Any course from List A and List B not already used		
ENG-9*	Introduction to Shakespeare	3
ENG-10	Special Studies in Literature	3
ENG-20*	Survey of African American Literature	3
ENG/HUM-23*	The Bible as Literature	3
ENG-30*	Children's Literature	3
ENG-35*	Images of Women in Literature	3
ENG-45*	Modern Drama	3
ENG-48*	Short Story and Novel from the Twentieth Century to the Present	3
COM-7	Oral Interpretation of Literature	3
THE-3*	Introduction to Theater	3

*courses may be double-counted
       Total units for major   19

Associate in Arts for Transfer Degree
The Associate in Arts in English for Transfer degree will be awarded upon completion of 60 California State University (CSU) transferable units including the above major requirements, 2-17 units of electives 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)

PROGRAM OUTLINE OF RECORD
NEW DEGREE/CERTIFICATE

Game Programming   College: N

Students completing the Game Programming Certificate or A.S. Degree will be well qualified in the process of designing and coding programming logic for games including coding game rules, mechanics and simulations, to create complete modules and game experiences. The final course of this program is a capstone project where students work in an interdisciplinary team with students from the other tracks of the game development programs to create a complete, original game which is ready to publish. Students will complete the program with a polished portfolio and be prepared to enter the workforce as an independent game developer specializing in game programming.

Program Learning Outcomes
Upon successful completion of this program, students should be able to:
- Assemble multimedia assets into a single project and provide meaning and structure to those assets through programmatic solutions;
- Construct complex systems to facilitate game rules, mechanics, and simulations;
- Build games or applications driven by mathematics and physics concepts in an architecturally sound software design;
- Apply concepts and techniques in game programming to create complete modules and game experiences at an advanced level;
- Create an industry-standard portfolio containing code samples from class projects;
- Demonstrate professional communication skills effectively with colleagues on an industry production project.

Required Courses (36-37 units)		Units
GAM/CIS-24	Video Game Prototyping	4
GAM-35	Introduction to Simulation and Game Development	3
GAM-44	Portfolio Production	2
GAM/CIS-50	Introduction to Game Programming	3
GAM-51	Game Mechanics and Simulation	3
GAM/CSC-52	Game Engine Scripting I	3
GAM/CSC-53	Game Engine Scripting II	3
GAM-79	Game Studio Production	4
MAT-35	Intermediate Algebra	5
Electives	Choose from list below	6-7

Electives (6-7 units)		
GAM-21	History of Video Games	3
GAM-22	Game Design Principles	4
GAM-31	Introduction to 3D Modeling	3
GAM-42	PhotoShop for Game Art and Animation	3

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

Total Units   36

PROGRAM OUTLINE OF RECORD
NEW DEGREE/CERTIFICATE

Computer Information Systems/Mobile Application Development   College: N

Students completing the Mobile Application Development Certificate or A.S. Degree will be well qualified in the process of designing, coding, and deploying mobile applications for a wide variety of uses, including utility, e-commerce, productivity, enterprise, and web. Students will be prepared to enter the field as an independent mobile application developer or to work for a software engineering firm filling the role of mobile application developer. The final course of this program is a capstone project where students work to create a complete, polished and deployable mobile application.

The courses in this program may require a mobile development platform such as a tablet or smart phone to build and demonstrate content during the two year duration of the program. Information regarding the specific device will be provided by the instructor of the course, will appear in the schedule of classes, and will be posted on the Norco Game website.

Program Learning Outcomes
Upon successful completion of this program, students should be able to:
- Assemble multimedia assets into a single project and provide meaning and structure to those assets through programmatic solutions;
- Construct cross platform mobile applications and websites fulfilling a broad spectrum of functions;
- Design and modify wireframe mockups of mobile applications and mobile websites based on client feedback;
- Interface with mobile hardware to extend application functionality and integrate with existing frameworks;
- Create an industry-standard portfolio containing sample mobile applications;
- Demonstrate professional communication skills effectively with colleagues on an industry production project.

Required Courses (30 units)		Units
CIS/CSC-5	Fundamentals of Programming Logic Using C++	4
CIS/CSC-18A	Java Programming: Objects	3
CIS/CSC-18B	Java Programming: Advanced Objects	3
CIS-66	Web Development I	3
CIS-67	Web Development II	3
CIS-68	Mobile Applications Development I	3
CIS-69	Mobile Applications Development II	3
CIS-74	Digital Design I	3
CIS-75	Digital Design II	3
GAM-44	Portfolio Production	2

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

Total Units   30

Attachment F
PROGRAM OUTLINE OF RECORD
NEW DEGREE

Associate in Science Degree in Mathematics for Transfer   College: N

The Associate in Science Degree in Mathematics 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 Mathematics at a California State University (but does not guarantee acceptance to a particular campus or major). It will also provide the student with a sufficient academic basis from which to pursue a career in the mathematics, statistics, actuarial, and education.

Program Learning Outcomes
Upon successful completion of this program, students should be able to:
• Create and analyze mathematical models.
• Demonstrate knowledge of concepts and applications of single and multivariable differential and integral calculus.

Required Courses: (18-20 units)		Units
MAT-1A*	Calculus I	4
MAT-1B*	Calculus II	4
MAT-1C*	Calculus III	4
Electives	CHOOSE 2 FROM THE FOLLOWING WITH AT LEAST 1 FROM GROUP A	6-8

Group A		
MAT-2*	Differential Equations	4
MAT-3*	Linear Algebra	3

Group B		
CSC/CIS-5	Fundamentals of Programming Logic using C++	4
PHY-4A*	Mechanics	4
PHY-4B*	Electricity and Magnetism	4

*course may be double counted as CSUGE/IGETC

Associate in Science for Transfer Degree
The Associate in Science for Transfer degree in Mathematics 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)

Total Units: 18-20

PROGRAM OUTLINE OF RECORD
NEW DEGREE

Associate in Science Degree in Physics for Transfer   College: N

The Associate in Science in Physics for Transfer degree provides a foundation in physics and mathematics for students planning to transfer into a baccalaureate program in physics or physics education. Successful completion of the transfer degree in Physics guarantees student acceptance to a local California State University to pursue a baccalaureate degree in Physics or a related field.

Program Learning Outcomes
Upon successful completion of this program, students should be able to:
- apply appropriate physical laws and mathematical techniques to analyze various physical situations
- perform various scientific experiments and to analyze data to check agreement with theoretical predictions

Required Courses (24 units)		Units
PHY-4A	Mechanics	4
PHY-4B	Electricity and Magnetism	4
PHY-4C	Heat, Light and Waves	4
MAT-1A	Calculus I	4
MAT-1B	Calculus II	4
MAT-1C	Calculus II	4

Associate in Science for Transfer Degree
The Associate in Science for Transfer degree in Physics 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)

Total Units: 24

PROGRAM OUTLINE OF RECORD
NEW DEGREE

Pre-Engineering   College: N

This program is designed to prepare students for a possible major in an Engineering related field.   Possible university engineering majors include: Civil Engineering, Computer Engineering and Mechanical Engineering.

Program Learning Outcomes
Upon successful completion of this program, students should be able to:
- Demonstrate the standard methods of mathematical analysis including trigonometry and analytic geometry, differential and integral calculus, and the solutions to differential equations.
- Demonstrate a working knowledge of the theories and principles of physics.
- Conduct experiments and analyze and interpret data collected.

Required Courses (24-26 units)		Units
MAT-1A	Calculus I	4
MAT-1B	Calculus II	4
PHY-4A	Mechanics	4
Choose one of the following:		
PHY-4B or	Electricity and Magnetism	4
PHY-4C	Heat, Light and Waves	4
Electives	Choose from the list below	8-10

Elective Courses (8-10 units)		
CHE-1A/1AH	General Chemistry, I	5
CHE-1B/1BH	General Chemistry, II	5
MAT-1C	Calculus III	4
PHY-4B	Electricity and Magnetism (if not used above)	4
PHY-4C	Heat, Light and Waves (if not used above)	4

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

Total Units: 24-26

Attachment I
PROGRAM OUTLINE OF RECORD
NEW DEGREE

Associate in Arts in Studio Arts Degree for Transfer   College: N

The Associate in Arts in Studio Arts for Transfer provides a solid preparation for transfer majors in the various areas of studio art, including design, drawing, and painting. This Studio Arts degree has an emphasis in Art History. Additionally, the studio courses align well with preparation for transfer majors in related fields such as sculpture, photography, and other areas of study at UC, CSU, and private colleges and universities.

Program Learning Outcomes
Upon successful completion of this program, students should be able to:
• Demonstrate proficient technical and creative skills with a variety of art materials.
• Understand works of art and design and the artistic contributions of diverse peoples through critical discussion and written assignments.
• Demonstrate, through the analysis of aesthetic and cultural values, an understanding of the contribution of art and design to human experience.

Required Courses (24 units)		Units
ART 2*	History of Western Art: Renaissance through Contemporary	3
ART 17	Beginning Drawing	3
ART 22	Basic Design	3
ART 24	Three Dimensional Design	3
Electives	Choose from List A	3
Electives	Choose from List B	9

List A: Select 1 course (3 units)		
ART 1*	History of Western Art: Prehistoric, Ancient, and Medieval	3
ART 5*	History of Non-Western Art	3
ART 9*	African Art History	3

List B: Select 3 courses (9 units)		
ART18 or ART 40	Intermediate Drawing or Figure Drawing	3
ART 20	Beginning Sculpture	3
ART 23	Design and Color	3
ART 26	Beginning Painting	3
ART 36	Computer Art	3

*courses may be double counted

The Associate in Arts in Studio Arts for Transfer degree will be awarded upon completion of coursework totaling 60 California State University (CSU) transferable units including the 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.

Total Units: 24

PROGRAM OUTLINE OF RECORD
NEW CERTIFICATE

Green Technician   College: N

Renewable energy and related sustainability concepts; DC and AC electrical theory; and solar power systems. Design, installation, and maintenance issues along with OSHA safety are included.

Program Learning Outcomes
Upon successful completion of this program, students should be able to:
- Draw and identify all the primary components of a typical, 4-KW, utility-interactive, photo voltaic (PV) system and explain how each part operates in this grid-tied configuration;
- Solve basic, direct current, electronic problems involving resistance, current, voltage, and power, as applied to both simple and complex combinations of series and/or parallel circuit components, comprised of resistors, capacitors and coils, in a given network configuration;
- Explain the basic principles of sinusoidal sources of Alternating Current (AC) and solve AC network circuit problems involving resistors, capacitors, inductors and/or transformers;
- Utilize OSHA standards and regulations to supplement an ongoing safety and health program;
- Thoroughly explain the typical maintenance requirements for the PV array and other components, including inverters and batteries of a stand-alone system, to keep a 5-KW, off-grid power installation safe and operating at high-efficiency.

Required Courses (13 units)		Units
ELE-11	DC Electronics	4
ELE-13	AC Electronics	4
ELE-91	Fundamentals of Solar Energy	3
MAN-55	Occupational Safety and Health Administration (OSHA) Standards for General Industry	2

This certificate may lead to employment competency, but does not lead to an Associate in Science Degree.

Total Units: 13

To further Norco College's green initiatives and to prepare students for employment in energy efficient and green occupations, the Electronics department proposes repackaging 4 existing courses to create a locally-approved certificate focused on renewable energy and sustainability. Two of the four courses articulate into Cal Poly Pomona's Electrical Engineering program.

PROGRAM OUTLINE OF RECORD
NEW CERTIFICATE

Pilates/Dance Conditioning Instructor   College: R

The Pilates/Dance Conditioning Instructor certificate is designed to prepare individuals to teach the Pilates method of body conditioning using the full-range of Pilates apparatus as well as the mat work repertoire, the foundation of the Pilates method. Individuals will be trained to work with the beginning- to advanced-level student as well as with special populations including dancers and athletes.

Emphasis is on both academic and practical experience. Taught by certified Pilates instructors, students completing the certificate will be trained to teach at privately- owned Pilates and dance studios, fitness/health clubs as well as physical therapy settings where Pilates is offered.

Program Learning Outcomes
Upon successful completion of this program, students should be able to:
• Demonstrate and/or identify beginning to advanced Pilates exercises for mat and apparatus;
• Describe the principles as developed by Joseph H. Pilates and their relevance to a Pilates program;
• Design a lesson plan for mat work and for apparatus;
• Teach a properly constructed Pilates class using appropriate cuing and demonstration;
• Identify common alignment problems and teach proper modifications and/or solutions;
• Identify kinesiological principles of correct biomechanics for all Pilates exercises.

Required Courses (17 units)		Units
DAN-12	Kinesiology for Pilates Trainers/Dancers	3
DAN-13	Pilates Methodology	2
DAN-D46	Pilates Mat Work	1
DAN-D48	Reformer Technique	1
DAN-D49	Intermediate Pilates	1
DAN-D50	Pilates for Dancers	1
DAN-D51	Advanced Pilates	1
DAN-200	Work Experience*	4
Electives	(Select 3 units from one of the emphases below)	3

*DAN-200 Work Experience must be taken for 4 units

Dance/Athletics Emphasis (3 units)		Units
DAN-D21	Ballet, Beginning	1
DAN-D22	Ballet. Intermediate	1
DAN-D32	Jazz, Beginning	1
DAN-D33	Jazz, Intermediate	1
DAN-D37	Modern Dance, Beginning	1
DAN-D38	Modern Dance, Intermediate	1
KIN-16	Introduction to Athletic Training	3
KIN-43	Personal Training	3

General Lifestyle Management Emphasis (3 units)		Units
KIN-4	Nutrition	3
KIN-35	Foundation for Fitness and Wellness	3
KIN-36	Wellness: Lifestyle Choices	3
KIN-38	Stress Management	3
KIN-A46	Hatha Yoga, Beginning	1

This certificate may lead to employment competency, but does not lead to an Associate in Science Degree.

Total Units: 17

Attachment L
PROGRAM OUTLINE OF RECORD
DEGREE/CERTIFICATE MODIFICATION

Applied Digital Media   AS653/CE653   College: R

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

Program Learning Outcomes
Upon successful completion of this program, students should be able to:
• Demonstrate the ability to communicate effectively with clients and co-workers.
• Demonstrate ethical, economic, civic, and moral responsibility.
• Create a graphics project from concept to prepared artwork considering color model, resolution, target market, and, if applicable, assign substrates and inks for its production.
• Demonstrate proofing and pre-flighting techniques, portable document format (PDF) creation, and troubleshooting of a digital file in preparation for imaging a project.
• Demonstrate proper set-up, safe operation, and clean-up of an offset printing press.
• Demonstrate proper set-up, safe operation, and clean-up of finishing equipment.
• Demonstrate the ability to estimate costs, document materials and time spent on production, and an ability to meet deadlines.
• Produce a portfolio and networking skills to promote talents in preparation for work in the graphics industry.

Required Courses (34 units)		Units
ADM-1	Introduction to Applied Digital Media	3
ADM-25	Adobe Acrobat	1
ADM-55	Management and Estimating in the Graphics/Design Industry	3
ADM-58	Paper and Inks for Multi-purposed Design	1
ADM-63	Adobe InDesign	3
ADM-70	Project Design and Production	3
ADM-71	Adobe Photoshop	3
ADM-80	Introductory Digital Darkroom	3
ADM-85	Beginning Offset Presswork	3
ADM-89	Applied Digital Media Portfolio	1
Electives	Choose from list below	10

Elective Courses (10 units)		Units
ADM-64	Ethics and Legalities of Digital Manipulation	1
ADM-65	Cross Platform File Management	1
ADM-67	WEB Animation with Flash	3
ADM-68	3D Animation with Maya I	3
ADM-69	Motion Graphics and Compositing with After Effects	3
ADM-72	Advanced Photoshop	3
ADM-74	Dreamweaver for Graphic Designers	3
ADM-76	QuarkXPress	3
ADM-77A	Adobe Illustrator	3
ADM-77B	Advanced Adobe Illustrator	3
ADM-86	Advanced Offset Presswork and Finishing	3
ADM-88	3D Animation with Maya II	3
ADM-200	Applied Digital Media and Printing Work Experience	1-2-3-4
ART-22	Basic Design	3
ART-36	Computer Art	3
ENG-17	Literary Magazine Production	2
FTV-64	Digital Editing Principles and Techniques	3

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

Total Units: 34

Attachment M
PROGRAM OUTLINE OF RECORD
DEGREE/CERTIFICATE MODIFCATION

Architecture   NAS509/NCE509   College: N

This program prepares individuals to apply technical knowledge and skills to develop working drawings and electronic simulations for architectural and related construction projects. This includes instruction in basic construction and structural design, architectural rendering, architectural-aided drafting (CAD), layout and designs, architectural industrial print interpretation, building materials, and basic structural wiring diagramming. Students completing this certificate will be qualified for an entry level architectural drafting position.

Program Learning Outcomes
Upon successful completion of this program, students should be able to:
- An ability to apply and integrate computer technology in the design process exhibiting skills necessary for entry-level employment in the architecture profession;
- Knowledge of architecture theory, and practice in the solution of Architectural design problems related to industry;
- An ability to work effectively in small and large group situations similar to those found in industry;
- The ability to apply the problem solving process to create and present design solutions.

Required Courses (27 units)		Units
ARE-24	Architectural Drafting	3
ARE-25	Advanced Architectural Drafting	3
ARE-26	Architectural Rendering	3
ARE-35	History of Architecture-Beginnings through Gothic	3
	or	
ARE-36	History of Architecture: Renaissance to Modern	3
ARE-37	Architectural Design I	3
	or	
ART-22	Basic Design	3
ENE-21	Drafting	3
ENE-30	Computer Aided Drafting (CAD)	3
ENE-60	Math for Engineering Technology	3
Electives	Choose from list below	3

Electives (3 units)		
ART-17	Beginning Drawing	3
ART-23	Design and Color	3
ART-24	Three Dimensional Design	3
CON-60	Introduction to Construction	3
CON-61	Materials of Construction	3
ENE-26	Civil Engineering Drafting	3
ENE/ELE-27	Technical Communications	3

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

Total Units: 27

PROGRAM OUTLINE OF RECORD
DEGREE/CERTIFICATE MODIFICATION

Automated Systems Technician   NAS737/NCE737   College: N

Businesses and other organizations depend on complex electronic equipment for a variety of functions. Industrial controls automatically monitor and direct production processes on the factory floor. Transmitters and antennae provide communication links for many organizations. Industry needs well-trained technicians with the knowledge of how to design, repair and implement new equipment. The Automated Systems Technician program teaches how to use Electronics, Microprocessors, Microcontrollers, Programmable Logic Control and Fluid Power systems to create and program new machinery used in industry. Students completing this certificate are prepared for entry-level employment as Avionics Technicians, Maintenance Technician, Automation Technicians, and Electromechanical Systems Technician.

Program Learning Outcomes
Upon successful completion of this program, students should be able to:
• Discuss and demonstrate occupation safety and technical communications.
• Demonstrate the installation maintenance and troubleshooting of Programmable Logic Control systems (PLCs) and PLC modules
• Set-up and operate fluid powered valves, cylinders, controls filters, and actuators.
• Establish a systematic approach to recognizing the essential information given on a blueprint.
• Solve formulas by using unknowns and apply this knowledge to solve problems encountered in technological areas and various fields of engineering.
• Demonstrate quantitative measurement of electrical circuit parameters; assemble, and test both direct current and alternating current series, parallel, and series parallel circuits.
• Explain the basic operation of a microprocessor / microcontroller.

Required Courses (28 units)		Units
ELE-11	DC Electronics	4
ELE-13	AC Electronics	4
ELE-26	Microprocessors, Microcontrollers	4
ELE/ENE-27	Technical Communications	3
ELE/MAN-64	Programmable Logic Controllers	3
ENE-51	Blueprint Reading	2
ENE-60	Math for Engineering Technology	3
MAN-55	Occupational Safety and Health Administration (OSHA) Standards for General Industry	2
MAN-60	Hydraulic and Pneumatic Systems	3

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

Total Units   28

PROGRAM OUTLINE OF RECORD
CERTIFICATE MODIFICATION

Computer-Aided Production Technology   NCE799   College: N

Computer control programmers and operators use computer numerically controlled (CNC) machines to produce a wide variety of products, from automobile engines to computer keyboards. The Computer-Aided Production Technology certificate teaches how parts are produced in industry using Computer Numerical Control Machines and Computer Aided Machine programming systems. Students completing this certificate are prepared for entry-level employment as a Machinist or as Machine setters, operators and tenders.

Program Learning Outcomes
Upon successful completion of this program, students should be able to:
- Create a steam or stirling engine that involves parts using both the mill and the lathe.
- Create a portfolio which may include printouts of Mastercam or other Computer Aided Manufacturing program part file drawings, numerical code files and operation sheets.
- Solve formulas by using unknowns.
- Establish a systematic approach to recognizing the essential information given on a blueprint.

Required Courses (14-15 units)		Units
ENE-51	Blueprint Reading	2
ENE-60	Math for Engineering Technology	3
MAN-55	Occupational Safety and Health Administration (OSHA)	
	Standards for General Industry	2
MAN-56	CNC Machine Set-Up and Operation	4
Electives	Choose from list below	3 - 4

Electives (3-4 units)		Units
MAN-52	Computer Aided Manufacturing-Mastercam	4
MAN-57	CNC Program Writing	3
MAN-59	Comp-Aided Man-GibbsCAM	4

This certificate may lead to employment competency, but does not lead to an Associate in Science Degree.

Total Units   14 - 15

Attachment P
PROGRAM OUTLINE OF RECORD
DEGREE/CERTIFICATE MODIFICATION

Computer Applications   College: MNR

This program prepares individuals to perform basic data and text entry using standard and customized software products. This includes instruction in keyboarding skills, personal computer and work station operation, reading draft texts and raw data forms, and various interactive software programs used for tasks such as word processing, spreadsheets, databases, and others.

Program Learning Outcomes
Upon successful completion of this program, students should be able to:
- Describe and use operating system software
- Describe and use Word processing software.
- Write structured programs using C++, or Java.
- Describe and use graphics software to manipulate digital images.
- Describe and use database software to construct 3NF databases.
- Construct a visually appealing web site including database structures within the design.
- Design and use spreadsheets that have embedded equations/formulas utilizing different data types.

Required Courses (31.5 units)		Units
CIS-1A	Introduction to Computer Information Systems	3
CIS-1B	Advanced Concepts in Computer Information Systems	3
CIS/CSC-5	Fundamentals of Programming Logic using C++	3
or		
CIS/CSC-28A	MS Access Programming	3
CIS/CSC-21	Introduction to Operating Systems	3
CIS-95A	Introduction to the Internet	1.5
CAT-31 or	Business Communications	3
BUS-22	Management Communications	3
Electives 1	(Choose from list below)	7.5
Electives 2	(Choose from list below)	7.5

Electives 1 (7.5 units)		
CIS/CSC-2	Fundamentals of Systems Analysis	3
CIS-23	Software and End User Support	3
CIS/CSC-25	Data Communications	3
CIS/CSC-61	Introduction to Databases	3
CIS/CAT-80	Word Processing: Microsoft Word for Windows	3
CIS/CAT-84	Word Processing: WordPerfect for Windows	3
CIS/CAT-98B	Advanced Excel	1.5

Electives 2 (7.5 units)		
CIS/CSC-12	PHP Dynamic Web Site Programming	3
CIS/CSC-14A	Web Programming: Java Script	3
CIS-14B	Web Programming: Active Server Pages	3
CIS/CAT-54A	Introduction to Flash	3
CIS-56A	Designing Web Graphics	3
CIS-72A	Introduction to Web Page Creation	1.5
CIS-72B	Intermediate Web Page Creation using Cascading Style Sheets (CSS)	1.5
CIS-76A	Introduction to Microsoft Expression Web	3
CIS-76B	Introduction to DreamWeaver	3
CIS/CAT-78A	Introduction to Adobe PhotoShop	3
CIS/CAT-79	Introduction to Adobe Illustrator	3
CIS/CAT-81	Introduction to Desktop Publishing using Adobe In Design	3

PROGRAM OUTLINE OF RECORD
DEGREE/CERTIFICATE MODIFCATION

Drafting Technology   NAS539/NCE539   College: N

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

Program Learning Outcomes
Upon successful completion of this program, students should be able to:
- An ability to apply and integrate computer technology in the design process, exhibiting skills necessary for entry-level employment, as a designer in the drafting industry;
- Knowledge of engineering drawing skills and practice in the solution of industry related design projects.

Required Courses (24-26 units)		Units
ENE-21	Drafting	3
ENE-22	Engineering Drawing	3
ENE-28	Technical Design	3
ENE-30	Computer Aided Drafting (CAD)	3
ENE-42	SolidWorks I	3
ENE-51	Blueprint Reading	2
ENE-52	Geometric Dimensioning & Tolerancing	2
ENE-60	Math for Engineering Technology	3
Electives	Choose from list below	2 - 4

Electives (2-4 units)		
ARE-24	Architectural Drafting	3
ENE-23	Descriptive Geometry	3
ENE-26	Civil Engineering Drafting	3
ENE/ELE-27	Technical Communications	3
ENE-42B	SolidWorks II	3
MAN -56	CNC Machine Set-Up and Operation	4
WEL-34	Metal Joining Process	2

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

Total Units   24 - 26

PROGRAM OUTLINE OF RECORD
CERTIFICATE MODIFICATION

E-Commerce   CE807   College: R

The e-commerce certificate pattern readies the completer with the skills to design, market and implement an on-line business.

Certificate Program
Program Learning Outcomes
Upon successful completion of this program, students should be able to:
- Design, develop and implement a sound business plan that readily translates into an on-line business.
- Devise the web-presence to enhance the business as a well laid out web site using eye catching graphics including animation as necessary.
- Develop and implement sound business practices for the web-site addressing the technological, social, and ethical issues of an on-line business.

Required Courses (16.5 units)		Units
BUS-10	Introduction to Business	3
BUS-30	Entrepreneurship and Small Business Management	3
BUS-51	Principles of E-Commerce	3
CIS-95A	Introduction to the Internet	1.5
Electives	From Group 1	3
Electives	From Group 2	3

Electives - Group 1 (3 units)		Units
ADM-71	Adobe Photoshop	3
CIS-56A	Designing Web Graphics	3
CAT/CIS-78A	Introduction to Adobe Photoshop	3

Electives - Group 2 (3 units)		Units
ADM-74	Dreamweaver for Graphic Designers	3
CIS-76A	Introduction to Microsoft Expression Web	3
CIS-76B	Introduction to Dreamweaver	3

This certificate may lead to employment competency, but does not lead to an Associate in Science Degree.

Total Units   16.5

PROGRAM OUTLINE OF RECORD
DEGREE/CERTIFICATE MODIFICATION

Game Design   NAS427/NCE427   College: N

Students completing the Game Design Certificate or A.S. Degree will be well qualified in the game design process including game design documentation, standard game design techniques and tools for rapid prototyping including both non-digital and digital methods. Students will be prepared to enter the field as an independent game designer, assistant producer, or junior level designer. The final course of this program is a capstone project where students work in an interdisciplinary team with students from the other tracks of the game development programs to create a complete, original game which is ready to publish. Students will complete the program with a polished portfolio and be prepared to enter the workforce.

Program Learning Outcomes
Upon successful completion of this program, students should be able to:
- Apply the principles of theoretically sound game design including gameplay, core mechanics, game balancing, and iterative rapid prototyping to produce both nondigital and digital original games;
- Contribute to a comprehensive game design document which facilitates team management including communication, milestones/deadlines and responsiveness;
- Develop content that contributes to a milestone-based studio pipeline;
- Demonstrate mastery of interdisciplinary communication and team skills while working with colleagues on an industry-standard production project;
- Create an industry-standard portfolio utilizing games and class projects.

Required Courses (33 units)		Units
GAM-21	History of Video Games	3
GAM-22	Game Design Principles	4
GAM-23	Digital Game Design	4
GAM/CIS-24	Video Game Prototyping	4
GAM-31	Introduction to 3D Modeling	3
GAM-35	Introduction to Simulation and Game Development	3
GAM-42	PhotoShop for Game Art and Animation	3
GAM-44	Portfolio Production	2
GAM/CIS-50	Introduction to Game Programming	3
GAM-79	Game Studio Production	4

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

Total Units   33

PROGRAM OUTLINE OF RECORD
CERTIFICATE MODIFICATION

Stick Welding (SMAW)   CE824   College: R

This certificate provides students with the technical knowledge and skill in oxyacetylene cutting and SMAW welding to be able to enter into the welding career of either a structural steel field or shop environment. With these new skills, students will be able to obtain entry level employment as a welder's helper in the field or in welding shops welding structural steel.

Program Learning Outcomes
Upon successful completion of this program, students should be able to:
- Demonstrate knowledge and ability of SMAW process, safety, and oxyacetylene cutting;
- Demonstrate advanced knowledge and ability of SMAW, welding symbols, and safety;
- Differentiate between each of the welding process used in the welding industry;
- Demonstrate knowledge of AWS welding codes.

Required Courses (11 units)		Units
WEL-15	Introduction to Basic Shielded Metal Arc Welding	3
WEL-16	Advanced Shielded Metal Arc Welding	3
WEL-34	Metal Joining Process	2
WEL-61A	American Welding Society/Los Angeles City Welding I	3

This certificate may lead to employment competency, but does not lead to an Associate in Science Degree.

Total Units   11

Attachment U
PROGRAM OUTLINE OF RECORD
CERTIFICATE MODIFICATION

TIG Welding (GTAW)   CE819   College: R

This certificate provides students with the technical knowledge and skill in the oxyacetylene cutting and GTAW welding to be able to enter into a welding career either in the field or shop environment. With these new skills, students will be able obtain entry-level employment as a welder's helper in the field or as a beginning welder in a production setting welding thin materials.

Program Learning Outcomes
Upon successful completion of this program, students should be able to:
• Demonstrate knowledge and ability in oxyacetylene cutting, beginning SMAW welding process, and safety;
• Demonstrate knowledge and ability in the GTAW welding process, welding symbols, and safety;
• Differentiate between each of the welding processes used in the welding industry;
• Demonstrate knowledge of AWS welding codes.

Required Courses (11 units)   Units
WEL-15   Introduction to Basic Shielded Metal Arc Welding   3
WEL-34   Metal Joining Process   2
WEL-55A   Gas Tungsten Arc Welding-Plate Materials   3
WEL-61A   American Welding Society/Los Angeles City Welding I   3

This certificate may lead to employment competency, but does not lead to an Associate in Science Degree.

Total Units   11

PROGRAM OUTLINE OF RECORD
CERTIFICATE MODIFCATION

Virtual Assistant   CE677   College: R

This program prepares individuals to support business operations through on-line processes such as developing a business plan for an on-line web presence, creating a virtual office space on-line and marketing this office space.

Certificate Program
Program Learning Outcomes
Upon successful completion of this program, students should be able to:
• Develop and implement a sole-proprietorship virtual office.
• Develop and use a business plan for a virtual office.
• Create and use a marketing plan for a virtual office.

Required Courses (16.5 units)		Units
ACC/CAT-55	Applied Accounting/Bookkeeping	3
BUS-30	Entrepreneurship and Small Business Management	3
CAT-30	Business English	3
CAT-57	Creating and Managing the Virtual Office	3
BUS-58	Marketing the Virtual Office	3
CAT/CIS-98A	Introduction to Excel	1.5

It is recommended that individuals interested in this field acquire office experience before deciding to work on their own as a virtual assistant.

This certificate may lead to employment competency, but does not lead to an Associate in Science Degree.

Total Units: 16.5

PROGRAM OUTLINE OF RECORD
CERTIFICATE MODIFICATION

Web Master   College: MNR

The Web Master certificate program prepares a student to be a valuable member of a professional web design or development team. The successful student will become a competent HTML and CSS coder, and be proficient enough in Dreamweaver to streamline the development cycle and effectively integrate all the typical technologies within a web site. Depending on the chosen emphasis, the student will also become more skilled at designing sites with web graphics and animation or more skilled at developing web applications with programming in Javascript and PHP.

Core Program Learning Outcomes
Upon successful completion of this program, students should be able to:
- Create valid, properly structured web pages using a variety of HTML features to form a typical 5-10 page site.
- Create external style sheets that effectively control an entire web site's formatting and layout.
- Use a variety of Dreamweaver features to design, create, test, upload and manage an accessible and standards compliant interactive web site that includes the use of text, graphics, and multimedia.

Required Courses (17 units)		Units
Core Requirements (6 units)		
CIS-72A	Introduction to Web Page Creation	1.5
CIS-72B	Intermediate Web Page Creation using Cascading Style Sheets (CSS)	1.5
CIS-76B	Introduction to DreamWeaver	3
or		
ADM-74	Dreamweaver for Graphic Designers	3
In addition, choose one of the concentrations below		11

WEB DESIGNER CONCENTRATION
Concentration Program Learning Outcomes
Upon successful completion of this program, students should be able to:
- Apply design and visual communication principles to web site, page, and interface design.
- Use Photoshop to create and edit images for use on the web, including photographs, logos, navigation buttons, background images, image maps, and web page design mockups (tracing images).
- Use Flash to create web animations and interactive web sites.

Concentration Required Courses (11 units)		Units
CIS/CAT-54A	Introduction to Flash	3
or		
ADM-67	WEB Animation with Flash	3
and		
CIS-56A	Designing Web Graphics	3
or		
CIS-CAT-78A	Introduction to Adobe Photoshop	3
or		
ADM-71	Adobe Photoshop	3
Electives	Choose from the list below	5

Concentration Electives (5 units)		
CIS/CAT-81	Introduction to Desktop Publishing using Adobe InDesign	3
or		
ADM-63	Adobe InDesign	3

CIS/CAT-79	Introduction to Adobe Illustrator	3
or		
ADM-77A	Adobe Illustrator	3
ADM-64	Ethics and Legalities of Digital Manipulation	1
ADM-65	Cross Platform File Management	1
ADM-89	Applied Digital Media Portfolio	1

WEB DEVELOPER CONCENTRATION

Concentration Program Learning Outcomes

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

- Apply programming principles to develop a fully functioning and customized web site experience for both the site user and site administrator.
- Use JavaScript to enhance a web site's interactivity using the DOM.
- Use PHP to enhance a web site's capabilities by creating data driven web page content, custom form validation and processing, and database manipulation.

Concentration Required Courses (11 units)		Units
CIS/CSC-12	PHP Dynamic Web Site Programming	3
CIS/CSC-14A	Web Programming: Java Script	3
Electives	(Choose from the list below)	5

Concentration Electives (5 units)		
CIS-56A	Designing Web Graphics	3
or		
CIS/CAT-78A	Introduction to Adobe Photoshop	3
or		
ADM-71	Adobe Photoshop	3
CIS/CAT-54A	Introduction to Flash	3
or		
ADM-67	Web Animation with Flash	3
CIS-54B	Flash Scripting	3
CIS-72C	Introduction to XML	1.5
ADM-64	Ethics and Legalities of Digital Manipulation	1
ADM-65	Cross Platform File Management	1
ADM-89	Applied Digital Media Portfolio	1

This certificate may lead to employment competency, but does not lead to an Associate in Science Degree.

Total Units: 17 units

Attachment X
PROGRAM OUTLINE OF RECORD
DEGREE/CERTIFICATE MODIFICATION

Welding Technology AS606/CE606   College: R

This program prepares individuals to apply technical knowledge and skills for joining and cutting metallic materials. This includes instruction in SMAW, FCAW, GMAW, GTAW welding processes; oxyacetylene and plasma cutting of ferrous and non-ferrous materials. Includes welding metallurgy, structural welding safety, and applicable codes and standards. These skills prepare students for the following careers: iron worker trade, steel worker trade, construction trades, pile driver trades, and glazing trades.

Program Learning Outcomes
Upon successful completion of this program, students should be able to:
• Display the ability to work safely within the welding industry;
• Obtain skills necessary to obtain an entry-level job within the welding/construction industry;
• Demonstrate knowledge of SMAW, FCAW, GMAW, and GTAW welding processes;
• Obtain skills necessary to properly set up equipment used in the various welding processes;
• Obtain skills needed to pass AWS skills test to become a certified welder.

Required Courses (27 units)		Units
WEL-15	Introduction to Basic Shielded Metal Arc Welding	3
WEL-16	Advanced Shielded Metal Arc Welding	3
WEL-35	Semi-Automatic Welding	3
WEL-55A	Gas Tungsten Arc Welding-Plate Materials	3
WEL-55B	Gas Tungston Arc Welding - Exotic Metals	3
WEL-61A	American Welding Society/Los Angeles City Welding I	3
WEL-61B	American Welding Society/Los Angeles City Welding II	3
WEL-62	Blueprint Reading for Welders	2
Electives (Choose from list below)		4

Electives (4 units)		
ENE-21	Drafting	3
WEL-34	Metal Joining Process	2
WEL-60	Advanced Pipe and Plate Laboratory	2
WEL-200	Welding Work Experience	1 - 4

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

Total Units   27

PROGRAM OUTLINE OF RECORD
CERTIFICATE MODIFICATION

Wire Welding (FCAW, GMAW)   CE818   College: R

This certificate provides students with the technical knowledge and skill in the oxyacetylene cutting and FCAW/GMAW welding to be able to enter into a welding career either in the field or shop environment. With these new skills, students will be able to obtain entry-level employment in the field as a welder's helper or in a shop production welding setting welding structural steel, parts of medium thickness, or sheet steel.

Program Learning Outcomes
Upon successful completion of this program, students should be able to:
• Demonstrate knowledge and ability of beginning level of SMAW welding process, safety, and oxyacetylene cutting;
• Demonstrate knowledge and ability of the FCAW and GMAW welding processes, welding symbols, and safety;
• Differentiate between each of the welding processes used in the welding industry;
• Demonstrate knowledge of AWS welding codes.

Required Courses (11 units)		Units
WEL-15	Introduction to Basic Shielded Metal Arc Welding	3
WEL-34	Metal Joining Process	2
WEL-35	Semi-Automatic Welding	3
WEL-61A	American Welding Society/Los Angeles City Welding I	3

This certificate may lead to employment competency, but does not lead to an Associate in Science Degree.

Total Units   11

Agenda Item (IV-C-1)

Meeting	1/15/2013 - Committee/Regular Board
Agenda Item	Committee - Planning and Operations (IV-C-1)
Subject	Update of the 2008-2012 RCCD Strategic Plan
College/District	District
Funding	N/A
Recommended Action	It is recommended that the Board of Trustees accept the findings of the report.

Background Narrative:

Presented for the Board's review and consideration is an update on the District Strategic Plan 2008-2012. The Board approved the District Strategic Plan on September 16, 2008. The plan included outcome measures for each strategy. This is the final "Report Card" on progress related to the District Strategic Plan for 2008-2012. It contains updated information (where available) for strategies during the last two years of the plan, 2011-12. The present report seeks to update relevant findings and bring this cycle of assessment on the RCCD Strategic Plan 2008-2012 to a close.

Prepared By: Ray Maghroori, Provost/Vice Chancellor, Educational Services
David Torres, Dean, Institutional Research

Attachments:

RCCD Strategic Plan Update Attachment 1.pdf
RCCD Strategic Plan Presentation Attachment 2.pdf

RCCD Strategic Plan: An Update
2011-2012

David Torres

Board of Trustees

Planning Committee

January 2013

Preface

In April of 2008, Riverside Community College District began the efforts that resulted in the creation of a District Strategic Plan for 2008-2012. Following extensive dialogue with representatives of all constituency groups, the District Strategic Planning Committee's recommendations to the Board of Trustees included six themes, thirty-three strategies and more than fifty outcomes measures. In October of 2008, the Board adopted the plan. A "Report Card" on progress for the first year was presented to the Board in October of 2009 which resulted in the addition of a seventh theme. A second "Report Card" was presented to the Board of Trustees in December 2010.

This is the final "Report Card" on progress on the District Strategic Plan for 2008-2012. It contains updated information (where available) for strategies during the last two years of the plan, 2011-12. As the data in the first report provided baselines, the second report provided more focused data and began forming the basis for an analysis of progress. While the first two reports were over 100 pages in length each, the present report seeks to update relevant findings and bring the analysis of the District Strategic Plan for 2008-2012 to a close. *The present report provides updated measures for strategies that have substantially changed in the most recent reporting cycle, and omits strategies where change has been minimal or where no new data exists.*

Theme One: Student Access

Strategy Two: Increase the RCCD capture rate (percentage of high school students that attend RCCD after leaving high school) and the college-going rate of high school students by building stronger collaborations with K-12.

Two dimensions that directly affect the student access are process and funding. While there have been no procedural or structural impediments in the most recent two years to the process of attending RCCD, there have been significant economic issues impacting the funding and subsequent educational offerings at RCCD. These economic impacts have been experienced throughout the state, and are of particular notice on this measure. The college going rate was tracked and provided by the California Postsecondary Education Commission. This agency ceased operations in November 2011, and since they were the source of the college going rates, no updated college going information exists.

RCCD Capture Rate is the percentage of recent high school graduates from the district's six feeder districts that attend any RCCD campus immediately after graduation. It differs from college going rate as it only reflects students attending a RCCD college, and not just any California college or university. After a steady rise in capture rates, the rates drop sharply after reaching a peak in 2008, returning to levels that are comparable to those in 2000-01.

RCCD Capture Rate, 2000-2011
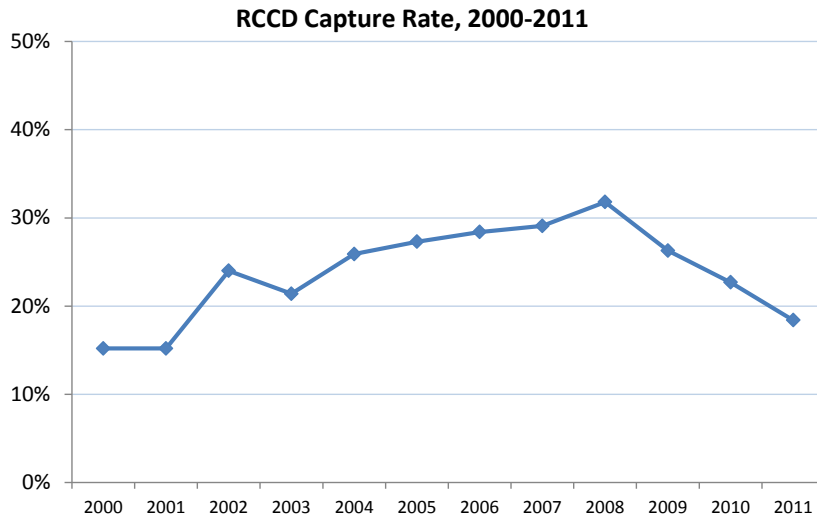
Strategy Three: Increase awareness that RCCD offers open access enrollment to all adults through outreach to underrepresented groups and through increased marketing of all aspects of the college, programs, and district services.

The chart below details the proportion of the RCCD population for Hispanic, African-American and Native American students, non-traditional aged students (Over 24) and male students. While the proportion of non-traditional aged students declined, data for males stayed relatively stable with a slight increase beginning in 2010. Hispanic student representation showed a significant increase during the

Underrepresented Student Groups,
in percentages, **fall terms, 2002-2011**

2
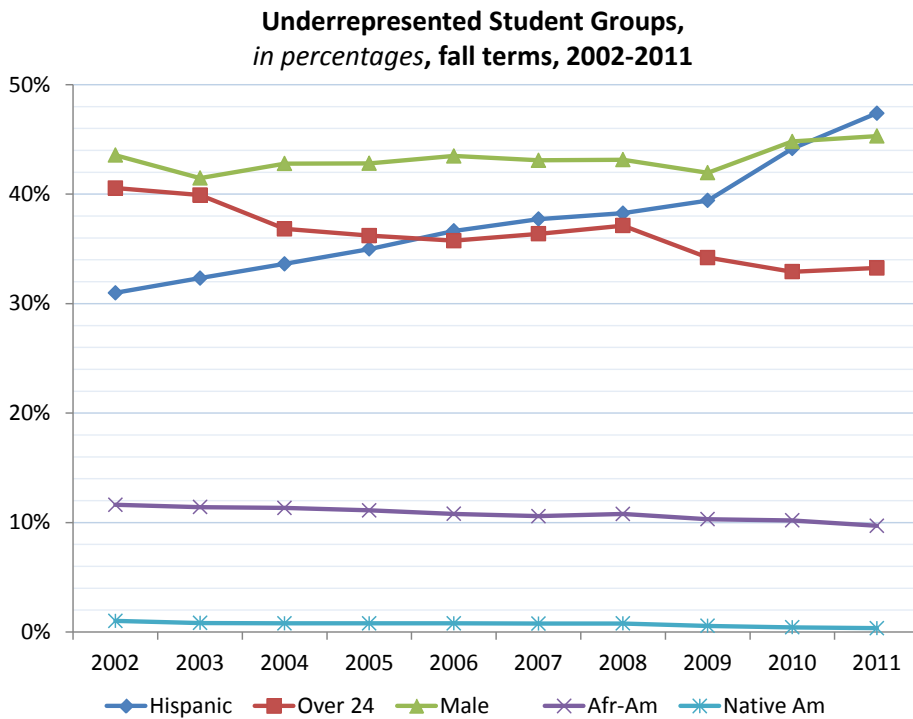
past ten years. Native American and African-American student representation decreased during the past ten years.

Strategy Four: Expand services to students in outlying (unincorporated) areas, which are the fastest growing in the District.

For several years, RCCD explored the possibility of expanding its services to areas in between Perris and South Corona. The District did engage in discussion with a number of organizations about establishing a physical presence in south Corona. However, changes in RCCD's budgetary conditions brought an end to this strategy. As an alternative approach, RCCD increased offerings of online courses to make RCCD's programs and courses significantly more accessible to students in outlying areas.

Theme Two: Student Success

Strategy One: Expand basic skills options and integrate basic skills development into general curriculum through: learning communities, paired courses, supplemental instruction, scheduling patterns to support success, and by providing modes of instruction that support student learning preferences.

The chart below demonstrates the latest district data from the Accountability Reporting for the Community Colleges (also known as ARCC) for improvement in ESL and Basic Skills courses. For the different cohorts, rates of improvement are measured when a student successfully completes the initial course level and the subsequently succeeds in a higher course. The ESL success rates steadily increased, while the aggregated other basic skills cohorts held stable.

Improvement Rates for ESL and Basic Skills, for 2006, 2007 & 2008 cohorts -RCCD

ESL			Basic Skills		
45.2	48.8	51.2	63	62.9	61.9

■ 2006-07 ■ 2007-08 ■ 2008-09
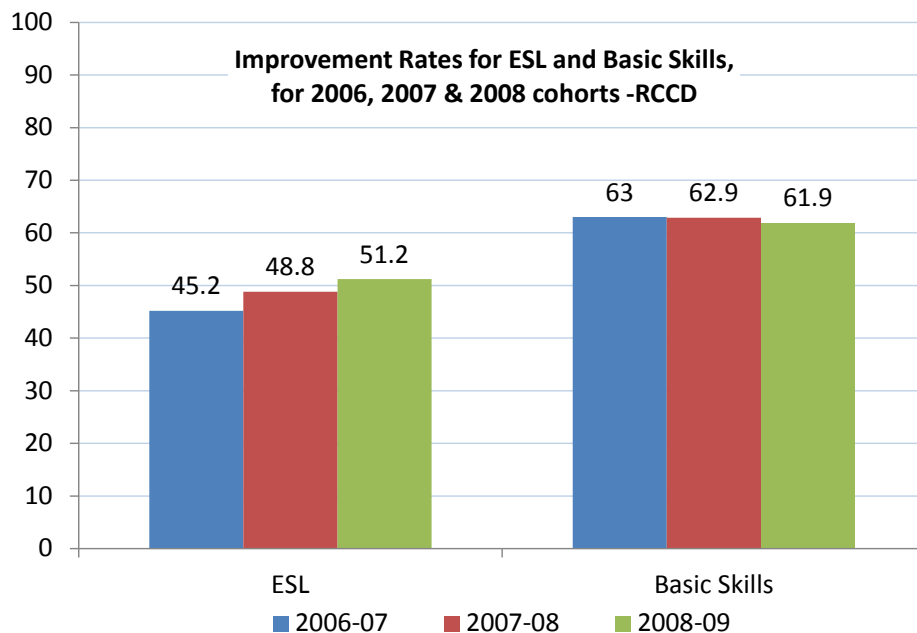
Strategy Two: Develop effective pathways for student success by encouraging all students to use student services, and promoting the completion of a Student Educational Plan (SEP).

The graphic below illustrates student matriculation services data collected and reported by the California Community Colleges Chancellor's Office online Data Mart. For the most recent six fall terms, in-term student educational plan and academic follow-up counts steadily increased. (Data anomalies exist for fall 2010, the first fall term for which the district reported the colleges separately. These data points are represented by the dotted bars. These data are presumed to be anomalies as the following year's data are consistent are reasonable given recent past history.)

RCCD Matriculation Services Received, Fall Terms, 2006-2011
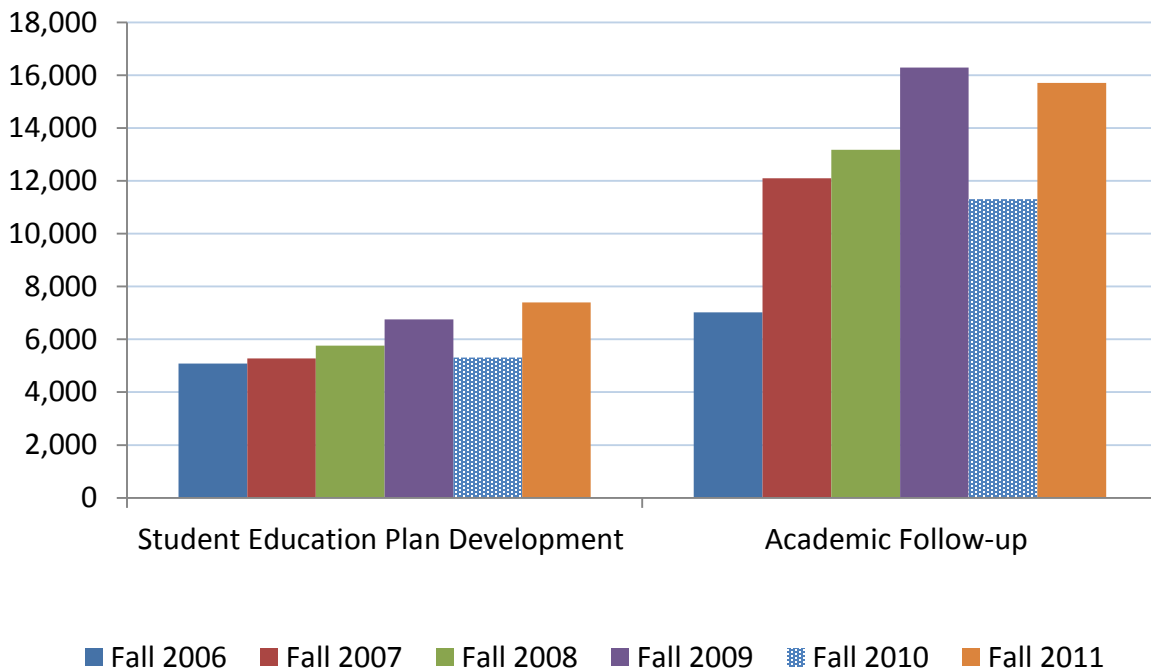
Strategy Four: Increase transfer awareness, transfer readiness, and transfer rates.

The graphic below shows the success rates district-wide for transferable courses only. This measure demonstrates that through the district, success has been increasingly modestly but steadily.

RCCD Success Rates, Transferable Courses only, Fall Terms, 2006-2011
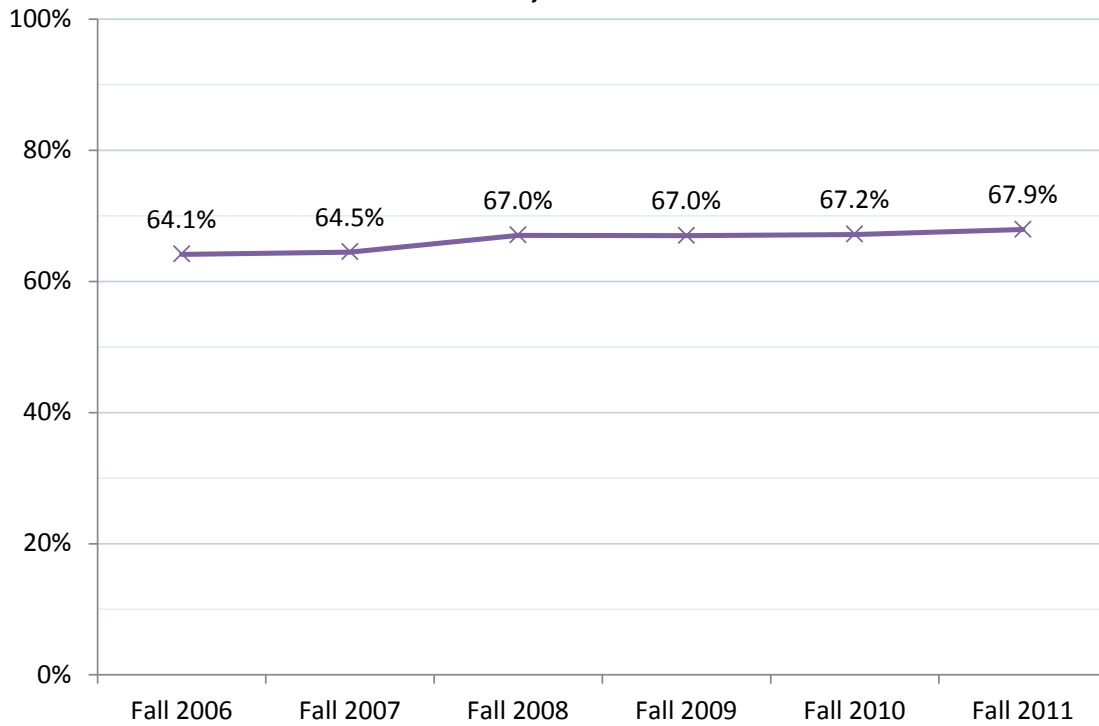
Strategy Five: Expand and improve instructional delivery modes including hybrid courses, online courses, short-term (fast track) classes, and align delivery/timing of services to the needs of students.

The graphic below demonstrates the changes in sections offered by instructional method for fall terms from 2005-through 2011. There have been decreases in sections offered for the most recent past seven fall terms.

Counts of Sections Offered by Method, Fall Terms 2005-2011
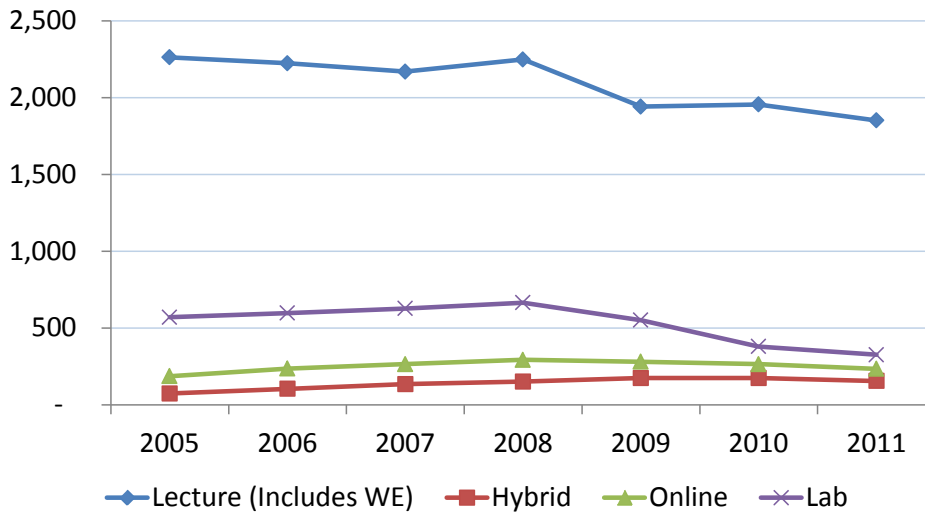
To better understand the proportional changes, the same information is shown below in percentages.

Percentage of Sections Offered by Method,
Fall Terms 2005-2011

Legend: Lecture (Includes WE) — Hybrid — Online — Lab
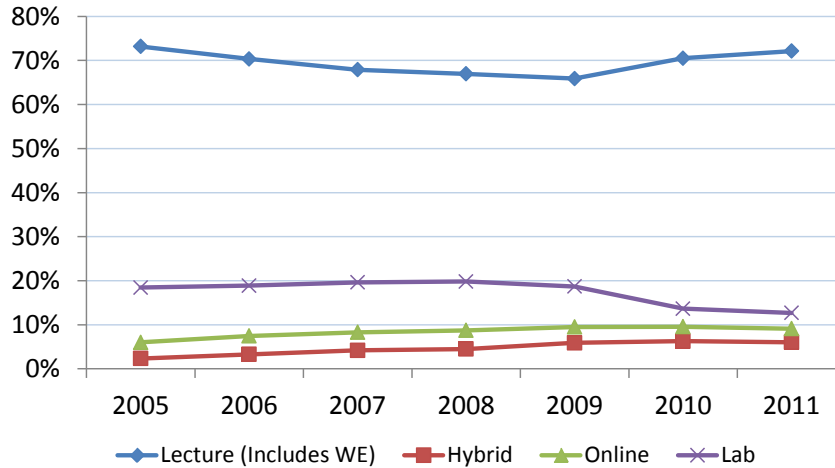
While the percent of lecture sections dipped slightly, this percentage has increased in recent years, as have hybrid and online courses.

Strategy Six: Promote effective teaching and learning through ongoing identification of and assessment of student learning outcomes.

Student Learning Outcomes (SLOs) are statements which specify what a student will know or be able to demonstrate upon successful completion of a course. In addition to stating what a student should learn or know or be able to do upon completion of the course, the SLOs are stated in a way that translates to an action which is observable, measurable, or can be performed/demonstrated. Discipline faculty develop SLOs for the courses they teach and design the course content, utilize teaching methodologies, develop ways to evaluate the extent to which the SLOs are met, and create assignments to support and provide ways to assist students in meeting the course SLOs. At this time, 100% of the colleges' curriculum course inventories have SLOs.

In a similar manner, the faculty members who offer certificate/degree programs in both Career-Technical and academic areas have created Program Learning Outcomes (PLOs). PLOs clarify the purpose and direction of the programs and degrees. The PLOs indicate to students and the public what they can expect to be able to know or do when they successfully complete the program. All of the courses within the program collectively lead to the PLOs at the program's end. All (100%) of the district's programs including certificates and all degrees (Associate of Science, Associate of Arts, Associate of Science-Transfer, and Associate of Arts-Transfer degrees) have PLOs.

Explicitly-stated learning goals for courses, certificates and degrees provide a way for students and the community to think about what they can expect to gain upon successful completion of the program.

They provide tangible ways for students to "know what they know" and provide a consistent means to communicate what has or will be learned and/or demonstrated when the courses, certificates, and degrees have been successfully completed.

Theme Three: Service to the Community

Strategy One: Analyze, refine, and promote programs in Career and Technical Education, Economic Development, and Community Education to improve competency and competitive capability of incumbent workers/residents through training and vocational skills preparation.

Successful Course Completion Rates - Career and Technical Education Courses, RCCD
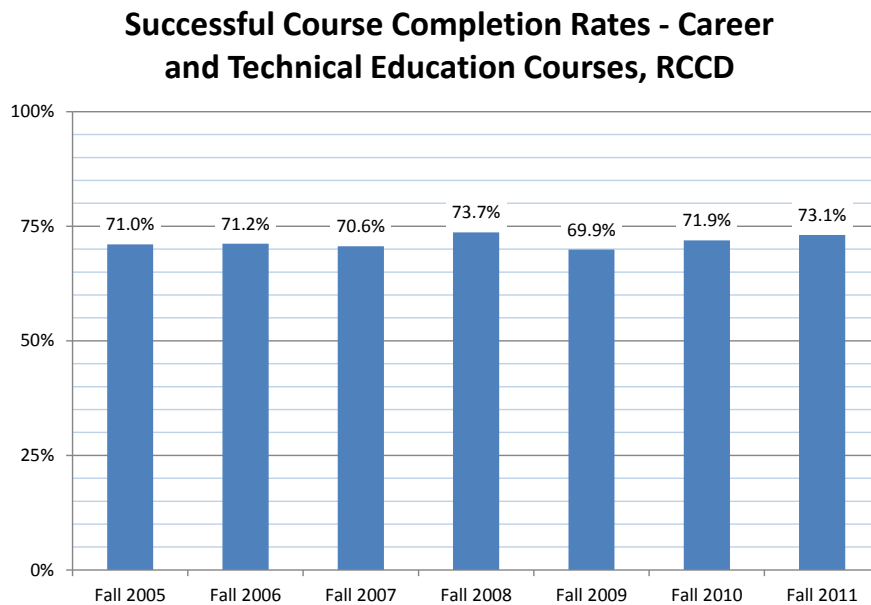
Success rates for enrollments categorized as Career and Technical Education have remained in the low to mid-70% range for the fall terms from 2005 through 2011, as seen in the above chart.

Strategy Two: Foster economic growth and global competitiveness through high quality training and business development services that address the marketing needs of local business and expand international business and trading opportunities.

RCCD's Office of Economic Development has been quite active during the past two years. Below is a listing of their activities which include the TriTech Small Business Development Center, the Office of Customized Training, and the Procurement Center.

TriTech Center's activities for the last two years include
- Economic Impact – Calendar Year 2011
    - 165 long-term clients served
    - $23,721,024 in new capital for clients

- o 150 new jobs created
- o 125 jobs retained
- o 2,344.75 counseling hours
- o 183 clients counseled
- o 12 training events
- o 502 attendees trained
- o $16,452,350 in change-in-sales for client companies
- o 183 new clients

- Economic Impact – Year-To-Date 2012
  - o 123 long-term clients served
  - o 6 new business startups
  - o $28,067,222 in new capital for clients
  - o 196 new jobs created
  - o 353 jobs retained
  - o 1,939.25 counseling hours
  - o 228 clients counseled
  - o 15 training events
  - o 516 attendees trained
  - o $7,778,033 in change-in-sales for client companies
  - o 108 new clients

The Office of Customized Training has accomplished the following:
- Provided computer skills training to 60 at-risk youth under Customized Solutions' Cal GRIP grant in partnership with Riverside County Workforce Development Board

- Trained 6,818 workers in job skills, technical skills, managerial skills, and technology training

- Awarded a $428,000 in 2 Responsive Training Fund grants from the State Chancellor's Office to serve 30 manufacturers in Corona, Norco, Riverside and Moreno Valley. Partners include the City of Corona, Riverside County WIB, Corona Manufacturing Technology Council, San Bernardino Community College District and El Camino College

- Partnered with City of Moreno Valley, Sketchers', Walgreens and Ryder Logistics operations managers to create customized workforce training for jobs in automated distribution centers in the Moreno Valley area

The Procurement Center hosts the annual Veteran's Economic and Business Summit, matching small local business with prime contractors and government procurement officials. These conferences have been running for ten years now through the RCCD PAC. In 2011, this included approximately 170 attendees and 20 exhibitors with representatives from local, state and federal government   Speakers provide information regarding how to market their business to the government market, how to look for business opportunities and joint ventures and partnership agreements.

- o Economic Impact – 2011
  - o 508 active clients, including 35 woman-owned, 18 service-disabled veteran-owned, and 135 minority-owned small businesses
  - o 23 sponsored outreach events
  - o 1,752 attendees
  - o 106 new contracts to clients
  - o $25,866,456 in new contracts to clients

- Economic Impact – Year-To-Date 2012
  - o 487 active clients, including 61 woman-owned, 27 service-disabled veteran-owned, and 84 minority-owned small businesses
  - o 25 sponsored outreach events
  - o 3,957 attendees
  - o 232 new contracts to clients
  - o $26,222,447 in new contracts to clients

Strategy Three: Maintain and strengthen existing ties with community-based organizations while developing new productive relationships with additional community groups geared toward the enhancement of existing programs and consideration of new initiatives to address identified community needs.

In an effort to reach out to the community and specifically African-American youth, the district hosted a series of meetings between community members, African American ministers, board members, college and district staff. These discussions led to a College Expo on Saturday, April 28, 2012. The event was held at a community church, located at March Air Reserve Base. The purpose of the Expo was to raise a level of awareness among under-represented youth and other community members within the district's service area to the opportunities available at the colleges and to encourage them to consider college as a pathway to a career and future goal attainment. Present at the Expo were 35 college participants representing 12 specific career-technical programs, 2 student clubs, student services including admissions and records, career and employment placement, student government, international education, and Open Campus. Representatives from all three colleges, the Ben Clark Training Center, the Rubidoux Annex, and district personnel greeted and spoke to community members and potential college students about programs, services, facilities, and opportunities. The College Expo attracted 200 community members, primarily parents and their high school and junior high school students.

Theme Four: System Effectiveness

Strategy One: Develop an effective and accredited three-college district that is highly responsive to the unique needs of each college's service area and maximize economies of scale and service to students:

- • Decentralize responsibilities and authority to the campuses in accordance with an agreed upon timetable and funding plan

- • Maintain the benefits of a common core curriculum while effectively serving the unique needs of each college's community

- • Establish and maintain common baseline standards for physical and technological infrastructure, including total cost of ownership.

One of the most significant accomplishments of the District's Strategic Planning Process during the last three years is that the District was able to convert successfully to a three-college District. This is a significant accomplishment which is the result of nearly 10 years of planning. The results are exceptionally impressive, given the fact that the conversion was accomplished by full adherence to four original guiding principles: One curriculum, one student contract, one employee contract and one academic calendar—the four pillars of conversion.

The decentralization is not complete. It will continue to unfold in the coming years, with the goal of maintaining a three-college accredited system which remains highly responsive to the unique needs of each college's service areas and maximizes economies of scale and service to students.

Strategy Four: Continue implementation and improvement of a comprehensive enrollment management plan and effectively coordinate program and course offerings within and between campuses and centers to best serve students.

The graphic below shows the fill rates for courses in the fall 2007 through fall 2011 terms, for the district and the colleges. There are clear increases for all colleges and the district during this time frame.

Fill Rates for Course Sections* Fall Terms 2007 to 2011

■ Fall 2007 ■ Fall 2008 ■ Fall 2009 ■ Fall 2010 ■ Fall 2011
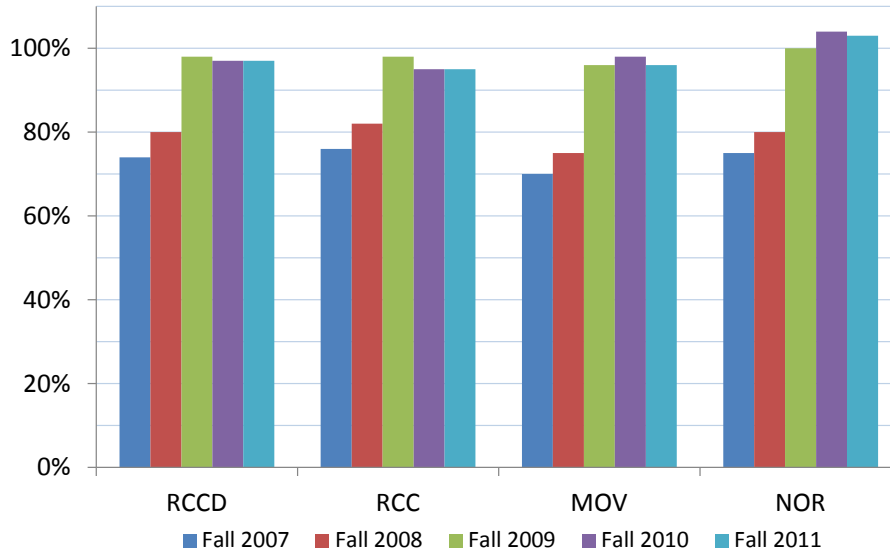
*Fill rates for non-cross-listed sections only.

As a measure of effective enrollment management, the graphic below demonstrates the district class cancellation rates for low-enrolled sections has decreased from fall 2007 through fall 2011.

RCCD Class Cancellation Rates
(for low enrolled sections), Fall 2007 -11
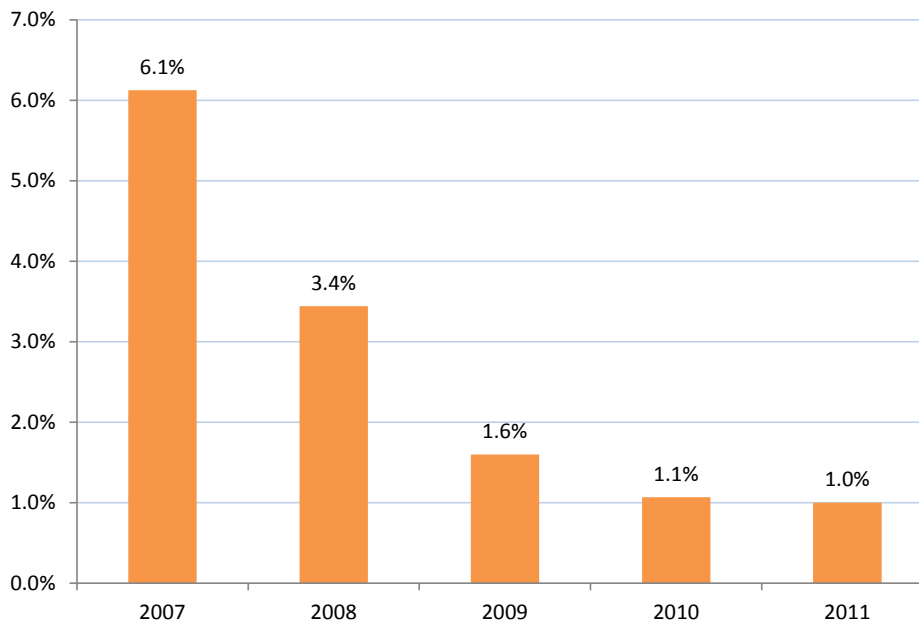
Additionally, the efficiency rates of the individual colleges and the district are shown in the graphic below. For this measure, "efficiency" is the ratio of Weekly Student Contact Hours to Full-Time Equivalent Faculty. During the most recent five terms, efficiency increased for all colleges and the

Section Efficiency Rates for RCCD Course Sections
Fall Terms 2007 to 2011

	MOV	NOR	RIV	RCCD
2007	467	586	490	503
2008	466	625	510	520
2009	524	726	589	600
2010	486	675	543	554
2011	480	646	531	542
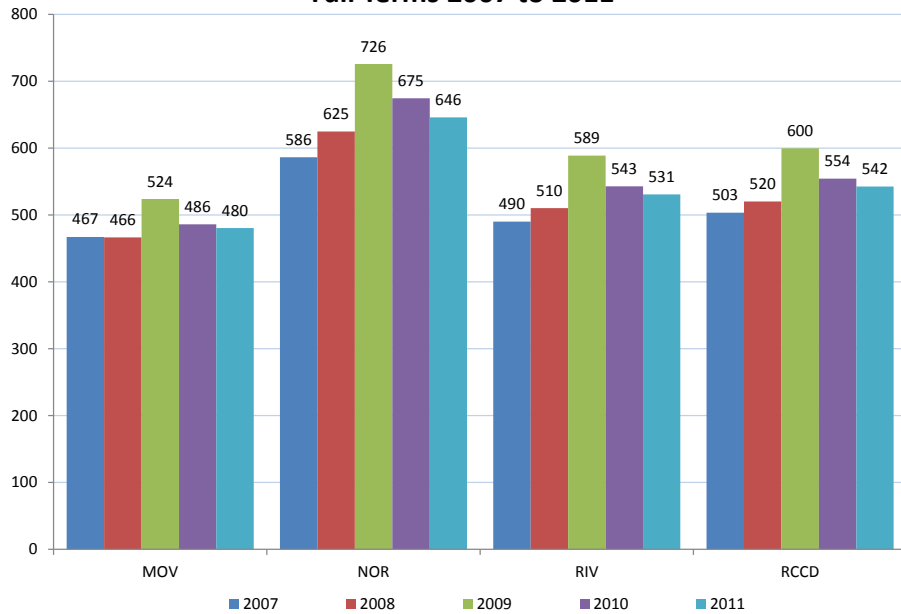
district overall, with a peak reached in fall 2009.

Within the context of increased system effectiveness, the graphic below shows the degrees and certificates awarded for the past eight years. Despite a drop in certificates in recent years, AA /AS awards continue their positive growth.

RCCD Program Awards, 2001-02 through 2011-12

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
AA/AS	2,133	2,307	2,288	2,001	2,513	2,595	2,594	2,760
Certificates	1,746	2,350	1,820	1,990	2,680	2,251	1,474	2,109
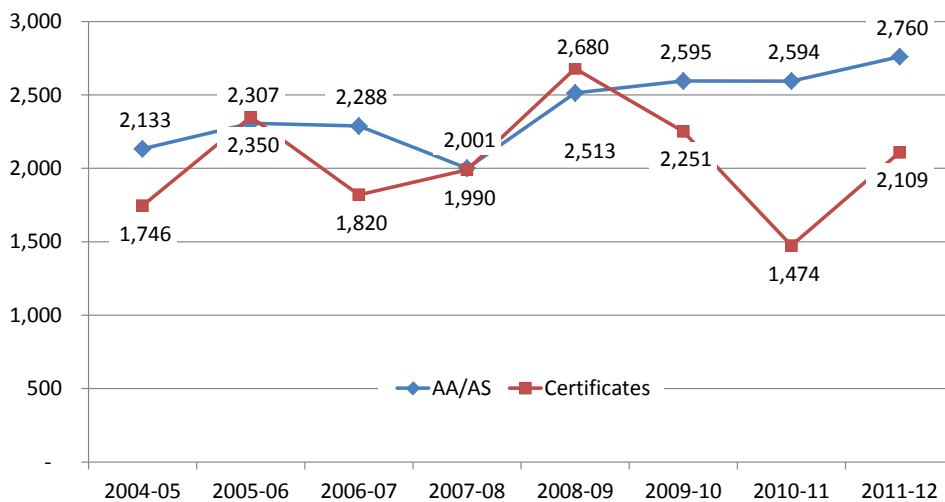
Theme Five: Financial Resource Development

Strategy Three: Integrate resource development efforts by the RCCD Foundation, bond measures, grants and external sources with District strategic planning and resource allocation processes.

The graphic below illustrates the total of RCCD grants (in counts) and the funding (in dollars) for the most recent two years. For multi-year grants, the total award is counted once, and is counted in the year in which its start date falls.

RCCD Grants & Total Funding Awarded, 2010-11 & 2011-12*
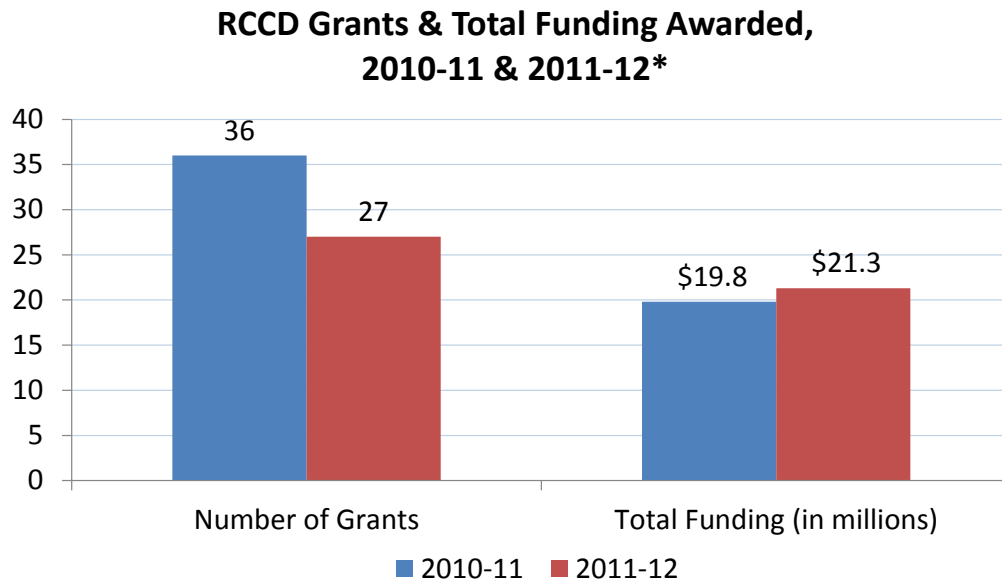
*For multi-year grants, the total award is counted once, and is counted in the year in which its start date falls.

Further fundraising highlights from the past two years also include:

- Invest in Excellence Campaign which raised more than $2.8M

    - $5 M Gift from Henry Coil

    - $1.45 M gift to establish scholarship for Veterans

    - $233K gift from the Estate of Harold and Matilda Fagin

    - $515K in private grants from

        - Kaiser Permanente

        - Bank of America

        - Irvine Foundation

        - Comerica Bank

- Carpenter Foundation

- Ronald McDonald House Charities of Southern California

- Riverside Community Health Foundation

- Riverside Arts Foundation

Theme Six: Organizational and Professional Development

Strategy One: Expand the District's capacity to recruit a qualified and diverse workforce and increase the percentage of full-time faculty and staff.

The graphics below illustrate the proportion of different classifications of employees for the most recent five years. The instructional staff remains predominately White. During this same period, the composition of classified support staff (and to a lesser extent educational administrators) is slowly

RCCD Tenured / Tenured Track Instructors, by Ethnic Group and Fall Term
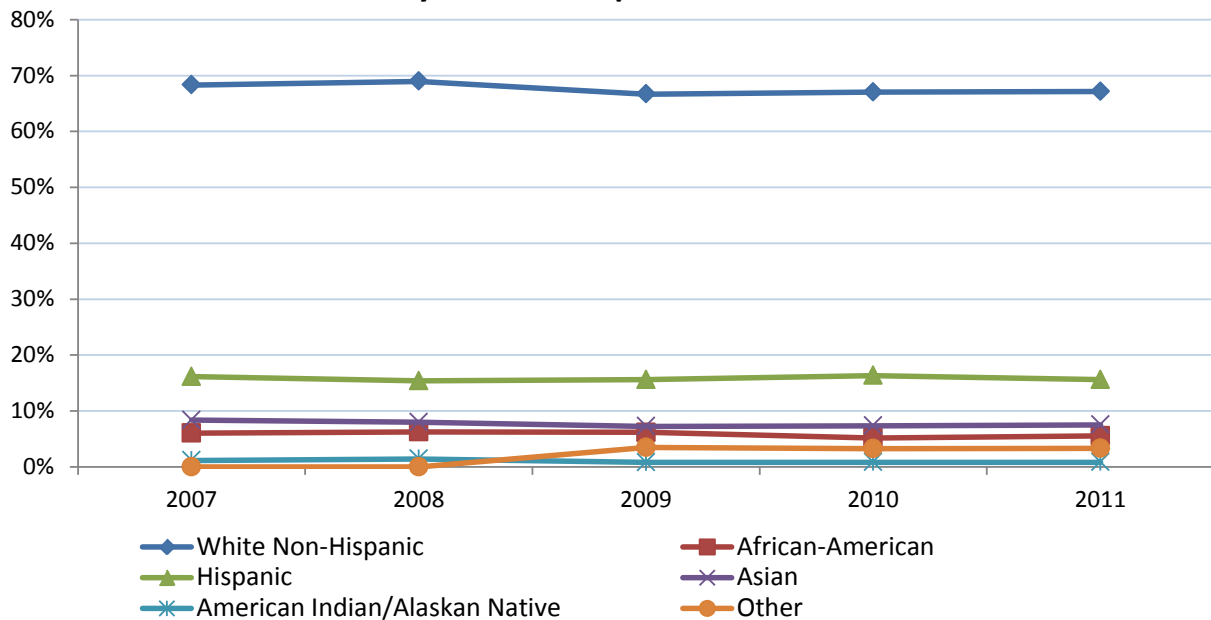
reflecting the ethnic composition of the student population.

RCCD Academic Temporary Instructors, by Ethnic Group and Fall Term
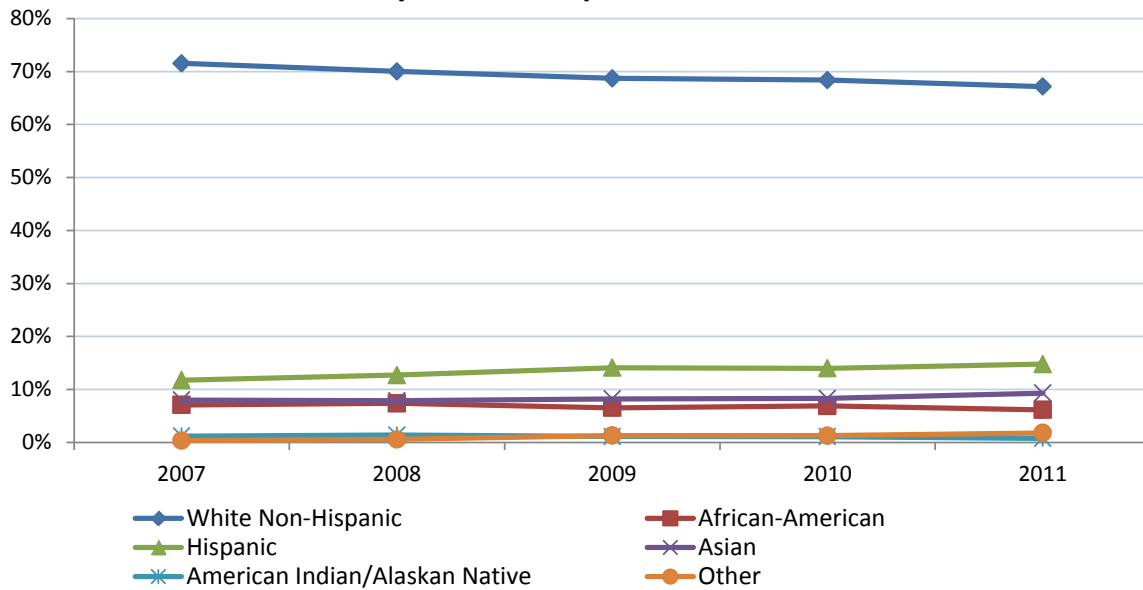
RCCD Educational Administrators, by Ethnic Group and Fall Term

RCCD Classified Support Staff, by Ethnic Group and Fall Term

Legend:
- White Non-Hispanic
- African-American
- Hispanic
- Asian
- American Indian/Alaskan Native
- Other
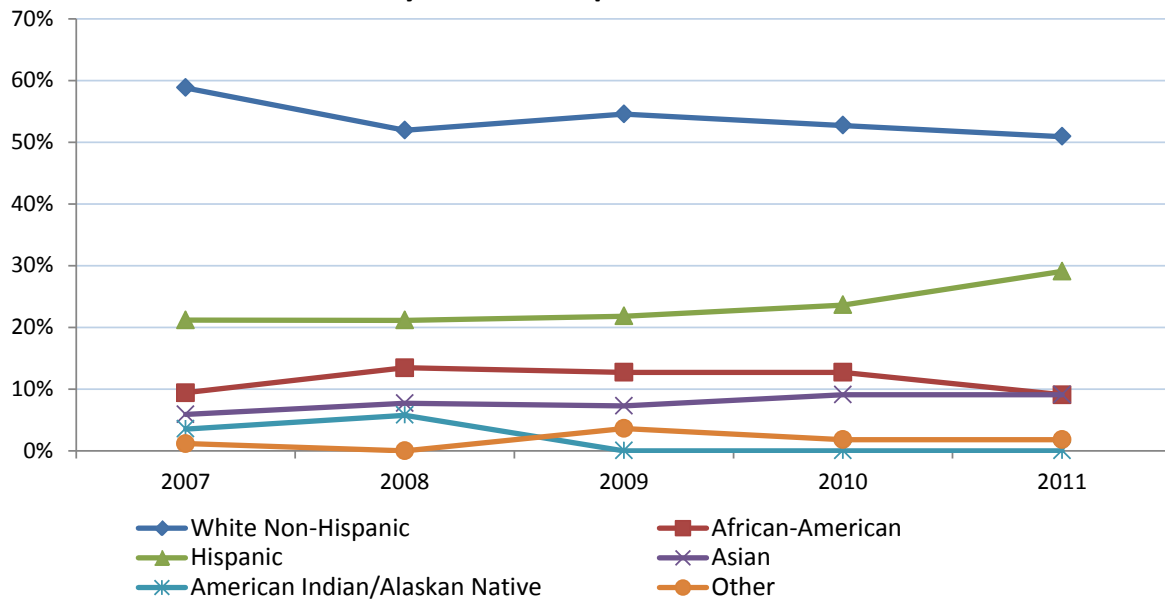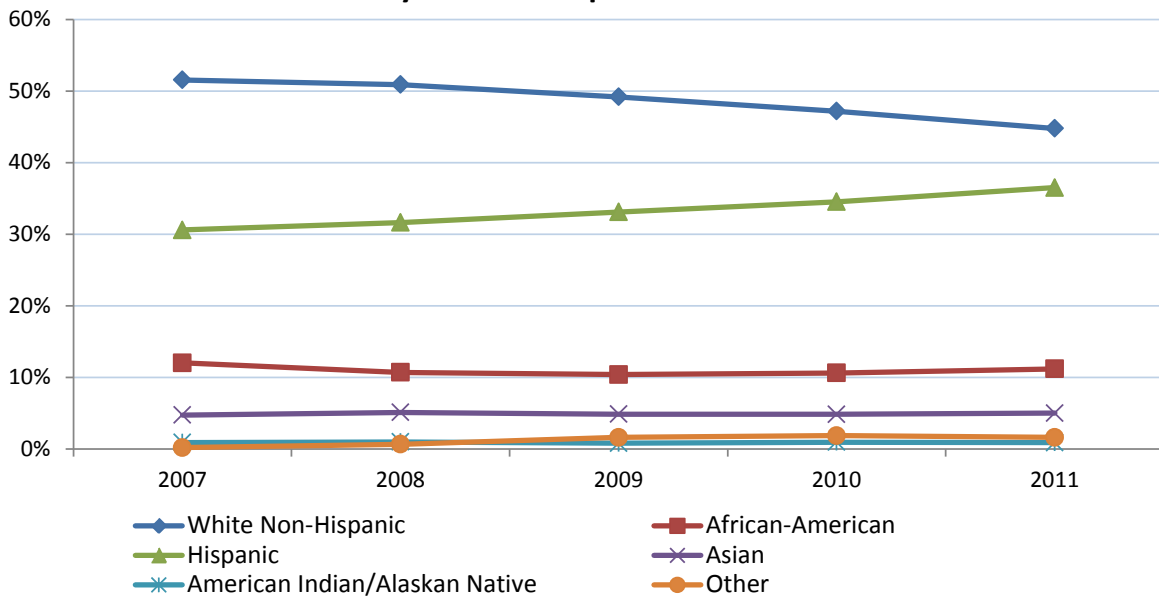
Strategy Four: Foster the development of effective management and leadership skills for faculty and staff and secure pathways for leadership development.

During the past two years, the district has offered Leadership Academy I and II. This Academy focuses on those in their first leadership role; as well as staff, faculty, and students interested in pursuing leadership positions and career pathways. The program has served over 50 RCCD participants.

Academy objectives include:

- Developing the skills and confidence to build commitment and translate strategy into effective action
- Equipping developing leaders to handle the challenges, tensions and ever-shifting dynamics of leading
- Providing resources and tools for participants as they develop their careers and leadership styles
- Navigating the complexities of leadership to work and influence across boundaries, collaborate across the organization, and leverage leadership to impact organizational outcomes
- Understanding the proficiency of delivery of information; actions; the key principles of leadership; communication and trust

Strategy Five: Enhance development and training opportunities for all employees to meet the mission, vision, and values of the District.

The graphic below shows the steady increase of employees attending emergency preparedness training

RCCD Employees Attendance in Emergency Preparedness Training
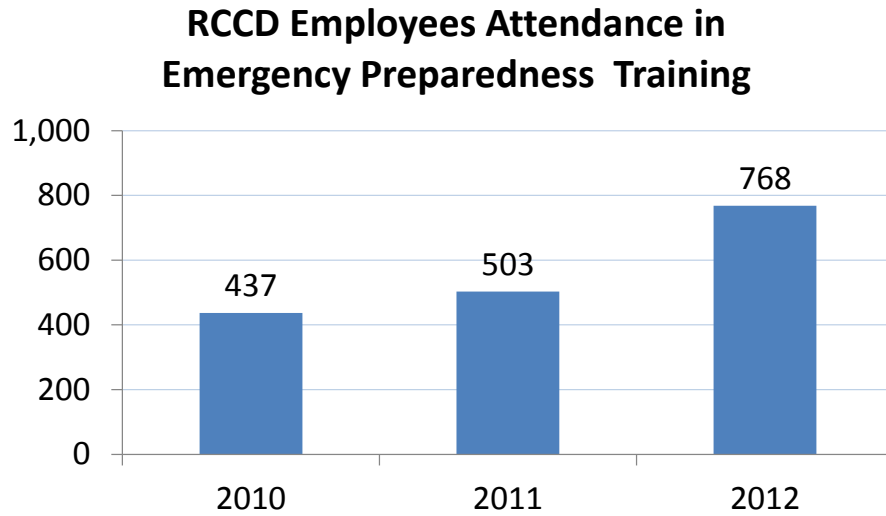
sessions in the past three years.

The graphic below shows the counts of participants in RCCD's Leadership Academy I since its Spring 2011 inception. (The checkered column represents students in the Leadership Academy II.)

RCCD Leadership Academy Participants
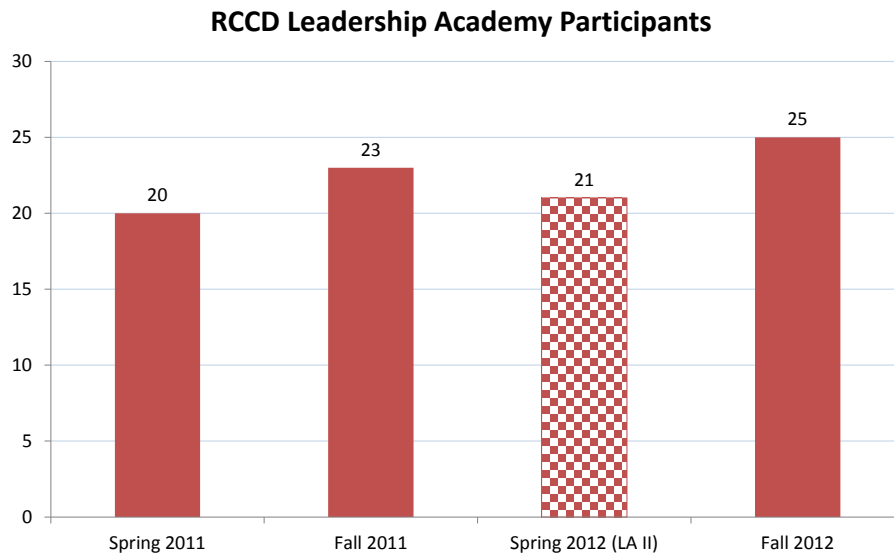
Theme Seven: Green Initiatives

Strategy Two: Support the development of courses and programs that enable students to participate directly in the green economy.

At Norco College, there have been additions to the curriculum that provide students with opportunities to experience new green technologies, as well as other activities that support the green economy. These include:

- offering a new digital electronics certificate degree

- designing a new course, ELE-91 Fundamentals of Solar Energy

- initiating the Water Demonstration Garden, Fuel Cell plans, recycling programs, and their solar powered crosswalk traffic lights.

Strategy Three: Enhance RCCD's organizational capacity and practices as a socially responsible institution of higher learning.

- District wide, processes to support the green initiatives include eliminating the printing of schedule of classes, college catalogs, and the Board Agenda and supporting documents. Additionally, a recycling plan for the District offices has been prepared for implementation. Furthermore, the Board of Trustees adopted a resolution on LEED certification for all buildings begun after fall 2009.

Summary:

As the 2008-2012 Riverside Community College District Strategic Plan cycle comes to its conclusion, this document has provided evidence to support the assertion that the district is making satisfactory progress on meeting many of its strategic initiatives. The district strategic planning process will continue with the adoption of the Riverside Community College District Centennial Strategic Plan, 2012-2016.

RCCD Strategic Plan: An Update
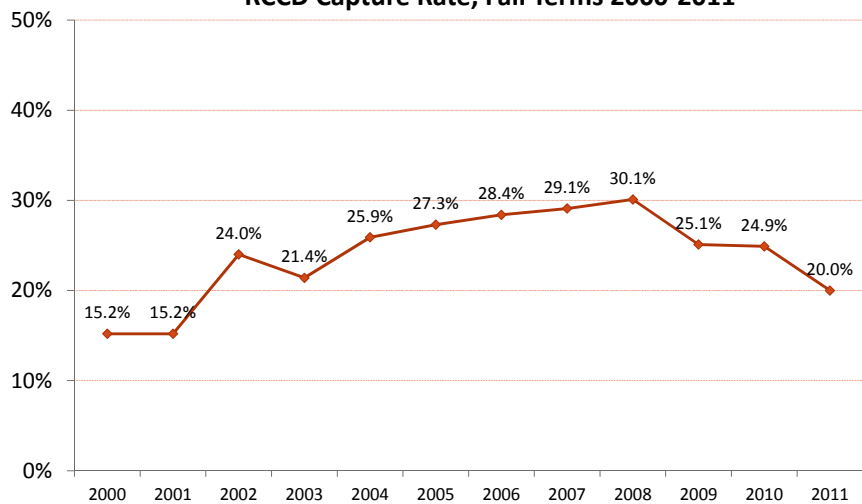## 2011-2012

David Torres
Board of Trustees, Planning Committee
January 8, 2013

Themes for the Strategic Plan

- Student Access
- Student Success
- Service to the Community
- System Effectiveness
- Financial Resources Development
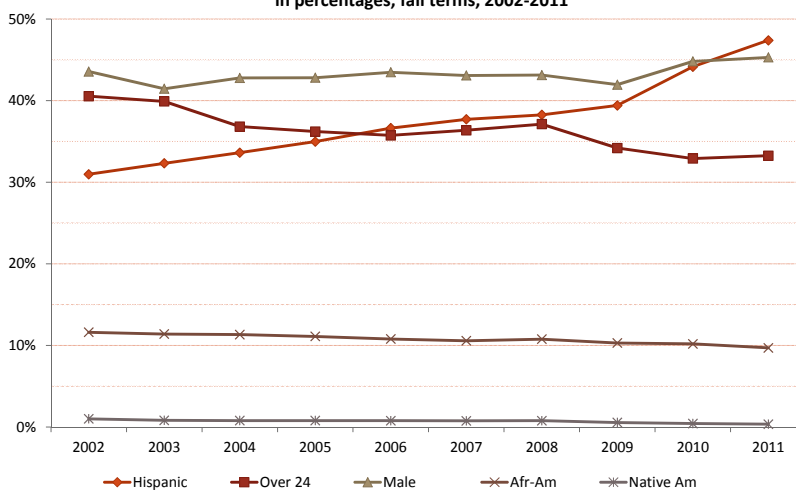- Organizational and Professional Development
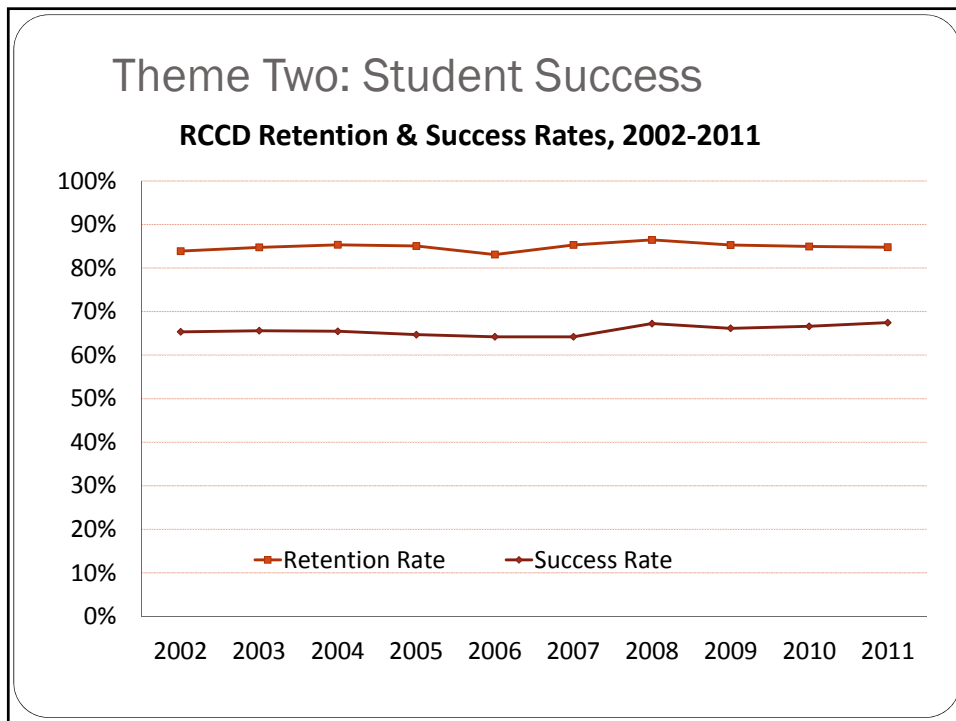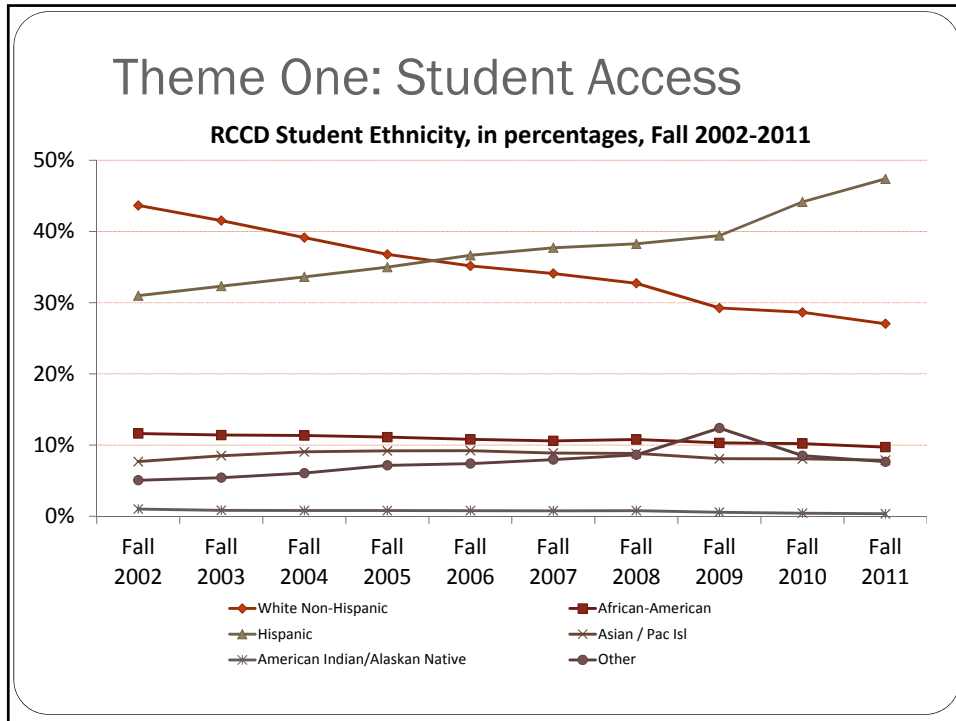- Green Initiatives

Theme One: Student Access

RCCD Capture Rate, Fall Terms 2000-2011

- 2000: 15.2%
- 2001: 15.2%
- 2002: 24.0%
- 2003: 21.4%
- 2004: 25.9%
- 2005: 27.3%
- 2006: 28.4%
- 2007: 29.1%
- 2008: 30.1%
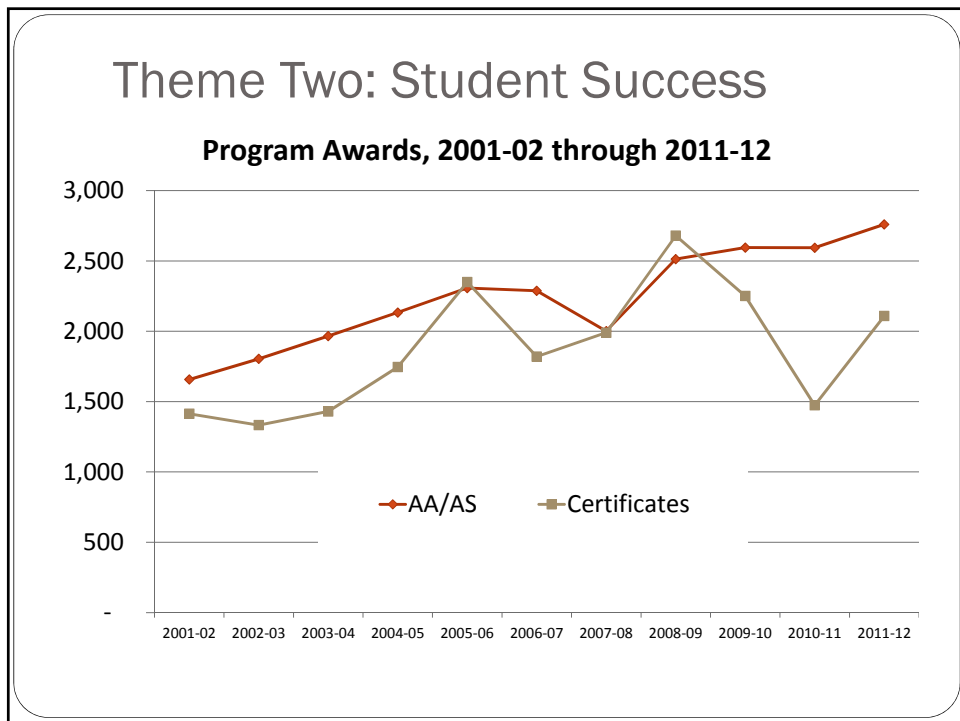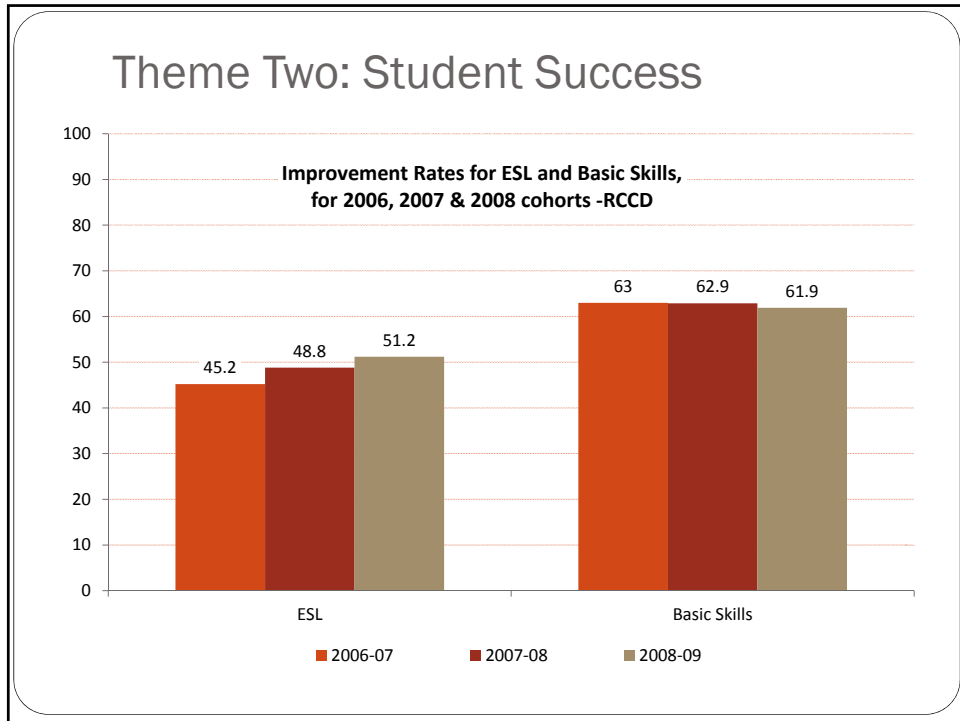- 2009: 25.1%
- 2010: 24.9%
- 2011: 20.0%

Theme One: Student Access

**Underrepresented Student Groups,
in percentages, fall terms, 2002-2011**

Legend: Hispanic, Over 24, Male, Afr-Am, Native Am

Theme One: Student Access

RCCD Student Ethnicity, in percentages, Fall 2002-2011

Legend: White Non-Hispanic, African-American, Hispanic, Asian / Pac Isl, American Indian/Alaskan Native, Other

Theme Two: Student Success

RCCD Retention & Success Rates, 2002-2011

Legend: Retention Rate, Success Rate

Theme Two: Student Success

**Improvement Rates for ESL and Basic Skills,
for 2006, 2007 & 2008 cohorts -RCCD**

ESL: 45.2 (2006-07), 48.8 (2007-08), 51.2 (2008-09)

Basic Skills: 63 (2006-07), 62.9 (2007-08), 61.9 (2008-09)

Legend: 2006-07, 2007-08, 2008-09

Theme Two: Student Success

Program Awards, 2001-02 through 2011-12

Legend: AA/AS, Certificates

X-axis: 2001-02, 2002-03, 2003-04, 2004-05, 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, 2010-11, 2011-12

Theme Two: Student Success

**RCCD Matriculation Services Received,
Fall Terms, 2006-2011**

Legend: Fall 2006, Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011
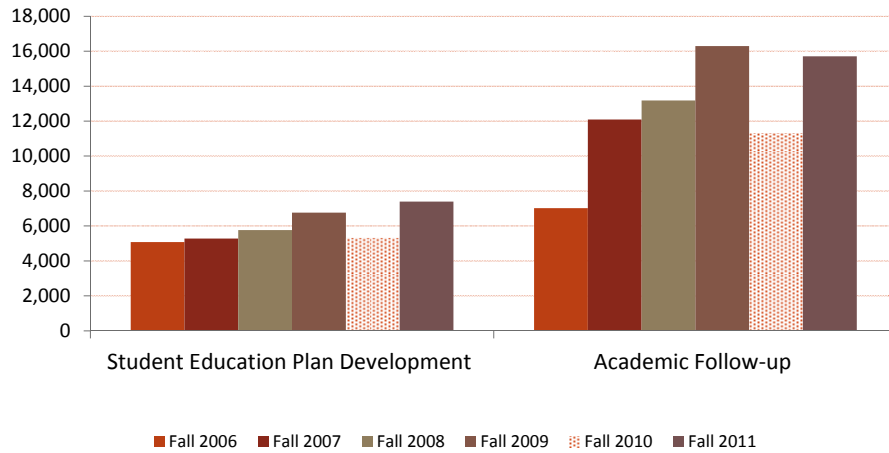
Theme Two: Student Success

**RCCD Success Rates, Transferable Courses only,
Fall Terms, 2006-2011**

Fall 2006: 64.1%
Fall 2007: 64.5%
Fall 2008: 67.0%
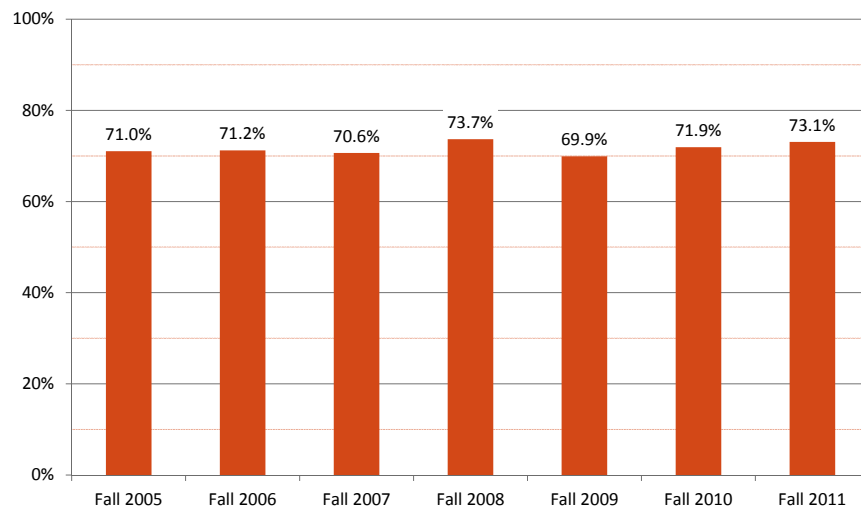Fall 2009: 67.0%
Fall 2010: 67.2%
Fall 2011: 67.9%
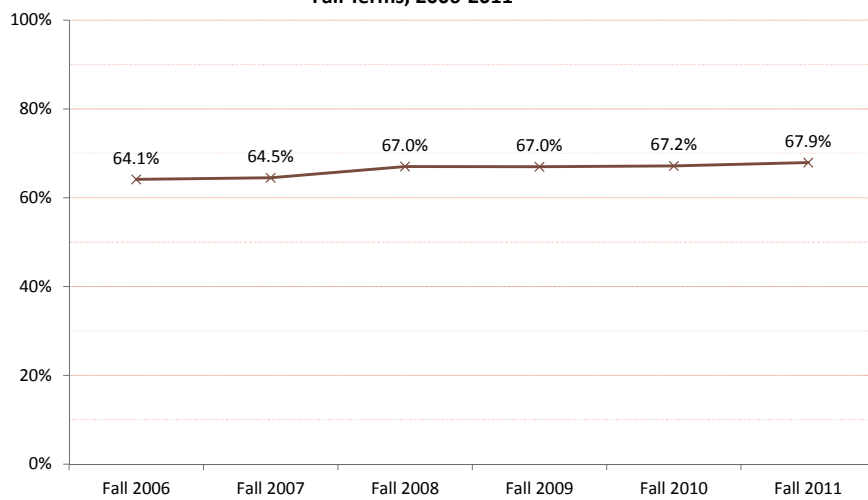
Theme Two: Student Success

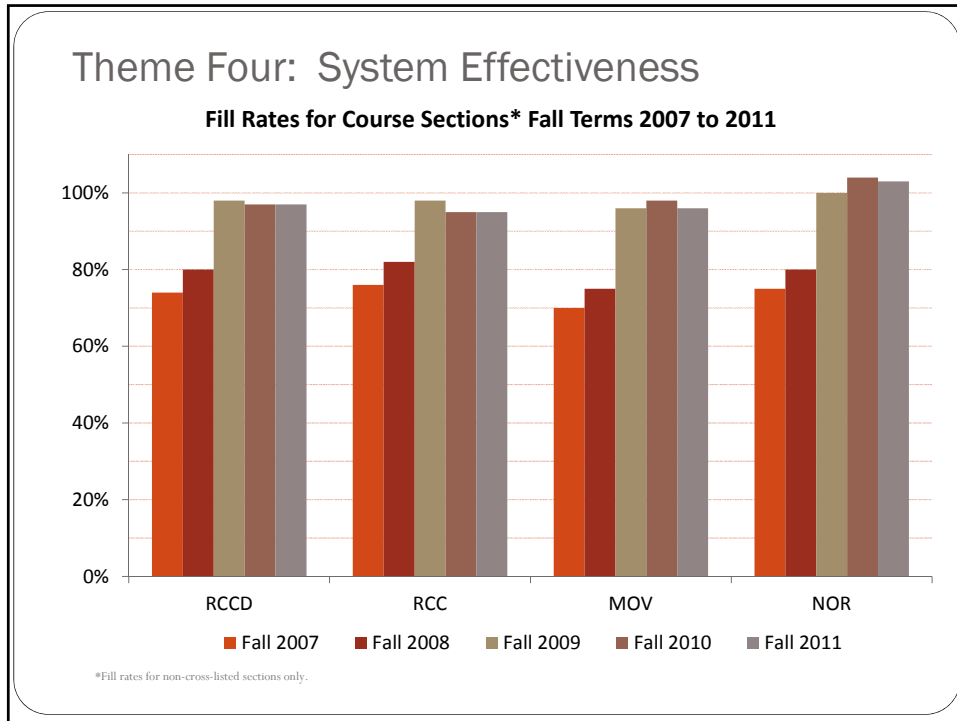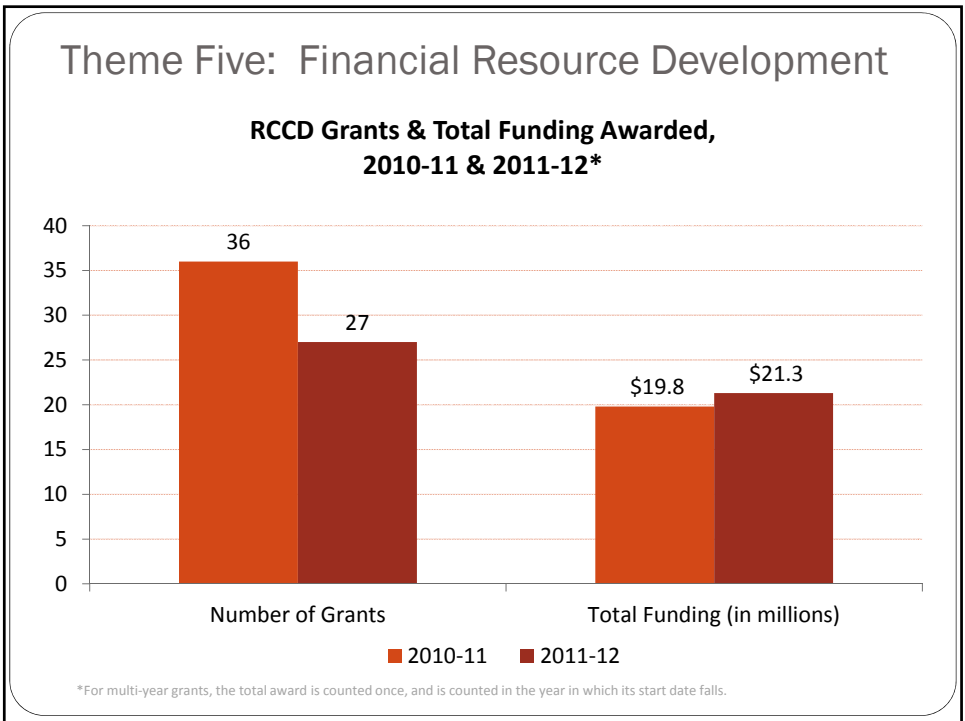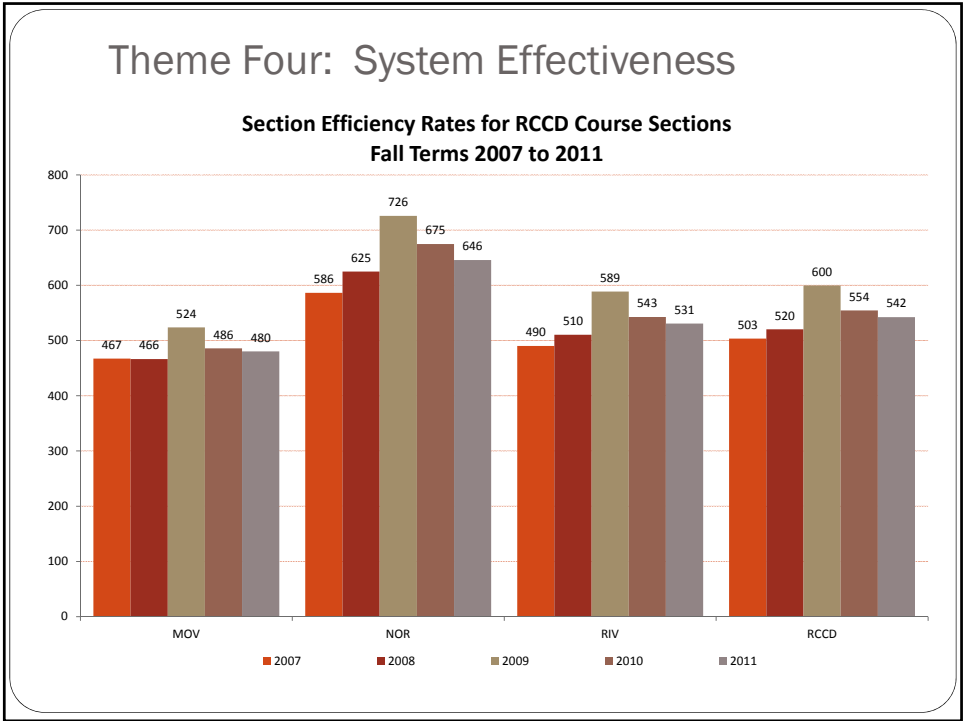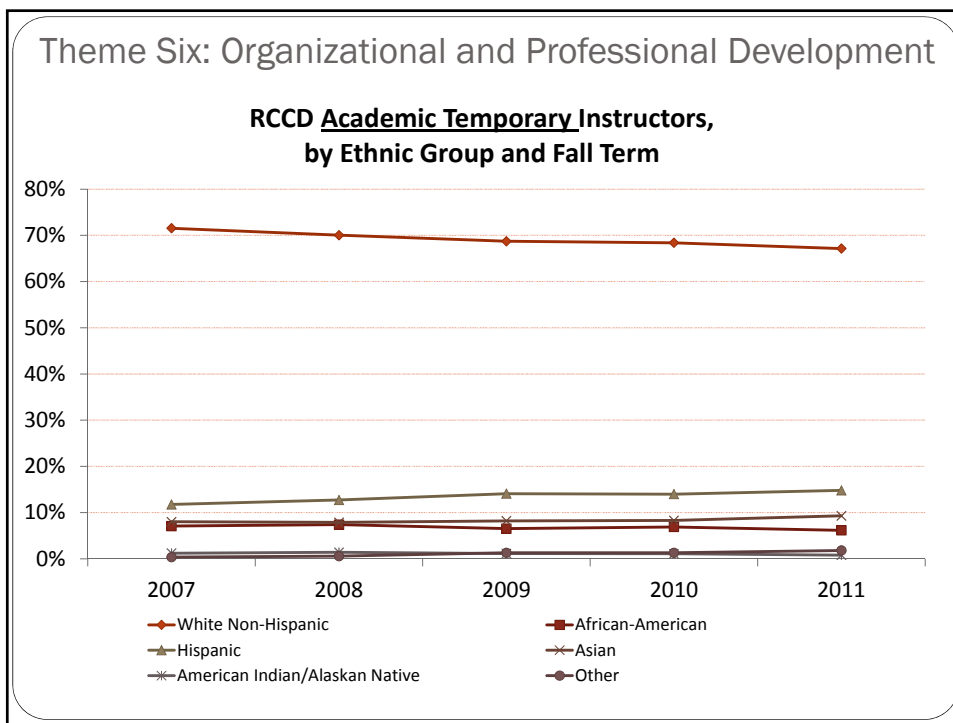**Percentage of Sections Offered by Method,
Fall Terms 2005-2011**
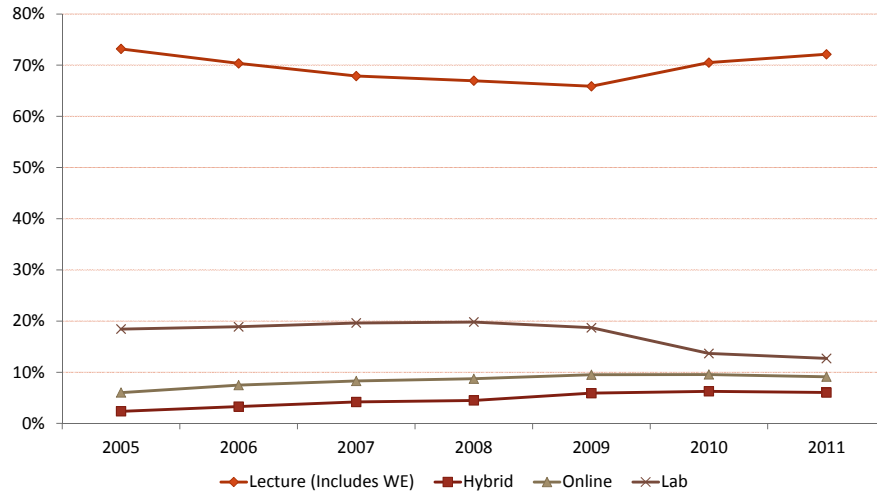
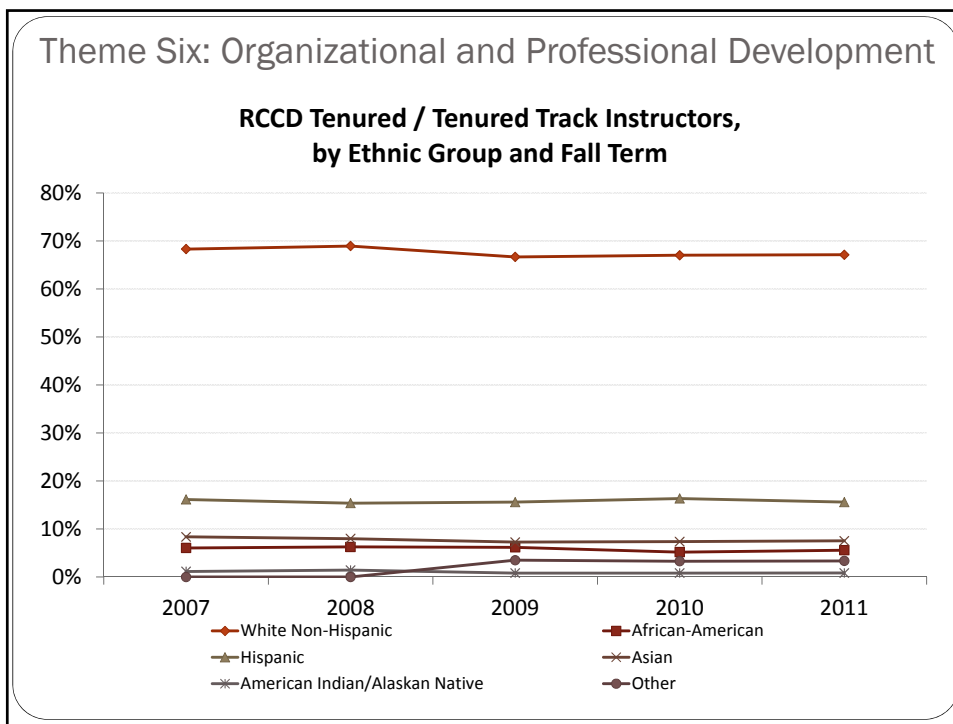Theme Three: Service to the Community

**RCCD Career and Technical Education,
Successful Course Completion Rates, Fall 2005-2011**

Theme Four: System Effectiveness

Fill Rates for Course Sections* Fall Terms 2007 to 2011

*Fill rates for non-cross-listed sections only.

Theme Four: System Effectiveness

RCCD Class Cancellation Rates, Fall 2007 -12
(for low enrolled sections)

Theme Four: System Effectiveness

Section Efficiency Rates for RCCD Course Sections
Fall Terms 2007 to 2011

Theme Five: Financial Resource Development

RCCD Grants & Total Funding Awarded,
2010-11 & 2011-12*

*For multi-year grants, the total award is counted once, and is counted in the year in which its start date falls.

Theme Six: Organizational and Professional Development

**RCCD Tenured / Tenured Track Instructors,
by Ethnic Group and Fall Term**

Theme Six: Organizational and Professional Development

**RCCD Academic Temporary Instructors,
by Ethnic Group and Fall Term**

Theme Six: Organizational and Professional Development

**RCCD Educational Administrators,
by Ethnic Group and Fall Term**

Theme Six: Organizational and Professional Development

**RCCD Classified Support Staff,
by Ethnic Group and Fall Term**

Theme Six: Organizational and Professional Development

RCCD Leadership Academy Participants

Theme Six: Organizational and Professional Development

**RCCD Employees Attendance
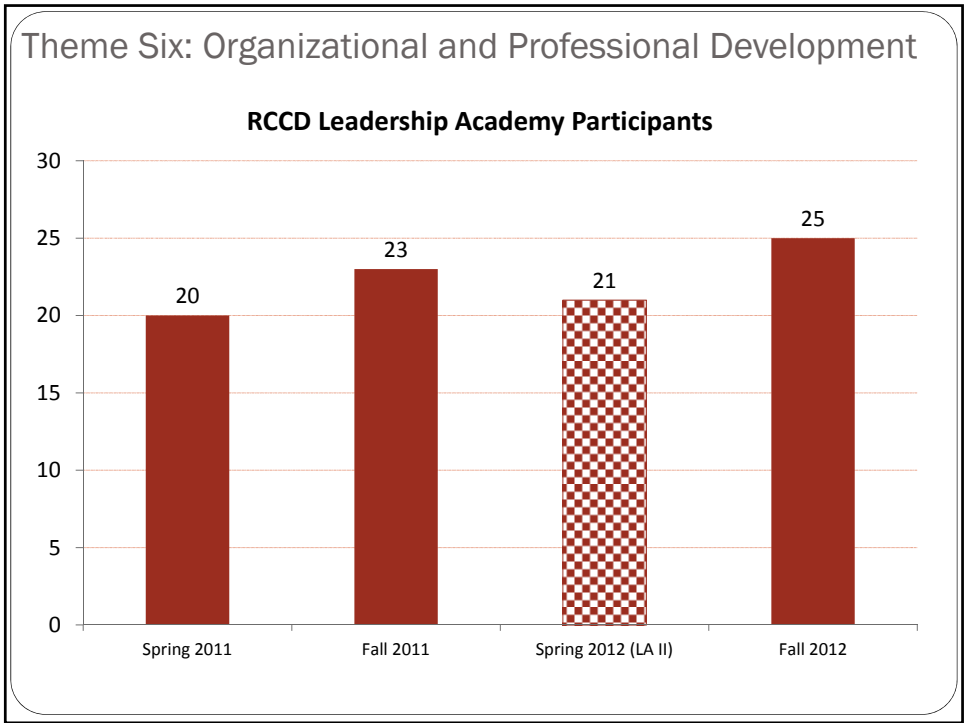in Emergency Preparedness Training**

Theme Seven: Green Initiatives

- Norco College
  - Digital Electronics certificate degree
  - Designed new course, ELE-91 Fundamentals of Solar Energy
  - Water Demonstration Garden
  - Fuel Cell plans
  - recycling program
  - solar powered crosswalk traffic lights

Theme Seven: Green Initiatives

- Eliminated the printing of
  - schedule of classes
  - college catalogs
  - the Board Agenda and supporting documents

- Creating a recycling plan for the District offices

- The Board of Trustees adopted a resolution on LEED certification for all buildings begun after fall 2009

Summary

- RCCD is making satisfactory progress on many of its strategic planning initiatives.

- The district strategic planning process will continue with the adoption of the Riverside Community College District Centennial Strategic Plan, 2012-2016.

RCCD Strategic Plan: An Update
2011-2012

end of slide show

Agenda Item (VI-A)

Meeting	1/15/2013 - Committee/Regular Board
Agenda Item	Closed Session (VI-A)
Subject	Pursuant to Government Code Section 54956.8, Conference with Real Property Negotiator; Properties known as APN 215-022-017 & 018; Agency Negotiator: Chancellor Gray
College/District	District
Funding	
Recommended Action	To be determined.

Background Narrative:

Prepared By: Chris Carlson, Chief of Staff

Attachments:

Agenda Item (VI-B)

Meeting	1/15/2013 - Committee/Regular Board
Agenda Item	Closed Session (VI-B)
Subject	Pursuant to Government Code Section 54957.6, Conference with Labor Negotiator, District Representative: Melissa Kane; Employee Organization: Riverside Community College District Employees Chapter #535 CSEA
College/District	District
Funding	
Recommended Action	To be determined.

Background Narrative:

Prepared By: Chris Carlson, Chief of Staff

Attachments:

Agenda Item (VI-C)

Meeting	1/15/2013 - Committee/Regular Board
Agenda Item	Closed Session (VI-C)
Subject	Pursuant to Government Code Section 54957.6, Conference with Labor Negotiator, District Representative: Ray Maghroori; Employee Organization: Riverside Community College District Faculty Association CCA/CTA/NEA
College/District	District
Funding	
Recommended Action	To be determined.

Background Narrative:

Prepared By: Chris Carlson, Chief of Staff

Attachments: