



**Board of Trustees - Regular Meeting
Board of Trustees Governance Committee,
Teaching and Learning Committee, Planning and
Operations Committee, Facilities Committee and
Resources Committee
Tuesday, December 05, 2017 6:00 PM
District Office, Board Room, 3801 Market Street,
Riverside, CA 92501**

ORDER OF BUSINESS

Pledge of Allegiance

Anyone who wishes to make a presentation to the Board on an agenda item is requested to please fill out a "REQUEST TO ADDRESS THE BOARD OF TRUSTEES" card, available from the Public Affairs Officer. However, the Board Chairperson will invite comments on specific agenda items during the meeting before final votes are taken. Please make sure that the Secretary of the Board has the correct spelling of your name and address to maintain proper records. Comments should be limited to five (5) minutes or less. (This time limit will be doubled for members of the public utilizing a translator to ensure the non-English speaker receives the same opportunity to directly address the Board, unless simultaneous translation equipment is used.)

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

Any public records relating to an open session agenda item that is distributed within 72 hours prior to the meeting is available for public inspection at the Riverside Community College District Chancellor's Office, 3rd Floor, 3801 Market Street, Riverside, California, 92501 or online at www.rccd.edu/administration/board.

I. COMMENTS FROM THE PUBLIC

Board invites comments from the public regarding any matters within the jurisdiction of the Board of Trustees. Pursuant 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

1. [Presentation on Committee Structuring](#)
Information Only

B. Teaching and Learning

1. [Moreno Valley College Guided Pathways Self-Assessment Tool](#)

The Committee to review Moreno Valley College's Guided Pathways Self-Assessment Tool for submission to the State Chancellor's Office.

2. [Norco College Guided Pathways Self-Assessment Tool](#)
The Committee to review Norco College's Guided Pathways Self-Assessment Tool for submission to the State Chancellor's Office.
3. [Riverside City College Guided Pathways Self-Assessment Tool](#)
The Committee to review Riverside City College's Guided Pathways Self-Assessment Tool for submission to the State Chancellor's Office.
4. [CTE Two-Year College Program Reviews](#)
The Committee to review the Two-Year College Program Reviews of the Vocational and Occupational Programs.
5. [Proposed 2018 - 2019 Academic Calendar](#)
The Committee to review the proposed academic calendar for 2018-2019.
6. [Proposed Curricular Changes](#)
The Committee to review the proposed curricular changes for inclusion in the college catalogs and in the schedule of class offerings.
7. [Multiple Measures Presentation](#)
Information Only

C. Planning and Operations

1. [Amendment to Comprehensive Master Plan, Project Budget Allocation and Project Approval for the Renovation of the Student Services Building](#)
The Committee to review the amendment to the Moreno Valley College Comprehensive Master Plan; the development of Student Services Project and project budget in the amount of \$11 Million.
2. [Agreement for Updating Initial Project Proposals with Gensler](#)
The Committee to review Agreement with Gensler to update Initial Project Proposals for Moreno Valley College, Library Learning Center and Riverside City College, Life Sciences/Physical Science Reconstruction, for an amount not to exceed \$42,000.

D. Resources

1. [2016-2017 Independent Audit Report for the Riverside Community College District](#)
The Committee to review the Riverside Community College District's independent audit report for the year ended June 30, 2017 for the permanent file of the District.
2. [2016-2017 Independent Audit Report for the Riverside Community College District Foundation](#)
The Committee to review the Riverside Community College District Foundation's independent audit report for the year ended June 30, 2017 for the permanent file of the District.

E. Facilities

1. [Agreement Amendment 1 for the O.W. Noble Administration Building Demolition and Parking Lot Construction Project with GHD Inc.](#)

The Committee to review Agreement Amendment 1 for the O.W. Noble Administration Building demolition and parking lot construction project for additional professional engineering services to be provided by GHD Inc. in the amount not to exceed \$17,293.

V. OTHER BUSINESS (NONE)

VI. CLOSED SESSION

- A. [Pursuant to Government Code Section 54957, Public Employee Discipline/Dismissal/Release](#)

Recommended Action to be Determined.

VII. ADJOURNMENT

Agenda Item (III-A)

Meeting 12/5/2017 - Committee
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: Michael Burke, Ph.D., Chancellor

Attachments:

None.

Agenda Item (IV-A-1)

Meeting 12/5/2017 - Committee
Agenda Item Committee - Governance (IV-A-1)
Subject Presentation on Committee Structuring
College/District District
Information Only

Background Narrative:

Chancellor will give a presentation on his proposed committee structuring within the district.

Prepared By: Michael Burke, Ph.D., Chancellor

Attachments:

[Committee Structuring Presentation](#)

A photograph of three young adults, two women and one man, smiling and posing together. They are wearing hoodies; the man in the center has a light blue hoodie with 'MVC' on it, and the woman on the right has a grey hoodie with 'RIVERSIDE CITY COLLEGE 1916' on it. The background is a blurred brick wall. The image is overlaid with a dark blue gradient.

RCCD
RIVERSIDE
COMMUNITY
COLLEGE
DISTRICT

BOARD COMMITTEE MEETINGS

IDEAS FOR AN INCLUSIVE STRUCTURE
CHANCELLOR MICHAEL BURKE, PH.D.
NOVEMBER 21, 2017

DESIRED OUTCOMES

- Concrete connection
- Discussion and debate
- Structural cohesion





CHALLENGES

- 01 "Fully baked" vs. "robust discussion"
- 02 "Intimidating space" for "divergent opinions"
- 03 "Lack of engagement"
- 04 "District-centric" vs. "College-centric"
- 05 "Lack of flow"

NEW MODEL...

RCCD Board

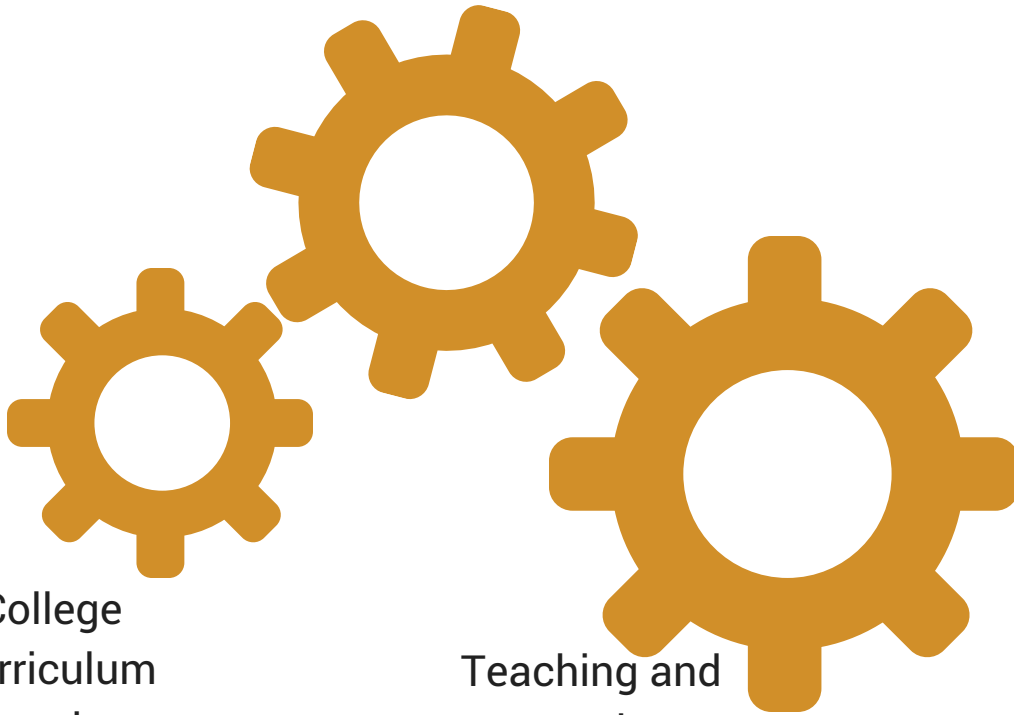
Board Planning and Operations Committee

District Strategic Planning Committee

College Planning Committee

ALREADY DOING IT....

District Curriculum
Committee



College
Curriculum
Committee

Teaching and
Learning
Committee





GETTING THERE....

- Five committees, chaired by Trustee
- Map college/district committees to Board committees
- Populate Board committees with Subject Matter Experts from college/District Committees
- Meet serially, 1st Tuesday, 6-8pm



UPSIDE...

- Engagement
- Expertise
- Flow
- Vetted
- Integration



Questions...?

Agenda Item (IV-B-1)

Meeting	12/5/2017 - Committee
Agenda Item	Committee - Teaching and Learning (IV-B-1)
Subject	Moreno Valley College Guided Pathways Self-Assessment Tool
College/District	Moreno Valley
Funding	N/A
Recommended Action	It is recommended that the Board of Trustees review and approve Moreno Valley College's Guided Pathways Self-Assessment Tool for submission to the State Chancellor's Office.

Background Narrative:

California Community Colleges Guided Pathways is a multi-year program of the State Chancellor's Office designed to provide each college with the opportunity to implement Guided Pathways as an overarching framework for significantly improving student outcomes. The State of California's 2017-2018 budget includes a one-time investment of \$150 million to support the implementation of the Guided Pathways framework for all 114 California community colleges. Eligibility for these funds require colleges to submit a Board-approved Guided Pathways Self-Assessment Tool.

Submitted for Board review and approval is Moreno Valley College's Self-Assessment Tool due to the State Chancellor's Office by December 23, 2017.

Prepared By: Robin Steinback, President, Moreno Valley College
Carlos Lopez, Interim Vice President, Academic Affairs

Attachments:

[MVC CCC Guided Pathways Self-Assessment Tool](#)

Moreno Valley College

GUIDED PATHWAYS SELF-ASSESSMENT TOOL

Self-Assessment Outline

Key Element		Scale of Adoption			
		Pre-Adoption	Early Adoption	In Progress	Full Scale
Inquiry	1. Cross-Functional Inquiry		X		
	2. Shared Metrics		X		
	3. Integrated Planning		X		
Design	4. Inclusive Decision-Making Structures		X		
	5. Intersegmental Alignment			X	
	6. Guided Major and Career Exploration Opportunities		X		
	7. Improved Basic Skills			X	
	8. Clear Program Requirements		X		
Implementation	9. Proactive and Integrated Academic and Student Supports		X		
	10. Integrated Technology Infrastructure		X		
	11. Strategic Professional Development		X		
	12. Aligned Learning Outcomes			X	
	13. Assessing and Documenting Learning		X		
	14. Applied Learning Opportunities		X		
Overall Self-Assessment			X		

Self-Assessment Items

INQUIRY (1-3)				
Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>1. CROSS-FUNCTIONAL INQUIRY</p> <p>College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success.</p> <p>College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.</p>	<p>○ College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.</p>	<p>● Inquiry around guided pathways and/or student outcomes is happening in areas of the college (e.g., by department, division, learning community, special project, initiative), but it is in siloes.</p> <p>Some programs have examined local data, agreed that improvement is necessary, and are engaged in actionable research but action is limited to solutions within programs.</p>	<p>○ Inquiry is happening in cross- functional teams that include faculty, staff and administrators.</p> <p>Student voice and/or research on student success and equity are not systematically included and/or focused on closing the equity gap(s).</p> <p>Guided pathways are consistently a topic of discussion.</p>	<p>○ Inquiry is happening in cross-functional teams that include faculty, staff and administrators.</p> <p>Student voice is brought in systematically through focus groups, interviews and representation of students in key meetings.</p> <p>Research on student success and equity are systematically included and focused on closing the equity gap(s).</p> <p>Guided Pathways are consistently a topic of discussion.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Early Adoption

Moreno Valley College has formed several cross-functional teams to discuss and implement initiatives to improve student outcomes, strategic and long-term planning, and enrollment management. However, our focused work on guided pathways started in October 2017, and as a result, the college is in the early adoption phase of implementation.

2. Describe one or two accomplishments the college has achieved to date on this key element.

As noted above the college has a history of forming cross-functional teams of campus stakeholders to work on initiatives like the college promise, First Year Experience, One Book One College, Strategic Enrollment Management, the 2018-2021 Integrated Strategic Plan, and the college Comprehensive Master Plan. With respect to guided pathways, two notable achievements are the rapid formation of the MVC Guided Pathways Workgroup, and the leadership team's attendance at the IEPI Guided Pathways Workshop on October 20, 2017. In fact, the team that attended the October 20th workshop was the only one to include the college president and only one of three to include a student.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Significant concerns were raised relative to the resources needed to educate the campus community, then implement and sustain guided pathways work at MVC. While these concerns are somewhat alleviated by the funds dedicated in the state budget for guided pathways work, the college still must decide on the coordination and leadership of these efforts in dialogue with campus stakeholders.

A second significant concern is that the college has experienced an ongoing churn of executive leadership over the last decade. As a result, commitment to mid- to long-term initiatives have been difficult to sustain, and this concerns the college's guided pathways work because this will be a multi-year process.

Lastly, there was concern expressed about initiative fatigue. The college, like many other California Community Colleges, has been asked to engage in a significant number of statewide initiatives through categorically (grant) funded programs. The multitude of these programs has caused a certain amount of fatigue amongst the most active group of stakeholder leaders.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

None

INQUIRY (1-3)

Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>2. SHARED METRICS</p> <p>College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes.</p> <p>Those benchmarks are shared across key initiatives.</p>	<p>○ College is currently not conducting or planning to conduct research on shared metrics that could be used by cross-functional teams to come to consensus on key issues.</p>	<p>● Key benchmarks and progress on student data are used.</p> <p>They are beginning to be aligned across initiatives.</p>	<p>○ College has defined metrics that are shared across its different initiatives.</p> <p>But, student data are not systematically or regularly tracked to inform progress across initiatives.</p> <p>Data for all metrics are not disaggregated and are not systematically and consistently examined with a focus on promoting equitable outcomes for students.</p>	<p>○ College uses shared metrics across the different initiatives to understand how student success has improved.</p> <p>College regularly revises and revisits college plans in response to those findings.</p> <p>Data for all metrics are disaggregated.</p> <p>Data for all metrics are disaggregated and systematically and consistently examined with a focus on promoting equitable outcomes for students.</p> <p>Campus stakeholders meet regularly to examine progress on benchmarks, discuss strategies for improvement, and revise plans as needed.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Early Adoption

While the college is heading towards full-scale adoption of the shared metrics' key elements, and real progress has been made, it is not there yet. Some data and benchmarks are now commonly used across initiatives, but this has not yet been discussed or implemented as a strategic initiative. Further, there are consistent instances where data is not disaggregated by equity categories. Lastly, there is some indication in the feedback that more training around the use and interpretation of data should be done at the college.

2. Describe one or two accomplishments the college has achieved to date on this key element.

Two areas of strength related to shared metrics are in the initial use of guided pathways Key Performance Indicator (KPI) data to create awareness and discussion about guided pathways at the college, and the use of data in the regular program review cycle. During the introduction of the guided pathways framework, we used the data on the enrollment and attainment of first-time students to create understanding and discussion. Notably, the data on the number of first-time students enrolled during the Fall 2017 semester and the percent of these students who enrolled full-time ticked up significantly due to focused efforts to improve recruitment of students to the college and increase the number of units taken by each student.

Second, the annual program review process makes use of data around the enrollment and performance of students by each program at the college. The Office of Institutional Effectiveness worked closely with the Program Review Committee to create a data dashboard that includes this data and is easily accessible to faculty and staff. The work to democratize this data has been key to improving the quality of our program review process and an area in which data forms the basis for critical dialogue around student performance.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

We have experienced a few challenges that continue to make progress difficult in this key element. There is difficulty with obtaining baseline data prior to MVC becoming a college within a multi-college district; the need for additional coaching on the use and interpretation of data is needed at the college, and continued growth of the Office of Institutional Effectiveness to accommodate the ongoing data needs of the college.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

None.

INQUIRY (1-3)

Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>3. INTEGRATED PLANNING</p> <p>College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college’s main planning and resource allocation processes, leveraging existing initiatives and programs such as (but not limited to):</p> <ul style="list-style-type: none"> • Student Success and Support Program (SSSP) • Basic Skills Initiative/Basic Skills Student Outcomes and Transformation 	<p>○ College is currently not integrating or planning to integrate planning in the next few months.</p>	<p>● Initial conversations have taken place, mostly among stakeholder leadership including administrators, faculty, and staff.</p> <p>There is a commitment by constituency leaders to engage in institution-wide dialogue to improve student success and align different planning processes.</p> <p>College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning.</p>	<p>○ Some conversations have taken place, with all of the key constituency groups at the table.</p> <p>Consensus is building on main issues. Exploration of broad solutions to align different planning processes is still in progress.</p> <p>College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning, and with the help of internal partners (i.e. Classified Senate and Academic Senate) are</p>	<p>○ College-wide conversations have taken place with all key constituency groups including: Instructional, counseling, and student support faculty and staff, administrators, and students.</p> <p>All stakeholders reach consensus or agree to move forward on main issues and have identified possible broad solutions.</p> <p>Research, evidence, student data and a Guided Pathways framework inform ongoing planning. Regular joint planning meetings revisit and revise existing plans and strategize about key</p>

<p>Program (BSI/BSSOT)</p> <ul style="list-style-type: none"> • Equity Planning (Student Equity/SE) • Strong Workforce Program (SWF) 			<p>beginning to routinely inform and engage their constituents around integrated planning.</p>	<p>overarching strategies across the main college initiatives.</p> <p>Integrated plans and overarching strategic goals drive program improvement, resource allocation, as well as professional development using a Guided Pathways framework.</p> <p>College governance structures are regularly used to discuss issues, vet solutions, and communicate efforts.</p>
--	--	--	--	--

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Early Adoption

The college is making progress towards the incorporation towards adopting a strong integrated planning process that includes guided pathways. Examples in which cross-functional teams are working effectively include the development of the MVC Integrated Student Success Plan, the 2018-2021 Integrated Strategic Plan, and the Guided Pathways Workgroup. Each of these teams include members from all campus stakeholders and meet regularly to move these critical efforts forward. While the college does have a recent history of forming highly effective cross-functional teams to work on strategic initiatives, there is some indication that a lack of clarity around how integrated planning works at the college and our processes need to be formally documented.

2. Describe one or two accomplishments the college has achieved to date on this key element.

Two examples in which broad discussion and incorporation of the guided pathways framework as an overarching structure for the college include the formation and work of the guided pathways workgroup and the use of many features of the framework in the development of the First Year Experience and College Promise programs.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Two primary concerns have emerged relative to the implementation of guided pathways as an overarching framework in the college integrated strategic planning processes. The first is a concern about a rush to adopt the framework and enact change at the college as a result. While the initial push to educate the campus community about guided pathways and complete the required initial activities (self-assessment and 5-year plan) to receive funding from the state have occurred quickly, it has been critical to ensure all stakeholders understand that this is a long-term effort that will take 3 – 5 years to implement fully.

Second, there is ongoing concern about how guided pathways will integrate with other ongoing campus and regional initiatives, like Strong Workforce, given that these initiatives are already underway and have not yet incorporated the framework. Moreover, this is one concern that is reflective of larger issues related to college planning processes as living documents that drive the actual work that we do. Lastly, there is an open question about how the college will integrate multiple funding streams to support the work of guided pathways and will be sustainable beyond the initial allotment of funds from the state.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

None.

DESIGN (4-8)

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>4. INCLUSIVE DECISION-MAKING STRUCTURES</p> <p>College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.</p> <p>Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input.</p> <p>In addition, this plan strategically engages college governance bodies college-wide.</p>	<p>○ College currently has not organized or is planning to organize cross-functional teams or share governance committees that will inform and guide the Guided Pathways effort.</p>	<p>● Workgroups or teams have been created, but they are <i>not</i> yet inclusive of some key campus constituents: instructional, counseling, and student support faculty and staff, and administrators. The college plans to expand the teams through engaging governance structures and hosting broad, inclusive discussions and forums.</p>	<p>○ Cross-functional workgroups or teams (representing campus constituents) exist but there are no mechanisms yet identified for gathering and infusing college-wide input (including student voice) into the workgroup decision making policies and processes.</p>	<p>○ Cross-functional workgroups or teams who steer the Guided Pathways design process utilize explicit and agreed upon processes for gathering college-wide input (including student voice).</p> <p>Cross-functional teams are in communication and collaboration with college governance bodies.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Early Adoption

College guided pathways workgroup feedback indicates that the college is somewhere between “Early Adoption” and “Scaling in Progress” with respect to the Inclusive Decision Making Structures key element. Ultimately, the workgroup came to consensus that the college is closer to early adoption because guided pathways is a new topic at the college and is just now, during Fall 2017, being discussed broadly with the campus community. As such, the college has formed its initial MVC Guided Pathways Workgroup, and the group includes over 30 faculty, staff, students, and administrators who provided feedback on the self-assessment. This workgroup is notable in the diversity of the stakeholders who are participating. In addition to the workgroup, initial presentations about guided pathways have begun with the leadership groups on campus that include the Academic Senate, Associated Students, and other key governance committees.

2. Describe one or two accomplishments the college has achieved to date on this key element.

Accomplishments include the college’s initial work related to guided pathways, and the work related to the development of the Integrated Student Success and Integrated Strategic Plans. As noted above, the college has formed a large cross-functional workgroup to discuss and engage with the guided pathways framework. This workgroup includes over 30 teaching and non-teaching faculty, students, staff members, and administrators. In addition, the basic ideas around guided pathways, including a summary of MVC Guided Pathways KPIs, is currently making the rounds at key stakeholder meetings. This work is leading to an all campus forum on guided pathways at the beginning of the Spring 2018 semester.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Based on feedback in completing this self-assessment, there is ongoing concern related to deep buy-in around guided pathways at the college to achieve lasting change. There are also concerns with the need for improved communication across campus stakeholder leadership structures and out to the campus as a whole. Both issues will need attention as the college works to enact significant changes over time in the adoption of guided pathways at the college.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

None.

DESIGN (4-8)

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>5. INTERSEGMENTAL ALIGNMENT <i>(Clarify the Path)</i></p> <p>College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.</p>	<p>○ College is currently not partnering or planning to partner with their feeder and destination institutions and/or local industry to align program requirements.</p>	<p>○ Coordination between high school feeder district(s), four-year institutions, and industry partners have been established, but the partnerships are not strong and/or inconsistent across the college.</p>	<p>● Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, and some partnerships are stronger than others, with some pipeline alignment from each partner established.</p>	<p>○ Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, with strong partnerships and pipeline alignments across the various partners.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Scaling in Progress

Intersegmental alignment is a key element in an area where significant progress has been made at the college. The college has strong cross-functional collaboration with its two primary feeder K-12 school districts, and strong industry partnerships via Career and Technical Education (CTE) Advisory Committees. The two primary K-12 districts served by the college are Moreno Valley Unified School District (MVUSD) and Val Verde Unified School District (VVUSD). The leadership teams have come together to build a strong partnership based on the development of a Middle College High School at Moreno Valley College serving students from both

districts. In addition, regular Education Summits are held on campus twice a year that brings together discipline faculty for discussion of curricular alignment and pathway support across these two segments of education in the region.

In addition, all CTE programs on campus have worked to establish and maintain industry partnerships through their advisory committees. Industry partners assist college faculty in keeping the curriculum current to industry needs and looking forward at the trends for each of these programs. The advisory committees meet at least once a year, though many meet more often.

2. Describe one or two accomplishments the college has achieved to date on this key element.

Two noteworthy accomplishments related to intersegmental alignment are the dual enrollment efforts with Moreno Valley Unified School District (MVUSD) and Val Verde Unified School District (VVUSD), and the Riverside County Office of Education Collaborative bringing together several school districts, community colleges, and K-12 school districts to support student educational attainment. With respect to dual enrollment, the college has developed MOU's with MVUSD and VVUSD to allow current high school students to begin earning college credit at the high schools during the 11th and 12th grades. The college and school district partners meet monthly to develop dual enrollment pathways for students and establish and maintain processes for dual enrollment. This work led to the receipt of a College Futures Fund grant to support dual enrollment efforts across MVC, MVUSD, and VVUSD.

The second accomplishment is the work to create the Riverside County Office of Education Collaborative. Resulting from working session with the U.S. Department of Education in 2014, this collaborative brings together the Riverside County Office of Education, UC Riverside, Moreno Valley College, Mt. San Jacinto College, and multiple school districts in the Inland Empire. The collaborative has been successful in implementing four key initiatives which have improved the rate of FAFSA completions from 52.3% to 93%, post-secondary enrollment from 52% to 65%, and college readiness by 20% since its inception.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Two challenges that the college faces with respect to intersegmental alignment are the fact that dual enrollment efforts are still new at the college as a formal program, and the need to create better alignment with our primary 4-year university partners as we have done with our K-12 partners. With respect to dual enrollment, the nascent nature of the program has led to some confusion because all processes have not yet been worked out and documented. These issues are brought to the monthly dual enrollment meetings and solutions are discussed then put in place.

Creating better alignment with our primary 4-year university partners is an area that was noted in the feedback from the guided pathways workgroup. While the college has strong and long-standing articulation with our primary transfer partners, UC Riverside and CSU San Bernardino, we may need more direct discipline faculty contact to realize fully an alignment of efforts like those we are

experiencing with our K-12 partners. Notably, representatives from the UCR and CSUSB English and Math Departments participated in the October 2017 Education Summit held at MVC.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?
None.

DESIGN (4-8)				
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>6. GUIDED MAJOR AND CAREER EXPLORATION OPPORTUNITIES</p> <p><i>(Help Students Choose and Enter a Pathway)</i></p> <p>College has structures in place to scale major and career exploration early on in a student’s college experience.</p>	<p><input type="radio"/> College is currently not implementing or planning to implement structures to scale students’ early major and career exploration.</p>	<p><input checked="" type="radio"/> Discussions are happening about ways to cluster programs of study into broad interest areas.</p>	<p><input type="radio"/> Programs of study have been clustered into broad interest areas (such as meta-majors or interest areas) that share competencies.</p> <p>College has not yet implemented meta-majors/interest areas.</p> <p>College has not yet created foundation courses, gateway courses or other scalable mechanisms for major and career exploration.</p>	<p><input type="radio"/> Programs of study have been clustered into broad interest areas (meta-majors) that share competencies.</p> <p>Foundation and/or gateway courses, career exploration courses, workshops and other scalable structures are designed to help students choose a major early on.</p> <p>Cross-functional teams including instructional,</p>

				counseling, and student support faculty and staff from different departments and divisions collaborate on clustering programs. Student input is systematically included into the process.
--	--	--	--	---

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.
 Early Adoption
 We have started discussions around guided pathways and how the framework will lead to campus change. While these discussions have started, they are still fragmented and the college has not had the opportunity to engage in clear discussions related to meta-majors/areas of focus, the creation of foundation/gateway courses for focused career exploration, or how programs might be reorganized into broad areas of focus. We expect to start the initial phases of this work during the Spring 2018 semester. Furthermore, work group feedback indicates that significant attention needs to be directed at supporting students once they are on their paths (post recruitment/matriculation, and pre-graduation). Moreover, there was some concern expressed that this work must go beyond just attending to surface issues like redesigning the web site and must attend to deep structural change at the college.
2. Describe one or two accomplishments the college has achieved to date on this key element.
 The college already integrates career and major exploration into many existing programs like First Year Experience, Guidance Courses, summer bridge programs, Transition to Success (T2S) workshops, the Puente Program, the Umoja program, and the public safety cluster of programs offered at the Ben Clark Training Center. The college intends to build on these models of success by working to identify the key components that can be scaled to reach most or all students.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
 One major challenge is the need to find ways to multiply the efforts of a limited number of counseling faculty to support students in a guided pathways framework across all programs and disciplines. The college may need to engage in significant restructuring discussions to achieve the type of support students need to reach their educational goals as expeditiously as possible. Further, the

college needs to find ways to incorporate more student voices about how they want and need to be supported relative to career and major exploration as part of these efforts.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?
None.

DESIGN (4-8)

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>7. IMPROVED BASIC SKILLS</p> <p><i>(Help Students Choose and Enter a Pathway; Ensure Students are Learning)</i></p> <p>College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English, including, but not limited to:</p> <ul style="list-style-type: none"> • The use of high school performance for placement (i.e. cumulative GPA, course grades, non-cognitive measures) for placement • Co-requisite remediation or shortening of developmental 	<p>○ College is currently not engaging in or planning to develop strategies to improve student access and success in transfer-level math and English coursework.</p>	<p>○ College is currently piloting one or more of the evidence-based strategies listed in the “key element” description to increase access to and success in college and/or transfer-level English and math courses.</p>	<p>● College has scaled one or more instance of the evidence-based strategies listed under “key element,” but others are still in the pilot stage.</p>	<p>○ College has scaled relevant evidence-based strategies and has attained large improvements in the number of students that pass college and/or transfer-level English and math courses within a year of enrollment regardless of initial placement level.</p>

sequence <ul style="list-style-type: none"> Curricular innovations including creation of math pathways to align with students' field of study. 				
--	--	--	--	--

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Scaling in Progress

The college has been engaged in long-term efforts to improve basic skills outcomes for students. To this end, faculty have developed accelerated pathways for students to complete pre-transfer level coursework. This included the elimination of several courses below the transfer level. In addition, the college has adopted the Multiple Measures Assessment and Placement framework that shifts placing students based on their performance on standardized tests to the use of high school GPA and grades in specific courses for placing students into English, mathematics, reading and ESL courses. In addition, the college continues to grow academic support services to students through our tutoring and supplemental instruction programs.

Critical to this work has been the use of data to spur changes to curriculum and support services, along with the analysis of how these changes have affected students. This work is now part of the fabric of the college and we expect to move in “full-scale” adoption of these practices over the next 12-24 months.

2. Describe one or two accomplishments the college has achieved to date on this key element.

As noted above, the college has worked to implement a number of initiatives aimed at supporting and shortening the path of basic skills students at the college. These initiatives include:

- Implemented MMAP at scale during 2016-2017;
- Accelerated course paths in English and Mathematics
 - English is currently also exploring co-requisite models that will place more students into English Composition with a co-requisite support course;
- Reduction of the number of courses below transfer level.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. While the college has worked hard at implementing significant change to basic skills improvement over the last decade, there are ongoing concerns about lower success rates of students resulting from these changes. There is concern for the need in additional attention to mathematics as a key gatekeeper area of the college, and the need for significant wrap around services for students enrolled in English, mathematics, ESL, and reading courses.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?
None.

DESIGN (4-8)				
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>8. CLEAR PROGRAM REQUIREMENTS</p> <p><i>(Clarify the Path)</i></p> <p>College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see</p>	<p>○ College is currently not providing or planning to provide clear program requirements for students.</p>	<p>● Some programs have worked to clarify course sequences, but teams do not represent cross-disciplinary teams of faculty.</p> <p>A few course offerings and schedules are designed to meet student demand.</p>	<p>○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have been convened and are mapping out course sequences.</p> <p>Some course offerings and schedules are designed to meet student demand and</p>	<p>○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have mapped course sequences.</p> <p>Key educational and career competencies (including transfer and major requirements and labor market information) are used to develop course sequences.</p> <p>Teams create default program maps and milestones for program</p>

<p>how close they are to completion. College offers courses to meet student demand.</p> <p>In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes).</p>		<p>Some courses are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.</p>	<p>offered at times and in a manner that enable students to complete their programs of study in a timely fashion.</p>	<p>completion/transfer, so that students can easily see how close they are to completion.</p> <p>Course offerings and schedules are designed to meet student demand and are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.</p>
--	--	--	---	--

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Early Adoption

The college has begun a few major initiatives related to providing clear program requirements to students. This work includes the implementation of EduNav to support electronic student educational planning and tracking, changes to enrollment windows, the creation of clear visual program maps for students, and moving towards annual schedules with predictable course sequence offerings that allow for solid educational planning. The functional aspect of this work is that it is all currently in progress.
2. Describe one or two accomplishments the college has achieved to date on this key element.

Notable accomplishments on which the college can build towards full-scale implementation of the Clear Program Requirement key element include the work of the Strategic Enrollment Taskforce in improving student enrollment for Fall 2017, and strong retention and success rates in CTE programs like public safety and dental hygiene. The college Strategic Enrollment Taskforce was formed to address critical enrollment declines that occurred during the 2016-2017 academic year. Through several meetings during the spring 2017 term, strategies for improving enrollment of students to the college were developed and implemented. The results of these efforts include an increase in enrollment of first-time college students for the Fall 2017 term, doubling of the number of first-time students who enrolled full-time, and increases in FTES by over 9% when compared to Fall 2016.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

The guided pathways workgroup noted two areas that may represent ongoing barriers in moving towards full-scale adoption of effective practices related to the Clear Program Requirements key element. First, while the college has examples of highly effective cross functional teams coming together to make change and improve student outcomes, more must be done to continue breaking down silos at the college. This may necessitate significant structural change at the college away from the way that it has operated. Second, as noted under the Integrated Technology Infrastructure key element, the onboarding of new technology, like EduNav, has been historically difficult. Moreover, there is an urgent sense that software like EduNav is needed now, and the implementation process is taking too long.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

None.

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS</p> <p><i>(Help Students Stay on the Path)</i></p> <p>College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.</p>	<p>○ College is currently not implementing or planning to implement proactive and integrated student supports.</p>	<p>● The college has begun conversations about increased coordination and collaboration between student supports, instruction, and counseling.</p> <p>Processes and tools are in place to monitor student progress and provide timely support; but are only used by a few staff and/or departments and are not used consistently.</p> <p>There are few and/or irregular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and</p>	<p>○ Collaboration between the instructional and support services occurs in specific programs.</p> <p>Processes and tools are in place to monitor student progress and provide timely support; and are used by most staff and/or departments, but may not be used consistently.</p> <p>There are some structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.</p>	<p>○ The college has been able to scale ways in which proactive supports are provided to most students. The college is able to track in which program each student is, and how far away students are to completion.</p> <p>Student progress is monitored; mechanisms are in place to intervene when needed to ensure students stay on track and complete their programs of study.</p> <p>There are several regular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.</p>

		discuss ideas, the challenges students face, and ways to improve coordination and support services.		
--	--	---	--	--

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Much of the feedback received from the college Guided Pathways workgroup indicates that the college is in the Early Adoption phase. While some tools, processes, and venues exist at the college, much of these are focused on either the highest performing students or those who need significant additional support to attend and succeed at the college level. It is clear that more work needs to be done to reach a significant percentage of the student population (the middle 70%).

2. Describe one or two accomplishments the college has achieved to date on this key element.

During the Spring 2017 term, the college formed the Strategic Enrollment Taskforce to address declining enrollment at the college. Because of these efforts, enrollment for Fall 2017 is up over 9%. The work of this group has become the new normal on campus, and the taskforce is now beginning to focus its attention on retention strategies to support those students who have enrolled.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Two significant challenges identified relative to proactive and integrated support for students is the need for better understanding of all the support services available for students, and further development of online support services. In order to better support students, services available must be clear to students and understood by the faculty, staff, and administrators at the college so anyone on campus can direct a student to the support services they need. This may require creating better awareness of the services that exist across the institution or dialogue around how these services could be restructured so they are more accessible to students. In addition, more work must be done at the college to support students who take classes online. This may include the expansion of services like online tutoring, the implementation of online advising, additional online library services for students, etc.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

None.

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>10. INTEGRATED TECHNOLOGY INFRASTRUCTURE</p> <p><i>(Help Students Choose and Enter a Pathway; Help Students Stay on the Path)</i></p> <p>College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways including:</p> <ul style="list-style-type: none"> • Link student demand to scheduling • Ability for students to monitor schedule and progress (e.g., Degree Audit) • System for counselors and faculty to monitor students' progress 	<p>○ College currently does not have or plan to build an integrated technology infrastructure.</p>	<p>● The college has in place technology tools to support academic planning and counseling, but these tools are not used consistently and/or do not provide timely planning, support, and tracking capabilities.</p>	<p>○ The college has in place technology tools that enable students, counselors, and faculty to track student progress through a defined pathway and provide some timely planning, support, and tracking capabilities.</p>	<p>○ The college has in place technology tools to support planning, implementation and ongoing assessment of guided pathways, including: academic planning; placement; advising; tracking; completion outcomes: career counseling, including employment and salary information; and transfer and bachelor's degree attainment data.</p> <p>College has the capacity to manage and connect course scheduling with student needs and default schedules. The technology infrastructure supports integrated reporting, auditing, and planning processes.</p>

<p>(e.g., Starfish, early alert system, etc.)</p> <ul style="list-style-type: none"> • Data on career and employment opportunities including salary and requirements (e.g., SalarySurfer, other) • Others 				
<p>Please respond to the following items (500 word maximum per item)</p> <p>1. Please briefly explain why you selected this rating.</p> <p>Early Adoption The college is in early adoption with respect to an integrated technology infrastructure. As a college within a multi-college district, the college is not in complete control of significant aspects of this key element in the move towards fully implementing the guided pathways framework. In adopting the types of technologies noted here (Degree Audit, retention solution software such as Starfish or Civitas products, early alert systems, etc.) the college much reach consensus with its two sister colleges and the district office.</p> <p>Having written this, there are several tools currently in some stage of adoption to support students as they enter the college and while they are working towards their education and career goals. One example of this work is EduNav, which will provide the ability to generate and modify student education plans electronically, and monitor student progress towards education goals. There is some hope that the software will also provide some indication of future demand for classes.</p> <p>2. Describe one or two accomplishments the college has achieved to date on this key element.</p> <p>Even though the college and the district face significant challenges in moving towards an integrated technology infrastructure in support of guided pathways for students, there have been some notable successes. First, the college/district has implemented degree audit to asses when students are close to completing degrees or certificates. Staff intervention is then directed to these students to assist them in planning the final courses they need to complete a degree or certificate.</p> <p>Second, PowerBI is used by the college Office of Institutional Effectiveness to create data dashboards to better democratize access to critical data. The most successful example of this work is the program review data dashboard that programs use to complete the regular program review cycle.</p>				

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

The feedback from the workgroup indicated that there have been historical difficulties with onboarding new technologies within the district, and many of our public facing systems (college website) are in need of being updated. The district may have difficulty in engaging in an integrated technology infrastructure discussion while beginning the process of selecting a new enterprise system (ERP).

Notably, this may be the most opportune time to discuss this key element as the three colleges move towards the guided pathways framework, and the district looks for a new ERP. The type of data needs can be brought to the table, and the ERP vendors can be asked to plan for the possibility of including many of the types of software discussed in this key element.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>11. STRATEGIC PROFESSIONAL DEVELOPMENT</p> <p><i>(Help Students Stay on the Path; Ensure Students are Learning)</i></p> <p>Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college’s strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.</p>	<p>○ College is currently not offering or planning to offer professional development (PD) opportunities aligned with needs and priorities identified in integrated plans, program review, and other intentional processes.</p>	<p>● Professional development is provided to faculty, staff and administrators but the development and offerings of PD is not aligned with the college’s strategic goals identified in an integrated planning process, or there are gaps in systematically identifying and meeting those goals.</p>	<p>○ Some but not all PD opportunities are developed to intentionally support the college’s strategic goals identified as part of an integrated planning process.</p> <p>Strategic professional development includes systematic, frequent and strategic attention to:</p> <ul style="list-style-type: none"> • Using learning outcomes assessment results to support/improve teaching and learning. • Providing updated information across the college to enable faculty and staff to refer 	<p>○ PD opportunities are available for staff, faculty and administrators and are strategically developed to meet the college’s overarching goals, shared across initiatives. Assessment of learning outcomes and other data driven processes are continuously used to identify the areas of greatest need for PD to help the college meet its overarching strategic goals.</p> <p>Strategic professional development includes systematic, frequent and strategic attention to:</p> <ul style="list-style-type: none"> • Using learning outcomes assessment results to support/improve teaching and learning

			<p>students to academic and non-academic supports and services as necessary.</p> <ul style="list-style-type: none"> • Improvements in those college processes directly serving students. • Leadership capacity and stability for all areas on campus and the college as a whole. • Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need. 	<ul style="list-style-type: none"> • Providing updated information across the college to enable faculty and staff to refer students to academic and non-academic supports and services as necessary. • Improvements in those college processes directly serving students. • Leadership capacity and stability for all areas on campus and the college as a whole. • Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need. • Continued broad engagement in cross-functional decision-making. • Regular and consistent training on the use of technology to support academic programs and student services.
--	--	--	---	---

Please respond to the following items (500 word maximum per item)

5. Please briefly explain why you selected this rating.

Early Adoption

Professional development is an ongoing professional responsibility of staff, faculty, and administrators at the college. However, it is not yet offered strategically or thematically because of outcomes assessment or other campus wide initiatives on an ongoing basis.

Moreover, there is some indication in the feedback received that much of the professional development that does exist is primarily geared towards faculty and administrators, though more is being targeted at classified staff members.

6. Describe one or two accomplishments the college has achieved to date on this key element.

The college offers regular professional development opportunities on campus and supports faculty, staff, students, and administrators in participating in off-campus activities. Examples include attendance at national or state conferences in support of grants, academic support services, student success, California initiatives, and leadership.

7. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Feedback from the guided pathways workgroup identified two barriers to moving towards full-scale adoption of strategic professional development. First, the campus Professional Development Coordinator and Committee must integrate with other campus efforts related to guided pathways, the Integrated Student Success Plan (SSSP, Student Equity, and BSI), the Integrated Strategic Plan, etc. Second, while professional development was included in the college's 2015-2018 Integrated Strategic Plan, it was not formally directed towards the key elements listed under Scaling in Progress or Full Scale. This can be remedied as the college is currently developing the new 2018-2021 Integrated Strategic Plan.

8. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>12. ALIGNED LEARNING OUTCOMES</p> <p><i>(Ensure Students are Learning)</i></p> <p>Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students' success in subsequent educational, employment, and career goals.</p>	<p>○ College is currently not aligning or planning to align learning outcomes.</p>	<p>○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) have been developed, but they are not systematically reviewed to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessments are not linked with professional development or changes to the course or program content.</p>	<p>● Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are reviewed and revised for some outcomes to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessment are not consistently linked with professional development or changes to the course or program content.</p>	<p>○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are regularly reviewed and revised to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessments are used to inform professional development, and are linked to changes to course and program content.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Scaling in Progress

Aligned learning outcomes from the course level to the program level to the institution level is a relative strength at Moreno Valley College. Programs participate in outcomes assessment at the course and program level on a regular cycle and this data informs the assessment of institution level outcomes. The primary missing component that would allow the college to move into Full Scale adoption is clearly linking the outcomes assessment process to professional development.

2. Describe one or two accomplishments the college has achieved to date on this key element.

As noted above, this key element of guided pathways adoption is a relative strength of the college. The college incorporates learning outcomes reporting into the regular program review cycle and has linked course level student learning outcomes to program and institution learning outcomes. In addition, departments and programs engage in regular discussion and evaluation of learning outcomes and use this data to make changes to curriculum or program elements, and request needed resources.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

The college has identified to challenges to moving towards full-scale adoption of the outcomes assessment process. First, the college can continue to improve is the process of “closing the loop” on changes made or resources received as part of the outcomes assessment process. Second, the college needs to make significant progress in linking professional development at the course, program, and institutional level relative to what is learned through outcomes assessment work.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

None

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>13. ASSESSING AND DOCUMENTING LEARNING</p> <p><i>(Ensure Students are Learning)</i></p> <p>The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty.</p> <p>Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction</p>	<p>○ College is currently not assessing and documenting or planning to assess and document individual student’s learning.</p>	<p>● Attainment of learning outcomes are not consistently tracked or made available to students and faculty.</p> <p>Only a few programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>	<p>○ Attainment of learning outcomes tracked or made available to students and faculty for most programs.</p> <p>Most programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>	<p>○ Attainment of learning outcomes tracked or made available to students and faculty for most programs.</p> <p>All programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>

in their programs.				
--------------------	--	--	--	--

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.
 Early Adoption
 Overall, outcomes assessment work at the college is quite strong with respect to assessing the attainment of student learning. However, the college still has some issues with variability in the quality of assessment across all programs. In addition, the college has not yet created a standard system for sharing the attainment of learning outcomes to students. Once the college has
2. Describe one or two accomplishments the college has achieved to date on this key element.
 Outcomes assessment is regular and deeply implemented in the academic areas of the college, and imbedded within the program review process. College faculty regularly assess student-learning outcomes at the course, program, and institutional level. They discuss these outcomes, make changes to their courses or programs as necessary, and assess the outcomes of these changes. The entire process is documented and tracked via the TracDat system.
 The college has implemented the TracDat system to facilitate the regular cycle of outcomes assessment and program review. TracDat is used to document student-learning attainment, track changes as identified through the outcomes assessment process, and close the assessment loop.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
 Two areas where the college can continue to improve is the sharing of student learning attainment as measured through the outcomes assessment process available to students and the involvement of more part-time faculty in the dialogue related to outcomes assessment.

With respect to sharing the results of learning attainment with students, the college must engage in dialogue around the type of information to be shared and the venues for sharing it.

Part-time college faculty do participate in the measuring and reporting of outcomes assessment, however more can be done to include this large constituent group at the discipline/program level dialogue around student outcomes and the changes that result. Dialogue with this stakeholder group about how to engage them in this process is critical moving forward towards a guided pathways framework.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?
None

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>14. APPLIED LEARNING OPPORTUNITIES</p> <p><i>(Ensure Students are Learning)</i></p> <p>Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.</p>	<p>○ College is currently not offering or planning to offer applied learning opportunities.</p>	<p>● Few courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, cooperative education (co-op), clinical placements, service learning, study abroad, etc.</p>	<p>○ Some courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, co-ops, clinical placements, service learning, study abroad, etc. Opportunities have been coordinated strategically within and/or amongst programs.</p>	<p>○ Students across most or all disciplines and degree areas have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, service learning, study abroad, and other active learning activities that program faculty intentionally embed into courses and programs.</p>
<p>Please respond to the following items (500 word maximum per item)</p>				

1. Please briefly explain why you selected this rating.

Early Adoption

Applied learning opportunities exist within the career and technical education programs at Moreno Valley College; however, the practice has not yet been universally adopted across all programs.

2. Describe one or two accomplishments the college has achieved to date on this key element.

Two areas outside of career and technical education that have developed experiential learning opportunities are the Honors Program through student research projects, and in the biology and chemistry programs through a National Science Foundation Grant to study cliff swallows, which nest on campus.

- Honors Program student research – Students produce original academic research in conjunction with a supervising faculty member. The students have the opportunity to present their research on campus, at a district-wide student Honors research conference, and the Southern California Honors Transfer Council of California Research Conference held at UC Irvine each spring.
- NSF Grant – Students work with faculty from the biology and chemistry programs to study cliff swallow life in a suburban area with a focus on how pollutants influence their food chain.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Two primary obstacles the college faces with respect to applied or experiential learning opportunities involve scaling this type of learning across all programs at the college and the need to identify champions to lead the effort.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

None.

ADDITIONAL QUESTIONS (500 word maximum per item)

1. Based on the Self-Assessment above, what do you think best describes your college's guided pathways work overall?

- Pre-Adoption
- Early Adoption
- Scaling in Progress
- Full Scale

Please briefly explain why you selected this rating:

In reviewing our self-assessment, 11 of the 14 key elements indicate that we are in early adoption. The remaining three key elements (Intersegmental Alignment, Improved Basic Skills, and Aligned Learning Outcomes) have been scored as scaling in progress, which is testament to the college's focused work in these areas. Through dialogue with the campus Guided Pathways workgroup, the consensus was that the college is still in the early adoption phase of the guided pathways framework based on the key elements included in this self-assessment.

Notably, the Moreno Valley College stakeholders are developing interest in guided pathways. More dialogue and inquiry around the framework are expected to help educate the campus community and form critical mass for moving the college towards full adoption over the next 3-5 years.

2. What kinds of support would be most helpful to you as your campus begins or continues its work on guided pathways? Are there resources or supports that would most help your college progress on any particular element? Please describe:

The college workgroup had questions related to the following areas:

- Creating effective cross-functional teams to work on guided pathways implementation;
- The leadership structures that have been effective at colleges that have more fully implemented guided pathways;
- Creating or co-creating clear vision for guided pathways at a community college;
- Beyond the key performance indicators that are being tracked for guided pathways what other data has been informative in the implementation and ongoing development of guided pathways;
- College alignment of resources (space, time, funds, and personnel) to support guided pathways;
- Effective communication strategies to reach on- and off-campus stakeholders about guided pathways;

- Case studies of how guided pathways have been implemented at the three California Community Colleges that are part of the AACC Pathways Project (Bakersfield College, Irvine Valley College, and Mt. San Antonio College).

3. Comment (optional): Please share any guided pathways practices or processes that were particularly successful for your college.

4. Comment (optional): Are there any questions, comments and/or concerns or additional information that you want to provide that has not been addressed sufficiently in this tool?

Guided Pathways Award Program Self-Assessment Signature Page

In submitting this document to the Chancellor's Office, and by our signatures, we the undersigned certify the information outlined in our Guided Pathways Award Program Self-Assessment was informed by input and agreement among a cross-functional team that spans the constituencies of the college. With submission of this document, we indicate our commitment to adopt a guided pathways framework.

Name of college

Self-Assessment Signatories

_____ Signature, President of the Governing Board	_____ Printed Name	_____ Date signed
_____ Signature, Chief Executive Officer/President	_____ Printed Name	_____ Date signed
_____ Signature, Academic Senate President	_____ Printed Name	_____ Date signed
_____ Signature, Chief Instructional Officer	_____ Printed Name	_____ Date signed
_____ Signature, Chief Student Services Officer	_____ Printed Name	_____ Date signed

Please print, complete and mail this page to:
California Community Colleges Chancellor's Office
Attention: Mia Keeley
1102 Q Street
Sacramento, CA 95811

In lieu of mailing, a scanned copy may be emailed to: COGuidedPathways@cccco.edu

Agenda Item (IV-B-2)

Meeting	12/5/2017 - Committee
Agenda Item	Committee - Teaching and Learning (IV-B-2)
Subject	Norco College Guided Pathways Self-Assessment Tool
College/District	Norco
Funding	N/A
Recommended Action	It is recommended that the Board of Trustees review and approve Norco College's Guided Pathways Self-Assessment Tool for submission to the State Chancellor's Office.

Background Narrative:

California Community Colleges Guided Pathways is a multi-year program of the State Chancellor's Office designed to provide each college with the opportunity to implement Guided Pathways as an overarching framework for significantly improving student outcomes. The State of California's 2017-2018 budget includes a one-time investment of \$150 million to support the implementation of the Guided Pathways framework for all 114 California community colleges. Eligibility for these funds require colleges to submit a Board-approved Guided Pathways Self-Assessment Tool.

Submitted for Board review and approval is Norco College's Self-Assessment Tool due to the State Chancellor's Office by December 23, 2017.

Prepared By: Bryan Reece, President Norco College
Monica Green, Vice President, Student Services (NC)

Attachments:

[Norco College Guided Pathways Self-Assessment Tool](#)
[RCCD CCC Guided Pathways Self-Assessment Presentation](#)

GUIDED PATHWAYS SELF-ASSESSMENT TOOL

Self-Assessment Outline

Key Element		Scale of Adoption			
		Pre-Adoption	Early Adoption	In Progress	Full Scale
Inquiry	1. Cross-Functional Inquiry				X
	2. Shared Metrics				X
	3. Integrated Planning			X	
Design	4. Inclusive Decision-Making Structures			X	
	5. Intersegmental Alignment		X		
	6. Guided Major and Career Exploration Opportunities			X	
	7. Improved Basic Skills			X	
	8. Clear Program Requirements		X		
Implementation	9. Proactive and Integrated Academic and Student Supports			X	
	10. Integrated Technology Infrastructure			X	
	11. Strategic Professional Development		X		
	12. Aligned Learning Outcomes			X	
	13. Assessing and Documenting Learning			X	
	14. Applied Learning Opportunities			X	
Overall Self-Assessment				X	

Self-Assessment Items

INQUIRY (1-3)				
Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>1. CROSS-FUNCTIONAL INQUIRY</p> <p>College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success.</p> <p>College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.</p>	<p>○ College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.</p>	<p>○ Inquiry around guided pathways and/or student outcomes is happening in areas of the college (e.g., by department, division, learning community, special project, initiative), but it is in siloes.</p> <p>Some programs have examined local data, agreed that improvement is necessary, and are engaged in actionable research but action is limited to solutions within programs.</p>	<p>○ Inquiry is happening in cross- functional teams that include faculty, staff and administrators.</p> <p>Student voice and/or research on student success and equity are not systematically included and/or focused on closing the equity gap(s).</p> <p>Guided pathways are consistently a topic of discussion.</p>	<p>● Inquiry is happening in cross-functional teams that include faculty, staff and administrators.</p> <p>Student voice is brought in systematically through focus groups, interviews and representation of students in key meetings.</p> <p>Research on student success and equity are systematically included and focused on closing the equity gap(s).</p> <p>Guided Pathways are consistently a topic of discussion.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

In 2015, the college made a startling discovery. A review of their 2010-2014 cohort data of all first-time students, a total of 2,474 students, revealed that only 9.8 % of these students had completed a degree or certificate in the course of four years. African Americans, African American males, Hispanics, part-time students, and older students were the lowest performing across all metrics. In response, a Completion Initiative Summit was held in which attendees carefully reviewed two documents: 1) The 2015 Aspen Prize for Community College Excellence; and 2) The Game Changers, a document produced by Complete College America. Simultaneously, the College was preparing its Equity Plan, framing its discussions around Completion by Design's "Loss and Momentum Framework," and the work done by the Research and Planning Group for California Community Colleges (The RP Group) which focuses on six success factors that contribute to student achievement.

Based on this research and its own completion data, Norco College designed a holistic Completion Initiative (CI) comprised of five interconnected components, each of which addresses institutional barriers to completion: meta majors, guided pathways, faculty advisement, linking college work to careers, and developing models of student care. The academic senate and key shared governance committees have strongly endorsed the CI and are now engaged in all aspects of its implementation.

- *Meta majors (renamed Schools)* – The College has developed four schools with the intent of helping students choose a major and degree based on their interests, knowledge, skills and abilities. The four schools are Arts & Humanities, Business & Management,
- Social & Behavioral Studies, and STEM (with subdivisions of Science & Health and Technology, Engineering & Math). Within each school a community of learners can be created amongst students with similar academic interests.
- *Guided Pathways* – Starting with its Associate Degrees for Transfer (ADT's), the college is also developing highly structured pathways that identify the courses students need, grouped within 15 unit increments. This is designed to minimize the choices students have to complete a degree/certificate by providing them with a roadmap and additional support structures in order to reduce the time it takes students to complete a degree or certificate.
- *Faculty Advising* – Conducted by instructional faculty, faculty advisement (FA) is designed to enhance the quality of a student's college experience through mentorship and increased communication with instructional faculty. Aligned within the schools, faculty advisors help students explore educational and career goals as well as identifying program pathways for a student's given degree. Counselors led the faculty advisement trainings and each school has two counselors assigned.
- *Linking College to Career* – One of the ways in which meta majors/schools and guided pathways interconnect with a faculty advisement model is through an exploration of careers that are related to various degrees. The College is increasing

opportunities for career exploration, personality assessment, industry partnerships, and earn-and-learn/internships in order to support students' completion of certificates and degrees. Career resources are linked on the Schools website for students, faculty, and staff to reference.

- *Models of Student Care* – Lastly, in response to both the research findings, and the voice of its own students, the college is developing more intentional methods of supporting student success and completion, with opportunities for students to mentor and support other students. As of fall 2017, student mentors were hired to support each School and serve as a team member along with counselors and faculty advisors.

2. Describe one or two accomplishments the college has achieved to date on this key element.

The college adopted a tri-chair structure for all of our standing committees within our integrated strategic plan. This allows for cross perspectives from the development of an agenda to running the meetings that lead to more enriching conversation and decision-making whereby all constituents contribute to the discussion and inquiry related to student equity, success, and completion.

Following the Completion Initiative Summit in summer 2015, the college has engaged in brown bag sessions, strategic discussion, and action related to college completion. This fall marked the soft launch of the College's Schools that include counselors assigned to Schools, trained faculty advisors, hiring of student mentors by School, linking college disciplines to careers, and the development of guided pathways within the Schools starting with the Associate Degrees for Transfer (ADTs).

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Our greatest challenge to date is the involvement of our front line staff at this stage of our Completion Initiative due to their workload. In order for institution to completely change our structure of how we help students choose and enter their path along with staying on path, we need to involve our classified staff more in the solving the issues. This fall, the student services team members will engage in inter-departmental discussion on how to improve our student onboarding process.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

N/A

INQUIRY (1-3)

Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>2. SHARED METRICS</p> <p>College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes.</p> <p>Those benchmarks are shared across key initiatives.</p>	<p>○ College is currently not conducting or planning to conduct research on shared metrics that could be used by cross-functional teams to come to consensus on key issues.</p>	<p>○ Key benchmarks and progress on student data are used.</p> <p>They are beginning to be aligned across initiatives.</p>	<p>○ College has defined metrics that are shared across its different initiatives.</p> <p>But, student data are not systematically or regularly tracked to inform progress across initiatives.</p> <p>Data for all metrics are not disaggregated and are not systematically and consistently examined with a focus on promoting equitable outcomes for students.</p>	<p>● College uses shared metrics across the different initiatives to understand how student success has improved.</p> <p>College regularly revises and revisits college plans in response to those findings.</p> <p>Data for all metrics are disaggregated.</p> <p>Data for all metrics are disaggregated and systematically and consistently examined with a focus on promoting equitable outcomes for students.</p> <p>Campus stakeholders meet regularly to examine progress on benchmarks, discuss strategies for improvement, and revise plans as needed.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Norco College has established a data-guided culture over the past decade that has been reflected in several areas. First of all, the following strategic planning goals are comprised of a comprehensive set of metrics that reflect the multidimensional character of an effective institution: Increase Student Achievement and Success, Improve the Quality of Student Life, Increase Student Access, Create Effective Community Partnerships, Strengthen Student Learning, Demonstrate Effective Planning Processes, and Strengthen Our Commitment to Our Employees. Within these seven goals there are 44 measurable objectives that are analyzed, reviewed, and reported every year. Whenever a new initiative or program is introduced to the college, the constituencies involved routinely look to the strategic planning goals to look for shared assessment metrics. In addition to the strategic planning goals, Norco College has established seven evaluation mechanisms to assess the planning process. These evaluation mechanisms are conducted either through surveys or qualitative processes that provide feedback on how the planning process is functioning. In addition, every other year an assessment of the evaluation mechanisms is conducted to find out if any improvements can be made to the evaluation process.

Another area exhibiting shared metrics is in program review. Within the instructional programs, every discipline is required to analyze multiple years of success, retention, and efficiency to explain longitudinal trends in their own discipline-specific data. In addition, program review requires that each discipline look at the pipeline of students related to their programs by looking at the numbers of students declaring various majors, and the numbers of students graduating in the same programs. Student services also conducts a robust analysis of data as part of their program review. Every student service is required to comment on program demographics (including ethnicity, age, gender, and student status), fall-to-fall persistence, success, comprehensive SEP rate, unit load, and semester GPA. These are some examples of how Norco College utilizes shared metrics as part of the regular business at the college.

2. Describe one or two accomplishments the college has achieved to date on this key element.

As mentioned above, one accomplishment is the “data-friendly” culture which exists at Norco College. The above statement gives examples of how this culture expresses itself, but it’s also exhibited in the flow of resources to this office. When the Office of Institutional Effectiveness (OIE) was first established it was comprised of one employee, the Dean of Institutional Effectiveness. It became readily apparent that to meet the data needs of the college, the staff would need to grow. At present, the OIE is comprised of three full-time IR specialists, an administrative assistant, and potentially 1-2 more staff who will come on board to support assessment/data efforts at the college. This has allowed the OIE to support the growth of the institution toward developing a culture where data is welcomed and invited in the dialogue of the college processes. Another accomplishment is related to the disaggregation of data. Prior to the funding of equity initiatives in the California Community Colleges, Norco College was already disaggregating data from multiple sources. For over a decade, any new

common final exam that was used for completion of a course or advancement to the next level was disaggregated and analyzed for disproportionate impact. In addition since 2012, the strategic planning goals included disaggregation of completion metrics for course-, certificate-, degree-, and transfer-completion rates. Equity metrics were also disaggregated; however, Norco College further subdivided every student equity group by gender, and this provided data which has given a strong focus to our current equity plan. By subdividing by gender it was found that men of color (defined as Hispanic and African-American males) were consistently underperforming in all achievement metrics. These data led to the creation of equity initiatives such as mentoring programs, summer bridge programs, first year experience programs, and enhanced academic support.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

One challenge to creating shared metrics is the multiplicity of initiatives which require that we report out on “their” metrics. Some examples of this are the IEPI Indicators, CCC Guided Pathways, Scorecard, and several grant specific outcomes that must be collected on an annual basis. Fortunately, initiatives are starting to integrate, such as BSI/Equity/SSSP, but these are the minority. As a college, we will be writing a new strategic plan to begin in 2018-19. In current discussions, we have promoted the idea of having a set of indicators (hopefully no more than 10-15) which will capture the work of all initiatives, programs, and possibly newly acquired grants. This integrated approach to shared metrics will keep the focus of the institution moving in the same direction and more effectively fostering student achievement and success.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

N/A

INQUIRY (1-3)

Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>3. INTEGRATED PLANNING</p> <p>College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college’s main planning and resource allocation processes, leveraging existing initiatives and programs such as (but not limited to):</p> <ul style="list-style-type: none"> • Student Success and Support Program (SSSP) • Basic Skills Initiative/Basic Skills Student Outcomes and Transformation Program (BSI/BSSOT) 	<p>○ College is currently not integrating or planning to integrate planning in the next few months.</p>	<p>○ Initial conversations have taken place, mostly among stakeholder leadership including administrators, faculty, and staff.</p> <p>There is a commitment by constituency leaders to engage in institution-wide dialogue to improve student success and align different planning processes.</p> <p>College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning.</p>	<p>● Some conversations have taken place, with all of the key constituency groups at the table.</p> <p>Integrated planning with pathways framework as guiding principles is in progress.</p> <p>Exploration of broad solutions to align different planning processes is still in progress.</p> <p>College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning, and with the help of internal partners (i.e. Classified Senate and Academic Senate) are</p>	<p>○ College-wide conversations have taken place with all key constituency groups including: Instructional, counseling, and student support faculty and staff, administrators, and students.</p> <p>All stakeholders reach agreement or agree to move forward on main issues and have identified possible broad solutions.</p> <p>Research, evidence, student data and a Guided Pathways framework inform ongoing planning. Regular joint planning meetings revisit and revise existing plans and strategize about key overarching strategies across the main college initiatives.</p>

<ul style="list-style-type: none"> • Equity Planning (Student Equity/SE) • Strong Workforce Program (SWF) 			<p>beginning to routinely inform and engage their constituents around integrated planning.</p>	<p>Integrated plans and overarching strategic goals drive program improvement, resource allocation, as well as professional development using a Guided Pathways framework.</p> <p>College governance structures are regularly used to discuss issues, vet solutions, and communicate efforts.</p>
---	--	--	--	---

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

The College's efforts in adopting a guided pathways model and moving forward in our completion initiative comes up in virtually every meeting as it is in the forefront of our planning processes in how to transform our institution. The college aligns all strategic goals/objectives with a council, committee, or workgroup. The culture of the college promotes consensus building to support decision making in leveraging existing programs and initiatives in resource allocation and program enhancements. Examples of this include retreats designed to build consensus on program directions such as our summer 2015 Completion Initiative Summit and spring 2017 Integrated Planning Retreat.

2. Describe one or two accomplishments the college has achieved to date on this key element.

Since 2012, the College has offered incoming high school graduates the opportunity to participate in the Summer Advantage program. This last year, we redesigned this award winning summer program to incorporate the adoption of the Pathways Schools. Students were introduced to their Schools and the concept of guided pathways. We look for every opportunity to integrate what we are doing with existing programs and initiatives.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

One potential barrier in integrated planning at the College is the change with integrating budgets to ensure there is no duplication and there is an alignment of key objectives. As we advance in our efforts to integrate programs and initiatives, we are challenged with not giving too much to one committee to manage. This leads us to questions whether we need an "Initiatives Council" with various members representing other shared governance bodies to best align the college-wide efforts going on in existing councils, committees, and workgroups.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

As we look forward, when our Completion Initiative efforts are fully integrated into how we do business, how will we ensure we sustain the efforts and momentum in ensuring the integrity of the CI process through our strategic planning process? What will the maintenance of our Completion Initiative look like in the integrated strategic plan? Norco College is in the process of revising the Strategic Plan this year which provides an opportunity for integration of the goals of the Completion Initiative into the strategic planning processes.

DESIGN (4-8)

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>4. INCLUSIVE DECISION-MAKING STRUCTURES</p> <p>College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.</p> <p>Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input.</p> <p>In addition, this plan strategically engages college governance bodies college-wide.</p>	<p>○ College currently has not organized or is planning to organize cross-functional teams or share governance committees that will inform and guide the Guided Pathways effort.</p>	<p>○ Workgroups or teams have been created, but they are <i>not</i> yet inclusive of some key campus constituents: instructional, counseling, and student support faculty and staff, and administrators. The college plans to expand the teams through engaging governance structures and hosting broad, inclusive discussions and forums.</p>	<p>● Cross-functional workgroups or teams (representing campus constituents) exist but there are no mechanisms yet identified for gathering and infusing college-wide input (including student voice) into the workgroup decision making policies and processes.</p>	<p>○ Cross-functional workgroups or teams who steer the Guided Pathways design process utilize explicit and agreed upon processes for gathering college-wide input (including student voice).</p> <p>Cross-functional teams are in communication and collaboration with college governance bodies.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

The College hosts an open college-wide Completion Initiative workgroup meeting monthly where various college constituents provide input on the infrastructure of the College's Schools. There is a clear distinction between what is in the workgroup's purview and what decisions must be made by the academic senate. Council and committee members representing bargain units are assigned by those bargaining units.

2. Describe one or two accomplishments the college has achieved to date on this key element.

We have institutionalize our completion initiative efforts through our decision-making structures. Meeting agenda and minutes go out to all entire college listserv. The structural accomplishments are found on the College's website under the Schools webpage.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Although the Completion Initiative workgroup is open to all, there are not enough front line staff members and students present so we need to more intentionally integrate our front line staff and students.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

N/A

DESIGN (4-8)

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>5. INTERSEGMENTAL ALIGNMENT <i>(Clarify the Path)</i></p> <p>College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.</p>	<p>○ College is currently not partnering or planning to partner with their feeder and destination institutions and/or local industry to align program requirements.</p>	<p>● Coordination between high school feeder district(s), four-year institutions, and industry partners have been established, but the partnerships are not strong and/or inconsistent across the college.</p>	<p>○ Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, and some partnerships are stronger than others, with some pipeline alignment from each partner established.</p>	<p>○ Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, with strong partnerships and pipeline alignments across the various partners.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Norco College is in the early adoption phase. We have a strong middle college high school partnership. In mid-2015, we received the Fund for Student Success grant allowing us to hire a support team consisting of a part-time counselor, educational advisor, and admissions support staff. As a result, the number student education plans completed have risen exponentially along with college graduation rates. In fall 2017, we implemented a College and Career Access Pathways (CCAP) agreement with four pathways. We are in development of two additional CCAP agreements with two different school districts expected to start in spring 2018. We have a strategic initiative to develop 15 such partnerships in the next five years.

We have developed guided pathways for ADTs as of fall 2017. We are working on other degree programs and School trailheads to make course selection easier for students based upon their School. There are pockets of partnerships with four-year institutions but greater efforts need to be made to strengthen this area across our institution.

2. Describe one or two accomplishments the college has achieved to date on this key element.

Some of our accomplishments include hosting a counselor-to-counselor summit with our local K-12 school district in October 2017. Our commitment to establish CCAP agreements with three or more local school districts. To support these efforts and the development of college-to-career pathways, the College received a California Career Pathways Trust (CCPT) grant. Our CCPT grant of over \$12m spans over four college districts and eight high school districts in the Inland Empire.

Another accomplishment has been the data partnership with our local K-12 school district that set the foundation to adopt MMAP. In November 2017, one of our faculty leaders is scheduled to present the findings of MMAP efforts to date as well as a study recently conducted by the English discipline to confirm placement results using MMAP.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

One challenge we need to address is that making sure our CCAP agreements align with the trailheads being developed for the Schools.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

N/A

DESIGN (4-8)

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>6. GUIDED MAJOR AND CAREER EXPLORATION OPPORTUNITIES</p> <p><i>(Help Students Choose and Enter a Pathway)</i></p> <p>College has structures in place to scale major and career exploration early on in a student’s college experience.</p>	<p>○ College is currently not implementing or planning to implement structures to scale students’ early major and career exploration.</p>	<p>○ Discussions are happening about ways to cluster programs of study into broad interest areas.</p>	<p>● Programs of study have been clustered into broad interest areas (such as meta-majors or interest areas) that share competencies.</p> <p>College has not yet created foundation courses, gateway courses or other scalable mechanisms for major and career exploration.</p>	<p>○ Programs of study have been clustered into broad interest areas (meta-majors) that share competencies.</p> <p>Foundation and/or gateway courses, career exploration courses, workshops and other scalable structures are designed to help students choose a major early on.</p> <p>Cross-functional teams including instructional, counseling, and student support faculty and staff from different departments and divisions collaborate on clustering programs. Student input is systematically included into the process.</p>

Please respond to the following items (500 word maximum per item) – RESPONSE FROM CAGP SCALE OF ADOPTION

1. Please briefly explain why you selected this rating.

We are currently in the process of scaling guided major and career exploration opportunities. The Norco College Completion Initiative has facilitated the creation of meta-majors through the reorganization of all programs students into four schools - Arts & Humanities, Social & Behavioral Sciences, Business & Management, and STEM - and organization of guided pathways beginning with the Associate Degrees for Transfer (ADTs) that articulate term to term course suggestions grouped in 15-unit increments. Additionally, the college has expanded dual enrollment offerings through increased course offerings, clear pathways that lead to associate degrees, and intrusive counseling at multiple high school sites. These efforts create clear and guided pathways for students pursuing ADT's and dual enrollment students. The college has begun to address career exploration by providing increased opportunities for personality and career workshops and assessments, engaging with industry partners, and through online career resources on each of the school's websites.

The college's CTE division has already experienced success under this model and is providing a template for other departments and school's to follow.

Future scaling will involve creating structures and processes to assist students in exploring majors and careers, and guiding them into the appropriate pathway. The college intends to address this gap through the launch of EduNav, an online student education planning tool that provides personalized term to term course planning and links majors to careers. The EduNav software also provides counseling and advising teams with real time data in order to monitor and track student progress on their pathway and provide appropriate interventions. These success teams responsible for keeping students on path will include a faculty advisor, dedicated counselor, educational advisor and peer mentors. In addition to the adoption of EduNav and creation of success teams, continued collaboration is required to create guided pathways for transfer and standard majors.

2. Describe one or two accomplishments the college has achieved to date on this key element.

The biggest accomplishments to-date include the reorganization of all programs of studies into schools and the guided pathways for ADTs. Both required a high level of faculty engagement and collaboration campus-wide. From idea to inception, the college strategically facilitated the necessary dialogue and discussion over a two-year period, including investing in a Leading From the Middle team of key representatives to lead the meta-majors project. This process ensured that all constituents were provided opportunity to contribute to the development of the schools and ADT guided pathways.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

The biggest challenge Norco College currently faces is its inability to monitor student progress on a pathway. Currently, our antiquated systems for creating and updating comprehensive education plans (SEP) do not lend themselves to tracking and monitoring student progression, nor does it provide term by term course planning sequences for students. As a result, when students are off-path the college is not able to re-direct them appropriately, and students are often ill-informed regarding course sequences. The college intends to address this barrier through the adoption of EduNav, the online SEP tool, in Winter/Spring 2018 with a soft launch and full-scale adoption in Fall 2018.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

N/A

DESIGN (4-8)

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>7. IMPROVED BASIC SKILLS</p> <p><i>(Help Students Choose and Enter a Pathway; Ensure Students are Learning)</i></p> <p>College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English, including, but not limited to:</p> <ul style="list-style-type: none"> • The use of high school performance for placement (i.e. cumulative GPA, course grades, non-cognitive measures) for placement • Co-requisite remediation or shortening of developmental sequence • Curricular 	<p>○ College is currently not engaging in or planning to develop strategies to improve student access and success in transfer-level math and English coursework.</p>	<p>○ College is currently piloting one or more of the evidence-based strategies listed in the “key element” description to increase access to and success in college and/or transfer-level English and math courses.</p>	<p>● College has scaled one or more instance of the evidence-based strategies listed under “key element,” but others are still in the pilot stage.</p>	<p>○ College has scaled relevant evidence-based strategies and has attained large improvements in the number of students that pass college and/or transfer-level English and math courses within a year of enrollment regardless of initial placement level.</p>

innovations including creation of math pathways to align with students' field of study.				
---	--	--	--	--

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

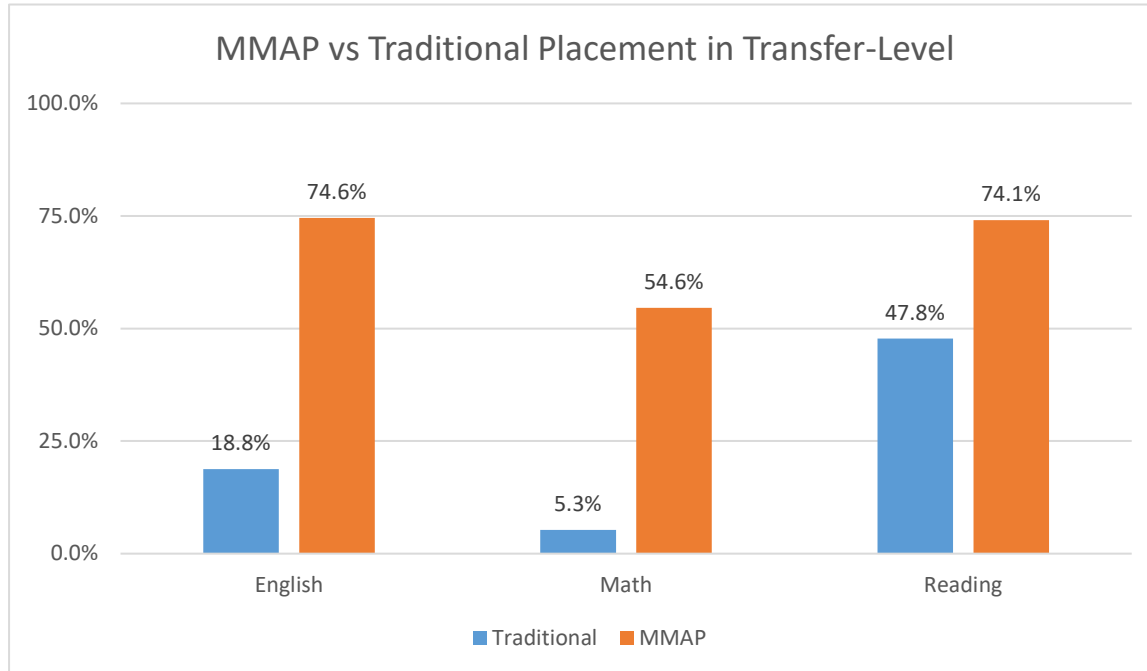
Over the past 5 years, the process of directing students to appropriate English and math courses has increased in scale. In 2013, the Summer Advantage program was completed by 268 students and was limited to recent graduates in the local K-12 district. By 2015, Summer Advantage completers numbered at 483 recent graduates. Summer Advantage was based on the assumption that students would get “best placement” if they were allowed to show what they know through intensive workshops involving brush-up sessions and testing on material they should already have covered in their high school course work. After thorough evaluation by faculty of their knowledge of critical concepts in English and math, students either received their best placement by staying at the level of initial placement or by being advanced to a higher level. Through this process, students had the potential of advancing up to three levels in English or math; potentially reducing time in basic skills courses by as much as 3 semesters. In addition to the English or math workshops, students were also required to complete a full-day orientation during Norco Orientation Week (NOW). Beginning in 2016, Norco decided to become one of the pilot colleges for the Multiple Measures Assessment Project (MMAP). MMAP is a collaborative effort led by the RP Group and Cal-PASS Plus to develop, pilot, and assess implementation of a statewide placement model using multiple measures. MMAP’s goal is to find an assessment process that is more effective for student success by utilizing performance in high school English and math courses, as well as overall GPA to place students at appropriate levels. At the beginning of the MMAP process, outcomes were assessed for pilot groups and compared against traditional methods of placement. During spring 2017, MMAP was fully implemented for all incoming students. Although this appears to be full-scale adoption, due to the newness of this method one-year outcomes have not been gathered and so Scaling in Progress is our current phase of adoption.

2. Describe one or two accomplishments the college has achieved to date on this key element.

Regarding Summer Advantage outcomes, students have been able to save approximately 1-2 semesters of coursework in basic skills. Additionally, they have been equally successful in the courses they are placed as other students in the same classes with them. One year outcomes for Summer Advantage students have been very encouraging. For English, 1-year transfer completion is approximately 3-4 times higher for Summer Advantage as compared to those who don’t go through the program. For math, 1-year transfer completion is more than double the rate of those who don’t go through the program.

MMAP is relatively new but there have been encouraging outcomes for placement and course success to date. At present, MMAP has shown phenomenal impact in shortening the time it takes for students to successfully transition to transfer-level English and math. In the chart below, transfer-level placement is compared between MMAP and traditional placement. As can be seen by comparing the blue and orange bars, the ratio of students that place at transfer-level in English, math and

reading have increased dramatically, sometimes as much as ten times the percentage of traditional methods. Also, in an analysis of student subgroups, all groups experienced this dramatic elevation into transfer-level courses. Finally, in following students into the courses taken immediately after placement, no significant difference was found in student success rates when comparing MMAP students to those placed by traditional means. This is great news since it indicates that MMAP is not placing students higher than their ability to perform successfully at transfer level.



3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

For Summer Advantage, the primary challenge was increasing the scale from approximately 500 to addressing all incoming students, approximately 1,700 new students. This challenge is what led us to adopting MMAP as a method to increase scale of effective placement for success. MMAP has had a few challenges as it was implemented. Initially, a challenge was figuring out how to provide English, math, and reading placement to students immediately after completing the assessment process. This required Norco College to automate the process through the use of self-reported multiple measures. One final MMAP challenge is addressing the needs of special populations, such as disabled students and second language learners. This is being addressed through the intervention of disabled students staff and the input of the MMAP Implementation Team.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

N/A

DESIGN (4-8)

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>8. CLEAR PROGRAM REQUIREMENTS</p> <p><i>(Clarify the Path)</i></p> <p>College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand.</p> <p>In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced</p>	<p>○ College is currently not providing or planning to provide clear program requirements for students.</p>	<p>● Some programs have worked to clarify course sequences, but teams do not represent cross-disciplinary teams of faculty.</p> <p>A few course offerings and schedules are designed to meet student demand.</p> <p>Some courses are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.</p>	<p>○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have been convened and are mapping out course sequences.</p> <p>Some course offerings and schedules are designed to meet student demand and offered at times and in a manner that enable students to complete their programs of study in a timely fashion.</p>	<p>○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have mapped course sequences.</p> <p>Key educational and career competencies (including transfer and major requirements and labor market information) are used to develop course sequences.</p> <p>Teams create default program maps and milestones for program completion/transfer, so that students can easily see how close they are to completion.</p> <p>Course offerings and schedules are designed to meet student demand and are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.</p>

access to relevant transfer and career outcomes).				
---	--	--	--	--

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

With the creation, development and implementation of the Completion Initiative at Norco College, the past three years have produced a concerted effort to institute resource information pieces that provide students with a more comprehensive approach to course planning. Initially designed using a Semester-By-Semester approach in counseling, now there are increased efforts to provide prescribed Pathways to students predicated on the intended education goal (i.e. graduation, transfer, or vocational skill training.) Thus far, Pathways directed towards completion of an Associates Degree in Transfer (ADT) have been developed for student use. The process of clarifying the path continues with the implementation of new software programs (EduNav), continued focus on additional Pathway development, reflective of certificates, Areas of Emphasis (AOE) and other vocational programs.

2. Describe one or two accomplishments the college has achieved to date on this key element.

Introduction to mapped pathways and meta-majors (Schools) was initiated to first year college students enrolled in a bridge program (Summer Advantage) for 2017. All students (approximately 600) enrolled were assisted in a learning outcome where they acquired resources and knowledge needed to research and develop an education plan with counselor support. Additionally, a Faculty Advisement model was introduced during the 2016-2017 school year and faculty volunteers totaling more than thirty (30) met with their counseling colleagues to receive training on best practices for advisement of students in questions related to career, major and chosen industry. These faculty members now operate via the Schools as points of contact for students seeking advisement on what careers and/or schools might best suit their declared program of study.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Although the model appears to be sound as described above, two potential challenges to its progress and potential success are available funding and dedicated access by students to faculty and support staff. The plan is for counselors to be dedicated to each of the Schools, with an appropriate number assigned based on the number of students in the School. This would suggest that at least eight full-time counselors would be needed. Currently there are only five, general funded counselors on faculty. While others have been added via categorical funding, the majority of all counselors have been reassigned to other programs and initiatives (i.e. Puente, Umoja, EOPS, Dual Enrollment, etc.) and therefore are not available to be dedicated to one particular Meta-Major. Additional funding is needed in order to hire the counseling faculty needed to properly serve the Schools.

In addition, Pathways suggests operating using a case management approach for each student enrolled to insure an efficient and successful navigation from college to career. Estimates suggest that this would mean each student receiving a contact

from college personnel at least twice a semester, with more for those on Early Alert, Academic Probation, or part of an identified high-risk group. Although Faculty Advisors are beneficial to student progress, their primary responsibility of instruction precludes them from meeting multiple times with multiple students. Counselors equally are limited with the current counselor to student ratio being 1:1200. Additional support staff such as Education Advisors or Student Success Coaches are required where each person is provided a caseload of approximately 200 students for whom they become the primary contact and act as supporter and advisor to the student during his or her time at the college.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

N/A

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS</p> <p><i>(Help Students Stay on the Path)</i></p> <p>College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.</p>	<p>○ College is currently not implementing or planning to implement proactive and integrated student supports.</p>	<p>○ The college has begun conversations about increased coordination and collaboration between student supports, instruction, and counseling.</p> <p>Processes and tools are in place to monitor student progress and provide timely support; but are only used by a few staff and/or departments and are not used consistently.</p> <p>There are few and/or irregular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face,</p>	<p>● Collaboration between the instructional and support services occurs in specific programs.</p> <p>Processes and tools are in place to monitor student progress and provide timely support; and are used by most staff and/or departments, but may not be used consistently.</p> <p>There are some structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.</p>	<p>○ The college has been able to scale ways in which proactive supports are provided to most students. The college is able to track in which program each student is, and how far away students are to completion.</p> <p>Student progress is monitored; mechanisms are in place to intervene when needed to ensure students stay on track and complete their programs of study.</p> <p>There are several regular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.</p>

		and ways to improve coordination and support services.		
--	--	--	--	--

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

For nearly three years, the College has been engaged in discussions and practices to support the Completion Initiative. Since the advent of Summer Advantage, open to all for first time students from our feeder school district, instruction and student services has worked proactively to integrate student support services. This interactive collaboration set the groundwork for the Completion Initiative beginning in spring 2015. Over the next two years, the College engaged in brown bags and workgroup meetings to develop the five components of the Completion Initiative. In fall 2017, Norco College first launched the Schools (meta-majors) where all programs of study are mapped to one of four Schools – Arts & Humanities, Business & Management, Social & Behavioral Studies, or STEM (Science & Health or Technology, Engineering, & Mathematics). Within each of the four Schools, the College assigned two counselors, a cadre of trained faculty advisors, student mentors, and soon we will employ paraprofessionals (Educational Advisors) to accompany each School. The College webpages for the Schools, while still under development, contain valuable information regarding the Schools. In addition to the individuals associated with the Schools, the College developed infographics associated with each discipline linking college to careers and has begun efforts to develop guided pathways. Completed to date include all ADT's and certificate pathways. This winter, we anticipate the development of trailheads for each school, providing students within each School with suggested courses to start with regardless of what pathway they are in within each School. From there, the College faculty will develop the pathways associated with the AOE and transfer degrees.

This fall, the College actively engaged in developing the platform needed to launch EduNav, an interactive educational planning tool. EduNav's guided pathways solution is completely dynamic. EduNav detects changes in elements of the plan, such as class sections filling up, a student registering to a different course, or a new hold on a student's authorization to take a class, and automatically recalculates and updates the entire plan, replacing courses where necessary to keep the student on the most optimal path to completion under the new circumstances.

By the end of fall, all of our degrees and certificates in our degree audit system will be live and ready for students in EduNav. Over this next year, special populations of students will be selected to engage in this interactive educational planning tool. By the 2018-2019 academic year, all first time students will have access to the EduNav system. With EduNav system operational, this will provide an electronic tool for the School teams to use to monitor to provide timely support. Currently, we are able to identify students by School for faculty and staff to follow up with and provide targeted outreach and support.

2. Describe one or two accomplishments the college has achieved to date on this key element.

The Completion Initiative was adopted as an institutional goal by our Academic Senate and Institutional Strategic Planning Council. Components of the Completion Initiative are discussed and worked on in multiple councils and committees throughout the College. On a monthly basis, the Completion Initiative workgroup meetings to collaborate on progress made and next steps. All members of our community are engaged in some way with the Completion Initiative agenda and moving in the same strategic direction to change the college-going experience for all students coming into our institution.

Norco College is one of 20 colleges engaging in the California Guided Pathways project. We have a college team made up of our president, VPSS, VPAA, Dean of Institutional Effectiveness, faculty leaders in Art, English, and Guidance, and we recently added our Dean of Student Services and Dean of Grants and Student Equity Programs. The addition of these two deans ensures the work we are doing in the CAGP project are aligned with our Integrated Plan.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

One challenge that may hinder progress is the reallocation of resources and supports around the Schools. Many of our staff and counseling team members are funded with categorical or grant funds that tie them to particular populations of students, programs, and/or services.

Another potential challenge involves keeping the students on the path by ensuring we schedule courses to ensure students can take the courses they need when they need them to complete their programs in as short a time as possible. Our faculty have made substantial strides to support optimal course scheduling such as chairs following a prescribed Scheduling Time Grid for all course offerings at the college; chairs ensuring there are no course overlap; heavier course scheduling at peak times; and chairs providing 2-year rotations for all ADT and CTE degrees and certificates. We are engaging in discussions around year-around scheduling that we hope to implement in 2018-2019. This will allow students to plan their course schedules a year out and give chairs more information on future course demand. This coupled with EduNav are hoped to contribute positively to enrollment management.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

N/A

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>10. INTEGRATED TECHNOLOGY INFRASTRUCTURE</p> <p><i>(Help Students Choose and Enter a Pathway; Help Students Stay on the Path)</i></p> <p>College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways including:</p> <ul style="list-style-type: none"> • Link student demand to scheduling • Ability for students to monitor schedule and progress (e.g., Degree Audit) • System for counselors and faculty to monitor students' progress (e.g., Starfish, early alert system, etc.) 	<p>○ College currently does not have or plan to build an integrated technology infrastructure.</p>	<p>○ The college has in place technology tools to support academic planning and counseling, but these tools are not used consistently and/or do not provide timely planning, support, and tracking capabilities.</p>	<p>● The college has in place technology tools that enable students, counselors, and faculty to track student progress through a defined pathway and provide some timely planning, support, and tracking capabilities.</p>	<p>○ The college has in place technology tools to support planning, implementation and ongoing assessment of guided pathways, including: academic planning; placement; advising; tracking; completion outcomes: career counseling, including employment and salary information; and transfer and bachelor's degree attainment data.</p> <p>College has the capacity to manage and connect course scheduling with student needs and default schedules. The technology infrastructure supports integrated reporting, auditing, and planning processes.</p>

<ul style="list-style-type: none">• Data on career and employment opportunities including salary and requirements (e.g., SalarySurfer, other)• Others				
--	--	--	--	--

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Norco College has contracted EduNav to begin 2017-2018. We are piloting this program now for students and will have full implementation of the program in the summer 2018. This software should allow students to and the institution to track progress and implement pathways.

Timeline for implementing next steps:
2017-2018 pilot
Implementation

2. Describe one or two accomplishments the college has achieved to date on this key element.

We have an Early alert program in place but it is underutilized by faculty.
Student support areas have access to students on early alert list. We plan to implement tracking using EduNav.
Plans embedded into our Completion Initiative – School teams consisting of faculty advisors, counselors, peer mentors with a soft launch in 17FAL

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

As part of a multi-college district, there are issues with implementing software and practices through the district offices. This new software needs to connect and respond to scheduling software which needs updating. This creates a limiting factor.

New software creates the need for training for students, faculty, counseling staff and educational advisors. That takes time. We have high expectations.

Scheduling technology needs to be addressed. To implement year-round scheduling. Additional access to metrics and analytics will be necessary to respond to changing needs and pathways.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

N/A

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>11. STRATEGIC PROFESSIONAL DEVELOPMENT</p> <p><i>(Help Students Stay on the Path; Ensure Students are Learning)</i></p> <p>Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college’s strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.</p>	<p>○ College is currently not offering or planning to offer professional development (PD) opportunities aligned with needs and priorities identified in integrated plans, program review, and other intentional processes.</p>	<p>● Professional development is provided to faculty, staff and administrators but the development and offerings of PD is not aligned with the college’s strategic goals identified in an integrated planning process, or there are gaps in systematically identifying and meeting those goals.</p>	<p>○ Some but not all PD opportunities are developed to intentionally support the college’s strategic goals identified as part of an integrated planning process.</p> <p>Strategic professional development includes systematic, frequent and strategic attention to:</p> <ul style="list-style-type: none"> • Using learning outcomes assessment results to support/improve teaching and learning. • Providing updated information across the college to enable faculty and staff to refer 	<p>○ PD opportunities are available for staff, faculty and administrators and are strategically developed to meet the college’s overarching goals, shared across initiatives. Assessment of learning outcomes and other data driven processes are continuously used to identify the areas of greatest need for PD to help the college meet its overarching strategic goals.</p> <p>Strategic professional development includes systematic, frequent and strategic attention to:</p> <ul style="list-style-type: none"> • Using learning outcomes assessment results to support/improve teaching and learning

			<p>students to academic and non-academic supports and services as necessary.</p> <ul style="list-style-type: none"> • Improvements in those college processes directly serving students. • Leadership capacity and stability for all areas on campus and the college as a whole. • Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need. 	<ul style="list-style-type: none"> • Providing updated information across the college to enable faculty and staff to refer students to academic and non-academic supports and services as necessary. • Improvements in those college processes directly serving students. • Leadership capacity and stability for all areas on campus and the college as a whole. • Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need. • Continued broad engagement in cross-functional decision-making. • Regular and consistent training on the use of technology to support academic programs and student services.
--	--	--	---	---

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Norco College has regular professional development for faculty, staff and managers. The three trainings are usually handed separately and organized separately. The faculty have a committee and coordinators who organize faculty professional development. The staff have and unofficial groups who organizes training. Managers handle professional development on their own (e.g., conferences) with some training offered through HR. The planning for training is nor formally or systematically tied to strategic planning.

2. Describe one or two accomplishments the college has achieved to date on this key element.

Norco College recently opened a new physical space for professional development. The College has also started on a dialogue to coordinate all professional development under one body and make sure training is connected to our strategic goals.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

One barrier has to do with 10+1. Some faculty believe that faculty shared governance must be under the Senate exclusively. If this interpretation prevails, it will be difficult to bring all professional development together under one umbrella. HR at the District does not have a tradition of collaborating on PD with the college and does NOT shape their training to meet college strategic goals.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

Norco College has applied to the Leading From the Middle Academy in order to address this goal specifically. There are plans to create an integrated two-year professional goal plan with the goals of the completion initiative in mind. Additional support for teaching and learning has also been emphasized to ensure pillar #4 of the Pathways is taking place.

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>12. ALIGNED LEARNING OUTCOMES</p> <p><i>(Ensure Students are Learning)</i></p> <p>Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students’ success in subsequent educational, employment, and career goals.</p>	<p>○ College is currently not aligning or planning to align learning outcomes.</p>	<p>○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) have been developed, but they are not systematically reviewed to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessments are not linked with professional development or changes to the course or program content.</p>	<p>● Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are reviewed and revised for some outcomes to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessment are not consistently linked with professional development or changes to the course or program content.</p>	<p>○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are regularly reviewed and revised to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessments are used to inform professional development, and are linked to changes to course and program content.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Learning Outcomes at Norco College are addressed college-wide through systematic Program Review. Our Professional Development Committee, Assessment Committee and our Teaching & Learning Committee are collaborating to ensure even more consistency across the college.

2. Describe one or two accomplishments the college has achieved to date on this key element.

We utilize a common vocabulary college-wide for Learning Outcomes, with multiple committees involved with ongoing assessment. Although we have an Assessment Committee, it is through collaboration of multiple groups that we achieve goals. For example, success rates in Distance Education course has been historically lower than Face-to-Face courses, so the Professional development Committee worked with Administration to offer faculty training in distance Education as part of FLEX training. Also, the creation of the Teaching & Learning Committee in fall 2016 was supported by our Academic Senate and Administration. The Teaching & Learning Committee is a standing committee of Senate and now fill a void that previously existed, linking student success to classroom pedagogy/andragogy. The Teaching & Learning Committee reports back to Senate and also works closely with the Professional Development Committee to ensure meaningful professional development geared towards student success is provided.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

We are trying to move to a new Program Review system, utilizing TracDat, which will integrate Assessment and Program Review in an online platform. It is a challenge to negotiate our needs with the tech provider and also support faculty in a new way of inputting their reports.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

The Teaching & Learning Committee and Professional Development Committee have submitted applications to participate in a Leading From the Middle (LFM) Institute in 2018. Each committee has proposed projects which will link Guided Pathways to

professional development and teaching and learning. If we are accepted, this will be a tremendous boost to our current efforts and will help us move into full-scale adoption.

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>13. ASSESSING AND DOCUMENTING LEARNING</p> <p><i>(Ensure Students are Learning)</i></p> <p>The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty.</p> <p>Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.</p>	<p>○ College is currently not assessing and documenting or planning to assess and document individual student’s learning.</p>	<p>○ Attainment of learning outcomes are not consistently tracked or made available to students and faculty.</p> <p>Only a few programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>	<p>● Attainment of learning outcomes tracked or made available to students and faculty for most programs.</p> <p>Most programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>	<p>○ Attainment of learning outcomes tracked or made available to students and faculty for most programs.</p> <p>All programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

The assessment loop consists of gathering data on outcomes (SLOs, SAOs, AUOs), determining if the results are satisfactory by meeting a benchmark (or goal) for achievement; and if they are not, making changes in the program (and reassessing) to see if they make a difference in student learning until reaching the benchmark. Closing the loop in instruction consists of meeting the benchmark set by discipline faculty for the course. During 2016-17 there were 42 programs of study in which students could receive state-approved certificates or associate degrees. In addition to these programs, the general education pattern for the associate degree is considered a separate program that must be included in the program count. In 2016-17 a six-year cycle of instructional program assessment was approved by the Norco Assessment Committee. In fall of that year, a large-scale program assessment project was initiated. At the close of 2016-17, Norco College had assessed 41 out of the 42 programs. Due to this effort, the ratio of loop-closing for instructional programs increased to 19/43 (44.2%). This percentage represents more than triple the rate of the previous year (13.3%). We selected sending in progress in part because we have not yet made outcomes data available to students – at least not in a readily accessible format (program review).

2. Describe one or two accomplishments the college has achieved to date on this key element.

In addition to assessing instructional programs, assessment also occurs in administrative units and student services which together have 32 programs. In both student services and administrative unit assessment, closing the loop is defined as meeting the specific targets set in program review within the academic year. In student services, 20 out of 20 programs closed the loop. In administrative units, 9 out of 12 closed the loop. In total, 48/75 programs (64%) closed the loop.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

While we have been using TracDat for some time to assess course SLOs, we are in the process of transitioning to TracDat for program review. Aligning the two modules has proven more complex than we had anticipated. This has led to some confusion about the process for course and program-level assessment procedures and alignment. It remains to be seen whether the Fall 2017 program review TracDat implementation will succeed. If not, we will temporarily return to our Word-based system until

another data-based system can be adopted. This will limit our efforts to evaluate learning in programs of study and slow down the nice momentum we have in integrating pathways in all areas of the institution.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

N/A

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>14. APPLIED LEARNING OPPORTUNITIES</p> <p><i>(Ensure Students are Learning)</i></p> <p>Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.</p>	<p>○ College is currently not offering or planning to offer applied learning opportunities.</p>	<p>○ Few courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, cooperative education (co-op), clinical placements, service learning, study abroad, etc.</p>	<p>● Some courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, co-ops, clinical placements, service learning, study abroad, etc. Opportunities have been coordinated strategically within and/or amongst programs.</p>	<p>○ Students across most or all disciplines and degree areas have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, service learning, study abroad, and other active learning activities that program faculty intentionally embed into courses and programs.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Some programs and courses provide internships or work experience opportunities for student to apply what they are learning in the classroom. Career and Technical Education (CTE) recently formed and internship and work experience program. The goal of this program is to facilitate relationships between local employers and Norco College students in an effort to strengthen students' understanding of industry standards as well as gain hands on learning. CTE is also in the process of establishing apprenticeship programs. Apprenticeships allow students to complete their academic programs and learn the skills of their trade simultaneously. Faculties frequently make arrangements for students to participate in community projects and cooperatives with other institutions. Faculty also identify summer research opportunities for students and promote study abroad opportunities. Some disciplines also organize career exploration events for students to hear from industry experts and to engage in Q&A. The Completion Initiative's connecting college to career component is also focused on helping students with career exploration and expanding internship opportunities.

2. Describe one or two accomplishments the college has achieved to date on this key element.

For the past five years, STEM programs and courses have provided rich opportunities for students to apply classroom learning in the field. This has been made possible by a Federal Department of Education Title III STEM grant. Grant funds have been used to develop career exploration speaker series representing multiple disciplines. Program personnel regularly identify summer research opportunities for students and assist them with the application process. Grant personnel have also provided opportunities for students to engage in cooperative projects with four-year institutions. Most recently, a group of STEM students engaged in a cooperative project with Loma Linda University students to engineer and build a prosthetic hand using open source software and 3D printers. The students and faculty involved in this project are using this opportunity to recruit additional students from manufacturing, anatomy & physiology, and other programs.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

The college is lacking a systematic approach to organizing and offering applied/contextualized-learning opportunities across all programs. Most programs and courses do not have requirements or set standards on applied/contextualized learning opportunities. A majority of the programs that offer applied learning opportunities are able to do so because they are associated with a grant. Grant supported programs typically employ personnel who are dedicated to identifying service

learning opportunities and internships for students in their programs. They programs are also provided significant funding to sponsor career exploration events, field trips, and cooperative projects.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

N/A

ADDITIONAL QUESTIONS (500 word maximum per item)

1. Based on the Self-Assessment above, what do you think best describes your college's guided pathways work overall?

- Pre-Adoption
- Early Adoption
- Scaling in Progress
- Full Scale

Please briefly explain why you selected this rating:

Norco College has made significant progress on their pathways initiatives. We have mapped our 19 ADTs to pathways. We have plans for pathways of our Areas of Emphasis. In addition, we have general (two-semester) beginning trailheads to lead students into their pathways partially constructed. We have worked hard to include all areas of the institution in this shift in process and mindset. Areas of resistance have been addressed, and the institution has a consistent will to make changes.

An examination of the six key elements of Guided Pathways demonstrates that we are well on our way with the mapped programs. We have plans and have implemented proactive academic and career advising in our summer and dual enrollment programs. We are confident that our Academic Advising Teams model can scale up that process to all new students and address a structured focused onboarding for our students. We are piloting a responsive student tracking system and will be at full implementation summer 2018. The implementation of MMAP and our acceleration courses have redesigned our basic skills coursework in English and Math. We are continuing with additional supports for students who have been accelerated with co-requisite low-unit coursework. The area that needs additional examination is in Instructional support and co-curricular activities. We have applied to Leading From the Middle for support in professional development. We have a dual focus of pathways and equity planning for these teams.

The Norco College website will need an overhaul/rebuild. It is evident that this type of institutional shift requires a full redevelopment.

2. What kinds of support would be most helpful to you as your campus begins or continues its work on guided pathways? Are there resources or supports that would most help your college progress on any particular element? Please describe:

Additional professional development is appreciated. There are areas of full-scale implementation that will present new challenges. Support in restructuring student services to support guided pathways, including but not limited to processes for onboarding and personnel shifts.

Resistance. More training on helping work through the questions that are presented by the institution. It is difficult to build a consensus on a need for change.

3. Comment (optional): Please share any guided pathways practices or processes that were particularly successful for your college.

Examining the data on completion is the key to our motivation. We need to continue to get that data. We also need complementary college data to provide perspective and alternative points of view. The latest California Guided Pathways Project data on median credit loads was interesting, but needs to be broken out a bit further to determine why students are acquiring so many units.

4. Comment (optional): Are there any questions, comments and/or concerns or additional information that you want to provide that has not been addressed sufficiently in this tool?

We need to work with the Academic Senate to provide cross-over support. The Chancellor's Office cannot do this alone. State Academic Senate needs to be with the Pathways movement and needs to be doing supporting activities for there to be full buy-in.

Guided Pathways Award Program Self-Assessment Signature Page

In submitting this document to the Chancellor's Office, and by our signatures, we the undersigned certify the information outlined in our Guided Pathways Award Program Self-Assessment was informed by input and agreement among a cross-functional team that spans the constituencies of the college. With submission of this document, we indicate our commitment to adopt a guided pathways framework.

Name of college

Self-Assessment Signatories

_____ Signature, President of the Governing Board	_____ Printed Name	_____ Date signed
_____ Signature, Chief Executive Officer/President	_____ Printed Name	_____ Date signed
_____ Signature, Academic Senate President	_____ Printed Name	_____ Date signed
_____ Signature, Chief Instructional Officer	_____ Printed Name	_____ Date signed
_____ Signature, Chief Student Services Officer	_____ Printed Name	_____ Date signed

Please print, complete and mail this page to:
California Community Colleges Chancellor's Office
Attention: Mia Keeley
1102 Q Street
Sacramento, CA 95811

In lieu of mailing, a scanned copy may be emailed to: COGuidedPathways@cccco.edu



California Community College Guided Pathways Self-Assessment

FALL 2017

Why Guided Pathways?

Addresses the Problem with the Structure of Community Colleges

Limited scalability of reforms

Provides a framework for us to rethink our approach to student success

Built to promote enrollment

Making our colleges ready for students versus the students ready for college

Self Service or Cafeteria Model

Intentionally design an experience to help **all** of our students succeed

Expected Outcomes of Guided Pathway Colleges

- ▶ Increased degree & certificate completion
- ▶ Decrease time for completion for students
- ▶ Focus on Guided Pathways Key Performance Indicators (KPIs) – First term and first year momentum points

Guided Pathways as a National Movement

- **Part of a national movement initiated by the American Association of Community Colleges (AACCC) and continuing with the CA Guided Pathways Project**
- **One of the few states with an infusion of dollars to accomplish the implementation**

Four Pillars of Guided Pathways

Clarify the Path



Create Clear
Curricular
Pathways to
Employment
and Further
Education

Enter the Path



Help
Students
Choose and
Enter Their
Pathway

Stay on the Path



Help
Students
Stay on
Their Path

Ensure Learning



Follow Through,
and Ensure that
Better Practices
are Providing
Improved
Student Results.

About Guided Pathways

The Guided Pathways framework creates a highly structured approach to student success that:



Provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success.



Integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience

Simultaneous California Efforts

Guided Pathways: AACC Projects

30+ colleges participating nationally

Competitive process

Guided by national leaders with guided pathways efforts

CA Guided Pathways: Demonstration Project

20 colleges in California participating

Competitive process

Paid to participate

One year of intensive support

California Community Colleges Guided Pathways

Eligible participation for all 114 colleges

Requirements for participation, regardless of previous GP affiliation

Five years of support by CCCCO and partners

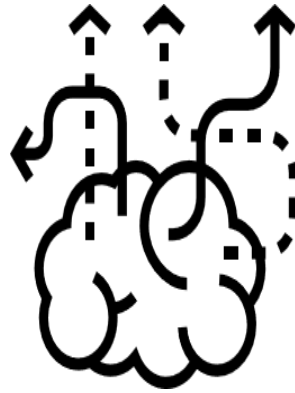
CCC Guided Pathways Gearing Up for Implementation



**Self-
Assessment**



**IEPI
Workshop**



**Multi-Year
Work Plan**



**Funding
Allocation**

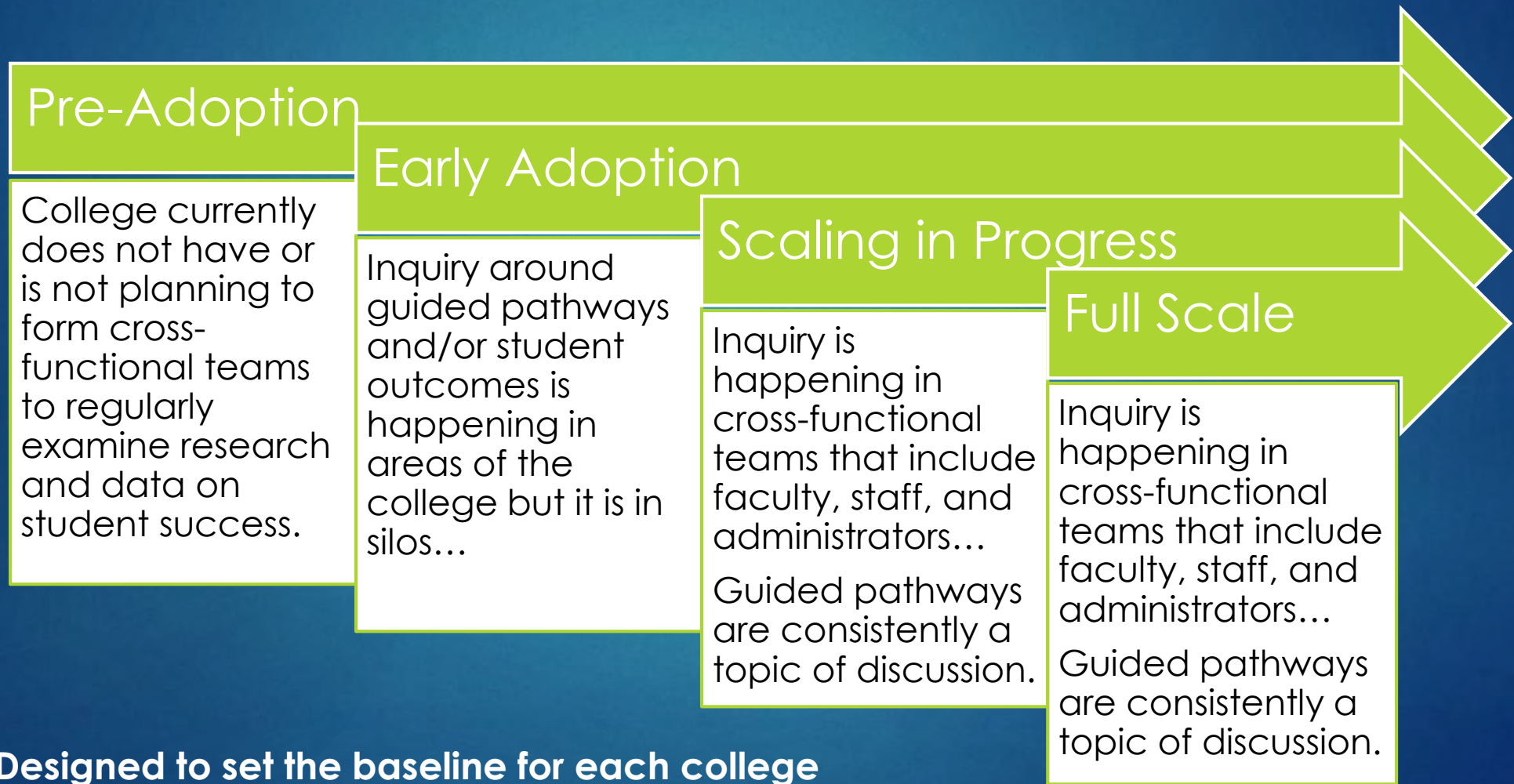
CCC Guided Pathways Overview of Funding

- **Initial funding in April 2018**
- **\$135 million total allocation to colleges**
- **Five years total to spend the allocations**
- **25% of total allocation in the first year**
- **Spending guidelines with allocations in April**

CCC Guided Pathways Allocations

- **Allocations by college:**
 - 35% total FTES
 - 45% total number of awarded Pell grants
 - 20% equal distribution
- **Five years total to spend the allocations**
 - 25% in year 1; 30% in year 2; 25% in year 3; 10% in year 4; and 10% in year 5
- **Colleges guaranteed a minimum total allocation of \$500,000**
- **Creation of CCCCO Guided Pathways Advisory Committee – Dr. Wolde-Ab Isaac serves on board**

Guided Pathways Self-Assessment* - Scale of Adoption in 14 Key Elements



***Designed to set the baseline for each college**

14 Key Elements in Self-Assessment

Inquiry

- ▶ 1. Cross-Functional Inquiry ▶ 2. Shared Metrics ▶ 3. Integrated Planning




Design

- ▶ 4. Inclusive Decision-Making Structures ▶ 5. Intersegmental Alignment ▶ 6. Guided Major and Career Exploration Opportunities ▶ 7. Improved basic Skills ▶ 8. Clear Program Requirements



Implementation

- ▶ 9. Proactive and Integrated Academic and Student Supports ▶ 10. Integrated Technology Infrastructure ▶ 11. Strategic Professional Development ▶ 12. Aligned Learning Outcomes ▶ 13. Assessing and Documenting Learning ▶ 14. Applied Learning Opportunities

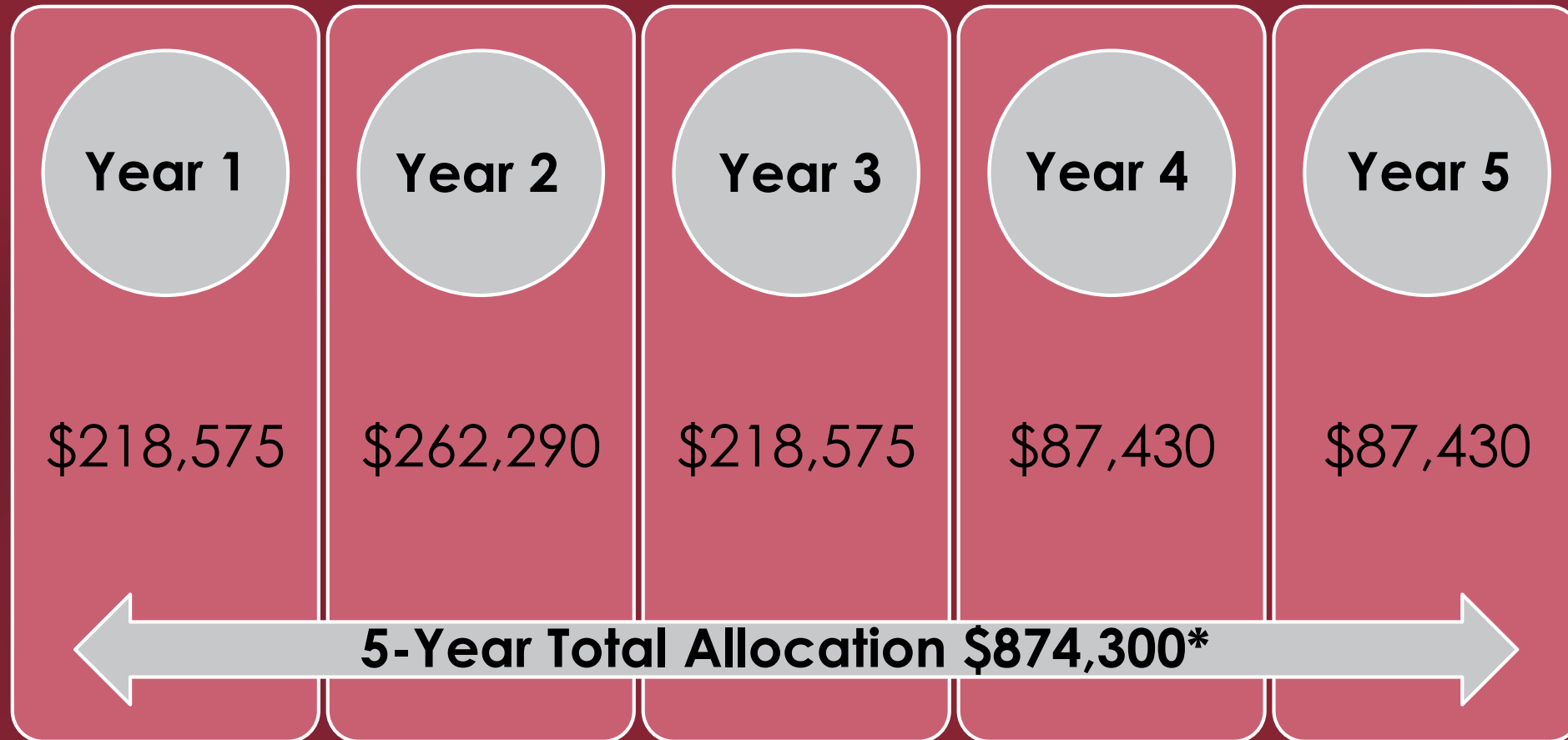


California Community College Guided Pathways Self-Assessment

NORCO COLLEGE

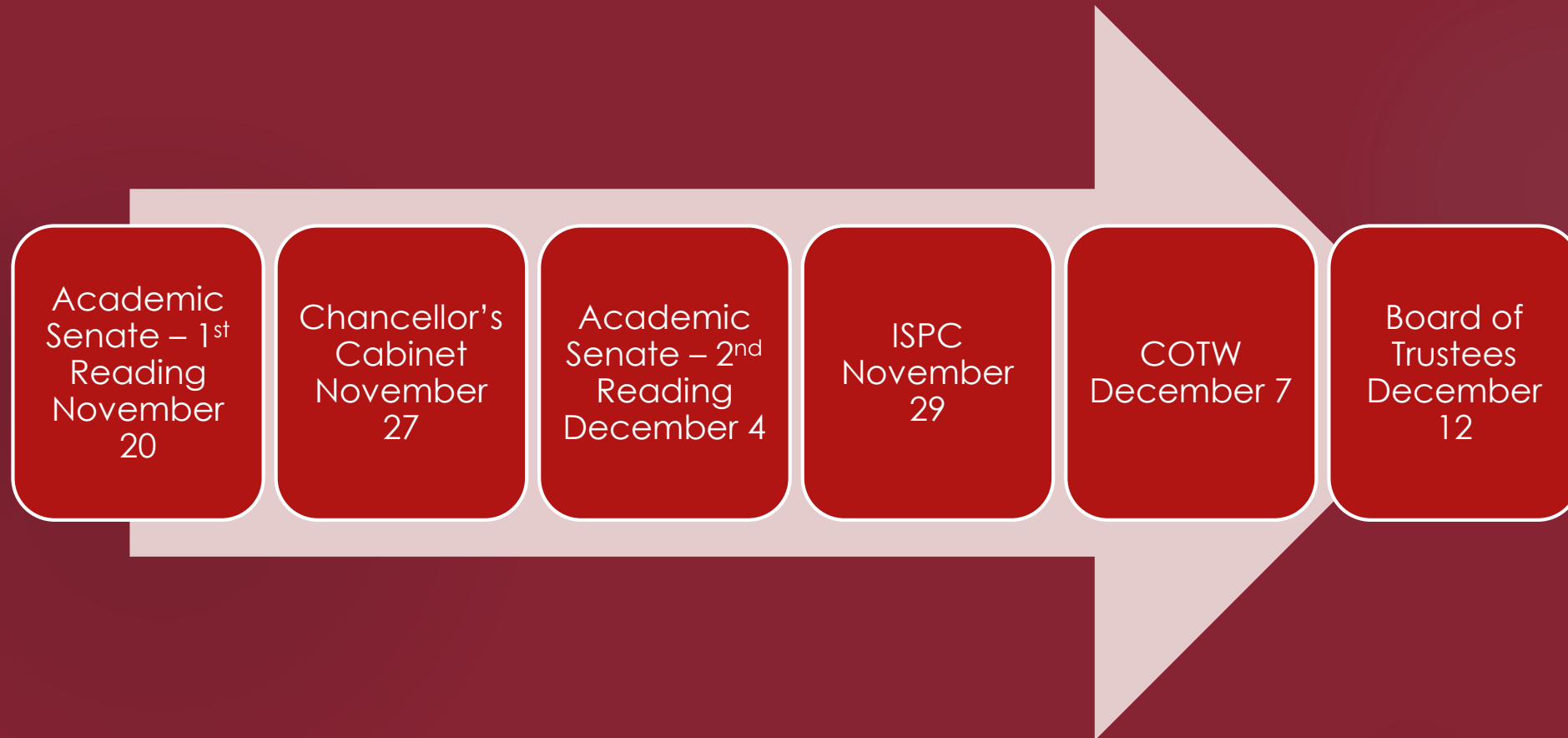
FALL 2017

CCC Guided Pathways Norco College's 5-Year Allocation



*Allocation will increase if not all 114 California Community Colleges participate

Norco College's Self-Assessment Approval Timeline – Due December 23



Norco College's Process



IEPI

Workshop -
September
28, 2017

Attendees:

- ▶ Caitlin Welch
- ▶ Greg Aycok
- ▶ John Moore
- ▶ Melissa Bader
- ▶ Monica Green
- ▶ Quinton Bemiller
- ▶ Sam Lee
- ▶ Tenisha James

Norco College's Process Continued...



**Self-
Assessment –
Draft
Development**

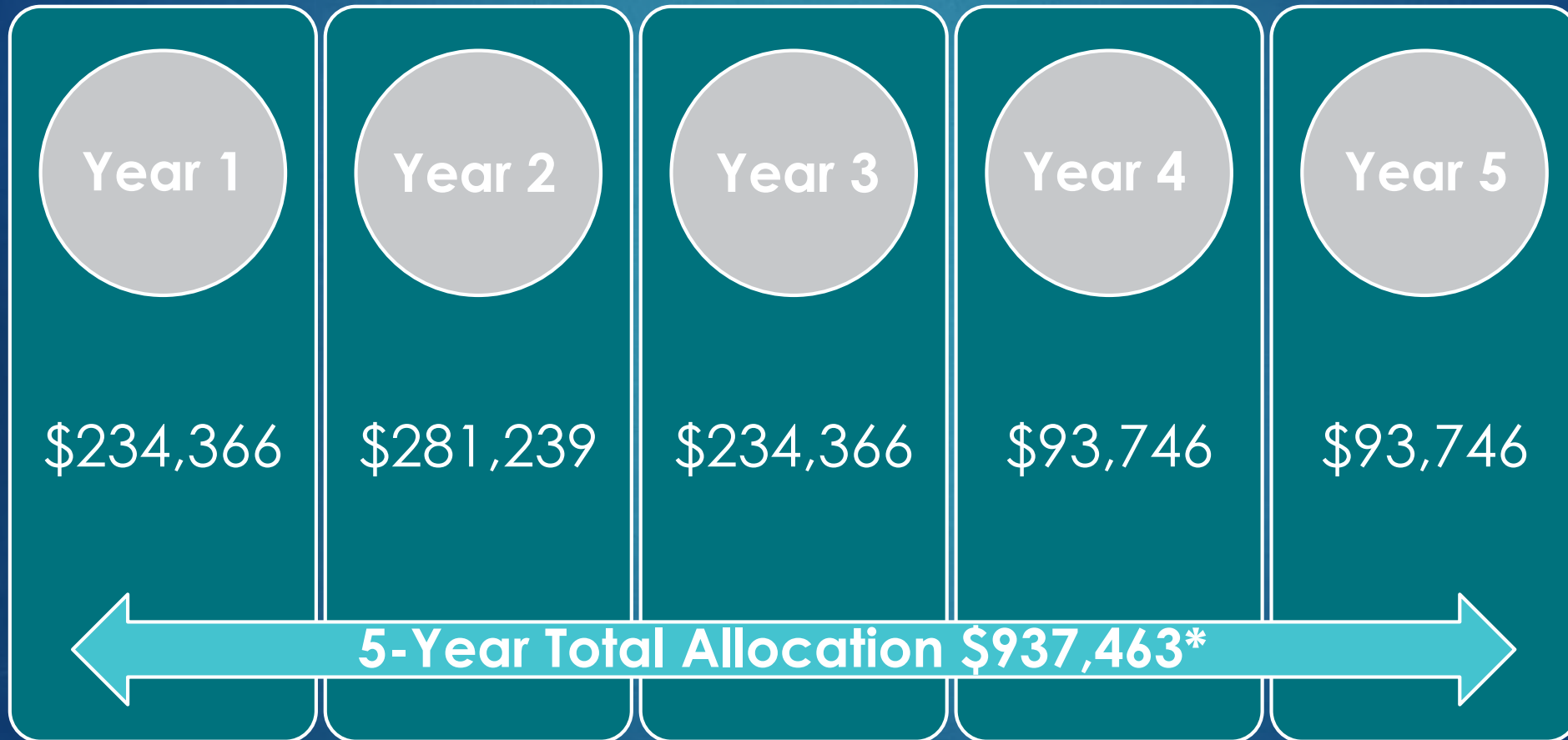
California Guided Pathways Team

- ▶ Bryan Reece
- ▶ Greg Aycock
- ▶ Gustavo Ocegueda
- ▶ John Moore
- ▶ Melissa Bader
- ▶ Monica Green
- ▶ Quinton Bemiller
- ▶ Sam Lee
- ▶ Tenisha James

Norco College's Overall Self-Assessment – Scaling in Progress

- ▶ Why “Scaling in Progress?”
 - ▶ 11 of 14 key elements self-assessed at in progress to full scale adoption
 - ▶ Institutional mind shift towards guided pathways through Completion Initiative
 - ▶ Nearly three years of progress in Completion Initiative – Five components include meta majors, clear and directed pathways, connecting college to career, faculty advisement, and peer mentorship
 - ▶ Schools (meta majors) formally adopted by Senate
 - ▶ Mapped 19 ADT's to pathways
 - ▶ Two-semester beginning trailheads by School partially constructed
 - ▶ Norco College has a consistent will towards change to positively impact student success
 - ▶ Inquiry is happening in cross-functional teams that include faculty, staff, and administrators.
 - ▶ Student voice and/or research on student success and equity are not systematically included and/or focused on closing the equity gap(s).
 - ▶ Guided pathways are consistently a topic of discussion

CCC Guided Pathways Moreno Valley College's 5-Year Allocation



*Allocation will increase if not all 114 California Community Colleges participate

Moreno Valley College Self-Assessment Timeline



Moreno Valley College's Process



IEPI
Workshop -
September -
28, 2017

Attendees:

- ▶ Robin Steinback
- ▶ LaTonya Parker
- ▶ Carlos Lopez
- ▶ Dyrell Foster
- ▶ Karen Flores
- ▶ Larisa Broyles
- ▶ Laura Dunphy
- ▶ AnnaMarie Amezquita
- ▶ Andrew Sanchez
- ▶ Andrew Graham

Moreno Valley College's Process

Continued...



**Self-
Assessment –
Draft
Development**

California Guided Pathways Team

- ▶ Robin Steinback
- ▶ Carlos Lopez
- ▶ Dyrell Foster
- ▶ LaTonya Parker
- ▶ Laura Dunphy
- ▶ AnnaMarie Amezquita
- ▶ Andrew Graham
- ▶ Karen Flores
- ▶ Jeff Rhyne
- ▶ Larisa Broyles
- ▶ Maria Pacheco
- ▶ Ed Alvarez
- ▶ Andrew Sanchez
- ▶ Micki Clowney
- ▶ Art Turnier
- ▶ Martha Rivas
- ▶ Nicole Smith

Moreno Valley College's Overall Self-Assessment – Early Adoption

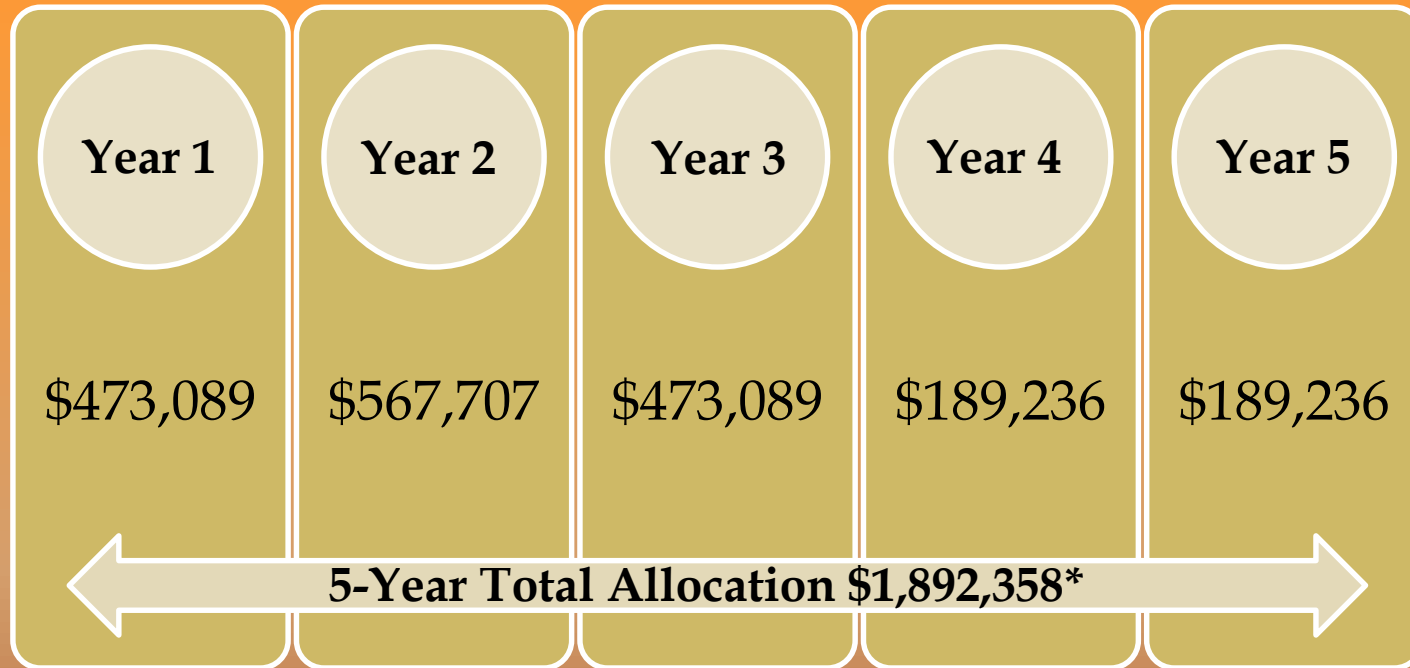
- ▶ Why “Early Adoption?”
 - ▶ 11 of the 14 Key Elements Assessed at Early Adoption
 - ▶ The college has many examples in which guided pathways elements are at scaling in progress or full scale levels of adoption, more must be done for these initiatives to impact a larger proportion of students
 - ▶ Guided Pathways as a formal dialogue is relatively new at MVC
 - ▶ Clear pathways for 16 Associate Degrees for Transfer (ADTs)
 - ▶ Strong Intersegmental Partnerships with Moreno Valley Unified School District and Val Verde Unified School District
 - ▶ Significant focus and work in developing improved basic skills pathways for students through acceleration and multiple measures placement

**CALIFORNIA COMMUNITY
COLLEGE GUIDED PATHWAYS
SELF-ASSESSMENT**

Riverside City College

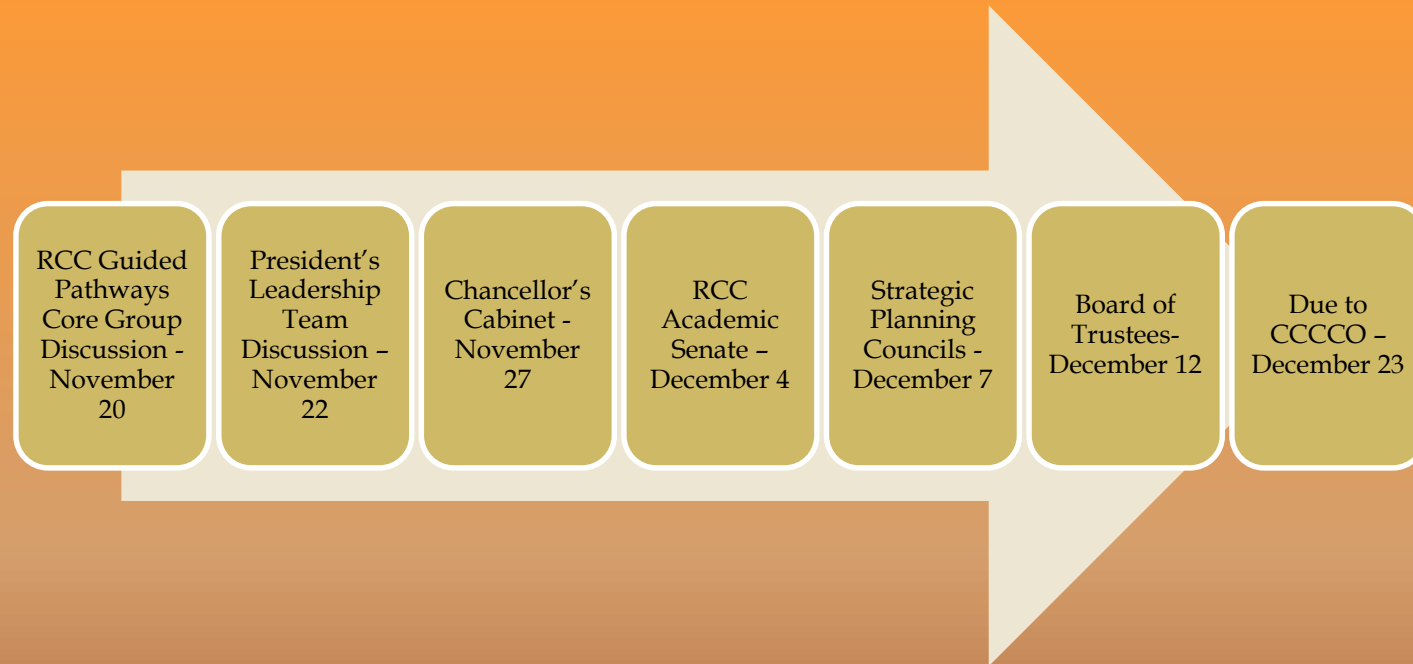
Fall 2017

CCC Guided Pathways RCC's 5-Year Allocation



*Allocation will increase if not all 114 California Community Colleges participate

RCC's Self-Assessment Timeline



Riverside City College's Process



IEPI

Workshop –
October 17,
2017

Attendees:

- ▣ Ashley Martinez
- ▣ Wendy McEwen
- ▣ Susan Mills
- ▣ Inez Moore
- ▣ Garth Schultz

Riverside City College's Process *Continued...*



Self-
Assessment –
Draft
Development

California Guided Pathways Team

- ▣ Hayley Ashby
- ▣ FeRita Carter
- ▣ Allison Douglas-Chicoye
- ▣ Carol Farrar
- ▣ Wolde-Ab Isaac
- ▣ Wendy McEwen
- ▣ Susan Mills
- ▣ Paul O'Connell
- ▣ Kathleen Sell
- ▣ Kristi Woods

RCC's Overall Self-Assessment: Scaling in Progress

- ▣ Why “Scaling in Progress?”
 - Academic clusters in development
 - Clear pathways for 22 ADTs, 21 UC Pathways, and CTE Pathways
 - Cross functional teams are focused on tasks with Guided Pathways as the framework
 - Collaborative teams of Counselors, Educational Advisors, Faculty Advisors, Librarians, and Peer Mentors are providing integrated and comprehensive academic support for students in the “highways”
 - College utilizes shared metrics and disaggregated data across different initiatives to understand how student success has improved
 - Vertical integration of planning is accomplished through administrative structure; horizontal alignment of planning is carried out through Strategic Planning Leadership Councils
 - College regularly revises and revisits plans in response to data



Moreno Valley College
Norco College
Riverside City College

SELF-ASSESSMENTS SUBMITTED FOR BOARD APPROVAL

DECEMBER 2017

Agenda Item (IV-B-3)

Meeting	12/5/2017 - Committee
Agenda Item	Committee - Teaching and Learning (IV-B-3)
Subject	Riverside City College Guided Pathways Self-Assessment Tool
College/District	Riverside
Funding	N/A
Recommended Action	It is recommended that the Board of Trustees review and approve Riverside City College's Guided Pathways Self-Assessment Tool for submission to the State Chancellor's Office.

Background Narrative:

California Community Colleges Guided Pathways is a multi-year program of the State Chancellor's Office designed to provide each college with the opportunity to implement Guided Pathways as an overarching framework for significantly improving student outcomes. The State of California's 2017-2018 budget includes a one-time investment of \$150 million to support the implementation of the Guided Pathways framework for all 114 California community colleges. Eligibility for these funds require colleges to submit a Board-approved Guided Pathways Self-Assessment Tool.

Submitted for Board review and approval is Riverside City College's Self-Assessment Tool due to the State Chancellor's Office by December 23, 2017.

Prepared By: Wolde-Ab Isaac, President, Riverside
Susan Mills, Vice President, Planning & Development (Riverside)

Attachments:

[RCC's Guided Pathways Self-Assessment Tool](#)

Riverside City College
GUIDED PATHWAYS SELF-ASSESSMENT TOOL
 Self-Assessment Outline

Key Element		Scale of Adoption			
		Pre-Adoption	Early Adoption	In Progress	Full Scale
Inquiry	1. Cross-Functional Inquiry			X	
	2. Shared Metrics				X
	3. Integrated Planning				X
Design	4. Inclusive Decision-Making Structures			X	
	5. Intersegmental Alignment			X	
	6. Guided Major and Career Exploration Opportunities		X		
	7. Improved Basic Skills			X	
Implementation	8. Clear Program Requirements		X		
	9. Proactive and Integrated Academic and Student Supports		X		
	10. Integrated Technology Infrastructure		X		
	11. Strategic Professional Development			X	
	12. Aligned Learning Outcomes			X	
	13. Assessing and Documenting Learning			X	
	14. Applied Learning Opportunities		X		
Overall Self-Assessment				X	

Self-Assessment Items

INQUIRY (1-3)				
Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>1. CROSS-FUNCTIONAL INQUIRY</p> <p>College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success.</p> <p>College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.</p>	<p>○ College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.</p>	<p>○ Inquiry around guided pathways and/or student outcomes is happening in areas of the college (e.g., by department, division, learning community, special project, initiative), but it is in siloes.</p> <p>Some programs have examined local data, agreed that improvement is necessary, and are engaged in actionable research but action is limited to solutions within programs.</p>	<p>○ Inquiry is happening in cross- functional teams that include faculty, staff and administrators.</p> <p>Student voice and/or research on student success and equity are not systematically included and/or focused on closing the equity gap(s).</p> <p>Guided pathways are consistently a topic of discussion.</p>	<p>○ Inquiry is happening in cross-functional teams that include faculty, staff and administrators.</p> <p>Student voice is brought in systematically through focus groups, interviews and representation of students in key meetings.</p> <p>Research on student success and equity are systematically included and focused on closing the equity gap(s).</p> <p>Guided Pathways are consistently a topic of discussion.</p>

Please respond to the following items (500 word maximum per item)

- Please briefly explain why you selected this rating.

Cross-functional teams are focused around certain tasks within the Guided Pathways framework. Students have participated in focus groups related to student equity issues, contributed to guided pathways discussions, and participated in surveys of engagement. RCC has consistent discussion around guided pathways but needs to continue to build upon the student voices.

- Describe one or two accomplishments the college has achieved to date on this key element.
 - Cross-functional teams are in place and meeting regularly for Student Equity, College Readiness Pathways, CTE Pathways, Transfer Pathways, and College Promise.
 - Data and research results are utilizing in planning and decision-making
 - The Program Assessment Workgroup has made excellent use of the appreciative inquiry model.

 - Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
 - One challenge is to include more cross-functional groups and to more consistently include students. Students are included in the Strategic Planning Councils, but many of the workgroups are just forming and will need cross-functional teams.
 - Data are used somewhat unevenly among units.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

INQUIRY (1-3)

Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>2. SHARED METRICS</p> <p>College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes.</p> <p>Those benchmarks are shared across key initiatives.</p>	<p>○ College is currently not conducting or planning to conduct research on shared metrics that could be used by cross-functional teams to come to consensus on key issues.</p>	<p>○ Key benchmarks and progress on student data are used.</p> <p>They are beginning to be aligned across initiatives.</p>	<p>○ College has defined metrics that are shared across its different initiatives.</p> <p>But, student data are not systematically or regularly tracked to inform progress across initiatives.</p> <p>Data for all metrics are not disaggregated and are not systematically and consistently examined with a focus on promoting equitable outcomes for students.</p>	<p>○ College uses shared metrics across the different initiatives to understand how student success has improved.</p> <p>College regularly revises and revisits college plans in response to those findings.</p> <p>Data for all metrics are disaggregated.</p> <p>Data for all metrics are disaggregated and systematically and consistently examined with a focus on promoting equitable outcomes for students.</p> <p>Campus stakeholders meet regularly to examine progress on benchmarks, discuss strategies for improvement, and revise plans as needed.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

RCC utilizes shared metrics and disaggregated data across initiatives and programs. Disciplines, departments, divisions, and areas utilize data and shared metrics as part of the integrated program review and planning process; this process focuses on equitable outcomes for students. The college regularly reviews standards, targets, and progress on KPIs as part of the strategic planning processes and retreats.

2. Describe one or two accomplishments the college has achieved to date on this key element.

- All college plans are grounded in data analysis with clear targets for initiatives and activities.
- IEPI metrics are discussed widely by college constituencies

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

- Tracking data for employment is a challenge for some CTE programs.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

INQUIRY (1-3)

Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>3. INTEGRATED PLANNING</p> <p>College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college’s main planning and resource allocation processes, leveraging existing initiatives and programs such as (but not limited to):</p> <ul style="list-style-type: none"> • Student Success and Support Program (SSSP) • Basic Skills Initiative/Basic Skills Student Outcomes and Transformation 	<p>○ College is currently not integrating or planning to integrate planning in the next few months.</p>	<p>○ Initial conversations have taken place, mostly among stakeholder leadership including administrators, faculty, and staff.</p> <p>There is a commitment by constituency leaders to engage in institution-wide dialogue to improve student success and align different planning processes.</p> <p>College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning.</p>	<p>○ Some conversations have taken place, with all of the key constituency groups at the table.</p> <p>Consensus is building on main issues. Exploration of broad solutions to align different planning processes is still in progress.</p> <p>College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning, and with the help of internal partners (i.e. Classified Senate and Academic Senate) are</p>	<p>○ College-wide conversations have taken place with all key constituency groups including: Instructional, counseling, and student support faculty and staff, administrators, and students.</p> <p>All stakeholders reach consensus or agree to move forward on main issues and have identified possible broad solutions.</p> <p>Research, evidence, student data and a Guided Pathways framework inform ongoing planning. Regular joint planning meetings revisit and revise existing plans and strategize about key</p>

<p>Program (BSI/BSSOT)</p> <ul style="list-style-type: none"> • Equity Planning (Student Equity/SE) • Strong Workforce Program (SWF) 			<p>beginning to routinely inform and engage their constituents around integrated planning.</p>	<p>overarching strategies across the main college initiatives.</p> <p>Integrated plans and overarching strategic goals drive program improvement, resource allocation, as well as professional development using a Guided Pathways framework.</p> <p>College governance structures are regularly used to discuss issues, vet solutions, and communicate efforts.</p>
--	--	--	--	--

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

RCC's strategic plan focuses on goals of student access, success, and equity, with Completion Counts through Pathways as the overarching framework for planning. All other college plans revolve around this core, supporting the strategic plan and the educational master plan. The college restructured its committees and councils to underpin the strategic planning process and to monitor and assess progress. Institutional structures are in place for both a horizontal alignment (e.g., pathways groups) and vertical integration (e.g., divisional deans) of college goals, initiatives, and strategies.

2. Describe one or two accomplishments the college has achieved to date on this key element.

- RCC has a very strong planning core culture.
- Plans are integrated around the guided pathways framework.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

- Additional consensus building is needed; some pockets of lack of clarity about guided pathways still exist.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

DESIGN (4-8)				
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>4. INCLUSIVE DECISION-MAKING STRUCTURES</p> <p>College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.</p> <p>Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input.</p> <p>In addition, this plan strategically engages college governance bodies college-wide.</p>	<ul style="list-style-type: none"> ○ College currently has not organized or is planning to organize cross-functional teams or share governance committees that will inform and guide the Guided Pathways effort. 	<ul style="list-style-type: none"> ○ Workgroups or teams have been created, but they are <i>not</i> yet inclusive of some key campus constituents: instructional, counseling, and student support faculty and staff, and administrators. The college plans to expand the teams through engaging governance structures and hosting broad, inclusive discussions and forums. 	<ul style="list-style-type: none"> ○ Cross-functional workgroups or teams (representing campus constituents) exist but there are no mechanisms yet identified for gathering and infusing college-wide input (including student voice) into the workgroup decision making policies and processes. 	<ul style="list-style-type: none"> ○ Cross-functional workgroups or teams who steer the Guided Pathways design process utilize explicit and agreed upon processes for gathering college-wide input (including student voice). <p>Cross-functional teams are in communication and collaboration with college governance bodies.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

RCC has identified key leaders as part of its Guided Pathways Core Group. Additional student voice is needed in this core group. Some mechanisms for gathering and infusing college-wide input, such as retreats, Department Leadership Council meetings, FLEX day activities, have been identified, but processes for providing input could be more explicit.

2. Describe one or two accomplishments the college has achieved to date on this key element.

- RCC has a strong commitment to inclusive decision-making structures as evidenced by its strategic planning structure and processes.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

- One challenge is to include more cross-functional groups and to more consistently include students.
- Some mechanisms for infusing college-wide input are not explicit.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

DESIGN (4-8)				
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>5. INTERSEGMENTAL ALIGNMENT <i>(Clarify the Path)</i></p> <p>College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.</p>	<p>○ College is currently not partnering or planning to partner with their feeder and destination institutions and/or local industry to align program requirements.</p>	<p>○ Coordination between high school feeder district(s), four-year institutions, and industry partners have been established, but the partnerships are not strong and/or inconsistent across the college.</p>	<p>○ Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, and some partnerships are stronger than others, with some pipeline alignment from each partner established.</p>	<p>○ Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, with strong partnerships and pipeline alignments across the various partners.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.
 - Some pathways have been identified
 - Partnerships and articulation agreements with 21 UC and 22 CSU systems are in place
 - Collaboration on pathways with UC Riverside in progress
 - MOUs for math and English course work at high schools are limited; a better college-wide infrastructure needs to be in place
 - College needs to build on dual enrollment and develop CCAP agreements to help students complete programs of study while still in high school
 - College needs to increase HS/CC curriculum alignment (happening sporadically but not systematically)
2. Describe one or two accomplishments the college has achieved to date on this key element.
 - CTE has established relationships with local High Schools to provide opportunities for students to enter CTE programs based on their interests.
 - Additional discussions have occurred with Articulation between HS and RCC.
 - Some programs have integrated industry certifications included in pathways.
 - Concurrent and Dual Enrollment discussions have been fruitful and beneficial for students (e.g., CTE)
 - Multiple events have been offered within CTE to draw attention to programs for High school junior females and High school senior students.
 - College Promise – including 700 first-time students who are college level and enrolled full-time
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
 - Why do students earn more credits than required for a degree? Taking electives which may or may not transfer (depending on the UC) is part of the reason. Next steps include continued streamlining work with 4-year partners, improved advising, and getting students on a clearly mapped pathway as early as possible. Next step is to improve course scheduling and educational planning (EduNAV) so that students can get courses needed.
 - RCC needs to streamline the path for both full-time and part-time students including better defining clear curriculum paths to achieve their degrees. The pathways maps need to identify clear milestones for students.
 - CTE is working to better sequence courses. All academic areas need to address the sequencing and regularity of course offerings.
 - RCC needs a regular process by which the pathways are reviewed and updated as well as individuals who are responsible for each of these program pathway assessments. Need to incorporate into program review and planning process.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

DESIGN (4-8)				
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>6. GUIDED MAJOR AND CAREER EXPLORATION OPPORTUNITIES</p> <p><i>(Help Students Choose and Enter a Pathway)</i></p> <p>College has structures in place to scale major and career exploration early on in a student's college experience.</p>	<p>○ College is currently not implementing or planning to implement structures to scale students' early major and career exploration.</p>	<p>○ Discussions are happening about ways to cluster programs of study into broad interest areas.</p>	<p>○ Programs of study have been clustered into broad interest areas (such as meta-majors or interest areas) that share competencies.</p> <p>College has not yet implemented meta-majors/interest areas.</p> <p>College has not yet created foundation courses, gateway courses or other scalable mechanisms for major and career exploration.</p>	<p>○ Programs of study have been clustered into broad interest areas (meta-majors) that share competencies.</p> <p>Foundation and/or gateway courses, career exploration courses, workshops and other scalable structures are designed to help students choose a major early on.</p> <p>Cross-functional teams including instructional, counseling, and student support faculty and staff from different departments and divisions collaborate on clustering programs.</p> <p>Student input is systematically included into the process.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

At its strategic planning retreat held on October 27, 2017, the college held an exercise to develop academic clusters and align programs to the clusters. A clustering activity with students will be held on December 1, 2017, to further refine the clusters. Clusters will be reviewed at the spring FLEX day in February.

- Scale, particularly for CA Guided Pathways
- Continue to provide students the support they need to enter limited access programs.
- Some LHSS programs have a course rotation, but these sequences are not necessarily linked to programs.
- Inconsistent mapping of when courses within programs should be taken; therefore, each CTE program is currently looking at new strategies to ensure that students are strategically completing programs. Other college programs need to develop mappings of when courses should be offered/taken
- CCSSE and other student feedback about career exploration is uneven. Students are saying that they don't have as much time to explore careers and options as they need.
- Students in special programs get this support as well as CTE students.

2. Describe one or two accomplishments the college has achieved to date on this key element.

- CTE has a good plan and model in place including rotations.
- Educational plans are being developed for every student through Counseling.
- SEP numbers have been increased significantly and the college is making significant progress to develop curriculum plans.
- On a systematic scale, the college has created a significant amount of infrastructure designed to support students in these aspects. However, many students aren't necessarily taking advantage of these resources.
- Educational Advisors provide students with information pertaining to their proposed/chosen program of study. They provides options for students whether they are interested in certificates or degree patterns.
- Employment Placement Coordinator provides potential employment information to students who have selected areas of study and interest.
- CTE – educational advisors help students identify alternative programs and counsel students about practicalities
- Counselors work with students based on placement
- Ed Advisors help students identify alternative programs when they are unlikely to be admitted into limited access programs. Additionally, Ed Advisors provide students plans for completing courses that would prepare them for entry into the limited access programs.
- Fall 2017 – All CTE programs will have integrated brochures developed that annotate their certificate and degree patterns, along with Labor Market data and employment possibilities.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
 - 1st semester, 2nd semester, etc. sequence needs to be identified for programs where this is appropriate.
 - Discipline faculty leads will work with counselors to identify pathways – and alternatives – to help students have options for courses depending on what is available, demand, etc.
 - Discipline faculty leads and Counselors will work with each of the Programs to identify general education courses which are “preferred” for each of these programs (Guided Pathways Demystified recommendation)
 - Fall 2017 – Spring 2018 - Develop accelerated models in all CTE programs, considering sequences in courses. Continue to pursue accelerated models in precollege course sequences and other programs where appropriate.
 - Moving career exploration to the beginning of a student’s experience, versus at the end, will create better linkages between career and academic achievement.
 - RCC needs to better connect disciplines to future careers.
 - Academic programs need to clearly articulate skill sets and pathways available – by program – for students who complete each of these programs.
 - “Designed for Success” forms will be given to each student in all of the CTE Intro classes so that the Ed Advisor and the Employment Placement Coordinator can work with students to provide them opportunities in employment and for further college success.
 - Help students “narrow” their preferences based on meta-majors
 - Continue to provide students the support they need to enter limited access programs.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

DESIGN (4-8)				
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>7. IMPROVED BASIC SKILLS</p> <p><i>(Help Students Choose and Enter a Pathway; Ensure Students are Learning)</i></p> <p>College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English, including, but not limited to:</p> <ul style="list-style-type: none"> • The use of high school performance for placement (i.e. cumulative GPA, course grades, non-cognitive measures) for placement • Co-requisite remediation or shortening of developmental 	<p>○ College is currently not engaging in or planning to develop strategies to improve student access and success in transfer-level math and English coursework.</p>	<p>○ College is currently piloting one or more of the evidence-based strategies listed in the “key element” description to increase access to and success in college and/or transfer-level English and math courses.</p>	<p>○ College has scaled one or more instance of the evidence-based strategies listed under “key element,” but others are still in the pilot stage.</p>	<p>○ College has scaled relevant evidence-based strategies and has attained large improvements in the number of students that pass college and/or transfer-level English and math courses within a year of enrollment regardless of initial placement level.</p>

sequence <ul style="list-style-type: none"> Curricular innovations including creation of math pathways to align with students' field of study. 				
--	--	--	--	--

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

The college is in full-scale implementation of the Multiple Measures Assessment Project, which utilizes high school performance for student placement in math, English, and reading courses. Both math and English have developed accelerated pathways for students and are exploring co-requisite remediation. The math department has a pre-statistics pathway and is exploring a Statways and/or Quantways pathway.

2. Describe one or two accomplishments the college has achieved to date on this key element.

- Pilots for acceleration exist and data are being collected on their success
- Curriculum re-design in English, math, reading, ESL
- Co-curricular support through categorical funding (peer mentors, SI, engagement centers)
- Strong Workforce is developing student success liaisons
- Supplemental Instruction has been utilized in limited courses; however, the success rates associated with classes that have included supplemental instruction have higher completion and success rates.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
 - Math pathways exist but are mostly traditional and need further work to be fully aligned with students' field of study.
 - Divisions need to identify gateway courses outside of math and English
 - Re-work current SI program to more closely align with the needs of all programs. Follow Student Success Liaison proposal within CTE to support students, not only in the classroom, but outside as well.
 - The Math Department, Counselors, Deans, and VPs need to review and revise offerings to match need, demand, and articulation recommendations
 - The Math Department needs to not only expand the number of sections offered but also the options for meeting the quantitative reasoning requirements
 - Humanities and Fine & Performing Arts disciplines need to have conversations about what math competencies are needed to be successful
 - Need additional research about co-requisites and other support options.
 - Need to better leverage lessons learned from pilots and scale up
 - Re-work current SI program to more closely align with the needs of CTE and all other programs. Follow Student Success Liaison proposal within CTE to support students, not only in the classroom, but outside as well.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

DESIGN (4-8)				
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>8. CLEAR PROGRAM REQUIREMENTS <i>(Clarify the Path)</i></p> <p>College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand.</p> <p>In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes.</p>	<p>○ College is currently not providing or planning to provide clear program requirements for students.</p>	<p>○ Some programs have worked to clarify course sequences, but teams do not represent cross-disciplinary teams of faculty.</p> <p>A few course offerings and schedules are designed to meet student demand.</p> <p>Some courses are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.</p>	<p>○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have been convened and are mapping out course sequences.</p> <p>Some course offerings and schedules are designed to meet student demand and offered at times and in a manner that enable students to complete their programs of study in a timely fashion.</p>	<p>○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have mapped course sequences.</p> <p>Key educational and career competencies (including transfer and major requirements and labor market information) are used to develop course sequences.</p> <p>Teams create default program maps and milestones for program completion/transfer, so that students can easily see how close they are to completion.</p> <p>Course offerings and schedules are designed to meet student demand and are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Some programs have clear maps (e.g., ADTs, pathways to UCR, CTE), but teams of cross-disciplinary faculty still need to work together to identify general education options aligned to each major. A college-wide “Mapping Day” is scheduled for January 2018. The college is working to develop a year-long schedule and implement an online student educational planner to help students plan and complete programs in a more timely manner.

- Discipline faculty leads will work with counselors to identify pathways – and alternatives – to help students have options for courses depending on what is available, demand, etc.
- Discipline faculty leads and Counselors will work with each of the Programs to identify general education courses which are “preferred” for each of these programs (Guided Pathways Demystified recommendation)
- Some Languages, Humanities, and Social Sciences programs have a course rotation, but these sequences are not necessarily linked to programs.
- Fall 2017 – Spring 2018 - Develop accelerated models in all CTE programs, considering sequences in courses. Continue to pursue accelerated models in precollege course sequences and other programs where appropriate.
- Transportation pathway regional project being proposed linking CTE and academic programs. Once implemented, will leave to a 1 + 1 (HS and CC) to certificate
- Increasing HS / CC curriculum alignment (happening sporadically but not systematically)
- Build on concurrent and dual enrollment to help students to complete programs of study while still in high school.
- Build programs and pathways that are in an accelerated format.

2. Describe one or two accomplishments the college has achieved to date on this key element.

- CTE has a good plan and model in place including rotations.
- Educational plans are being developed for every student through Counseling.
- College Promise – including 700 first-time students who are college level and enrolled full-time
- CTE has established relationships with local High Schools to provide opportunities for students to enter CTE programs based on their interests.
- Additional discussions have occurred with Articulation between HS and RCC.
- Concurrent and Dual Enrollment discussions have been fruitful and beneficial for students (e.g., CTE)
- Multiple events have been offered within CTE to draw attention to programs for High school junior females and High school senior students.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
 - Sequencing is uneven. Different disciplines have different needs for sequencing competencies. 1st semester, 2nd semester, etc. sequence needs to be identified for programs where this is appropriate.
 - Inconsistent mapping of when courses within programs should be taken; therefore, each CTE program is currently looking at new strategies to ensure that students are strategically completing programs. Other college programs need to develop mappings of when courses should be offered/taken
 - MOUs for math and English course work at high schools are limited; a better college-wide infrastructure needs to be in place

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

IMPLEMENTATION (9-14)				
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS</p> <p><i>(Help Students Stay on the Path)</i></p> <p>College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.</p>	<p>○ College is currently not implementing or planning to implement proactive and integrated student supports.</p>	<p>○ The college has begun conversations about increased coordination and collaboration between student supports, instruction, and counseling.</p> <p>Processes and tools are in place to monitor student progress and provide timely support; but are only used by a few staff and/or departments and are not used consistently.</p> <p>There are few and/or irregular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and support services.</p>	<p>○ Collaboration between the instructional and support services occurs in specific programs.</p> <p>Processes and tools are in place to monitor student progress and provide timely support; and are used by most staff and/or departments, but may not be used consistently.</p> <p>There are some structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.</p>	<p>○ The college has been able to scale ways in which proactive supports are provided to most students. The college is able to track in which program each student is, and how far away students are to completion.</p> <p>Student progress is monitored; mechanisms are in place to intervene when needed to ensure students stay on track and complete their programs of study.</p> <p>There are several regular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

RCC has created collaborative teams of counselors, educational advisors, faculty advisors, librarians, and peer mentor to provide integrated and comprehensive academic support for students in the broad “highways” of STEM; Fine and Performing Arts; CTE; and Languages, Humanities, and Social Sciences. Collaboration occurs between instructional support and student support services, particularly through the Student Access and Support Strategic Planning Council. RCC has an Early Alert process, but it needs to be revamped and provide alerts at various key points during each semester/session.

- Most students who receive this form of support are those who sign a contract or are involved in categorical programs.
- An Early Alert system is in place, but is not necessarily effective. Students are often contacted through this system, to see their instructor, and many times they automatically assume the worst, and drop the course.
- Students within EOPS and Athletics, have grade reports required to monitor their progress through courses. Additional institutionalized mechanisms should be put in place to mirror what these other programs are doing. This would allow students the ability to log in and monitor their own progress at any time.

2. Describe one or two accomplishments the college has achieved to date on this key element.

- Educational Advisors provide support to students from the initial contact through program completion.
- EduNav is being implemented on a small scale. If the pilot is successful and fully implemented, this system will improve the college’s ability to track and monitor students.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

- The ability to monitor all students on an on-going basis is a significant gap.
- Every student in the Guided Pathways program needs to be tracked and monitored (Academic Support Teams, EduNav)

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

IMPLEMENTATION (9-14)				
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>10. INTEGRATED TECHNOLOGY INFRASTRUCTURE</p> <p><i>(Help Students Choose and Enter a Pathway; Help Students Stay on the Path)</i></p> <p>College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways including:</p> <ul style="list-style-type: none"> • Link student demand to scheduling • Ability for students to monitor schedule and progress (e.g., Degree Audit) System for counselors and faculty to monitor students' progress (e.g., Starfish, early alert system, etc.) • Data on career and employment opportunities including salary and requirements (e.g., SalarySurfer, other) • Others 	<p>○ College currently does not have or plan to build an integrated technology infrastructure.</p>	<p>○ The college has in place technology tools to support academic planning and counseling, but these tools are not used consistently and/or do not provide timely planning, support, and tracking capabilities.</p>	<p>○ The college has in place technology tools that enable students, counselors, and faculty to track student progress through a defined pathway and providesome timely planning, support, and tracking capabilities.</p>	<p>○ The college has in place technology tools to support planning, implementation and ongoing assessment of guided pathways, including: academic planning; placement; advising; tracking; completion outcomes: career counseling, including employment and salary information; and transfer and bachelor's degree attainment data.</p> <p>College has the capacity to manage and connect course scheduling with student needs and default schedules. The technology infrastructure supports integrated reporting, auditing, and planning processes.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

RCC has some technology tools in place to support tracking student progress but additional tools are needed. The college is in a pilot phase with EduNav, a student online planning tool that can help track student progress and provide important planning information for enrollment management purposes. An Early Alert system is in place, but is not necessarily effective. Students are often contacted through this system, to see their instructor, and many times, they automatically assume the worst, and drop the course. The Early Alert system provides only one alert during the semester.

2. Describe one or two accomplishments the college has achieved to date on this key element.
 - Educational Advisors provide support to students from the initial contact through program completion.
 - Students within EOPS and Athletics, have grade reports required to monitor their progress through courses. Additional institutionalized mechanisms should be put in place to mirror what these other programs are doing. This would allow students the ability to log in and monitor their own progress at any time.
 - The college has begun to link student demand more closely with scheduling through the College Promise.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
 - The ability to monitor is a significant gap – any student with an Educational Plan, should know how far they have come and what they need to do to complete.
 - The website is poor in how it communicates to college constituencies, especially students. CTE has some content, but many programs haven't developed employment, future career information, etc. The information needs to be better formatted on RCC's website.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

IMPLEMENTATION (9-14)				
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>11. STRATEGIC PROFESSIONAL DEVELOPMENT</p> <p><i>(Help Students Stay on the Path; Ensure Students are Learning)</i></p> <p>Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college’s strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.</p>	<p>○ College is currently not offering or planning to offer professional development (PD) opportunities aligned with needs and priorities identified in integrated plans, program review, and other intentional processes.</p>	<p>○ Professional development is provided to faculty, staff and administrators but the development and offerings of PD is not aligned with the college’s strategic goals identified in an integrated planning process, or there are gaps in systematically identifying and meeting those goals.</p>	<p>○ Some but not all PD opportunities are developed to intentionally support the college’s strategic goals identified as part of an integrated planning process.</p> <p>Strategic professional development includes systematic, frequent and strategic attention to:</p> <ul style="list-style-type: none"> • Using learning outcomes assessment results to support/improve teaching and learning. • Providing updated information across the college to enable faculty and 	<p>○ PD opportunities are available for staff, faculty and administrators and are strategically developed to meet the college’s overarching goals, shared across initiatives. Assessment of learning outcomes and other data driven processes are continuously used to identify the areas of greatest need for PD to help the college meet its overarching strategic goals.</p> <p>Strategic professional development includes systematic, frequent and strategic attention to:</p> <ul style="list-style-type: none"> • Using learning outcomes assessment results to support/improve

			<p>staff to refer students to academic and non-academic supports and services as necessary.</p> <ul style="list-style-type: none"> • Improvements in those college processes directly serving students. • Leadership capacity and stability for all areas on campus and the college as a whole. • Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need. 	<p>teaching and learning</p> <ul style="list-style-type: none"> • Providing updated information across the college to enable faculty and staff to refer students to academic and non-academic supports and services as necessary. • Improvements in those college processes directly serving students. • Leadership capacity and stability for all areas on campus and the college as a whole. • Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need. • Continued broad engagement in cross-functional decision-making. • Regular and consistent training on the use of technology to support academic programs and student services.
--	--	--	--	--

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Professional development activities are developed to support the college's strategic goals. The college is to some degree utilizing data driven processes to identify areas of greatest need for professional development. The guided pathways framework is informing professional development activities. Additional activities need to be developed for staff within the guided pathways framework.

2. Describe one or two accomplishments the college has achieved to date on this key element.

- SLO's are assessed on an ongoing basis, workshops are provided, and adjustments to instruction are made, when needed, based upon findings.
- Program Review is used to propose and assess new initiatives that align with results of learning outcome assessments, industry recommendations and statewide goals.
- Regularly use of CCSSE and student feedback to inform professional development
- Faculty advising program and training workshops were implemented in part based on feedback from CCSSE.
- Faculty liaisons have been established (fall 2017) for LHSS/FPA, STEM, CTE/Nursing.
- Cultural proficiency trainings have included all college constituency groups

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

- Need improved link from effectiveness data to faculty development programs.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

IMPLEMENTATION (9-14)				
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>12. ALIGNED LEARNING OUTCOMES</p> <p><i>(Ensure Students are Learning)</i></p> <p>Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students' success in subsequent educational, employment, and career goals.</p>	<p>○ College is currently not aligning or planning to align learning outcomes.</p>	<p>○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) have been developed, but they are not systematically reviewed to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessments are not linked with professional development or changes to the course or program content.</p>	<p>○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are reviewed and revised for some outcomes to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessment are not consistently linked with professional development or changes to the course or program content.</p>	<p>○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are regularly reviewed and revised to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessments are used to inform professional development, and are linked to changes to course and program content.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

The college has established and is meeting expectations for regular SLO assessment and has integrated this into its program review. The Program Assessment Workgroup has identified models for PLO assessment and piloted these methods in various disciplines. However, PLO assessment needs to be more widespread and results need to be used for program improvement. The college is using the Degree Qualifications Profile to better document learning outcomes for student-facing materials.

2. Describe one or two accomplishments the college has achieved to date on this key element.

- In General Education, alignment of PLOs with further education and/or employment is occurring
- All programs have PLOs; however, not all PLOs have been assessed in all programs. Assessment of course SLOs is established and ongoing. All CTE SLOs and PLOs are reviewed for efficacy by Advisory committees.
- PLO assessment pilots are in place. Templates, strategies, and resources exist and are posted.
- PLO assessments are scheduled and tracked.
- All CTE faculty are assessing whether students are mastering learning outcomes and building skills through the SLO protocols
- Additionally, CTE faculty assess student learning outcomes in alignment with state and industry certifications and licensing.
- SLO's are assessed on an ongoing basis and adjustments to instruction are made, when needed, based upon findings.
- Program Review is used to propose and assess new initiatives that align with results of learning outcome assessments, industry recommendations and statewide goals.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

- Inconsistent use of SLO and PLO assessment to improve teaching and learning.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

IMPLEMENTATION (9-14)				
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>13. ASSESSING AND DOCUMENTING LEARNING</p> <p><i>(Ensure Students are Learning)</i></p> <p>The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty.</p> <p>Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.</p>	<p>○ College is currently not assessing and documenting or planning to assess and document individual student's learning.</p>	<p>○ Attainment of learning outcomes are not consistently tracked or made available to students and faculty.</p> <p>Only a few programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>	<p>○ Attainment of learning outcomes tracked or made available to students and faculty for most programs.</p> <p>Most programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>	<p>○ Attainment of learning outcomes tracked or made available to students and faculty for most programs.</p> <p>All programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

RCC has a well-established culture of learning assessment. Attainment of SLOs, PLOs, and GESLOs are completed and tracked. Most programs discuss results and utilize them for program improvement.

2. Describe one or two accomplishments the college has achieved to date on this key element.

- PLO assessment pilots are in place and need to be better implemented. Templates, strategies, and resources exist and are posted.
- PLO assessments are scheduled and tracked
- All CTE faculty are assessing whether students are mastering learning outcomes and building skills through the SLO protocols.
- Additionally, CTE faculty assess student learning outcomes in alignment with state and industry certifications and licensing.
- SLO's are assessed on an ongoing basis and adjustments to instruction are made, when needed, based upon findings.
- Program Review is used to propose and assess new initiatives that align with results of learning outcome assessments, industry recommendations and state wide goals.
- CTE is currently working with the new GIG Economy statewide initiative to develop Digital badges for students who complete programmatic goals. These badges, developed collaboratively, provide employers and university partners a guarantee that the students have met the qualifications associated with the program of study or field proficiency.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

- Uneven assessment across programs

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

IMPLEMENTATION (9-14)				
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>14. APPLIED LEARNING OPPORTUNITIES</p> <p><i>(Ensure Students are Learning)</i></p> <p>Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.</p>	<p>○ College is currently not offering or planning to offer applied learning opportunities.</p>	<p>○ Few courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, cooperative education (co-op), clinical placements, service learning, study abroad, etc.</p>	<p>○ Some courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, co-ops, clinical placements, service learning, study abroad, etc. Opportunities have been coordinated strategically within and/or amongst programs.</p>	<p>○ Students across most or all disciplines and degree areas have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, service learning, study abroad, and other active learning activities that program faculty intentionally embed into courses and programs.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Some programs include applied/contextualized learning but these learning opportunities are not available to all programs equally. Limited internships are available through CTE and nursing uses clinical placements.

2. Describe one or two accomplishments the college has achieved to date on this key element.

- Varies widely – some limited examples, but not available to all programs equally
- Study abroad provides some applied learning opportunities.
- Currently, an Apprenticeship program has been developed within Culinary to provide students the additional opportunities to expand knowledge, skills and abilities.
- Limited internships are available within CTE Programs.
- Business program has integrated Student Success Seminar into the Accelerated ADT Program that provides students the opportunities to do group projects that support their overall educational goals. The Success Seminar is being developed as a non-credit module that is taught by a FT Faculty member.
- CTE is currently working with the new GIG Economy statewide initiative to develop Digital badges for students who complete programmatic goals. These badges, developed collaboratively, provide employers and university partners a guarantee that the students have met the qualifications associated with the program of study or field proficiency.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

- Need inventory of and understanding of where these opportunities exist
- Improved link with curriculum

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

ADDITIONAL QUESTIONS (500 word maximum per item)

1. Based on the Self-Assessment above, what do you think best describes your college's guided pathways work overall?

- Pre-Adoption
- Early Adoption
- Scaling in Progress**
- Full Scale

Please briefly explain why you selected this rating:

- Academic clusters in development
- Clear pathways for 22 ADTs, 21 UC Pathways, and CTE Pathways
- Cross functional teams are focused on tasks with Guided Pathways as the framework
- Collaborative teams of Counselors, Educational Advisors, Faculty Advisors, Librarians, and Peer Mentors are providing integrated and comprehensive academic support for students in the "highways"
- College utilizes shared metrics and disaggregated data across different initiatives to understand how student success has improved
- College regularly revises and revisits plans in response to data

2. What kinds of support would be most helpful to you as your campus begins or continues its work on guided pathways? Are there resources or supports that would most help your college progress on any particular element? Please describe:

- Resources are need to fund RCC's integrated academic support model.
- Workshops on best practices for student equity are needed.

3. Comment (optional): Please share any guided pathways practices or processes that were particularly successful for your college.

RCC has over 2000 students on pathways through its College Promise and/or contract pathways programs. RCC's model for integrated academic support is critical to its pathways work.

4. Comment (optional): Are there any questions, comments and/or concerns or additional information that you want to provide that has not been addressed sufficiently in this tool?

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

1102 Q STREET, SUITE 4400
SACRAMENTO, CA 95811-6549
(916) 322-4005
<http://www.cccco.edu>



Guided Pathways Award Program Self-Assessment Signature Page

In submitting this document to the Chancellor's Office, and by our signatures, we the undersigned certify the information outlined in our Guided Pathways Award Program Self-Assessment was informed by input and agreement among a cross-functional team that spans the constituencies of the college. With submission of this document, we indicate our commitment to adopt a guided pathways framework.

Name of college

Self-Assessment Signatories

_____ Signature, President of the Governing Board	_____ Printed Name	_____ Date signed
_____ Signature, Chief Executive Officer/President	_____ Printed Name	_____ Date signed
_____ Signature, Academic Senate President	_____ Printed Name	_____ Date signed
_____ Signature, Chief Instructional Officer	_____ Printed Name	_____ Date signed
_____ Signature, Chief Student Services Officer	_____ Printed Name	_____ Date signed



Please print, complete and mail this page to:
California Community Colleges Chancellor's Office
Attention: Mia Keeley
1102 Q Street
Sacramento, CA 95811

In lieu of mailing, a scanned copy may be emailed to: COGuidedPathways@cccoco.edu

Agenda Item (IV-B-4)

Meeting	12/5/2017 - Committee
Agenda Item	Committee - Teaching and Learning (IV-B-4)
Subject	CTE Two-Year College Program Reviews
College/District	District
Funding	
Recommended Action	It is recommended that the Board of Trustees approve the Two-Year College Program Reviews of the Vocational and Occupational Programs.

Background Narrative:

Per Education Code, §78016,

(a) Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following:

- (1) Meets a documented labor market demand.
 - (2) Does not represent unnecessary duplication of other manpower training programs in the area.
 - (3) Is of demonstrated effectiveness as measured by the employment and completion success of its students.
- (b) Any program that does not meet the requirements of subdivision (a) and the standards promulgated by the governing board shall be terminated within one year.
- (c) The review process required by this section shall include the review and comments by the local Private Industry Council established pursuant to Division 8 (commencing with Section 15000) of the Unemployment Insurance Code, which review and comments shall occur prior to any decision by the appropriate governing body.
- (d) This section shall apply to each program commenced subsequent to July 28, 1983.
- (e) A written summary of the findings of each review shall be made available to the public.

The following Vocational and Occupational Training Programs have been approved in accordance with Education Code §78016. Upon Board approval and in accordance with Board Policy and Education Code, these programs will be updated to indicate Board of Trustees "Reviewed date."

Prepared By: Michael Burke, Ph.D., Chancellor
Kristine DiMemmo, Dean of Instruction
Dr. Kevin Fleming, Dean of Instruction, Career and Technical Education
Melody Graveen, Dean of Instruction, CTE

Attachments:

[CTE Two Year College Program Reviews Attachment](#)
[CTE Two Year College Program Reviews Presentation](#)
[CTE Two Year College Program Reviews Data](#)
[CTE Two Year College Program Reviews Combined](#)

VOCATIONAL AND/OR OCCUPATIONAL TRAINING PROGRAMS

1. Arts, Media and Entertainment
 - Music Industry Studies (NC)
 - Cosmetology (RCC)
 - Film, Television and Video (RCC)
 - Photography (RCC)

2. Building and Construction Trades
 - Construction Technology (NC)
 - Drafting Technology (NC)
 - Digital Electronics (NC)

3. Business and Finance
 - Bank Operations (RCC)
 - Business Administration (MVC, NC, RCC)

4. Education, Child Development and Family Services
 - Child Development and Education (MVC, NC, RCC)
 - Education Paraprofessional (MVC, RCC)

5. Energy, Environment and Utilities
 - Air Conditioning and Refrigeration (RCC)
 - Electrician (NC)

6. Engineering and Architecture
 - Architecture (NC)
 - Engineering (NC)

7. Health Science and Medical Technology
 - Dental Assistant (MVC)
 - Dental Hygiene (MVC)
 - Emergency Medical Services (MVC)
 - Kinesiology/Exercise, Sport, and Wellness (RCC)
 - Medical Assisting (MVC)
 - Nursing (RCC)

8. Hospitality, Tourism and Recreation
 - Culinary Arts (RCC)

9. Information and Communication Technologies

- Applied Digital Media and Printing (RCC)
- Computer Information Systems (MVC, NC, RCC)
- Computer Applications and Office Technology (RCC)
- Game Development (NC)
- Graphic Design (NC, RCC)
- Mobile Applications Development (NC)
- Multimedia (RCC)
- Motion Graphics and 3D Animation (RCC)

10. Manufacturing and Product Development

- Logistics Management (NC)
- Manufacturing Technology (NC)
- Supply Chain Technology (NC)
- Welding Technology (RCC)

11. Marketing Sales and Service

- Retail Management/WAFC (NC, RCC)

12. Public Services

- Administration of Justice (MVC, NC, RCC)
- Community Interpretation (MVC)
- Fire Technology (MVC)
- Human Services (MVC, RCC)
- Paralegal Studies (RCC)
- Sign Language Interpreting (RCC)

13. Transportation

- Automotive Technology (RCC)

Career & Technical Education 2-Year Program Review

Presentation for Teaching and Learning Committee, Riverside Community College District Board of Trustees

Dr. Melody Graveen, Dr. Kevin Fleming, Ms. Kristine DiMemmo

December 05. 2017



Presentation Outline

- Regulatory Requirements
 - California Education Code
 - AP 4102
- College Compliance
- College Biannual CTE Program Review Process
- Sources for Conducting Biannual CTE Program Reviews

California Education Code Section 78016 Requirement

- (a) Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following:
 - Meets a documented labor market demand.
 - Does not represent unnecessary duplication of other manpower training programs in the area.
 - Is of demonstrated effectiveness as measured by the employment and completion success of its students.

California Education Code Section 78016

Requirement (continued)

(b) Any program that does not meet the requirements of subdivision (a) and the standards promulgated by the governing board shall be terminated within one year.

- (c) The review process required by this section shall include the review and comments by the local Private Industry Council established pursuant to Division 8 (commencing with Section 15000) of the Unemployment Insurance Code, which review and comments shall occur prior to any decision by the appropriate governing body.
- (d) This section shall apply to each program commenced subsequent to July 28, 1983.
- (e) A written summary of the findings of each review shall be made available to the public.

AP 4102 CAREER AND TECHNICAL EDUCATION PROGRAMS

The District has established career-technical education advisory committees. The purpose of the committees is to provide advisement on curriculum, career guidance, facilities and funding and technical instructor staffing. The Committee operates in accordance with the Career-Technical Education Advisory Committee Handbook, which is on file, and can be reviewed, in the office of the Vice President, Career-Technical Education and/or the offices of the deans of career-technical education programs.

Consistent with federal regulations pertaining to federal financial aid eligibility, the College Chief Student Financial Services Officers and the College Chief Career and Technical Education Officers will ensure that the District complies with the United States Department of Education's disclosure requirements for each of the District's gainful employment programs, by disclosing federally-mandated information about the programs to prospective students. The District shall make the required disclosures available to prospective students in promotional materials and on its website.

The College Chief Student Financial Services Officers and the College Chief Career and Technical Education Officers shall establish procedures to ensure that the District meets these reporting requirements whenever the District intends to add a new gainful employment program.

College Biannual CTE Review Process

1. The Deans of Career and Technical Education (CTE) compile and review labor market information (LMI) for each CTE Taxonomy of Program (TOP) Code.
2. The Deans of CTE review all CTE TOP Code program reviews and enrollment data.
3. Based on LMI, enrollment data and program review data, the Deans of CTE share the information with faculty for comment and then complete CTE Two Year Review.

Four Primary Areas of Review

1. Purpose/Role of the program
 - * Occupational preparation
2. Demand for the program
 - * Historical and Projected Labor Market demand
 - * Annual Job Postings
3. RCCD Program Completions
4. Competitor (private school) Completions

Sources for Conducting Reviews

- Enrollment Management Dashboard (EMD)
- California Employment Development Department Market Information (LMI) <http://www.labormarketinfo.edd.ca.gov/>
- LaunchBoard:
<https://www.calpassplus.org/Launchboard/Home.aspx>
- Advisory board meetings
- Labor Insights/ Burning Glass – Annual Job Postings
- California Community Colleges Chancellor's Office Management Information Systems Data Mart

CTE Programs Reviewed (Spring 2017)

Representing 190 CTE Degrees and Certificates

Administration of Justice (MVC, NC, RCC)	Dental Assistant (MVC)	Manufacturing Technology (NC)
Air Conditioning & Refrigeration (RCC)	Dental Hygiene (MVC)	Medical Assisting (MVC)
Applied Digital Media/Printing (RCC)	Digital Electronics (NC)	Mobile Applications Development (NC)(Discontinued)
Architecture (NC)	Drafting Technology (NC)	Motion Graphics/3D Animation (RCC)
Automotive Technology (RCC)	Education Paraprofessional (MVC, RCC)	Multimedia (RCC)
Bank Operations (RCC) (Discontinued)	Electrician (NC)	Music Industry Studies (NC)
Biotechnology (MVC)(Discontinued)	Emergency Medical Services (MVC)	Nursing (RCC)
Business Administration (MVC, NC, RCC)	Engineering (NC)	Paralegal Studies (RCC)
Child Development and Education (MVC, NC, RCC)	Film, Television, and Video (RCC)	Photography (RCC)
Community Interpretation (MVC)	Fire Technology (MVC)	Physician Assistant (MVC)(Discontinued)
Computer App/Office Technology (RCC)	Game Development/Gaming & Simulation (MVC, NC)	Retail Management/WAFC (NC) (RCC Discontinued)
Computer Information Systems (MVC, NC, RCC)	Graphic Design (NC, RCC)	Sign Language Interpreting (RCC)
Construction Technology (NC)	Human Services (MVC, RCC)	Supply Chain Technology (NC)
Cosmetology (RCC)	Kinesiology/Exercise, Sport, Wellness (RCC)	Welding Technology (RCC)
Culinary Arts (RCC)	Logistics Management (NC)	

CTE Programs Discontinued Since 2014 as a Result of This Process

Banking Operations (RCC)

Biotechnology (MVC)

Business Administration: Human Resources concentration (NC)

Business Administration: Marketing concentration (NC)

Computer Applications (RCC)

Early Childhood Education: Infant and Toddler Specialization (NC)

E-Commerce (RCC)

Game Art: 3D Animation (NC)

Mobile Applications Development (NC)

Office Fast Track (RCC)

Physician Assistant (MVC)

Relational Database Technology (RCC)

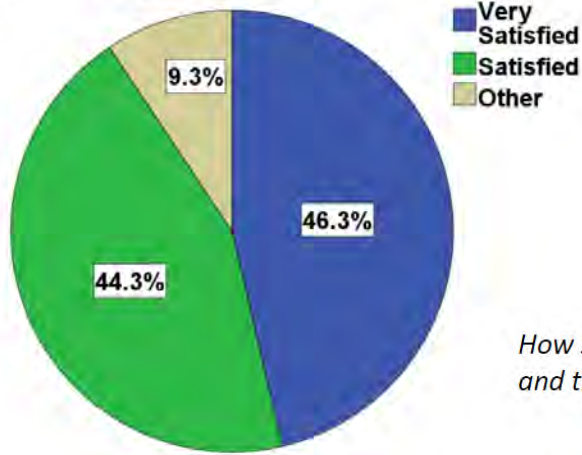
Virtual Assistant (RCC)

Retail Management/WAFC (RCC)

Systems Analysis (RCC)

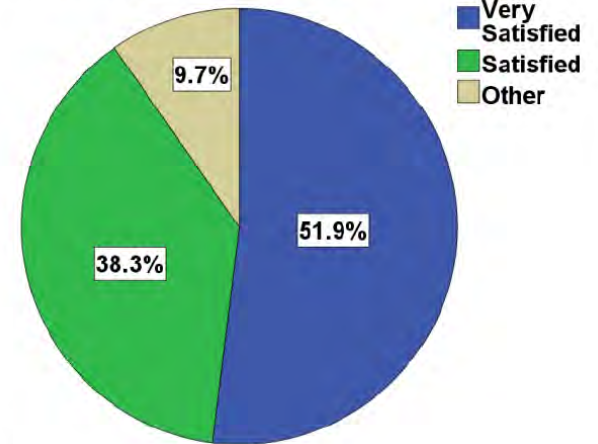
CTE Outcomes Survey

How satisfied are students with the education and training they received?



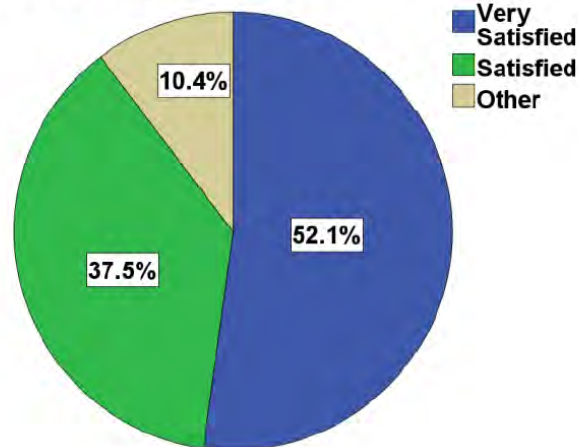
Norco College

How satisfied are students with the education and training they received?



Riverside City College

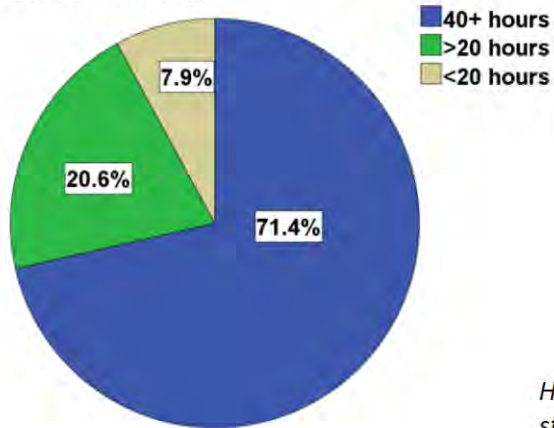
How satisfied are students with the education and training they received?



Moreno Valley College

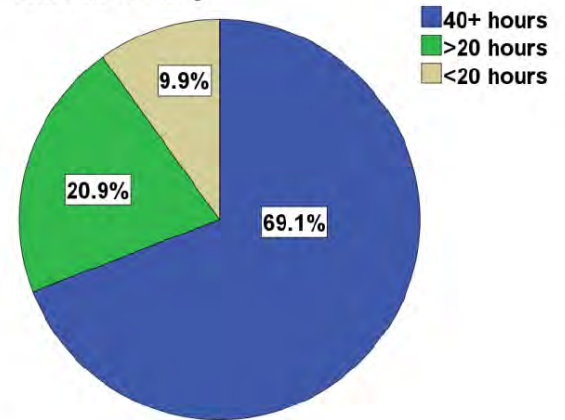
CTE Outcomes Survey

How many hours per week are employed students working?



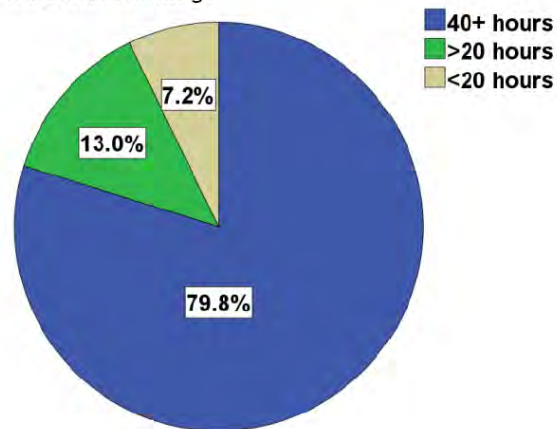
Norco College

How many hours per week are employed students working?



Riverside City College

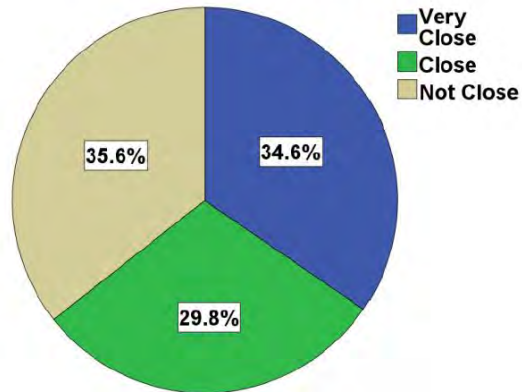
How many hours per week are employed students working?



Moreno Valley College

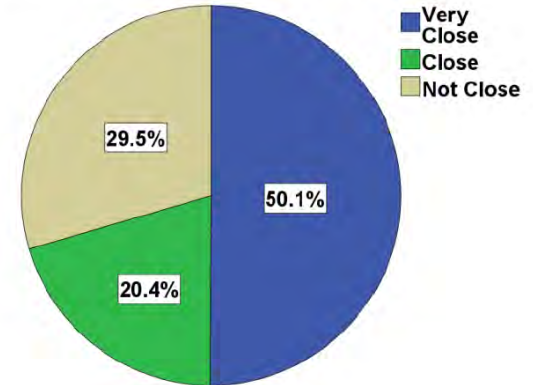
CTE Outcomes Survey

How many students secured a job that is closely related to their program of study?



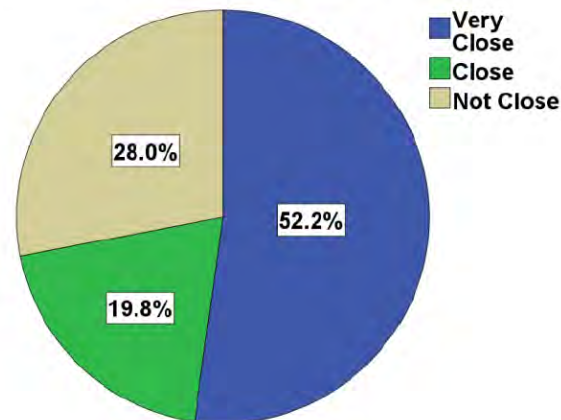
Norco College

How many students secured a job that is closely related to their program of study?



Riverside City College

How many students secured a job that is closely related to their program of study?



Moreno Valley College

CTE Outcomes Survey

What were the hourly wages of the students before training versus after training?



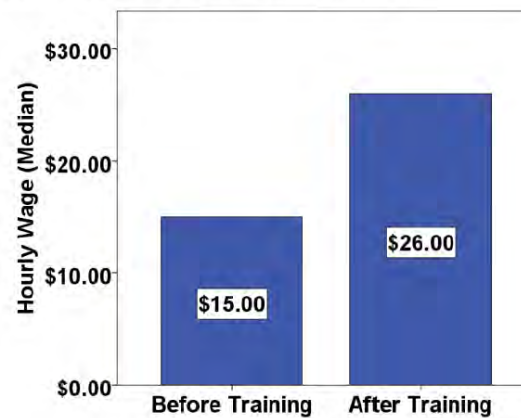
Norco College

What were the hourly wages of the students before training versus after training?



Riverside City College

What were the hourly wages of the students before training versus after training?



Moreno Valley College



Thank You

Riverside Community College District

CTE 2-Year Program Review

Scope

Data compiled in this report covers the Riverside-San Bernardino-Ontario MSA. Data were drawn from external sources, including the Employment Development Department's California Labor Market Information, Burning Glass, and the California Community Colleges Chancellor's Office Management Information Systems Data Mart.

Data Sources and Calculations

Educational Program Data

The Taxonomy of Programs (TOP) is a standardized system used at the state level to classify programs and courses that are intended to achieve the same outcome at different colleges throughout the state.

The Classification of Instructional Programs (CIP) is a standardized coding system used at the federal level to facilitate accurate tracking, assessment, and reporting of fields of study and program completion at educational institutions throughout the country.

All educational program data in this report are based on these TOP and CIP codes.

Occupational Data

The Standard Occupational Classification (SOC) system is used by federal statistical agencies to classify workers into occupational categories.

Job Postings

Labor Insights/ Burning Glass is a collection of online job postings from online sources (e.g. job boards, employer sites, newspapers, public agencies, etc.) and uses proprietary software to mine and code detailed data from each job listing.

Educational Program to Occupation Crosswalk

The TOP-CIP-SOC Crosswalk (Center of Excellence, 2015) was used in this report to map California Community College-specific Taxonomy of Program (TOP) codes to federal Classification of Instructional Program (CIP) and Standard Occupational Classifications (SOC) codes. This crosswalk allows the user to estimate labor market demand for California Community College program completers using SOC based projections from the Labor Market Information Division.

Industry Data

The North American Industry Classification System (NAICS) is used by federal statistical agencies to classify business establishments for the purpose of conducting and reporting research on the U.S. business economy. Using the Standard Occupational Classification codes listed above, associated NAICS industries were identified.

Completions Data

Degree and certificate data for all comparison schools were collected from the California Community Colleges Chancellor's Office Management Information Systems Data Mart.

Regional Definition

Riverside-San Bernardino-Ontario Metropolitan Statistical Area (MSA) includes Riverside and San Bernardino County.

Key Terms and Concepts

Annual Openings: Annual openings are calculated by adding the number of new jobs to the number of replacement jobs, divided by the number of years in the projection period.

Projections: Projections of employment are calculated by the Employment Development Department and are based on a mathematical formula that includes historical employment and economic indicators along with national, state, and local trends.

Occupation: Jobs are grouped into occupations using the federal Standard Occupational Classification (SOC) system.

Industry: Occupations are grouped into industries using the North American Industry Classification System (NAICS).

Wages: Hourly wages are reported in percentiles and averages. The 10th percentile is a useful proxy of entry-level wages and the 90th percentile of experienced-level wages.

Administration of Justice

Data Sources and Calculations

Educational Program Data

The Taxonomy of Programs (TOP) is a standardized system used at the state level to classify programs and courses that are intended to achieve the same outcome at different colleges throughout the state. The TOP codes assigned to Administration of Justice are 210500, 210550, 210510, 219900 and 210540.

The Classification of Instructional Programs (CIP) is a standardized coding system used at the federal level to facilitate accurate tracking, assessment, and reporting of fields of study and program completion at educational institutions throughout the country. The CIP codes assigned to Administration of Justice are 430107, 430102, 430102, and 449999.

All educational program data in this report are based on these TOP and CIP codes.

Occupational Data

The Standard Occupational Classification (SOC) system is used by federal statistical agencies to classify workers into occupational categories. The SOC codes and titles associated with Administration of Justice are: Forensic Science Technicians (SOC: 19-4092), First-Line Supervisors of Police and Detectives (SOC: 33-1012), Bailiffs (SOC: 33-3011), Correctional Officers and Jailers (SOC: 33-3012), Detectives and Criminal Investigators (SOC: 33-3021) Police and Sheriff's Patrol Officers (SOC: 33-3051), Private Detectives and Investigators (SOC: 33-9021), and Security Guards (SOC: 33-9032).

Background Information: Administration of Justice Occupations

Forensic Science Technicians (SOC: 19-4092)

Collect, identify, classify, and analyze physical evidence related to criminal investigations. Perform tests on weapons or substances, such as fiber, hair, and tissue to determine significance to investigation. May testify as expert witnesses on evidence or crime laboratory techniques. May serve as specialists in area of expertise, such as ballistics, fingerprinting, handwriting, or biochemistry. Requires a Bachelor's or Higher.

Bailiffs (SOC: 33-3011)

Maintain order in courts of law. On-The-Job Training, No College Required.

Correctional Officers and Jailers (SOC: 33-3012)

Guard inmates in penal or rehabilitative institutions in accordance with established regulations and procedures. May guard prisoners in transit between jail, courtroom, prison, or other point. Includes deputy sheriffs and police who spend the majority of their time guarding prisoners in correctional institutions. On-The-Job Training, No College Required.

Detectives and Criminal Investigators (SOC: 33-3021)

Conduct investigations related to suspected violations of Federal, State, or local laws to prevent or solve crimes. On-The-Job Training, No College Required.

Police and Sheriff's Patrol Officers (SOC: 33-3051)

Maintain order and protect life and property by enforcing local, tribal, State, or Federal laws and ordinances. Perform a combination of the following duties: patrol a specific area; direct traffic; issue traffic summonses; investigate accidents; apprehend and arrest suspects, or serve legal processes of courts. On-The-Job Training, No College Required.

Private Detectives and Investigators (SOC: 33-9021)

Gather, analyze, compile and report information regarding individuals or organizations to clients, or detect occurrences of unlawful acts or infractions of rules in private establishment. On-The-Job Training, No College Required.

Security Guards (SOC: 33-9032)

Guard, patrol, or monitor premises to prevent theft, violence, or infractions of rules. May operate x-ray and metal detector equipment. On-The-Job Training, No College Required.

Administration of Justice

Certificates and Degrees	TOP Codes	Moreno Valley	Norco	Riverside
Administration of Justice	210500, 210550	● ◇		● ◇
AOJ/Basic Correctional Deputy Academy	210510	+		
AOJ/Basic Public Safety Dispatch Course	219900	+		
Crime Scene Investigation	210540		+	+
Investigative Assistant	210540			+
Law Enforcement	210500, 210550	● ◇		
Victim Services Aide	210500			+

+ Locally Approved Certificate ● State Approved Certificate ◇ Associates Degree

Historical Occupation Data

SOC	Occupation	2010 Jobs	2015 Jobs	5 year Growth	% Growth	Entry Wage	Median Wage	Experienced Wage
19-4092	Forensic Science Technicians	276	305	29	11%	\$22.40	\$29.62	\$43.08
33-3011	Bailiffs	15	16	1	7%	\$12.66	\$22.08	\$39.39
33-3012	Correctional Officers and Jailers	4,741	4,663	(78)	(2%)	\$24.75	\$36.41	\$39.19
33-3021	Detectives and Criminal Investigators	1,164	1,119	(45)	(4%)	\$37.25	\$46.13	\$55.32
33-3051	Police and Sheriff's Patrol Officers	6,006	6,079	73	1%	\$30.08	\$41.31	\$55.84
33-9021	Private Detectives and Investigators	291	277	(14)	(5%)	\$17.47	\$20.83	\$29.32
33-9032	Security Guards	12,742	15,681	2,939	23%	\$9.29	\$11.22	\$17.30
	Total	25,235	28,139	2,904	12%	\$17.71	\$23.65	\$31.21

Note: Entry Wage represents the 10th percentile, Median Wage represents the 50th percentile, and Experienced Wage represents the 90th percentile.

Source: EMSI Q2 2016 Data Set, June 2016

Projected Occupation Data

SOC	Description	2015 Jobs	2020 Jobs	5 Year Growth	% Growth	Annual Openings
19-4092	Forensic Science Technicians	305	348	43	14%	23
33-3011	Bailiffs	16	21	5	31%	Insf. Data
33-3012	Correctional Officers and Jailers	4,663	4,931	268	6%	187
33-3021	Detectives and Criminal Investigators	1,119	1,164	45	4%	37
33-3051	Police and Sheriff's Patrol Officers	6,079	6,502	423	7%	294
33-9021	Private Detectives and Investigators	277	300	23	8%	14
33-9032	Security Guards	15,681	18,137	2,456	16%	734
	Total	28,139	31,404	3,265	12%	1,290

Source: EMSI Q2 2016 Data Set, June 2016

2015 Annual Job Postings for these Occupations

SOC Code	Occupation	2015 Annual Job Postings
33-9032	Security Guards	1,727
33-3051	Police and Sheriff's Patrol Officers	177
33-3012	Correctional Officers and Jailers	94
33-9021	Private Detectives and Investigators	83
33-3021	Detectives and Criminal Investigators	46
19-4092	Forensic Science Technicians	8
	Total	2,135

Source: Labor Insight Jobs (Burning Glass Technologies), Top Detailed Occupations, June 2016

Top Industries Employing these Occupations

NAICS	Industry	Jobs in Industry (2015)	Jobs in Industry (2020)	5 Year Growth	% Growth
561612	Security Guards and Patrol Services	10,043	12,344	2,301	23%
903999	Local Government, Excluding Education and Hospitals	9,707	10,341	634	7%
902999	State Government, Excluding Education and Hospitals	2,074	2,172	98	5%
901199	Federal Government, Civilian, Excluding Postal Service	580	584	4	1%
903611	Elementary and Secondary Schools (Local Government)	517	548	31	6%
561613	Armored Car Services	450	385	(65)	(14%)
561611	Investigation Services	409	190	(219)	(54%)
561210	Facilities Support Services	372	441	69	19%
622110	General Medical and Surgical Hospitals	325	375	50	15%
611310	Colleges, Universities, and Professional Schools	293	375	82	28%
903612	Colleges, Universities, and Professional Schools (Local Government)	286	311	25	9%

Source: EMSI Q2 2016 Data Set, June 2016

Community College Completions 2012-2015

College	Certificate	Associate Degree	Total Completions	Average Completions
Moreno Valley	162	18	180	60
Norco College	21	17	38	13
Riverside	149	94	243	81
RCCD Total	332	129	461	154
Barstow	8	49	57	19
Chaffey	69	164	233	78
Desert	109	111	220	73
Copper Mountain		43	43	14
Moreno Valley	162	18	180	60
Mt. San Jacinto	64	136	200	67
Norco	21	17	38	13
Palo Verde	8	5	13	4
Riverside	149	94	243	81
San Bernardino	78	144	222	74
Victor Valley	6	162	168	56
Other Community Colleges Total	674	943	1617	539
Grand Total	1,006	1,072	2,078	693

Source: Data Mart

There were 752 completions from other Institutions in the Region between 2011 -

2014. They included:

ITT Tech-San Bernardino

Kaplan - Palm Springs

Kaplan – Riverside

Platt College Ontario/Riverside

San Joaquin College

Westwood College

Air Conditioning and Refrigeration

Data Sources and Calculations

Educational Program Data

The Taxonomy of Programs (TOP) is a standardized system used at the state level to classify programs and courses that are intended to achieve the same outcome at different colleges throughout the state. The TOP code assigned to Air Conditioning and Refrigeration is 094600.

The Classification of Instructional Programs (CIP) is a standardized coding system used at the federal level to facilitate accurate tracking, assessment, and reporting of fields of study and program completion at educational institutions throughout the country. The CIP code assigned to Heating, Ventilation, Air Conditioning and Refrigeration Engineering Technology/Technician is 150501.

All educational program data in this report are based on these TOP and CIP codes.

Occupational Data

The Standard Occupational Classification (SOC) system is used by federal statistical agencies to classify workers into occupational categories. The SOC codes and titles associated with Air Conditioning and Refrigeration is: Heating, Air Conditioning, and Refrigeration Mechanics and Installers (SOC: 49-9021)

Background Information: Air Conditioning and Refrigeration Occupations

Heating, Air Conditioning, and Refrigeration Mechanics and Installers (SOC: 49-9021)

Install or repair heating, central air conditioning, or refrigeration systems, including oil burners, hot-air furnaces, and heating stoves. Requires a Postsecondary Non-Degree Award.

Air Conditioning and Refrigeration

Certificates and Degrees	TOP Code	Moreno Valley	Norco	Riverside
Air Conditioning and Refrigeration	094600			● ◇

✦ Locally Approved Certificate ● State Approved Certificate ◇ Associates Degree

Historical Occupation Data

SOC	Occupation	2010 Jobs	2015 Jobs	5 year Growth	% Growth	Entry Wage	Median Wage	Experienced Wage
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	2,625	3,550	925	35%	\$14.93	\$22.79	\$30.24
	Total	2,625	3,550	925	35%	\$14.93	\$22.79	\$30.24

Note: Entry Wage represents the 10th percentile, Median Wage represents the 50th percentile, and Experienced Wage represents the 90th percentile.

Source: EMSI Q2 2016 Data Set, June 2016

Projected Occupation Data

SOC	Description	2015 Jobs	2020 Jobs	5 Year Growth	% Growth	Annual Openings
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	3,550	4,006	456	13%	154
	Total	3,550	4,006	456	13%	154

Source: EMSI Q2 2016 Data Set, June 2016

2015 Annual Job Postings for these Occupations

SOC Code	Occupation	2015 Annual Job Postings
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers (49-9021)	319
	Total	319

Source: Labor Insight Jobs (Burning Glass Technologies), Top Detailed Occupations, June 2016

Top Industries Employing these Occupations

NAICS	Industry	Jobs in Industry (2015)	Jobs in Industry (2020)	5 Year Growth	% Growth
238220	Plumbing, Heating, and Air-Conditioning Contractors	2,273	2,641	368	16%
238210	Electrical Contractors and Other Wiring Installation Contractors	97	106	9	9%
811310	Commercial and Industrial Machinery and Equipment (except Automotive and Electronic) Repair and Maintenance	94	98	4	4%
236118	Residential Remodelers	73	73	0	0%
238910	Site Preparation Contractors	46	46	0	0%
236115	New Single-Family Housing Construction (except For-Sale Builders)	41	40	(1)	(2%)
423720	Plumbing and Heating Equipment and Supplies (Hydronics) Merchant Wholesalers	36	41	5	14%

Source: EMSI Q2 2016 Data Set, June 2016

Community College Completions 2010-2015

College	Certificate	Associate Degree	Total Completions	Average Completions
Moreno Valley	-	-	-	-
Norco College	-	-	-	-
Riverside	109	19	128	43
RCCD Total	109	19	128	43
Desert	41	10	51	17
San Bernardino	28	5	33	11
Other Community Colleges Total	69	15	84	28
Grand Total	178	34	212	71

Source: DataMart

Applied Digital Media and Printing

Data Sources and Calculations

Educational Program Data

The Taxonomy of Programs (TOP) is a standardized system used at the state level to classify programs and courses that are intended to achieve the same outcome at different colleges throughout the state. The TOP codes assigned to the Applied Digital Media and Printing discipline are 061400, 061450, and 103000.

The Classification of Instructional Programs (CIP) is a standardized coding system used at the federal level to facilitate accurate tracking, assessment, and reporting of fields of study and program completion at educational institutions throughout the country. The CIP codes assigned to Applied Digital Media and Printing discipline are 100303 and 500409.

All educational program data in this report are based on these TOP and CIP codes.

Occupational Data

The Standard Occupational Classification (SOC) system is used by federal statistical agencies to classify workers into occupational categories. The SOC codes and titles associated with Applied Digital Media and Printing are: Art Directors (SOC: 27-1011), Multimedia Artists and Animators (SOC: 27-1014), Graphic Designers (SOC: 27-1024), Desktop Publishers (SOC: 43-9031) Prepress Technicians and Workers (SOC: 51-5111), Printing Press Operators (SOC: 51-5112).

Background Information: Applied Digital Media and Printing Occupations

Art Directors (SOC: 27-1011)

Formulate design concepts and presentation approaches for visual communications media, such as print, broadcasting, and advertising. Direct workers engaged in art work or layout design. Requires a Bachelor's or Higher.

Multimedia Artists and Animators (SOC: 27-1014)

Create special effects, animation, or other visual images using film, video, computers, or other electronic tools and media for use in products or creations, such as computer games, movies, music videos, and commercials. Requires a Bachelor's or Higher.

Graphic Designers (SOC: 27-1024)

Design or create graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos. May use a variety of mediums to achieve artistic or decorative effects. Requires a Bachelor's or Higher.

Desktop Publishers (SOC: 43-9031)

Format typescript and graphic elements using computer software to produce publication-ready material. Requires an Associate's Degree.

Prepress Technicians and Workers (SOC: 51-5111)

Format and proof text and images submitted by designers and clients into finished pages that can be printed. Includes digital and photo typesetting. May produce printing plates. Requires a Postsecondary Non-Degree Award.

Printing Press Operators (SOC: 51-5112)

Set up and operate digital, letterpress, lithographic, flexographic, gravure, or other printing machines. Includes short-run offset printing presses. On-The-Job Training, No College Required.

Applied Digital Media and Printing

Certificates and Degrees	TOP Codes	Moreno Valley	Norco	Riverside
Applied Digital Media and Printing	061400			● ◇
Basic Graphic Communication	103000			+
Basic Graphic Design	103000			+
Electronic Publishing and Design	061450			+
Motion Graphics and 3D Animation	103000			+

✦ Locally Approved Certificate ● State Approved Certificate ◇ Associates Degree

Historical Occupation Data

SOC	Occupation	2010 Jobs	2015 Jobs	5 year Growth	% Growth	Entry Wage	Median Wage	Experienced Wage
27-1011	Art Directors	346	375	29	8%	\$13.46	\$19.62	\$33.68
27-1014	Multimedia Artists and Animators	261	280	19	7%	\$9.18	\$13.02	\$18.13
27-1024	Graphic Designers	2,093	2,180	87	4%	\$14.22	\$18.81	\$25.91
43-9031	Desktop Publishers	62	58	(4)	(6%)	\$17.74	\$24.02	\$32.78
51-5111	Prepress Technicians and Workers	255	240	(15)	(6%)	\$10.26	\$14.93	\$28.63
51-5112	Printing Press Operators	1,015	1,015	0	0%	\$9.98	\$16.24	\$24.82
	Total	4,032	4,148	116	3%	\$12.60	\$17.71	\$26.08

Note: Entry Wage represents the 10th percentile, Median Wage represents the 50th percentile, and Experienced Wage represents the 90th percentile.

Source: EMSI Q2 2016 Data Set, June 2016

Projected Occupation Data

SOC	Description	2015 Jobs	2020 Jobs	5 Year Growth	% Growth	Annual Openings
27-1011	Art Directors	375	391	16	4%	11
27-1014	Multimedia Artists and Animators	280	286	6	2%	7
27-1024	Graphic Designers	2,180	2,254	74	3%	69
43-9031	Desktop Publishers	58	54	(4)	(7%)	Insf. Data
51-5111	Prepress Technicians and Workers	240	201	(39)	(16%)	3
51-5112	Printing Press Operators	1,015	944	(71)	(7%)	17
	Total	4,148	4,130	(18)	(0%)	108

Source: EMSI Q2 2016 Data Set, June 2016

2015 Annual Job Postings for these Occupations

SOC Code	Occupation	2015 Annual Job Postings
27-1024	Graphic Designers	140
51-5112	Printing Press Operators	76
51-5111	Prepress Technicians and Workers	24
27-1014	Multimedia Artists and Animators	17
27-1011	Art Directors	6
43-9031	Desktop Publishers	1
	Total	264

Source: Labor Insight Jobs (Burning Glass Technologies), Top Detailed Occupations, June 2016

Top Industries Employing these Occupations

NAICS	Industry	Jobs in Industry (2015)	Jobs in Industry (2020)	5 Year Growth	% Growth
323111	Commercial Printing (except Screen and Books)	556	425	(131)	(24%)
541430	Graphic Design Services	431	447	16	4%
541410	Interior Design Services	326	334	8	2%
323113	Commercial Screen Printing	153	188	35	23%
711510	Independent Artists, Writers, and Performers	142	139	(3)	(2%)
323120	Support Activities for Printing	105	81	(24)	(23%)
511110	Newspaper Publishers	92	45	(47)	(51%)
541810	Advertising Agencies	68	78	10	15%
541420	Industrial Design Services	60	67	7	12%

Source: EMSI Q2 2016 Data Set, June 2016

Community College Completions 2012-2015

College	Certificate	Associate Degree	Total Completions	Average Completions
Moreno Valley	-	-	-	-
Norco College	4	1	5	2
Riverside	97	22	119	40
RCCD Total	101	23	124	42
San Bernardino	11	23	34	11
Other Community Colleges Total	11	23	34	11
Grand Total	112	46	158	53

Source: DataMart

There were 133 completions from other Institutions in the Region between 2011 - 2014. They included:

ITT Tech-San Bernardino
Westwood College- Inland Empire
The Art Institute of California-Argosy University

Architecture

Data Sources and Calculations

Educational Program Data

The Taxonomy of Programs (TOP) is a standardized system used at the state level to classify programs and courses that are intended to achieve the same outcome at different colleges throughout the state. The TOP code assigned to Architecture is 020100.

The Classification of Instructional Programs (CIP) is a standardized coding system used at the federal level to facilitate accurate tracking, assessment, and reporting of fields of study and program completion at educational institutions throughout the country. The CIP code assigned to Architecture is 04090.

All educational program data in this report are based on these TOP and CIP codes.

Occupational Data

The Standard Occupational Classification (SOC) system is used by federal statistical agencies to classify workers into occupational categories. The SOC codes and titles associated with Architecture are: Architectural and Civil Drafters (SOC: 17-3011), Engineering Technicians, Except Drafters, All Other (SOC: 17-3029), Commercial and Industrial Designers (SOC: 27-1021).

Background Information: Architecture Occupations

Architectural and Civil Drafters (SOC: 17-3011)

Prepare detailed drawings of architectural and structural features of buildings or drawings and topographical relief maps used in civil engineering projects, such as highways, bridges, and public works. Use knowledge of building materials, engineering practices, and mathematics to complete drawings. Requires an Associate's Degree.

Engineering Technicians, Except Drafters, All Other (SOC: 17-3029)

All engineering technicians, except drafters, not listed separately. Requires an Associate's Degree.

Commercial and Industrial Designers (SOC: 27-1021)

Develop and design manufactured products, such as cars, home appliances, and children's toys. Combine artistic talent with research on product use, marketing, and materials to create the most functional and appealing product design. Requires a Bachelor's or Higher.

Architecture

Certificates and Degrees	TOP Code	Moreno Valley	Norco	Riverside
Architectural Graphics	020100		+	

+ Locally Approved Certificate
 ● State Approved Certificate
 ◇ Associates Degree

Historical Occupation Data

SOC	Occupation	2010 Jobs	2015 Jobs	5 year Growth	% Growth	Entry Wage	Median Wage	Experienced Wage
17-3011	Architectural and Civil Drafters	664	749	85	13%	\$14.24	\$26.08	\$38.97
17-3029	Engineering Technicians, Except Drafters, All Other	661	686	25	4%	\$23.11	\$32.14	\$41.73
27-1021	Commercial and Industrial Designers	382	424	42	11%	\$18.35	\$23.67	\$37.31
	Total	1,708	1,860	152	9%	\$18.48	1,708	1,860

Note: Entry Wage represents the 10th percentile, Median Wage represents the 50th percentile, and Experienced Wage represents the 90th percentile.

Source: EMSI Q2 2016 Data Set, June 2016

Projected Occupation Data

SOC	Description	2015 Jobs	2020 Jobs	5 Year Growth	% Growth	Annual Openings
17-3011	Architectural and Civil Drafters	749	733	(16)	(2%)	10
17-3029	Engineering Technicians, Except Drafters, All Other	686	702	16	2%	21
27-1021	Commercial and Industrial Designers	424	436	12	3%	13
	Total	1,860	1,871	11	1%	43

Source: EMSI Q2 2016 Data Set, June 2016

2015 Annual Job Postings for these Occupations

SOC Code	Occupation	2015 Annual Job Postings
17-3029	Engineering Technicians, Except Drafters, All Other	239
27-1021	Commercial and Industrial Designers	161
17-3011	Architectural and Civil Drafters	23
	Total	423

Source: Labor Insight Jobs (Burning Glass Technologies), Top Detailed Occupations, June 2016

Top Industries Employing these Occupations

NAICS	Industry	Jobs in Industry (2015)	Jobs in Industry (2020)	5 Year Growth	% Growth
541330	Engineering Services	206	188	(18)	(9%)
901199	Federal Government, Civilian, Excluding Postal Service	158	153	(5)	(3%)
541310	Architectural Services	132	137	5	4%
541320	Landscape Architectural Services	84	84	0	0%
903999	Local Government, Excluding Education and Hospitals	85	88	3	4%
541430	Graphic Design Services	63	65	2	3%
541370	Surveying and Mapping (except Geophysical) Services	51	51	0	0%
541410	Interior Design Services	47	48	1	2%
541350	Building Inspection Services	50	49	(1)	(2%)
551114	Corporate, Subsidiary, and Regional Managing Offices	28	28	0	0%
902999	State Government, Excluding Education and Hospitals	26	27	1	4%
541340	Drafting Services	26	26	0	0%

Source: EMSI Q2 2016 Data Set, June 2016

Community College Completions 2012-2015

College	Certificate	Associate Degree	Total Completions	Average Completions
Norco College	47	15	147	29
Riverside	0	2	2	1
RCCD Total	47	17	149	30
Desert	2	26	28	9
San Bernardino	1	1	2	1
Other Community Colleges Total	3	27	30	10
Grand Total	50	44	179	40

Source: DataMart

Automotive Technology

Data Sources and Calculations

Educational Program Data

The Taxonomy of Programs (TOP) is a standardized system used at the state level to classify programs and courses that are intended to achieve the same outcome at different colleges throughout the state. The TOP codes assigned to Automotive Technology are 094800, 094900, and 094910.

The Classification of Instructional Programs (CIP) is a standardized coding system used at the federal level to facilitate accurate tracking, assessment, and reporting of fields of study and program completion at educational institutions throughout the country. The CIP codes assigned to Automotive Technology are 470603, 480303, and 470604.

All educational program data in this report are based on these TOP and CIP codes.

Occupational Data

The Standard Occupational Classification (SOC) system is used by federal statistical agencies to classify workers into occupational categories. The SOC codes and titles associated with Automotive Technology are: First-Line Supervisors of Mechanics, Installers, and Repairers (SOC: 49-1011), Electrical and Electronics Installers and Repairers, Transportation Equipment (SOC: 49-2093), Electronic Equipment Installers and Repairers, Motor Vehicles (SOC: 49-2096), Automotive Body and Related Repairers (SOC: 49-3021), Automotive Glass Installers and Repairers (SOC: 49-3022), Automotive Service Technicians and Mechanics (SOC: 49-3023), Recreational Vehicle Service Technicians (SOC: 49-3092), Upholsterers (SOC: 51-6093) Coating, Painting, and Spraying Machine Setters, Operators, and Tenders (SOC: 51-9121), Painters, Transportation Equipment (SOC: 51-9122).

Background Information: Automotive Occupations

First-Line Supervisors of Mechanics, Installers, and Repairers (SOC: 49-1011)

Directly supervise and coordinate the activities of mechanics, installers, and repairers. On-The-Job Training, No College Required.

Electrical and Electronics Installers and Repairers, Transportation Equipment (SOC: 49-2093)

Install, adjust, or maintain mobile electronics communication equipment, including sound, sonar, security, navigation, and surveillance systems on trains, watercraft, or other mobile equipment. Requires a Postsecondary Non-Degree Award.

Electronic Equipment Installers and Repairers, Motor Vehicles (SOC: 49-2096)

Install, diagnose, or repair communications, sound, security, or navigation equipment in motor vehicles. Requires a Postsecondary Non-Degree Award.

Automotive Body and Related Repairers (SOC: 49-3021)

Repair and refinish automotive vehicle bodies and straighten vehicle frames. On-The-Job Training, No College Required.

Automotive Glass Installers and Repairers (SOC: 49-3022)

Replace or repair broken windshields and window glass in motor vehicles. On-The-Job Training, No College Required.

Automotive Service Technicians and Mechanics (SOC: 49-3023)

Diagnose, adjust, repair, or overhaul automotive vehicles. On-The-Job Training, No College Required.

Recreational Vehicle Service Technicians (SOC: 49-3092)

Diagnose, inspect, adjust, repair, or overhaul recreational vehicles including travel trailers. May specialize in maintaining gas, electrical, hydraulic, plumbing, or chassis/towing systems as well as repairing generators, appliances, and interior components. Includes workers who perform customized van conversions. On-The-Job Training, No College Required.

Upholsterers (SOC: 51-6093)

Make, repair, or replace upholstery for household furniture or transportation vehicles. On-The-Job Training, No College Required.

Coating, Painting, and Spraying Machine Setters, Operators, and Tenders (SOC: 51-9121)

Set up, operate, or tend machines to coat or paint any of a wide variety of products, including glassware, cloth, ceramics, metal, plastic, paper, or wood, with lacquer, silver, copper, rubber, varnish, glaze, enamel, oil, or rust-proofing materials. On-The-Job Training, No College Required.

Painters, Transportation Equipment (SOC: 51-9122)

Operate or tend painting machines to paint surfaces of transportation equipment, such as automobiles, buses, trucks, trains, boats, and airplanes. Includes painters in auto body repair facilities. On-The-Job Training, No College Required.

Automotive Technology

Certificates and Degrees	TOP Codes	Moreno Valley	Norco	Riverside
Automotive Collision Repair – Refinishing and Paint	094900			● ◇
Automotive Trim and Upholstery	094910			● ◇
Electrical	094800			● ◇
Ford Specialty	094800			● ◇
General Motors Specialty	094800			◇
Mechanical	094800			● ◇

✦ Locally Approved Certificate ● State Approved Certificate ◇ Associates Degree

Historical Occupation Data

SOC	Occupation	2010 Jobs	2015 Jobs	5 year Growth	% Growth	Entry Wage	Median Wage	Experienced Wage
49-1011	First-Line Supervisors of Mechanics, Installers, and Repairers	3,512	4,041	529	15%	\$22.48	\$32.58	\$46.15
49-2093	Electrical and Electronics Installers and Repairers, Transportation Equipment	141	155	14	10%	\$19.56	\$24.20	\$34.73
49-2096	Electronic Equipment Installers and Repairers, Motor Vehicles	188	177	(11)	(6%)	\$9.13	\$15.19	\$25.04
49-3021	Automotive Body and Related Repairers	1,441	1,575	134	9%	\$12.37	\$16.45	\$28.76
49-3022	Automotive Glass Installers and Repairers	179	206	27	15%	\$10.41	\$13.68	\$18.99
49-3023	Automotive Service Technicians and Mechanics	9,278	10,907	1,629	18%	\$9.96	\$15.53	\$26.61
49-3092	Recreational Vehicle Service Technicians	161	190	29	18%	\$11.16	\$18.02	\$29.82
51-6093	Upholsterers	495	595	100	20%	\$10.43	\$13.91	\$19.38
51-9121	Coating, Painting, and Spraying Machine Setters, Operators, and Tenders	989	1,174	185	19%	\$9.61	\$16.38	\$25.68
51-9122	Painters, Transportation Equipment	525	652	127	24%	\$11.80	\$18.19	\$29.79
	Total	16,910	19,673	2,763	16%	\$12.84	\$19.24	\$30.60

Note: Entry Wage represents the 10th percentile, Median Wage represents the 50th percentile, and Experienced Wage represents the 90th percentile.

Source: EMSI Q2 2016 Data Set, June 2016

Projected Occupation Data

SOC	Description	2015 Jobs	2020 Jobs	5 Year Growth	% Growth	Annual Openings
49-1011	First-Line Supervisors of Mechanics, Installers, and Repairers	4,041	4,376	335	8%	153
49-2093	Electrical and Electronics Installers and Repairers, Transportation Equipment	155	162	7	5%	5
49-2096	Electronic Equipment Installers and Repairers, Motor Vehicles	177	145	(32)	(18%)	3
49-3021	Automotive Body and Related Repairers	1,575	1,573	(2)	(0%)	55
49-3022	Automotive Glass Installers and Repairers	206	203	(3)	(1%)	5
49-3023	Automotive Service Technicians and Mechanics	10,907	11,671	764	7%	462
49-3092	Recreational Vehicle Service Technicians	190	190	0	0%	9
51-6093	Upholsterers	595	594	(1)	(0%)	23
51-9121	Coating, Painting, and Spraying Machine Setters, Operators, and Tenders	1,174	1,120	(54)	(5%)	28
51-9122	Painters, Transportation Equipment	652	627	(25)	(4%)	17
	Total	19,673	20,661	988	5%	760

Source: EMSI Q2 2016 Data Set, June 2016

2015 Annual Job Postings for these Occupations

SOC Code	Occupation	2015 Annual Job Postings
49-1011	First-Line Supervisors of Mechanics, Installers, and Repairers	568
49-3023	Automotive Service Technicians and Mechanics	318
49-3021	Automotive Body and Related Repairers	78
49-2096	Electronic Equipment Installers and Repairers, Motor Vehicles	24
51-9122	Painters, Transportation Equipment	14
51-6093	Upholsterers	7
51-9121	Coating, Painting, and Spraying Machine Setters, Operators, and Tenders	5
49-3092	Recreational Vehicle Service Technicians	3
49-2093	Electrical and Electronics Installers and Repairers, Transportation Equipment	2
49-3022	Automotive Glass Installers and Repairers	1
	Total	1,020

Source: Labor Insight Jobs (Burning Glass Technologies), Top Detailed Occupations, June 2016

Top Industries Employing these Occupations

NAICS	Industry	Jobs in Industry (2015)	Jobs in Industry (2020)	5 Year Growth	% Growth
811111	General Automotive Repair	4,262	4,455	193	5%
441110	New Car Dealers	2,905	3,189	284	10%
811121	Automotive Body, Paint, and Interior Repair and Maintenance	2,084	1,977	(107)	(5%)
441310	Automotive Parts and Accessories Stores	740	772	32	4%
441120	Used Car Dealers	373	484	111	30%
441320	Tire Dealers	345	371	26	8%
811113	Automotive Transmission Repair	278	259	(19)	(7%)
811122	Automotive Glass Replacement Shops	257	281	24	9%
811191	Automotive Oil Change and Lubrication Shops	249	272	23	9%
811192	Car Washes	213	255	42	20%
423120	Motor Vehicle Supplies and New Parts Merchant Wholesalers	203	230	27	13%

Source: EMSI Q2 2016 Data Set, June 2016

Community College Completions 2010-2015

College	Certificate	Associate	Total Completions	Average Completions
Moreno Valley	-	-	-	-
Norco College	-	-	-	-
Riverside	113	52	165	55
RDDC Total	113	52	165	55
Barstow	3	12	15	5
Chaffey	120	26	146	49
Desert	62	7	69	23
Copper Mountain	0	10	10	3
Mt. San Jacinto	27	16	43	14
Palo Verde	32	2	34	11
San Bernardino	131	9	140	47
Victor Valley	66	14	80	27
Other Community Colleges Total	441	96	537	179
Grand Total	554	148	702	234

Source: DataMart

Between 2011 & 2014 there were 3,481 completions at Universal Technical Institute.

Bank Operations

Data Sources and Calculations

Educational Program Data

The Taxonomy of Programs (TOP) is a standardized system used at the state level to classify programs and courses that are intended to achieve the same outcome at different colleges throughout the state. The TOP code assigned to Bank Operations is 050400.

The Classification of Instructional Programs (CIP) is a standardized coding system used at the federal level to facilitate accurate tracking, assessment, and reporting of fields of study and program completion at educational institutions throughout the country. The CIP code assigned to Bank Operations is 520803.

All educational program data in this report are based on these TOP and CIP codes.

Occupational Data

The Standard Occupational Classification (SOC) system is used by federal statistical agencies to classify workers into occupational categories. The SOC codes and titles associated with Bank Operations are: Credit Counselors (SOC: 13-2071), Bill and Account Collectors (SOC: 43-3011), Tellers (SOC: 43-3071), Credit Authorizers, Checkers, and Clerks (SOC: 43-4041), Loan Interviewers and Clerks (SOC: 43-4131), New Accounts Clerks (SOC: 43-4141), Statistical Assistants (SOC: 43-9111)

Background Information: Bank Operations Occupations

Credit Counselors (SOC: 13-2071)

Advise and educate individuals or organizations on acquiring and managing debt. May provide guidance in determining the best type of loan and explaining loan requirements or restrictions. May help develop debt management plans, advise on credit issues, or provide budget, mortgage, and bankruptcy counseling. Requires a Bachelor's or Higher.

Bill and Account Collectors (SOC: 43-3011)

Locate and notify customers of delinquent accounts by mail, telephone, or personal visit to solicit payment. Duties include receiving payment and posting amount to customer's account; preparing statements to credit department if customer fails to respond; initiating repossession proceedings or service disconnection; and keeping records of collection and status of accounts. On-The-Job Training, No College Required.

Tellers (SOC: 43-3071)

Receive and pay out money. Keep records of money and negotiable instruments involved in a financial institution's various transactions. On-The-Job Training, No College Required.

Credit Authorizers, Checkers, and Clerks (SOC: 43-4041)

Authorize credit charges against customers' accounts. Investigate history and credit standing of individuals or business establishments applying for credit. May interview applicants to obtain personal and financial data; determine credit worthiness; process applications; and notify customers of acceptance or rejection of credit. On-The-Job Training, No College Required.

Loan Interviewers and Clerks (SOC: 43-4131)

Interview loan applicants to elicit information; investigate applicants' backgrounds and verify references; prepare loan request papers; and forward findings, reports, and documents to appraisal department. Review loan papers to ensure completeness, and complete transactions between loan establishment, borrowers, and sellers upon approval of loan. On-The-Job Training, No College Required.

New Accounts Clerks (SOC: 43-4141)

Interview persons desiring to open accounts in financial institutions. Explain account services available to prospective customers and assist them in preparing applications. On-The-Job Training, No College Required.

Statistical Assistants (SOC: 43-9111)

Compile and compute data according to statistical formulas for use in statistical studies. May perform actuarial computations and compile charts and graphs for use by actuaries. Includes actuarial clerks. Requires a Bachelor's or Higher.

Bank Operations

Certificates and Degrees	TOP Code	Moreno Valley	Norco	Riverside
Banking Operations	050400			+

+ Locally Approved Certificate ● State Approved Certificate ◇ Associates Degree

Historical Occupation Data

SOC	Occupation	2010 Jobs	2015 Jobs	5 year Growth	% Growth	Entry Wage	Median Wage	Experienced Wage
13-2071	Credit Counselors	385	441	56	15%	\$15.62	\$21.81	\$29.27
43-3011	Bill and Account Collectors	3,103	3,393	290	9%	\$11.43	\$15.83	\$23.13
43-3071	Tellers	4,126	3,805	(321)	(8%)	\$10.37	\$13.75	\$18.91
43-4041	Credit Authorizers, Checkers, and Clerks	183	189	6	3%	\$10.79	\$14.61	\$24.03
43-4131	Loan Interviewers and Clerks	1,350	1,441	91	7%	\$13.67	\$19.46	\$27.68
43-4141	New Accounts Clerks	235	201	(34)	(14%)	\$12.49	\$17.45	\$22.97
43-9111	Statistical Assistants	45	43	(2)	(4%)	\$15.69	\$18.67	\$28.91
	Total	9,427	9,513	86	1%	\$11.56	\$15.83	\$22.42

Note: Entry Wage represents the 10th percentile, Median Wage represents the 50th percentile, and Experienced Wage represents the 90th percentile.

Source: EMSI Q2 2016 Data Set, June 2016

Projected Occupation Data

SOC	Description	2015 Jobs	2020 Jobs	5 Year Growth	% Growth	Annual Openings
13-2071	Credit Counselors	441	495	54	12%	19
43-3011	Bill and Account Collectors	3,393	3,460	67	2%	99
43-3071	Tellers	3,805	3,631	(174)	(5%)	143
43-4041	Credit Authorizers, Checkers, and Clerks	189	202	13	7%	4
43-4131	Loan Interviewers and Clerks	1,441	1,505	64	4%	40
43-4141	New Accounts Clerks	201	191	(10)	(5%)	5
43-9111	Statistical Assistants	43	44	1	2%	2
	Total	9,513	9,527	14	0%	312

Source: EMSI Q2 2016 Data Set, June 2016

2015 Annual Job Postings for these Occupations

SOC Code	Occupation	2015 Annual Job Postings
43-3071	Tellers	943
43-3011	Bill and Account Collectors	434
43-4131	Loan Interviewers and Clerks	215
13-2071	Credit Counselors	71
43-4041	Credit Authorizers, Checkers, and Clerks	33
43-9111	Statistical Assistants	1
	Total	1,697

Source: Labor Insight Jobs (Burning Glass Technologies), Top Detailed Occupations, June 2016

Top Industries Employing these Occupations

NAICS	Industry	Jobs in Industry (2015)	Jobs in Industry (2020)	5 Year Growth	% Growth
522110	Commercial Banking	2,319	2,286	(33)	(1%)
522292	Real Estate Credit	821	844	23	3%
522120	Savings Institutions	850	593	(257)	(30%)
522130	Credit Unions	635	671	36	6%
522310	Mortgage and Nonmortgage Loan Brokers	353	434	81	23%
621111	Offices of Physicians (except Mental Health Specialists)	360	400	40	11%
551114	Corporate, Subsidiary, and Regional Managing Offices	234	234	0	0%
622110	General Medical and Surgical Hospitals	168	184	16	10%
561110	Office Administrative Services	170	184	14	8%
561440	Collection Agencies	172	153	(19)	(11%)
561431	Private Mail Centers	108	100	(8)	(7%)
522291	Consumer Lending	96	63	(33)	(34%)
903999	Local Government, Excluding Education and Hospitals	92	93	1	1%

Source: EMSI Q2 2016 Data Set, June 2016

Community College Completions 2012-2015

College	Certificate	Associate Degree	Total Completions	Average Completions
Moreno Valley	-	-	-	-
Norco College	-	-	-	-
Riverside	1	2	3	1
Total	1	2	3	1

Source: DataMart

Between 2011 and 2013 there were 43 completions at the
Riverside County Office of Education.

Business Administration

Data Sources and Calculations

Educational Program Data

The Taxonomy of Programs (TOP) is a standardized system used at the state level to classify programs and courses that are intended to achieve the same outcome at different colleges throughout the state. The TOP codes assigned to Business Administration are 050200, 050400, 050100, 050600, 051000, 050900, 051100, 050640, 051200, 050800, 059900, and 050210.

The Classification of Instructional Programs (CIP) is a standardized coding system used at the federal level to facilitate accurate tracking, assessment, and reporting of fields of study and program completion at educational institutions throughout the country. The CIP codes assigned to Business Administration are 520302, 520803, 520101, 520203, 521801, 521501, 520703, 521701, 521101, 529999, and 521601.

All educational program data in this report are based on these TOP and CIP codes.

Occupational Data

The Standard Occupational Classification (SOC) system is used by federal statistical agencies to classify workers into occupational categories. The SOC codes and titles associated with Business Administration are: General and Operations Managers (SOC: 11-1021), Sales Managers (SOC: 11-2022), Administrative Services Managers (SOC: 11-3011), Industrial Production Managers (SOC: 11-3051), Transportation, Storage, and Distribution Managers (SOC: 11-3071), Property, Real Estate, and Community Association Managers (SOC: 11-9141), Managers, All Other (SOC: 11-9199), Wholesale and Retail Buyers, Except Farm Products (SOC: 13-1022), Purchasing Agents, Except Wholesale, Retail, and Farm Products (SOC: 13-1023), Claims Adjusters, Examiners, and Investigators (SOC: 13-1031), Insurance Appraisers, Auto Damage (SOC: 13-1032), Cost Estimators (SOC: 13-1051), Logisticians (SOC: 13-1081), Management Analysts (SOC: 13-1111), Business Operations Specialists, All Other (SOC: 13-1199), Accountants and Auditors (SOC: 13-2011), Appraisers and Assessors of Real Estate (SOC: 13-2021), Insurance Underwriters (SOC: 13-2053), Financial Examiners (SOC: 13-2061), Credit Counselors (SOC: 13-2071), Tax Examiners and Collectors, and Revenue Agents (SOC: 13-2081), Tax Preparers (SOC: 13-2082)

Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products (SOC: 41-4011), Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products (SOC: 41-4012), Insurance Sales Agents (SOC: 41-3021), Real Estate Brokers (SOC: 41-9021), Real Estate Sales Agents (SOC: 41-9022), Bill and Account Collectors (SOC: 43-3011), Bookkeeping, Accounting, and Auditing Clerks (SOC: 43-3031), Payroll and Timekeeping Clerks (SOC: 43-3051), Tellers (SOC: 43-3071), Brokerage Clerks (SOC: 43-4011), Credit Authorizers, Checkers, and Clerks (SOC: 43-4041), Loan Interviewers and Clerks (SOC: 43-4131), New Accounts Clerks (SOC: 43-4141), Cargo and Freight Agents (SOC: 43-5011), Production, Planning, and Expediting Clerks (SOC: 43-5061), Statistical Assistants (SOC: 43-9111), First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators (SOC: 53-1031)

Background Information: Business Administration Occupations

General and Operations Managers (SOC: 11-1021)

Plan, direct, or coordinate the operations of public or private sector organizations. Duties and responsibilities include formulating policies, managing daily operations, and planning the use of materials and human resources, but are too diverse and general in nature to be classified in any one functional area of management or administration, such as personnel, purchasing, or administrative services. Requires a Bachelor's or Higher.

Sales Managers (SOC: 11-2022)

Plan, direct, or coordinate the actual distribution or movement of a product or service to the customer. Coordinate sales distribution by establishing sales territories, quotas, and goals and establish training programs for sales representatives. Analyze sales statistics gathered by staff to determine sales potential and inventory requirements and monitor the preferences of customers. Requires a Bachelor's or Higher.

Administrative Services Managers (SOC: 11-3011)

Plan, direct, or coordinate one or more administrative services of an organization, such as records and information management, mail distribution, facilities planning and maintenance, custodial operations, and other office support services. Requires a Bachelor's or Higher.

Industrial Production Managers (SOC: 11-3051)

Plan, direct, or coordinate the work activities and resources necessary for manufacturing products in accordance with cost, quality, and quantity specifications. Requires a Bachelor's or Higher.

Transportation, Storage, and Distribution Managers (SOC: 11-3071)

Plan, direct, or coordinate transportation, storage, or distribution activities in accordance with organizational policies and applicable government laws or regulations. Includes logistics managers. On-The-Job Training, No College Required.

Property, Real Estate, and Community Association Managers (SOC: 11-9141)

Plan, direct, or coordinate the selling, buying, leasing, or governance activities of commercial, industrial, or residential real estate properties. Includes managers of homeowner and condominium associations, rented or leased housing units, buildings, or land (including rights-of-way). On-The-Job Training, No College Required.

Managers, All Other (SOC: 11-9199)

All managers not listed separately. On-The-Job Training, No College Required.

Wholesale and Retail Buyers, Except Farm Products (SOC: 13-1022)

Buy merchandise or commodities, other than farm products, for resale to consumers at the wholesale or retail level, including both durable and nondurable goods. Analyze past buying trends, sales records, price, and quality of merchandise to determine value and yield. Select, order, and authorize payment for merchandise according to contractual agreements. May conduct meetings with sales personnel and introduce new products. Includes assistant wholesale and retail buyers of nonfarm products. On-The-Job Training, No College Required.

Purchasing Agents, Except Wholesale, Retail, and Farm Products (SOC: 13-1023)

Purchase machinery, equipment, tools, parts, supplies, or services necessary for the operation of an establishment. Purchase raw or semi-finished materials for manufacturing. On-The-Job Training, No College Required.

Claims Adjusters, Examiners, and Investigators (SOC: 13-1031)

Review settled claims to determine that payments and settlements are made in accordance with company practices and procedures. Confer with legal counsel on claims requiring litigation. May also settle insurance claims. On-The-Job Training, No College Required.

Insurance Appraisers, Auto Damage (SOC: 13-1032)

Appraise automobile or other vehicle damage to determine repair costs for insurance claim settlement. Prepare insurance forms to indicate repair cost or cost estimates and recommendations. May seek agreement with automotive repair shop on repair costs. Requires a Postsecondary Non-Degree Award.

Cost Estimators (SOC: 13-1051)

Prepare cost estimates for product manufacturing, construction projects, or services to aid management in bidding on or determining price of product or service. May specialize according to particular service performed or type of product manufactured. Requires a Bachelor's or Higher.

Logisticians (SOC: 13-1081)

Analyze and coordinate the logistical functions of a firm or organization. Responsible for the entire life cycle of a product, including acquisition, distribution, internal allocation, delivery, and final disposal of resources. Requires a Bachelor's or Higher.

Management Analysts (SOC: 13-1111)

Conduct organizational studies and evaluations, design systems and procedures, conduct work simplification and measurement studies, and prepare operations and procedures manuals to assist management in operating more efficiently and effectively. Includes program analysts and management consultants. Requires a Bachelor's or Higher.

Business Operations Specialists, All Other (SOC: 13-1199)

All business operations specialists not listed separately. On-The-Job Training, No College Required

Accountants and Auditors (SOC: 13-2011)

Examine, analyze, and interpret accounting records to prepare financial statements, give advice, or audit and evaluate statements prepared by others. Install or advise on systems of recording costs or other financial and budgetary data. Requires a Bachelor's or Higher.

Appraisers and Assessors of Real Estate (SOC: 13-2021)

Appraise real property and estimate its fair value. May assess taxes in accordance with prescribed schedules. Requires a Bachelor's or Higher.

Insurance Underwriters (SOC: 13-2053)

Review individual applications for insurance to evaluate degree of risk involved and determine acceptance of applications. Requires a Bachelor's or Higher.

Financial Examiners (SOC: 13-2061)

Enforce or ensure compliance with laws and regulations governing financial and securities institutions and financial and real estate transactions. May examine, verify, or authenticate records. Requires a Bachelor's or Higher.

Credit Counselors (SOC: 13-2071)

Advise and educate individuals or organizations on acquiring and managing debt. May provide guidance in determining the best type of loan and explaining loan requirements or restrictions. May help develop debt management plans, advise on credit issues, or provide budget, mortgage, and bankruptcy counseling. Requires a Bachelor's or Higher.

Tax Examiners and Collectors, and Revenue Agents (SOC: 13-2081)

Determine tax liability or collect taxes from individuals or business firms according to prescribed laws and regulations. Requires a Bachelor's or Higher.

Tax Preparers (SOC: 13-2082)

Prepare tax returns for individuals or small businesses. On-The-Job Training, No College Required.

Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products (SOC: 41-4011)

Sell goods for wholesalers or manufacturers where technical or scientific knowledge is required in such areas as biology, engineering, chemistry, and electronics, normally obtained from at least 2 years of post-secondary education. Requires a Bachelor's or Higher.

Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products (SOC: 41-4012)

Sell goods for wholesalers or manufacturers to businesses or groups of individuals. Work requires substantial knowledge of items sold. On-The-Job Training, No College Required.

Insurance Sales Agents (SOC: 41-3021)

Sell life, property, casualty, health, automotive, or other types of insurance. May refer clients to independent brokers, work as an independent broker, or be employed by an insurance company. On-The-Job Training, No College Required.

Real Estate Brokers (SOC: 41-9021)

Operate real estate office, or work for commercial real estate firm, overseeing real estate transactions. Other duties usually include selling real estate or renting properties and arranging loans. On-The-Job Training, No College Required.

Real Estate Sales Agents (SOC: 41-9022)

Rent, buy, or sell property for clients. Perform duties, such as study property listings, interview prospective clients, accompany clients to property site, discuss conditions of sale, and draw up real estate contracts. Includes agents who represent buyer. On-The-Job Training, No College Required.

Bill and Account Collectors (SOC: 43-3011)

Locate and notify customers of delinquent accounts by mail, telephone, or personal visit to solicit payment. Duties include receiving payment and posting amount to customer's account; preparing statements to credit department if customer fails to respond; initiating repossession proceedings or service disconnection; and keeping records of collection and status of accounts. On-The-Job Training, No College Required.

Bookkeeping, Accounting, and Auditing Clerks (SOC: 43-3031)

Compute, classify, and record numerical data to keep financial records complete. Perform any combination of routine calculating, posting, and verifying duties to obtain primary financial data for use in maintaining accounting records. May also check the accuracy of figures, calculations, and postings pertaining to business transactions recorded by other workers. On-The-Job Training, No College Required.

Payroll and Timekeeping Clerks (SOC: 43-3051)

Compile and record employee time and payroll data. May compute employees' time worked, production, and commission. May compute and post wages and deductions, or prepare paychecks. On-The-Job Training, No College Required.

Tellers (SOC: 43-3071)

Receive and pay out money. Keep records of money and negotiable instruments involved in a financial institution's various transactions. On-The-Job Training, No College Required.

Brokerage Clerks (SOC: 43-4011)

Perform duties related to the purchase, sale or holding of securities. Duties include writing orders for stock purchases or sales, computing transfer taxes, verifying stock transactions, accepting and delivering securities, tracking stock price fluctuations, computing equity, distributing dividends, and keeping records of daily transactions and holdings. On-The-Job Training, No College Required.

Credit Authorizers, Checkers, and Clerks (SOC: 43-4041)

Authorize credit charges against customers' accounts. Investigate history and credit standing of individuals or business establishments applying for credit. May interview applicants to obtain personal and financial data; determine credit worthiness; process applications; and notify customers of acceptance or rejection of credit. On-The-Job Training, No College Required.

Loan Interviewers and Clerks (SOC: 43-4131)

Interview loan applicants to elicit information; investigate applicants' backgrounds and verify references; prepare loan request papers; and forward findings, reports, and documents to appraisal department. Review loan papers to ensure completeness, and complete transactions between loan establishment, borrowers, and sellers upon approval of loan. On-The-Job Training, No College Required.

New Accounts Clerks (SOC: 43-4141)

Interview persons desiring to open accounts in financial institutions. Explain account services available to prospective customers and assist them in preparing applications. On-The-Job Training, No College Required.

Cargo and Freight Agents (SOC: 43-5011)

Expedite and route movement of incoming and outgoing cargo and freight shipments in airline, train, and trucking terminals, and shipping docks. Take orders from customers and arrange pickup of freight and cargo for delivery to loading platform. Prepare and examine bills of lading to determine shipping charges and tariffs. On-The-Job Training, No College Required.

Production, Planning, and Expediting Clerks (SOC: 43-5061)

Coordinate and expedite the flow of work and materials within or between departments of an establishment according to production schedule. Duties include reviewing and distributing production, work, and shipment schedules; conferring with department supervisors to determine progress of work and completion dates; and compiling reports on progress of work, inventory levels, costs, and production problems. On-The-Job Training, No College Required.

Statistical Assistants (SOC: 43-9111)

Compile and compute data according to statistical formulas for use in statistical studies. May perform actuarial computations and compile charts and graphs for use by actuaries. Includes actuarial clerks. Requires a Bachelor's or Higher.

First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators (SOC: 53-1031)

Directly supervise and coordinate activities of transportation and material-moving machine and vehicle operators and helpers. On-The-Job Training, No College Required.

Business Administration

Certificates and Degrees	TOP Codes	Moreno Valley	Norco	Riverside
Accounting Concentration	050200	◇ ●	◇ ●	◇ ●
Banking and Finance Concentration	050400			◇ ●
General Business Concentration	050100	◇ ●	◇ ●	◇ ●
Human Resources Concentration	050600			◇ ●
Logistics Management Concentration	051000		◇ ●	
Management Concentration	050600	◇ ●	◇ ●	◇ ●
Marketing Concentration	050900	◇ ●	◇ ●	◇ ●
Real Estate Concentration	051100	◇ ●	◇ ●	◇ ●
Entrepreneurship	050640			◇ ●
Entrepreneurship: Getting Started	050640		+	
Insurance	051200			◇ ●
International Business	050800			+
Operations and Production Management	059900			+
Real Estate Sales Person and Transaction	051100		+	
Registered and Small Business Income Tax Preparer	050210		+	
Small Business Accounting	050200	+	+	+
Small Business Payroll Accounting	050200	+	+	+

+ Locally Approved Certificate ● State Approved Certificate ◇ Associates Degree

Historical Occupation Data

SOC	Occupation	2010 Jobs	2015 Jobs	5 year Growth	% Growth	Entry Wage	Median Wage	Experienced Wage
11-1021	General and Operations Managers	17,200	20,659	3,459	20%	\$22.16	\$41.97	\$89.04
11-2021	Marketing Managers	939	1,025	86	9%	\$25.65	\$48.28	\$92.27
11-2022	Sales Managers	3,929	4,512	583	15%	\$20.66	\$44.35	\$90.12
11-3011	Administrative Services Managers	2,088	2,418	330	16%	\$20.39	\$36.52	\$66.25
11-3031	Financial Managers	3,930	4,207	277	7%	\$29.91	\$49.42	\$80.97
11-3051	Industrial Production Managers	1,282	1,448	166	13%	\$28.79	\$44.90	\$68.26
11-3071	Transportation, Storage, and Distribution Managers	1,266	1,662	396	31%	\$26.62	\$39.68	\$56.96
11-3121	Human Resources Managers	821	961	140	17%	\$24.30	\$42.23	\$63.97
11-9141	Property, Real Estate, and Community Association Managers	2,735	2,912	177	6%	\$12.69	\$21.37	\$34.92
13-1031	Claims Adjusters, Examiners, and Investigators	2,217	2,212	(5)	(0%)	\$19.14	\$29.54	\$40.64
13-1032	Insurance Appraisers, Auto Damage	104	108	4	4%	\$16.60	\$23.11	\$35.88
13-1051	Cost Estimators	2,005	2,597	592	30%	\$17.20	\$29.58	\$45.88
13-1071	Human Resources Specialists	3,201	3,755	554	17%	\$16.71	\$27.12	\$42.80
13-1111	Management Analysts	4,846	5,326	480	10%	\$20.52	\$31.86	\$48.61
13-2011	Accountants and Auditors	8,352	9,211	859	10%	\$19.11	\$28.70	\$45.11
13-2053	Insurance Underwriters	308	306	(2)	(1%)	\$11.74	\$28.87	\$42.51
13-2082	Tax Preparers	982	1,077	95	10%	\$11.49	\$14.88	\$30.98
41-3021	Insurance Sales Agents	3,892	4,313	421	11%	\$12.62	\$20.50	\$35.42
41-9021	Real Estate Brokers	1,576	1,540	(36)	(2%)	\$13.32	\$20.66	\$38.40
43-3051	Payroll and Timekeeping Clerks	1,903	2,228	325	17%	\$13.12	\$19.22	\$27.42
43-9041	Insurance Claims and Policy Processing Clerks	1,686	1,866	180	11%	\$9.42	\$16.67	\$23.39
	Total	65,260	74,343	9,083	14%	\$19.77	\$34.16	\$61.78

Note: Entry Wage represents the 10th percentile, Median Wage represents the 50th percentile, and Experienced Wage represents the 90th percentile.

Source: EMSI Q2 2016 Data Set, June 2016

Projected Occupation Data

SOC	Description	2015 Jobs	2020 Jobs	5 Year Growth	% Growth	Annual Openings
11-1021	General and Operations Managers	20,659	22,565	1,906	9%	940
11-2021	Marketing Managers	1,025	1,130	105	10%	47
11-2022	Sales Managers	4,512	4,830	318	7%	176
11-3011	Administrative Services Managers	2,418	2,668	250	10%	98
11-3031	Financial Managers	4,207	4,389	182	4%	158
11-3051	Industrial Production Managers	1,448	1,442	(6)	(0%)	50
11-3071	Transportation, Storage, and Distribution Managers	1,662	1,949	287	17%	100
11-3121	Human Resources Managers	961	1,052	91	9%	48

SOC	Description	2015 Jobs	2020 Jobs	5 Year Growth	% Growth	Annual Openings
11-9141	Property, Real Estate, and Community Association Managers	2,912	2,988	76	3%	93
13-1031	Claims Adjusters, Examiners, and Investigators	2,212	2,270	58	3%	78
13-1032	Insurance Appraisers, Auto Damage	108	113	5	5%	5
13-1051	Cost Estimators	2,597	2,741	144	6%	121
13-1071	Human Resources Specialists	3,755	4,021	266	7%	153
13-1111	Management Analysts	5,326	5,956	630	12%	205
13-2011	Accountants and Auditors	9,211	10,265	1,054	11%	475
13-2053	Insurance Underwriters	306	305	(1)	(0%)	9
13-2082	Tax Preparers	1,077	1,197	120	11%	53
41-3021	Insurance Sales Agents	4,313	4,597	284	7%	177
41-9021	Real Estate Brokers	1,540	1,421	(119)	(8%)	15
43-3051	Payroll and Timekeeping Clerks	2,228	2,301	73	3%	77
43-9041	Insurance Claims and Policy Processing Clerks	1,866	1,942	76	4%	66
	Total	74,343	80,142	5,799	8%	3,145

Source: EMSI Q2 2016 Data Set, June 2016

2015 Annual Job Postings for these Occupations

SOC Code	Occupation	2015 Annual Job Postings
13-1071	Human Resources Specialists	1,658
11-1021	General and Operations Managers	1,252
11-2022	Sales Managers	1,249
11-3031	Financial Managers	1,107
41-3021	Insurance Sales Agents	946
13-1111	Management Analysts	756
11-3071	Transportation, Storage, and Distribution Managers	750
11-3121	Human Resources Managers	580
11-2021	Marketing Managers	477
11-3051	Industrial Production Managers	415
43-3051	Payroll and Timekeeping Clerks	397
11-9141	Property, Real Estate, and Community Association Managers	394
11-3011	Administrative Services Managers	292
13-2082	Tax Preparers	283
13-1051	Cost Estimators	276
13-1031	Claims Adjusters, Examiners, and Investigators	262
43-9041	Insurance Claims and Policy Processing Clerks	184
13-2053	Insurance Underwriters	86
13-1032	Insurance Appraisers, Auto Damage	13
41-9021	Real Estate Brokers	3
	Total	11,380

Source: Labor Insight Jobs (Burning Glass Technologies), Top Detailed Occupations, June 2016

Top Industries Employing these Occupations

NAICS	Industry	Jobs in Industry (2015)	Jobs in Industry (2020)	5 Year Growth	% Growth
524210	Insurance Agencies and Brokerages	4,573	4,913	340	7%
903999	Local Government, Excluding Education and Hospitals	3,337	3,509	172	5%
551114	Corporate, Subsidiary, and Regional Managing Offices	2,141	2,204	63	3%
541219	Other Accounting Services	2,079	2,275	196	9%
901199	Federal Government, Civilian, Excluding Postal Service	1,819	1,826	7	0%
531210	Offices of Real Estate Agents and Brokers	1,708	1,516	(192)	(11%)
624120	Services for the Elderly and Persons with Disabilities	1,525	1,939	414	27%
541690	Other Scientific and Technical Consulting Services	1,573	1,860	287	18%
561320	Temporary Help Services	1,643	1,771	128	8%
493110	General Warehousing and Storage	1,179	1,698	519	44%
541213	Tax Preparation Services	1,315	1,522	207	16%
541611	Administrative Management and General Management Consulting Services	1,116	1,366	250	22%
561110	Office Administrative Services	1,056	1,220	164	16%
524126	Direct Property and Casualty Insurance Carriers	1,046	1,078	32	3%
531311	Residential Property Managers	909	1,116	207	23%
441110	New Car Dealers	894	988	94	11%
524127	Direct Title Insurance Carriers	905	953	48	5%
903611	Elementary and Secondary Schools (Local Government)	901	944	43	5%
541214	Payroll Services	807	1,092	285	35%
902999	State Government, Excluding Education and Hospitals	794	826	32	4%
541211	Offices of Certified Public Accountants	766	796	30	4%

Source: EMSI Q2 2016 Data Set, June 2016

Community College Completions 2012-2015

College	Certificate	Associate Degree	Total Completions	Average Completions
Moreno Valley	42	51	93	31
Norco College	244	127	371	124
Riverside	171	147	318	106
RCCD Total	457	325	782	261
Barstow	10	149	159	53
Chaffey	95	445	540	180
Desert	69	209	278	93
Copper Mountain	17	61	78	26
Mt. San Jacinto	36	255	291	97
Palo Verde	148	35	183	61
San Bernardino	69	277	346	115
Victor Valley	22	269	291	97
Other Community Colleges Total	466	1,700	2,166	722
Grand Total	923	2,025	2,948	983

Source: DataMart

**There were 334 completions from other Institutions in the Region
between 2011 -2014. They included:**

Argosy University
 CET Rancho Temecula/ San Bernardino
 IIT Tech
 Mayfield College
 Milan Institute
 Riverside County office of Education
 Summit College
 University of Redlands
 Westwood College

Child Development and Education

Data Sources and Calculations

Educational Program Data

The Taxonomy of Programs (TOP) is a standardized system used at the state level to classify programs and courses that are intended to achieve the same outcome at different colleges throughout the state. The TOP codes assigned to Early Childhood Education are 130500, 130520, and 130590.

The Classification of Instructional Programs (CIP) is a standardized coding system used at the federal level to facilitate accurate tracking, assessment, and reporting of fields of study and program completion at educational institutions throughout the country. The CIP codes assigned to Early Childhood Education are 131015 and 190709.

All educational program data in this report are based on these TOP and CIP codes.

Occupational Data

The Standard Occupational Classification (SOC) system is used by federal statistical agencies to classify workers into occupational categories. The SOC codes and titles associated with Early Childhood Education are: Education Administrators, Preschool and Childcare Center/Program (SOC: 11-9031), Directors, Religious Activities and Education (SOC: 21-2021), Preschool Teachers, Except Special Education (SOC: 25-2011), Special Education Teachers, Preschool (SOC: 25-2051), Teacher Assistants (SOC: 25-9041) Childcare Workers (SOC: 39-9011), Recreation Workers (SOC: 39-9032).

Background Information: Early Childhood Education Occupations

Education Administrators, Preschool and Childcare Center/Program (SOC: 11-9031)

Plan, direct, or coordinate the academic and nonacademic activities of preschool and childcare centers or programs. Requires a Bachelor's or Higher.

Directors, Religious Activities and Education (SOC: 21-2021)

Plan, direct, or coordinate programs designed to promote the religious education or activities of a denominational group. May provide counseling and guidance relative to marital, health, financial, and religious problems. Requires a Bachelor's or Higher.

Preschool Teachers, Except Special Education (SOC: 25-2011)

Instruct preschool-aged children in activities designed to promote social, physical, and intellectual growth needed for primary school in preschool, day care center, or other child development facility. May be required to hold State certification. Requires an Associate's Degree.

Special Education Teachers, Preschool (SOC: 25-2051)

Teach preschool school subjects to educationally and physically handicapped students. Includes teachers who specialize and work with audibly and visually handicapped students and those who teach basic academic and life processes skills to the mentally impaired. Requires a Bachelor's or Higher.

Teacher Assistants (SOC: 25-9041)

Perform duties that are instructional in nature or deliver direct services to students or parents. Serve in a position for which a teacher has ultimate responsibility for the design and implementation of educational programs and services. Requires Some College, No Degree.

Childcare Workers (SOC: 39-9011)

Attend to children at schools, businesses, private households, and childcare institutions. Perform a variety of tasks, such as dressing, feeding, bathing, and overseeing play. On-The-Job Training, No College Required.

Recreation Workers (SOC: 39-9032)

Conduct recreation activities with groups in public, private, or volunteer agencies or recreation facilities. Organize and promote activities, such as arts and crafts, sports, games, music, dramatics, social recreation, camping, and hobbies, taking into account the needs and interests of individual members. On-The-Job Training, No College Required.

Child Development and Education

Certificates and Degrees	TOP Code	Moreno Valley	Norco	Riverside
Early Childhood Education	130500	● ◇	● ◇	● ◇
ECE/Assistant Teacher	130500	+	+	+
ECE/Twelve Core Units	130500	+	+	+
Early Childhood Intervention Assistant	130520	● ◇	● ◇	● ◇
Infant and Toddler Specialization	130590	+	+	+

✚ Locally Approved Certificate ● State Approved Certificate ◇ Associates Degree

Historical Occupation Data

SOC	Occupation	2010 Jobs	2015 Jobs	5 year Growth	% Growth	Entry Wage	Median Wage	Experienced Wage
11-9031	Education Administrators, Preschool and Childcare Center/Program	543	561	18	3%	\$12.47	\$17.56	\$29.31
21-2021	Directors, Religious Activities and Education	1,005	1,033	28	3%	\$13.07	\$19.17	\$34.11
25-2011	Preschool Teachers, Except Special Education	3,409	3,737	328	10%	\$9.19	\$13.49	\$20.02
25-2051	Special Education Teachers, Preschool	98	182	84	86%	\$14.30	\$21.59	\$40.79
25-9041	Teacher Assistants	13,276	14,468	1,192	9%	\$9.86	\$14.71	\$18.25
39-9011	Childcare Workers	22,809	15,470	(7,339)	(32%)	\$6.85	\$8.19	\$12.01
39-9032	Recreation Workers	3,204	4,355	1,151	36%	\$9.01	\$11.09	\$16.69
	Total	44,345	39,806	(4,539)	(10%)	\$8.66	\$11.82	\$16.45

Note: Entry Wage represents the 10th percentile, Median Wage represents the 50th percentile, and Experienced Wage represents the 90th percentile.

Source: EMSI Q2 2016 Data Set, June 2016

Projected Occupation Data

SOC	Description	2015 Jobs	2020 Jobs	5 Year Growth	% Growth	Annual Openings
11-9031	Education Administrators, Preschool and Childcare Center/Program	561	589	28	5%	24
21-2021	Directors, Religious Activities and Education	1,033	1,100	67	6%	43
25-2011	Preschool Teachers, Except Special Education	3,737	3,958	221	6%	160
25-2051	Special Education Teachers, Preschool	182	226	44	24%	13
25-9041	Teacher Assistants	14,468	15,578	1,110	8%	589
39-9011	Childcare Workers	15,470	14,825	(645)	(4%)	488
39-9032	Recreation Workers	4,355	4,894	539	12%	195
	Total	39,806	41,170	1,364	3%	1,511

Source: EMSI Q2 2016 Data Set, June 2016

2015 Annual Job Postings for these Occupations

SOC Code	Occupation	2015 Annual Job Postings
39-9011	Childcare Workers	3,037
25-9041	Teacher Assistants	970
25-2011	Preschool Teachers, Except Special Education	736
39-9032	Recreation Workers	146
25-2051	Special Education Teachers, Preschool	78
11-9031	Education Administrators, Preschool and Childcare Center/Program	76
21-2021	Directors, Religious Activities and Education	26
39-9011	Childcare Workers	3,037
25-9041	Teacher Assistants	970
	Total	5,069

Source: Labor Insight Jobs (Burning Glass Technologies), Top Detailed Occupations, June 2016

Top Industries Employing these Occupations

NAICS	Industry	Jobs in Industry (2015)	Jobs in Industry (2020)	5 Year Growth	% Growth
903611	Elementary and Secondary Schools (Local Government)	14,564	15,503	939	6%
624410	Child Day Care Services	11,594	11,579	(15)	(0%)
813110	Religious Organizations	2,495	2,654	159	6%
903999	Local Government, Excluding Education and Hospitals	1,947	2,060	113	6%
611110	Elementary and Secondary Schools	921	1,020	99	11%
713940	Fitness and Recreational Sports Centers	631	715	84	13%
814110	Private Households	1,157	285	(872)	(75%)

Source: EMSI Q2 2016 Data Set, June 2016

Community College Completions 2010-2015

College	Certificate	Associate Degree	Total Completions	Average Completions
Moreno Valley	81	33	114	38
Norco College	232	35	267	89
Riverside	424	80	504	168
Total	737	148	885	295
Barstow	2	23	25	8
Chaffey	3	52	55	18
Desert	7	11	18	6
Copper Mountain	13	8	21	7
Crafton Hills	12	18	30	10
Mt. San Jacinto	81	33	114	38
Palo Verde	88	8	69	32
San Bernardino	129	86	215	72
Victor Valley	114	79	193	64
Other Community Colleges Total	449	318	740	255
Grand Total	1186	466	1625	550

Source: DataMart

Community Interpretation

Data Sources and Calculations

Educational Program Data

The Taxonomy of Programs (TOP) is a standardized system used at the state level to classify programs and courses that are intended to achieve the same outcome at different colleges throughout the state. The TOP code assigned to Community Interpretation is 214000.

The Classification of Instructional Programs (CIP) is a standardized coding system used at the federal level to facilitate accurate tracking, assessment, and reporting of fields of study and program completion at educational institutions throughout the country. The CIP code assigned to Community Interpretation is 160103.

All educational program data in this report are based on these TOP and CIP codes.

Occupational Data

The Standard Occupational Classification (SOC) system is used by federal statistical agencies to classify workers into occupational categories. The SOC codes and titles associated with Community Interpretation is: Interpreters and Translators (SOC: 27-3091).

Background Information: Community Interpretation Occupation

Interpreters and Translators (SOC: 27-3091)

Interpret oral or sign language, or translate written text from one language into another. Requires a Bachelor's or Higher.

Community Interpretation

Certificates and Degrees	TOP Code	Moreno Valley	Norco	Riverside
Community Interpretation	214000	● ◇		

✚ Locally Approved Certificate ● State Approved Certificate ◇ Associates Degree

Historical Occupation Data

SOC	Occupation	2010 Jobs	2015 Jobs	5 year Growth	% Growth	Entry Wage	Median Wage	Experienced Wage
27-3091	Interpreters and Translators	646	797	151	23%	\$12.15	\$17.97	\$33.22
	Total	646	797	151	23%	\$12.15	\$17.97	\$33.22

Note: Entry Wage represents the 10th percentile, Median Wage represents the 50th percentile, and Experienced Wage represents the 90th percentile.

Source: EMSI Q2 2016 Data Set, June 2016

Projected Occupation Data

SOC	Description	2015 Jobs	2020 Jobs	5 Year Growth	% Growth	Annual Openings
27-3091	Interpreters and Translators	797	926	129	16%	40
	Total	797	926	129	16%	40

Source: EMSI Q2 2016 Data Set, June 2016

2015 Annual Job Postings for these Occupations

SOC Code	Occupation	2015 Annual Job Postings
27-3091	Interpreters and Translators	208
	Total	208

Source: Labor Insight Jobs (Burning Glass Technologies), Top Detailed Occupations, June 2016

Top Industries Employing these Occupations

NAICS	Industry	Jobs in Industry (2015)	Jobs in Industry (2020)	5 Year Growth	% Growth
903611	Elementary and Secondary Schools (Local Government)	190	201	11	6%
624120	Services for the Elderly and Persons with Disabilities	50	72	22	44%
903999	Local Government, Excluding Education and Hospitals	45	53	8	18%
622110	General Medical and Surgical Hospitals	41	52	11	27%
903612	Colleges, Universities, and Professional Schools (Local Government)	30	36	6	20%
541930	Translation and Interpretation Services	21	27	6	29%
621111	Offices of Physicians (except Mental Health Specialists)	16	20	4	25%
903622	Hospitals (Local Government)	11	12	1	9%

Source: EMSI Q2 2016 Data Set, June 2016

Community College Completions 2010-2015

College	Certificate	Associate Degree	Total Completions	Average Completions
Moreno Valley	46	21	67	22
Norco College	-	-	-	-
Riverside	4	2	6	2
RCCD Total	50	23	73	24

Source: DataMart

Computer Applications and Office Technology

Data Sources and Calculations

Educational Program Data

The Taxonomy of Programs (TOP) is a standardized system used at the state level to classify programs and courses that are intended to achieve the same outcome at different colleges throughout the state. The TOP codes assigned to Computer Applications and Office Technology are 051400, 051410, and 051440.

The Classification of Instructional Programs (CIP) is a standardized coding system used at the federal level to facilitate accurate tracking, assessment, and reporting of fields of study and program completion at educational institutions throughout the country. The CIP codes assigned to Computer Applications and Office Technology are 520204, 220301, and 520401.

All educational program data in this report are based on these TOP and CIP codes.

Occupational Data

The Standard Occupational Classification (SOC) system is used by federal statistical agencies to classify workers into occupational categories. The SOC codes and titles associated with Computer Applications and Office Technology are: Administrative Services Managers (SOC: 11-3011), Medical Transcriptionists (SOC: 31-9094), File Clerks (SOC: 43-4071), Receptionists and Information Clerks (SOC: 43-4171), Executive Secretaries and Executive Administrative Assistants (SOC: 43-6011), Legal Secretaries (SOC: 43-6012), Medical Secretaries (SOC: 43-6013), Secretaries and Administrative Assistants, Except Legal, Medical, and Executive (SOC: 43-6014), Office Clerks, General (SOC: 43-9061).

Background Information: Computer Applications and Office Technology Occupations

Administrative Services Managers (SOC: 11-3011)

Plan, direct, or coordinate one or more administrative services of an organization, such as records and information management, mail distribution, facilities planning and maintenance, custodial operations, and other office support services. Requires a Bachelor's or Higher.

Medical Transcriptionists (SOC: 31-9094)

Transcribe medical reports recorded by physicians and other healthcare practitioners using various electronic devices, covering office visits, emergency room visits, diagnostic imaging studies, operations, chart reviews, and final summaries. Transcribe dictated reports and translate abbreviations into fully understandable form. Edit as necessary and return reports in either printed or electronic form for review and signature, or correction. Requires a Postsecondary Non-Degree Award.

First-Line Supervisors of Office and Administrative Support Workers (SOC: 43-1011)

Directly supervise and coordinate the activities of clerical and administrative support workers. On-The-Job Training, No College Required.

File Clerks (SOC: 43-4071)

File correspondence, cards, invoices, receipts, and other records in alphabetical or numerical order or according to the filing system used. Locate and remove material from file when requested. On-The-Job Training, No College Required.

Receptionists and Information Clerks (SOC: 43-4171)

Answer inquiries and provide information to the general public, customers, visitors, and other interested parties regarding activities conducted at establishment and location of departments, offices, and employees within the organization. On-The-Job Training, No College Required.

Executive Secretaries and Executive Administrative Assistants (SOC: 43-6011)

Provide high-level administrative support by conducting research, preparing statistical reports, handling information requests, and performing clerical functions such as preparing correspondence, receiving visitors, arranging conference calls, and scheduling meetings. May also train and supervise lower-level clerical staff. On-The-Job Training, No College Required.

Legal Secretaries (SOC: 43-6012)

Perform secretarial duties using legal terminology, procedures, and documents. Prepare legal papers and correspondence, such as summonses, complaints, motions, and subpoenas. May also assist with legal research. On-The-Job Training, No College Required.

Medical Secretaries (SOC: 43-6013)

Perform secretarial duties using specific knowledge of medical terminology and hospital, clinic, or laboratory procedures. Duties may include scheduling appointments, billing patients, and compiling and recording medical charts, reports, and correspondence. On-The-Job Training, No College Required.

Secretaries and Administrative Assistants, Except Legal, Medical, and Executive (SOC: 43-6014)

Perform routine clerical and administrative functions such as drafting correspondence, scheduling appointments, organizing and maintaining paper and electronic files, or providing information to callers. On-The-Job Training, No College Required.

Office Clerks, General (SOC: 43-9061)

Perform duties too varied and diverse to be classified in any specific office clerical occupation, requiring knowledge of office systems and procedures. Clerical duties may be assigned in accordance with the office procedures of individual establishments and may include a combination of answering telephones, bookkeeping, typing or word processing, stenography, office machine operation, and filing. On-The-Job Training, No College Required.

Computer Applications and Office Technology

Certificates and Degrees	TOP Code	Moreno Valley	Norco	Riverside
Administrative Office Professional	051400			+
Executive Office Management	051400, 051440			● ◇
Executive Office Professional	051400			+
Legal Administrative Professional	051410			+
Office Assistant	051400			+
Office Fast-Track	051400			+
Virtual Assistant	051400			+

+ Locally Approved Certificate ● State Approved Certificate ◇ Associates Degree

Historical Occupation Data

SOC	Occupation	2010 Jobs	2015 Jobs	5 year Growth	% Growth	Entry Wage	Median Wage	Experienced Wage
11-3011	Administrative Services Managers	2,088	2,418	330	16%	\$20.39	\$36.52	\$66.25
31-9094	Medical Transcriptionists	359	410	51	14%	\$14.61	\$18.87	\$22.28
43-1011	First-Line Supervisors of Office and Administrative Support Workers	12,652	14,667	2,015	16%	\$15.04	\$23.66	\$36.59
43-4071	File Clerks	1,927	2,095	168	9%	\$9.61	\$14.16	\$21.73
43-4171	Receptionists and Information Clerks	7,562	9,114	1,552	21%	\$9.21	\$12.90	\$19.60
43-6011	Executive Secretaries and Executive Administrative Assistants	5,111	5,345	234	5%	\$16.71	\$25.46	\$35.50
43-6012	Legal Secretaries	795	811	16	2%	\$11.03	\$16.93	\$23.14
43-6013	Medical Secretaries	4,906	5,959	1,053	21%	\$10.41	\$14.71	\$22.07
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	18,592	20,909	2,317	12%	\$11.57	\$17.42	\$24.32
43-9061	Office Clerks, General	27,791	32,238	4,447	16%	\$9.08	\$13.89	\$21.84
	Total	81,784	93,967	12,183	15%	\$11.44	\$17.45	\$26.41

Note: Entry Wage represents the 10th percentile, Median Wage represents the 50th percentile, and Experienced Wage represents the 90th percentile.

Source: EMSI Q2 2016 Data Set, June 2016

Projected Occupation Data

SOC	Description	2015 Jobs	2020 Jobs	5 Year Growth	% Growth	Annual Openings
11-3011	Administrative Services Managers	2,418	2,668	250	10%	98
31-9094	Medical Transcriptionists	410	469	59	14%	21
43-1011	First-Line Supervisors of Office and Administrative Support Workers	14,667	16,097	1,430	10%	525
43-4071	File Clerks	2,095	2,146	51	2%	53
43-4171	Receptionists and Information Clerks	9,114	10,165	1,051	12%	474
43-6011	Executive Secretaries and Executive Administrative Assistants	5,345	5,486	141	3%	87
43-6012	Legal Secretaries	811	851	40	5%	18
43-6013	Medical Secretaries	5,959	6,850	891	15%	247
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	20,909	22,480	1,571	8%	551
43-9061	Office Clerks, General	32,238	34,458	2,220	7%	1,173
	Total	93,967	101,670	7,703	8%	3,248

Source: EMSI Q2 2016 Data Set, June 2016

2015 Annual Job Postings for these Occupations

SOC Code	Occupation	2015 Annual Job Postings
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	2,915
43-9061	Office Clerks, General	1,267
43-1011	First-Line Supervisors of Office and Administrative Support Workers	1,100
43-4171	Receptionists and Information Clerks	1,033
43-6013	Medical Secretaries	586
43-6011	Executive Secretaries and Executive Administrative Assistants	341
11-3011	Administrative Services Managers	292
43-4071	File Clerks	80
43-6012	Legal Secretaries	45
31-9094	Medical Transcriptionists	45
	Total	7,704

Source: Labor Insight Jobs (Burning Glass Technologies), Top Detailed Occupations, June 2016

Top Industries Employing these Occupations

NAICS	Industry	Jobs in Industry (2015)	Jobs in Industry (2020)	5 Year Growth	% Growth
621111	Offices of Physicians (except Mental Health Specialists)	8,068	9,465	1,397	17%
903999	Local Government, Excluding Education and Hospitals	6,957	7,174	217	3%
903611	Elementary and Secondary Schools (Local Government)	5,103	5,295	192	4%
624120	Services for the Elderly and Persons with Disabilities	3,258	4,045	787	24%
622110	General Medical and Surgical Hospitals	3,059	3,503	444	15%
621210	Offices of Dentists	2,330	2,505	175	8%
813110	Religious Organizations	2,216	2,299	83	4%
611310	Colleges, Universities, and Professional Schools	2,029	2,535	506	25%
903612	Colleges, Universities, and Professional Schools (Local Government)	2,122	2,258	136	6%
902612	Colleges, Universities, and Professional Schools (State Government)	1,650	1,716	66	4%
561110	Office Administrative Services	1,298	1,474	176	14%
902999	State Government, Excluding Education and Hospitals	1,294	1,316	22	2%
541110	Offices of Lawyers	1,141	1,194	53	5%
551114	Corporate, Subsidiary, and Regional Managing Offices	1,036	1,042	6	1%
531210	Offices of Real Estate Agents and Brokers	1,010	900	(110)	(11%)

Source: EMSI Q2 2016 Data Set, June 2016

Community College Completions 2010-2015

College	Certificate	Associate Degree	Total Completions	Average Completions
Moreno Valley	-	-	-	-
Norco College	-	-	-	-
Riverside	49	-	49	16
Total RCCD	49	-	49	16
Barstow	2	-	2	1
Chaffey	38	24	62	21
Desert	2	0	2	1
Mt. San Jacinto	17	51	68	23
San Bernardino	28	38	66	22
Victor Valley	12	43	55	18
Other Community Colleges Total	99	156	255	86
Grand Total	148	156	304	102

Source: DataMart

Between 201 & 2014 there were 365 completions at the following institutions: CET Coachella & Rancho Temecula, Summit College, Westech College and San Bernardino Valley College.

Computer Information Systems

Data Sources and Calculations

Educational Program Data

The Taxonomy of Programs (TOP) is a standardized system used at the state level to classify programs and courses that are intended to achieve the same outcome at different colleges throughout the state. The TOP codes assigned to Computer Information Systems are 070710, 070100, 070210, 061450, 079900, 070720, 061410, and 070900.

The Classification of Instructional Programs (CIP) is a standardized coding system used at the federal level to facilitate accurate tracking, assessment, and reporting of fields of study and program completion at educational institutions throughout the country. The CIP codes assigned to Computer Information Systems are 110201, 110101, 110601, 119999, 110802, 100304, and 111004 .

All educational program data in this report are based on these TOP and CIP codes.

Occupational Data

The Standard Occupational Classification (SOC) system is used by federal statistical agencies to classify workers into occupational categories. The SOC codes and titles associated with Computer Information Systems are: Computer Systems Analysts (SOC: 15-1121), Computer Programmers (SOC: 15-1131), Software Developers, Applications (SOC: 15-1132), Software Developers, Systems Software (SOC: 15-1133), Web Developers (SOC: 15-1134), Database Administrators (SOC: 15-1141), Computer Occupations, All Other (SOC: 15-1199), Multimedia Artists and Animators (SOC: 27-1014), Data Entry Keyers (SOC: 43-9021), Desktop Publishers (SOC: 43-9031), Prepress Technicians and Workers (SOC: 51-5111).

Background Information: Computer Information Systems Occupations

Computer Systems Analysts (SOC: 15-1121)

Analyze science, engineering, business, and other data processing problems to implement and improve computer systems. Analyze user requirements, procedures, and problems to automate or improve existing systems and review computer system capabilities, workflow, and scheduling limitations. May analyze or recommend commercially available software. Requires a Bachelor's or Higher.

Information Security Analysts (SOC: 15-1122)

Plan, implement, upgrade, or monitor security measures for the protection of computer networks and information. May ensure appropriate security controls are in place that will safeguard digital files and vital electronic infrastructure. May respond to computer security breaches and viruses. Requires a Bachelor's or Higher.

Computer Programmers (SOC: 15-1131)

Create, modify, and test the code, forms, and script that allow computer applications to run. Work from specifications drawn up by software developers or other individuals. May assist software developers by analyzing user needs and designing software solutions. May develop and write computer programs to store, locate, and retrieve specific documents, data, and information. Requires a Bachelor's or Higher.

Software Developers, Applications (SOC: 15-1132)

Develop, create, and modify general computer applications software or specialized utility programs. Analyze user needs and develop software solutions. Design software or customize software for client use with the aim of optimizing operational efficiency. May analyze and design databases within an application area, working individually or coordinating database development as part of a team. May supervise computer programmers. Requires a Bachelor's or Higher.

Software Developers, Systems Software (SOC: 15-1133)

Research, design, develop, and test operating systems-level software, compilers, and network distribution software for medical, industrial, military, communications, aerospace, business, scientific, and general computing applications. Set operational specifications and formulate and analyze software requirements. May design embedded systems software. Apply principles and techniques of computer science, engineering, and mathematical analysis. Requires a Bachelor's or Higher.

Web Developers (SOC: 15-1134)

Design, create, and modify Web sites. Analyze user needs to implement Web site content, graphics, performance, and capacity. May integrate Web sites with other computer applications. May convert written, graphic, audio, and video components to compatible Web formats by using software designed to facilitate the creation of Web and multimedia content. Requires an Associate's degree.

Database Administrators (SOC: 15-1141)

Administer, test, and implement computer databases, applying knowledge of database management systems. Coordinate changes to computer databases. May plan, coordinate, and implement security measures to safeguard computer databases. Requires a Bachelor's or Higher.

Computer Occupations, All Other (SOC: 15-1199)

All computer occupations not listed separately. Requires a Bachelor's or Higher.

Multimedia Artists and Animators (SOC: 27-1014)

Create special effects, animation, or other visual images using film, video, computers, or other electronic tools and media for use in products or creations, such as computer games, movies, music videos, and commercials. Requires a Bachelor's or Higher.

Data Entry Keyers (SOC: 43-9021)

Operate data entry device, such as keyboard or photo composing perforator. Duties may include verifying data and preparing materials for printing. On-The-Job Training, No College Required.

Desktop Publishers (SOC: 43-9031)

Format typescript and graphic elements using computer software to produce publication-ready material. Requires an Associate's degree.

Prepress Technicians and Workers (SOC: 51-5111)

Format and proof text and images submitted by designers and clients into finished pages that can be printed. Includes digital and photo typesetting. May produce printing plates. Requires a Postsecondary Non-Degree Award.

Computer Information Systems

Certificates and Degrees	TOP Codes	Moreno Valley	Norco	Riverside
C++ Networking	070710		+	+
CISCO Networking	070100			+
Computer Applications	070210	● ◇		● ◇
Computer Programming	070710	● ◇	● ◇	● ◇
E-Commerce	070710			+
Graphic Design	061450		● ◇	
Java Programming	070710		+	+
Mobile Application Development	079900		● ◇	
Relational Database Management Technology	070720			+
Simulation and Gaming	061410	● ◇		
Systems Development	070100			+
Web Master – Web Designer	070900	+		+
Web Master – Web Developer	070900	+		+

✚ Locally Approved Certificate ● State Approved Certificate ◇ Associates Degree

Historical Occupation Data

SOC	Occupation	2010 Jobs	2015 Jobs	5 year Growth	% Growth	Entry Wage	Median Wage	Experienced Wage
15-1121	Computer Systems Analysts	1,893	2,032	139	7%	\$25.35	\$35.01	\$46.12
15-1122	Information Security Analysts	166	152	(14)	(8%)	\$31.64	\$45.42	\$62.71
15-1131	Computer Programmers	973	925	(48)	(5%)	\$19.75	\$32.57	\$48.20
15-1132	Software Developers, Applications	2,550	2,786	236	9%	\$31.53	\$44.61	\$64.22
15-1133	Software Developers, Systems Software	667	652	(15)	(2%)	\$29.21	\$47.60	\$63.60
15-1134	Web Developers	830	993	163	20%	\$13.35	\$23.09	\$42.04
15-1141	Database Administrators	413	398	(15)	(4%)	\$22.57	\$41.29	\$58.31
15-1151	Computer User Support Specialists	3,230	3,472	242	7%	\$14.83	\$24.71	\$36.10
15-1152	Computer Network Support Specialists	960	966	6	1%	\$21.79	\$29.59	\$44.69
27-1014	Multimedia Artists and Animators	261	280	19	7%	\$9.18	\$13.02	\$18.13
43-9021	Data Entry Keyers	1,785	1,964	179	10%	\$10.39	\$13.68	\$19.93
43-9031	Desktop Publishers	62	58	(4)	(6%)	\$17.74	\$24.02	\$32.78
51-5111	Prepress Technicians and Workers	255	240	(15)	(6%)	\$10.26	\$14.93	\$28.63
	Total	14,044	14,919	875	6%	\$20.22	\$30.24	\$43.76

Note: Entry Wage represents the 10th percentile, Median Wage represents the 50th percentile, and Experienced Wage represents the 90th percentile.

Source: EMSI Q2 2016 Data Set, June 2016

Projected Occupation Data

SOC	Description	2015 Jobs	2020 Jobs	5 Year Growth	% Growth	Annual Openings
15-1121	Computer Systems Analysts	2,032	2,302	270	13%	83
15-1122	Information Security Analysts	152	179	27	18%	8
15-1131	Computer Programmers	925	952	27	3%	31
15-1132	Software Developers, Applications	2,786	3,056	270	10%	97
15-1133	Software Developers, Systems Software	652	750	98	15%	30
15-1134	Web Developers	993	1,142	149	15%	44
15-1141	Database Administrators	398	444	46	12%	19
15-1151	Computer User Support Specialists	3,472	3,843	371	11%	122
15-1152	Computer Network Support Specialists	966	1,061	95	10%	32
27-1014	Multimedia Artists and Animators	280	286	6	2%	7
43-9021	Data Entry Keyers	1,964	2,050	86	4%	45
43-9031	Desktop Publishers	58	54	(4)	(7%)	Insf. Data
51-5111	Prepress Technicians and Workers	240	201	(39)	(16%)	3
	Total	14,919	16,319	1,400	9%	523

Source: EMSI Q2 2016 Data Set, June 2016

2015 Annual Job Postings for these Occupations

SOC Code	Occupation	2015 Annual Job Postings
15-1132	Software Developers, Applications	1,533
15-1151	Computer User Support Specialists	940
15-1121	Computer Systems Analysts	686
15-1141	Database Administrators	513
15-1134	Web Developers	501
43-9021	Data Entry Keyers	349
15-1131	Computer Programmers	253
15-1122	Information Security Analysts	241
15-1152	Computer Network Support Specialists	102
51-5111	Prepress Technicians and Workers	24
15-1133	Software Developers, Systems Software	19
27-1014	Multimedia Artists and Animators	17
43-9031	Desktop Publishers	1
	Total	5,179

Source: Labor Insight Jobs (Burning Glass Technologies), Top Detailed Occupations, June 2016

Top Industries Employing these Occupations

NAICS	Industry	Jobs in Industry (2015)	Jobs in Industry (2020)	5 Year Growth	% Growth
541511	Custom Computer Programming Services	1,195	1,290	95	8%
903999	Local Government, Excluding Education and Hospitals	732	777	45	6%
903611	Elementary and Secondary Schools (Local Government)	629	666	37	6%
541512	Computer Systems Design Services	633	634	1	0%
551114	Corporate, Subsidiary, and Regional Managing Offices	521	541	20	4%
903612	Colleges, Universities, and Professional Schools (Local Government)	293	320	27	9%
611310	Colleges, Universities, and Professional Schools	272	352	80	29%
622110	General Medical and Surgical Hospitals	269	325	56	21%
902612	Colleges, Universities, and Professional Schools (State Government)	252	270	18	7%
518210	Data Processing, Hosting, and Related Services	219	275	56	26%
902999	State Government, Excluding Education and Hospitals	239	248	9	4%
561110	Office Administrative Services	213	252	39	18%
517110	Wired Telecommunications Carriers	203	224	21	10%
511210	Software Publishers	143	195	52	36%

Source: EMSI Q2 2016 Data Set, June 2016

Community College Completions 2010-2015

College	Certificate	Associate	Total Completions	Average Completions
Moreno Valley	32	27	59	20
Norco College	49	31	80	27
Riverside	184	40	224	75
RCCD Total	265	98	363	122
Chaffey	4	5	9	3
Copper Mountain	6	3	9	3
Crafton Hills	5	0	5	2
Mt. San Jacinto	46	35	81	27
Palo Verde	7	0	7	2
San Bernardino	21	0	21	7
Victor Valley	1	0	1	0
Other Community Colleges Total	90	43	133	44
Grand Total	355	141	496	166

Source: Data Mart

Construction Technology

Data Sources and Calculations

Educational Program Data

The Taxonomy of Programs (TOP) is a standardized system used at the state level to classify programs and courses that are intended to achieve the same outcome at different colleges throughout the state. The TOP code assigned to Construction Technology is 095720.

The Classification of Instructional Programs (CIP) is a standardized coding system used at the federal level to facilitate accurate tracking, assessment, and reporting of fields of study and program completion at educational institutions throughout the country. The CIP code assigned to Construction Technology is 460403.

All educational program data in this report are based on these TOP and CIP codes.

Occupational Data

The Standard Occupational Classification (SOC) system is used by federal statistical agencies to classify workers into occupational categories. The SOC codes and titles associated with Construction Technology is: Construction and Building Inspectors (SOC: 47-4011).

Background Information: Construction Technology Occupation

Construction and Building Inspectors (SOC: 47-4011)

Inspect structures using engineering skills to determine structural soundness and compliance with specifications, building codes, and other regulations. Inspections may be general in nature or may be limited to a specific area, such as electrical systems or plumbing. On-The-Job Training, Some College Required.

Construction Technology

Certificates and Degrees	TOP Code	Moreno Valley	Norco	Riverside
Construction Technology	095720		● ◇	

✦ Locally Approved Certificate ● State Approved Certificate ◇ Associates Degree

Historical Occupation Data

SOC	Occupation	2010 Jobs	2015 Jobs	5 year Growth	% Growth	Entry Wage	Median Wage	Experienced Wage
47-4011	Construction and Building Inspectors	1,006	1,043	37	4%	\$17.47	\$33.11	\$53.77
	Total	1,006	1,043	37	4%	\$17.47	\$33.11	\$53.77

Note: Entry Wage represents the 10th percentile, Median Wage represents the 50th percentile, and Experienced Wage represents the 90th percentile.

Source: EMSI Q2 2016 Data Set, June 2016

Projected Occupation Data

SOC	Description	2015 Jobs	2020 Jobs	5 Year Growth	% Growth	Annual Openings
47-4011	Construction and Building Inspectors	1,043	1,086	43	4%	40
	Total	1,043	1,086	43	4%	40

Source: EMSI Q2 2016 Data Set, June 2016

2015 Annual Job Postings for these Occupations

SOC Code	Occupation	2015 Annual Job Postings
47-4011	Construction and Building Inspectors	99
	Total	99

Source: Labor Insight Jobs (Burning Glass Technologies), Top Detailed Occupations, June 2016

Top Industries Employing these Occupations

NAICS	Industry	Jobs in Industry (2015)	Jobs in Industry (2020)	5 Year Growth	% Growth
903999	Local Government, Excluding Education and Hospitals	558	589	31	6%
541330	Engineering Services	106	101	(5)	(5%)
541310	Architectural Services	52	57	5	10%
541320	Landscape Architectural Services	41	44	3	7%
902999	State Government, Excluding Education and Hospitals	30	31	1	3%
541350	Building Inspection Services	23	24	1	4%
238220	Plumbing, Heating, and Air-Conditioning Contractors	17	19	2	12%
541370	Surveying and Mapping (except Geophysical) Services	19	20	1	5%
541340	Drafting Services	18	18	0	0%
901199	Federal Government, Civilian, Excluding Postal Service	17	17	0	0%
236220	Commercial and Institutional Building Construction	12	13	1	8%

Source: EMSI Q2 2016 Data Set, June 2016

Community College Completions 2010-2015

College	Certificate	Associate Degree	Total Completions	Average Completions
Moreno Valley	-	-	-	-
Norco College	46	11	57	19
Riverside	-	-	-	-
RCCD Total	46	11	57	19
Desert	10	0	10	3
San Bernardino	10	6	16	5
Victor Valley	8	0	8	3
Other Community Colleges Total	28	6	34	11
Grand Total	74	17	91	30

Source: Data Mart

Cosmetology

Data Sources and Calculations

Educational Program Data

The Taxonomy of Programs (TOP) is a standardized system used at the state level to classify programs and courses that are intended to achieve the same outcome at different colleges throughout the state. The TOP code assigned to Cosmetology is 300700.

The Classification of Instructional Programs (CIP) is a standardized coding system used at the federal level to facilitate accurate tracking, assessment, and reporting of fields of study and program completion at educational institutions throughout the country. The CIP code assigned to Cosmetology is 120401.

All educational program data in this report are based on these TOP and CIP codes.

Occupational Data

The Standard Occupational Classification (SOC) system is used by federal statistical agencies to classify workers into occupational categories. The SOC codes and titles associated with Cosmetology are: First-Line Supervisors of Personal Service Workers (SOC: 39-1021), Barbers (SOC: 39-5011), Hairdressers, Hairstylists, and Cosmetologists (SOC: 39-5012), Makeup Artists, Theatrical and Performance (SOC: 39-5091), Manicurists and Pedicurists (SOC: 39-5092), Skincare Specialists (SOC: 39-5094).

Background Information: Cosmetology Occupations

First-Line Supervisors of Personal Service Workers (SOC: 39-1021)

Directly supervise and coordinate activities of personal service workers, such as flight attendants, hairdressers, or caddies. On-The-Job Training, No College Required.

Barbers (SOC: 39-5011)

Provide barbering services, such as cutting, trimming, shampooing, and styling hair, trimming beards, or giving shaves. Requires a Postsecondary Non-Degree Award.

Hairdressers, Hairstylists, and Cosmetologists (SOC: 39-5012)

Provide beauty services, such as shampooing, cutting, coloring, and styling hair, and massaging and treating scalp. May apply makeup, dress wigs, perform hair removal, and provide nail and skin care services. Requires a Postsecondary Non-Degree Award.

Makeup Artists, Theatrical and Performance (SOC: 39-5091)

Apply makeup to performers to reflect period, setting, and situation of their role. Requires a Postsecondary Non-Degree Award.

Manicurists and Pedicurists (SOC: 39-5092)

Clean and shape customers' fingernails and toenails. May polish or decorate nails. Requires a Postsecondary Non-Degree Award.

Skincare Specialists (SOC: 39-5094)

Provide skincare treatments to face and body to enhance an individual's appearance. Includes electrologists and laser hair removal specialists. Requires a Postsecondary Non-Degree Award.

Cosmetology

Certificates and Degrees	TOP Code	Moreno Valley	Norco	Riverside
Cosmetology	300700			● ◇
Cosmetology Business Admin - Entrepreneurial Concentration	300700			● ◇
Cosmetology Business Admin – Management and Supervision Concentration	300700			● ◇
Cosmetology, Instructor Training	300700			+

+ Locally Approved Certificate ● State Approved Certificate ◇ Associates Degree

Historical Occupation Data

SOC	Occupation	2010 Jobs	2015 Jobs	5 year Growth	% Growth	Entry Wage	Median Wage	Experienced Wage
39-1021	First-Line Supervisors of Personal Service Workers	1,438	1,944	506	35%	\$10.70	\$16.13	\$25.96
39-5011	Barbers	845	835	(10)	(1%)	\$8.28	\$9.54	\$11.17
39-5012	Hairdressers, Hairstylists, and Cosmetologists	7,487	8,882	1,395	19%	\$8.63	\$9.46	\$11.75
39-5091	Makeup Artists, Theatrical and Performance	26	29	3	12%	\$13.29	\$21.72	\$32.77
39-5092	Manicurists and Pedicurists	1,920	2,375	455	24%	\$8.17	\$9.05	\$10.54
39-5094	Skincare Specialists	624	770	146	23%	\$9.51	\$13.54	\$16.51
	Total	12,340	14,835	2,495	20%	\$9.76	\$13.24	\$18.12

Note: Entry Wage represents the 10th percentile, Median Wage represents the 50th percentile, and Experienced Wage represents the 90th percentile.

Source: EMSI Q2 2016 Data Set, June 2016

Projected Occupation Data

SOC	Description	2015 Jobs	2020 Jobs	5 Year Growth	% Growth	Annual Openings
39-1021	First-Line Supervisors of Personal Service Workers	1,944	2,240	296	15%	104
39-5011	Barbers	835	904	69	8%	30
39-5012	Hairdressers, Hairstylists, and Cosmetologists	8,882	10,075	1,193	13%	487
39-5091	Makeup Artists, Theatrical and Performance	29	30	1	3%	Insf. Data
39-5092	Manicurists and Pedicurists	2,375	2,615	240	10%	68
39-5094	Skincare Specialists	770	876	106	14%	28
	Total	14,835	16,740	1,905	11%	717

Source: EMSI Q2 2016 Data Set, June 2016

2015 Annual Job Postings for these Occupations

SOC Code	Occupation	2015 Annual Job Postings
39-5012	Hairdressers, Hairstylists, and Cosmetologists	190
39-1021	First-Line Supervisors of Personal Service Workers	115
39-5094	Skincare Specialists	80
39-5092	Manicurists and Pedicurists	46
39-5091	Makeup Artists, Theatrical and Performance	13
39-5011	Barbers	11
	Total	455

Source: Labor Insight Jobs (Burning Glass Technologies), Top Detailed Occupations, June 2016

Top Industries Employing these Occupations

NAICS	Industry	Jobs in Industry (2015)	Jobs in Industry (2020)	5 Year Growth	% Growth
812112	Beauty Salons	9,022	9,906	884	10%
812113	Nail Salons	1,409	1,699	290	21%
812111	Barber Shops	762	807	45	6%
812191	Diet and Weight Reducing Centers	159	153	(6)	(4%)

Source: EMSI Q2 2016 Data Set, June 2016

Community College Completions 2010-2015

College	Certificate	Associate Degree	Total Completions	Average Completions
Moreno Valley	-	-	-	-
Norco College	-	-	-	-
Riverside	366	39	405	135
RCCD Total	366	39	405	135
Barstow	3	10	13	4
Other Community Colleges Total	3	10	13	4
Grand Total	369	49	418	139

Source: Data Mart

There were 1,591 completions from other Institutions in the Region between 2011-2014. They included:

International School of Beauty
 Coachella Valley Beauty College
 Advance Beauty Techs Academy
 Elite Cosmetology
 Salon Success Academy
 Marinello Schools of Beauty

Culinary Arts

Data Sources and Calculations

Educational Program Data

The Taxonomy of Programs (TOP) is a standardized system used at the state level to classify programs and courses that are intended to achieve the same outcome at different colleges throughout the state. The TOP code assigned to Culinary Arts is 130630.

The Classification of Instructional Programs (CIP) is a standardized coding system used at the federal level to facilitate accurate tracking, assessment, and reporting of fields of study and program completion at educational institutions throughout the country. The CIP code assigned to Culinary Arts is 120500.

All educational program data in this report are based on these TOP and CIP codes.

Occupational Data

The Standard Occupational Classification (SOC) system is used by federal statistical agencies to classify workers into occupational categories. The SOC codes and titles associated with Culinary Arts are: Food Service Managers (SOC: 11-9051), Dietitians and Nutritionists (SOC: 29-1031), Dietetic Technicians (SOC: 29-2051), Chefs and Head Cooks (SOC: 35-1011), First-Line Supervisors of Food Preparation and Serving Workers (SOC: 35-1012), Cooks, Institution and Cafeteria (SOC: 35-2012), Cooks, Private Household (SOC: 35-2013), Cooks, Restaurant (SOC: 35-2014), Food Preparation Workers (SOC: 35-2021).

Background Information: Culinary Arts Occupations

Food Service Managers (SOC: 11-9051)

Plan, direct, or coordinate activities of an organization or department that serves food and beverages. On-The-Job Training, No College Required.

Dietitians and Nutritionists (SOC: 29-1031)

Plan and conduct food service or nutritional programs to assist in the promotion of health and control of disease. May supervise activities of a department providing quantity food services, counsel individuals, or conduct nutritional research. Requires a Bachelor's or Higher.

Dietetic Technicians (SOC: 29-2051)

Assist in the provision of food service and nutritional programs, under the supervision of a dietitian. May plan and produce meals based on established guidelines, teach principles of food and nutrition, or counsel individuals. Requires an Associate's Degree.

Chefs and Head Cooks (SOC: 35-1011)

Direct and may participate in the preparation, seasoning, and cooking of salads, soups, fish, meats, vegetables, desserts, or other foods. May plan and price menu items, order supplies, and keep records and accounts. On-The-Job Training, No College Required.

First-Line Supervisors of Food Preparation and Serving Workers (SOC: 35-1012)

Directly supervise and coordinate activities of workers engaged in preparing and serving food. On-The-Job Training, No College Required.

Cooks, Institution and Cafeteria (SOC: 35-2012)

Prepare and cook large quantities of food for institutions, such as schools, hospitals, or cafeterias. On-The-Job Training, No College Required.

Cooks, Private Household (SOC: 35-2013)

Prepare meals in private homes. Includes personal chefs. Requires a Postsecondary Non-Degree Award.

Cooks, Restaurant (SOC: 35-2014)

Prepare, season, and cook dishes such as soups, meats, vegetables, or desserts in restaurants. May order supplies, keep records and accounts, price items on menu, or plan menu. On-The-Job Training, No College Required.

Food Preparation Workers (SOC: 35-2021)

Perform a variety of food preparation duties other than cooking, such as preparing cold foods and shellfish, slicing meat, and brewing coffee or tea. On-The-Job Training, No College Required.

Culinary Arts

Certificates and Degrees	TOP Code	Moreno Valley	Norco	Riverside
Culinary Arts	130630			● ◇

✦ Locally Approved Certificate ● State Approved Certificate ◇ Associates Degree

Historical Occupation Data

SOC	Occupation	2010 Jobs	2015 Jobs	5 year Growth	% Growth	Entry Wage	Median Wage	Experienced Wage
11-9051	Food Service Managers	4,174	4,728	554	13%	\$11.25	\$18.60	\$27.92
29-1031	Dietitians and Nutritionists	532	648	116	22%	\$24.82	\$31.72	\$38.94
29-2051	Dietetic Technicians	348	415	67	19%	\$9.30	\$13.57	\$22.30
35-1011	Chefs and Head Cooks	1,560	1,894	334	21%	\$8.96	\$13.11	\$30.88
35-1012	First-Line Supervisors of Food Preparation and Serving Workers	7,856	9,648	1,792	23%	\$9.47	\$14.12	\$21.89
35-2012	Cooks, Institution and Cafeteria	2,224	2,642	418	19%	\$9.47	\$13.33	\$20.08
35-2013	Cooks, Private Household	56	55	(1)	(2%)	\$13.29	\$15.74	\$38.58
35-2014	Cooks, Restaurant	10,017	12,474	2,457	25%	\$8.94	\$10.88	\$14.55
35-2021	Food Preparation Workers	8,316	9,915	1,599	19%	\$8.98	\$9.82	\$14.15
	Total	35,085	42,420	7,335	21%	\$9.62	\$12.84	\$19.18

Note: Entry Wage represents the 10th percentile, Median Wage represents the 50th percentile, and Experienced Wage represents the 90th percentile.

Source: EMSI Q2 2016 Data Set, June 2016

Projected Occupation Data

SOC	Description	2015 Jobs	2020 Jobs	5 Year Growth	% Growth	Annual Openings
11-9051	Food Service Managers	4,728	5,179	451	10%	191
29-1031	Dietitians and Nutritionists	648	740	92	14%	24
29-2051	Dietetic Technicians	415	465	50	12%	14
35-1011	Chefs and Head Cooks	1,894	2,117	223	12%	75
35-1012	First-Line Supervisors of Food Preparation and Serving Workers	9,648	11,217	1,569	16%	633
35-2012	Cooks, Institution and Cafeteria	2,642	2,963	321	12%	140
35-2013	Cooks, Private Household	55	54	(1)	(2%)	Insf. Data
35-2014	Cooks, Restaurant	12,474	14,343	1,869	15%	736
35-2021	Food Preparation Workers	9,915	11,127	1,212	12%	541
	Total	42,420	48,206	5,786	14%	2,357

Source: EMSI Q2 2016 Data Set, June 2016

2015 Annual Job Postings for these Occupations

SOC Code	Occupation	2015 Annual Job Postings
35-1012	First-Line Supervisors of Food Preparation and Serving Workers	2,104
35-2014	Cooks, Restaurant	1,168
11-9051	Food Service Managers	845
35-2021	Food Preparation Workers	359
35-1011	Chefs and Head Cooks	259
29-1031	Dietitians and Nutritionists	213
29-2051	Dietetic Technicians	116
35-2012	Cooks, Institution and Cafeteria	1
35-2013	Cooks, Private Household	1
	Total	5,066

Source: Labor Insight Jobs (Burning Glass Technologies), Top Detailed Occupations, June 2016

Top Industries Employing these Occupations

NAICS	Industry	Jobs in Industry (2015)	Jobs in Industry (2020)	5 Year Growth	% Growth
722511	Full-Service Restaurants	14,410	16,576	2,166	15%
722513	Limited-Service Restaurants	9,725	11,555	1,830	19%
903611	Elementary and Secondary Schools (Local Government)	2,584	2,615	31	1%
445110	Supermarkets and Other Grocery (except Convenience) Stores	1,920	2,126	206	11%
722515	Snack and Nonalcoholic Beverage Bars	1,316	1,636	320	24%
721110	Hotels (except Casino Hotels) and Motels	1,322	1,376	54	4%
722310	Food Service Contractors	1,204	1,296	92	8%
623110	Nursing Care Facilities (Skilled Nursing Facilities)	928	1,021	93	10%
624120	Services for the Elderly and Persons with Disabilities	807	1,040	233	29%
722320	Caterers	816	858	42	5%
903999	Local Government, Excluding Education and Hospitals	792	814	22	3%
622110	General Medical and Surgical Hospitals	681	776	95	14%
713910	Golf Courses and Country Clubs	532	564	32	6%
623312	Assisted Living Facilities for the Elderly	400	503	103	26%
722514	Cafeterias, Grill Buffets, and Buffets	344	412	68	20%
722330	Mobile Food Services	318	336	18	6%

Source: EMSI Q2 2016 Data Set, June 2016

Community College Completions 2010-2015

College	Certificate	Associate Degree	Total Completions	Average Completions
Moreno Valley	-	-	-	-
Norco College	-	-	-	-
Riverside	67	21	88	29
RCCD Total	67	21	88	29
Chaffey	23	0	23	8
Desert	24	14	38	13
San Bernardino	34	0	34	11
Other Community Colleges Total	81	14	95	32
Grand Total	148	35	183	61

Source: Data Mart

Dental Assistant

Data Sources and Calculations

Educational Program Data

The Taxonomy of Programs (TOP) is a standardized system used at the state level to classify programs and courses that are intended to achieve the same outcome at different colleges throughout the state. The TOP code assigned to Dental Assistant is 124010.

The Classification of Instructional Programs (CIP) is a standardized coding system used at the federal level to facilitate accurate tracking, assessment, and reporting of fields of study and program completion at educational institutions throughout the country. The CIP code assigned to Dental Assistant is 510601.

All educational program data in this report are based on these TOP and CIP codes.

Occupational Data

The Standard Occupational Classification (SOC) system is used by federal statistical agencies to classify workers into occupational categories. The SOC codes and titles associated with Dental Assistant is: Dental Assistants (SOC: 31-9091).

Background Information: Dental Assistant Occupation

Dental Assistants (SOC: 31-9091)

Assist dentist, set up equipment, prepare patient for treatment, and keep records. Requires a Postsecondary Non-Degree Award.

Dental Assistant

Certificates and Degrees	TOP Code	Moreno Valley	Norco	Riverside
Dental Assistant	124010	● ◇		

✦ Locally Approved Certificate ● State Approved Certificate ◇ Associates Degree

Historical Occupation Data

SOC	Occupation	2010 Jobs	2015 Jobs	5 year Growth	% Growth	Entry wage	Median Wage	Experienced Wage
31-9091	Dental Assistants	4,431	5,095	664	15%	\$10.36	\$15.46	\$22.47
	Total	4,431	5,095	664	15%	\$10.36	\$15.46	\$22.47

Note: Entry Wage represents the 10th percentile, Median Wage represents the 50th percentile, and Experienced Wage represents the 90th percentile.

Source: EMSI Q2 2016 Data Set, June 2016

Projected Occupation Data

SOC	Description	2015 Jobs	2020 Jobs	5 Year Growth	% Growth	Annual Openings
31-9091	Dental Assistants	5,095	5,448	353	7%	212
	Total	5,095	5,448	353	7%	212

Source: EMSI Q2 2016 Data Set, June 2016

2015 Annual Job Postings for these Occupations

SOC Code	Occupation	2015 Annual Job Postings
31-9091	Dental Assistants	493
	Total	493

Source: Labor Insight Jobs (Burning Glass Technologies), Top Detailed Occupations, June 2016

Top Industries Employing these Occupations

NAICS	Industry	Jobs in Industry (2015)	Jobs in Industry (2020)	5 Year Growth	% Growth
621210	Offices of Dentists	4,631	4,933	302	7%
621111	Offices of Physicians (except Mental Health Specialists)	134	154	20	15%

Source: EMSI Q2 2016 Data Set, June 2016

Community College Completions 2010-2015

College	Certificate	Associate Degree	Total Completions	Average Completions
Moreno Valley	46	10	56	19
Norco College	-	-	-	-
Riverside	-	-	-	-
RCCD Total	46	10	56	19
Chaffey	61	17	78	26
Other Community Colleges Total	61	17	78	26
Grand Total	107	27	134	45

Source: Data Mart

There were 1,826 completions from other Institutions in the Region between 2011 -2014. They included:

Everest College
 Milan Institute- Palm Desert
 Riverside County Office of Education
 Summit College
 Kaplan College
 Four-D College

Dental Hygiene

Data Sources and Calculations

Educational Program Data

The Taxonomy of Programs (TOP) is a standardized system used at the state level to classify programs and courses that are intended to achieve the same outcome at different colleges throughout the state. The TOP code assigned to Dental Hygiene is 124020.

The Classification of Instructional Programs (CIP) is a standardized coding system used at the federal level to facilitate accurate tracking, assessment, and reporting of fields of study and program completion at educational institutions throughout the country. The CIP code assigned to Dental Hygiene is 510602.

All educational program data in this report are based on these TOP and CIP codes.

Occupational Data

The Standard Occupational Classification (SOC) system is used by federal statistical agencies to classify workers into occupational categories. The SOC code and titles associated with Dental Hygiene is: Dental Hygienists (SOC: 29-2021).

Labor Insights/ Burning Glass is a collection of online job postings from online sources (e.g. job boards, employer sites, newspapers, public agencies, etc.) and uses proprietary software to mine and code detailed data from each job listing.

Background Information: Dental Hygiene Occupation

Dental Hygienists (SOC: 29-2021)

Clean teeth and examine oral areas, head, and neck for signs of oral disease. May educate patients on oral hygiene, take and develop x rays, or apply fluoride or sealants. Requires an Associate's Degree.

Dental Hygiene

Certificates and Degrees	TOP Code	Moreno Valley	Norco	Riverside
Dental Hygiene	124020	◇		

✦ Locally Approved Certificate ● State Approved Certificate ◇ Associates Degree

Historical Occupation Data

SOC	Occupation	2010 Jobs	2015 Jobs	5 year Growth	% Growth	Entry Wage	Median Wage	Experienced Wage
29-2021	Dental Hygienists	1,375	1,525	150	11%	\$33.32	\$44.47	\$55.24
	Total	1,375	1,525	150	11%	\$33.32	\$44.47	\$55.24

Note: Entry Wage represents the 10th percentile, Median Wage represents the 50th percentile, and Experienced Wage represents the 90th percentile.

Source: EMSI Q2 2016 Data Set, June 2016

Projected Occupation Data

SOC	Description	2015 Jobs	2020 Jobs	5 Year Growth	% Growth	Annual Openings
29-2021	Dental Hygienists	1,525	1,676	151	10%	62
	Total	1,525	1,676	151	10%	62

Source: EMSI Q2 2016 Data Set, June 2016

2015 Annual Job Postings for these Occupations

SOC Code	Occupation	2015 Annual Job Postings
29-2021	Dental Hygienists	37
	Total	37

Source: Labor Insight Jobs (Burning Glass Technologies), Top Detailed Occupations, June 2016

Top Industries Employing these Occupations

NAICS	Industry	Jobs in Industry (2015)	Jobs in Industry (2020)	5 Year Growth	% Growth
621210	Offices of Dentists	1,443	1,581	138	10%
621111	Offices of Physicians (except Mental Health Specialists)	19	23	4	21%

Source: EMSI Q2 2016 Data Set, June 2016

Community College Completions 2010-2015

College	Certificate	Associate Degree	Total Completions	Average Completions
Moreno Valley	0	28	28	9
Norco College	-	-	-	-
Riverside	-	-	-	-
RCCD Total	0	28	28	9
Other Community Colleges Total	-	-	-	-
Grand Total	0	28	28	9

Source: Data Mart

There were 180 completions from other Institutions in the Region between 2011 -2014. They included:

San Joaquin Valley College
Loma Linda University
Concorde Career College-San Bernardino

Drafting Technology

Data Sources and Calculations

Educational Program Data

The Taxonomy of Programs (TOP) is a standardized system used at the state level to classify programs and courses that are intended to achieve the same outcome at different colleges throughout the state. The TOP code assigned to Drafting Technology is 095300.

The Classification of Instructional Programs (CIP) is a standardized coding system used at the federal level to facilitate accurate tracking, assessment, and reporting of fields of study and program completion at educational institutions throughout the country. The CIP code assigned to Drafting Technology is 151301.

All educational program data in this report are based on these TOP and CIP codes.

Occupational Data

The Standard Occupational Classification (SOC) system is used by federal statistical agencies to classify workers into occupational categories. The SOC codes and titles associated with Drafting Technology are: Architectural and Civil Drafters (SOC: 17-3011), Electrical and Electronics Drafters (SOC: 17-3012), Mechanical Drafters (SOC: 17-3013).

Background Information: Drafting Technology Occupations

Architectural and Civil Drafters (SOC: 17-3011)

Prepare detailed drawings of architectural and structural features of buildings or drawings and topographical relief maps used in civil engineering projects, such as highways, bridges, and public works. Use knowledge of building materials, engineering practices, and mathematics to complete drawings. Requires an Associate's Degree.

Electrical and Electronics Drafters (SOC: 17-3012)

Prepare wiring diagrams, circuit board assembly diagrams, and layout drawings used for the manufacture, installation, or repair of electrical equipment. Requires an Associate's Degree.

Mechanical Drafters (SOC: 17-3013)

Prepare detailed working diagrams of machinery and mechanical devices, including dimensions, fastening methods, and other engineering information. Requires an Associate's Degree.

Drafting Technology

Certificates and Degrees	TOP Code	Moreno Valley	Norco	Riverside
Drafting Technology	095300		● ◇	

✦ Locally Approved Certificate ● State Approved Certificate ◇ Associates Degree

Historical Occupation Data

SOC	Occupation	2010 Jobs	2015 Jobs	5 year Growth	% Growth	Entry Wage	Median Wage	Experienced Wage
17-3011	Architectural and Civil Drafters	664	749	85	13%	\$14.24	\$26.08	\$38.97
17-3012	Electrical and Electronics Drafters	241	278	37	15%	\$17.87	\$27.24	\$42.57
17-3013	Mechanical Drafters	425	482	57	13%	\$16.19	\$24.26	\$37.67
	Total	1,330	1,509	179	13%	\$15.52	\$25.72	\$39.22

Note: Entry Wage represents the 10th percentile, Median Wage represents the 50th percentile, and Experienced Wage represents the 90th percentile.

Source: EMSI Q2 2016 Data Set, June 2016

Projected Occupation Data

SOC	Description	2015 Jobs	2020 Jobs	5 Year Growth	% Growth	Annual Openings
17-3011	Architectural and Civil Drafters	749	733	(16)	(2%)	10
17-3012	Electrical and Electronics Drafters	278	281	3	1%	5
17-3013	Mechanical Drafters	482	465	(17)	(4%)	6
	Total	1,509	1,479	(30)	(2%)	21

Source: EMSI Q2 2016 Data Set, June 2016

2015 Annual Job Postings for these Occupations

SOC Code	Occupation	2015 Annual Job Postings
17-3013	Mechanical Drafters	128
17-3012	Electrical and Electronics Drafters	40
17-3011	Architectural and Civil Drafters	23
	Total	191

Source: Labor Insight Jobs (Burning Glass Technologies), Top Detailed Occupations, June 2016

Top Industries Employing these Occupations

NAICS	Industry	Jobs in Industry (2015)	Jobs in Industry (2020)	5 Year Growth	% Growth
541330	Engineering Services	293	267	(26)	(9%)
541310	Architectural Services	140	145	5	4%
541320	Landscape Architectural Services	89	89	0	0%
238210	Electrical Contractors and Other Wiring Installation Contractors	48	52	4	8%
238220	Plumbing, Heating, and Air-Conditioning Contractors	47	52	5	11%
541370	Surveying and Mapping (except Geophysical) Services	54	54	0	0%
541350	Building Inspection Services	53	52	(1)	(2%)
561320	Temporary Help Services	49	49	0	0%
903999	Local Government, Excluding Education and Hospitals	33	34	1	3%
332322	Sheet Metal Work Manufacturing	30	35	5	17%
541340	Drafting Services	28	28	0	0%
332312	Fabricated Structural Metal Manufacturing	21	22	1	5%
332321	Metal Window and Door Manufacturing	19	16	(3)	(16%)
238130	Framing Contractors	18	14	(4)	(22%)
236220	Commercial and Institutional Building Construction	18	18	0	0%

Source: EMSI Q2 2016 Data Set, June 2016

Community College Completions 2010-2015

College	Certificate	Associate Degree	Total Completions	Average Completions
Moreno Valley	-	-	-	-
Norco College	114	13	127	42
Riverside	1	1	2	1
RCCD Total	115	14	129	43
Desert	1	1	2	1
Mt. San Jacinto	2	8	10	3
Victor Valley	0	43	43	14
Other Community Colleges Total	3	52	55	18
Grand Total	118	66	184	61

Source: Data Mart

There were 191 completions from other institutions in the Region between 2011 -2014. They included:

ITT Tech-San Bernardino
Westech College
ITT Tech-Corona

Education Paraprofessional

Data Sources and Calculations

Educational Program Data

The Taxonomy of Programs (TOP) is a standardized system used at the state level to classify programs and courses that are intended to achieve the same outcome at different colleges throughout the state. The TOP code assigned to Education Paraprofessional is 080200.

The Classification of Instructional Programs (CIP) is a standardized coding system used at the federal level to facilitate accurate tracking, assessment, and reporting of fields of study and program completion at educational institutions throughout the country. The CIP code assigned to Education Paraprofessional is 131501.

All educational program data in this report are based on these TOP and CIP codes.

Occupational Data

The Standard Occupational Classification (SOC) system is used by federal statistical agencies to classify workers into occupational categories. The SOC codes and titles associated with Education Paraprofessional is: Teacher Assistants (SOC: 25-9041).

Background Information: Education Paraprofessional Occupations

Teacher Assistants (SOC: 25-9041)

Perform duties that are instructional in nature or deliver direct services to students or parents. Serve in a position for which a teacher has ultimate responsibility for the design and implementation of educational programs and services. Requires Some College, No Degree.

Education Paraprofessional

Certificates and Degrees	TOP Code	Moreno Valley	Norco	Riverside
Education Paraprofessional	080200	● ◇		● ◇

✦ Locally Approved Certificate ● State Approved Certificate ◇ Associates Degree

Historical Occupation Data

SOC	Occupation	2010 Jobs	2015 Jobs	5 year Growth	% Growth	Entry Wage	Median Wage	Experienced Wage
25-9041	Teacher Assistants	13,276	14,468	1,192	9%	\$9.86	\$14.71	\$18.25
	Total	13,276	14,468	1,192	9%	\$9.86	\$14.71	\$18.25

Note: Entry Wage represents the 10th percentile, Median Wage represents the 50th percentile, and Experienced Wage represents the 90th percentile.

Source: EMSI Q2 2016 Data Set, June 2016

Projected Occupation Data

SOC	Description	2015 Jobs	2020 Jobs	5 Year Growth	% Growth	Annual Openings
25-9041	Teacher Assistants	14,468	15,578	1,110	8%	589
	Total	14,468	15,578	1,110	8%	589

Source: EMSI Q2 2016 Data Set, June 2016

2015 Annual Job Postings for these Occupations

SOC Code	Occupation	2015 Annual Job Postings
25-9041	Teacher Assistants	970
	Total	970

Source: Labor Insight Jobs (Burning Glass Technologies), Top Detailed Occupations, June 2016

Top Industries Employing these Occupations

NAICS	Industry	Jobs in Industry (2015)	Jobs in Industry (2020)	5 Year Growth	% Growth
903611	Elementary and Secondary Schools (Local Government)	11,611	12,377	766	7%
611110	Elementary and Secondary Schools	545	603	58	11%
624120	Services for the Elderly and Persons with Disabilities	470	606	136	29%
624410	Child Day Care Services	438	463	25	6%

Source: EMSI Q2 2016 Data Set, June 2016

Community College Completions 2010-2015

College	Certificate	Associate Degree	Total Completions	Average Completions
Moreno Valley	3	4	7	2
Norco College	-	-	-	-
Riverside	3	2	5	2
RCCD Total	6	6	12	4
Chaffey	22	31	53	18
Other Community Colleges Total	22	31	53	18
Grand Total	28	37	65	20

Source: Data Mart

There were 49 completions from other Institutions in the Region between 2011-2014. They included:
Riverside County Office of Education

Electrician

Data Sources and Calculations

Educational Program Data

The Taxonomy of Programs (TOP) is a standardized system used at the state level to classify programs and courses that are intended to achieve the same outcome at different colleges throughout the state. The TOP codes assigned to Electronics Technology are 093400 and 099900.

The Classification of Instructional Programs (CIP) is a standardized coding system used at the federal level to facilitate accurate tracking, assessment, and reporting of fields of study and program completion at educational institutions throughout the country. The CIP codes assigned to Electronics Technology are 470101, 150303, and 159999.

All educational program data in this report are based on these TOP and CIP codes.

Occupational Data

The Standard Occupational Classification (SOC) system is used by federal statistical agencies to classify workers into occupational categories. The SOC codes and titles associated with Electronics Technology are: Electronics Engineers, Except Computer (SOC: 17-2072), Electrical and Electronic Engineering Technicians (SOC: 17-3023), Engineering Technicians, Except Drafters, All Other (SOC: 17-3029), Electric Motor, Power Tool, and Related Repairers (SOC: 49-2092), Electrical and Electronics Installers and Repairers, Transportation Equipment (SOC: 49-2093), Electrical and Electronics Repairers, Commercial and Industrial Equipment (SOC: 49-2094), Electrical and Electronic Equipment Assemblers (SOC: 51-2022).

Background Information: Electronics Technology Occupations

Electronics Engineers, Except Computer (SOC: 17-2072)

Research, design, develop, or test electronic components and systems for commercial, industrial, military, or scientific use employing knowledge of electronic theory and materials properties. Design electronic circuits and components for use in fields such as telecommunications, aerospace guidance and propulsion control, acoustics, or instruments and controls. Requires a Bachelor's or Higher.

Electrical and Electronic Engineering Technicians (SOC: 17-3023)

Apply electrical and electronic theory and related knowledge, usually under the direction of engineering staff, to design, build, repair, calibrate, and modify electrical components, circuitry, controls, and machinery for subsequent evaluation and use by engineering staff in making engineering design decisions. Requires an Associate's Degree.

Engineering Technicians, Except Drafters, All Other (SOC: 17-3029)

All engineering technicians, except drafters, not listed separately. Requires an Associate's Degree.

Electric Motor, Power Tool, and Related Repairers (SOC: 49-2092)

Repair, maintain, or install electric motors, wiring, or switches. Requires a Postsecondary Non-Degree Award.

Electrical and Electronics Installers and Repairers, Transportation Equipment (SOC: 49-2093)

Install, adjust, or maintain mobile electronics communication equipment, including sound, sonar, security, navigation, and surveillance systems on trains, watercraft, or other mobile equipment. Requires a Postsecondary Non-Degree Award.

Electrical and Electronics Repairers, Commercial and Industrial Equipment (SOC: 49-2094)

Repair, test, adjust, or install electronic equipment, such as industrial controls, transmitters, and antennas. Requires a Postsecondary Non-Degree Award.

Electrical and Electronic Equipment Assemblers (SOC: 51-2022)

Assemble or modify electrical or electronic equipment, such as computers, test equipment telemetering systems, electric motors, and batteries. On-The-Job Training, No College Required.

Electrician

Certificates and Degrees	TOP Code	Moreno Valley	Norco	Riverside
Digital Electronics	093400		● ◇	
Green Technician	099900		+	

+ Locally Approved Certificate ● State Approved Certificate ◇ Associates Degree

Historical Occupation Data

SOC	Occupation	2010 Jobs	2015 Jobs	5 year Growth	% Growth	Entry Wage	Median Wage	Experienced Wage
17-2072	Electronics Engineers, Except Computer	1,176	1,092	(84)	(7%)	\$30.97	\$47.81	\$58.47
17-3023	Electrical and Electronics Engineering Technicians	1,007	991	(16)	(2%)	\$16.87	\$30.31	\$42.50
17-3029	Engineering Technicians, Except Drafters, All Other	661	686	25	4%	\$23.11	\$32.14	\$41.73
49-2092	Electric Motor, Power Tool, and Related Repairers	102	95	(7)	(7%)	\$14.26	\$23.11	\$31.32
49-2093	Electrical and Electronics Installers and Repairers, Transportation Equipment	141	155	14	10%	\$19.56	\$24.20	\$34.73
49-2094	Electrical and Electronics Repairers, Commercial and Industrial Equipment	530	580	50	9%	\$17.26	\$28.63	\$38.49
51-2022	Electrical and Electronic Equipment Assemblers	1,215	1,335	120	10%	\$9.20	\$15.41	\$22.74
	Total	4,833	4,934	101	2%	\$18.99	\$30.07	\$39.87

Note: Entry Wage represents the 10th percentile, Median Wage represents the 50th percentile, and Experienced Wage represents the 90th percentile.

Source: EMSI Q2 2016 Data Set, June 2016

Projected Occupation Data

SOC	Description	2015 Jobs	2020 Jobs	5 Year Growth	% Growth	Annual Openings
17-2072	Electronics Engineers, Except Computer	1,092	1,119	27	2%	31
17-3023	Electrical and Electronics Engineering Technicians	991	995	4	0%	26
17-3029	Engineering Technicians, Except Drafters, All Other	686	702	16	2%	20
49-2092	Electric Motor, Power Tool, and Related Repairers	95	105	10	11%	6
49-2093	Electrical and Electronics Installers and Repairers, Transportation Equipment	155	162	7	5%	5
49-2094	Electrical and Electronics Repairers, Commercial and Industrial Equipment	580	616	36	6%	18
51-2022	Electrical and Electronic Equipment Assemblers	1,335	1,363	28	2%	25
	Total	4,934	5,062	128	3%	131

Source: EMSI Q2 2016 Data Set, June 2016

2015 Annual Job Postings for these Occupations

SOC Code	Occupation	2015 Annual Job Postings
17-3029	Engineering Technicians, Except Drafters, All Other	239
17-3023	Electrical And Electronics Engineering Technicians	231
17-2072	Electronics Engineers, Except Computer	82
51-2022	Electrical and Electronic Equipment Assemblers	78
49-2094	Electrical and Electronics Repairers, Commercial and Industrial Equipment	37
49-2092	Electric Motor, Power Tool, and Related Repairers	24
49-2093	Electrical and Electronics Installers and Repairers, Transportation Equipment	2
	Total	693

Source: Labor Insight Jobs (Burning Glass Technologies), Top Detailed Occupations, June 2016

Top Industries Employing these Occupations

NAICS	Industry	Jobs in Industry (2015)	Jobs in Industry (2020)	5 Year Growth	% Growth
901199	Federal Government, Civilian, Excluding Postal Service	461	458	(3)	(1%)
541330	Engineering Services	226	213	(13)	(6%)
903999	Local Government, Excluding Education and Hospitals	193	203	10	5%
517110	Wired Telecommunications Carriers	140	155	15	11%
423610	Electrical Apparatus and Equipment, Wiring Supplies, and Related Equipment Merchant Wholesalers	102	115	13	13%
334417	Electronic Connector Manufacturing	114	91	(23)	(20%)
334413	Semiconductor and Related Device Manufacturing	106	82	(24)	(23%)
238210	Electrical Contractors and Other Wiring Installation Contractors	95	103	8	8%

NAICS	Industry	Jobs in Industry (2015)	Jobs in Industry (2020)	5 Year Growth	% Growth
334513	Instruments and Related Products Manufacturing for Measuring, Displaying, and Controlling Industrial Process Variables	92	102	10	11%
517210	Wireless Telecommunications Carriers (except Satellite)	98	117	19	19%
482110	Rail transportation	97	96	(1)	(1%)
335314	Relay and Industrial Control Manufacturing	76	94	18	24%
334515	Instrument Manufacturing for Measuring and Testing Electricity and Electrical Signals	72	85	13	18%
334416	Capacitor, Resistor, Coil, Transformer, and Other Inductor Manufacturing	78	81	3	4%
811310	Commercial and Industrial Machinery and Equipment (except Automotive and Electronic) Repair and Maintenance	71	77	6	8%
334220	Radio and Television Broadcasting and Wireless Communications Equipment Manufacturing	65	86	21	32%
221112	Fossil Fuel Electric Power Generation	59	55	(4)	(7%)
335931	Current-Carrying Wiring Device Manufacturing	51	38	(13)	(25%)

Source: EMSI Q2 2016 Data Set, June 2016

Community College Completions 2010-2015

College	Certificate	Associate Degree	Total Completions	Average Completions
Moreno Valley	-	-	-	-
Norco College	14	6	20	7
Riverside	0	2	2	1
RCCD Total	14	8	22	8
Barstow	1	4	5	2
San Bernardino	56	21	77	26
Victor Valley	4	27	31	10
Other Community Colleges Total	61	52	113	38
Grand Total	75	60	135	46

Source: Data Mart

Emergency Medical Services

Data Sources and Calculations

Educational Program Data

The Taxonomy of Programs (TOP) is a standardized system used at the state level to classify programs and courses that are intended to achieve the same outcome at different colleges throughout the state. The TOP codes assigned to Emergency Medical Services are 125000 and 125100.

The Classification of Instructional Programs (CIP) is a standardized coding system used at the federal level to facilitate accurate tracking, assessment, and reporting of fields of study and program completion at educational institutions throughout the country. The CIP code assigned to Emergency Medical Services is 510904.

All educational program data in this report are based on these TOP and CIP codes.

Occupational Data

The Standard Occupational Classification (SOC) system is used by federal statistical agencies to classify workers into occupational categories. The SOC codes and titles associated with Emergency Medical Services is: Emergency Medical Technicians and Paramedics (SOC: 29-2041).

Background Information: Emergency Medical Services Occupation

Emergency Medical Technicians and Paramedics (SOC: 29-2041)

Assess injuries, administer emergency medical care, and extricate trapped individuals. Transport injured or sick persons to medical facilities. Requires a Postsecondary Non-Degree Award.

Emergency Medical Services

Certificates and Degrees	TOP Code	Moreno Valley	Norco	Riverside
Emergency Medical Technician	125000	+		
Paramedic	125100	●◇		

✚ Locally Approved Certificate ● State Approved Certificate ◇ Associates Degree

Historical Occupation data

SOC	Occupation	2010 Jobs	2015 Jobs	5 year Growth	% Growth	Entry Wage	Median Wage	Experienced Wage
29-2041	Emergency Medical Technicians and Paramedics	2,099	2,081	(18)	(1%)	\$9.49	\$12.15	\$25.57
	Total	2,099	2,081	(18)	(1%)	\$9.49	\$12.15	\$25.57

Note: Entry Wage represents the 10th percentile, Median Wage represents the 50th percentile, and Experienced Wage represents the 90th percentile.

Source: EMSI Q2 2016 Data Set, June 2016

Projected Occupation Data

SOC	Description	2015 Jobs	2020 Jobs	5 Year Growth	% Growth	Annual Openings
29-2041	Emergency Medical Technicians and Paramedics	2,081	2,372	291	14%	97
	Total	2,081	2,372	291	14%	97

Source: EMSI Q2 2016 Data Set, June 2016

2015 Annual Job Postings for these Occupations

SOC Code	Occupation	2015 Annual Job Postings
29-2041	Emergency Medical Technicians and Paramedics	350
	Total	350

Source: Labor Insight Jobs (Burning Glass Technologies), Top Detailed Occupations, June 2016

Top Industries Employing these Occupations

NAICS	Industry	Jobs in Industry (2015)	Jobs in Industry (2020)	5 Year Growth	% Growth
621910	Ambulance Services	1,396	1,599	203	15%
903999	Local Government, Excluding Education and Hospitals	448	487	39	9%
622110	General Medical and Surgical Hospitals	114	145	31	27%
903622	Hospitals (Local Government)	45	48	3	7%

Source: EMSI Q2 2016 Data Set, June 2016

Community College Completions 2010-2015

College	Certificate	Associate Degree	Total Completions	Average Completions
Moreno Valley	212	14	226	75
Norco College	-	-	-	-
Riverside	-	-	-	-
RCCD Total	212	14	226	75
Crafton	678	27	705	235
Victor Valley	26	19	45	15
Other Community Colleges Total	704	46	750	250
Grand Total	916	60	976	325

Source: Data Mart

**There were 25 completions from other Institutions in the Region between 2011 -2014. They included:
Riverside County Office of Education**

Engineering

Data Sources and Calculations

Educational Program Data

The Taxonomy of Programs (TOP) is a standardized system used at the state level to classify programs and courses that are intended to achieve the same outcome at different colleges throughout the state. The TOP codes assigned to Engineering are 095300 and 090100.

The Classification of Instructional Programs (CIP) is a standardized coding system used at the federal level to facilitate accurate tracking, assessment, and reporting of fields of study and program completion at educational institutions throughout the country. The CIP codes assigned to Engineering are 151301 and 140102.

All educational program data in this report are based on these TOP and CIP codes.

Occupational Data

The Standard Occupational Classification (SOC) system is used by federal statistical agencies to classify workers into occupational categories. The SOC codes and titles associated with Engineering are: Architectural and Civil Drafters (SOC: 17-3011), Electrical and Electronics Drafters (SOC: 17-3012), Mechanical Drafters (SOC: 17-3013).

Background Information: Engineering Occupations

Architectural and Civil Drafters (SOC: 17-3011)

Prepare detailed drawings of architectural and structural features of buildings or drawings and topographical relief maps used in civil engineering projects, such as highways, bridges, and public works. Use knowledge of building materials, engineering practices, and mathematics to complete drawings. Requires an Associate's Degree.

Electrical and Electronics Drafters (SOC: 17-3012)

Prepare wiring diagrams, circuit board assembly diagrams, and layout drawings used for the manufacture, installation, or repair of electrical equipment. Requires an Associate's Degree.

Mechanical Drafters (SOC: 17-3013)

Prepare detailed working diagrams of machinery and mechanical devices, including dimensions, fastening methods, and other engineering information. Requires an Associate's Degree.

Engineering

Certificates and Degrees	TOP Code	Moreno Valley	Norco	Riverside
Engineering Graphics	095300		+	
Pre-Engineering	090100		◇	
With CSUGE pattern	090100		◇	
With IGETC pattern	090100		◇	

+ Locally Approved Certificate ● State Approved Certificate ◇ Associates Degree

Historical Occupation Data

SOC	Occupation	2010 Jobs	2015 Jobs	5 year Growth	% Growth	Entry Wage	Median Wage	Experienced Wage
17-3011	Architectural and Civil Drafters	664	749	85	13%	\$14.24	\$26.08	\$38.97
17-3012	Electrical and Electronics Drafters	241	278	37	15%	\$17.87	\$27.24	\$42.57
17-3013	Mechanical Drafters	425	482	57	13%	\$16.19	\$24.26	\$37.67
	Total	1,330	1,509	179	13%	\$15.52	\$25.72	\$39.22

Note: Entry Wage represents the 10th percentile, Median Wage represents the 50th percentile, and Experienced Wage represents the 90th percentile.

Source: EMSI Q2 2016 Data Set, June 2016

Projected Occupation Data

SOC	Description	2015 Jobs	2020 Jobs	5 Year Growth	% Growth	Annual Openings
17-3011	Architectural and Civil Drafters	749	733	(16)	(2%)	10
17-3012	Electrical and Electronics Drafters	278	281	3	1%	5
17-3013	Mechanical Drafters	482	465	(17)	(4%)	6
	Total	1,509	1,479	(30)	(2%)	21

Source: EMSI Q2 2016 Data Set, June 2016

2015 Annual Job Postings for these Occupations

SOC Code	Occupation	2015 Annual Job Postings
17-3013	Mechanical Drafters	128
17-3012	Electrical and Electronics Drafters	40
17-3011	Architectural and Civil Drafters	23
	Total	191

Source: Labor Insight Jobs (Burning Glass Technologies), Top Detailed Occupations, June 2016

Top Industries Employing these Occupations

NAICS	Industry	Jobs in Industry (2015)	Jobs in Industry (2020)	5 Year Growth	% Growth
541330	Engineering Services	293	267	(26)	(9%)
541310	Architectural Services	140	145	5	4%
541320	Landscape Architectural Services	89	89	0	0%
541350	Building Inspection Services	53	52	(1)	(2%)
541340	Drafting Services	28	28	0	0%

Source: EMSI Q2 2016 Data Set, June 2016

Community College Completions 2010-2015

College	Certificate	Associate Degree	Total Completions	Average Completions
Moreno Valley	-	-	-	-
Norco College	128	39	167	56
Riverside	1	1	2	0
RCCD Total	129	40	169	56
Chaffey	2	3	5	2
Desert	1	1	2	0
Mt. San Jacinto	2	8	10	3
Victor Valley	0	43	43	14
Other Community Colleges Total	5	55	60	19
Grand Total	134	95	229	75

Source: Data Mart

There were 191 completions from other Institutions in the Region between 2011 -2014. They included:

ITT Tech-San Bernardino
Westech College
ITT Tech- Corona

Film, Television, and Video

Data Sources and Calculations

Educational Program Data

The Taxonomy of Programs (TOP) is a standardized system used at the state level to classify programs and courses that are intended to achieve the same outcome at different colleges throughout the state. The TOP code assigned to Film, Television, and Video is 060420.

The Classification of Instructional Programs (CIP) is a standardized coding system used at the federal level to facilitate accurate tracking, assessment, and reporting of fields of study and program completion at educational institutions throughout the country. The CIP code assigned to Film, Television, and Video is 090701.

All educational program data in this report are based on these TOP and CIP codes.

Occupational Data

The Standard Occupational Classification (SOC) system is used by federal statistical agencies to classify workers into occupational categories. The SOC codes and titles associated with Film, Television, and Video are: Producers and Directors (SOC: 27-2012), Radio and Television Announcers (SOC: 27-3011), Broadcast News Analysts (SOC: 27-3021), Audio and Video Equipment Technicians (SOC: 27-4011), Broadcast Technicians (SOC: 27-4012), Sound Engineering Technicians (SOC: 27-4014), Camera Operators, Television, Video, and Motion Picture (SOC: 27-4031), Film and Video Editors (SOC: 27-4032).

Background Information: Film, Television, and Video Occupations

Producers and Directors (SOC: 27-2012)

Produce or direct stage, television, radio, video, or motion picture productions for entertainment, information, or instruction. Responsible for creative decisions, such as interpretation of script, choice of actors or guests, set design, sound, special effects, and choreography. Requires a Bachelor's or Higher.

Radio and Television Announcers (SOC: 27-3011)

Speak or read from scripted materials, such as news reports or commercial messages, on radio or television. May announce artist or title of performance, identify station, or interview guests. Requires a Bachelor's or Higher.

Broadcast News Analysts (SOC: 27-3021)

Analyze, interpret, and broadcast news received from various sources. Requires a Bachelor's or Higher.

Audio and Video Equipment Technicians (SOC: 27-4011)

Set up, or set up and operate audio and video equipment including microphones, sound speakers, video screens, projectors, video monitors, recording equipment, connecting wires and cables, sound and mixing boards, and related electronic equipment for concerts, sports events, meetings and conventions, presentations, and news conferences. May also set up and operate associated spotlights and other custom lighting systems. Requires a Postsecondary Non-Degree Award.

Broadcast Technicians (SOC: 27-4012)

Set up, operate, and maintain the electronic equipment used to transmit radio and television programs. Control audio equipment to regulate volume level and quality of sound during radio and television broadcasts. Operate transmitter to broadcast radio or television programs. Requires an Associate's Degree.

Sound Engineering Technicians (SOC: 27-4014)

Operate machines and equipment to record, synchronize, mix, or reproduce music, voices, or sound effects in sporting arenas, theater productions, recording studios, or movie and video productions. Requires a Postsecondary Non-Degree Award.

Camera Operators, Television, Video, and Motion Picture (SOC: 27-4031)

Operate television, video, or motion picture camera to record images or scenes for various purposes, such as TV broadcasts, advertising, video production, or motion pictures. Requires a Bachelor's or Higher.

Film and Video Editors (SOC: 27-4032)

Edit moving images on film, video, or other media. May edit or synchronize soundtracks with images. Requires a Bachelor's or Higher.

Film, Television, and Video

Certificates and Degrees	TOP Code	Moreno Valley	Norco	Riverside
Basic Television Production	060420			+
Production Specialist	060420			● ◇

✚ Locally Approved Certificate ● State Approved Certificate ◇ Associates Degree

Historical Occupation data

SOC	Occupation	2010 Jobs	2015 Jobs	5 year Growth	% Growth	Entry Wage	Median Wage	Experience dWage
27-2012	Producers and Directors	399	411	12	3%	\$14.56	\$24.85	\$32.33
27-3011	Radio and Television Announcers	339	304	(35)	(10%)	\$9.40	\$12.61	\$23.74
27-3021	Broadcast News Analysts	25	18	(7)	(28%)	\$14.60	\$21.69	\$46.53
27-4011	Audio and Video Equipment Technicians	689	743	54	8%	\$10.83	\$16.29	\$27.16
27-4012	Broadcast Technicians	97	65	(32)	(33%)	\$13.76	\$24.28	\$30.54
27-4014	Sound Engineering Technicians	104	116	12	12%	\$13.06	\$18.13	\$28.36
27-4031	Camera Operators, Television, Video, and Motion Picture	90	98	8	9%	\$15.97	\$21.83	\$26.09
27-4032	Film and Video Editors	115	152	37	32%	\$14.33	\$20.46	\$33.01
	Total	1,859	1,907	48	3%	\$12.18	\$18.53	\$28.46

Note: Entry Wage represents the 10th percentile, Median Wage represents the 50th percentile, and Experienced Wage represents the 90th percentile.

Source: EMSI Q2 2016 Data Set, June 2016

Projected Occupation Data

SOC	Description	2015 Jobs	2020 Jobs	5 Year Growth	% Growth	Annual Openings
27-2012	Producers and Directors	411	425	14	3%	19
27-3011	Radio and Television Announcers	304	281	(23)	(8%)	11
27-3021	Broadcast News Analysts	18	16	(2)	(11%)	Insf. Data
27-4011	Audio and Video Equipment Technicians	743	793	50	7%	25
27-4012	Broadcast Technicians	65	60	(5)	(8%)	Insf. Data
27-4014	Sound Engineering Technicians	116	123	7	6%	4
27-4031	Camera Operators, Television, Video, and Motion Picture	98	103	5	5%	2
27-4032	Film and Video Editors	152	166	14	9%	5
	Total	1,907	1,968	61	3%	68

Source: EMSI Q2 2016 Data Set, June 2016

2015 Annual Job Postings for these Occupations

SOC Code	Occupation	2015 Annual Job Postings
27-4031	Camera Operators, Television, Video, and Motion Picture	33
27-3011	Radio and Television Announcers	27
27-4011	Audio and Video Equipment Technicians	25
27-4012	Broadcast Technicians	22
27-2012	Producers and Directors	22
27-4014	Sound Engineering Technicians	20
27-4032	Film and Video Editors	1
	Total	150

Source: Labor Insight Jobs (Burning Glass Technologies), Top Detailed Occupations, June 2016

Top Industries Employing these Occupations

NAICS	Industry	Jobs in Industry (2015)	Jobs in Industry (2020)	5 Year Growth	% Growth
512110	Motion Picture and Video Production	268	297	29	11%
515112	Radio Stations	226	200	(26)	(12%)
515120	Television Broadcasting	101	88	(13)	(13%)
711510	Independent Artists, Writers, and Performers	95	100	5	5%
903612	Colleges, Universities, and Professional Schools (Local Government)	70	78	8	11%
515111	Radio Networks	62	52	(10)	(16%)
813110	Religious Organizations	61	66	5	8%
611310	Colleges, Universities, and Professional Schools	51	66	15	29%
903999	Local Government, Excluding Education and Hospitals	53	58	5	9%
711310	Promoters of Performing Arts, Sports, and Similar Events with Facilities	36	52	16	44%
512240	Sound Recording Studios	40	40	0	0%

Source: EMSI Q2 2016 Data Set, June 2016

Community College Completions 2010-2015

College	Certificate	Associate Degree	Total Completions	Average Completions
Moreno Valley	-	-	-	-
Norco College	-	-	-	-
Riverside	24	9	33	11
RCCD Total	24	9	33	11
Other Community Colleges Total	-	-	-	-
Grand Total	24	9	33	11

Source: Data Mart

Fire Technology

Data Sources and Calculations

Educational Program Data

The Taxonomy of Programs (TOP) is a standardized system used at the state level to classify programs and courses that are intended to achieve the same outcome at different colleges throughout the state. The TOP code assigned to Fire Technology is 213300.

The Classification of Instructional Programs (CIP) is a standardized coding system used at the federal level to facilitate accurate tracking, assessment, and reporting of fields of study and program completion at educational institutions throughout the country. The CIP code assigned to Fire Technology is 430201.

All educational program data in this report are based on these TOP and CIP codes.

Occupational Data

The Standard Occupational Classification (SOC) system is used by federal statistical agencies to classify workers into occupational categories. The SOC codes and titles associated with Fire Technology are: Forest and Conservation Technicians (SOC: 19-4093), First-Line Supervisors of Fire Fighting and Prevention Workers (SOC: 33-1021), Firefighters (SOC: 33-2011), Fire Inspectors and Investigators (SOC: 33-2021), Forest Fire Inspectors and Prevention Specialists (SOC: 33-2022), Police, Fire, and Ambulance Dispatchers (SOC: 43-5031), Security and Fire Alarm Systems Installers (SOC: 49-2098).

Background Information: Fire Technology Occupations

Forest and Conservation Technicians (SOC: 19-4093)

Provide technical assistance regarding the conservation of soil, water, forests, or related natural resources. May compile data pertaining to size, content, condition, and other characteristics of forest tracts, under the direction of foresters; or train and lead forest workers in forest propagation, fire prevention and suppression. May assist conservation scientists in managing, improving, and protecting rangelands and wildlife habitats. Requires an Associate's Degree.

First-Line Supervisors of Fire Fighting and Prevention Workers (SOC: 33-1021)

Directly supervise and coordinate activities of workers engaged in fire fighting and fire prevention and control. Requires a Postsecondary Non-Degree Award.

Firefighters (SOC: 33-2011)

Control and extinguish fires or respond to emergency situations where life, property, or the environment is at risk. Duties may include fire prevention, emergency medical service, hazardous material response, search and rescue, and disaster assistance. Requires a Postsecondary Non-Degree Award.

Fire Inspectors and Investigators (SOC: 33-2021)

Inspect buildings to detect fire hazards and enforce local ordinances and State laws, or investigate and gather facts to determine cause of fires and explosions. Requires a Postsecondary Non-Degree Award.

Forest Fire Inspectors and Prevention Specialists (SOC: 33-2022)

Enforce fire regulations, inspect forest for fire hazards and recommend forest fire prevention or control measures. May report forest fires and weather conditions. On-The-Job Training, No College Required.

Police, Fire, and Ambulance Dispatchers (SOC: 43-5031)

Operate radio, telephone, or computer equipment at emergency response centers. Receive reports from the public of crimes, disturbances, fires, and medical or police emergencies. Relay information to law enforcement and emergency response personnel. May maintain contact with caller until responders arrive. On-The-Job Training, No College Required.

Security and Fire Alarm Systems Installers (SOC: 49-2098)

Install, program, maintain, or repair security or fire alarm wiring and equipment. Ensure that work is in accordance with relevant codes. On-The-Job Training, No College Required.

Fire Technology

Certificates and Degrees	TOP Code	Moreno Valley	Norco	Riverside
Fire Technology	213300	● ◇		
Chief Officer	213300	● ◇		
Fire Officer	213300	● ◇		
Firefighter Academy	213350	● ◇		

✦ Locally Approved Certificate ● State Approved Certificate ◇ Associates Degree

Historical Occupation data

SOC	Occupation	2010 Jobs	2015 Jobs	5 year Growth	% Growth	Entry Wage	Median Wage	Experienced Wage
19-4093	Forest and Conservation Technicians	705	657	(48)	(7%)	\$15.46	\$19.17	\$28.61
33-1021	First-Line Supervisors of Fire Fighting and Prevention Workers	268	272	4	1%	\$30.93	\$40.28	\$81.50
33-2011	Firefighters	3,532	3,566	34	1%	\$18.81	\$26.04	\$43.35
33-2021	Fire Inspectors and Investigators	46	46	0	0%	\$28.76	\$33.62	\$44.98
33-2022	Forest Fire Inspectors and Prevention Specialists	<10	<10	Insf. Data	Insf. Data	Insf. Data	Insf. Data	Insf. Data
43-5031	Police, Fire, and Ambulance Dispatchers	870	843	(27)	(3%)	\$16.53	\$25.60	\$32.04
49-2098	Security and Fire Alarm Systems Installers	424	540	116	27%	\$17.00	\$22.80	\$29.72
	Total	5,854	5,934	80	1%	\$18.55	\$25.58	\$40.51

Note: Entry Wage represents the 10th percentile, Median Wage represents the 50th percentile, and Experienced Wage represents the 90th percentile.

Source: EMSI Q2 2016 Data Set, June 2016

Projected Occupation Data

SOC	Description	2015 Jobs	2020 Jobs	5 Year Growth	% Growth	Annual Openings
19-4093	Forest and Conservation Technicians	657	668	11	2%	31
33-1021	First-Line Supervisors of Fire Fighting and Prevention Workers	272	302	30	11%	20
33-2011	Firefighters	3,566	3,780	214	6%	150
33-2021	Fire Inspectors and Investigators	46	51	5	11%	2
33-2022	Forest Fire Inspectors and Prevention Specialists	<10	10	Insf. Data	Insf. Data	Insf. Data
43-5031	Police, Fire, and Ambulance Dispatchers	843	871	28	3%	27
49-2098	Security and Fire Alarm Systems Installers	540	579	39	7%	22
	Total	5,934	6,261	327	6%	254

Source: EMSI Q2 2016 Data Set, June 2016

2015 Annual Job Postings for these Occupations

SOC Code	Occupation	2015 Annual Job Postings
43-5031	Police, Fire, and Ambulance Dispatchers	84
49-2098	Security and Fire Alarm Systems Installers	78
33-2011	Firefighters	37
19-4093	Forest and Conservation Technicians	29
33-1021	First-Line Supervisors of Fire Fighting and Prevention Workers	26
33-2021	Fire Inspectors and Investigators	24
33-2022	Forest Fire Inspectors and Prevention Specialists	4
	Total	282

Source: Labor Insight Jobs (Burning Glass Technologies), Top Detailed Occupations, June 2016

Top Industries Employing these Occupations

NAICS	Industry	Jobs in Industry (2015)	Jobs in Industry (2020)	5 Year Growth	% Growth
903999	Local Government, Excluding Education and Hospitals	4,498	4,767	269	6%
901199	Federal Government, Civilian, Excluding Postal Service	560	564	4	1%
561621	Security Systems Services (except Locksmiths)	270	280	10	4%
238210	Electrical Contractors and Other Wiring Installation Contractors	117	134	17	15%
902999	State Government, Excluding Education and Hospitals	116	120	4	3%
621910	Ambulance Services	74	80	6	8%
561622	Locksmiths	40	39	(1)	(3%)
561990	All Other Support Services	32	30	(2)	(6%)
561612	Security Guards and Patrol Services	28	30	2	7%
238220	Plumbing, Heating, and Air-Conditioning Contractors	18	21	3	17%
561611	Investigation Services	16	16	0	0%
561910	Packaging and Labeling Services	12	12	0	0%
902612	Colleges, Universities, and Professional Schools (State Government)	12	13	1	8%
611310	Colleges, Universities, and Professional Schools	10	13	3	30%

Source: EMSI Q2 2016 Data Set, June 2016

Community College Completions 2010-2015

College	Certificate	Associate Degree	Total Completions	Average Completions
Moreno Valley	112	77	189	63
Norco College	-	-	-	-
Riverside	1	4	5	2
Total	113	81	194	65
Barstow	0	1	1	0
Chaffey	21	26	47	16
Desert	41	8	49	16
Copper Mountain	3	7	10	3
Crafton Hills	135	66	201	67
Mt. San Jacinto	16	28	44	15
Palo Verde	1	1	2	0
Victor Valley	3	64	67	22
Other Community Colleges Total	220	201	421	139
Grand Total	333	282	615	204

Source: Data Mart

Game Development

Data Sources and Calculations

Educational Program Data

The Taxonomy of Programs (TOP) is a standardized system used at the state level to classify programs and courses that are intended to achieve the same outcome at different colleges throughout the state. The TOP codes assigned to Game Development are 061420 and 070710.

The Classification of Instructional Programs (CIP) is a standardized coding system used at the federal level to facilitate accurate tracking, assessment, and reporting of fields of study and program completion at educational institutions throughout the country. The CIP codes assigned to Game Development are 513801, 513901, and 513902.

All educational program data in this report are based on these TOP and CIP codes.

Occupational Data

The Standard Occupational Classification (SOC) system is used by federal statistical agencies to classify workers into occupational categories. The SOC codes and titles associated with Game Development are Computer Programmers (SOC: 15-1131), Software Developers, Applications (SOC: 15-1132), Software Developers, Systems Software (SOC: 15-1133), Web Developers (SOC: 15-1134), Multimedia Artists and Animators (SOC: 27-1014).

Background Information: Game Development Occupations

Computer Programmers (SOC: 15-1131)

Create, modify, and test the code, forms, and script that allow computer applications to run. Work from specifications drawn up by software developers or other individuals. May assist software developers by analyzing user needs and designing software solutions. May develop and write computer programs to store, locate, and retrieve specific documents, data, and information. Requires a Bachelor's or Higher.

Software Developers, Applications (SOC: 15-1132)

Develop, create, and modify general computer applications software or specialized utility programs. Analyze user needs and develop software solutions. Design software or customize software for client use with the aim of optimizing operational efficiency. May analyze and design databases within an application area, working individually or coordinating database development as part of a team. May supervise computer programmers. Requires a Bachelor's or Higher.

Software Developers, Systems Software (SOC: 15-1133)

Research, design, develop, and test operating systems-level software, compilers, and network distribution software for medical, industrial, military, communications, aerospace, business, scientific, and general computing applications. Set operational specifications and formulate and analyze software requirements. May design embedded systems software. Apply principles and techniques of computer science, engineering, and mathematical analysis. Requires a Bachelor's or Higher.

Web Developers (SOC: 15-1134)

Design, create, and modify Web sites. Analyze user needs to implement Web site content, graphics, performance, and capacity. May integrate Web sites with other computer applications. May convert written, graphic, audio, and video components to compatible Web formats by using software designed to facilitate the creation of Web and multimedia content. Requires an Associate's Degree.

Multimedia Artists and Animators (SOC: 27-1014)

Create special effects, animation, or other visual images using film, video, computers, or other electronic tools and media for use in products or creations, such as computer games, movies, music videos, and commercials. Requires a Bachelor's or Higher.

Game Development

Certificates and Degrees	TOP Code	Moreno Valley	Norco	Riverside
Game Art: 3D Animation	061420		● ◇	
Game Art: Character Modeling	061420		● ◇	
Game Art: Environments and Vehicles	061420		● ◇	
Game Art Core	061420		+	
Game Design	061420		● ◇	
Game Programming	070710		● ◇	

+ Locally Approved Certificate ● State Approved Certificate ◇ Associates Degree

Historical Occupation data

SOC	Occupation	2010 Jobs	2015 Jobs	5 year Growth	% Growth	Entry Wage	Median Wage	Experienced Wage
15-1131	Computer Programmers	973	925	(48)	(5%)	\$19.75	\$32.57	\$48.20
15-1132	Software Developers, Applications	2,550	2,786	236	9%	\$31.53	\$44.61	\$64.22
15-1133	Software Developers, Systems Software	667	652	(15)	(2%)	\$29.21	\$47.60	\$63.60
15-1134	Web Developers	830	993	163	20%	\$13.35	\$23.09	\$42.04
27-1014	Multimedia Artists and Animators	261	280	19	7%	\$9.18	\$13.02	\$18.13
	Total	5,281	5,636	355	7%	\$24.99	\$37.56	\$55.26

Note: Entry Wage represents the 10th percentile, Median Wage represents the 50th percentile, and Experienced Wage represents the 90th percentile.

Source: EMSI Q2 2016 Data Set, June 2016

Projected Occupation Data

SOC	Description	2015 Jobs	2020 Jobs	5 Year Growth	% Growth	Annual Openings
15-1131	Computer Programmers	925	952	27	3%	31
15-1132	Software Developers, Applications	2,786	3,056	270	10%	97
15-1133	Software Developers, Systems Software	652	750	98	15%	30
15-1134	Web Developers	993	1,142	149	15%	44
27-1014	Multimedia Artists and Animators	280	286	6	2%	7
	Total	5,636	6,186	550	10%	210

Source: EMSI Q2 2016 Data Set, June 2016

2015 Annual Job Postings for these Occupations

SOC Code	Occupation	2015 Annual Job Postings
15-1132	Software Developers, Applications	1,533
15-1134	Web Developers	501
15-1131	Computer Programmers	253
15-1133	Software Developers, Systems Software	19
27-1014	Multimedia Artists and Animators	17
	Total	2,323

Source: Labor Insight Jobs (Burning Glass Technologies), Top Detailed Occupations, June 2016

Top Industries Employing these Occupations

NAICS	Industry	Jobs in Industry (2015)	Jobs in Industry (2020)	5 Year Growth	% Growth
541511	Custom Computer Programming Services	736	789	53	7%
541512	Computer Systems Design Services	397	398	1	0%
511210	Software Publishers	105	143	38	36%
518210	Data Processing, Hosting, and Related Services	77	99	22	29%
711510	Independent Artists, Writers, and Performers	83	82	(1)	(1%)

Source: EMSI Q2 2016 Data Set, June 2016

Community College Completions 2010-2015

College	Certificate	Associate Degree	Total Completions	Average Completions
Moreno Valley	6	10	16	5
Norco College	37	17	54	18
Riverside	43	23	66	22
RCCD Total	86	50	136	45
Copper Mountain	2	3	5	2
Mt. San Jacinto	16	0	16	5
San Bernardino	2	0	2	1
Victor Valley	1	0	1	0
Other Community Colleges Total	21	3	24	8
Grand Total	107	53	160	53

Source: Data Mart

Human Services

Data Sources and Calculations

Educational Program Data

The Taxonomy of Programs (TOP) is a standardized system used at the state level to classify programs and courses that are intended to achieve the same outcome at different colleges throughout the state. The TOP code assigned to Human Services is 210400

The Classification of Instructional Programs (CIP) is a standardized coding system used at the federal level to facilitate accurate tracking, assessment, and reporting of fields of study and program completion at educational institutions throughout the country. The CIP code assigned to Human Services is 440000.

All educational program data in this report are based on these TOP and CIP codes.

Occupational Data

The Standard Occupational Classification (SOC) system is used by federal statistical agencies to classify workers into occupational categories. The SOC codes and titles associated with Human Services is Child, Family, and School Social Workers (SOC: 21-1021), Health Educators (SOC: 21-1091), Social and Human Service Assistants (SOC: 21-1093), Community Health Workers (SOC: 21-1094).

Background Information: Human Services Occupations

Child, Family, and School Social Workers (SOC: 21-1021)

Provide social services and assistance to improve the social and psychological functioning of children and their families and to maximize the family well-being and the academic functioning of children. May assist parents, arrange adoptions, and find foster homes for abandoned or abused children. In schools, they address such problems as teenage pregnancy, misbehavior, and truancy. May also advise teachers. Requires a Bachelor's or Higher.

Health Educators (SOC: 21-1091)

Provide and manage health education programs that help individuals, families, and their communities maximize and maintain healthy lifestyles. Collect and analyze data to identify community needs prior to planning, implementing, monitoring, and evaluating programs designed to encourage healthy lifestyles, policies, and environments. May serve as a resource to assist individuals, other healthcare workers, or the community, and may administer fiscal resources for health education programs. Requires a Bachelor's or Higher.

Social and Human Service Assistants (SOC: 21-1093)

Assist in providing client services in a wide variety of fields, such as psychology, rehabilitation, or social work, including support for families. May assist clients in identifying and obtaining available benefits and social and community services. May assist social workers with developing, organizing, and conducting programs to prevent and resolve problems relevant to substance abuse, human relationships, rehabilitation, or dependent care. On-The-Job Training, No College Required.

Community Health Workers (SOC: 21-1094)

Assist individuals and communities to adopt healthy behaviors. Conduct outreach for medical personnel or health organizations to implement programs in the community that promote, maintain, and improve individual and community health. May provide information on available resources, provide social support and informal counseling, advocate for individuals and community health needs, and provide services such as first aid and blood pressure screening. May collect data to help identify community health needs. On-The-Job Training, No College Required.

Human Services

Certificates and Degrees	TOP Code	Moreno Valley	Norco	Riverside
Human Services	210400	● ◇		● ◇
Employment Support Specialization	210400	+		+

+ Locally Approved Certificate ● State Approved Certificate ◇ Associates Degree

Historical Occupation Data

SOC	Occupation	2010 Jobs	2015 Jobs	5 year Growth	% Growth	Entry Wage	Median Wage	Experienced Wage
21-1021	Child, Family, and School Social Workers	1,444	1,844	400	28%	\$13.58	\$24.14	\$33.58
21-1091	Health Educators	391	472	81	21%	\$10.99	\$21.97	\$42.28
21-1093	Social and Human Service Assistants	1,597	3,310	1,713	107%	\$9.67	\$14.60	\$24.29
21-1094	Community Health Workers	240	440	200	83%	\$13.54	\$18.46	\$33.61
	Total	3,672	6,066	2,394	65%	\$11.26	\$18.40	\$29.26

Note: Entry Wage represents the 10th percentile, Median Wage represents the 50th percentile, and Experienced Wage represents the 90th percentile.

Source: EMSI Q2 2016 Data Set, June 2016

Projected Occupation Data

SOC	Description	2015 Jobs	2020 Jobs	5 Year Growth	% Growth	Annual Openings
21-1021	Child, Family, and School Social Workers	1,844	2,099	255	14%	100
21-1091	Health Educators	472	532	60	13%	22
21-1093	Social and Human Service Assistants	3,310	3,971	661	20%	206
21-1094	Community Health Workers	440	528	88	20%	27
	Total	6,066	7,130	1,064	18%	355

Source: EMSI Q2 2016 Data Set, June 2016

2015 Annual Job Postings for these Occupations

SOC Code	Occupation	2015 Annual Job Postings
21-1091	Health Educators	214
21-1093	Social and Human Service Assistants	119
21-1021	Child, Family, and School Social Workers	44
21-1094	Community Health Workers	14
	Total	391

Source: Labor Insight Jobs (Burning Glass Technologies), Top Detailed Occupations, June 2016

Top Industries Employing these Occupations

NAICS	Industry	Jobs in Industry (2015)	Jobs in Industry (2020)	5 Year Growth	% Growth
624120	Services for the Elderly and Persons with Disabilities	2,405	3,237	832	35%
903999	Local Government, Excluding Education and Hospitals	763	825	62	8%
902999	State Government, Excluding Education and Hospitals	319	326	7	2%
903611	Elementary and Secondary Schools (Local Government)	270	295	25	9%
623220	Residential Mental Health and Substance Abuse Facilities	194	230	36	19%
624110	Child and Youth Services	170	180	10	6%
623210	Residential Intellectual and Developmental Disability Facilities	163	155	(8)	(5%)
624310	Vocational Rehabilitation Services	127	114	(13)	(10%)
622110	General Medical and Surgical Hospitals	114	138	24	21%
621420	Outpatient Mental Health and Substance Abuse Centers	91	116	25	27%
813110	Religious Organizations	82	86	4	5%
621111	Offices of Physicians (except Mental Health Specialists)	65	81	16	25%
624221	Temporary Shelters	46	46	0	0%

Source: EMSI Q2 2016 Data Set, June 2016

Community College Completions 2010-2015

College	Certificate	Associate Degree	Total Completions	Average Completions
Moreno Valley	46	21	67	22
Norco College	-*	-	-	-
Riverside	4	2	6	2
RCCD Total	50	23	73	24
Other Community Colleges Total	-	-	-	-
Grand Total	50	23	73	24

Source: Data Mart

**There were 40 completions from other Institutions in the Region between 2011 -2014.
They included:
University of Redlands**

Kinesiology/Exercise, Sport, and Wellness

Data Sources and Calculations

Educational Program Data

The Taxonomy of Programs (TOP) is a standardized system used at the state level to classify programs and courses that are intended to achieve the same outcome at different colleges throughout the state. The TOP codes assigned to Kinesiology/Exercise, Sport, and Wellness are 083520, 083560, and 122800.

The Classification of Instructional Programs (CIP) is a standardized coding system used at the federal level to facilitate accurate tracking, assessment, and reporting of fields of study and program completion at educational institutions throughout the country. The CIP codes assigned to Kinesiology/Exercise, Sport, and Wellness are 310504, 310507, and 510913.

All educational program data in this report are based on these TOP and CIP codes.

Occupational Data

The Standard Occupational Classification (SOC) system is used by federal statistical agencies to classify workers into occupational categories. The SOC codes and titles associated with Kinesiology/Exercise, Sport, and Wellness are: Coaches and Scouts (SOC: 27-2022), Athletic Trainers (SOC: 29-9091), Fitness Trainers and Aerobics Instructors (SOC: 39-9031).

Background Information:

Coaches and Scouts (SOC: 27-2022)

Instructor coach groups or individuals in the fundamentals of sports. Demonstrate techniques and methods of participation. May evaluate athletes' strengths and weaknesses as possible recruits or to improve the athletes' technique to prepare them for competition. Those required to hold teaching degrees should be reported in the appropriate teaching category. Requires a Bachelor's or Higher.

Athletic Trainers (SOC: 29-9091)

Evaluate and advise individuals to assist recovery from or avoid athletic-related injuries or illnesses, or maintain peak physical fitness. May provide first aid or emergency care. Requires a Bachelor's or Higher.

Fitness Trainers and Aerobics Instructors (SOC: 39-9031)

Instructor coach groups or individuals in exercise activities. Demonstrate techniques and form, observe participants, and explain to them corrective measures necessary to improve their skills. On-The-Job Training, No College Required.

Kinesiology/Exercise, Sport, and Wellness

Certificates and Degrees	TOP Code	Moreno Valley	Norco	Riverside
Athletic Training Emphasis	122800			● ◇
Coaching Emphasis	083560			● ◇
Fitness Professions Emphasis	083520			● ◇

✦ Locally Approved Certificate ● State Approved Certificate ◇ Associates Degree

Historical Occupation data

SOC	Occupation	2010 Jobs	2015 Jobs	5 year Growth	% Growth	Entry Wage	Median Wage	Experienced Wage
27-2022	Coaches and Scouts	1,810	2,021	211	12%	\$9.83	\$14.15	\$27.03
29-9091	Athletic Trainers	86	107	21	24%	\$12.52	\$18.11	\$32.98
39-9031	Fitness Trainers and Aerobics Instructors	2,195	2,738	543	25%	\$10.50	\$16.02	\$32.90
	Total	4,091	4,866	775	19%	\$10.26	\$15.26	\$30.39

Note: Entry Wage represents the 10th percentile, Median Wage represents the 50th percentile, and Experienced Wage represents the 90th percentile.

Source: EMSI Q2 2016 Data Set, June 2016

Projected Occupation Data

SOC	Description	2015 Jobs	2020 Jobs	5 Year Growth	% Growth	Annual Openings
27-2022	Coaches and Scouts	2,021	2,205	184	9%	110
29-9091	Athletic Trainers	107	131	24	22%	7
39-9031	Fitness Trainers and Aerobics Instructors	2,738	3,104	366	13%	128
	Total	4,866	5,441	575	12%	245

Source: EMSI Q2 2016 Data Set, June 2016

2015 Annual Job Postings for these Occupations

SOC Code	Occupation	2015 Annual Job Postings
27-2022	Coaches and Scouts	766
39-9031	Fitness Trainers and Aerobics Instructors	294
29-9091	Athletic Trainers	22
	Total	1,082

Source: Labor Insight Jobs (Burning Glass Technologies), Top Detailed Occupations, June 2016

Top Industries Employing these Occupations

NAICS	Industry	Jobs in Industry (2015)	Jobs in Industry (2020)	5 Year Growth	% Growth
713940	Fitness and Recreational Sports Centers	1,965	2,233	268	14%
903611	Elementary and Secondary Schools (Local Government)	562	575	13	2%
903999	Local Government, Excluding Education and Hospitals	213	225	12	6%
611620	Sports and Recreation Instruction	178	197	19	11%
813410	Civic and Social Organizations	158	168	10	6%
713910	Golf Courses and Country Clubs	157	173	16	10%
611310	Colleges, Universities, and Professional Schools	104	132	28	27%
611110	Elementary and Secondary Schools	93	102	9	10%
611610	Fine Arts Schools	96	104	8	8%
624120	Services for the Elderly and Persons with Disabilities	50	63	13	26%

Source: EMSI Q2 2016 Data Set, June 2016

Community College Completions 2010-2015

College	Certificate	Associate Degree	Total Completions	Average Completions
Moreno Valley	-	-	-	-
Norco College	-	-	-	-
Riverside	22	17	39	13
RCCD Total	22	17	39	13
Chaffey	2	0	2	1
Desert	13	0	13	4
Other Community Colleges Total	15	0	15	5
Grand Total	37	17	54	18

Source: Data Mart

There were 141 completions from other Institutions in the Region between 2011 -2014. They included:

Milan Institute- Palm Desert
 InterCoast Colleges-Riverside
 Westech College
 Loma Linda University

Logistics Management

Data Sources and Calculations

Educational Program Data

The Taxonomy of Programs (TOP) is a standardized system used at the state level to classify programs and courses that are intended to achieve the same outcome at different colleges throughout the state. The TOP code assigned to Logistics Management is 051000.

The Classification of Instructional Programs (CIP) is a standardized coding system used at the federal level to facilitate accurate tracking, assessment, and reporting of fields of study and program completion at educational institutions throughout the country. The CIP code assigned to Logistics Management is 520203.

All educational program data in this report are based on these TOP and CIP codes.

Occupational Data

The Standard Occupational Classification (SOC) system is used by federal statistical agencies to classify workers into occupational categories. The SOC codes and titles associated with Logistics Management are: Transportation, Storage, and Distribution Managers (SOC: 11-3071), Logisticians (SOC: 13-1081), Cargo and Freight Agents (SOC: 43-5011), Production, Planning, and Expediting Clerks (SOC: 43-5061), and First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators (SOC: 53-1031).

Background Information: Logistics Management Occupations

Transportation, Storage, and Distribution Managers (SOC: 11-3071)

Plan, direct, or coordinate transportation, storage, or distribution activities in accordance with organizational policies and applicable government laws or regulations. Includes logistics managers. On-The-Job Training, No College Required.

Logisticians (SOC: 13-1081)

Analyze and coordinate the logistical functions of a firm or organization. Responsible for the entire life cycle of a product, including acquisition, distribution, internal allocation, delivery, and final disposal of resources. Requires a Bachelor's or Higher.

Cargo and Freight Agents (SOC: 43-5011)

Expedite and route movement of incoming and outgoing cargo and freight shipments in airline, train, and trucking terminals, and shipping docks. Take orders from customers and arrange pickup of freight and cargo for delivery to loading platform. Prepare and examine bills of lading to determine shipping charges and tariffs. On-The-Job Training, No College Required.

Production, Planning, and Expediting Clerks (SOC: 43-5061)

Coordinate and expedite the flow of work and materials within or between departments of an establishment according to production schedule. Duties include reviewing and distributing production, work, and shipment schedules; conferring with department supervisors to determine progress of work and completion dates; and compiling reports on progress of work, inventory levels, costs, and production problems. On-The-Job Training, No College Required.

First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators (SOC: 53-1031)

Directly supervise and coordinate activities of transportation and material-moving machine and vehicle operators and helpers. On-The-Job Training, No College Required.

Logistics Management

Certificates and Degrees	TOP Code	Moreno Valley	Norco	Riverside
Logistics Management	051000		● ◇	

✦ Locally Approved Certificate ● State Approved Certificate ◇ Associates Degree

Historical Occupation data

SOC	Occupation	2010 Jobs	2015 Jobs	5 year Growth	% Growth	Entry Wage	Median Wage	Experienced Wage
11-3071	Transportation, Storage, and Distribution Managers	1,266	1,662	396	31%	\$26.62	\$39.68	\$56.96
13-1081	Logisticians	813	917	104	13%	\$22.51	\$34.85	\$56.48
43-5011	Cargo and Freight Agents	444	621	177	40%	\$12.59	\$17.91	\$27.98
43-5061	Production, Planning, and Expediting Clerks	2,617	3,177	560	21%	\$11.54	\$18.98	\$29.44
53-1031	First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators	2,058	2,602	544	26%	\$17.91	\$26.20	\$37.61
	Total	7,199	8,979	1,780	25%	\$17.34	\$26.41	\$39.52

Note: Entry Wage represents the 10th percentile, Median Wage represents the 50th percentile, and Experienced Wage represents the 90th percentile.

Source: EMSI Q2 2016 Data Set, June 2016

Projected Occupation Data

SOC	Description	2015 Jobs	2020 Jobs	5 Year Growth	% Growth	Annual Openings
11-3071	Transportation, Storage, and Distribution Managers	1,662	1,949	287	17%	100
13-1081	Logisticians	917	1,018	101	11%	34
43-5011	Cargo and Freight Agents	621	814	193	31%	63
43-5061	Production, Planning, and Expediting Clerks	3,177	3,430	253	8%	142
53-1031	First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators	2,602	2,989	387	15%	171
	Total	8,979	10,201	1,222	14%	511

Source: EMSI Q2 2016 Data Set, June 2016

2015 Annual Job Postings for these Occupations

SOC Code	Occupation	2015 Annual Job Postings
11-3071	Transportation, Storage, and Distribution Managers	750
43-5061	Production, Planning, and Expediting Clerks	291
13-1081	Logisticians	189
53-1031	First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators	127
43-5011	Cargo and Freight Agents	38
	Total	1,395

Source: Labor Insight Jobs (Burning Glass Technologies), Top Detailed Occupations, June 2016

Top Industries Employing these Occupations

NAICS	Industry	Jobs in Industry (2015)	Jobs in Industry (2020)	5 Year Growth	% Growth
493110	General Warehousing and Storage	1,150	1,655	505	44%
488510	Freight Transportation Arrangement	404	565	161	40%
903999	Local Government, Excluding Education and Hospitals	365	385	20	5%
901199	Federal Government, Civilian, Excluding Postal Service	321	323	2	1%
492110	Couriers and Express Delivery Services	296	338	42	14%
484121	General Freight Trucking, Long-Distance, Truckload	289	341	52	18%
484110	General Freight Trucking, Local	264	316	52	20%
484122	General Freight Trucking, Long-Distance, Less Than Truckload	210	226	16	8%
482110	Rail transportation	191	182	(9)	(5%)
484220	Specialized Freight (except Used Goods) Trucking, Local	116	115	(1)	(1%)

Source: EMSI Q2 2016 Data Set, June 2016

Community College Completions 2010-2015

College	Certificate	Associate Degree	Total Completions	Average Completions
Moreno Valley	-	-	-	-
Norco College	0	5	5	2
Riverside	-	-	-	-
RCCD Total	0	5	5	2
Barstow	0	4	4	1
Chaffey	0	5	5	2
Other Community Colleges Total	0	9	9	3
Grand Total	0	14	14	5

Source: Data Mart

There were 12 completions from other Institutions in the Region between 2011 -2014.

They included: University of Redlands

Manufacturing Technology

Data Sources and Calculations

Educational Program Data

The Taxonomy of Programs (TOP) is a standardized system used at the state level to classify programs and courses that are intended to achieve the same outcome at different colleges throughout the state. The TOP codes assigned to Manufacturing Technology are 095600 and 095630.

The Classification of Instructional Programs (CIP) is a standardized coding system used at the federal level to facilitate accurate tracking, assessment, and reporting of fields of study and program completion at educational institutions throughout the country. The CIP codes assigned to Manufacturing Technology are 150613 and 480501.

All educational program data in this report are based on these TOP and CIP codes.

Occupational Data

The Standard Occupational Classification (SOC) system is used by federal statistical agencies to classify workers into occupational categories. The SOC codes and titles associated with Manufacturing Technology are: Industrial Engineering Technicians (SOC: 17-3026), Occupational Health and Safety Specialists (SOC: 29-9011), Computer-Controlled Machine Tool Operators, Metal and Plastic (SOC: 51-4011), Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic (SOC: 51-4012), Forging Machine Setters, Operators, and Tenders, Metal and Plastic (SOC: 51-4022), Rolling Machine Setters, Operators, and Tenders, Metal and Plastic (SOC: 51-4023), Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic (SOC: 51-4031), Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic (SOC: 51-4032), Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic (SOC: 51-4033), Lathe and Turning Machine Tool Setters, Operators, and Tenders, Metal and Plastic (SOC: 51-4034), Milling and Planing Machine Setters, Operators, and Tenders, Metal and Plastic (SOC: 51-4035), Machinists (SOC: 51-4041), Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic (SOC: 51-4081), Heat Treating Equipment Setters, Operators, and Tenders, Metal and Plastic (SOC: 51-4191), Layout Workers, Metal and Plastic (SOC: 51-4192), Metal Workers and Plastic Workers, All Other (SOC: 51-4199), Inspectors, Testers, Sorters, Samplers, and Weighers (SOC: 51-9061).

Background Information: Manufacturing Technology Occupations

Industrial Engineering Technicians (SOC: 17-3026)

Apply engineering theory and principles to problems of industrial layout or manufacturing production, usually under the direction of engineering staff. May perform time and motion studies on worker operations in a variety of industries for purposes such as establishing standard production rates or improving efficiency. Requires an Associate's Degree.

Occupational Health and Safety Specialists (SOC: 29-9011)

Review, evaluate, and analyze work environments and design programs and procedures to control, eliminate, and prevent disease or injury caused by chemical, physical, and biological agents or ergonomic factors. May conduct inspections and enforce adherence to laws and regulations governing the health and safety of individuals. May be employed in the public or private sector. Includes environmental protection officers. Requires a Bachelor's or Higher.

Computer-Controlled Machine Tool Operators, Metal and Plastic (SOC: 51-4011)

Operate computer-controlled machines or robots to perform one or more machine functions on metal or plastic work pieces. On-The-Job Training, No College Required.

Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic (SOC: 51-4012)

Develop programs to control machining or processing of metal or plastic parts by automatic machine tools, equipment, or systems. On-The-Job Training, No College Required.

Forging Machine Setters, Operators, and Tenders, Metal and Plastic (SOC: 51-4022)

Set up, operate, or tend forging machines to taper, shape, or form metal or plastic parts. On-The-Job Training, No College Required.

Rolling Machine Setters, Operators, and Tenders, Metal and Plastic (SOC: 51-4023)

Set up, operate, or tend machines to roll steel or plastic forming bends, beads, knurls, rolls, or plate or to flatten, temper, or reduce gauge of material. On-The-Job Training, No College Required.

Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic (SOC: 51-4031)

Set up, operate, or tend machines to saw, cut, shear, slit, punch, crimp, notch, bend, or straighten metal or plastic material. On-The-Job Training, No College Required.

Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic (SOC: 51-4032)

Set up, operate, or tend drilling machines to drill, bore, ream, mill, or countersink metal or plastic work pieces. On-The-Job Training, No College Required.

Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic (SOC: 51-4033)

Set up, operate, or tend grinding and related tools that remove excess material or burrs from surfaces, sharpen edges or corners, or buff, hone, or polish metal or plastic work pieces. On-The-Job Training, No College Required.

Lathe and Turning Machine Tool Setters, Operators, and Tenders, Metal and Plastic (SOC: 51-4034)

Set up, operate, or tend lathe and turning machines to turn, bore, thread, form, or face metal or plastic materials, such as wire, rod, or bar stock. On-The-Job Training, No College Required.

Milling and Planing Machine Setters, Operators, and Tenders, Metal and Plastic (SOC: 51-4035)

Set up, operate, or tend milling or planing machines to mill, plane, shape, groove, or profile metal or plastic work pieces. On-The-Job Training, No College Required.

Machinists (SOC: 51-4041)

Set up and operate a variety of machine tools to produce precision parts and instruments. Includes precision instrument makers who fabricate, modify, or repair mechanical instruments. May also fabricate and modify parts to make or repair machine tools or maintain industrial machines, applying knowledge of mechanics, mathematics, metal properties, layout, and machining procedures. On-The-Job Training, No College Required.

Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic (SOC: 51-4081)

Set up, operate, or tend more than one type of cutting or forming machine tool or robot. On-The-Job Training, No College Required.

Heat Treating Equipment Setters, Operators, and Tenders, Metal and Plastic (SOC: 51-4191)

Set up, operate, or tend heating equipment, such as heat-treating furnaces, flame-hardening machines, induction machines, soaking pits, or vacuum equipment to temper, harden, anneal, or heat-treat metal or plastic objects. On-The-Job Training, No College Required,

Layout Workers, Metal and Plastic (SOC: 51-4192)

Lay out reference points and dimensions on metal or plastic stock or workpieces, such as sheets, plates, tubes, structural shapes, castings, or machine parts, for further processing. Includes shipfitters. On-The-Job Training, No College Required.

Metal Workers and Plastic Workers, All Other (SOC: 51-4199)

All metal workers and plastic workers not listed separately. On-The-Job Training, No College Required.

Inspectors, Testers, Sorters, Samplers, and Weighers (SOC: 51-9061)

Inspect, test, sort, sample, or weigh nonagricultural raw materials or processed, machined, fabricated, or assembled parts or products for defects, wear, and deviations from specifications. May use precision measuring instruments and complex test equipment. On-The-Job Training, No College Required.

Manufacturing Technology

Certificates and Degrees	TOP Code	Moreno Valley	Norco	Riverside
Automated Systems Technician	095600		● ◇	
Computer-Aided Production Technology	095600		+	
Computer Numerical Control Programming	095630		● ◇	

✚ Locally Approved Certificate ● State Approved Certificate ◇ Associates Degree

Historical Occupation data

SOC	Occupation	2010 Jobs	2015 Jobs	5 year Growth	% Growth	Entry Wage	Median Wage	Experienced Wage
17-3026	Industrial Engineering Technicians	333	349	16	5%	\$17.17	\$23.40	\$35.74
29-9011	Occupational Health and Safety Specialists	378	413	35	9%	\$23.14	\$35.75	\$44.60
51-4011	Computer-Controlled Machine Tool Operators, Metal and Plastic	694	917	223	32%	\$10.81	\$16.74	\$25.94
51-4012	Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic	154	213	59	38%	\$15.47	\$25.71	\$32.45
51-4022	Forging Machine Setters, Operators, and Tenders, Metal and Plastic	257	330	73	28%	\$11.29	\$15.39	\$23.39
51-4023	Rolling Machine Setters, Operators, and Tenders, Metal and Plastic	337	383	46	14%	\$11.10	\$14.69	\$22.78
51-4031	Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic	1,575	1,772	197	13%	\$11.27	\$15.16	\$23.15
51-4032	Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic	179	219	40	22%	\$9.65	\$12.99	\$20.81
51-4033	Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic	633	694	61	10%	\$9.25	\$13.53	\$22.04
51-4034	Lathe and Turning Machine Tool Setters, Operators, and Tenders, Metal and Plastic	367	456	89	24%	\$10.58	\$16.82	\$25.61
51-4035	Milling and Planing Machine Setters, Operators, and Tenders, Metal and Plastic	363	436	73	20%	\$10.41	\$15.77	\$23.35
51-4041	Machinists	3,042	3,944	902	30%	\$10.17	\$16.12	\$27.27
51-4081	Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic	372	399	27	7%	\$10.48	\$15.21	\$21.94
51-4191	Heat Treating Equipment Setters, Operators, and Tenders, Metal and Plastic	87	93	6	7%	\$11.02	\$15.82	\$23.19
51-4192	Layout Workers, Metal and Plastic	47	52	5	11%	\$15.03	\$20.50	\$31.67
51-4199	Metal Workers and Plastic Workers, All Other	288	299	11	4%	\$9.10	\$12.22	\$19.81
51-9061	Inspectors, Testers, Sorters, Samplers, and Weighers	3,666	4,282	616	17%	\$10.60	\$16.26	\$27.94
	Total	12,772	15,251	2,479	19%	\$11.07	\$16.62	\$26.64

Note: Entry Wage represents the 10th percentile, Median Wage represents the 50th percentile, and Experienced Wage represents the 90th percentile.
Source: EMSI Q2 2016 Data Set, June 2016

Projected Occupation Data

SOC	Description	2015 Jobs	2020 Jobs	5 Year Growth	% Growth	Annual Openings
17-3026	Industrial Engineering Technicians	349	344	(5)	(1%)	10
29-9011	Occupational Health and Safety Specialists	413	447	34	8%	16
51-4011	Computer-Controlled Machine Tool Operators, Metal and Plastic	917	1,030	113	12%	53
51-4012	Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic	213	236	23	11%	12
51-4022	Forging Machine Setters, Operators, and Tenders, Metal and Plastic	330	307	(23)	(7%)	8
51-4023	Rolling Machine Setters, Operators, and Tenders, Metal and Plastic	383	366	(17)	(4%)	10
51-4031	Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic	1,772	1,634	(138)	(8%)	24
51-4032	Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic	219	205	(14)	(6%)	4
51-4033	Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic	694	619	(75)	(11%)	28
51-4034	Lathe and Turning Machine Tool Setters, Operators, and Tenders, Metal and Plastic	456	433	(23)	(5%)	11
51-4035	Milling and Planing Machine Setters, Operators, and Tenders, Metal and Plastic	436	401	(35)	(8%)	7
51-4041	Machinists	3,944	4,190	246	6%	171
51-4081	Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic	399	417	18	5%	12
51-4191	Heat Treating Equipment Setters, Operators, and Tenders, Metal and Plastic	93	88	(5)	(5%)	Insf. Data
51-4192	Layout Workers, Metal and Plastic	52	46	(6)	(12%)	Insf. Data
51-4199	Metal Workers and Plastic Workers, All Other	299	264	(35)	(12%)	5
51-9061	Inspectors, Testers, Sorters, Samplers, and Weighers	4,282	4,465	183	4%	148
	Total	15,251	15,491	240	2%	520

Source: EMSI Q2 2016 Data Set, June 2016

2015 Annual Job Postings for these Occupations

SOC Code	Occupation	2015 Annual Job Postings
51-9061	Inspectors, Testers, Sorters, Samplers, and Weighers	496
29-9011	Occupational Health and Safety Specialists	180
51-4041	Machinists	128
51-4011	Computer-Controlled Machine Tool Operators, Metal and Plastic	75
51-4031	Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic	69
51-4033	Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic	53
51-4012	Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic	31
51-4199	Metal Workers and Plastic Workers, All Other	11
17-3026	Industrial Engineering Technicians	5
51-4034	Lathe and Turning Machine Tool Setters, Operators, and Tenders, Metal and Plastic	4
51-4192	Layout Workers, Metal and Plastic	4
51-4032	Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic	3
51-4191	Heat Treating Equipment Setters, Operators, and Tenders, Metal and Plastic	3
51-4081	Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic	2
51-4023	Rolling Machine Setters, Operators, and Tenders, Metal and Plastic	2
51-4022	Forging Machine Setters, Operators, and Tenders, Metal and Plastic	1
51-4035	Milling and Planing Machine Setters, Operators, and Tenders, Metal and Plastic	0
	Total	1,067

Source: Labor Insight Jobs (Burning Glass Technologies), Top Detailed Occupations, June 2016

Top Industries Employing these Occupations

NAICS	Industry	Jobs in Industry (2015)	Jobs in Industry (2020)	5 Year Growth	% Growth
332710	Machine Shops	1,490	1,568	78	5%
561320	Temporary Help Services	1,065	1,124	59	6%
326199	All Other Plastics Product Manufacturing	424	407	(17)	(4%)
331110	Iron and Steel Mills and Ferroalloy Manufacturing	378	345	(33)	(9%)
332111	Iron and Steel Forging	319	376	57	18%
493110	General Warehousing and Storage	271	402	131	48%
336390	Other Motor Vehicle Parts Manufacturing	286	302	16	6%
332322	Sheet Metal Work Manufacturing	265	307	42	16%
332722	Bolt, Nut, Screw, Rivet, and Washer Manufacturing	250	325	75	30%
332114	Custom Roll Forming	262	256	(6)	(2%)
333511	Industrial Mold Manufacturing	233	234	1	0%
332721	Precision Turned Product Manufacturing	246	298	52	21%
326160	Plastics Bottle Manufacturing	224	248	24	11%
336413	Other Aircraft Parts and Auxiliary Equipment Manufacturing	234	233	(1)	(0%)
339112	Surgical and Medical Instrument Manufacturing	217	131	(86)	(40%)
331318	Other Aluminum Rolling, Drawing, and Extruding	181	189	8	4%
332312	Fabricated Structural Metal Manufacturing	182	198	16	9%
332321	Metal Window and Door Manufacturing	165	139	(26)	(16%)
332912	Fluid Power Valve and Hose Fitting Manufacturing	176	194	18	10%
333517	Machine Tool Manufacturing	141	179	38	27%

Source: EMSI Q2 2016 Data Set, June 2016

Community College Completions 2010-2015

College	Certificate	Associate Degree	Total Completions	Average Completions
Moreno Valley	-	-	-	-
Norco College	11	5	16	5
Riverside	-	-	-	-
RCCD Total	11	5	16	5
San Bernardino	37	9	46	15
Other Community Colleges Total	37	9	46	15
Grand Total	48	14	62	20

Source: Data Mart

There were 141 completions from other Institutions in the Region between 2011 -2014. They included:

Milan Institute- Palm Desert
 InterCoast Colleges-Riverside
 Westech College
 Loma Linda University

Medical Assisting

Data Sources and Calculations

Educational Program Data

The Taxonomy of Programs (TOP) is a standardized system used at the state level to classify programs and courses that are intended to achieve the same outcome at different colleges throughout the state. The TOP code assigned to Medical Assisting is 120800.

The Classification of Instructional Programs (CIP) is a standardized coding system used at the federal level to facilitate accurate tracking, assessment, and reporting of fields of study and program completion at educational institutions throughout the country. The CIP code assigned to Medical Assisting is 510801.

All educational program data in this report are based on these TOP and CIP codes.

Occupational Data

The Standard Occupational Classification (SOC) system is used by federal statistical agencies to classify workers into occupational categories. The SOC codes and titles associated with Medical Assisting are Medical Records and Health Information Technicians (SOC: 29-2071), Medical Assistants (SOC: 31-9092), Medical Transcriptionists (SOC: 31-9094), Medical Secretaries (SOC: 43-6013).

Background Information: Medical Assisting Occupations

Medical Records and Health Information Technicians (SOC: 29-2071)

Compile, process, and maintain medical records of hospital and clinic patients in a manner consistent with medical, administrative, ethical, legal, and regulatory requirements of the health care system. Process, maintain, compile, and report patient information for health requirements and standards in a manner consistent with the healthcare industry's numerical coding system. Requires a Postsecondary Non-Degree Award.

Medical Assistants (SOC: 31-9092)

Perform administrative and certain clinical duties under the direction of a physician. Administrative duties may include scheduling appointments, maintaining medical records, billing, and coding information for insurance purposes. Clinical duties may include taking and recording vital signs and medical histories, preparing patients for examination, drawing blood, and administering medications as directed by physician. Requires a Postsecondary Non-Degree Award.

Medical Transcriptionists (SOC: 31-9094)

Transcribe medical reports recorded by physicians and other healthcare practitioners using various electronic devices, covering office visits, emergency room visits, diagnostic imaging studies, operations, chart reviews, and final summaries. Transcribe dictated reports and translate abbreviations into fully understandable form. Edit as necessary and return reports in

either printed or electronic form for review and signature, or correction. Requires a Postsecondary Non-Degree Award.

Medical Secretaries (SOC: 43-6013)

Perform secretarial duties using specific knowledge of medical terminology and hospital, clinic, or laboratory procedures. Duties may include scheduling appointments, billing patients, and compiling and recording medical charts, reports, and correspondence. On-The-Job Training, No College Required.

Medical Assisting

Certificates and Degrees	TOP Code	Moreno Valley	Norco	Riverside
Admin/Clinical Medical Assisting	120800	● ◇		
Medical Transcription	120800	● ◇		

✚ Locally Approved Certificate ● State Approved Certificate ◇ Associates Degree

Historical Occupation data

SOC	Occupation	2010 Jobs	2015 Jobs	5 year Growth	% Growth	Entry Wage	Median Wage	Experienced Wage
29-2071	Medical Records and Health Information Technicians	1,378	1,601	223	16%	\$10.97	\$20.34	\$35.74
31-9092	Medical Assistants	5,882	7,394	1,512	26%	\$9.77	\$13.21	\$18.36
31-9094	Medical Transcriptionists	359	410	51	14%	\$14.61	\$18.87	\$22.28
43-6013	Medical Secretaries	4,906	5,959	1,053	21%	\$10.41	\$14.71	\$22.07
	Total	12,525	15,364	2,839	23%	\$10.27	\$14.69	\$21.72

Note: Entry Wage represents the 10th percentile, Median Wage represents the 50th percentile, and Experienced Wage represents the 90th percentile.

Source: EMSI Q2 2016 Data Set, June 2016

Projected Occupation Data

SOC	Description	2015 Jobs	2020 Jobs	5 Year Growth	% Growth	Annual Openings
29-2071	Medical Records and Health Information Technicians	1,601	1,854	253	16%	90
31-9092	Medical Assistants	7,394	8,633	1,239	17%	422
31-9094	Medical Transcriptionists	410	469	59	14%	21
43-6013	Medical Secretaries	5,959	6,850	891	15%	247
	Total	15,364	17,805	2,441	16%	781

Source: EMSI Q2 2016 Data Set, June 2016

2015 Annual Job Postings for these Occupations

SOC Code	Occupation	2015 Annual Job Postings
29-2071	Medical Records and Health Information Technicians	915
31-9092	Medical Assistants	701
43-6013	Medical Secretaries	586
31-9094	Medical Transcriptionists	45
	Total	2,247

Source: Labor Insight Jobs (Burning Glass Technologies), Top Detailed Occupations, June 2016

Top Industries Employing these Occupations

NAICS	Industry	Jobs in Industry (2015)	Jobs in Industry (2020)	5 Year Growth	% Growth
621111	Offices of Physicians (except Mental Health Specialists)	8,095	9,535	1,440	18%
622110	General Medical and Surgical Hospitals	2,132	2,473	341	16%
621210	Offices of Dentists	877	946	69	8%
903622	Hospitals (Local Government)	503	530	27	5%
621310	Offices of Chiropractors	297	315	18	6%
621320	Offices of Optometrists	258	294	36	14%
623110	Nursing Care Facilities (Skilled Nursing Facilities)	227	256	29	13%
621492	Kidney Dialysis Centers	214	269	55	26%
621610	Home Health Care Services	185	215	30	16%
902622	Hospitals (State Government)	134	150	16	12%

Source: EMSI Q2 2016 Data Set, June 2016

Community College Completions 2010-2015

College	Certificate	Associate Degree	Total Completions	Average Completions
Moreno Valley	54	35	89	30
Norco College	-	-	-	-
Riverside	0	1	1	0
RCCD Total	54	36	90	30
Mt. San Jacinto	4	4	8	3
Victor Valley	13	13	26	9
Other Community Colleges Total	17	17	34	12
Grand Total	71	53	124	42

Source: Data Mart

There were 7,143 completions from other Institutions in the Region between 2011 -2014. They included:

American College of Healthcare
 Everest College
 Mayfield College
 Milan Institute- Palm Desert
 Platt College
 Summit College
 Westech College

Music Industry Studies

Data Sources and Calculations

Educational Program Data

The Taxonomy of Programs (TOP) is a standardized system used at the state level to classify programs and courses that are intended to achieve the same outcome at different colleges throughout the state. The TOP codes assigned to Commercial Music are 061410 and 100500.

The Classification of Instructional Programs (CIP) is a standardized coding system used at the federal level to facilitate accurate tracking, assessment, and reporting of fields of study and program completion at educational institutions throughout the country. The CIP codes assigned to Commercial Music are 100203 and 100304.

All educational program data in this report are based on these TOP and CIP codes.

Occupational Data

The Standard Occupational Classification (SOC) system is used by federal statistical agencies to classify workers into occupational categories. The SOC codes and titles associated with Commercial Music are: Audio-Visual and Multimedia Collections Specialists (SOC: 25-9011), Music Directors and Composers (SOC: 27-2041), Musicians and Singers (SOC: 27-2042), Audio and Video Equipment Technicians (SOC: 27-4011), Broadcast Technicians (SOC: 27-4012), Multimedia Artists and Animators (SOC: 27-1014), Sound Engineering Technicians (SOC: 27-4014), Musical Instrument Repairers and Tuners (SOC: 49-9063).

Background Information: Commercial Music Occupations

Audio-Visual and Multimedia Collections Specialists (SOC: 25-9011)

Prepare, plan, and operate multimedia teaching aids for use in education. May record, catalogue, and file materials. Requires a Bachelor's or Higher.

Music Directors and Composers (SOC: 27-2041)

Conduct, direct, plan, and lead instrumental or vocal performances by musical groups, such as orchestras, bands, choirs, and glee clubs. Includes arrangers, composers, choral directors, and orchestrators. Requires a Bachelor's or Higher.

Musicians and Singers (SOC: 27-2042)

Play one or more musical instruments or sing. May perform on stage, for on-air broadcasting, or for sound or video recording. On-The-Job Training, No College Required.

Audio and Video Equipment Technicians (SOC: 27-4011)

Set up, or set up and operate audio and video equipment including microphones, sound speakers, video screens, projectors, video monitors, recording equipment, connecting wires and cables, sound and mixing boards, and related electronic equipment for concerts, sports events, meetings and conventions, presentations, and news conferences. May also set up and operate associated spotlights and other custom lighting systems. Requires a Postsecondary Non-Degree Award.

Broadcast Technicians (SOC: 27-4012)

Set up, operate, and maintain the electronic equipment used to transmit radio and television programs. Control audio equipment to regulate volume level and quality of sound during radio and television broadcasts. Operate transmitter to broadcast radio or television programs. Requires an Associate's Degree.

Multimedia Artists and Animators (SOC: 27-1014)

Create special effects, animation, or other visual images using film, video, computers, or other electronic tools and media for use in products or creations, such as computer games, movies, music videos, and commercials. Requires a Bachelor's or Higher.

Sound Engineering Technicians (SOC: 27-4014)

Operate machines and equipment to record, synchronize, mix, or reproduce music, voices, or sound effects in sporting arenas, theater productions, recording studios, or movie and video productions. Requires a Postsecondary Non-Degree Award.

Musical Instrument Repairers and Tuners (SOC: 49-9063)

Repair percussion, stringed, reed, or wind instruments. May specialize in one area, such as piano tuning. On-The-Job Training, No College Required.

Music Industry Studies

Certificates and Degrees	TOP Code	Moreno Valley	Norco	Riverside
Audio Production	061410		● ◇	
Performance	100500		● ◇	

✦ Locally Approved Certificate ● State Approved Certificate ◇ Associates Degree

Historical Occupation Data

SOC	Occupation	2010 Jobs	2015 Jobs	5 year Growth	% Growth	Entry Wage	Median Wage	Experienced Wage
25-9011	Audio-Visual and Multimedia Collections Specialists	131	138	7	5%	\$13.27	\$17.57	\$26.35
27-1014	Multimedia Artists and Animators	261	280	19	7%	\$9.18	\$13.02	\$18.13
27-2041	Music Directors and Composers	558	584	26	5%	\$9.47	\$20.82	\$35.59
27-2042	Musicians and Singers	1,438	1,518	80	6%	\$9.61	\$20.06	\$33.90
27-4011	Audio and Video Equipment Technicians	689	743	54	8%	\$10.83	\$16.29	\$27.16
27-4012	Broadcast Technicians	97	65	(32)	(33%)	\$13.76	\$24.28	\$30.54
27-4014	Sound Engineering Technicians	104	116	12	12%	\$13.06	\$18.13	\$28.36
49-9063	Musical Instrument Repairers and Tuners	112	119	7	6%	\$10.28	\$13.47	\$21.01
	Total	3,390	3,563	173	5%	\$10.16	\$18.55	\$30.57

Note: Entry Wage represents the 10th percentile, Median Wage represents the 50th percentile, and Experienced Wage represents the 90th percentile.

Source: EMSI Q2 2016 Data Set, June 2016

Projected Occupation Data

SOC	Description	2015 Jobs	2020 Jobs	5 Year Growth	% Growth	Annual Openings
25-9011	Audio-Visual and Multimedia Collections Specialists	138	148	10	7%	3
27-1014	Multimedia Artists and Animators	280	286	6	2%	7
27-2041	Music Directors and Composers	584	622	38	7%	25
27-2042	Musicians and Singers	1,518	1,600	82	5%	63
27-4011	Audio and Video Equipment Technicians	743	793	50	7%	25
27-4012	Broadcast Technicians	65	60	(5)	(8%)	Insf. Data
27-4014	Sound Engineering Technicians	116	123	7	6%	4
49-9063	Musical Instrument Repairers and Tuners	119	122	3	3%	4
	Total	3,563	3,754	191	5%	133

Source: EMSI Q2 2016 Data Set, June 2016

2015 Annual Job Postings for these Occupations

SOC Code	Occupation	2015 Annual Job Postings
27-4011	Audio and Video Equipment Technicians	25
27-4012	Broadcast Technicians	22
27-4014	Sound Engineering Technicians	20
27-2042	Musicians and Singers	18
27-1014	Multimedia Artists and Animators	17
27-2041	Music Directors and Composers	9
25-9011	Audio-Visual and Multimedia Collections Specialists	3
49-9063	Musical Instrument Repairers and Tuners	1
	Total	115

Source: Labor Insight Jobs (Burning Glass Technologies), Top Detailed Occupations, June 2016

Top Industries Employing these Occupations

NAICS	Industry	Jobs in Industry (2015)	Jobs in Industry (2020)	5 Year Growth	% Growth
813110	Religious Organizations	929	1,003	74	8%
711510	Independent Artists, Writers, and Performers	676	689	13	2%
903611	Elementary and Secondary Schools (Local Government)	248	260	12	5%
903612	Colleges, Universities, and Professional Schools (Local Government)	83	91	8	10%
711130	Musical Groups and Artists	77	67	(10)	(13%)
611310	Colleges, Universities, and Professional Schools	60	77	17	28%
711310	Promoters of Performing Arts, Sports, and Similar Events with Facilities	57	74	17	30%
512110	Motion Picture and Video Production	51	56	5	10%
711410	Agents and Managers for Artists, Athletes, Entertainers, and Other Public Figures	52	55	3	6%
711320	Promoters of Performing Arts, Sports, and Similar Events without Facilities	47	50	3	6%
512240	Sound Recording Studios	47	50	3	6%
711110	Theater Companies and Dinner Theaters	36	34	(2)	(6%)

Source: EMSI Q2 2016 Data Set, June 2016

Community College Completions 2012-2015

College	Certificate	Associate Degree	Total Completions	Average Completions
Moreno Valley	-	-	-	-
Norco College	2	5	7	2
Riverside	15	22	37	12
RCCD Total	17	27	44	14
Chaffey	0	5	5	2
Mt San Jacinto	51	47	98	32
Other Community Colleges Total	51	52	103	34
Grand Total	68	79	147	48

Source: DataMart

Nursing

Data Sources and Calculations

Educational Program Data

The Taxonomy of Programs (TOP) is a standardized system used at the state level to classify programs and courses that are intended to achieve the same outcome at different colleges throughout the state. The TOP codes assigned to Nursing are 123010, 123020, and 123030.

The Classification of Instructional Programs (CIP) is a standardized coding system used at the federal level to facilitate accurate tracking, assessment, and reporting of fields of study and program completion at educational institutions throughout the country. The CIP codes assigned to Nursing are 513801, 513901, and 513902.

All educational program data in this report are based on these TOP and CIP codes.

Occupational Data

The Standard Occupational Classification (SOC) system is used by federal statistical agencies to classify workers into occupational categories. The SOC codes and titles associated with Nursing are: Registered Nurses (SOC: 29-1141), Licensed Practical and Licensed Vocational Nurses (SOC: 29-2061), Home Health Aides (SOC: 31-1011), Nursing Assistants (SOC: 31-1014), Personal Care Aides (SOC: 39-9021).

Background Information: Nursing Occupations

Registered Nurses (SOC: 29-1141)

Assess patient health problems and needs, develop and implement nursing care plans, and maintain medical records. Administer nursing care to ill, injured, convalescent, or disabled patients. May advise patients on health maintenance and disease prevention or provide case management. Licensing or registration required. Requires a Bachelor's or Higher.

Licensed Vocational Nurses (SOC: 29-2061)

Care for ill, injured, or convalescing patients or persons with disabilities in hospitals, nursing homes, clinics, private homes, group homes, and similar institutions. May work under the supervision of a registered nurse. Licensing required. Requires a Postsecondary Non-Degree Award.

Home Health Aides (SOC: 31-1011)

Provide routine individualized healthcare such as changing bandages and dressing wounds, and applying topical medications to the elderly, convalescents, or persons with disabilities at the patient's home or in a care facility. Monitor or report changes in health status. May also provide personal care such as bathing, dressing, and grooming of patient. On-The-Job Training, No College Required.

Nursing Assistants (SOC: 31-1014)

Provide basic patient care under direction of nursing staff. Perform duties such as feed, bathe, dress, groom, or move patients, or change linens. May transfer or transport patients. Includes nursing care attendants, nursing aides, and nursing attendants. Requires a Postsecondary Non-Degree Award.

Personal Care Aides (SOC: 39-9021)

Assist the elderly, convalescents, or persons with disabilities with daily living activities at the person's home or in a care facility. Duties performed at a place of residence may include keeping house (making beds, doing laundry, washing dishes) and preparing meals. May provide assistance at non-residential care facilities. May advise families, the elderly, convalescents, and persons with disabilities regarding such things as nutrition, cleanliness, and household activities. On-The-Job Training, No College Required.

Nursing

Certificates and Degrees	TOP Code	Moreno Valley	Norco	Riverside
Critical Care Nurse	123010			+
Nursing Assistant	123030			+
Registered Nursing	123010			◇
Vocational Nursing	123020			● ◇

+ Locally Approved Certificate ● State Approved Certificate ◇ Associates Degree

Historical Occupation data

SOC	Occupation	2010 Jobs	2015 Jobs	5 year Growth	% Growth	Entry Wage	Median Wage	Experienced Wage
29-1141	Registered Nurses	21,502	25,534	4,032	19%	\$30.69	\$42.31	\$58.23
29-2061	Licensed Vocational Nurses	5,461	6,816	1,355	25%	\$16.70	\$22.63	\$29.21
31-1011	Home Health Aides	2,576	5,110	2,534	98%	\$8.85	\$11.16	\$20.76
31-1014	Nursing Assistants	7,861	10,019	2,158	27%	\$9.71	\$12.86	\$18.47
39-9021	Personal Care Aides	9,305	16,317	7,012	75%	\$8.80	\$9.79	\$11.91
	Total	46,704	63,796	17,092	37%	\$18.75	\$25.07	\$34.45

Note: Entry Wage represents the 10th percentile, Median Wage represents the 50th percentile, and Experienced Wage represents the 90th percentile.

Source: EMSI Q2 2016 Data Set, June 2016

Projected Occupation Data

SOC	Description	2015 Jobs	2020 Jobs	5 Year Growth	% Growth	Annual Openings
29-1141	Registered Nurses	25,534	29,487	3,953	15%	1,462
29-2061	Licensed Vocational Nurses	6,816	7,758	942	14%	402
31-1011	Home Health Aides	5,110	7,552	2,442	48%	642
31-1014	Nursing Assistants	10,019	11,950	1,931	19%	640
39-9021	Personal Care Aides	16,317	23,325	7,008	43%	1,600
	Total	63,796	80,071	16,275	26%	4,746

Source: EMSI Q2 2016 Data Set, June 2016

2015 Annual Job Postings for these Occupations

SOC Code	Occupation	2015 Annual Job Postings
29-1141	Registered Nurses	14,042
29-2061	Licensed Vocational Nurses	1,399
31-1014	Nursing Assistants	1,084
39-9021	Personal Care Aides	732
31-1011	Home Health Aides	222
	Total	17,479

Source: Labor Insight Jobs (Burning Glass Technologies), Top Detailed Occupations, June 2016

Top Industries Employing these Occupations

NAICS	Industry	Jobs in Industry (2015)	Jobs in Industry (2020)	5 Year Growth	% Growth
624120	Services for the Elderly and Persons with Disabilities	19,909	29,528	9,619	48%
622110	General Medical and Surgical Hospitals	12,885	15,211	2,326	18%
623110	Nursing Care Facilities (Skilled Nursing Facilities)	6,280	7,287	1,007	16%
621610	Home Health Care Services	5,571	6,768	1,197	21%
621111	Offices of Physicians (except Mental Health Specialists)	3,219	3,873	654	20%
903622	Hospitals (Local Government)	2,599	2,753	154	6%
623312	Assisted Living Facilities for the Elderly	1,441	2,005	564	39%
903999	Local Government, Excluding Education and Hospitals	993	1,064	71	7%
623210	Residential Intellectual and Developmental Disability Facilities	954	922	(32)	(3%)
623311	Continuing Care Retirement Communities	791	1,124	333	42%
903611	Elementary and Secondary Schools (Local Government)	797	850	53	7%
902622	Hospitals (State Government)	689	755	66	10%
901199	Federal Government, Civilian, Excluding Postal Service	669	673	4	1%
621492	Kidney Dialysis Centers	415	531	116	28%

Source: EMSI Q2 2016 Data Set, June 2016

Community College Completions 2010-2015

College	Certificate	Associate Degree	Total Completions	Average Completions
Moreno Valley	-	-	-	-
Norco College	-	-	-	-
Riverside	361	564	925	308
RCCD Total	361	564	925	308
Chaffey	144	240	384	128
Desert	54	201	255	85
Copper Mountain	33	108	141	47
Mt. San Jacinto	0	166	166	55
Palo Verde	102	0	102	34
San Bernardino	0	207	207	69
Victor Valley	228	228	456	152
Other Community Colleges Total	561	1150	1711	570
Grand Total	922	1714	2636	878

Source: Data Mart

There were 4,558 completions from other Institutions in the Region between 2011 -2014. They included:

Loma Linda University
 West Coast University
 Summit College
 Four-D College
 California Nurses Educational Institute
 Concorde Career College

Paralegal Studies

Data Sources and Calculations

Educational Program Data

The Taxonomy of Programs (TOP) is a standardized system used at the state level to classify programs and courses that are intended to achieve the same outcome at different colleges throughout the state. The TOP code assigned to Paralegal Studies is 140200.

The Classification of Instructional Programs (CIP) is a standardized coding system used at the federal level to facilitate accurate tracking, assessment, and reporting of fields of study and program completion at educational institutions throughout the country. The CIP code assigned to Paralegal Studies is 220302.

All educational program data in this report are based on these TOP and CIP codes.

Occupational Data

The Standard Occupational Classification (SOC) system is used by federal statistical agencies to classify workers into occupational categories. The SOC codes and titles associated with Paralegal Studies are: Paralegals and Legal Assistants (SOC: 23-2011), Court Reporters (SOC: 23-2091), Title Examiners, Abstractors, and Searchers (SOC: 23-2093), Court, Municipal, and License Clerks (SOC: 43-4031), Legal Secretaries (SOC: 43-6012).

Background Information: Paralegal Studies Occupations

Paralegals and Legal Assistants (SOC: 23-2011)

Assist lawyers by investigating facts, preparing legal documents, or researching legal precedent. Conduct research to support a legal proceeding, to formulate a defense, or to initiate legal action. Requires an Associate's Degree.

Court Reporters (SOC: 23-2091)

Use verbatim methods and equipment to capture, store, retrieve, and transcribe pretrial and trial proceedings or other information. Includes stenocaptioners who operate computerized stenographic captioning equipment to provide captions of live or prerecorded broadcasts for hearing-impaired viewers. Requires a Postsecondary Non-Degree Award.

Title Examiners, Abstractors, and Searchers (SOC: 23-2093)

Search real estate records, examine titles, or summarize pertinent legal or insurance documents or details for a variety of purposes. May compile lists of mortgages, contracts, and other instruments pertaining to titles by searching public and private records for law firms, real estate agencies, or title insurance companies. On-The-Job Training, No College Required.

Court, Municipal, and License Clerks (SOC: 43-4031)

Perform clerical duties for courts of law, municipalities, or governmental licensing agencies and bureaus. May prepare docket of cases to be called; secure information for judges and court; prepare draft agendas or bylaws for town or city council; answer official correspondence; keep

fiscal records and accounts; issue licenses or permits; and record data, administer tests, or collect fees. On-The-Job Training, No College Required.

Legal Secretaries (SOC: 43-6012)

Perform secretarial duties using legal terminology, procedures, and documents. Prepare legal papers and correspondence, such as summonses, complaints, motions, and subpoenas. May also assist with legal research. On-The-Job Training, No College Required.

Paralegal Studies

Certificates and Degrees	TOP Code	Moreno Valley	Norco	Riverside
Paralegal Studies	140200			◇

✦ Locally Approved Certificate ● State Approved Certificate ◇ Associates Degree

Historical Occupation data

SOC	Occupation	2010 Jobs	2015 Jobs	5 year Growth	% Growth	Entry Wage	Median Wage	Experienced Wage
23-2011	Paralegals and Legal Assistants	2,107	2,250	143	7%	\$12.67	\$22.93	\$35.76
23-2091	Court Reporters	362	367	5	1%	\$27.96	\$33.57	\$38.23
23-2093	Title Examiners, Abstractors, and Searchers	624	652	28	4%	\$16.38	\$23.68	\$39.65
43-4031	Court, Municipal, and License Clerks	1,086	1,089	3	0%	\$16.46	\$20.81	\$23.69
43-6012	Legal Secretaries	795	811	16	2%	\$11.03	\$16.93	\$23.14
	Total	4,974	5,169	195	4%	\$14.78	\$22.41	\$31.95

Note: Entry Wage represents the 10th percentile, Median Wage represents the 50th percentile, and Experienced Wage represents the 90th percentile.

Source: EMSI Q2 2016 Data Set, June 2016

Projected Occupation Data

SOC	Description	2015 Jobs	2020 Jobs	5 Year Growth	% Growth	Annual Openings
23-2011	Paralegals and Legal Assistants	2,250	2,414	164	7%	84
23-2091	Court Reporters	367	366	(1)	(0%)	9
23-2093	Title Examiners, Abstractors, and Searchers	652	677	25	4%	21
43-4031	Court, Municipal, and License Clerks	1,089	1,159	70	6%	21
43-6012	Legal Secretaries	811	851	40	5%	18
	Total	5,169	5,467	298	6%	153

Source: EMSI Q2 2016 Data Set, June 2016

2015 Annual Job Postings for these Occupations

SOC Code	Occupation	2015 Annual Job Postings
23-2011	Paralegals and Legal Assistants	63
43-6012	Legal Secretaries	45
23-2093	Title Examiners, Abstractors, and Searchers	39
43-4031	Court, Municipal, and License Clerks	29
23-2091	Court Reporters	0
	Total	176

Source: Labor Insight Jobs (Burning Glass Technologies), Top Detailed Occupations, June 2016

Top Industries Employing these Occupations

NAICS	Industry	Jobs in Industry (2015)	Jobs in Industry (2020)	5 Year Growth	% Growth
541110	Offices of Lawyers	1,999	2,131	132	7%
903999	Local Government, Excluding Education and Hospitals	1,546	1,637	91	6%
902999	State Government, Excluding Education and Hospitals	317	328	11	3%
901199	Federal Government, Civilian, Excluding Postal Service	152	153	1	1%
524126	Direct Property and Casualty Insurance Carriers	100	104	4	4%
524127	Direct Title Insurance Carriers	87	92	5	6%
561410	Document Preparation Services	67	66	(1)	(1%)
551114	Corporate, Subsidiary, and Regional Managing Offices	57	61	4	7%
531311	Residential Property Managers	48	58	10	21%
541191	Title Abstract and Settlement Offices	50	31	(19)	(38%)
561492	Court Reporting and Stenotype Services	32	31	(1)	(3%)

Source: EMSI Q2 2016 Data Set, June 2016

Community College Completions 2010-2015

College	Certificate	Associate Degree	Total Completions	Average Completions
Moreno Valley	-	-	-	-
Norco College	-	-	-	-
Riverside	0	37	37	12
RCCD Total	0	37	37	12
Chaffey	49	0	49	16
Mt. San Jacinto	27	23	50	17
San Bernardino	0	2	2	1
Victor Valley	32	0	32	11
Other Community Colleges Total	108	25	133	45
Grand Total	108	62	170	57

Source: Data Mart

There were 355 completions from other Institutions in the Region between 2011-2014. They included:

Everest College
 ITT Tech- San Bernardino
 Platt College
 Summit College
 Westwood College
 Sage College

Photography

Data Sources and Calculations

Educational Program Data

The Taxonomy of Programs (TOP) is a standardized system used at the state level to classify programs and courses that are intended to achieve the same outcome at different colleges throughout the state. The TOP code assigned to Photography is 101200.

The Classification of Instructional Programs (CIP) is a standardized coding system used at the federal level to facilitate accurate tracking, assessment, and reporting of fields of study and program completion at educational institutions throughout the country. The CIP code assigned to Photography is 100201.

All educational program data in this report are based on these TOP and CIP codes.

Occupational Data

The Standard Occupational Classification (SOC) system is used by federal statistical agencies to classify workers into occupational categories. The SOC codes and titles associated with Photography are Photographers (SOC: 27-4021), Camera and Photographic Equipment Repairers (SOC: 49-9061), Photographic Process Workers and Processing Machine Operators (SOC: 51-9151).

Background Information: Photography Occupations

Photographers (SOC: 27-4021)

Photograph people, landscapes, merchandise, or other subjects, using digital or film cameras and equipment. May develop negatives or use computer software to produce finished images and prints. Includes scientific photographers, aerial photographers, and photojournalists. On-The-Job Training, No College Required.

Camera and Photographic Equipment Repairers (SOC: 49-9061)

Repair and adjust cameras and photographic equipment, including commercial video and motion picture camera equipment. Requires an Associate's Degree.

Photographic Process Workers and Processing Machine Operators (SOC: 51-9151)

Perform work involved in developing and processing photographic images from film or digital media. May perform precision tasks such as editing photographic negatives and prints. On-The-Job Training, No College Required.

Photography

Certificates and Degrees	TOP Code	Moreno Valley	Norco	Riverside
Photography	101200			● ◇

† Locally Approved Certificate ● State Approved Certificate ◇ Associates Degree

Historical Occupation Data

SOC	Occupation	2010 Jobs	2015 Jobs	5 year Growth	% Growth	Entry Wage	Median Wage	Experienced Wage
27-4021	Photographers	1,215	1,311	96	8%	\$9.32	\$12.10	\$30.40
49-9061	Camera and Photographic Equipment Repairers	22	24	2	9%	\$12.25	\$19.63	\$29.47
51-9151	Photographic Process Workers and Processing Machine Operators	219	213	(6)	(3%)	\$10.46	\$14.82	\$20.60
	Total	1,457	1,548	91	6%	\$9.53	\$12.60	\$29.01

Note: Entry Wage represents the 10th percentile, Median Wage represents the 50th percentile, and Experienced Wage represents the 90th percentile.

Source: EMSI Q2 2016 Data Set, June 2016

Projected Occupation Data

SOC	Description	2015 Jobs	2020 Jobs	5 Year Growth	% Growth	Annual Openings
27-4021	Photographers	1,311	1,364	53	4%	51
49-9061	Camera and Photographic Equipment Repairers	24	26	2	8%	Insf. Data
51-9151	Photographic Process Workers and Processing Machine Operators	213	194	(19)	(9%)	4
	Total	1,674	1,721	47	3%	56

Source: EMSI Q2 2016 Data Set, June 2016

2015 Annual Job Postings for these Occupations

SOC Code	Occupation	2015 Annual Job Postings
27-4021	Photographers	150
51-9151	Photographic Process Workers and Processing Machine Operators	53
49-9061	Camera and Photographic Equipment Repairers	1
	Total	204

Source: Labor Insight Jobs (Burning Glass Technologies), Top Detailed Occupations, June 2016

Top Industries Employing these Occupations

NAICS	Industry	Jobs in Industry (2015)	Jobs in Industry (2020)	5 Year Growth	% Growth
541921	Photography Studios, Portrait	426	400	(26)	(6%)
711510	Independent Artists, Writers, and Performers	98	98	0	0%
541922	Commercial Photography	44	52	8	18%
446110	Pharmacies and Drug Stores	37	33	(4)	(11%)
452112	Discount Department Stores	21	19	(2)	(10%)
452910	Warehouse Clubs and Supercenters	20	23	3	15%

Source: EMSI Q2 2016 Data Set, June 2016

Community College Completions 2010-2015

College	Certificate	Associate Degree	Total Completions	Average Completions
Moreno Valley	-	-	-	-
Norco College	-	-	-	-
Riverside	25	14	39	13
RCCD Total	25	14	39	13
Chaffey	15	26	41	14
Other Community Colleges Total	15	26	41	14
Grand Total	40	40	80	27

Source: Data Mart

Retail Management/WAFC

Data Sources and Calculations

Educational Program Data

The Taxonomy of Programs (TOP) is a standardized system used at the state level to classify programs and courses that are intended to achieve the same outcome at different colleges throughout the state. The TOP code assigned to Retail Management/WAFC is 050650.

The Classification of Instructional Programs (CIP) is a standardized coding system used at the federal level to facilitate accurate tracking, assessment, and reporting of fields of study and program completion at educational institutions throughout the country. The CIP code assigned to Retail Management/WAFC is 520212.

All educational program data in this report are based on these TOP and CIP codes.

Occupational Data

The Standard Occupational Classification (SOC) system is used by federal statistical agencies to classify workers into occupational categories. The SOC codes and titles associated with Retail Management/WAFC are: First-Line Supervisors of Retail Sales Workers (SOC: 41-1011), General and Operations Managers (SOC: 11-1021).

Background Information: Retail Management/WAFC Occupations

General and Operations Managers (SOC: 11-1021)

Plan, direct, or coordinate the operations of public or private sector organizations. Duties and responsibilities include formulating policies, managing daily operations, and planning the use of materials and human resources, but are too diverse and general in nature to be classified in any one functional area of management or administration, such as personnel, purchasing, or administrative services. Requires a Bachelor's or Higher.

First-Line Supervisors of Retail Sales Workers (SOC: 41-1011)

Directly supervise and coordinate activities of retail sales workers in an establishment or department. Duties may include management functions, such as purchasing, budgeting, accounting, and personnel work, in addition to supervisory duties. On-The-Job Training, No College Required.

Retail Management/WAFC

Certificates and Degrees	TOP Code	Moreno Valley	Norco	Riverside
Retail Management/WAFC	050650		● ◇	● ◇

✦ Locally Approved Certificate ● State Approved Certificate ◇ Associates Degree

Historical Occupation Data

SOC	Occupation	2010 Jobs	2015 Jobs	5 year Growth	% Growth	Entry Wage	Median Wage	Experienced Wage
11-1021	General and Operations Managers	17,200	20,659	3,459	20%	\$22.16	\$41.97	\$89.04
41-1011	First-Line Supervisors of Retail Sales Workers	16,760	17,960	1,200	7%	\$11.61	\$16.69	\$27.04
	Total	33,960	38,620	4,660	14%	\$17.21	\$30.09	\$59.91

Note: Entry Wage represents the 10th percentile, Median Wage represents the 50th percentile, and Experienced Wage represents the 90th percentile.

Source: EMSI Q2 2016 Data Set, June 2016

Projected Occupation Data

SOC	Description	2015 Jobs	2020 Jobs	5 Year Growth	% Growth	Annual Openings
11-1021	General and Operations Managers	20,659	22,565	1,906	9%	940
41-1011	First-Line Supervisors of Retail Sales Workers	17,960	18,926	966	5%	679
	Total	38,620	41,491	2,871	7%	1,620

Source: EMSI Q2 2016 Data Set, June 2016

2015 Annual Job Postings for these Occupations

SOC Code	Occupation	2015 Annual Job Postings
41-1011	First-Line Supervisors of Retail Sales Workers	5,142
11-1021	General and Operations Managers	1,252
	Total	6,394

Source: Labor Insight Jobs (Burning Glass Technologies), Top Detailed Occupations, June 2016

Top Industries Employing these Occupations

NAICS	Industry	Jobs in Industry (2015)	Jobs in Industry (2020)	5 Year Growth	% Growth
445110	Supermarkets and Other Grocery (except Convenience) Stores	1,983	2,147	164	8%
452910	Warehouse Clubs and Supercenters	1,188	1,560	372	31%
444110	Home Centers	1,061	1,099	38	4%
452112	Discount Department Stores	829	869	40	5%
441110	New Car Dealers	750	834	84	11%
448140	Family Clothing Stores	877	873	(4)	(0%)
447110	Gasoline Stations with Convenience Stores	658	720	62	9%
446110	Pharmacies and Drug Stores	587	623	36	6%
448210	Shoe Stores	570	572	2	0%
441310	Automotive Parts and Accessories Stores	506	501	(5)	(1%)
493110	General Warehousing and Storage	426	616	190	45%
443142	Electronics Stores	479	464	(15)	(3%)
448120	Women's Clothing Stores	513	583	70	14%
453310	Used Merchandise Stores	395	486	91	23%
451110	Sporting Goods Stores	406	468	62	15%

Source: EMSI Q2 2016 Data Set, June 2016

Community College Completions 2010-2015

College	Certificate	Associate Degree	Total Completions	Average Completions
Moreno Valley	-	-	-	-
Norco College	6	0	6	2
Riverside	4	1	5	2
RCDD Total	10	1	11	4
Chaffey	1	2	3	1
Desert	6	0	6	2
San Bernardino	12	0	12	4
Other Total	19	2	21	7
Grand Total	29	3	32	11

Source: Data Mart

Sign Language Interpreting

Data Sources and Calculations

Educational Program Data

The Taxonomy of Programs (TOP) is a standardized system used at the state level to classify programs and courses that are intended to achieve the same outcome at different colleges throughout the state. The TOP code assigned to Sign Language Interpreting is 085010.

The Classification of Instructional Programs (CIP) is a standardized coding system used at the federal level to facilitate accurate tracking, assessment, and reporting of fields of study and program completion at educational institutions throughout the country. The CIP code assigned to Sign Language Interpreting is 161603.

All educational program data in this report are based on these TOP and CIP codes.

Occupational Data

The Standard Occupational Classification (SOC) system is used by federal statistical agencies to classify workers into occupational categories. The SOC codes and titles associated with Sign Language Interpreting is: Interpreters and Translators (SOC: 27-3091), Speech-Language Pathologists (SOC: 29-1127).

Background Information: Sign Language Interpreting Occupations

Interpreters and Translators (SOC: 27-3091)

Interpret oral or sign language, or translate written text from one language into another. Requires a Bachelor's or Higher.

Speech-Language Pathologists (SOC: 29-1127)

Assess and treat persons with speech, language, voice, and fluency disorders. May select alternative communication systems and teach their use. May perform research related to speech and language problems. Requires a Bachelor's or Higher.

Sign Language Interpreting

Certificates and Degrees	TOP Code	Moreno Valley	Norco	Riverside
Sign Language Interpreting	085010			● ◇

✦ Locally Approved Certificate ● State Approved Certificate ◇ Associates Degree

Historical Occupation Data

SOC	Occupation	2010 Jobs	2015 Jobs	5 year Growth	% Growth	Entry Wage	Median Wage	Experienced Wage
27-3091	Interpreters and Translators	646	797	151	23%	\$12.15	\$17.97	\$33.22
29-1127	Speech-Language Pathologists	711	869	158	22%	\$21.88	\$37.59	\$50.03
	Total	1,357	1,666	309	23%	\$17.13	\$28.01	\$41.83

Note: Entry Wage represents the 10th percentile, Median Wage represents the 50th percentile, and Experienced Wage represents the 90th percentile.

Source: EMSI Q2 2016 Data Set, June 2016

Projected Occupation Data

SOC	Description	2015 Jobs	2020 Jobs	5 Year Growth	% Growth	Annual Openings
27-3091	Interpreters and Translators	797	926	129	16%	40
29-1127	Speech-Language Pathologists	869	1,009	140	16%	52
	Total	1,666	1,935	269	16%	92

Source: EMSI Q2 2016 Data Set, June 2016

2015 Annual Job Postings for these Occupations

SOC Code	Occupation	2015 Annual Job Postings
29-1127	Speech-Language Pathologists	2,257
27-3091	Interpreters and Translators	208
	Total	2,465

Source: Labor Insight Jobs (Burning Glass Technologies), Top Detailed Occupations, June 2016

Top Industries Employing these Occupations

NAICS	Industry	Jobs in Industry (2015)	Jobs in Industry (2020)	5 Year Growth	% Growth
903611	Elementary and Secondary Schools (Local Government)	585	632	47	8%
624120	Services for the Elderly and Persons with Disabilities	118	164	46	39%
621340	Offices of Physical, Occupational and Speech Therapists, and Audiologists	104	133	29	28%
622110	General Medical and Surgical Hospitals	89	112	23	26%
903999	Local Government, Excluding Education and Hospitals	55	63	8	15%
621610	Home Health Care Services	37	45	8	22%
903612	Colleges, Universities, and Professional Schools (Local Government)	30	36	6	20%
621111	Offices of Physicians (except Mental Health Specialists)	28	33	5	18%
621330	Offices of Mental Health Practitioners (except Physicians)	24	28	4	17%
623110	Nursing Care Facilities (Skilled Nursing Facilities)	22	27	5	23%
611110	Elementary and Secondary Schools	22	24	2	9%
541930	Translation and Interpretation Services	21	27	6	29%
903622	Hospitals (Local Government)	19	22	3	16%

Source: EMSI Q2 2016 Data Set, June 2016

Community College Completions 2010-2015

College	Certificate	Associate	Total Completions	Average Completions
Moreno Valley	-	-	-	-
Norco College	-	-	-	-
Riverside	35	17	52	17
RCDD Total	35	17	52	17
Other Community Colleges Total	-	-	-	-
Grand Total	35	17	52	17

Source: Data Mart

Supply Chain Technology

Data Sources and Calculations

Educational Program Data

The Taxonomy of Programs (TOP) is a standardized system used at the state level to classify programs and courses that are intended to achieve the same outcome at different colleges throughout the state. The TOP code assigned to Supply Chain Technology is 095600.

The Classification of Instructional Programs (CIP) is a standardized coding system used at the federal level to facilitate accurate tracking, assessment, and reporting of fields of study and program completion at educational institutions throughout the country. The CIP code assigned to Supply Chain Technology is 150613.

All educational program data in this report are based on these TOP and CIP codes.

Occupational Data

The Standard Occupational Classification (SOC) system is used by federal statistical agencies to classify workers into occupational categories. The SOC codes and titles associated with Supply Industrial Engineering Technicians (SOC: 17-3026), Occupational Health and Safety Specialists (SOC: 29-9011), Computer-Controlled Machine Tool Operators, Metal and Plastic (SOC: 51-4011), Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic (SOC: 51-4012), Forging Machine Setters, Operators, and Tenders, Metal and Plastic (SOC: 51-4022), Rolling Machine Setters, Operators, and Tenders, Metal and Plastic (SOC: 51-4023), Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic (SOC: 51-4031), Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic (SOC: 51-4032), Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic (SOC: 51-4033), Lathe and Turning Machine Tool Setters, Operators, and Tenders, Metal and Plastic (SOC: 51-4034), Milling and Planing Machine Setters, Operators, and Tenders, Metal and Plastic (SOC: 51-4035), Machinists (SOC: 51-4041), Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic (SOC: 51-4081), Heat Treating Equipment Setters, Operators, and Tenders, Metal and Plastic (SOC: 51-4191), Layout Workers, Metal and Plastic (SOC: 51-4192), Inspectors, Testers, Sorters, Samplers, and Weighers (SOC: 51-9061)

Background Information: Supply Chain Technology Occupations

Industrial Engineering Technicians (SOC: 17-3026)

Apply engineering theory and principles to problems of industrial layout or manufacturing production, usually under the direction of engineering staff. May perform time and motion studies on worker operations in a variety of industries for purposes such as establishing standard production rates or improving efficiency. Requires an Associate's Degree.

Occupational Health and Safety Specialists (SOC: 29-9011)

Review, evaluate, and analyze work environments and design programs and procedures to control, eliminate, and prevent disease or injury caused by chemical, physical, and biological agents or ergonomic factors. May conduct inspections and enforce adherence to laws and regulations governing the health and safety of individuals. May be employed in the public or private sector. Includes environmental protection officers. Requires a Bachelor's or Higher.

Computer-Controlled Machine Tool Operators, Metal and Plastic (SOC: 51-4011)

Operate computer-controlled machines or robots to perform one or more machine functions on metal or plastic work pieces. On-The-Job Training, No College Required.

Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic (SOC: 51-4012)

Develop programs to control machining or processing of metal or plastic parts by automatic machine tools, equipment, or systems. On-The-Job Training, No College Required.

Forging Machine Setters, Operators, and Tenders, Metal and Plastic (SOC: 51-4022)

Set up, operate, or tend forging machines to taper, shape, or form metal or plastic parts. On-The-Job Training, No College Required.

Rolling Machine Setters, Operators, and Tenders, Metal and Plastic (SOC: 51-4023)

Set up, operate, or tend machines to roll steel or plastic forming bends, beads, knurls, rolls, or plate or to flatten, temper, or reduce gauge of material. On-The-Job Training, No College Required.

Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic (SOC: 51-4031)

Set up, operate, or tend machines to saw, cut, shear, slit, punch, crimp, notch, bend, or straighten metal or plastic material. On-The-Job Training, No College Required.

Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic (SOC: 51-4032)

Set up, operate, or tend drilling machines to drill, bore, ream, mill, or countersink metal or plastic work pieces. On-The-Job Training, No College Required.

Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic (SOC: 51-4033)

Set up, operate, or tend grinding and related tools that remove excess material or burrs from surfaces, sharpen edges or corners, or buff, hone, or polish metal or plastic work pieces. On-The-Job Training, No College Required.

Lathe and Turning Machine Tool Setters, Operators, and Tenders, Metal and Plastic (SOC: 51-4034)

Set up, operate, or tend lathe and turning machines to turn, bore, thread, form, or face metal or plastic materials, such as wire, rod, or bar stock. On-The-Job Training, No College Required.

Milling and Planing Machine Setters, Operators, and Tenders, Metal and Plastic (SOC: 51-4035)

Set up, operate, or tend milling or planing machines to mill, plane, shape, groove, or profile metal or plastic work pieces. On-The-Job Training, No College Required.

Machinists (SOC: 51-4041)

Set up and operate a variety of machine tools to produce precision parts and instruments. Includes precision instrument makers who fabricate, modify, or repair mechanical instruments. May also fabricate and modify parts to make or repair machine tools or maintain industrial machines, applying knowledge of mechanics, mathematics, metal properties, layout, and machining procedures. On-The-Job Training, No College Required.

Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic (SOC: 51-4081)

Set up, operate, or tend more than one type of cutting or forming machine tool or robot. On-The-Job Training, No College Required.

Heat Treating Equipment Setters, Operators, and Tenders, Metal and Plastic (SOC: 51-4191)

Set up, operate, or tend heating equipment, such as heat-treating furnaces, flame-hardening machines, induction machines, soaking pits, or vacuum equipment to temper, harden, anneal, or heat-treat metal or plastic objects. On-The-Job Training, No College Required.

Layout Workers, Metal and Plastic (SOC: 51-4192)

Lay out reference points and dimensions on metal or plastic stock or workpieces, such as sheets, plates, tubes, structural shapes, castings, or machine parts, for further processing. Includes shipfitters. On-The-Job Training, No College Required.

Inspectors, Testers, Sorters, Samplers, and Weighers (SOC: 51-9061)

Inspect, test, sort, sample, or weigh nonagricultural raw materials or processed, machined, fabricated, or assembled parts or products for defects, wear, and deviations from specifications. May use precision measuring instruments and complex test equipment. On-The-Job Training, No College Required.

Supply Chain Technology

Certificates and Degrees	TOP Code	Moreno Valley	Norco	Riverside
Supply Chain Technology	095600		● ◇	

✦ Locally Approved Certificate ● State Approved Certificate ◇ Associates Degree

Historical Occupation Data

SOC	Occupation	2010 Jobs	2015 Jobs	5 year Growth	% Growth	Entry Wage	Median Wage	Experienced Wage
17-3026	Industrial Engineering Technicians	333	349	16	5%	\$17.17	\$23.40	\$35.74
29-9011	Occupational Health and Safety Specialists	378	413	35	9%	\$23.14	\$35.75	\$44.60
51-4011	Computer-Controlled Machine Tool Operators, Metal and Plastic	694	917	223	32%	\$10.81	\$16.74	\$25.94
51-4012	Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic	154	213	59	38%	\$15.47	\$25.71	\$32.45
51-4022	Forging Machine Setters, Operators, and Tenders, Metal and Plastic	257	330	73	28%	\$11.29	\$15.39	\$23.39
51-4023	Rolling Machine Setters, Operators, and Tenders, Metal and Plastic	337	383	46	14%	\$11.10	\$14.69	\$22.78
51-4031	Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic	1,575	1,772	197	13%	\$11.27	\$15.16	\$23.15
51-4032	Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic	179	219	40	22%	\$9.65	\$12.99	\$20.81
51-4033	Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic	633	694	61	10%	\$9.25	\$13.53	\$22.04
51-4034	Lathe and Turning Machine Tool Setters, Operators, and Tenders, Metal and Plastic	367	456	89	24%	\$10.58	\$16.82	\$25.61
51-4035	Milling and Planing Machine Setters, Operators, and Tenders, Metal and Plastic	363	436	73	20%	\$10.41	\$15.77	\$23.35
51-4041	Machinists	3,042	3,944	902	30%	\$10.17	\$16.12	\$27.27
51-4081	Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic	372	399	27	7%	\$10.48	\$15.21	\$21.94
51-4191	Heat Treating Equipment Setters, Operators, and Tenders, Metal and Plastic	87	93	6	7%	\$11.02	\$15.82	\$23.19
51-4192	Layout Workers, Metal and Plastic	47	52	5	11%	\$15.03	\$20.50	\$31.67
51-9061	Inspectors, Testers, Sorters, Samplers, and Weighers	3,666	4,282	616	17%	\$10.60	\$16.26	\$27.94
	Total	12,484	14,952	2,468	20%	\$11.11	\$16.71	\$26.78

Note: Entry Wage represents the 10th percentile, Median Wage represents the 50th percentile, and Experienced Wage represents the 90th percentile.

Source: EMSI Q2 2016 Data Set, June 2016

Projected Occupation Data

SOC	Description	2015 Jobs	2020 Jobs	5 Year Growth	% Growth	Annual Openings
17-3026	Industrial Engineering Technicians	349	344	(5)	(1%)	10
29-9011	Occupational Health and Safety Specialists	413	447	34	8%	16
51-4011	Computer-Controlled Machine Tool Operators, Metal and Plastic	917	1,030	113	12%	53
51-4012	Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic	213	236	23	11%	12
51-4022	Forging Machine Setters, Operators, and Tenders, Metal and Plastic	330	307	(23)	(7%)	8
51-4023	Rolling Machine Setters, Operators, and Tenders, Metal and Plastic	383	366	(17)	(4%)	10
51-4031	Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic	1,772	1,634	(138)	(8%)	24
51-4032	Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic	219	205	(14)	(6%)	4
51-4033	Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic	694	619	(75)	(11%)	28
51-4034	Lathe and Turning Machine Tool Setters, Operators, and Tenders, Metal and Plastic	456	433	(23)	(5%)	11
51-4035	Milling and Planing Machine Setters, Operators, and Tenders, Metal and Plastic	436	401	(35)	(8%)	7
51-4041	Machinists	3,944	4,190	246	6%	171
51-4081	Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic	399	417	18	5%	12
51-4191	Heat Treating Equipment Setters, Operators, and Tenders, Metal and Plastic	93	88	(5)	(5%)	Insf. Data
51-4192	Layout Workers, Metal and Plastic	52	46	(6)	(12%)	Insf. Data
51-9061	Inspectors, Testers, Sorters, Samplers, and Weighers	4,282	4,465	183	4%	148
	Total	14,952	15,227	275	2%	515

Source: EMSI Q2 2016 Data Set, June 2016

2015 Annual Job Postings for these Occupations

SOC Code	Occupation	2015 Annual Job Postings
51-9061	Inspectors, Testers, Sorters, Samplers, and Weighers	496
29-9011	Occupational Health and Safety Specialists	180
51-4041	Machinists	128
51-4011	Computer-Controlled Machine Tool Operators, Metal and Plastic	75
51-4031	Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic	69
51-4033	Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic	53
51-4012	Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic	31
17-3026	Industrial Engineering Technicians	5
51-4034	Lathe and Turning Machine Tool Setters, Operators, and Tenders, Metal and Plastic	4

SOC Code	Occupation	2015 Annual Job Postings
51-4192	Layout Workers, Metal and Plastic	4
51-4032	Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic	3
51-4191	Heat Treating Equipment Setters, Operators, and Tenders, Metal and Plastic (51-4191)	3
51-4081	Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic	2
51-4023	Rolling Machine Setters, Operators, and Tenders, Metal and Plastic	2
51-4022	Forging Machine Setters, Operators, and Tenders, Metal and Plastic	1
	Total	1,056

Source: Labor Insight Jobs (Burning Glass Technologies), Top Detailed Occupations, June 2016

Top Industries Employing these Occupations

NAICS	Industry	Jobs in Industry (2015)	Jobs in Industry (2020)	5 Year Growth	% Growth
332710	Machine Shops	1,486	1,564	78	5%
331110	Iron and Steel Mills and Ferroalloy Manufacturing	375	342	(33)	(9%)
493110	General Warehousing and Storage	271	402	131	48%
332111	Iron and Steel Forging	313	370	57	18%
332322	Sheet Metal Work Manufacturing	261	301	40	15%
332722	Bolt, Nut, Screw, Rivet, and Washer Manufacturing	248	323	75	30%
332114	Custom Roll Forming	257	252	(5)	(2%)
332721	Precision Turned Product Manufacturing	245	296	51	21%
333511	Industrial Mold Manufacturing	230	232	2	1%
326160	Plastics Bottle Manufacturing	219	243	24	11%
339112	Surgical and Medical Instrument Manufacturing	215	130	(85)	(40%)
332312	Fabricated Structural Metal Manufacturing	179	194	15	8%
332321	Metal Window and Door Manufacturing	163	136	(27)	(17%)
332912	Fluid Power Valve and Hose Fitting Manufacturing	173	191	18	10%
333517	Machine Tool Manufacturing	139	177	38	27%

Source: EMSI Q2 2016 Data Set, June 2016

Community College Completions 2010-2015

College	Certificate	Associate Degree	Total Completions	Average Completions
Moreno Valley	-	-	-	-
Norco College	8	3	11	4
Riverside	-	-	-	-
RCCD Total	8	3	11	4
San Bernardino	6	2	8	3
Other Community Colleges Total	6	2	8	3
Grand Total	14	5	19	7

Source: Data Mart

Welding Technology

Data Sources and Calculations

Educational Program Data

The Taxonomy of Programs (TOP) is a standardized system used at the state level to classify programs and courses that are intended to achieve the same outcome at different colleges throughout the state. The TOP code assigned to Welding Technology is 095650.

The Classification of Instructional Programs (CIP) is a standardized coding system used at the federal level to facilitate accurate tracking, assessment, and reporting of fields of study and program completion at educational institutions throughout the country. The CIP code assigned to Welding Technology/Welder is 480508.

All educational program data in this report are based on these TOP and CIP codes.

Occupational Data

The Standard Occupational Classification (SOC) system is used by federal statistical agencies to classify workers into occupational categories. The SOC codes and titles associated with Welding Technology are: Sheet Metal Workers (SOC: 47-2211), Structural Metal Fabricators and Fitters (SOC: 51-2041), Welders, Cutters, Solderers, and Brazers (SOC: 51-4121), Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders (SOC: 51-4122).

Background Information: Welding Technology Occupations

Sheet Metal Workers (SOC: 47-2211)

Fabricate, assemble, install, and repair sheet metal products and equipment, such as ducts, control boxes, drainpipes, and furnace casings. Work may involve any of the following: setting up and operating fabricating machines to cut, bend, and straighten sheet metal; shaping metal over anvils, blocks, or forms using hammer; operating soldering and welding equipment to join sheet metal parts; or inspecting, assembling, and smoothing seams and joints of burred surfaces. Includes sheet metal duct installers who install prefabricated sheet metal ducts used for heating, air conditioning, or other purposes. On-The-Job Training, No College Required.

Structural Metal Fabricators and Fitters (SOC: 51-2041)

Fabricate, position, align, and fit parts of structural metal products. On-The-Job Training, No College Required.

Welders, Cutters, Solderers, and Brazers (SOC: 51-4121)

Use hand-welding, flame-cutting, hand soldering, or brazing equipment to weld or join metal components or to fill holes, indentations, or seams of fabricated metal products. On-The-Job Training, No College Required.

Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders (SOC: 51-4122)

Set up, operate, or tend welding, soldering, or brazing machines or robots that weld, braze, solder, or heat treat metal products, components, or assemblies. Includes workers who operate laser cutters or laser-beam machines. On-The-Job Training, No College Required.

Welding Technology

Certificates and Degrees	TOP Code	Moreno Valley	Norco	Riverside
Welding Technology	095650			● ◇
Stick Welding (SMAW)	095650			+
TIG Welding (GTAW)	095650			+
Wire Welding (FCAW, GMAW)	095650			+

✦ Locally Approved Certificate ● State Approved Certificate ◇ Associates Degree

Historical Occupation data

SOC	Occupation	2010 Jobs	2015 Jobs	5 year Growth	% Growth	Entry Wage	Median Wage	Experienced Wage
47-2211	Sheet Metal Workers	1,000	1,314	314	31%	\$10.62	\$19.72	\$36.91
51-2041	Structural Metal Fabricators and Fitters	562	705	143	25%	\$11.05	\$16.04	\$21.69
51-4121	Welders, Cutters, Solderers, and Brazers	3,053	3,674	621	20%	\$11.72	\$16.81	\$23.12
51-4122	Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders	251	270	19	8%	\$10.31	\$14.54	\$21.67
	Total	4,866	5,963	1,097	23%	\$11.34	\$17.24	\$25.86

Note: Entry Wage represents the 10th percentile, Median Wage represents the 50th percentile, and Experienced Wage represents the 90th percentile.

Source: EMSI Q2 2016 Data Set, June 2016

Projected Occupation Data

SOC	Description	2015 Jobs	2020 Jobs	5 Year Growth	% Growth	Annual Openings
47-2211	Sheet Metal Workers	1,314	1,420	106	8%	58
51-2041	Structural Metal Fabricators and Fitters	705	699	(6)	(1%)	19
51-4121	Welders, Cutters, Solderers, and Brazers	3,674	3,628	(46)	(1%)	129
51-4122	Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders	270	254	(16)	(6%)	9
	Total	5,963	6,001	38	1%	215

Source: EMSI Q2 2016 Data Set, June 2016

2015 Annual Job Postings for these Occupations

SOC Code	Occupation	2015 Annual Job Postings
51-4121	Welders, Cutters, Solderers, and Brazers	228
47-2211	Sheet Metal Workers	35
51-2041	Structural Metal Fabricators and Fitters	12
51-4122	Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders	2
	Total	277

Source: Labor Insight Jobs (Burning Glass Technologies), Top Detailed Occupations, June 2016

Top Industries Employing these Occupations

NAICS	Industry	Jobs in Industry (2015)	Jobs in Industry (2020)	5 Year Growth	% Growth
238220	Plumbing, Heating, and Air-Conditioning Contractors	564	645	81	14%
238130	Framing Contractors	425	342	(83)	(20%)
332322	Sheet Metal Work Manufacturing	402	483	81	20%
332312	Fabricated Structural Metal Manufacturing	275	311	36	13%
332321	Metal Window and Door Manufacturing	248	218	(30)	(12%)
238120	Structural Steel and Precast Concrete Contractors	158	170	12	8%
336211	Motor Vehicle Body Manufacturing	107	123	16	15%
332710	Machine Shops	128	131	3	2%
238160	Roofing Contractors	98	125	27	28%
482110	Rail transportation	95	91	(4)	(4%)
336214	Travel Trailer and Camper Manufacturing	101	14	(87)	(86%)
237110	Water and Sewer Line and Related Structures Construction	86	89	3	3%
236220	Commercial and Institutional Building Construction	77	81	4	5%
332323	Ornamental and Architectural Metal Work Manufacturing	72	55	(17)	(24%)
333415	Air-Conditioning and Warm Air Heating Equipment and Commercial and Industrial Refrigeration Equipment Manufacturing	65	55	(10)	(15%)

Source: EMSI Q2 2016 Data Set, June 2016

Community College Completions 2010-2015

College	Certificate	Associate Degree	Total Completions	Average Completions
Moreno Valley	-	-	-	-
Norco College	-	-	-	-
Riverside	61	4	65	22
RCCD Total	61	4	65	22
Barstow	5	8	13	4
Palo Verde	41	3	44	15
San Bernardino	11	2	13	4
Victor Valley	19	8	27	9
Other Community Colleges Total	76	21	97	32
Grand Total	137	25	162	54

Source: IPEDS

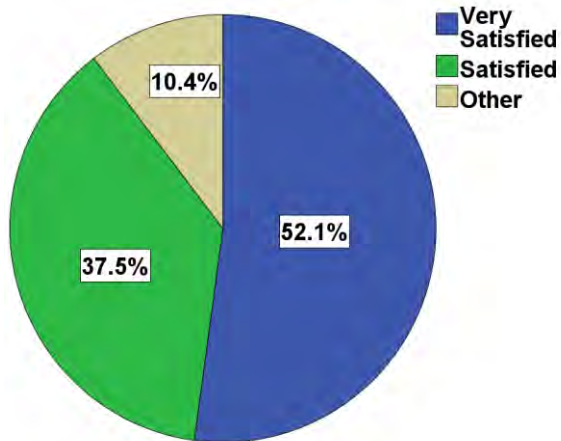
There were 565 completions from other Institutions in the Region between 2011-2014. They included:

CET-San Bernardino
Summit College
Riverside County Office of Education
Fab School

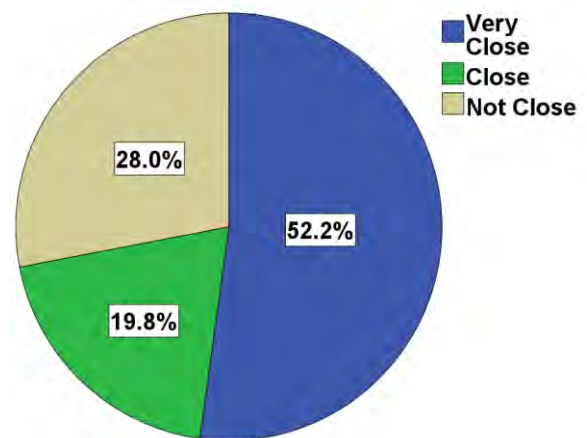
Career & Technical Education (CTE) Employment Outcomes Survey 2017 Moreno Valley College

Completer and skills-building students at Moreno Valley College were surveyed if they met one of the following criteria in 2014-2015, and did not enroll (or were minimally enrolled) in 2015-2016: earned a certificate of 6 or more units, earned a vocational degree, or earned 9+ CTE units. The survey was administered in early 2017 by e-mail, text message (SMS), and telephone. The survey addressed student perceptions of their CTE program, employment outcomes, and how their coursework and training relate to their current career. A total of 817 students were surveyed and 283 (35%) students responded: 38% by email, 8% by SMS, and 54% by phone.

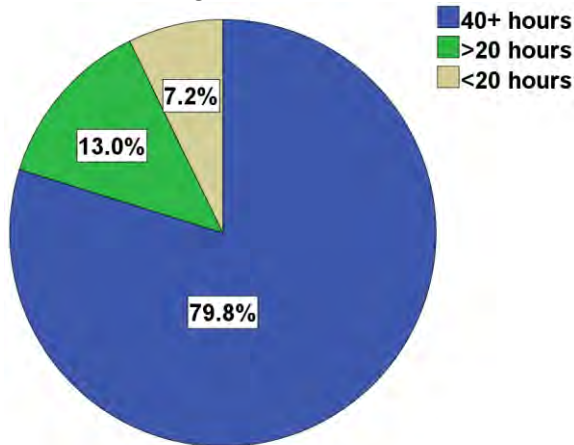
How satisfied are students with the education and training they received?



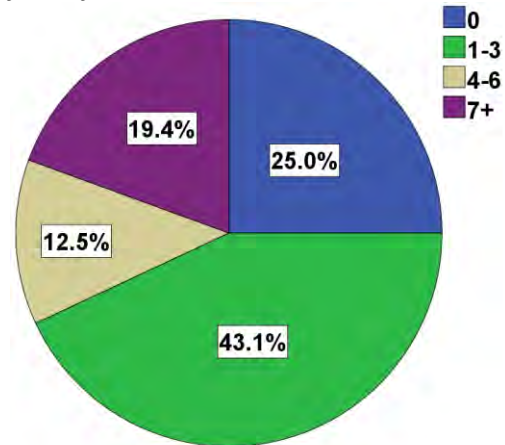
How many students secured a job that is closely related to their program of study?



How many hours per week are employed students working?



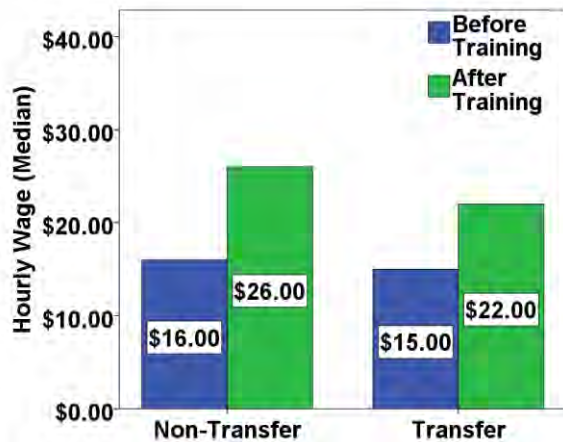
How many months did it take for students to find a job?



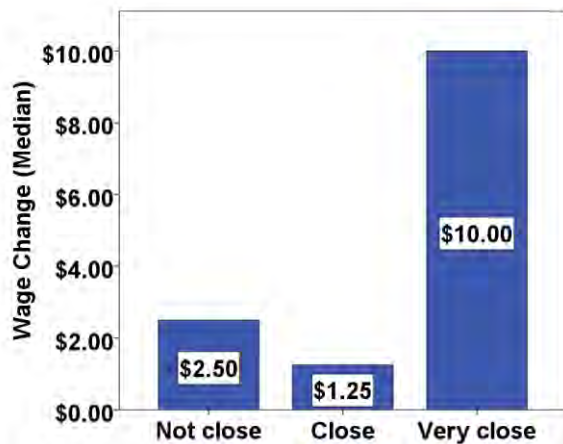
What were the hourly wages of the students before training versus after training?



What were the hourly wages of transfer students and non-transfer students—before training versus after training?



Does the similarity between job and program of study influence wage gains?



What is your current employment status?



More Key Results

\$11.00 is the overall change in hourly wages after completing training—in dollars

73% is the overall change in hourly wages after completing training—in percentage gain

81% of respondents reported being employed for pay

38% of respondents reported transferring to another college or university

90% of respondents reported being very satisfied or satisfied with their training.

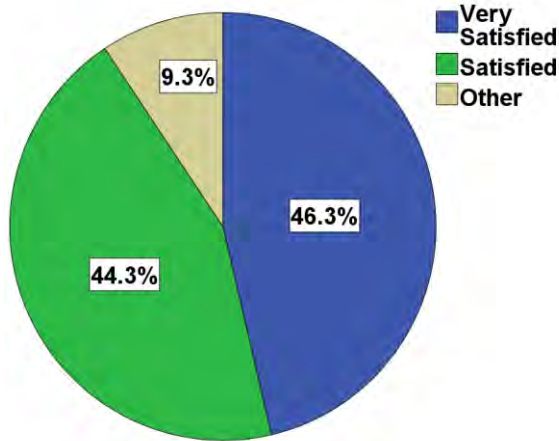
Conclusion

The results of the survey showed that completing CTE studies and training – whether or not a credential is earned, whether or not a student transfers – is related to positive employment outcomes. The preponderance of respondents are employed and are working in the same field as their studies or training. Notably, students realize a greater wage gain after completing their studies if they secure a job that is similar to their program of study.

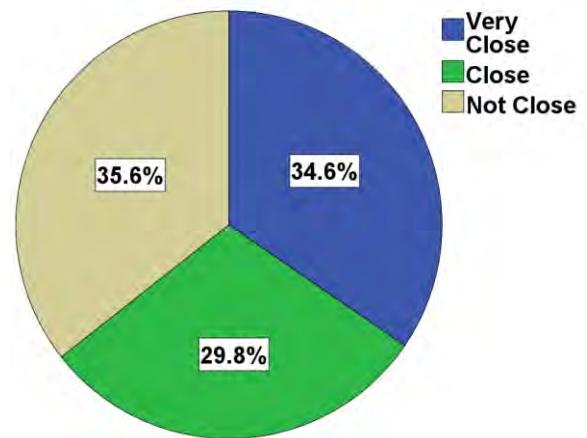
Career & Technical Education (CTE) Employment Outcomes Survey 2017 Norco College

Completer and skills-building students at Norco College were surveyed if they met one of the following criteria in 2014-2015, and did not enroll (or were minimally enrolled) in 2015-2016: earned a certificate of 6 or more units, earned a vocational degree, or earned 9+ CTE units. The survey was administered in early 2017 by e-mail, text message (SMS), and telephone. The survey addressed student perceptions of their CTE program, employment outcomes, and how their coursework and training relate to their current career. A total of 658 students were surveyed and 248 (38%) students responded: 13% by email, 16% by SMS, and 71% by phone.

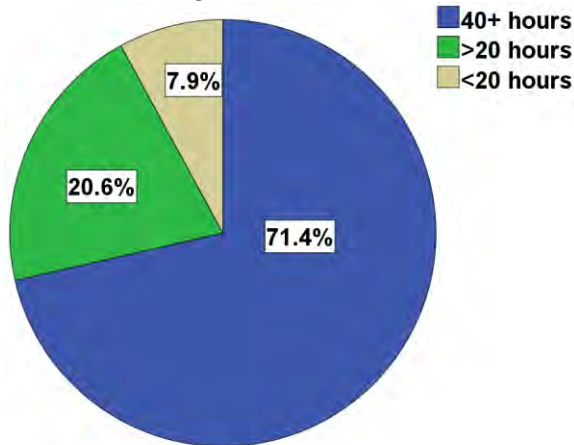
How satisfied are students with the education and training they received?



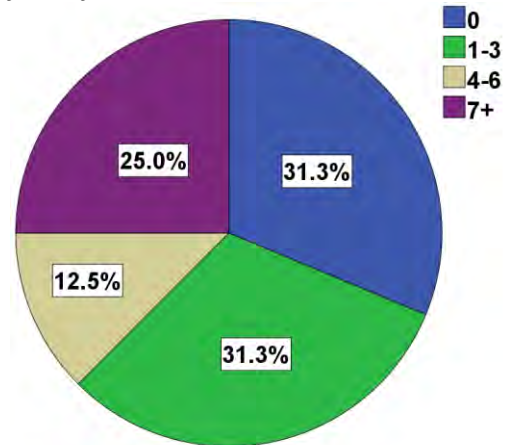
How many students secured a job that is closely related to their program of study?



How many hours per week are employed students working?



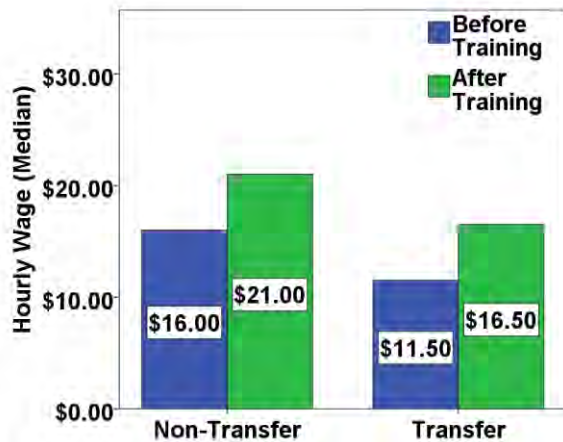
How many months did it take for students to find a job?



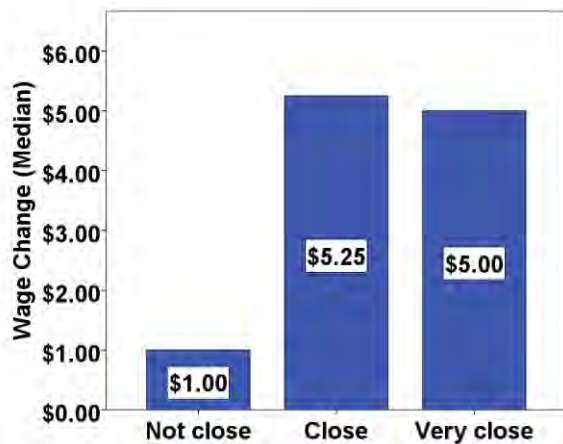
What were the hourly wages of the students before training versus after training?



What were the hourly wages of transfer students and non-transfer students—before training versus after training?



Does the similarity between job and program of study influence wage gains?



What is your current employment status?



More Key Results

\$5.50 is the overall change in hourly wages after completing training—in dollars

38% is the overall change in hourly wages after completing training—in percentage gain

83% of respondents reported being employed for pay

22% of respondents reported transferring to another college or university

91% of respondents reported being very satisfied or satisfied with their training.

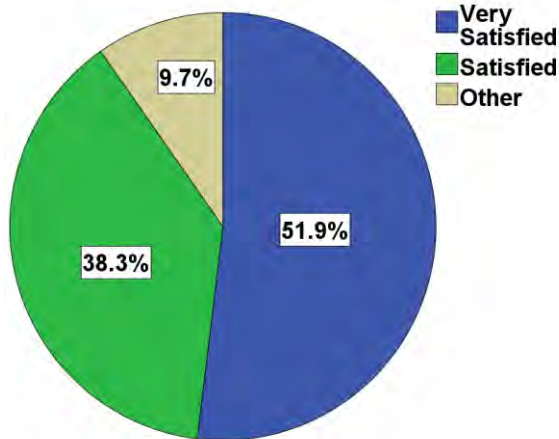
Conclusion

The results of the survey showed that completing CTE studies and training – whether or not a credential is earned, whether or not a student transfers – is related to positive employment outcomes. The preponderance of respondents are employed and are working in the same field as their studies or training. Notably, students realize a greater wage gain after completing their studies if they secure a job that is similar to their program of study.

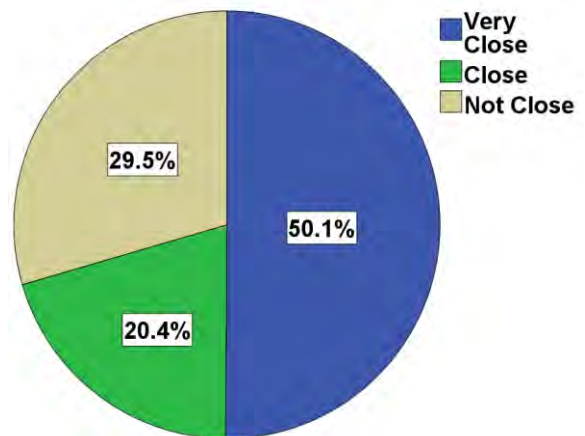
Career & Technical Education (CTE) Employment Outcomes Survey 2017 Riverside City College

Completer and skills-building students at Riverside City College were surveyed if they met one of the following criteria in 2014-2015, and did not enroll (or were minimally enrolled) in 2015-2016: earned a certificate of 6 or more units, earned a vocational degree, or earned 9+ CTE units. The survey was administered in early 2017 by e-mail, text message (SMS), and telephone. The survey addressed student perceptions of their CTE program, employment outcomes, and how their coursework and training relate to their current career. A total of 1,837 students were surveyed and 769 (42%) students responded: 36% by email, 15% by SMS, and 49% by phone.

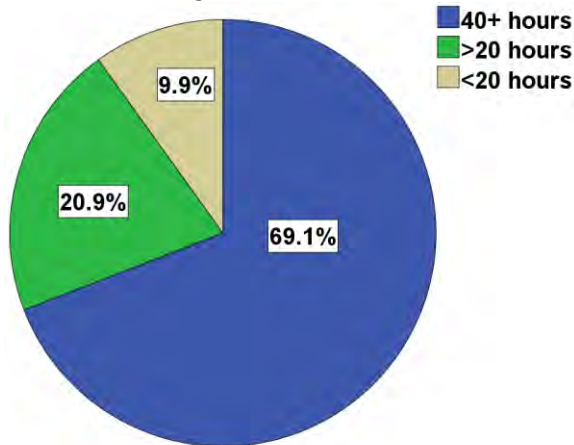
How satisfied are students with the education and training they received?



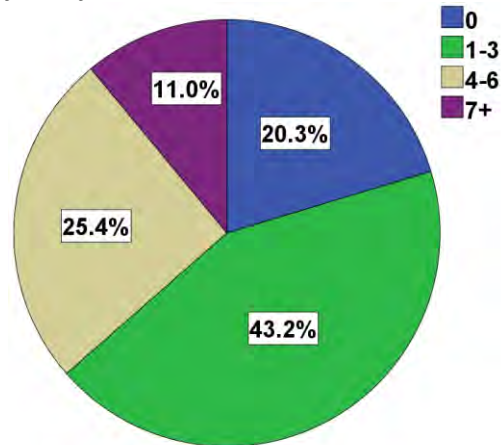
How many students secured a job that is closely related to their program of study?



How many hours per week are employed students working?



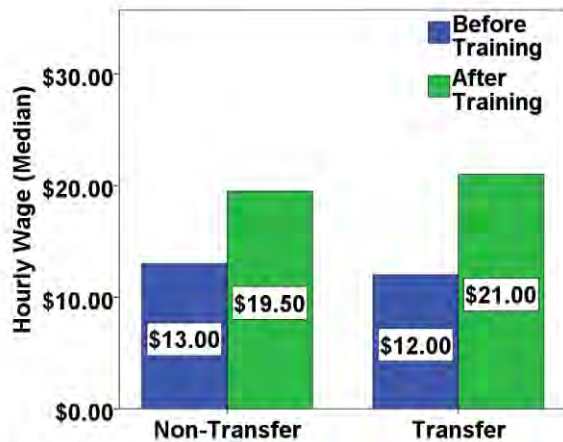
How many months did it take for students to find a job?



What were the hourly wages of the students before training versus after training?



What were the hourly wages of transfer students and non-transfer students—before training versus after training?



Does the similarity between job and program of study influence wage gains?



What is your current employment status?



More Key Results

\$7.00 is the overall change in hourly wages after completing training—in dollars

54% is the overall change in hourly wages after completing training—in percentage gain

81% of respondents reported being employed for pay

17% of respondents reported transferring to another college or university

90% of respondents reported being very satisfied or satisfied with their training.

Conclusion

The results of the survey showed that completing CTE studies and training – whether or not a credential is earned, whether or not a student transfers – is related to positive employment outcomes. The preponderance of respondents are employed and are working in the same field as their studies or training. Notably, students realize a greater wage gain after completing their studies if they secure a job that is similar to their program of study.

Agenda Item (IV-B-5)

Meeting	12/5/2017 - Committee
Agenda Item	Committee - Teaching and Learning (IV-B-5)
Subject	Proposed 2018 - 2019 Academic Calendar
College/District	District
Funding	
Recommended Action	It is recommended that the Board of Trustees approve the proposed academic calendar for 2018-2019.

Background Narrative:

Presented for the Board's review and consideration is the proposed District Academic Calendar for 2018 - 2019. The calendar has been developed in accordance with Article IX of the agreement between the District and the RCCD Faculty Association CCA/CTA/NEA. This proposed calendar has summer, fall, winter and spring sessions.

Prepared By: Michael Burke, Ph.D., Chancellor

Attachments:

[Proposed 2018 - 2019 Academic Calendar](#)

RIVERSIDE COMMUNITY COLLEGE DISTRICT

2018-2019 ACADEMIC CALENDAR

June 2018						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July 2018						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2018						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2018						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2018						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2018						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2018						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2019						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2019						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2019						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2019						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2019						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2019						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7*	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

*May 31- Day Classes Meet/Evening Final Exams for Classes Meeting **Friday late afternoon and Evenings Only**
****June 7- Morning and early Afternoon Final Exams and Evening Commencement**

- Required Day/New Faculty Aug 21
- FLEX Days
Fall: August 22,23, and 24
Spring: February 8
- Part- Time Orientation to be arranged by College
- Legal Holiday/Day of Observance
- Final Exams
Fall: December 8-14
Spring: May 31 (eve) - June 7 (morn)
- Commencement (June 7)

- Summer Session 2018
June 18-July 26 (6 weeks)
Weekend Classes- June 23- July 22
- Fall 2018
August 27-December 14
Weekend Classes-September 1-December 9
- Winter Session 2019
January 2- February 7 (6 weeks)
Weekend Classes- January 5- February 3
- Spring 2019
February 11- June 7
Weekend Classes February 23-June 2
- Classes not in Session

Agenda Item (IV-B-6)

Meeting	12/5/2017 - Committee
Agenda Item	Committee - Teaching and Learning (IV-B-6)
Subject	Proposed Curricular Changes
College/District	District
Funding	
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: Michael Burke, Ph.D., Chancellor

Attachments:

[Proposed Curricular Changes](#)

1. New Courses

College Course Number Title

The course below is being proposed in order to meet the need for a field training course in Archaeology. At four year schools students take field study courses in their second year. This course will allow Archaeology students to better prepare, and transfer to a B.A. program at Junior standing.

MNR ANT-16 Field Methods in Archaeology

The course below has been developed to allow students the opportunity to gain improved employability with knowledge that can be applied directly to self-employment in numerous industries.

R BUS/CAT-104 Business Skills: Professional Communication Basics

The course below has been designed to provide fast-paced, focused and hands-on training to become a Full Stack Web Developer. According to Labor Market the demand for Application Software Developers in western Riverside County will increase by 2% annually until 2022.

N CIS-77 Full Stack Web Development

The courses below are being proposed to align the Cosmetology program with the California State Board of Barbering and Cosmetology minimum standard for Cosmetology related sciences and the practice of cosmetology principles and related business practices.

R COS-1A Introduction to Cosmetology Level I

R COS- 1B Introduction to Cosmetology Level II

R COS-20A Level I Chemical Texture Concepts

R COS-10A Level I Hairstyling Concepts

R COS-10B Level II Hairstyling Concepts

R COS-10C Level III Hairstyling Concepts

R COS-1C Cosmetology Business Concepts

R COS-20B Level II Chemical Texture Concepts

R COS-30A Level I Haircutting Concepts

R COS-30B Level II Haircutting Concepts

R	COS-30C	Level III Haircutting Concepts
R	COS-40A	Level I Haircoloring and Bleaching Concepts
R	COS-40B	Level II Haircoloring and Bleaching Concepts
R	COS-57A	Level I Skin Care Concepts
R	COS-57B	Level II Skin Care Concepts
R	COS-57C	Level III Skin Care Concepts
R	COS-60F	Remedial Training Course
R	COS-70A	Level I Makeup and Hair Removal Concepts
R	COS-70B	Level II Makeup and Hair Removal Concepts
R	COS-80A	Level I Nail Care Concepts
R	COS-80B	Level II Nail Care Concepts
R	COS-80C	Level III Nail Care Concepts
R	COS-90A	Level I Clinic Floor Concepts
R	COS-90B	Level II Clinic Floor Concepts
R	COS-90C	Level III Clinic Floor Concepts
R	COS-97A	Cosmetology Theory Exam Readiness Concepts
R	COS-97B	Cosmetology Practical Exam Readiness Concepts
R	COS-98A	Esthetics Theory Exam Readiness Concepts
R	COS-98B	Esthetics Practical Exam Readiness Concepts
R	COS-99A	Manicure Theory Exam Readiness Concepts
R	COS-99B	Manicure Practical Exam Readiness Concepts

The courses below are being proposed as part of an AB-86 grant program. The courses will prepare students for industry certifications as well as program certification and will be supported by a new partnership with the International Brotherhood of Electrical Workers, IBEW #440. The courses will be taught by the union at their location as part of their five year apprenticeship program. These courses will also provide a pathway for completing apprentices to pursue associate degrees through RCCD in accordance with AB-86 provisions.

N	ELE/ELC-400	Introduction to the Electrical Trades and Construction Safety
N	ELE/ELC-401	Introduction to Electrical Theory, Basic Math Concepts, and the National Electric Code
N	ELE/ELC-402	Advanced DC Circuit Concepts, Introduction to 3-Phase AC Circuits, Test Equipment, and National Electric Code Applications
N	ELE/ELC-403	AC Circuit Concepts, Applied Electronics, and National Electric Code Applications
N	ELE/ELC-404	Digital Logic Circuits, Conductor Characteristics, Applications, and National Electric Code (NEC)
N	ELE/ELC-406	Grounding Systems, Advanced Blueprints and Specifications, Motor Design and Installation, and National Electric Code
N	ELE/ELC-407	Motor Control Principles, Generators and Power Supplies, with National Electric Code (NEC)
N	ELE/ELC-408	Transformer Theory, Leadership, Management, and Test Equipment
N	ELE/ELC-409	Electrician Specialty Systems
N	ELE/ELC-420	Introduction to Sound/Communication Trade Industry
N	ELE/ELC-421	Electrical Theory and Practices DC
N	ELE/ELC-422	Electrical Theory and Practices AC
N	ELE/ELC-423	Semiconductor Electronics
N	ELE/ELC-424	Introduction to Digital Electronics and Signaling Devices
N	ELE/ELC-425	Management/Alarms/Codes/Circuits
N	ELE/ELC-499	Electrician Apprenticeship Work Experience

The proposed courses below will fulfill industry training and certification requirements in the fields of Industrial Automation, Maintenance, and Electricianship.

N	ELE/ELC-66	National Electrical Code
---	------------	--------------------------

N	ELE/ELC-68	Fundamentals of Maintenance
N	ELE/ELC-69	Fundamentals of Tooling and Test Equipment
N	ELE/ELC-71	Residential Electrical Wiring
N	ELE/ELC-72	Commercial and Industrial Electrical Wiring
N	ELE/ELC-73	Electric Motors and Transformers
N	ELE/ELC-74	Industrial Wiring and Controls
N	ELE/ELC-75	Solid State Devices and Lighting Controls
N	ELE/ELC-76	Low Voltage Wiring and Alternate Energy Generation
N	ELE/ELC-77	Electrical Theory for Electricians

The course below is being proposed to meet the need for a course which directly meets the needs of workers in the field rather than managers.

N	ELE/MAN-55	Occupational Safety and Health Administration (OSHA) Standards for General Industry
---	------------	--

The courses below are intended to assist students in acquiring the knowledge that is needed to obtain a certificate and/or degree related to a pathway in careers in the fields indicated.

M	HMS-21	Justice System Studies - Forensic Social Work
M	HMS-23	Careers in Social Work - Law and Ethics
M	HMS-24	Careers in Social Work - Self-Care for Human Services Professionals
M	HMS-25	Careers in Social Work - Crisis-Intervention Management
M	HMS-26	Careers in Social Work - Trauma-Focused Counseling
M	HMS-27	Careers in Social Work - Multi-Cultural Counseling
M	HMS-28	Careers in Social Work - Military Social Work
M	HMS-29	Careers in Social Work - Intro to Careers in Social Work
M	HMS-34	Behavioral Therapist - Counseling Emotionally Disabled Students

M	HMS-35	Behavioral Therapist - Counseling Students with a Learning Disability
M	HMS-36	Behavioral Therapist - Counseling Families of Special Needs Youth
M	HMS-37	Behavioral Therapist - Counseling of Clients with Disabilities
M	HMS-38	Behavioral Therapist - Introduction to Applied Behavioral Analysis
M	HMS-39	Behavioral Therapist - Introduction to Special Education and the IEP (Individualized Education Program)
M	HMS-42	Family Studies - Counseling in Foster Care
M	HMS-43	Family Studies - Counseling in Gerontology
M	HMS-44	Justice System Studies - Counseling Youth in Gangs
M	HMS-45	Justice System Studies - Counseling Youth on Probation
M	HMS-46	Justice System Studies - Counseling Adults on Parole
M	HMS-48	Justice System Studies - Case Management Corrections
M	HMS-49	Careers in Social Work - Counseling Athletes
M	HMS-70	Social Work Administration Studies - Non-Profit Organizations
M	HMS-71	Social Work Administration Studies - Grant Writing
M	HMS-72	Social Work Administration Studies - Social Welfare Policy
M	HMS-73	Social Work Administration Studies - Administration in Social Work
M	HMS-74	Social Work Administration Studies - Social Work Theory

The course below will provide students the mathematical skills necessary to be successful in a college level mathematics course. It will be intended for students wanting to take a Statistics or Survey of Math.

N	MAT-42	Algebra for Statistics and Liberal Arts
---	--------	---

The course below is being proposed in order to add additional offerings to Music students.

R MUS-P76 Advanced Piano Ensemble

The course below is being proposed to provide students with an elective course to build on fundamental nursing practices and facilitate the development of higher order thinking skills.

R NRN-100 Essentials of Nursing Practice

The course below is being proposed to supplement the didactic portion of the course, and provide contextualized patient care activities that assist in applying higher order thinking.

R NRN-107 Essentials of Nursing Practice Laboratory

The courses below are being proposed specifically for the development of the students abilities in musical theatre techniques for the stage, and to develop technical skills as it relates to musical theatre performance.

R THE-55 Beginning Musical Theatre I

R THE-56 Beginning Musical Theatre II

R THE-57 Intermediate Musical Theatre I

R THE-58 Intermediate Musical Theatre II

The courses below were developed to become part of the A.S. degree in Welding and will be industry driven courses intended to meet the needs of the welding and pipe trades. Note: WEL-75B is the second part of two courses which were previously WEL-75 and now reflect expanded content.

R WEL-115A SMAW/GMAW Pipe welding fundamentals

R WEL-22 Plate and Structural Layout

R WEL-75B Flux Cored Arc Welding (FCAW)

2. Course Inclusions

<i>Subject</i>	<i>Number</i>	<i>Title</i>
N	CAT-51	Intermediate Keyboarding/Document Formatting
N	CAT-90	Microsoft Outlook
N	MAG-53	Human Relations

N	CIS-90	Microsoft Outlook
M	REA-3	Reading for Academic Success
M	ESL-65	American Classroom Culture
N	REA-2	Flexible Reading
N	MUS-52	Recital Performance
N	MUS-70	Guitar Lab Ensemble

3. Distance Education

<i>Subject</i>	<i>Number</i>	<i>Title</i>
MUS-10DE		MIDI/Digital Audio Music Production
MUS-8ADE		Music Technology I
MUS-8BDE		Music Technology II
MUS-9DE		MIDI/Digital Audio Composition and Film Scoring
REA-82DE		College Reading and Strategies

4. Major Course Modifications Continued

<i>College</i>	<i>Subject</i>	<i>Number</i>	<i>Title</i>
----------------	----------------	---------------	--------------

The courses below are being modified to stay current in the field and remain consistent with the Commission on Peace Officer Standards and Training (POST).

M	ADJ-A10A	Vice Operations
M	ADJ-A11A	Effective Writing for Law Enforcement
M	ADJ-A13A	Drug Use Recognition
M	ADJ-A14A	Search Warrant Preparation Workshop
M	ADJ-A14B	Search Warrant Execution
M	ADJ-A31A	Civil Procedures, Advanced (POST)
M	ADJ-A3A	Child Abuse Investigations

M	ADJ-A42A	Crime Scene Inv./Video- taping, Advanced
M	ADJ-A44A	Laser Operator
M	ADJ-A48A	Basic Criminal Investigation
M	ADJ-B1B	Basic Peace Officer Training Academy
M	ADJ-C1D	Basic Correctional Deputy Academy
M	ADJ-D6A	Dispatcher, Crisis Negotiations
M	ADJ-R1A2	Level III Modular Academy Training
M	ADJ-T1C	Traffic Collision Investigation, Advanced
M	ADJ-T1D	Traffic Collision Reconstruction
M	ADJ-T2A	Radar Operations
M	ADJ-T3A	Driving Under the Influence

The course below is being updated to remain current in the field.

R	AUT-53A	Automotive Chassis and Alignment
---	---------	----------------------------------

The following courses are being modified to update the curriculum BIO-35 was previously HES-1, it will now be a cross-discipline course (faculty from both disciplines will be able to teach the course). These courses will be part of a future AD-T in Biology and will be included in the Math and Science are of emphasis.

MNR	BIO-35	Health Science
M	BIO-60H	Honors Introduction to Molecular and Cellular Biology

The courses below are being modified to update the content, assignments and texts.

MNR	BUS-10	Introduction to Business
MNR	BUS-22	Management Communications

The course below is being modified to expand the content and increase the units from 1 to 3.

MR	CIS-4	Practical Computer Security
----	-------	-----------------------------

The courses below are being modified to update curriculum, texts, assignments, and objectives. The need for these changes was identified during the Cosmetology programs regular program review.

R	COS-60A	Beginning Cosmetology Concepts
R	COS-60B	Level II Cosmetology Concepts
R	COS-60C	Level III Cosmetology Concepts
R	COS-60D	Level IV Cosmetology Concepts
R	COS-60E	Level V Cosmetology Concepts
R	COS-60E1	Level V Cosmetology Concepts
R	COS-61A	Level I Cosmetology Instructor Concepts A
R	COS-61B	Lev II Cosmetology Instructor Concepts B
R	COS-64A	Manicuring and Pedicuring A
R	COS-64B	Manicuring and Pedicuring B
R	COS-67A	New Trends and Techniques in Hairdressing A
R	COS-67B	New Trends and Techniques in Hairdressing B
R	COS-67C	New Trends and Techniques in Hairdressing C
R	COS-67D	New Trends and Techniques in Hairdressing D
R	COS-68A	Principles and Practices of Competition Hairstyling
R	COS-69A	Mens' Hair Design A
R	COS-69B	Mens' Hair Design B
R	COS-69C	Mens' Hair Designs C
R	COS-69D	Mens' Hair Design D
R	COS-801	Level VI Cosmetology Concepts
R	COS-811	Cosmetology Teacher Training
R	COS-812	Level II Esthetician Concepts

The courses below are being modified to update the student learning outcomes and to update the course repeatability.

R	CUL-20	Fundamentals of Baking I
---	--------	--------------------------

R	CUL-21	Fundamentals of Baking II
R	CUL-22	Cake Decorating I
R	CUL-23	Cake Decorating II

The courses below are being modified to align with the statewide Curriculum Alignment Project (CAP) expansion for ECE.

MNR	EAR-33	Infant and Toddler Development
MNR	EAR-34	Infant and Toddler Care and Education
MNR	EAR-38	Adult Supervision and Mentoring in Early Care and Education
MNR	EAR-40	Introduction to Children with Special Needs
MNR	EAR-44	Administration I: Programs in Early Childhood Education
MNR	EAR-45	Administration II: Personnel and Leadership in Early Childhood Education

The course below is being modified to become compliant with SB 1440 transfer model curriculum.

MR	EDU-1	Introduction to Elementary Classroom Teaching
----	-------	---

The course below is being updated and will apply to a Nursing Assistant program being developed at RCC.

MR	HET-80	Nursing Assistant Training Program (NATP)
----	--------	---

The courses below are being modified to update the course content, texts, and student learning outcomes.

N	KIN-29	Soccer Theory
R	KIN-38	Stress Management
NR	KIN-A83	Kickboxing Aerobics
NR	KIN-V10	Soccer, Varsity Men
N	KIN-V25	Soccer, Varsity, Women

The courses below are being modified to update the descriptions, student learning outcomes, and to better align with C-ID.

R	MUS-56	Intersession Concert Band
R	MUS-76	Advanced Instrumental Chamber Ensembles
R	MUS-85	Intersession Chamber Ensembles
R	MUS-86	Intersession Jazz Ensemble
R	MUS-P12	Applied Piano I

The courses below are being modified to update the descriptions, content, and texts.

R	NRN-11	Foundations of Nursing Practice Across the Lifespan
R	NRN-12	Chronic Illness/Acute Maternal Child Health Specialty/Pathophysiology I/Pharmacology II
R	NRN-13	Acute and Chronic Illness I/Pathophysiology II/Pharmacology III
R	NRN-21	Acute Care and Chronic Illness II/Mental Health Specialty
R	NRN-22	Integrated Care Across the Lifespan
R	NVN-52	Introductory Concepts of Vocational Nursing - Nursing Fundamentals
R	NVN-60	Intermediate Vocational Nursing Foundations-Nursing Process/Communication
R	NVN-62	Intermediate Concepts of Vocational Nursing-Medical/Surgical

The courses below are being modified to update the student learning outcomes, content, and texts.

R	WEL-20	Blueprint Reading for Welders
R	WEL-34	Metal Joining Process
R	WEL-65A	Beginning Shielded Metal Arc Welding
R	WEL-65B	Advanced Shielded Metal Arc Welding
R	WEL-75A	Gas Metal Arc Welding
R	WEL-85A	American Welding Society/Los Angeles City Welding I
R	WEL-85B	American Welding Society/Los Angeles City Welding II
R	WEL-95A	Introduction to Gas Tungsten Arc Welding

R WEL-95B Advanced Gas Tungsten Arc Welding (GTAW)

5. Course Deletions

<i>College</i>	<i>Subject</i>	<i>Number</i>	<i>Title</i>
R	ANT-21		Peoples of Sub-Saharan Africa
N	CIS-67		Web Development II
N	CIS-68		Mobile Applications Development I
N	CIS-69		Mobile Applications Development II
N	CIS-74		Digital Design I
N	CIS-75		Mobile Media Design
NR	CSC-18D		Data Structures and Algorithms

6. State/Locally Approved Certificate/Degree Modifications:

<i>Type</i>	<i>Title</i>	<i>College</i>
The programs below are being proposed as local certificates		
Local certificate	Audio Production	N
Local certificate	Performance	N

The certificate and degree below are being modified to update the objectives. Three required courses are being removed: ELE-11, DC Electronics, ELE-13, AC Electronics, and ENE-60, Math for Engineering Technology. An existing required course, MAN-55, Occupational Safety and Health Administration, has been reduced from 2 units to 1 unit, and is now cross-listed with ELE-55. Two required courses are being added: ELE-10, Survey of Electronics, and ENE-62, Math for Automation. The number of units required for program completion are being reduced from 28-29 to 23-24 to reflect the required course changes.

State approved certificate & A.S.	Industrial Automation	N
--------------------------------------	-----------------------	---

The certificate and degree below are being modified to update the objectives, and to reflect recent course modifications including new cross-listings, title and unit changes. An additional course, ELE/ELC-77, Electrical Theory, is being added as a requirement and the total units

needed for completion are being increased to reflect the additional course requirement. The college is also updating the title from Supply Chain Technology to Supply Chain Automation to reflect the recent modification to the discipline name and abbreviation.

State approved certificate Supply Chain Automation N
& A.S.

An additional course, HMS-17, Introduction to Public Mental Health, is being added as an elective to the certificate and degree below.

State approved certificate Human Services MR
& A.S.

Agenda Item (IV-B-7)

Meeting 12/5/2017 - Committee
Agenda Item Committee - Teaching and Learning (IV-B-7)
Subject Multiple Measures Presentation
College/District Moreno Valley

Information Only

Background Narrative:

The accuracy of high-stakes, standardized testing for assessment and placement has long been debated in postsecondary education. Particularly when a large number of community college students have historically placed in remedial and developmental math and English courses, a call to reevaluate how colleges assess and place students. With the goal to assess and place students accurately, while also supporting their time-to-degree, certificate and educational goal, over 60 California community college have adopted Multiple Measures for Assessment and Placement (MMAP). MMAP allows colleges to utilize a common instrument, while also considering previous course experience (highest math level, grade and GPA; English course, grade, GPA). MMAP data are collected through self-reported and high school transcripts as part of the assessment process. Using AccuPlacer and MMAP data, RCCD students are assessed and placed into math, English, and reading according to their highest placement score. As of October 20, 2017, the California State Assembly Bill 705 formally recognized Multiple Measures as a viable way to place students – AB 705 requires all California community colleges to use high school transcripts to determine course placement. The RCCD MMAP presentation will note findings from 2016-2017 MMAP pilot by highlighting: (a) student placement levels; (b) course success rates; and (c) how MMAP is a positive method to provide accurate placement for all students, but especially historically underrepresented students.

Prepared By: Robin Steinback, President, Moreno Valley College
Wolde-Ab Isaac, President, Riverside
Bryan Reece, President Norco College
Martha Rivas, Dean, Institutional Effectiveness
Wendy McEwen, Dean, Institutional Effectiveness (RCC)
Gregory Aycock, Dean, Institutional Effectiveness

Attachments:

[MMAP BOT 20171205](#)

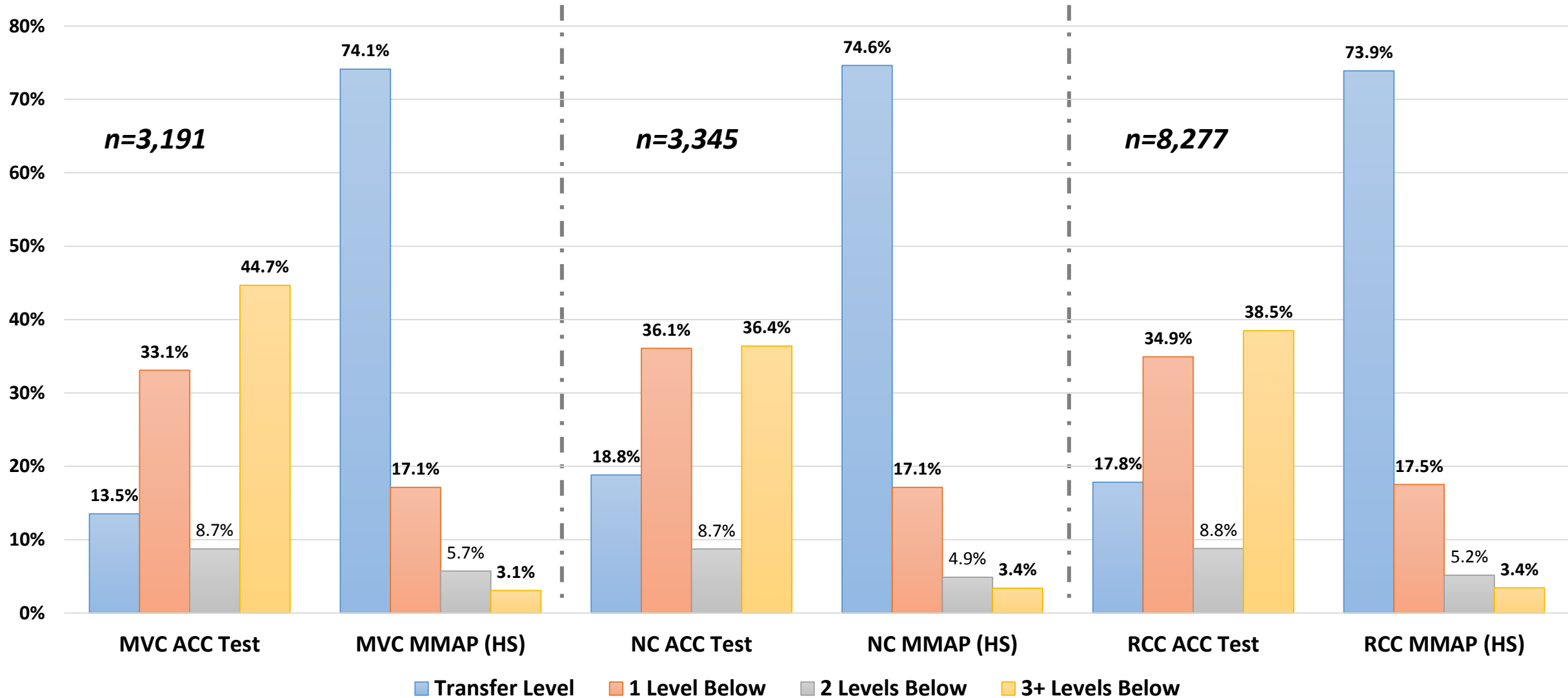
RCCD: Multiple Measures of Assessment and Placement (MMAP)

Board of Trustees – Committee Presentation
December 5, 2017
Moreno Valley College
Norco College
Riverside City College

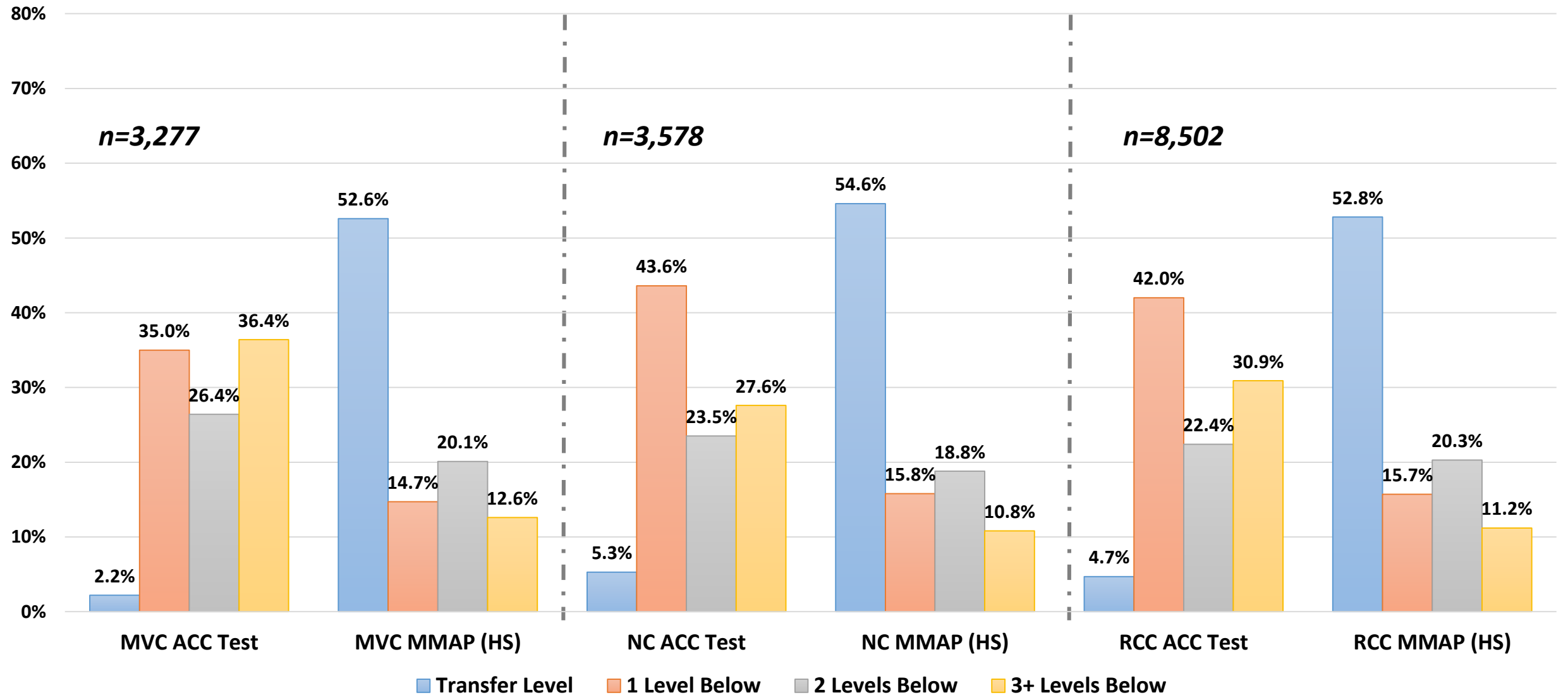
Multiple Measures of Assessment and Placement (MMAP): Increase Access, Close Equity Gaps, and Increase Student Success

- Students are assessing and placing higher and succeeding at the same rate
 - Students assessed and placed using High School academic performance:
 - Cumulative GPA
 - Highest math course and grade
 - Students continue to take RCCD's standardized assessment test (Accuplacer)
- Based on Multiple Measures Assessment Project
 - State-wide initiative, over 60 CA Community Colleges implemented MMAP
 - Recently-passed legislation, Assembly Bill 705 (AB705) based on lessons-learned
- Counseling, Math, English, Reading faculty and Student Services partnered with Offices of Institutional Effectiveness to review data and inform curricular and enrollment management discussions

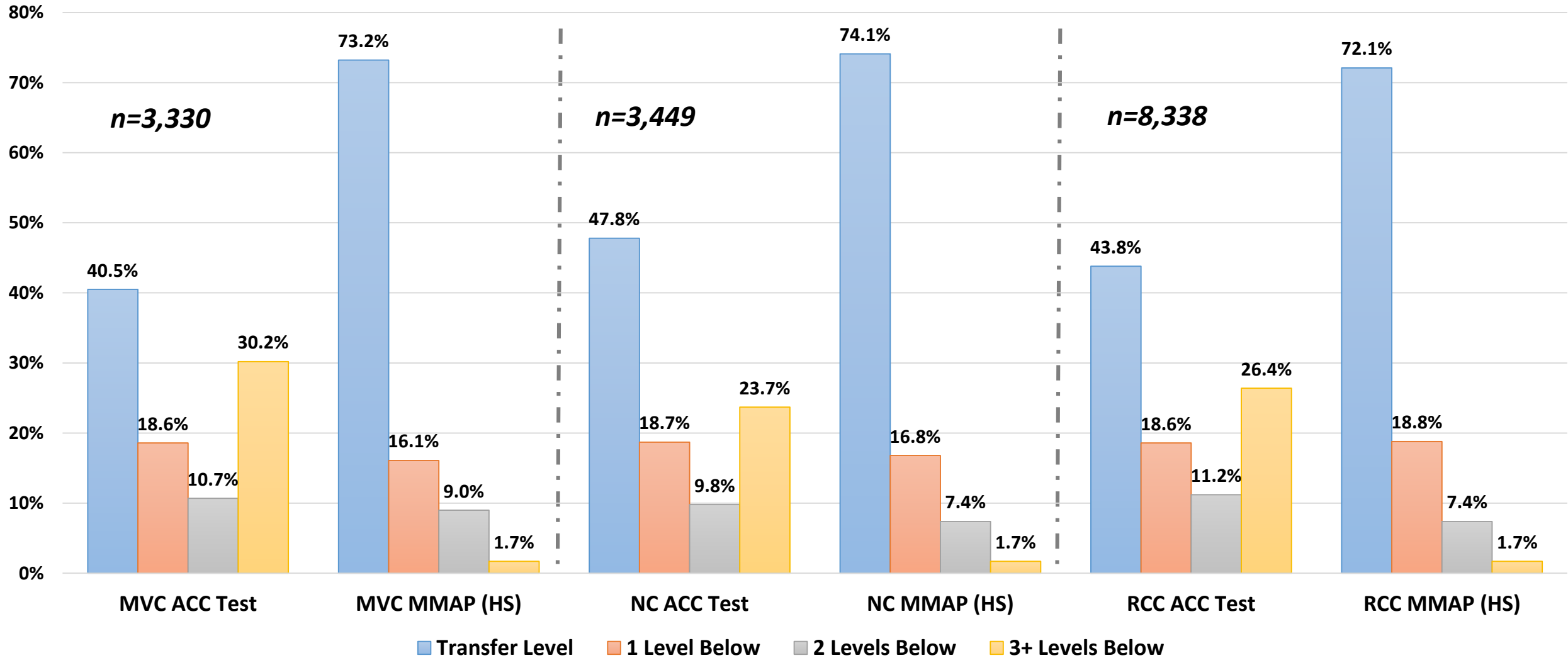
2016-2017 and Fall 2017 English Placement by Accuplacer and MMAP



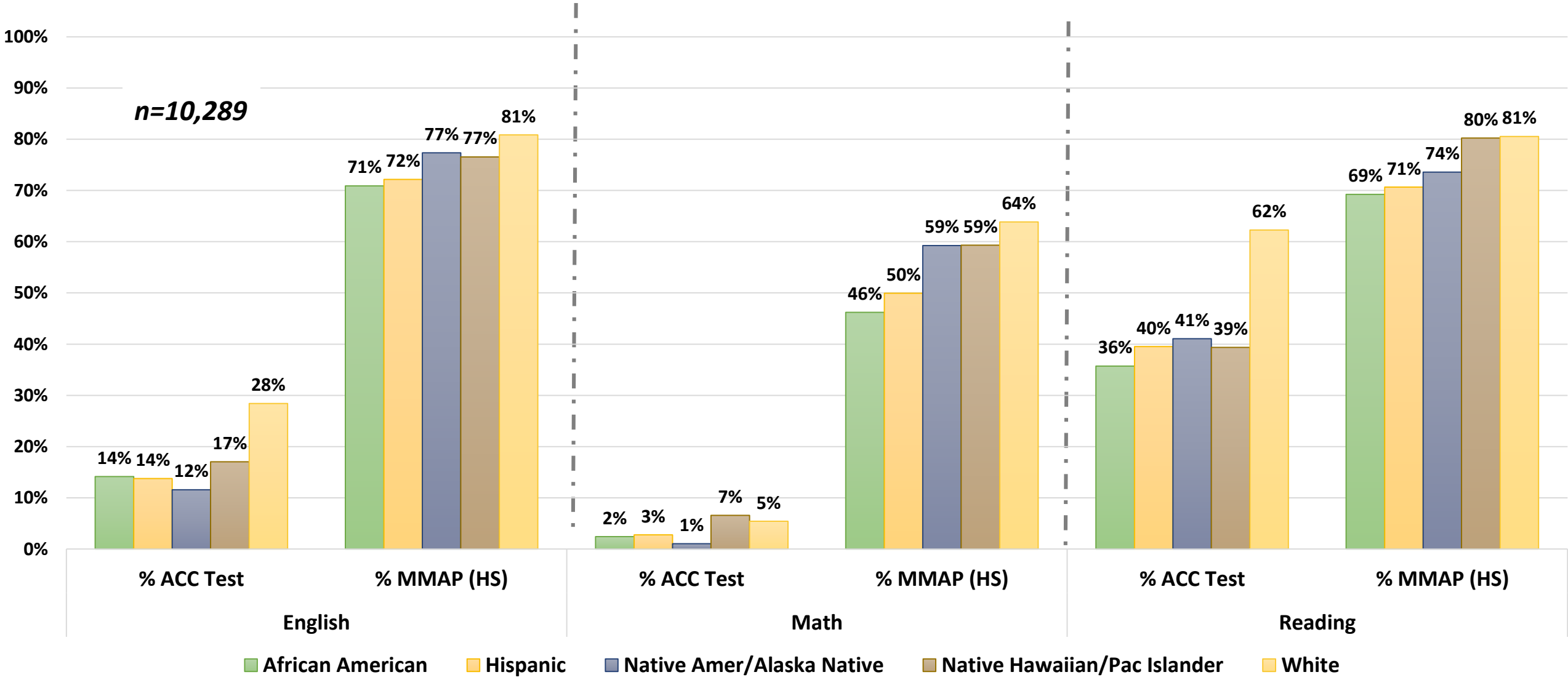
2016-2017 and Fall 2017 Math Placement by Accuplacer and MMAP



2016-2017 and Fall 2017 Reading Placement by Accuplacer and MMAP



RCCD 2016-2017 and Fall 2017 Transfer Level Placement By Select Race/Ethnicities



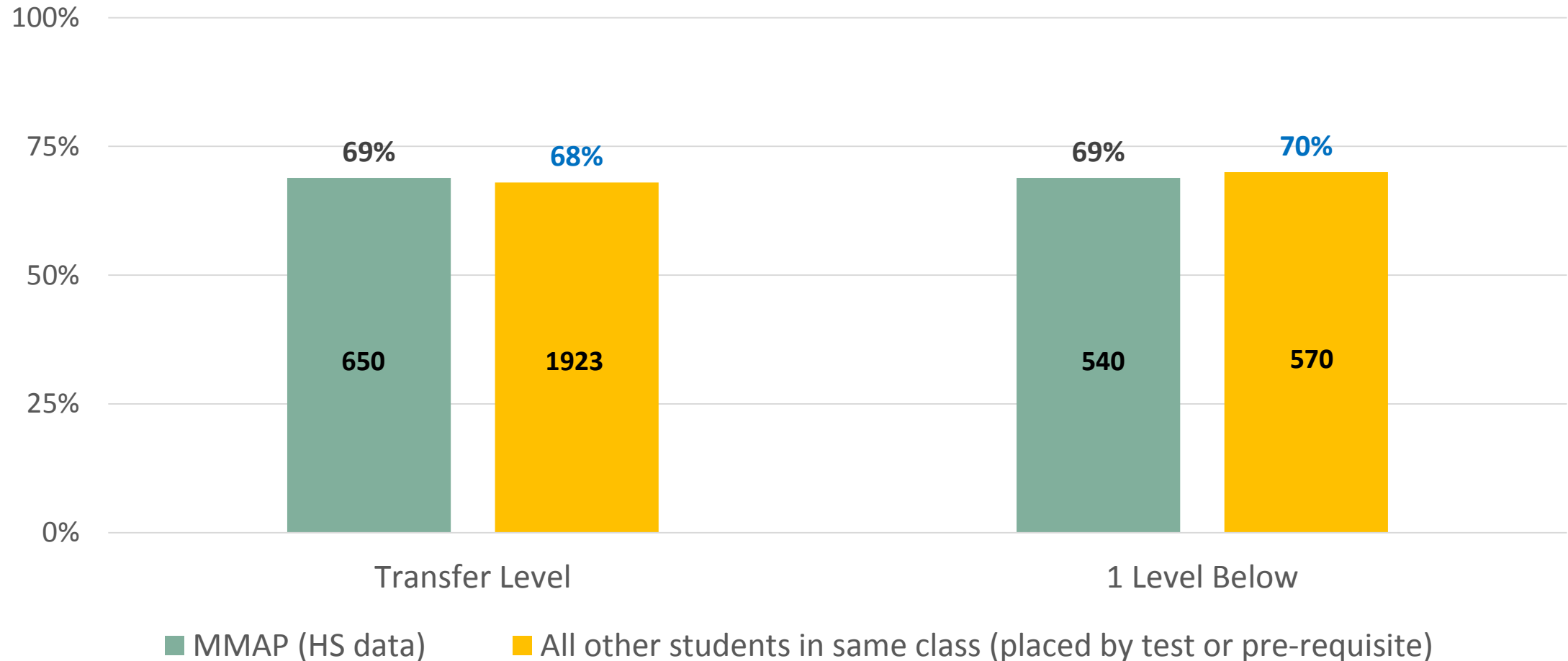
Martha A. Rivas, Ph.D.
Dean, Institutional Effectiveness



MORENO VALLEY COLLEGE

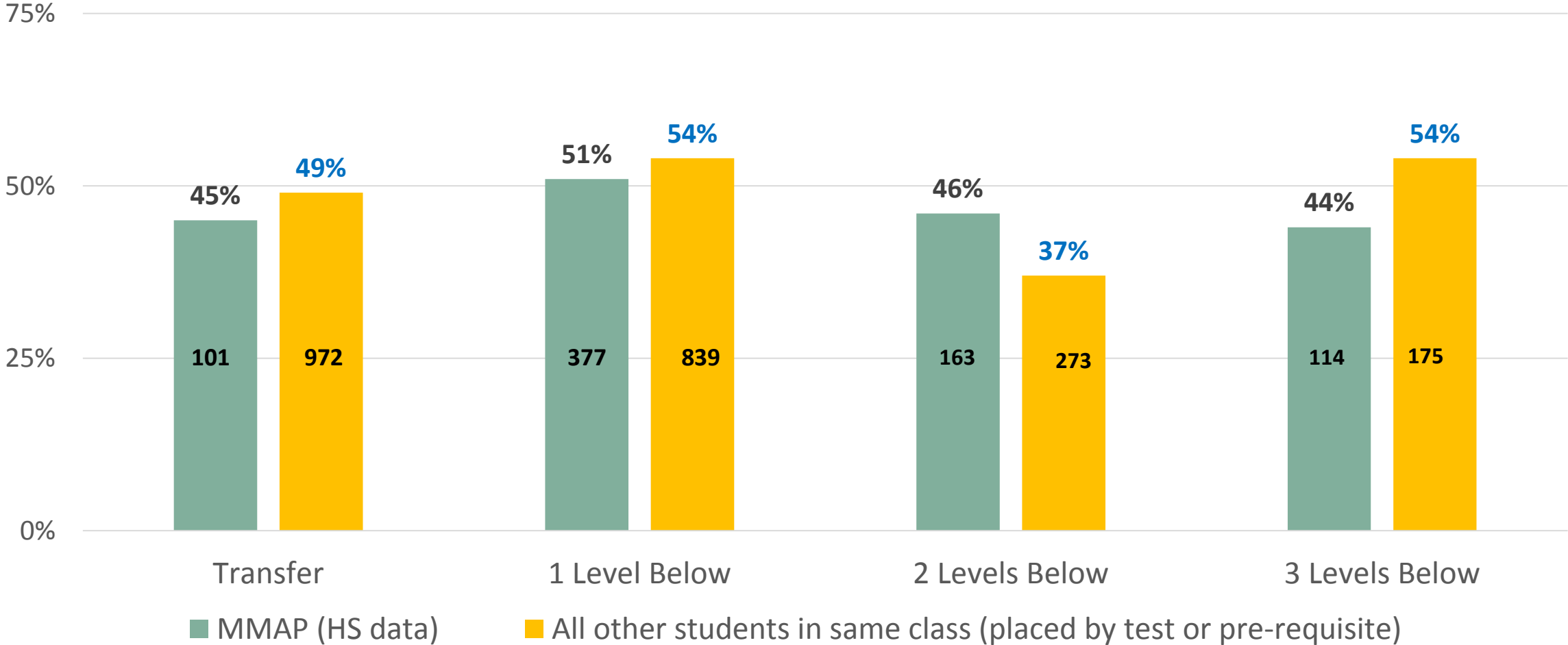
MVC English Successful Course Completion, 2016-2017

Comparison of MMAP Placement Against Other Students in Class



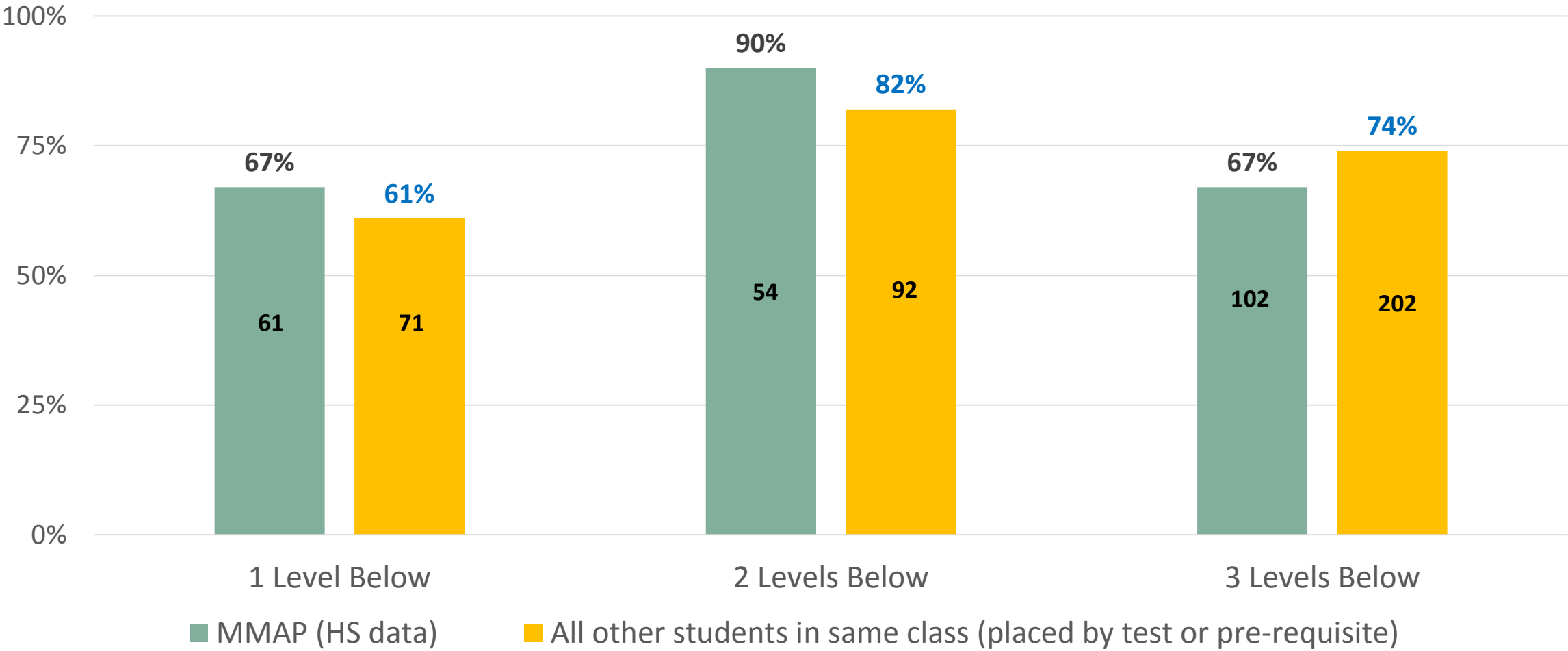
MVC Math Successful Course Completion, 2016-2017

Comparison of MMAP Placement Against Other Students in Class



MVC Reading Successful Course Completion, 2016-2017

Comparison of MMAP Placement Against Other Students in Class



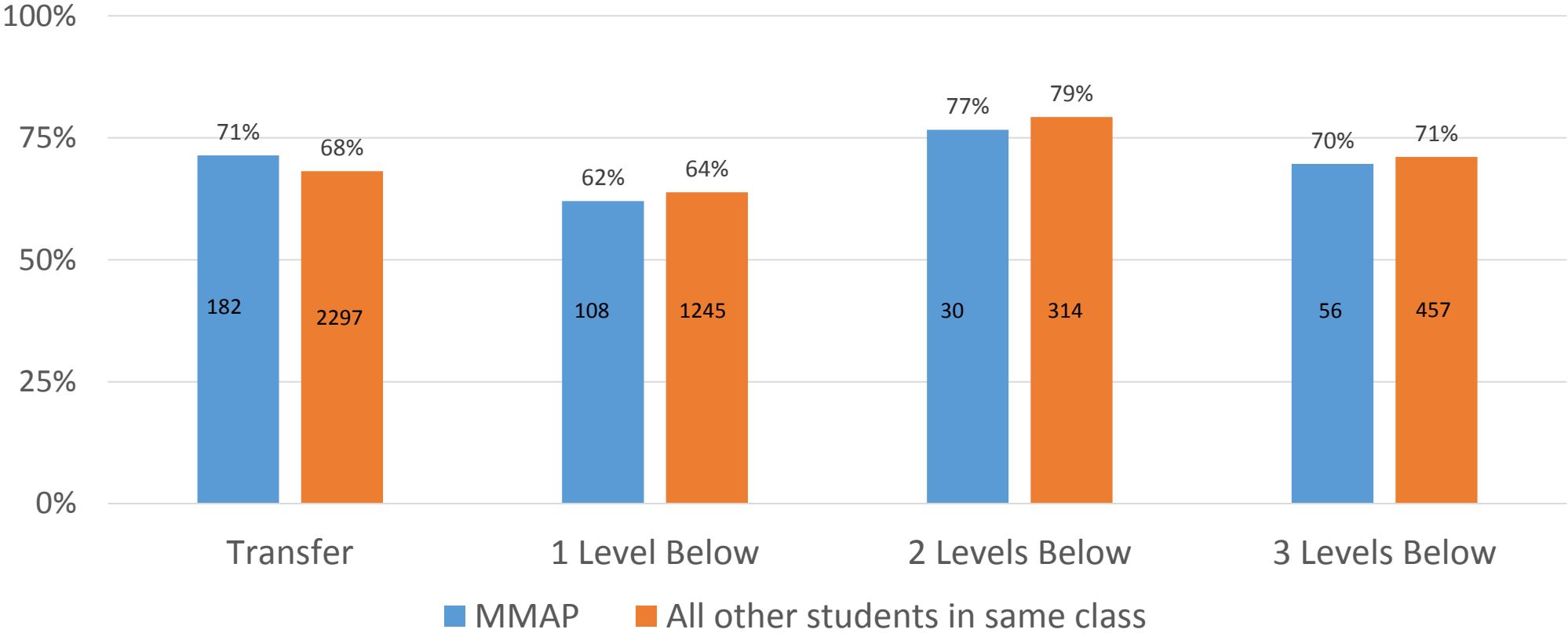
Greg Aycocock, Ph.D.

Dean, Institutional Effectiveness

NORCO
COLLEGE

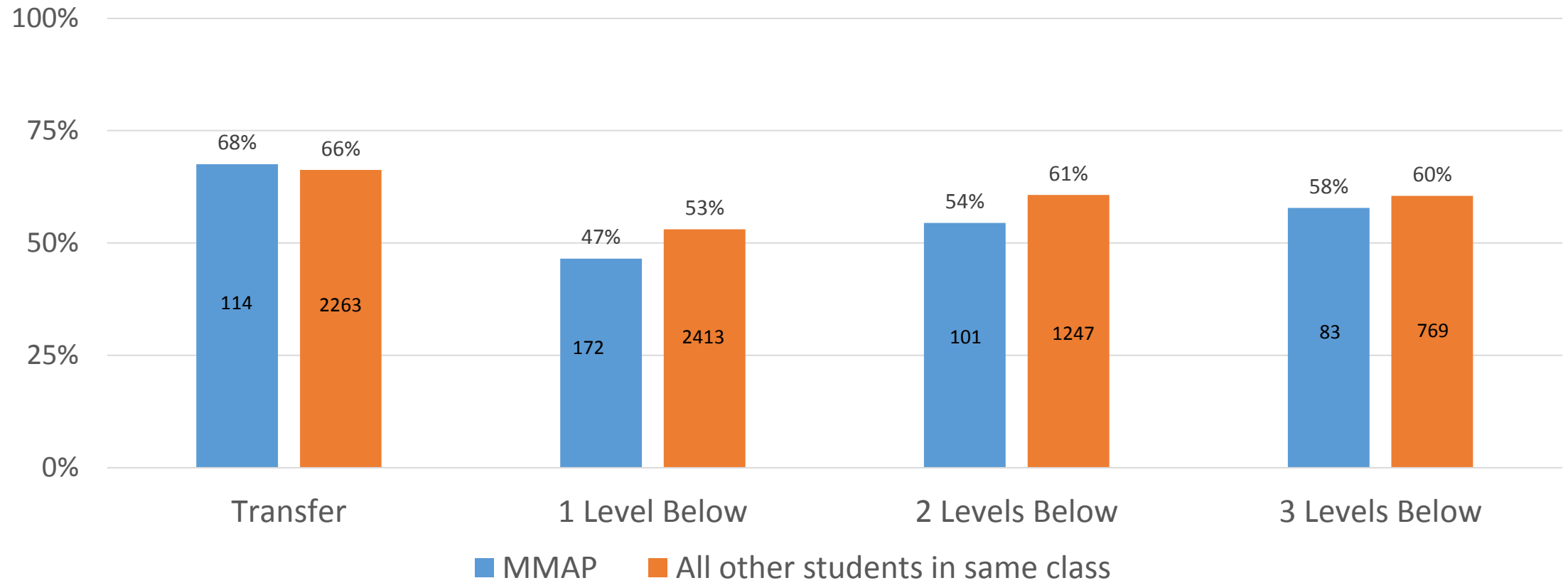
NC English Successful Course Completion — 2016-2017

Comparison of MMAP Placement Against Other Students in Class



NC Math Successful Course Completion — 2016-2017

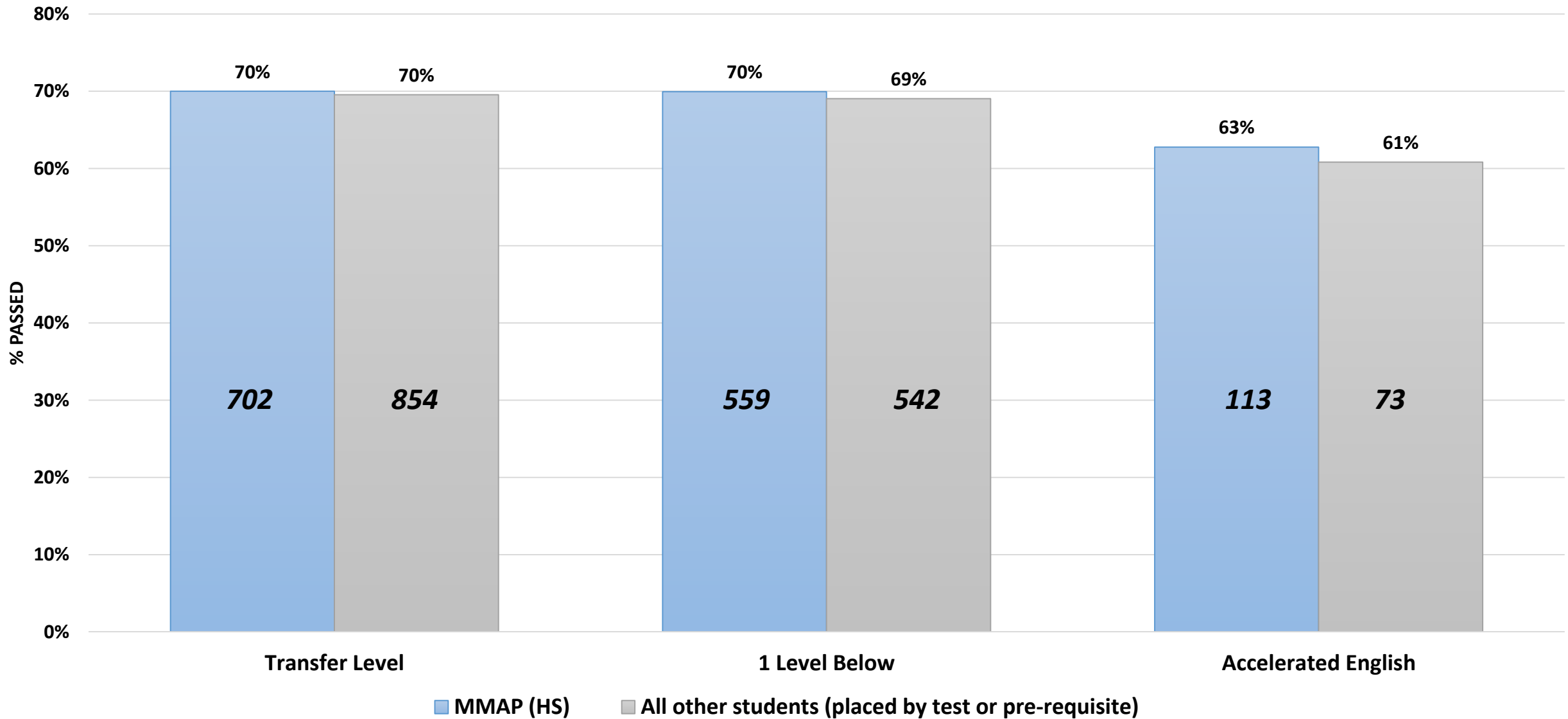
Comparison of MMAP Placement Against Other Students in Class



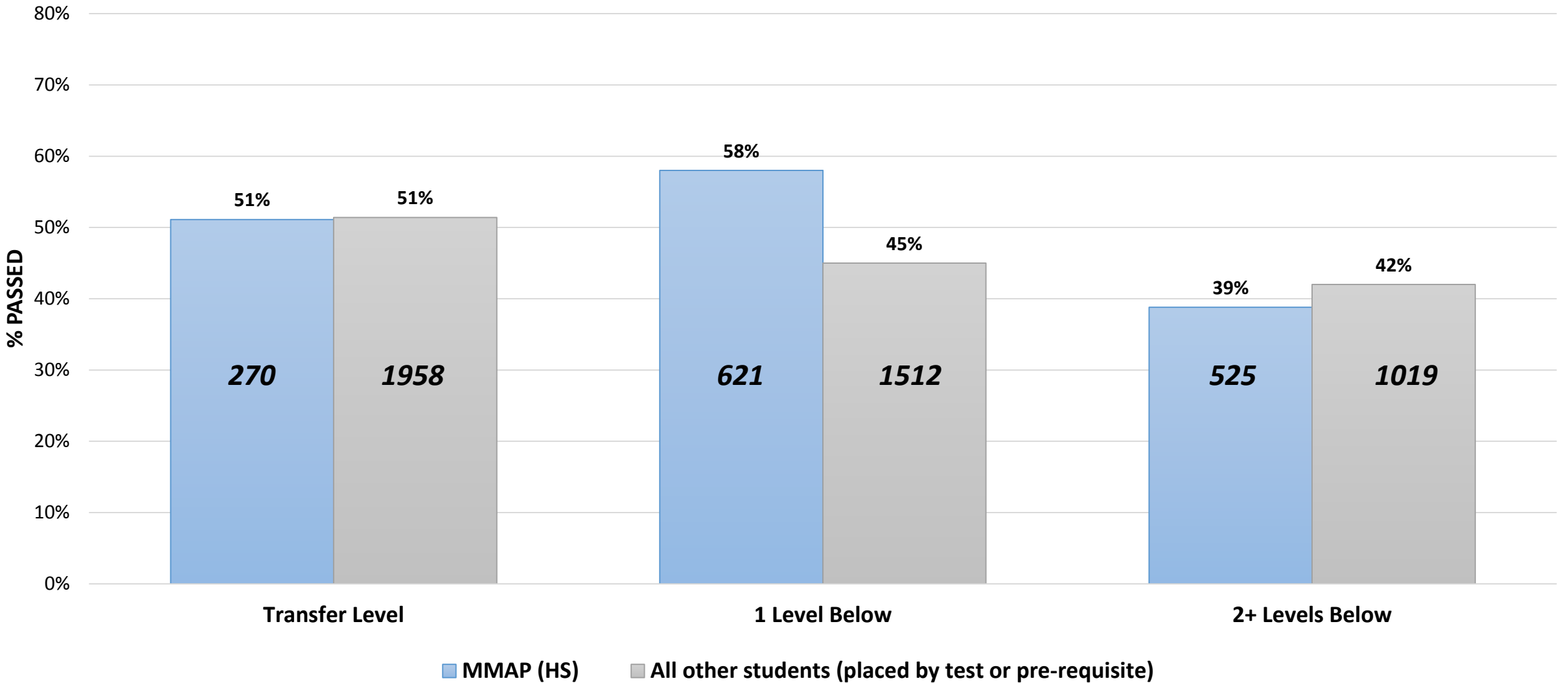
Wendy McEwen
Dean, Institutional Effectiveness



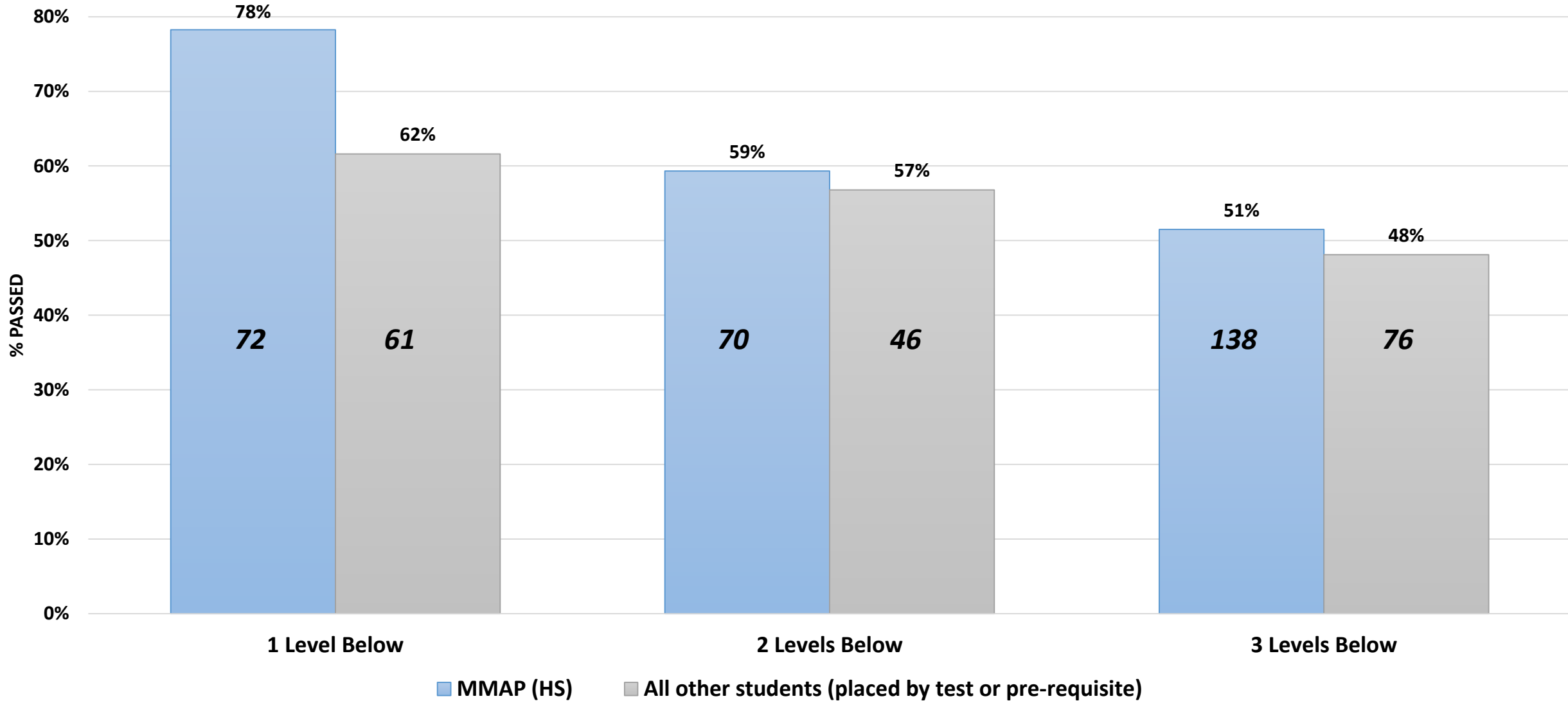
RCC English Successful Course Completion-2016-2017



RCC Math Successful Course Completion-2016-2017



RCC Reading Successful Course Completion-2016-2017



Collectively Moving the Needle: Strategic Efforts to Increase Access, Close Equity Gaps, and Increase Success

- CA Guided Pathways
- Integrated Academic Support and Intrusive Intervention
(Supplemental Instruction, Embedded Tutoring, Engagement Centers)
- Acceleration (English 80; Math 37)
- College Promise
- High School Collaboration & Educational Partnerships

MMAP Insight, Challenges & Recommendations

- Students assessing and placing using high school academic performance data (MMAP) are placing at a higher level AND succeeding at the same rate as those placed using historical placement test.
- Access to transfer-level courses has been significantly improved.
- Higher placement is helping to close equity gaps.
- MMAP enables RCCD to **increase student success** and **decrease students' time** to receive a degree, certificate, and / or transfer onto 4-year institution.
- Possible Next Steps: Add non-cognitive factor / assessment which could help place students and delineate holistic academic and social support

Thank you!

Agenda Item (IV-C-1)

Meeting	12/5/2017 - Committee
Agenda Item	Committee - Planning and Operations (IV-C-1)
Subject	Amendment to Comprehensive Master Plan, Project Budget Allocation and Project Approval for the Renovation of the Student Services Building
College/District	Moreno Valley
Funding	College Allocated Measure C Funds
Recommended Action	It is recommended that the Board of Trustees approve: 1) the amendment to the Moreno Valley College Comprehensive Master Plan; 2) approve the development of Student Services Project and 3) allocate a project budget in the amount of \$11 Million.

Background Narrative:

On May 19, 2015, the Board of Trustees approved the Moreno Valley College (MVC) Comprehensive Master Plan (CMP). Included in the MVC CMP, is a plan to improve facilities for student services at the college. The Library and Student Services Building complex, were the first buildings to be constructed on this campus and opened in 1991. Now 26 years later with the population and student growth of the college, it is necessary to advance facilities for student services.

Through the project planning for a new or remodeled student services facility, further study to review the options of providing adequate facilities for student services has provided a new means of advancing student services in an amended way, but still meeting the vision, goals and objectives of the MVC CMP. Instead of shuttering the existing building and undertaking a comprehensive reconstruction project, the proposal is to meet the objectives by providing a new, single story building across the welcome plaza to house first contact experiences, and to undertake a minor remodel of specific areas of the existing building for continuing student experience. This would allow the following to occur: 1) first contact to students would be readily visible and accessible in the new "Welcome Center"; 2) the existing building would not need to be vacated and a temporary "portable village" created to house displaced uses; 3) use of the large classroom (101) would keep operating, as MVC has a limited number of classes of larger size; 4) the building systems (mechanical, plumbing and electrical) that serve the existing complex, serve student services and the library, and therefore would not impact continual operations of the library; and 5) overall plan would increase assignable square footage in addition to renovation of space. It is worthy to note, that the first priority project for state funding for MVC is the new Library and Learning Center (LLC), so major overhaul of the existing systems and complex would be more appropriate upon completion of the LLC. Furthermore, when the parking structure is constructed per the CMP, the existing complex will not be as visible upon arrival to the campus, unlike the new 'Welcome Center' building pad. The second building pad would be a placeholder for a future to be determined building, but envisioned to be two-story to bridge the upper and lower levels between campus and parking lots.

Since a master plan is a higher level review, the conceptual planning process allowed engagement from all constituencies and end users to shape the Student Services Project, and an amendment to the CMP should be approved to facilitate the project. The amendment to the CMP would be to include two new building pads, near the Science & Technology Building, and using one pad for the Welcome Center. The reasons for revising the planning from the CMP with the project concept process were stated above.

Amendment to the CMP would permit the conceptual student services project to move forward. The presentation outline (attached) is the scope of the project, and once approved project architectural development will commence. Additionally, to support the approval of the project, would be the allocation of \$11 Million of MVC Measure C funds, to fund the project.

Prepared By: Robin Steinback, President, Moreno Valley College
Nathaniel Jones, Vice President, Business Services (MVC)
Chris Carlson, Chief of Staff & Facilities Development
Bart Doering, Facilities Development Director

Attachments:

[PowerPoint by HPI Architecture_MVC SS Renovation](#)



MORENO VALLEY COLLEGE

STUDENT SERVICES PROGRAMMING
BOARD COMMITTEE PRESENTATION
DECEMBER 5, 2017





PROJECT OVERVIEW





PROJECT FUNDING:

- **NEW FACILITY**
 - Includes Departments That Essentially Support The Matriculation Process
 - A One-Stop Center For The OAC Process
- **RENOVATED FACILITIES**
 - Primarily Cohort Programs And Programs Supporting Continuing Students (Not Only New Students)

NEW FACILITY- PROGRAM

- Welcome Center
- First Year Experience / Dream Center
- Student Financial Services
- Student Employment
- Outreach
- Admissions / Records
- Cashier Counter
- Assessment Center
- Counseling

RENOVATED FACILITY- PROGRAM

FIRST FLOOR

- Career / Transfer Center

SECOND FLOOR

- Welcome Lobby
- Umoja
- Puente
- EOPS/CARE/Guardian Scholars

THIRD FLOOR

- VP of Student Services Office
- Dean, Grants & Equity Office
- Dean, Counseling Office
- Dean, Student Services Office
- TRIO Programs
- Evaluators & SSSP Staff

EXISTING FACILITY – PROGRAMS NOT AFFECTED

- CalWorks
- Student Health & Psychological Services
- Veterans Resource Center
- Disability Support Services
- Middle College High School
- Student Activities

An aerial photograph of a residential development, featuring a mix of multi-story apartment buildings, smaller houses, and winding roads. The image is overlaid with a semi-transparent, light-colored rectangular area that serves as a background for the text. The text is centered within this area.

PROJECT PROCESS



PROJECT SCHEDULE

PROGRAMMING *(February 2017 – August 2017)*

- Project Kick Off / Vision Meeting
- Site / Building Assessment User Group Meetings
- Program Documentation / Reconciliation
- Program Review / Space Diagrams
- Program Refinement / Reconciliation
- Conceptual Design

SHARED GOVERNANCE PROCESS *(September 2017- December 2017)*

- Final Program, Site, Budget Approved by Board of Trustees
 - Approve the Revised Master Plan for the Campus
 - Approval of the Project

SCHEMATIC DESIGN *(January 2018)*

- Tentative Start: January 2018

SHARED GOVERNANCE PROCESS

- Academic Senate
September 18, 2017
- Student Learning Programs & Services
September 19, 2017
- Resources Subcommittee
September 20, 2017
- ASMVC Senate,
October 2, 2017
- Student Learning Programs & Services
October 17, 2017
- MVC Strategic Planning Council
October 26, 2017
- MVC Academic Senate
November 6, 2017
- District Strategic Planning
November 17, 2017

BOARD OF TRUSTEES

- December 5, 2017
- December 12, 2017

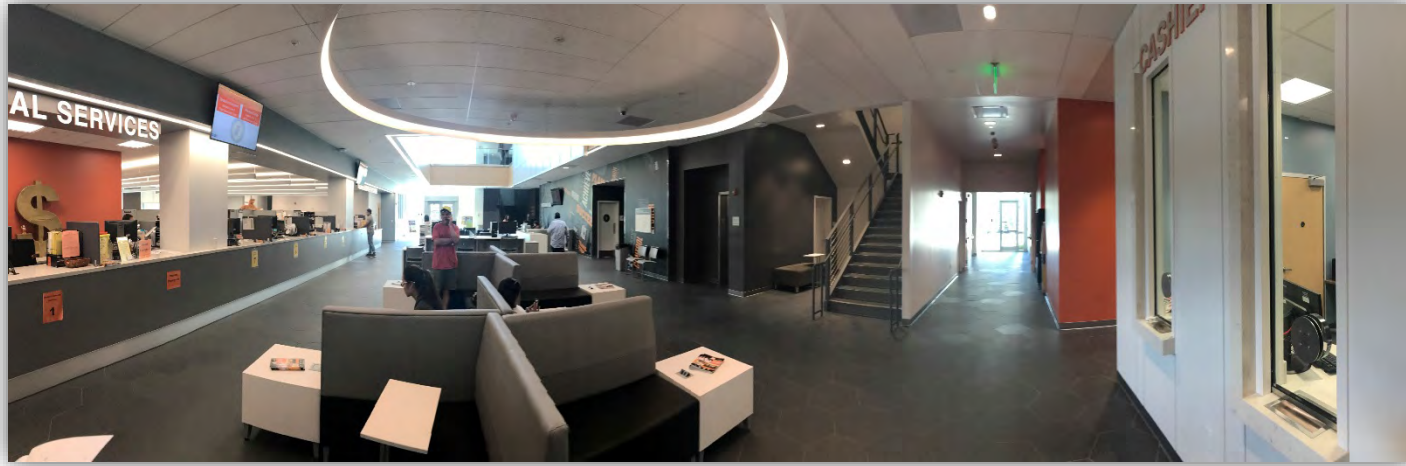


WELCOMING **CONNECTED** CONTEMPORARY
FRIENDLY **WOW FACTOR** THE STUDENTS' PLACE
OPEN TECHNOLOGY

PROGRAM WORKSHOP CHARETTE

**MORENO
VALLEY
COLLEGE**

HPI
architecture



An aerial photograph of a residential development, possibly a university campus or a large housing complex. The image shows a central cluster of buildings, including a prominent multi-story structure, surrounded by parking lots and landscaped areas. To the left, there are several large, irregularly shaped ponds or water features. The overall layout is organized and planned. The text "THE PROJECT: RENOVATION" is overlaid in the center of the image.

THE PROJECT: RENOVATION

PROGRAM: RENOVATION

FIRST FLOOR

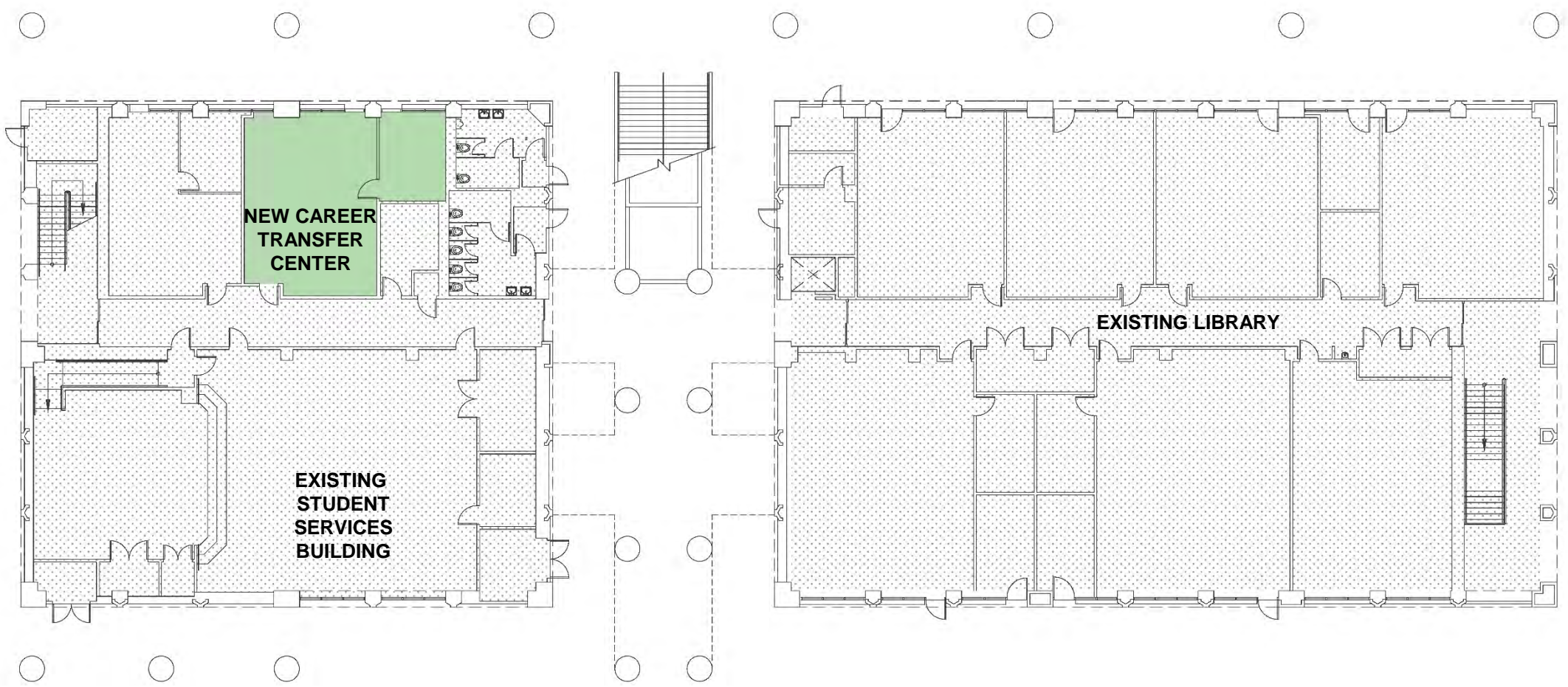
- Career / Transfer Center

SECOND FLOOR

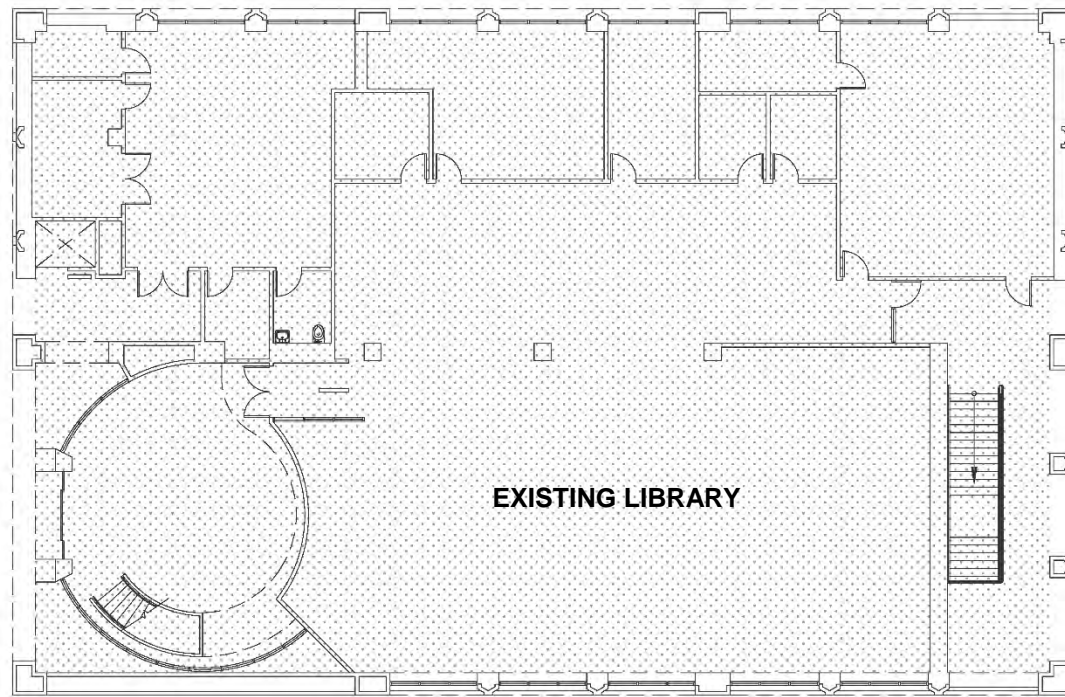
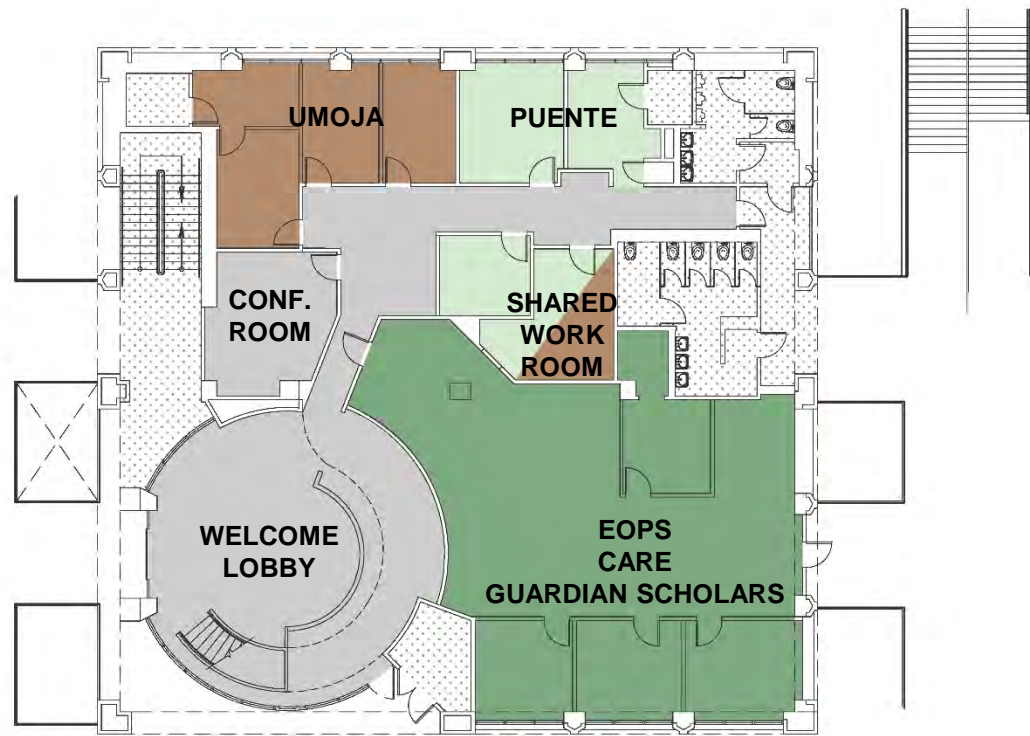
- Welcome Lobby
- Umoja
- Puente
- EOPS/CARE/Guardian Scholars

THIRD FLOOR

- VP of Student Services Office
- Dean, Grants & Equity Office
- Dean, Counseling Office
- Dean, Student Services Office
- TRIO Programs
- Evaluators & SSSP Staff



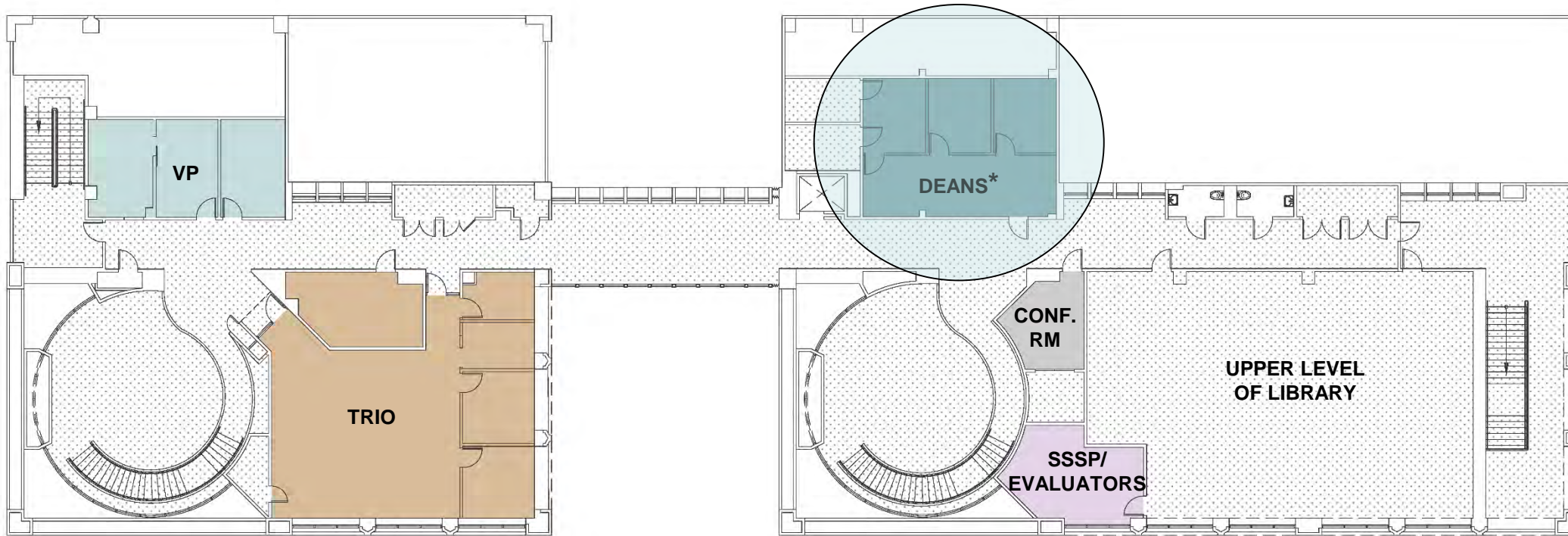
RENOVATION: FIRST FLOOR



RENOVATION: SECOND FLOOR

MORENO
VALLEY
COLLEGE

HPI
architecture



*The Student Learning Programs & Services Committee approved the project with the inclusion of the following note:

- 1) Find an alternative location for the Dean's space, or
- 2) Find an alternative mutually agreed upon, equivalent or better, location for the student study rooms.

A resolution will be identified as part of the project design and before implementation.

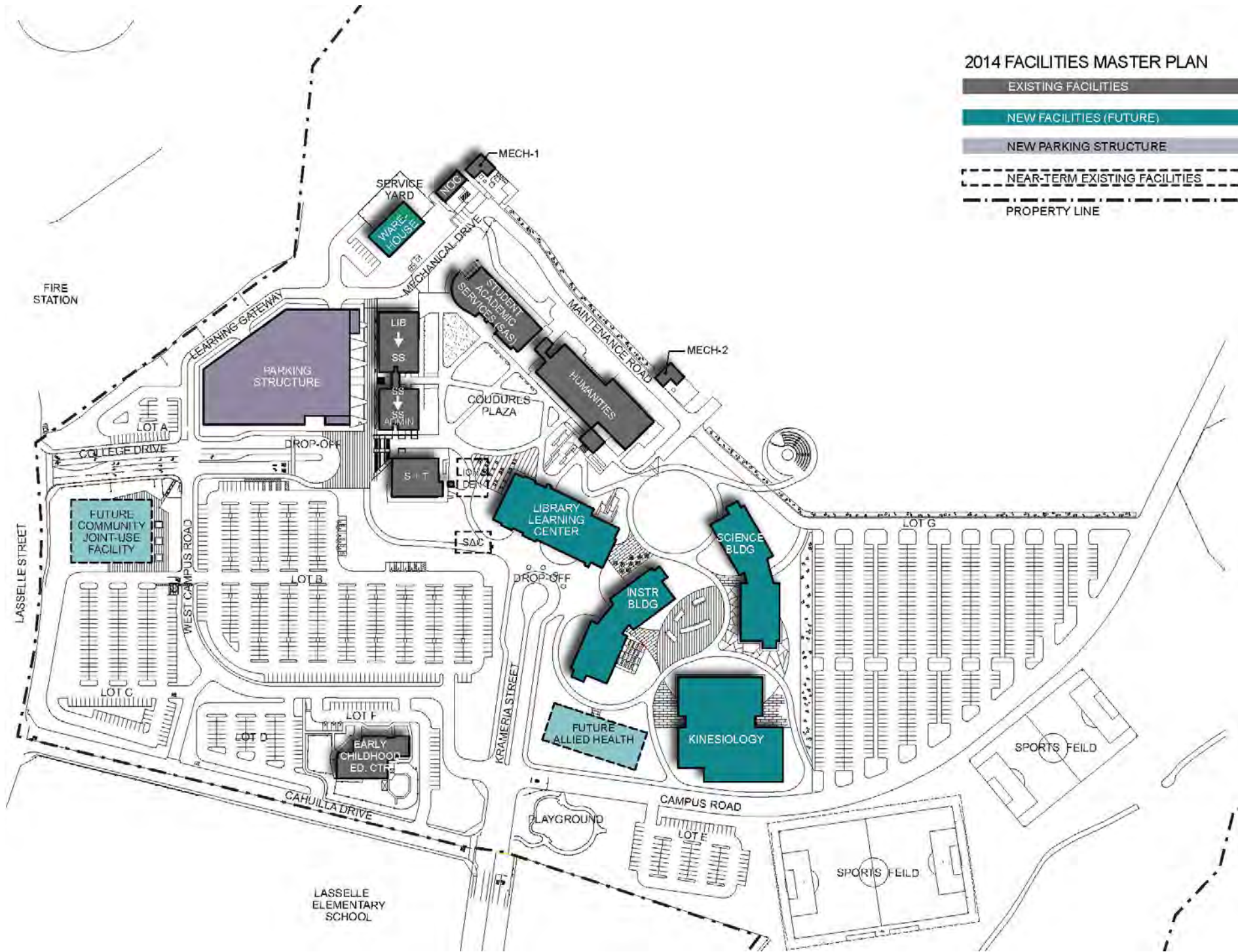
RENOVATION: THIRD FLOOR



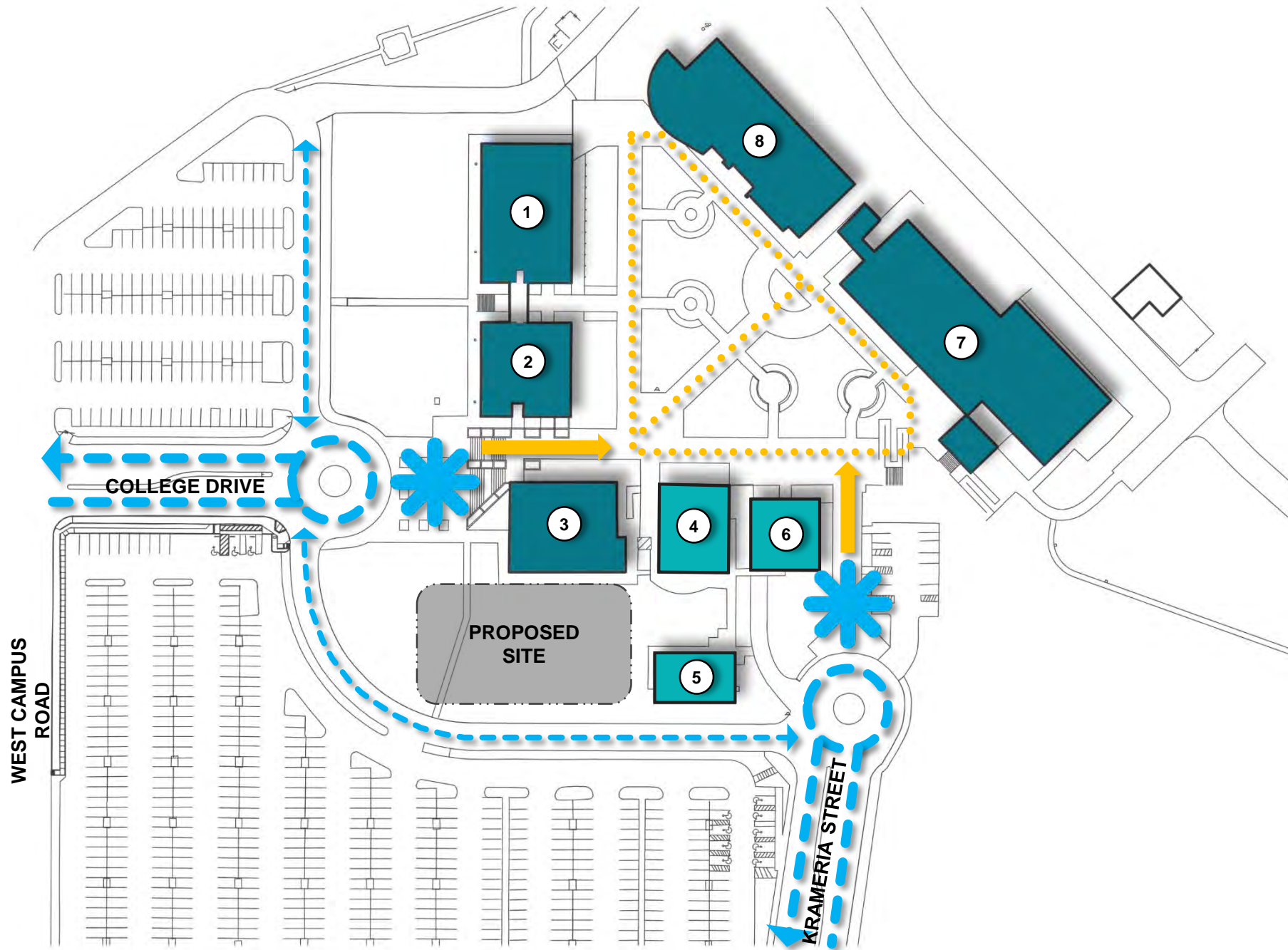
**THE PROJECT: NEW CONSTRUCTION SITE
PLAN**

2014 FACILITIES MASTER PLAN

- EXISTING FACILITIES
- NEW FACILITIES (FUTURE)
- NEW PARKING STRUCTURE
- NEAR-TERM EXISTING FACILITIES
- PROPERTY LINE

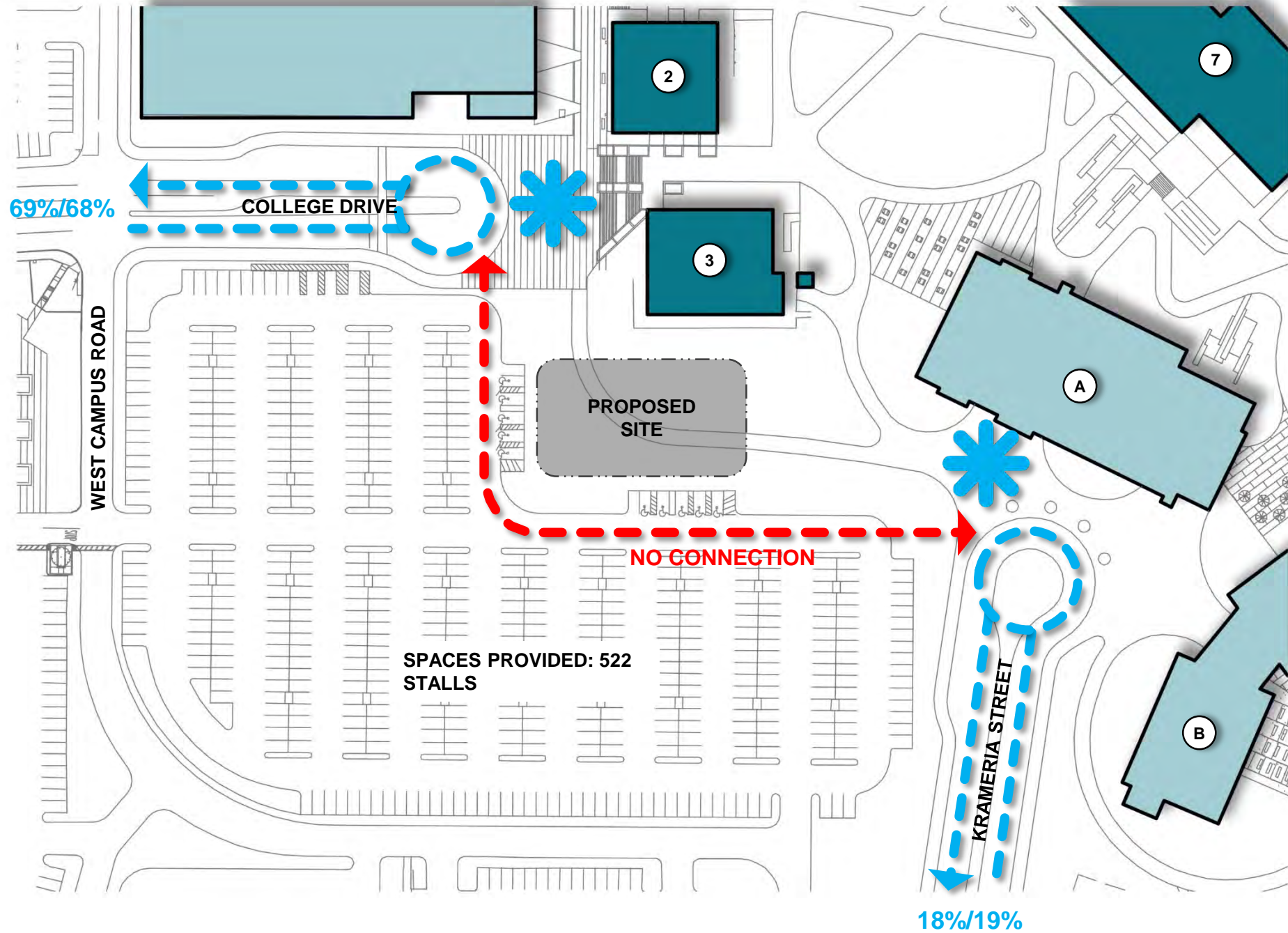


MORENO VALLEY COLLEGE MASTER PLAN



- LEGEND: EXISTING**
- 1. LIBRARY
 - 2. STUDENT SERVICES
 - 3. SCIENCE & TECHNOLOGY
 - 4. LION'S DEN CAFÉ
 - 5. STUDENT ACTIVITIES CENTER
 - 6. BOOKSTORE
 - 7. HUMANITIES
 - 8. STUDENT ACADEMIC SERVICES

EXISTING CAMPUS – SITE CIRCULATION DIAGRAM



LEGEND: EXISTING

- 1. LIBRARY
- 2. STUDENT SERVICES
- 3. SCIENCE & TECHNOLOGY
- 7. HUMANITIES
- 8. STUDENT ACADEMIC SERVICES

LEGEND: FUTURE

- A. LIBRARY LEARNING CENTER
- B. INSTRUCTIONAL BUILDING
- C. SCIENCE BUILDING

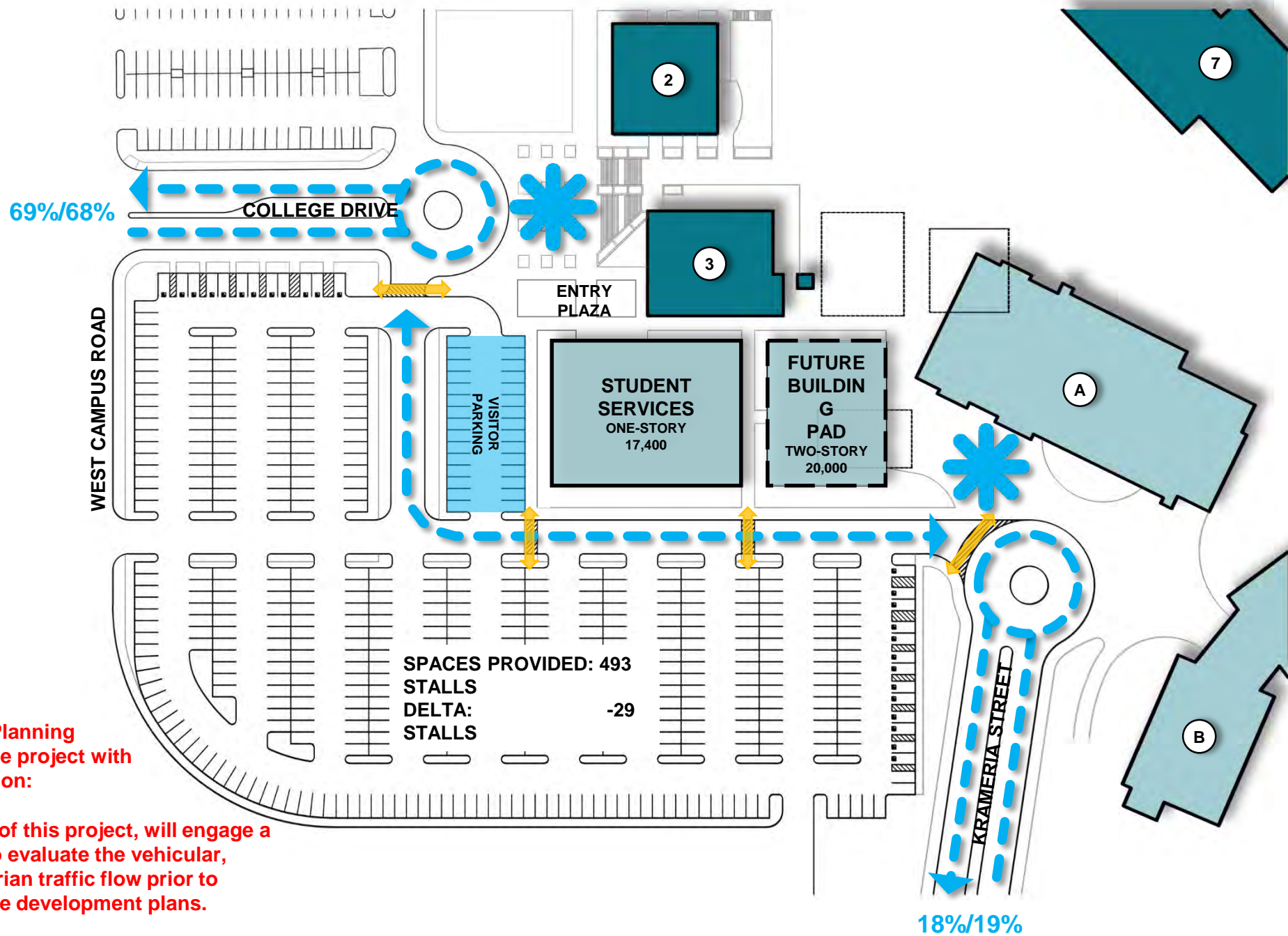
LEGEND:

- VEHICULAR CIRC.
- DROP-OFF PLAZA

MORENO VALLEY COLLEGE

HPI
architecture

FUTURE MASTER PLAN – AS DESIGNED



LEGEND: EXISTING

- 1. LIBRARY
- 2. STUDENT SERVICES
- 3. SCIENCE & TECHNOLOGY
- 7. HUMANITIES
- 8. STUDENT ACADEMIC SERVICES

LEGEND: FUTURE

- A. LIBRARY LEARNING CENTER
- B. INSTRUCTIONAL BUILDING
- C. SCIENCE BUILDING

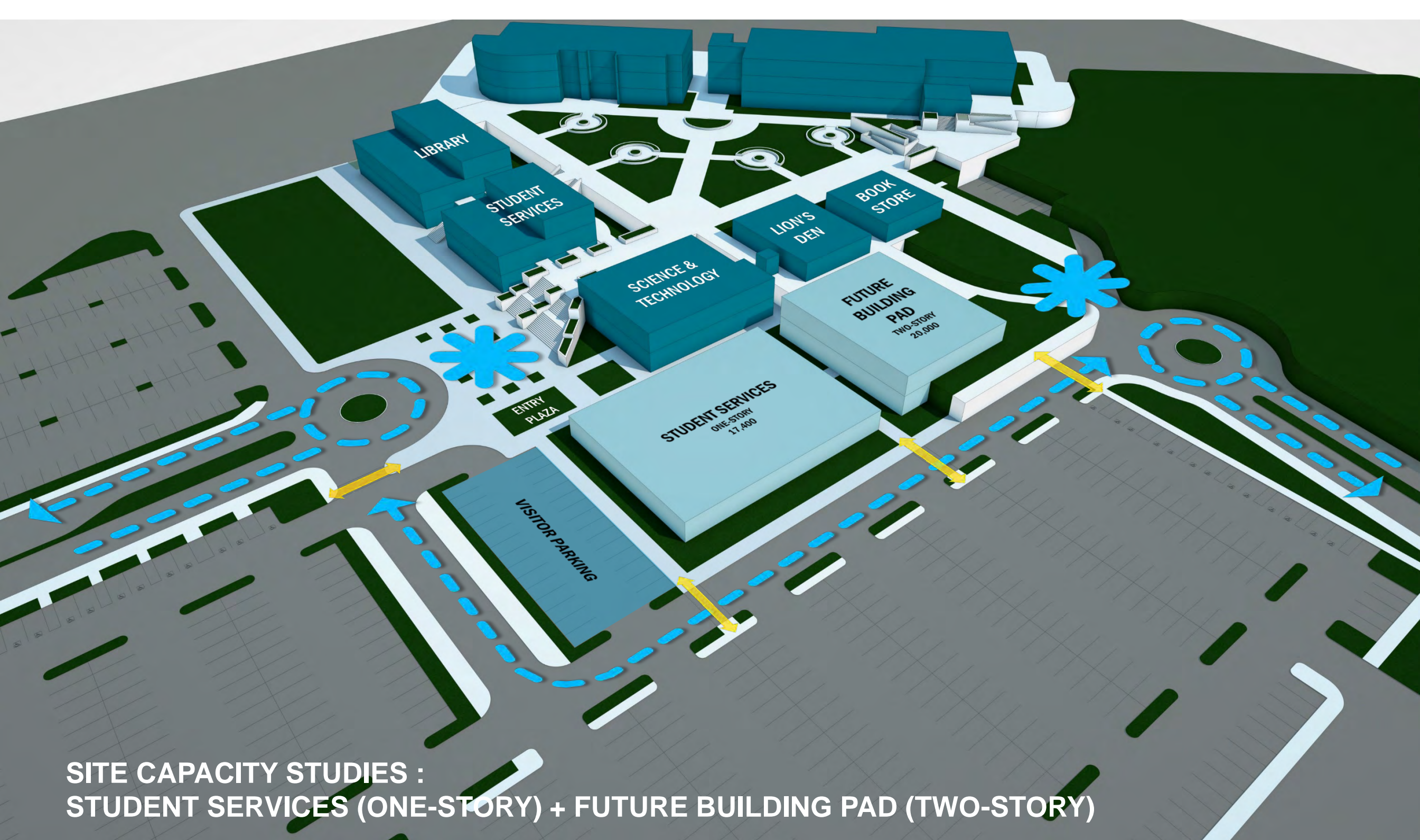
LEGEND:

- VEHICULAR CIRC.
- DROP-OFF PLAZA

* The MVC Strategic Planning Council approved the project with the following provision:

The District, as part of this project, will engage a Traffic Consultant to evaluate the vehicular, parking and pedestrian traffic flow prior to finalization of the site development plans.

**SITE CAPACITY STUDIES :
STUDENT SERVICES (ONE-STORY) + FUTURE BUILDING PAD (TWO-STORY)**



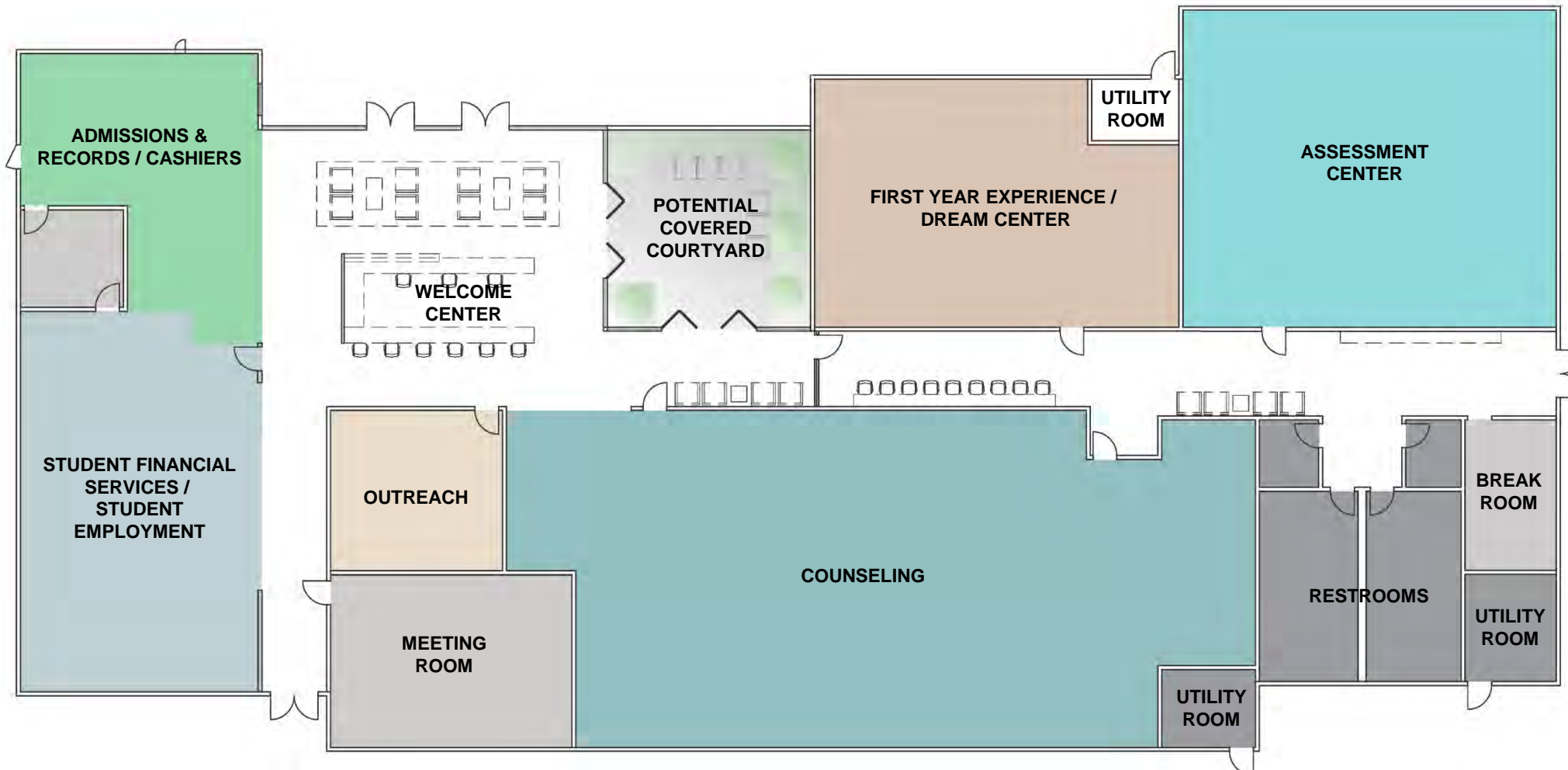
**SITE CAPACITY STUDIES :
STUDENT SERVICES (ONE-STORY) + FUTURE BUILDING PAD (TWO-STORY)**

An aerial photograph of a residential development. The image shows a large, multi-phase project. On the left side, there are several clusters of completed houses, each with its own winding driveway and small landscaped areas. In the center and right, there are larger, more complex structures, including what appears to be a school or community center with a large open area, and several multi-story apartment or townhome buildings. A prominent road runs vertically through the center of the site. The overall scene is a mix of established housing and new construction. The text 'THE PROJECT: NEW CONSTRUCTION' is overlaid in the center of the image.

THE PROJECT: NEW CONSTRUCTION

PROGRAM: NEW CONSTRUCTION

- Welcome Center
- First Year Experience / Dream Center
- Outreach
- Student Financial Services
- Student Employment
- Admissions / Records
- Cashier Counter
- Assessment Center
- Counseling



NEW CONSTRUCTION

MORENO VALLEY COLLEGE

HPI
architecture

NEXT STEPS:

- **Shared Governance Process**

- Academic Senate, September 18, 2017
- Student Learning Programs and Services, September 19, 2017
- Resources Subcommittee, September 20, 2017
- ASMVC Senate, October 2, 2017
- Student Learning Programs & Services, October 17, 2017
- MVC Strategic Planning Council, October 26, 2017
- Academic Senate, November 6, 2017
- District Strategic Planning, November 17, 2017

- **Board of Trustees Meetings**

- December 5, 2017
- December 12, 2017

- **Schematic Design through Construction Administration**

- Tentative Schematic Design Start Date: January 2018

THANK YOU
QUESTIONS?

MORENO
VALLEY
COLLEGE

HPI
architecture



Agenda Item (IV-C-2)

Meeting	12/5/2017 - Committee
Agenda Item	Committee - Planning and Operations (IV-C-2)
Subject	Agreement for Updating Initial Project Proposals with Gensler
College/District	District
Funding	College Measure C Allocations
Recommended Action	It is recommended that the Board of Trustees approved an Agreement with Gensler to update Initial Project Proposals for Moreno Valley College, Library Learning Center and Riverside City College, Life Sciences/Physical Science Reconstruction, for an amount not to exceed \$42,000.

Background Narrative:

With the passage of Proposition 51, funding for college projects from state funds, is now in process. Even though there has been no state funding since 2006, annually the state Chancellor's Office requests that each college district file a 5-year Capital Improvement Plan (CIP). These plans include Initial Project Proposals (IPP) to compete for state funded projects, in addition to locally funded projects listed. The state projects role from an IPP to a Final Project Proposal (FPP) and once competed as a FPP, no changes can be made to the project.

Given the funding plan of state funds through Proposition 51, and the fact that each college has an IPP which can roll into a FPP for state funds, it is the desire to review to revalidate or refresh these IPPs before they roll into FPPs; to assure the project elements are consistent with the facility program needs. Since the IPPs have not been re-reviewed since 2010, it is the desire of Moreno Valley College to have a FPP minor update process be completed, with the results to be incorporated into the next 5-year CIP due in June 2018. Likewise, Riverside City College wishes to have a major FPP update, for the same reasons. Norco College is looking to refresh their college academic programming before proceeding further on their project, given the scoring of their IPP in prior years.

Gensler's Director of Higher Education has expertise in this area and experience with our current project. As such, it is recommended that Gensler be hired for this work. The funding for each would be from the colleges' allocation of Measure C with \$15,000 for MVC and \$25,000 for RCC and any reimbursable expenses of no more than \$2,000 be attributed to one project or the others, directly. Contract would be for a not to exceed \$42,000.

Prepared By: Chris Carlson, Chief of Staff & Facilities Development
Chip West, Interim Vice President, Business Services (RCC)
Nathaniel Jones, Vice President, Business Services (MVC)

Attachments:

[Agreement_IPP Updates-Gensler_r2](#)

AGREEMENT BETWEEN
RIVERSIDE COMMUNITY COLLEGE DISTRICT

And

GENSLER

THIS AGREEMENT is made and entered into on the 13th day of December, 2017, by and between GENSLER hereinafter referred to as “Consultant” and RIVERSIDE COMMUNITY COLLEGE DISTRICT, hereinafter referred to as the “District.”

The parties hereto mutually agree as follows:

1. Scope of services: Reference Exhibit I, attached.
2. The services outlined in Exhibit I will primarily be conducted at Consultant’s office(s), and on site at both Moreno Valley College and Riverside City College.
3. The services rendered by the Consultant are subject to review by the Chief of Staff and Facilities Development or her designee.
4. The term of this agreement shall be from December 13th, 2017, to the estimated completion date of May 1, 2018, with the provision that the Vice Chancellor of Business and Financial Services or his designee may extend the date without a formal amendment to this agreement with the consent of the Consultant.
5. Payment in consideration of this agreement shall not exceed \$42,000 including reimbursable expenses. Invoice for services will be submitted every month for the portion of services completed on a percentage basis. Payments will be made as authorized by the Chief of Staff and Facilities Development, and delivered by U.S. Mail. The final payment shall not be paid until all of the services, specified in Exhibit I, have been satisfactorily completed, as determined by the Chief of Staff and Facilities Development.
6. All data prepared by Consultant hereunder specific only to this project, such as plans, drawings, tracings, quantities, specifications, proposals, sketches, magnetic media, computer software or other programming, diagrams, and calculations shall become the property of District upon completion of the Services and Scope of Work described in this Agreement, except that the Consultant shall have the right to retain copies of all such data for Consultant records. District shall not be limited in any way in its use of such data at any time provided that any such use which is not within the purposes intended by this Agreement shall be at District’s

sole risk, and provided further, that Consultant shall be indemnified and defended against any damages resulting from such use. In the event the Consultant, following the termination of this Agreement, desires to use any such data, Consultant shall make the request in writing through the office of the Chief of Staff and Facilities Development, who will obtain approval from the Board of Trustees before releasing the information requested.

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

Comprehensive general liability insurance coverage that shall protect District from claims for damages for personal injury, including, but not limited to, accidental or wrongful death, as well as from claims for property damage, which may arise from Consultant's activities as well as District's activities under this contract, in the amount of \$1,000,000 per person and \$3,000,000 per occurrence; such amount may be satisfied by a combination of primary and excess coverage.

Professional liability/errors and omission insurance in the amount of \$1,000,000; and

Workers' Compensation insurance in accordance with the laws of the State of California.

Such insurance except Professional Liability shall name District as an additional insured with respect to this agreement and the obligations of District hereunder. Contractor shall provide District with the required Certificate of Insurance within 10 days of signing this Agreement.

11. District may terminate this Agreement for convenience at any time upon written notice to Consultant, in which case District will pay Consultant in full for all services performed and all expenses incurred under this Agreement up to and including the effective date of termination. In ascertaining the services actually rendered to the date of termination, consideration will be given to both completed Work and Work in progress, whether delivered to District or in the possession of the Consultant, and to authorize Reimbursable Expenses. No other compensation will be payable for anticipated profit on unperformed services.
12. Consultant shall not discriminate against any person in the provision of services, or employment of persons on the basis of ethnic group identification, national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, ancestry, genetic information, sexual orientation, physical or mental disability, pregnancy, or any characteristic listed or defined in Section 11135 of the Government Code or any characteristic that is contained in the prohibition of hate crimes set forth in subdivision (1) of Section 422.6 of the California Penal Code, or any other status protected by law. Contractor understands that harassment of any student or employee of Riverside Community College District with regard to ethnic group identification, national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, ancestry, genetic information, sexual orientation, physical or mental disability, pregnancy, or any characteristic listed or defined in Section 11135 of the Government Code or any characteristic that is contained in the prohibition of hate crimes set forth in subdivision (1) of Section 422.6 of the California Penal Code, or any other status protected by law is strictly prohibited.
13. Consultant is an independent contractor and no employer-employee relationship

exists between Consultant and District. Any and all local, state or federal taxes that would be associated with the payment under this Agreement is to be paid solely by Consultant.

14. Neither this Agreement, nor any duties or obligations under this Agreement may be assigned by either party without the prior written consent of the other party.
15. The parties acknowledge that no representations, inducements, promises, or agreements, orally or otherwise, have been made by anyone acting on behalf of either party, which is not stated herein. Any other agreement or statement of promises, not contained in this Agreement, shall not be valid or binding. Any modification of this Agreement will be effective only if it is in writing and signed by the party to be charged.
16. This Agreement will be governed by and construed in accordance with the laws of the State of California.

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

M. Arthur Gensler Jr. & Associates, Inc.
("Gensler")

Riverside Community College District

Rob Jernigan
Managing Principal
500 S. Figueroa Street
Los Angeles, CA 90071

Aaron S. Brown
Vice Chancellor
Business and Financial Services

Date: _____

Date: _____

Exhibit I

800 S. Figueroa Street
Los Angeles, CA 90011
USA

Tel: (213) 237-5000
Fax: (213) 237-5001

Gensler

October 3, 2017
Chris Carlson
Chief of Staff and Facilities Development
Riverside Community College District
450 E Alessandro Blvd.
Riverside CA 92508

Chris.Carlson@rccd.edu

Subject: Riverside Community College District
IPP and FPP Reviews and Updates

Dear Chris:

M. Arthur Gensler Jr. & Associates, Inc. ("Gensler") is pleased to present our proposal for providing Planning Services to Riverside Community College District. We propose to collaborate with your district and college leadership to provide the capital outlay planning services outlined below.

Based on our discussion, and our review of FUSION, we have developed a proposed scope of work to review and update the following projects:

- Moreno Valley College
 - Library Learning Center (LLC)
- Norco College
 - Multimedia and Arts Center (MAC)
- Riverside City College
 - Life Sciences/Physical Science Reconstruction



A. PROPOSED SCOPE OF WORK

A summary of the proposed activities, including work sessions with outline agendas, is described below:

1. Collect and review all relevant planning documents (previously prepared FPPs)
 - ❖ **WORKSESSION 1 – District/College Leadership**
 - Review current list of projects in Five Year Construction Plan
 - Discuss status and relevance of each IPP project
 - Review previously submitted FPP (if prepared)
 - Determine strategy for developing the update
 - Identify stakeholders to be involved
2. Coordinate with Eric Mittlestead to confirm thresholds for cap/loads and scoring
3. Tour site and facilities as needed
4. Organize project information and prep for Worksession 2
 - ❖ **WORKSESSION 2 – District/College Leadership + Key Stakeholders**
 - Review project scopes, criteria and strategies to update
 - Discuss instructional programs and related space needs
 - Explore options for addressing program changes (if needed)
5. Develop updated building programs (JCAF31)
6. Develop conceptual diagrams (site plans and floorplans)
 - ❖ **WORKSESSION 3 - District/College Leadership + Key Stakeholders**
 - Review draft recommendations
 - Confirm buy-in for finalizing IPPs and FPPs
7. Develop site plan diagram
8. Develop floor plan diagrams
9. Develop conceptual building elevations
10. Update cost estimate
 - ❖ **WORKSESSION 4 - District Leadership**
 - Review FPP documents
11. Finalize final FPP documents (with Eric Mittlestead)



B. COMPENSATION

Gensler will provide the following services based on the outlined in the Scope of Work outlined above that will vary depending on the level of update needed. Based on our understanding of the projects, we estimate the following fees for minor and major updates.

- **FPP Minor Update** **\$15,000 each**
 - Steps 1 thru 4 + 10 and 11
 - 2 worksessions

- **FPP Major Update** **\$25,000 each**
 - Steps 1 thru 11
 - 4 worksessions

In addition, we recommend including an allowance for reimbursable expenses of \$2,000.

Chris, we look forward to collaborating with Riverside Community College District and assisting on these planning efforts. If you have any questions, or would like to discuss our proposal in more detail, I can be reached on my mobile line at 949.648.4496.

Sincerely,

A handwritten signature in black ink that reads "Deborah Shepley".

Deborah Shepley, AIA, LEED® AP
Director, Higher Education
Gensler

Agenda Item (IV-D-1)

Meeting	12/5/2017 - Committee
Agenda Item	Committee - Resources (IV-D-1)
Subject	2016-2017 Independent Audit Report for the Riverside Community College District
College/District	District
Funding	N/A
Recommended Action	It is recommended that the Board of Trustees receive the Riverside Community College District's independent audit report for the year ended June 30, 2017 for the permanent file of the District.

Background Narrative:

In accordance with Education Code Section 84040(b), an independent audit of the District's 2016-2017 financial statements was performed by Vavrinek, Trine, Day & Co., LLP Certified Public Accountants (VTD). A representative of the firm will be available to present the report. Results of the audit are summarized below.

- Auditor's Opinion – The auditors have issued an unmodified opinion for the financial and State and Federal audit as of June 30, 2017, which is also known as a "clean" opinion. Unmodified is the highest level of assurance the auditors can provide of the four available opinions. This opinion indicates the financial statements are presented fairly, in all material respects, in accordance with generally accepted accounting principles, and the District complied, in all material respects, with the types of compliance requirements that could have a direct and material effect on each of its major Federal and State programs.
- Audit Findings – There were no findings or questioned costs.
- Auditor's Required Communication – In accordance with the Statement on Auditing Standards No. 114, at the conclusion of the audit engagement VTD is required to communicate information to the Board of Trustees regarding their responsibility under United States Generally Accepted Auditing Standards. Attached for your information is the required communication.

Prepared By: Aaron Brown, Vice Chancellor, Business and Financial Services
Melissa Elwood, Controller

Attachments:

[12052017_RCCD Annual Financial Report FY2016-17](#)
[12052017_VTD SAS 114 Letter](#)



RIVERSIDE COMMUNITY
COLLEGE DISTRICT

ANNUAL FINANCIAL REPORT

JUNE 30, 2017

RIVERSIDE COMMUNITY COLLEGE DISTRICT

TABLE OF CONTENTS JUNE 30, 2017

FINANCIAL SECTION

Independent Auditor's Report	2
Management's Discussion and Analysis	5
Basic Financial Statements - Primary Government	
Statement of Net Position	14
Statement of Revenues, Expenses, and Changes in Net Position	15
Statement of Cash Flows	16
Fiduciary Funds	
Statement of Net Position	18
Statement of Changes in Net Position	19
Notes to Financial Statements	21

REQUIRED SUPPLEMENTARY INFORMATION

Schedule of Other Postemployment Benefits (OPEB) Funding Progress	63
Schedule of the District's Proportionate Share of the Net Pension Liability	64
Schedule of District Contributions	65
Note to Required Supplementary Information	66

SUPPLEMENTARY INFORMATION

District Organization	68
Schedule of Expenditures of Federal Awards	69
Schedule of Expenditures of State Awards	72
Schedule of Workload Measures for State General Apportionment	74
Reconciliation of <i>Education Code</i> Section 84362 (50 Percent Law) Calculation	75
Reconciliation of Annual Financial and Budget Report (CCFS-311) With Fund Financial Statements	78
Proposition 30 Education Protection Act (EPA) Expenditure Report	79
Reconciliation of Governmental Funds to the Statement of Net Position	80
Note to Supplementary Information	82

INDEPENDENT AUDITOR'S REPORTS

Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance With <i>Government Auditing Standards</i>	85
Report on Compliance for Each Major Program and on Internal Control Over Compliance Required by the Uniform Guidance	87
Report on State Compliance	89

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

Summary of Auditor's Results	92
Financial Statement Findings and Recommendations	93
Federal Awards Findings and Questioned Costs	94
State Awards Findings and Questioned Costs	95
Summary Schedule of Prior Audit Findings	96

FINANCIAL SECTION



INDEPENDENT AUDITOR'S REPORT

Board of Trustees
Riverside Community College District
Riverside, California

Report on the Financial Statements

We have audited the accompanying financial statements of the business-type activities and the aggregate remaining fund information of Riverside Community College District (the District) as of and for the year ended June 30, 2017, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the Table of Contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatements, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the 2016-2017 *Contracted District Audit Manual*, issued by the California Community Colleges Chancellor's Office. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the District's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and the aggregate remaining fund information of the District as of June 30, 2017, and the respective changes in financial position and cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require the Management's Discussion and Analysis on pages 5 through 12, the Schedule of Other Postemployment Benefits (OPEB) Funding Progress on page 63, the Schedule of the District's Proportionate Share of the Net Pension Liability on page 64, and the Schedule of District Contributions on page 65 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The accompanying supplementary information listed in the Table of Contents, including the Schedule of Expenditures of Federal Awards, as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), and other supplementary information as listed in the table of contents are presented for purposes of additional analysis and is not a required part of the basic financial statements.

The accompanying supplementary information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the accompanying supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated November 27, 2017, on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.

Vavrinich, Trine, Day & Co., LLP

Riverside, California
November 27, 2017

USING THIS ANNUAL REPORT

The purpose of this annual report is to provide readers with information about the activities, programs, and financial condition of the Riverside Community College District (the District) as of June 30, 2017. The report consists of three basic financial statements: the Statement of Net Position; Statement of Revenues, Expenses, and Changes in Net Position; and Statement of Cash Flows and provides information about the District as a whole. This section of the annual financial report presents our discussion and analysis of the District's financial performance during the fiscal year that ended on June 30, 2017. Please read it in conjunction with the District's financial statements, which immediately follow this section. Responsibility for the completeness and accuracy of this information rests with District management.

OVERVIEW OF THE FINANCIAL STATEMENTS

The Riverside Community College District's financial statements are presented in accordance with Governmental Accounting Standards Board Statements (GASB) No. 34, *Basic Financial Statements - and Management's Discussion and Analysis - for State and Local Governments*, and No. 35, *Basic Financial Statements - and Management Discussion and Analysis - for Public College and Universities*. These statements allow for the presentation of financial activity and results of operations which focuses on the District as a whole. The entity-wide financial statements present the overall results of operations whereby all of the District's activities are consolidated into one total versus the traditional presentation by fund type. The focus of the Statement of Net Position is designed to be similar to the bottom line results of the District. This statement combines and consolidates current financial resources with capital assets and long-term obligations. The Statement of Revenues, Expenses, and Changes in Net Position focuses on the costs of the District's operational activities with revenues and expenses categorized as operating and nonoperating, and expenses are reported by natural classification. The Statement of Cash Flows provides an analysis of the sources and uses of cash within the operations of the District.

The California Community Colleges Chancellor's Office has recommended that all State community colleges follow the Business-Type Activity (BTA) model for financial statement reporting purposes.

FINANCIAL HIGHLIGHTS

- The District's primary funding source is from apportionment received from the State of California. The basis of this apportionment is the calculation of Full-Time Equivalent Students (FTES). During the 2016-2017 fiscal year, total reported resident FTES were 29,652 as compared to 28,682 in the 2015-2016 fiscal year. The District continues to have no unfunded credit FTES for fiscal year 2016-2017.
- Several construction and modernization projects at the District's three colleges resulted in building and site improvements totaling \$1,488,348 in the 2016-2017 fiscal year. The completed projects, listed below, are primarily funded through Physical Plant and Instructional Support as well as Proposition 39: Clean Energy allocations.

Campus-Wide ADA/Path of Travel Repairs – Riverside City College

Tequesquite Channel Wash Repair – Riverside City College

Air Conditioning Unit Replacement – Norco College

Third Street Light Fixtures Replacement – Norco College

RIVERSIDE COMMUNITY COLLEGE DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS JUNE 30, 2017

- Employee salaries increased by 5.04 percent or \$6.3 million from the 2015-2016 fiscal year and employee benefits increased by 5.78 percent or \$2.2 million. The increase in salaries is primarily due to a contractual salary increase of 2.0 percent for all permanent employees, a contractual salary increase of 2.5 percent for part-time faculty, scheduled salary step increases, employee reclassifications, and an increase in the number of positions. The increase in benefit costs is primarily due to increases in health and welfare benefit costs, an increase of 1.85 percent in CalSTRS and 2.04 percent CalPERS employer contributions, and fixed charges associated with the increased number of positions discussed above.
- During the 2016-2017 fiscal year, the District provided over \$76.6 million in financial aid to students, representing an increase of 0.3 percent over the \$76.4 million in fiscal year 2015-2016. This aid was provided in the form of grants, scholarships, loans, and tuition reductions funded through the Federal government, State Chancellor's Office, and local funding as shown below.

Federal Pell Grants (PELL)	\$ 42,386,073
Federal Supplement Education Opportunity Grant (FSEOG)	1,095,480
Federal Direct Student Loans (Direct Loans)	3,700,996
Federal Work Study Program (FWS)	1,031,242
State of California Cal Grants (B & C)	4,842,954
State of California Full Time Student Success Grant	1,253,130
California Community College Board of Governor's Fee Wavier	22,285,090
Total Financial Aid Provided to Students	<u><u>\$ 76,594,965</u></u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2017**

THE DISTRICT AS A WHOLE

Net Position

Table 1

	2017	2016	Change
ASSETS			
Current Assets			
Cash and investments	\$ 124,319,728	\$ 101,654,489	\$ 22,665,239
Accounts receivable (net)	12,075,155	12,470,986	(395,831)
Other current assets	194,466	158,866	35,600
Total Current Assets	<u>136,589,349</u>	<u>114,284,341</u>	<u>22,305,008</u>
Capital assets (net)	<u>440,959,728</u>	<u>452,350,894</u>	<u>(11,391,166)</u>
Total Assets	<u>577,549,077</u>	<u>566,635,235</u>	<u>10,913,842</u>
DEFERRED OUTFLOWS OF RESOURCES			
Deferred charge on refunding	9,479,658	10,274,078	(794,420)
Deferred outflows of resources related to pensions	<u>40,579,912</u>	<u>29,947,690</u>	<u>10,632,222</u>
Total Deferred Outflows of Resources	<u>50,059,570</u>	<u>40,221,768</u>	<u>9,837,802</u>
Total Assets and Deferred Outflows of Resources	<u>\$ 627,608,647</u>	<u>\$ 606,857,003</u>	<u>\$ 20,751,644</u>
Current Liabilities			
Accounts payable and accrued liabilities	\$ 55,136,096	\$ 43,290,705	\$ 11,845,391
Current portion of long-term obligations	<u>7,673,413</u>	<u>12,268,457</u>	<u>(4,595,044)</u>
Total Current Liabilities	<u>62,809,509</u>	<u>55,559,162</u>	<u>7,250,347</u>
Long-Term Obligations	<u>463,105,917</u>	<u>427,536,743</u>	<u>35,569,174</u>
Total Liabilities	<u>525,915,426</u>	<u>483,095,905</u>	<u>42,819,521</u>
DEFERRED INFLOWS OF RESOURCES			
Deferred inflows of resources related to pensions	<u>10,299,894</u>	<u>35,624,774</u>	<u>(25,324,880)</u>
NET POSITION			
Net investment in capital assets	186,569,478	194,304,323	(7,734,845)
Restricted	20,111,913	16,272,093	3,839,820
Unrestricted	<u>(115,288,064)</u>	<u>(122,440,092)</u>	<u>7,152,028</u>
Total Net Position	<u>91,393,327</u>	<u>88,136,324</u>	<u>3,257,003</u>
Total Liabilities, Deferred Inflows and Net Position	<u>\$ 627,608,647</u>	<u>\$ 606,857,003</u>	<u>\$ 20,751,644</u>

The District's components of assets, liabilities, and net position are noted on page 14.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS JUNE 30, 2017

Operating Results for the Year

The results of this year's operations for the District as a whole are reported in the Statement of Revenues, Expenses, and Changes in Net Position on page 15.

Table 2

	2017	2016	Change
Operating Revenues (Losses)			
Tuition and fees (net)	\$ 19,689,266	\$ 16,619,154	\$ 3,070,112
Other operating revenues (losses)	30,635	(1,372)	32,007
Total Operating Revenues (Losses)	<u>19,719,901</u>	<u>16,617,782</u>	<u>3,102,119</u>
Operating Expenses			
Salaries and benefits	172,382,755	163,844,797	8,537,958
Supplies and maintenance	48,651,743	49,367,982	(716,239)
Student financial aid	53,298,914	54,314,607	(1,015,693)
Depreciation	16,960,528	16,623,899	336,629
Total Operating Expenses	<u>291,293,940</u>	<u>284,151,285</u>	<u>7,142,655</u>
Loss on Operations	<u>(271,574,039)</u>	<u>(267,533,503)</u>	<u>(4,040,536)</u>
Nonoperating Revenues			
State apportionments	111,781,459	107,436,493	4,344,966
Property taxes	53,128,130	49,315,603	3,812,527
State revenues	9,627,908	21,345,873	(11,717,965)
Federal and State grants and contracts	96,457,126	95,956,872	500,254
Net investment income	807,537	500,150	307,387
Net interest expense	(14,619,076)	(6,974,747)	(7,644,329)
Other nonoperating revenues	16,077,997	15,311,613	766,384
Total Nonoperating Revenue	<u>273,261,081</u>	<u>282,891,857</u>	<u>(9,630,776)</u>
Other Revenues (Losses)			
State capital income	1,356,211	2,167,968	(811,757)
Local capital income	213,750	(92,217)	305,967
Total Other Revenues (Losses)	<u>1,569,961</u>	<u>2,075,751</u>	<u>(505,790)</u>
Net Increase in Net Position	<u>\$ 3,257,003</u>	<u>\$ 17,434,105</u>	<u>\$ (14,177,102)</u>

The District's primary revenue sources are local property taxes, student enrollment fees, and State apportionment, which increased in fiscal year 2016-2017. Property taxes levied and received from property within the District's boundaries increased slightly during the year.

Grant and contract revenues relate primarily to student financial aid and to specific Federal and State grants received for programs serving the students and programs of the District. These grant and program revenues are restricted to allowable expenses related to the programs.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS JUNE 30, 2017

During 2016-2017, the District's interest income was \$0.81 million and interest expense was \$14.62 million. Interest income is primarily derived from cash held in the Riverside County Treasury. Interest income has increased approximately \$0.31 million from the 2015-2016 fiscal year due to the increase general obligation bond funds held in the Riverside County Treasury. An increase of \$7.64 million in interest expense for the year is the result of maturing of the District's capital accretion bonds and increased amortization of the deferred charges associated with the issuance of refunding general obligation bonds.

In accordance with requirements set forth by the California Community Colleges Chancellor's Office, the District reports operating expenses by object code. Operating expenses by functional classification are as follows:

Table 3

Year ended June 30, 2017:

	Salaries and Employee Benefits	Supplies, Materials, and Other Operating Expenses and Services	Student Financial Aid	Depreciation	Total
Instructional activities	\$ 80,492,578	\$ 5,594,339	\$ -	\$ -	\$ 86,086,917
Academic support	20,976,345	8,337,140	-	-	29,313,485
Student services	29,834,285	5,707,786	-	-	35,542,071
Plant operations and maintenance	7,700,421	6,034,241	-	-	13,734,662
Instructional support services	23,830,181	14,858,615	-	-	38,688,796
Community services and economic development	1,938,970	565,033	-	-	2,504,003
Ancillary services and auxiliary operations	7,609,975	3,358,023	-	-	10,967,998
Student aid	-	-	53,298,914	-	53,298,914
Physical property and related acquisitions	-	4,196,566	-	-	4,196,566
Unallocated depreciation	-	-	-	16,960,528	16,960,528
Total	\$ 172,382,755	\$ 48,651,743	\$ 53,298,914	\$ 16,960,528	\$ 291,293,940

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**MANAGEMENT'S DISCUSSION AND ANALYSIS
 JUNE 30, 2017**

Changes in Cash Position

Table 4

	<u>2017</u>	<u>2016</u>	<u>Change</u>
Cash Provided by (Used in)			
Operating activities	\$ (239,677,310)	\$ (237,885,127)	\$ (1,792,183)
Noncapital financing activities	271,965,452	287,389,221	(15,423,769)
Capital financing activities	(10,258,004)	(22,848,840)	12,590,836
Investing activities	635,101	382,649	252,452
Net Increase (Decrease) in Cash	<u>22,665,239</u>	<u>27,037,903</u>	<u>(4,372,664)</u>
Cash, Beginning of Year	101,654,489	74,616,586	27,037,903
Cash, End of Year	<u>\$ 124,319,728</u>	<u>\$ 101,654,489</u>	<u>\$ 22,665,239</u>

The Statement of Cash Flows on pages 16 and 17 provides information about our cash receipts and payments during the year. This statement also assists users in assessing the District's ability to meet its obligations as they come due and its need for external financing. The District's primary operating receipts are student tuition and fees and Federal, State, and local grants and contracts. The primary operating expense of the District is the payment of salaries and benefits to faculty, administrators, and classified staff.

While State apportionment revenues and property taxes are the primary source of noncapital related revenue, the GASB accounting standards require that this source of revenue is shown as nonoperating revenue as it comes from the general resources of the State and not from the primary users of the college's programs and services, the students. The District depends upon this funding to continue the current level of operations.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS JUNE 30, 2017

CAPITAL ASSET AND DEBT ADMINISTRATION

Capital Assets

At June 30, 2017, the District had \$612.4 million in a broad range of capital assets, including land, buildings, and furniture and equipment. At June 30, 2017, the District's net capital assets were \$441.0 million. Major capital improvement projects are ongoing throughout the District. These projects are primarily funded through Physical Plant and Instructional Support and Proposition 39: Clean Energy revenues, and District General Obligation Bonds. Projects are accounted for within the Construction in Progress account until the project is completed at which time the cost of the buildings and/or improvements will be recorded to the depreciable Buildings and Improvement category.

Table 5

	Balance July 1, 2016	Additions	Deletions	Balance June 30, 2017
Land and construction in progress	\$ 144,558,578	\$ 2,235,297	\$ -	\$ 146,793,875
Buildings and land improvements	416,398,049	1,488,348	-	417,886,397
Furniture and equipment	45,942,266	1,845,717	(51,088)	47,736,895
Subtotal	606,898,893	5,569,362	(51,088)	612,417,167
Accumulated depreciation	(154,547,999)	(16,960,528)	51,088	(171,457,439)
	<u>\$ 452,350,894</u>	<u>\$ (11,391,166)</u>	<u>\$ -</u>	<u>\$ 440,959,728</u>

We present more detailed information about our capital assets in Note 6 to the financial statements.

Obligations

At the end of the 2016-2017 fiscal year, the District had \$279.4 million in general obligation bonds outstanding, net of premium. These bonds are repaid in annual installments, in accordance with the obligation requirements for each debt issuance, by way of property tax assessments on property within the Riverside Community College District's boundaries.

The District is also obligated to employees of the District for vacation, load banking benefits, supplemental retirement income payments, and retiree health payments.

Lease purchase agreements for equipment have been entered into to finance certain capital assets.

Net Pension Liability (NPL)

At year-end, the District had a net pension liability of \$176.8 million. The District has therefore recorded its proportionate share of net pension liabilities for CalSTRS and CalPERS.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2017**

Table 6

	Balance <u>July 1, 2016</u>	Additions	Deletions	Balance <u>June 30, 2017</u>
General obligation bonds	\$ 282,857,034	\$ 2,804,993	\$ (6,244,064)	\$ 279,417,963
Aggregate net pension obligation	137,435,471	39,385,083	-	176,820,554
Other liabilities	19,512,695	3,423,777	(8,395,659)	14,540,813
Total Long-Term Obligations	<u>\$ 439,805,200</u>	<u>\$ 45,613,853</u>	<u>\$ (14,639,723)</u>	<u>\$ 470,779,330</u>
Amount due within one year				<u>\$ 7,673,413</u>

We present more detailed information about our long-term obligations in Note 10 to the financial statements.

GENERAL FUND BUDGETARY HIGHLIGHTS

Over the course of the year, the District revises its budget to provide for unanticipated changes in revenues and expenditures. The Board of Trustees adopted the final amendment to the budget for the 2016-2017 fiscal year on June 20, 2017.

The District's final revised budget for the unrestricted General Fund anticipated that expenditures would exceed revenues by \$25.43 million. The actual results for the year showed revenues exceeded expenditures by \$6.81 million.

ECONOMIC FACTORS AFFECTING THE FUTURE OF THE RIVERSIDE COMMUNITY COLLEGE DISTRICT

The financial position of the District is closely tied to the economic position of the State of California since the District's largest source of general unrestricted revenue is State apportionment at 49.41 percent of total revenues. The District reported an increase of 970 FTEs during fiscal year 2016-2017 resulting from an increase of course offerings. The District's fiscal year 2017-2018 unrestricted general fund adopted budget anticipates revenue increases of \$8.72 million, expenditure increases of \$14.41 million, and a Board-approved contingency of 5.0 percent. The District continues to manage enrollment and operating costs to ensure ongoing financial stability and to achieve reserve levels required by Board policy and the State Chancellor's Office.

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide the District's citizens, taxpayers, students, and investors and creditors with a general overview of the District's finances and to show the District's accountability for the money it receives. If you have questions about this report or need any additional financial information, contact the Riverside Community College District at 3801 Market Street, Riverside, California 92501.

BASIC FINANCIAL STATEMENTS

RIVERSIDE COMMUNITY COLLEGE DISTRICT

STATEMENT OF NET POSITION - PRIMARY GOVERNMENT JUNE 30, 2017

ASSETS

Current Assets

Cash and cash equivalents	\$ 2,224,530
Investments - unrestricted	59,309,628
Investments - restricted	62,785,570
Accounts receivable	11,045,464
Student accounts receivable, net	1,029,691
Due from fiduciary funds	15,465
Prepaid expenses	148,330
Inventories	30,671

Total Current Assets	<u>136,589,349</u>
-----------------------------	--------------------

Noncurrent Assets

Nondepreciable capital assets	146,793,875
Depreciable capital assets, net of depreciation	294,165,853

Total Noncurrent Assets	<u>440,959,728</u>
--------------------------------	--------------------

TOTAL ASSETS	<u>577,549,077</u>
---------------------	--------------------

DEFERRED OUTFLOWS OF RESOURCES

Deferred charge on refunding	9,479,658
Deferred outflows of resources related to pensions	40,579,912

TOTAL DEFERRED OUTFLOW OF RESOURCES	<u>50,059,570</u>
--	-------------------

LIABILITIES

Current Liabilities

Accounts payable	11,149,310
Accrued interest payable	4,918,620
Due to fiduciary funds	89,945
Unearned revenue	35,403,592
Claims liability	3,574,629
Compensated absences payable - current portion	1,458,413
Bonds payable - current portion	6,215,000

Total Current Liabilities	<u>62,809,509</u>
----------------------------------	-------------------

Noncurrent Liabilities

Compensated absences and load banking payable - noncurrent portion	2,315,328
Bonds payable - noncurrent portion	262,873,626
Bond premium	10,329,337
Other postemployment benefits	10,767,072
Aggregate net pension obligation	176,820,554

Total Noncurrent Liabilities	<u>463,105,917</u>
-------------------------------------	--------------------

TOTAL LIABILITIES	<u>525,915,426</u>
--------------------------	--------------------

DEFERRED INFLOWS OF RESOURCES

Deferred inflows of resources related to pensions	10,299,894
---	------------

NET POSITION

Net investment in capital assets	186,569,478
Restricted for:	
Debt service	10,765,474
Capital projects	1,752,243
Educational programs	7,594,196
Unrestricted	(115,288,064)

TOTAL NET POSITION	<u>\$ 91,393,327</u>
---------------------------	----------------------

The accompanying notes are an integral part of these financial statements.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**STATEMENT OF REVENUES, EXPENSES,
AND CHANGES IN NET POSITION - PRIMARY GOVERNMENT
FOR THE YEAR ENDED JUNE 30, 2017**

OPERATING REVENUES	
Student Tuition and Fees	\$ 41,974,356
Less: Scholarship discount and allowance	(22,285,090)
Net tuition and fees	<u>19,689,266</u>
Other Operating Revenues	<u>30,635</u>
TOTAL OPERATING REVENUES	<u><u>19,719,901</u></u>
OPERATING EXPENSES	
Salaries	132,198,832
Employee benefits	40,183,923
Supplies, materials, and other operating expenses and services	44,086,881
Student financial aid	53,298,914
Equipment, maintenance, and repairs	4,564,862
Depreciation	16,960,528
TOTAL OPERATING EXPENSES	<u><u>291,293,940</u></u>
OPERATING LOSS	<u><u>(271,574,039)</u></u>
NONOPERATING REVENUES (EXPENSES)	
State apportionments, noncapital	111,781,459
Federal grants	59,708,037
State grants	36,749,089
Local property taxes levied for general purposes	37,207,839
Local property taxes levied for capital debt	15,920,291
State taxes and other revenues	9,627,908
Investment income	745,933
Interest expense on capital related debt	(14,619,076)
Investment income on capital related debt, net	61,604
Other nonoperating revenue	16,077,997
TOTAL NONOPERATING REVENUES (EXPENSES)	<u><u>273,261,081</u></u>
INCOME BEFORE OTHER REVENUES	<u><u>1,687,042</u></u>
OTHER REVENUES	
State revenues, capital	1,356,211
Local revenues, capital	213,750
TOTAL OTHER REVENUES	<u><u>1,569,961</u></u>
CHANGE IN NET POSITION	3,257,003
NET POSITION, BEGINNING OF YEAR	<u>88,136,324</u>
NET POSITION, END OF YEAR	<u><u>\$ 91,393,327</u></u>

The accompanying notes are an integral part of these financial statements.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**STATEMENT OF CASH FLOWS - PRIMARY GOVERNMENT
FOR THE YEAR ENDED JUNE 30, 2017**

CASH FLOWS FROM OPERATING ACTIVITIES	
Tuition and fees	\$ 18,774,464
Payments to vendors for supplies and services	(31,435,827)
Payments to or on behalf of employees	(173,747,668)
Payments to students for Federal direct student aid	(48,148,685)
Payments to students for State direct student aid	(4,692,767)
Payments to students for Local direct student aid	(457,462)
Other operating receipts	30,635
Net Cash Flows From Operating Activities	<u>(239,677,310)</u>
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES	
State apportionments	111,780,727
Noncapital grants and contracts	96,457,126
Property taxes - non-debt related	37,207,839
State taxes and other apportionments	11,777,660
Other nonoperating	14,742,100
Net Cash Flows From Noncapital Financing Activities	<u>271,965,452</u>
CASH FLOWS FROM CAPITAL FINANCING ACTIVITIES	
Purchase of capital assets	(10,529,201)
State revenue, capital projects	1,356,211
Property taxes - related to capital debt	15,920,291
Principal paid on capital debt	(6,260,996)
Interest paid on capital debt	(11,814,083)
Interest received on capital related debt	61,604
Deferred charges on refunding	794,420
Other expenses for capital financing activities, net	213,750
Net Cash Flows From Capital Financing Activities	<u>(10,258,004)</u>
CASH FLOWS FROM INVESTING ACTIVITIES	
Interest received from investments	<u>635,101</u>
NET CHANGE IN CASH AND CASH EQUIVALENTS	22,665,239
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>101,654,489</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u><u>\$ 124,319,728</u></u>

The accompanying notes are an integral part of these financial statements.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**STATEMENT OF CASH FLOWS - PRIMARY GOVERNMENT, Continued
FOR THE YEAR ENDED JUNE 30, 2017**

**RECONCILIATION OF NET OPERATING LOSS TO NET CASH FLOWS
FROM OPERATING ACTIVITIES**

Operating Loss	<u>\$ (271,574,039)</u>
Adjustments to Reconcile Operating Loss to Net Cash Flows	
From Operating Activities:	
Depreciation	16,960,528
Changes in Assets, Deferred Outflows, Liabilities, and Deferred Inflows:	
Accounts receivable	(302,515)
Inventories	4,188
Prepaid expenses	(44,465)
Accounts payable and other accrued liabilities	(339,438)
Unearned revenue	17,145,400
Compensated absences and load banking	389,145
Retirement Incentive Plans	(5,413,277)
Other postemployment benefits (OPEB)	69,182
Deferred outflows of resources related to pensions	(10,632,222)
Aggregate net pension obligation	39,385,083
Deferred inflows of resources related to pensions	<u>(25,324,880)</u>
Total Adjustments	<u>31,896,729</u>
Net Cash Flows From Operating Activities	<u><u>\$ (239,677,310)</u></u>

**CASH AND CASH EQUIVALENTS CONSIST
OF THE FOLLOWING:**

Cash in banks	\$ 2,224,530
Unrestricted cash in county treasury	59,309,628
Restricted cash in county treasury	62,785,570
Total Cash and Cash Equivalents	<u><u>\$ 124,319,728</u></u>

NON CASH TRANSACTIONS

On behalf payments for benefits	\$ 6,092,247
Board of Governors fee waivers	22,285,090
	<u><u>\$ 28,377,337</u></u>

The accompanying notes are an integral part of these financial statements.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**STATEMENT OF FIDUCIARY NET POSITION
 JUNE 30, 2017**

	<u>Trust</u>
ASSETS	
Cash and cash equivalents	\$ 2,354,559
Accounts receivable	474
Due from primary government	89,945
Prepaid expenses	<u>2,170</u>
Total Assets	<u>2,447,148</u>
 LIABILITIES	
Accounts payable	62,177
Due to primary government	15,465
Due to student groups	<u>1,225,250</u>
Total Liabilities	<u>1,302,892</u>
 NET POSITION	
Unreserved	<u>1,144,256</u>
Total Net Position	<u>\$ 1,144,256</u>

The accompanying notes are an integral part of these financial statements.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**STATEMENT OF CHANGES IN FIDUCIARY NET POSITION
FOR THE YEAR ENDED JUNE 30, 2017**

	<u>Trust</u>
ADDITIONS	
Local revenues	<u>\$ 959,646</u>
DEDUCTIONS	
Services and operating expenditures	<u>1,068,392</u>
Change in Net Position	(108,746)
Net Position - Beginning	<u>1,253,002</u>
Net Position - Ending	<u><u>\$ 1,144,256</u></u>

The accompanying notes are an integral part of these financial statements.

NOTES TO FINANCIAL STATEMENTS

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2017

NOTE 1 - ORGANIZATION

The Riverside Community College District (the District) was established in 1916 as a political subdivision of the State of California and is a comprehensive, public, two-year institution offering educational services to residents of the surrounding area. The District operates under a locally elected five-member Board of Trustees form of government, which establishes the policies and procedures by which the District operates. The Board must approve the annual budgets for the General Fund, special revenue funds, capital project funds, and proprietary funds, but these budgets are managed at the department level. Currently, the District operates three colleges located within western Riverside County. While the District is a political subdivision of the State of California, it is legally separate and is independent of other State and local governments, and it is not a component unit of the State in accordance with the provisions of Governmental Accounting Standards Board (GASB) Statement No. 61. The District is classified as a Public Educational Institution under Internal Revenue Code Section 115 and is, therefore, exempt from Federal taxes.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Financial Reporting Entity

The District has adopted GASB Statement No. 61, *Determining Whether Certain Organizations are Component Units*. This statement amends GASB Statement No. 14, *The Financial Reporting Entity*, to provide additional guidance to determine whether certain organizations, for which the District is not financially accountable, should be reported as component units based on the nature and significance of their relationship with the District. The basic criteria for including a component unit are (1) the economic resources held or received by the other entity are entirely or almost entirely for the direct benefit of the District, (2) the District is entitled to, or has the ability to otherwise access, a majority of the economic resources held or received by the other entity, and (3) the other entity's resources to which the District is entitled or has the ability to otherwise access are significant to the District. If any of these criteria are not met, the final criterion for including a component unit is whether the other entity is closely related to, or financially integrated with, the District. As defined by accounting principles generally accepted in the United States of America and established by the Governmental Accounting Standards Board, the financial reporting entity consists of the primary government, the District, and the following component unit:

- **Riverside Community College District Development Corporation**

The Riverside Community College District Development Corporation (the Corporation) is a legally separate organization and a component unit of the District. The Corporation was formed to provide financing and acquire assets for the District. A majority of the Corporation's Board of Directors either serves by reason of their position in the District or is appointed by the District's Board of Trustees. The financial activity has been "blended" or consolidated within the financial statements as the District as if the activity was the District's. Within the other supplementary information section of the report, the activity is included as the Riverside Community College District Development Corporation Fund as a Special Revenue Fund of the District. Individually prepared financial statements are not prepared for the Corporation. Condensed component unit information for the Corporation, the District's blended component unit, for the year ended June 30, 2017, is as follows:

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
 JUNE 30, 2017**

Condensed Statement of Net Position

ASSETS	
Cash and cash equivalents	\$ 16,182
	<u>16,182</u>
NET POSITION	
Restricted for:	
Capital projects	\$ 16,182
	<u>16,182</u>

Condensed Statement of Revenues, Expenses, and Changes in Net Position

NONOPERATING REVENUES	
Interest income	\$ 8
	<u>8</u>
CHANGE IN NET POSITION	
	8
NET POSITION, BEGINNING OF YEAR	16,174
NET POSITION, END OF YEAR	<u>\$ 16,182</u>

Measurement Focus, Basis of Accounting, and Financial Statement Presentation

For financial reporting purposes, the District is considered a special-purpose government engaged only in business-type activities as defined by GASB Statements No. 34 and No. 35 as amended by GASB Statements No. 37, No. 38, and No. 39. This presentation provides a comprehensive entity-wide perspective of the District's assets, liabilities, activities, and cash flows and replaces the fund group perspective previously required. Fiduciary activities, with the exception of the Student Financial Aid Fund, are excluded from the basic financial statements. Accordingly, the District's financial statements have been presented using the economic resources measurement focus and the accrual basis of accounting. The significant accounting policies followed by the District in preparing these financial statements are in accordance with accounting principles generally accepted in the United States of America as prescribed by GASB. Additionally, the District's policies comply with the California Community Colleges Chancellor's Office *Budget and Accounting Manual*. Under the accrual basis, revenues are recognized when earned, and expenses are recorded when an obligation has been incurred. All material intra-agency and intra-fund transactions have been eliminated.

Revenues resulting from exchange transactions, in which each party gives and receives essentially equal value, are classified as operating revenues. These transactions are recorded on the accrual basis when the exchange takes place. Available means that the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter to be used to pay liabilities of the current fiscal year. For the District, operating revenues consist primarily of student fees and auxiliary activities through the bookstore and cafeteria.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2017

Nonexchange transactions, in which the District receives value without directly giving equal value in return, include State apportionments, property taxes, certain Federal and State grants, entitlements, and donations. Property tax revenue is recognized in the fiscal year received. State apportionment revenue is earned based upon criteria set forth from the Community Colleges Chancellor's Office and includes reporting of full-time equivalent students (FTES) attendance. The corresponding apportionment revenue is recognized in the period the FTES are generated. Revenue from Federal and State grants and entitlements are recognized in the fiscal year in which all eligibility requirements have been satisfied. Eligibility requirements may include time and/or purpose requirements.

Operating expenses are incurred to provide instructional services including support costs, auxiliary services, and depreciation of capital assets. All other expenses not meeting this definition are reported as nonoperating. Expenses are recorded on the accrual basis as they are incurred; when goods are received or services are rendered.

The financial statements are presented in accordance with the reporting model as prescribed in GASB Statement No. 34, *Basic Financial Statements and Management's Discussion and Analysis for State and Local Governments*, and GASB Statement No. 35, *Basic Financial Statements and Management's Discussion and Analysis for Public Colleges and Universities*, as amended by GASB Statements No. 37, No. 38, and No. 39. The business-type activities model followed by the District requires the following components of the District's financial statements:

- Management's Discussion and Analysis
- Basic Financial Statements for the District as a whole including:
 - Statements of Net Position - Primary Government
 - Statements of Revenues, Expenses, and Changes in Net Position - Primary Government
 - Statements of Cash Flows - Primary Government
 - Financial Statements for the Fiduciary Funds including:
 - Statements of Fiduciary Net Position
 - Statements of Changes in Fiduciary Net Position
- Notes to the Financial Statements

Cash and Cash Equivalents

The District's cash and cash equivalents are considered to be cash on hand, demand deposits, and short-term investments with original maturities of three months or less from the date of acquisition. Cash equivalents also include unrestricted cash with county treasury balances for purposes of the Statement of Cash Flows. Restricted cash and cash equivalents represent balances restricted by external sources such as grants and contracts or specifically restricted for the repayment of capital debt.

Investments

In accordance with GASB Statement No. 31, *Accounting and Financial Reporting for Certain Investments and External Investment Pools*, investments held at June 30, 2017, are stated at fair value. Fair value is estimated based on quoted market prices at year-end. Short-term investments have an original maturity date greater than three months, but less than one year at time of purchase. Long-term investments have an original maturity of greater than one year at the time of purchase.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2017

Restricted Assets

Restricted assets arise when restrictions on their use change the normal understanding of the availability of the asset. Such constraints are either imposed by creditors, contributors, grantors, or laws of other governments or imposed by enabling legislation. Restricted assets represent investments required by debt covenants to be set aside by the District for the purpose of satisfying certain requirements of the bonded debt issuance.

Accounts Receivable

Accounts receivable include amounts due from the Federal, State and/or local governments, or private sources, in connection with reimbursement of allowable expenditures made pursuant to the District's grants and contracts. Accounts receivable also consist of tuition and fee charges to students and auxiliary enterprise services provided to students, faculty, and staff, the majority of each residing in the State of California. The District provides for an allowance for uncollectible accounts as an estimation of amounts that may not be received. This allowance is based upon management's estimates and analysis. The allowance was estimated at \$230,975 for the year ended June 30, 2017.

Prepaid Expenses

Prepaid expenses represent payments made to vendors and others for services that will benefit periods beyond June 30.

Inventories

Inventories consist primarily of cafeteria food and supplies held for resale to the students and faculty of the college. Inventories are stated at cost, utilizing the weighted average method. The cost is recorded as an expense as the inventory is consumed.

Capital Assets and Depreciation

Capital assets are long-lived assets of the District as a whole and include land, construction in progress, buildings, leasehold improvements, and equipment. The District maintains an initial unit cost capitalization threshold of \$5,000 and an estimated useful life greater than one year. Assets are recorded at historical cost, or estimated historical cost, when purchased or constructed. The District does not possess any infrastructure. Donated capital assets are recorded at estimated fair market value at the date of donation. Improvements to buildings and land that significantly increase the value or extend the useful life of the asset are capitalized; the costs of routine maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are charged as an operating expense in the year in which the expense was incurred. Major outlays for capital improvements are capitalized as construction in progress as the projects are constructed.

Depreciation of capital assets is computed and recorded utilizing the straight-line method. Estimated useful lives of the various classes of depreciable capital assets are as follows: buildings, 15 to 50 years; improvements, 10 years; equipment, 3 to 8 years; vehicles, 5 to 10 years.

Accrued Liabilities and Long-term Obligations

All payables, accrued liabilities, and long-term obligations are reported in the entity-wide financial statements.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2017

Debt Issuance Costs, Premiums, and Discounts

Debt premiums and discounts, as well as issuance costs related to prepaid insurance costs, are amortized over the life of the bonds using the straight-line method.

Deferred Charge on Refunding

Deferred charge on refunding is amortized using the straight-line method over the remaining life of the new debt.

Deferred Outflows/Inflows of Resources

In addition to assets, the Statement of Net Position also reports deferred outflows of resources. This separate financial statement element represents a consumption of net position that applies to a future period and so will not be recognized as an expense or expenditure until then. The District reports deferred outflows of resources for deferred charges on refunding of debt and for pension related items.

In addition to liabilities, the Statement of Net Position reports a separate section for deferred inflows of resources. This separate financial statement element represents an acquisition of net position that applies to a future period and so will not be recognized as revenue until then. The District reports deferred inflows of resources for pension related items.

Pensions

For purposes of measuring the net pension liability and deferred outflows/inflows of resources related to pensions and pension expense, information about the fiduciary net position of the California State Teachers' Retirement System (CalSTRS) and the California Public Employees' Retirement System (CalPERS) plan for schools (the Plans) and additions to/deductions from the Plans' fiduciary net position have been determined on the same basis as they are reported by CalSTRS and CalPERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Member contributions are recognized in the period in which they are earned. Investments are reported at fair value.

Compensated Absences

Accumulated unpaid employee vacation benefits are accrued as a liability as the benefits are earned. The entire compensated absence liability is reported on the entity-wide financial statements. The current portion of unpaid compensated absences is recognized upon the occurrence of relevant events such as employee resignation and retirements that occur prior to year-end that have not yet been paid within the fund from which the employees who have accumulated the leave are paid. The District also participates in "load-banking" with eligible academic employees whereby the employee may teach extra courses in one period in exchange for time off in another period. The liability for this benefit is reported on the entity-wide financial statements.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2017

Sick leave is accumulated without limit for each employee based upon negotiated contracts. Leave with pay is provided when employees are absent for health reasons; however, the employees do not gain a vested right to accumulated sick leave. Employees are never paid for any sick leave balance at termination of employment or any other time. Therefore, the value of accumulated sick leave is not recognized as a liability in the District's financial statements. However, retirement credit for unused sick leave is applicable to all classified school members who retire after January 1, 1999. At retirement, each member will receive .004 year of service credit for each day of unused sick leave. Retirement credit for unused sick leave is available to all full-time employees based on the California State Teachers' Retirement System (CalSTRS) and the California Public Employees' Retirement Systems (CalPERS) criteria.

Unearned Revenue

Unearned revenue arises when potential revenue does not meet both the "measurable" and "available" criteria for recognition in the current period or when resources are received by the District prior to the incurrence of qualifying expenditures. In subsequent periods, when both revenue recognition criteria are met, or when the District has a legal claim to the resources, the liability for unearned revenue is removed from the combined balance sheet and revenue is recognized. Unearned revenue includes (1) amounts received for tuition and fees prior to the end of the fiscal year that are related to the subsequent fiscal year and (2) amounts received from Federal and State grants received before the eligibility requirements are met are recorded as unearned revenue.

Noncurrent Liabilities

Noncurrent liabilities include bonds and notes payable, compensated absences, claims payable, capital lease obligations, retirement incentive plans, OPEB obligations, and aggregate net pension obligations with maturities greater than one year.

Net Position

GASB Statements No. 34 and No. 35 report equity as "Net Position" and represent the difference between assets and liabilities. The net position is classified according to imposed restrictions or availability of assets for satisfaction of District obligations according to the following net asset categories:

Net Investment in Capital Assets consists of capital assets, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction, or improvement of those assets. To the extent debt has been incurred, but not yet expended for capital assets, such accounts are not included as a component of net investment in capital assets.

Restricted: Net position is reported as restricted when there are limitations imposed on their use, either through enabling legislation adopted by the District, or through external restrictions imposed by creditors, grantors, or laws or regulations of other governments. The District first applies restricted resources when an expense is incurred for purposes for which both restricted and unrestricted resources are available.

Unrestricted: Net position that is not subject to externally imposed constraints. Unrestricted net position may be designated for specific purposes by action of the Board of Trustees or may otherwise be limited by contractual agreements with outside parties.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2017

When both restricted and unrestricted resources are available for use, it is the District's practice to use restricted resources first and the unrestricted resources when they are needed. The entity-wide financial statements report \$20,111,913 of restricted net position.

State Apportionments

Certain current year apportionments from the State are based on financial and statistical information of the previous year. Any corrections due to the recalculation of the apportionment are made in February of the subsequent year. When known and measurable, these recalculations and corrections are accrued in the year in which the FTES are generated.

Property Taxes

Secured property taxes attach as an enforceable lien on property as of January 1. The County of Riverside Assessor is responsible for assessment of all taxable real property. Taxes are payable in two installments on November 1 and February 1 and become delinquent on December 10 and April 10, respectively. Unsecured property taxes are payable in one installment on or before August 31. The County of Riverside bills and collects the taxes on behalf of the District. Local property tax revenues are recorded when the County notifies the District of the availability of the revenues.

The voters of the District passed a General Obligation Bond in 2004 for the acquisition, construction, and remodeling of certain District property. As a result of the passage of the Bond, property taxes are assessed on the property within the District specifically for the repayment of the debt incurred. The taxes are assessed, billed, and collected as noted above and remitted to the District when collected.

Scholarships, Discounts, and Allowances

Student tuition and fee revenue is reported net of scholarships, discounts, and allowances. Fee waivers approved by the Board of Governors are included within the scholarships, discounts, and allowances in the Statement of Revenues, Expenses, and Changes in Net Position. Scholarship discounts and allowances represent the difference between stated charges for enrollment fees and the amount that is paid by students or third parties making payments on the students' behalf.

Federal Financial Assistance Programs

The District participates in federally funded Pell Grants, SEOG Grants, and Federal Work-Study programs, as well as other programs funded by the Federal government. Financial aid to students is either reported as operating expenses or scholarship allowances, which reduce revenues. The amount reported as operating expense represents the portion of aid that was provided to the student in the form of cash. Scholarship allowances represent the portion of aid provided to students in the form of reduced tuition. These programs are audited in accordance with Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2017

Estimates

The preparation of the financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

Interfund Activity

Interfund transfers and interfund receivables and payables are eliminated during the consolidation process in the Primary Government and Fiduciary Funds' financial statements, respectively.

Change in Accounting Principles

In June 2015, the GASB issued Statement No. 74, *Financial Reporting for Postemployment Benefit Plans Other Than Pension Plans*. The objective of this Statement is to improve the usefulness of information about postemployment benefits other than pensions (other postemployment benefits or OPEB) included in the general purpose external financial reports of state and local governmental OPEB plans for making decisions and assessing accountability. This Statement results from a comprehensive review of the effectiveness of existing standards of accounting and financial reporting for all postemployment benefits (pensions and OPEB) with regard to providing decision-useful information, supporting assessments of accountability and inter-period equity, and creating additional transparency.

This Statement replaces Statements No. 43, *Financial Reporting for Postemployment Benefit Plans Other Than Pension Plans*, as amended, and No. 57, *OPEB Measurements by Agent Employers and Agent Multiple-Employer Plans*. It also includes requirements for defined contribution OPEB plans that replace the requirements for those OPEB plans in Statement No. 25, *Financial Reporting for Defined Benefit Pension Plans and Note Disclosures for Defined Contribution Plans*, as amended, Statement No. 43, and Statement No. 50, *Pension Disclosures*.

The District has implemented the provisions of this Statement as of June 30, 2017.

In March 2016, the GASB issued Statement No. 82, *Pension Issues—an amendment of GASB Statements No. 67, No. 68, and No. 73*. The objective of this Statement is to address certain issues that have been raised with respect to GASB Statement No. 67, *Financial Reporting for Pension Plans—an amendment to GASB Statement No. 25*, GASB Statement No. 68, *Accounting and Financial Reporting for Pensions—an amendment to GASB Statement No. 27*, and GASB Statement No. 73, *Accounting and Financial Reporting for Pensions and Related Assets That Are Not within the Scope of GASB Statement 68, and Amendments to Certain Provisions of GASB Statements 67 and 68*. Specifically, this Statement addresses issues regarding (1) the presentation of payroll-related measures in required supplementary information; (2) the selection of assumptions and the treatment of deviations from the guidance in an Actuarial Standard of Practice for financial reporting purposes; and (3) the classification of payments made by employers to satisfy employee (plan member) contribution requirements.

The District has implemented the provisions of this Statement as of June 30, 2017, except for the requirements of this Statement for the selection of assumptions in a circumstance in which an employer's pension liability is measured as of a date other than the employer's most recent fiscal year end. In that circumstance, the requirements for the selection of assumptions are effective for that employer in the first reporting period in which the measurement date of the pension liability is on or after June 15, 2017.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2017

New Accounting Pronouncements

In June 2015, the GASB issued Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pension*. The primary objective of this Statement is to improve accounting and financial reporting by State and local governments for postemployment benefits other than pensions (other postemployment benefits or OPEB). It also improves information provided by State and local governmental employers about financial support for OPEB that is provided by other entities. This Statement results from a comprehensive review of the effectiveness of existing standards of accounting and financial reporting for all postemployment benefits (pensions and OPEB) with regard to providing decision-useful information, supporting assessments of accountability and inter-period equity, and creating additional transparency.

This Statement replaces the requirements of GASB Statements No. 45, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions*, as amended, and No. 57, *OPEB Measurements by Agent Employers and Agent Multiple-Employer Plans*, for OPEB. GASB Statement No. 74, *Financial Reporting for Postemployment Benefit Plans Other Than Pension Plans*, establishes new accounting and financial reporting requirements for OPEB plans.

The requirements of this Statement are effective for financial statements for periods beginning after June 30, 2017. Early implementation is encouraged.

In March 2016, the GASB issued Statement No. 81, *Irrevocable Split-Interest Agreements*. The objective of this Statement is to improve accounting and financial reporting for irrevocable split-interest agreements by providing recognition and measurement guidance for situations in which a government is a beneficiary of the agreement.

This Statement requires that a government that receives resources pursuant to an irrevocable split-interest agreement recognize assets, liabilities, and deferred inflows of resources at the inception of the agreement. Furthermore, this Statement requires that a government recognize assets representing its beneficial interests in irrevocable split-interest agreements that are administered by a third party, if the government controls the present service capacity of the beneficial interests. This Statement requires that a government recognize revenue when the resources become applicable to the reporting period.

The requirements of this Statement are effective for financial statements for periods beginning after December 15, 2016, and should be applied retroactively. Early implementation is encouraged.

In November 2016, the GASB issued Statement No. 83, *Certain Asset Retirement Obligations*. This Statement addresses accounting and financial reporting for certain asset retirement obligations (AROs). An ARO is a legally enforceable liability associated with the retirement of a tangible capital asset. A government that has legal obligations to perform future asset retirement activities related to its tangible capital assets should recognize a liability based on the guidance in this Statement.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2017

This Statement establishes criteria for determining the timing and pattern of recognition of a liability and a corresponding deferred outflow of resources for AROs. This Statement requires that recognition occur when the liability is both incurred and reasonably estimable. The determination of when the liability is incurred should be based on the occurrence of external laws, regulations, contracts, or court judgments, together with the occurrence of an internal event that obligates a government to perform asset retirement activities. Laws and regulations may require governments to take specific actions to retire certain tangible capital assets at the end of the useful lives of those capital assets, such as decommissioning nuclear reactors and dismantling and removing sewage treatment plants. Other obligations to retire tangible capital assets may arise from contracts or court judgments. Internal obligating events include the occurrence of contamination, placing into operation a tangible capital asset that is required to be retired, abandoning a tangible capital asset before it is placed into operation, or acquiring a tangible capital asset that has an existing ARO.

The requirements of this Statement are effective for reporting periods beginning after June 15, 2018. Early implementation is encouraged.

In January 2017, the GASB issued Statement No. 84, *Fiduciary Activities*. The objective of this Statement is to improve guidance regarding the identification of fiduciary activities for accounting and financial reporting purposes and how those activities should be reported.

This Statement establishes criteria for identifying fiduciary activities of all State and local governments. The focus of the criteria generally is on (1) whether a government is controlling the assets of the fiduciary activity and (2) the beneficiaries with whom a fiduciary relationship exists. Separate criteria are included to identify fiduciary component units and postemployment benefit arrangements that are fiduciary activities.

The requirements of this Statement are effective for reporting periods beginning after December 15, 2018. Early implementation is encouraged.

In March 2017, the GASB issued Statement No. 85, *Omnibus 2017*. The objective of this Statement is to address practice issues that have been identified during implementation and application of certain GASB Statements. This Statement addresses a variety of topics including issues related to blending component units, goodwill, fair value measurement and application, and postemployment benefits (pensions and other postemployment benefits [OPEB]). Specifically, this Statement addresses the following topics:

- Blending a component unit in circumstances in which the primary government is a business-type activity that reports in a single column for financial statement presentation;
- Reporting amounts previously reported as goodwill and "negative" goodwill;
- Classifying real estate held by insurance entities;
- Measuring certain money market investments and participating interest-earning investment contracts at amortized cost;
- Timing of the measurement of pension or OPEB liabilities and expenditures recognized in financial statements prepared using the current financial resources measurement focus;
- Recognizing on-behalf payments for pensions or OPEB in employer financial statements;
- Presenting payroll-related measures in required supplementary information for purposes of reporting by OPEB plans and employers that provide OPEB;
- Classifying employer-paid member contributions for OPEB;
- Simplifying certain aspects of the alternative measurement method for OPEB;
- Accounting and financial reporting for OPEB provided through certain multiple-employer defined benefit OPEB plans.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2017

The requirements of this Statement are effective for reporting periods beginning after June 15, 2017. Early implementation is encouraged.

In May 2017, the GASB issued Statement No. 86, *Certain Debt Extinguishment Issues*. The primary objective of this Statement is to improve consistency in accounting and financial reporting for in-substance defeasance of debt by providing guidance for transactions in which cash and other monetary assets acquired with only existing resources—resources other than the proceeds of refunding debt—are placed in an irrevocable trust for the sole purpose of extinguishing debt. This Statement also improves accounting and financial reporting for prepaid insurance on debt that is extinguished and notes to financial statements for debt that is defeased in substance.

The requirements of this Statement are effective for reporting periods beginning after June 15, 2017. Early implementation is encouraged.

In June 2017, the GASB issued Statement No. 87, *Leases*. The objective of this Statement is to better meet the information needs of financial statement users by improving accounting and financial reporting for leases by governments. This Statement increases the usefulness of governments' financial statements by requiring recognition of certain lease assets and liabilities for leases that previously were classified as operating leases and recognized as inflows of resources or outflows of resources based on the payment provisions of the contract. It establishes a single model for lease accounting based on the foundational principle that leases are financings of the right to use an underlying asset. Under this Statement, a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources, thereby enhancing the relevance and consistency of information about governments' leasing activities.

The requirements of this Statement are effective for the reporting periods beginning after December 15, 2019. Early implementation is encouraged.

NOTE 3 - DEPOSITS AND INVESTMENTS

Policies and Practices

The District is authorized under California Government Code to make direct investments in local agency bonds, notes, or warrants within the State; U.S. Treasury instruments; registered State warrants or treasury notes; securities of the U.S. Government, or its agencies; bankers acceptances; commercial paper; certificates of deposit placed with commercial banks and/or savings and loan companies; repurchase or reverse repurchase agreements; medium term corporate notes; shares of beneficial interest issued by diversified management companies, certificates of participation, obligations with first priority security; and collateralized mortgage obligations.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2017

Investment in County Treasury - The District is considered to be an involuntary participant in an external investment pool as the District is required to deposit all receipts and collections of monies with their County Treasurer (*Education Code* Section (ECS) 41001). The fair value of the District's investment in the pool is reported in the accompanying financial statements at amounts based upon the District's pro-rata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis. The County Treasurer also holds investments in a separate investment agreement account other than the County Pooled Investment noted above on behalf of the District. Funds in this investment agreement are strictly related to the District's general obligation bonds.

General Authorizations

Limitations as they relate to interest rate risk, credit risk, and concentration of credit risk are indicated in the schedules below:

Authorized Investment Type	Maximum Remaining Maturity	Maximum Percentage of Portfolio	Maximum Investment in One Issuer
Local Agency Bonds, Notes, Warrants	5 years	None	None
Registered State Bonds, Notes, Warrants	5 years	None	None
U.S. Treasury Obligations	5 years	None	None
U.S. Agency Securities	5 years	None	None
Banker's Acceptance	180 days	40%	30%
Commercial Paper	270 days	25%	10%
Negotiable Certificates of Deposit	5 years	30%	None
Repurchase Agreements	1 year	None	None
Reverse Repurchase Agreements	92 days	20% of base	None
Medium-Term Corporate Notes	5 years	30%	None
Mutual Funds	N/A	20%	10%
Money Market Mutual Funds	N/A	20%	10%
Mortgage Pass-Through Securities	5 years	20%	None
County Pooled Investment Funds	N/A	None	None
Local Agency Investment Fund (LAIF)	N/A	None	None
Joint Powers Authority Pools	N/A	None	None

Authorized Under Debt Agreements

Investments of debt proceeds held by bond trustees are governed by provisions of the debt agreements rather than the general provisions of the California Government Code. These provisions allow for the acquisition of investment agreements with maturities of up to 30 years.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
 JUNE 30, 2017**

Summary of Deposits and Investments

Deposits and investments as of June 30, 2017, consist of the following:

	Primary Government
Cash on hand and in banks	\$ 2,174,530
Cash in revolving Investments	50,000 122,095,198
Total Deposits and Investments	<u>\$ 124,319,728</u>
	Fiduciary Funds
Cash on hand and in banks	<u>\$ 2,354,559</u>

Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. The District does not have a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. The District manages its exposure to interest rate risk by investing in the Riverside County Investment Pool.

Specific Identification

Information about the sensitivity of the fair values of the District's investments to market interest rate fluctuation is provided by the following schedule that shows the distribution of the District's investment by maturity:

<u>Investment Type</u>	<u>Fair Market Value</u>	<u>Maturity Date*</u>
Riverside County Investment Pool	<u>\$ 121,842,598</u>	1.13

*Weighted average of maturity in years.

Credit Risk

Credit risk is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. This is measured by the assignment of a rating by a nationally recognized statistical rating organization. The District's investments in the Riverside County Investment Pool are rated AAA/V1 by Fitch Ratings Ltd. as of June 30, 2017.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2017

Custodial Credit Risk - Deposits

This is the risk that in the event of a bank failure, the District's deposits may not be returned to it. The District does not have a policy for custodial credit risk. However, the California Government Code requires that a financial institution secure deposits made by State or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under State law (unless so waived by the governmental unit). The market value of the pledged securities in the collateral pool must equal at least 110 percent of the total amount deposited by the public agency. California law also allows financial institutions to secure public deposits by pledging first trust deed mortgage notes having a value of 150 percent of the secured public deposits and letters of credit issued by the Federal Home Loan Bank of San Francisco having a value of 105 percent of the secured deposits. As of June 30, 2017, the District and fiduciary funds had bank balances of \$5,003,934 and \$2,428,505, respectively, totaling \$7,432,439 of which \$6,473,722 was exposed to custodial credit risk because it was uninsured and collateralized at 110 percent of balance over \$250,000 with securities held by the pledging financial institution's trust department or agent, but not in the name of the District.

NOTE 4 - FAIR VALUE MEASUREMENTS

The District categorizes the fair value measurements of its investments based on the hierarchy established by generally accepted accounting principles. The fair value hierarchy, which has three levels, is based on the valuation inputs used to measure an asset's fair value. The following provides a summary of the hierarchy used to measure fair value:

Level 1 - Quoted prices in active markets for identical assets that the District has the ability to access at the measurement date. Level 1 assets may include debt and equity securities that are traded in an active exchange market and that are highly liquid and are actively traded in over-the-counter markets.

Level 2 - Observable inputs, other than Level 1 prices, such as quoted prices for similar assets in active markets, quoted prices for identical or similar assets in markets that are not active, or other inputs that are observable, such as interest rates and curves observable at commonly quoted intervals, implied volatilities, and credit spreads. For financial reporting purposes, if an asset has a specified term, a Level 2 input is required to be observable for substantially the full term of the asset.

Level 3 - Unobservable inputs should be developed using the best information available under the circumstances, which might include the District's own data. The District should adjust that data if reasonably available information indicates that other market participants would use different data or certain circumstances specific to the District are not available to other market participants.

Uncategorized - Investments in the Riverside County Investment Pool are not measured using the input levels above because the District's transactions are based on a stable net asset value per share. All contributions and redemptions are transacted at \$1.00 net asset value per share.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
 JUNE 30, 2017**

The District's fair value measurements are as follows at June 30, 2017:

<u>Investment Type</u>	<u>Fair Value</u>	<u>Uncategorized</u>
Riverside County Investment Pool	<u>\$ 121,842,598</u>	<u>\$ 121,842,598</u>

All assets have been valued using a market approach, with quoted market prices.

NOTE 5 - ACCOUNTS RECEIVABLE

Accounts receivable for the District consisted primarily of intergovernmental grants, entitlements, interest, and other local sources.

The accounts receivable are as follows:

	<u>Primary Government</u>
Federal Government	
Categorical aid	\$ 3,614,564
State Government	
Categorical aid	1,671,639
Lottery	1,231,651
Other State sources	483,106
Local Sources	
Interest	253,658
Property taxes	1,336,829
Riverside Community College District Foundation	65,080
Other local sources	2,388,937
Total	<u>\$ 11,045,464</u>
Student receivables	\$ 1,260,666
Less allowance for bad debt	(230,975)
Student receivables, net	<u>\$ 1,029,691</u>
Total Receivables, Net	<u>\$ 12,075,155</u>
	<u>Fiduciary Funds</u>
Other local	<u>\$ 474</u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2017

NOTE 6 - CAPITAL ASSETS

Capital asset activity for the District for the fiscal year ended June 30, 2017, was as follows:

	Balance July 1, 2016	Additions	Deductions	Balance June 30, 2017
Capital Assets Not Being Depreciated				
Land	\$ 32,502,697	\$ -	\$ -	\$ 32,502,697
Construction in progress	112,055,881	2,235,297	-	114,291,178
Total Capital Assets Not Being Depreciated	<u>144,558,578</u>	<u>2,235,297</u>	<u>-</u>	<u>146,793,875</u>
Capital Assets Being Depreciated				
Land improvements	13,708,431	750,932	-	14,459,363
Buildings and improvements	402,689,618	737,416	-	403,427,034
Furniture and equipment	45,942,266	1,845,717	51,088	47,736,895
Total Capital Assets Being Depreciated	<u>462,340,315</u>	<u>3,334,065</u>	<u>51,088</u>	<u>465,623,292</u>
Total Capital Assets	<u>606,898,893</u>	<u>5,569,362</u>	<u>51,088</u>	<u>612,417,167</u>
Less Accumulated Depreciation				
Land improvements	10,435,571	914,818	-	11,350,389
Buildings and improvements	105,228,644	13,704,337	-	118,932,981
Furniture and equipment	38,883,784	2,341,373	51,088	41,174,069
Total Accumulated Depreciation	<u>154,547,999</u>	<u>16,960,528</u>	<u>51,088</u>	<u>171,457,439</u>
Net Capital Assets	<u>\$ 452,350,894</u>	<u>\$ (11,391,166)</u>	<u>\$ -</u>	<u>\$ 440,959,728</u>

Depreciation expense for the year was \$16,960,528.

Interest expense on capital related debt for the year ended June 30, 2017, was \$14,642,651. Of this amount, \$23,575 was capitalized.

The District was the beneficiary of an extensive bequest of Mine Okubo's estate, a Japanese-American artist, inclusive of paintings, works of art, reference materials, photographs, books, writings, letters, and printed material. The District took possession of the materials bequeathed from the estate of Ms. Okubo as of June 30, 2009. The District has included the collection and materials as priceless in the District's capital assets (non-depreciable assets). During the course of the next several years and as the District learns the collection's long-term historical value, the values will be added to the District's capital assets. As of June 30, 2017, the District has not recorded a value for the collection in the financial statements.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
 JUNE 30, 2017**

NOTE 7 - ACCOUNTS PAYABLE

Accounts payable for the District consisted of the following:

	<u>Primary Government</u>
Accrued payroll and benefits	\$ 1,148,333
Apportionment	1,183,596
Federal categorical programs	301,430
State categorical programs	347,012
Construction payables	948,221
Vendor payables	7,220,718
Total	<u>\$ 11,149,310</u>
	<u>Fiduciary Funds</u>
Vendor payables	<u>\$ 62,177</u>

NOTE 8 - UNEARNED REVENUE

Unearned revenue consisted of the following:

	<u>Primary Government</u>
Federal financial assistance	\$ 40,159
State categorical aid	23,714,322
Scheduled maintenance	4,340,446
Prop 39 Clean Energy	953,624
Other State aid	905,896
Enrollment fees	1,360,675
Health and liability self-insurance	2,177,051
Other local	1,911,419
Total	<u>\$ 35,403,592</u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2017

NOTE 9 - INTERFUND TRANSACTIONS

Interfund Receivables and Payables (Due To/Due From)

Interfund receivable and payable balances arise from interfund transactions and are recorded by all funds affected in the period in which transactions are executed. Interfund activity within the governmental funds and fiduciary funds has been eliminated respectively in the consolidation process of the basic financial statements. Balances owing between the primary government and the fiduciary funds are not eliminated in the consolidation process. As of June 30, 2017, the amounts owed between the primary government and the fiduciary funds were \$89,945 and \$15,465, respectively.

Interfund Operating Transfers

Operating transfers between funds of the District are used to (1) move revenues from the fund that statute or budget requires to collect them to the fund that statute or budget requires to expend them, (2) move receipts restricted to debt service from the funds collecting the receipts to the debt service fund as debt service payments become due, and (3) use restricted revenues collected in the General Fund to finance various programs accounted for in other funds in accordance with budgetary authorizations. Operating transfers within the funds of the District have been eliminated in the consolidation process. Transfers between the primary government and the fiduciary funds are not eliminated in the consolidation process. During the 2017 fiscal year, there were no transfers made between the primary government and the fiduciary funds.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2017**

NOTE 10 - LONG-TERM OBLIGATIONS

Long-Term Obligations Summary

The changes in the District's long-term obligations during the 2017 fiscal year consisted of the following:

	Balance July 1, 2016	Additions	Deductions	Balance June 30, 2017	Due in One Year
Bonds Payable					
General obligation bonds, Series 2010 D/D-1	\$ 113,031,386	\$ 761,445	\$ 570,000	\$ 113,222,831	\$ 765,000
Unamortized debt premium	1,401,071	-	58,176	1,342,895	-
General obligation bonds, Refunding Bonds 2014, Series A and B	71,155,000	-	3,780,000	67,375,000	4,085,000
Unamortized debt premium	4,131,221	-	372,742	3,758,479	-
General obligation bonds, Series 2015 E	44,582,247	2,043,548	1,020,000	45,605,795	1,265,000
Unamortized debt premium	172,008	-	7,451	164,557	-
Refunding Bonds 2015	42,985,000	-	100,000	42,885,000	100,000
Unamortized debt premium	5,399,101	-	335,695	5,063,406	-
Total Bonds Payable	282,857,034	2,804,993	6,244,064	279,417,963	6,215,000
Other Liabilities					
Compensated absences	2,783,178	191,496	-	2,974,674	1,458,413
Capital leases	16,932	-	16,932	-	-
Retirement Incentive Plans	5,413,277	-	5,413,277	-	-
Load banking	601,418	197,649	-	799,067	-
Other postemployment benefits (OPEB)	10,697,890	3,034,632	2,965,450	10,767,072	-
Aggregate net pension obligation	137,435,471	39,385,083	-	176,820,554	-
Total Other Liabilities	156,948,166	42,808,860	8,395,659	191,361,367	1,458,413
Total Long-Term Obligations	\$ 439,805,200	\$ 45,613,853	\$ 14,639,723	\$ 470,779,330	\$ 7,673,413

Description of Debt

Payments on the general obligation bonds are made by the Bond Interest and Redemption Fund with local property tax collections. The capital lease payments are made by the General Fund. The compensated absences and net pension liability are paid by the fund for which the employees' salaries are paid from. The District's General Fund makes payments for the other postemployment benefits, retirement incentive plans, and load banking obligations.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2017

Bonded Debt

2010 General Obligation Bonds

During December 2010, the District issued the 2010 General Obligation Bonds in the amount of \$109,999,278. The bonds mature beginning on August 1, 2015 through August 1, 2040, with interest yields ranging from 2.36 to 5.53 percent. The bonds issued included \$102,300,000 of current interest Build America Bonds (Series 2010D-1 Bonds) and \$7,699,278 of capital appreciation tax-exempt bonds (Series 2010D Bonds), with the value of the capital appreciation bonds maturing to a principal balance of \$15,920,000. At June 30, 2017, the principal balance outstanding was \$113,222,831 and unamortized premium cost of \$1,342,895. Premium costs are amortized over the life of the bonds as a component of interest expense on the bonds.

The District has designated the Series 2010D-1 Bonds as "Build America Bonds" for purposes of the American Recovery and Reinvestment Act of 2009 (the Stimulus Act), the interest on which is not excluded from gross income for Federal income tax purposes, but is exempt from State of California personal income taxes. The District expects to receive a cash subsidy from the United States Treasury equal to 35 percent of the interest payable on such Series 2010D-1 Bonds. The District is obligated to make all payments of principal and interest on the Series 2010D-1 Bonds from the sources described in the official statement whether or not it receives cash subsidy payments pursuant to the Stimulus Act. Effective March 1, 2013, the subsidy percentage was reduced by 8.7 percent, to 26.3 percent as a result of sequestration by the Federal government. The sequestration percentage was again adjusted to 7.2 percent as of October 1, 2013, resulting in a semi-annual subsidy of \$1,168,480. As of June 30, 2017, the sequestration percentage remains at 7.2 percent.

The bonds are being used for the purposes of financing the repair, acquisition, construction, and equipping of certain District facilities, and to pay all legal, financial, and contingent costs in connection with the issuance of the bonds. The bonds are general obligations of the District payable solely from the proceeds of ad valorem property taxes. Interest with respect of the bonds accrues from the date of their delivery and is payable semiannually on February 1 and August 1 of each year, commencing August 1, 2015.

2014 General Obligation Refunding Bonds

During May 2014, the District issued the \$73,090,000 2014 General Obligation Refunding Bonds, Series A and Series B (federally taxable) in the amounts of \$29,130,000 and \$43,960,000, respectively. Amounts paid to the refunded bond escrow agent in excess of outstanding debt at the time of payment are recorded as deferred charges on refunding on the statement of net position and are amortized to interest expense over the life of the liability. The refunding resulted in an economic gain of \$4,105,270 based on the difference between the present value of the existing debt service requirements and the new debt service requirements discounted at 5.81 percent.

Series A tax-exempt bonds have a final maturity to occur on August 1, 2027, with interest rates from 2.00 to 5.00 percent. The net proceeds of \$34,006,704 (representing the principal amount of \$29,130,000 plus premium on issuance of \$4,876,704) from the issuance were used to advance refund a portion of the District's outstanding 2004 General Obligation Bonds, Series 2004A, advance refund a portion of the District's 2005 General Obligation Refunding Bonds, advance refund a portion of the 2004 General Obligation Bonds, Series 2007C, and pay the costs associated with the issuance of the refunding bonds. At June 30, 2017, the principal balance outstanding was \$28,260,000. Unamortized premium received on issuance of the bonds amounted to \$3,758,479 as of June 30, 2017.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2017

Series B federally taxable bonds have a final maturity to occur on August 1, 2024, with interest rates from 0.40 to 3.61 percent. The proceeds of \$43,960,000 from issuance were used to advance refund a portion of the District's outstanding 2005 General Obligation Refunding Bonds, and pay the costs associated with the issuance of the federally taxable bonds. At June 30, 2017, the principle balance outstanding was \$39,115,000.

2015 General Obligation Bonds, Series 2015E

During July 2015, the District issued the 2015 General Obligation Bonds, Series E in the amount of \$45,004,145. The bonds mature beginning on August 1, 2015 through August 1, 2039, with interest yields ranging from 3.81 to 5.05 percent. At June 30, 2017, the principal outstanding was \$45,605,795 and unamortized premium cost of \$164,557. Premium costs are amortized over the life of the bonds as a component of interest expense on the bonds.

The bonds are being used for the purposes of financing the costs of renovating, acquiring, construction, repairing, and equipping District buildings and to pay all legal, financial, and contingent costs in connection with the issuance of the bonds. The bonds are general obligations of the District payable solely from the proceeds of ad valorem property taxes. Interest with respect of the bonds accrues from the date of their delivery and is payable semiannually on February 1 and August 1 of each year, commencing August 1, 2015.

2015 General Obligation Refunding Bonds

During July 2015, the District issued the 2015 General Obligation Refunding Bonds in the amount of \$43,920,000. Amounts paid to the refunded bond escrow agent in excess of outstanding debt at the time of payment are recorded as deferred charges on refunding on the statement of net position and are amortized to interest expense over the life of the liability. The refunding resulted in an economic gain of \$5,372,100 based on the difference between the present value of the existing debt service requirements and the new debt service requirements discounted at 4.32 percent.

The bonds have a final maturity to occur on August 1, 2032, with interest rates from 2.00 to 5.00 percent. The net proceeds of \$49,654,797 (representing the principal amount of \$43,920,000 plus premium on issuance of \$5,734,797) from the issuance were used to advance refund a portion of the District's outstanding 2004 General Obligation Bonds, Series 2007C, advance refund the remaining balance of the District's 2005 General Obligation Refunding Bonds and pay the costs associated with the issuance of the refunding bonds. At June 30, 2017, the principal balance outstanding was \$42,885,000. Unamortized premium received on issuance of the bonds amounted to \$5,063,406 as of June 30, 2017.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2017

The outstanding general obligation bonded debt is as follows:

Issue Date	Maturity Date	Interest Rate	Original Issue	Bonds		Accreted Interest		Bonds Outstanding June 30, 2017
				Outstanding July 1, 2016	Issued	Addition	Redeemed	
2010	2041	2.36%-5.53%	\$ 109,999,278	\$ 113,031,386	\$ -	\$ 761,445	\$ 570,000	\$ 113,222,831
2014	2028	0.40%-5.00%	73,090,000	71,155,000	-	-	3,780,000	67,375,000
2015	2040	3.81%-5.05%	45,004,145	44,582,247	-	2,043,548	1,020,000	45,605,795
2015	2033	2.00%-5.00%	43,920,000	42,985,000	-	-	100,000	42,885,000
				<u>\$ 271,753,633</u>	<u>-</u>	<u>\$ 2,804,993</u>	<u>\$ 5,470,000</u>	<u>\$ 269,088,626</u>

The General Obligation Bonds, Series 2010 D/D1 mature through 2041 as follows:

Fiscal Year	Principal (Including accreted interest to date)	Accreted Interest	Current Interest to Maturity	Total
2018	\$ 721,691	\$ 43,309	\$ 7,164,193	\$ 7,929,193
2019	814,421	155,579	7,164,193	8,134,193
2020	878,019	296,981	7,164,193	8,339,193
2021	974,619	385,381	7,164,193	8,524,193
2022	1,264,584	395,416	7,164,193	8,824,193
2023-2027	6,269,497	2,875,503	35,820,965	44,965,965
2028-2032	760,000	-	35,794,475	36,554,475
2033-2037	46,980,000	-	28,001,593	74,981,593
2038-2041	54,560,000	-	8,029,917	62,589,917
Total	<u>\$ 113,222,831</u>	<u>\$ 4,152,169</u>	<u>\$ 143,467,915</u>	<u>\$ 260,842,915</u>

The General Obligation Bonds, 2014 Refunding Bonds, Series A and B mature through 2028 as follows:

Fiscal Year	Principal	Interest to Maturity	Total
2018	\$ 4,085,000	\$ 2,478,070	\$ 6,563,070
2019	4,400,000	2,396,286	6,796,286
2020	4,770,000	2,284,479	7,054,479
2021	5,175,000	2,141,647	7,316,647
2022	5,635,000	1,966,891	7,601,891
2023-2027	34,855,000	6,175,180	41,030,180
2028	8,455,000	209,375	8,664,375
Total	<u>\$ 67,375,000</u>	<u>\$ 17,651,928</u>	<u>\$ 85,026,928</u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2017

The General Obligation Bonds, Series 2015 E mature through 2040 as follows:

Fiscal Year	Principal (Including accreted interest to date)	Accreted Interest	Current Interest to Maturity	Total
2018	\$ 1,265,000	\$ -	\$ 34,787	\$ 1,299,787
2019	-	-	-	-
2020	-	-	-	-
2021	-	-	-	-
2022	-	-	-	-
2023-2027	1,750,219	754,781	-	2,505,000
2028-2032	8,377,237	6,082,763	-	14,460,000
2033-2037	21,700,691	28,799,309	-	50,500,000
2038-2040	12,512,648	23,847,352	-	36,360,000
Total	<u>\$ 45,605,795</u>	<u>\$ 59,484,205</u>	<u>\$ 34,787</u>	<u>\$ 105,124,787</u>

The General Obligation Bonds, 2015 Refunding mature through 2033 as follows:

Fiscal Year	Principal	Interest to Maturity	Total
2018	\$ 100,000	\$ 2,058,975	\$ 2,158,975
2019	100,000	2,056,975	2,156,975
2020	100,000	2,054,975	2,154,975
2021	100,000	2,052,975	2,152,975
2022	100,000	2,050,475	2,150,475
2023-2027	500,000	10,207,375	10,707,375
2028-2032	41,500,000	6,313,875	47,813,875
2033	385,000	6,738	391,738
Total	<u>\$ 42,885,000</u>	<u>\$ 26,802,363</u>	<u>\$ 69,687,363</u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2017

Capital Leases

The District has utilized capital leases purchase agreements to primarily purchase equipment. As of June 30, 2017, these lease agreements have been paid in full.

Retirement Incentive Plans

The District has entered into various agreements with the Public Agency Retirement System (PARS) 403(b) Supplementary Retirement Plan, CalSTRS, and CalPERS to provide retirement incentives for qualifying employees. The incentives ranged from additional years of service credit to five annual payments equaling 80 percent of the employees' final pay. As of June 30, 2017, the outstanding balance has been paid in full.

Compensated Absences

At June 30, 2017, the liability for compensated absences was \$2,974,674.

Load Banking

At June 30, 2017, the liability for load banking was \$799,067.

Other Postemployment Benefits (OPEB) Obligation

The District's annual required contribution for the year ended June 30, 2017, was \$3,147,095, and net contributions made by the District during the year were \$2,965,450. Interest on the net OPEB obligation and adjustments to the annual required contribution were \$534,895 and \$(647,358), respectively, which resulted in an increase to the net OPEB obligation of \$69,182. As of June 30, 2017, the net OPEB obligation was \$10,767,072. See Note 11 for additional information regarding the OPEB obligation and the postemployment benefits plan.

Aggregate Net Pension Obligation

At June 30, 2017, the liability for the aggregate net pension obligation amounted to \$176,820,554. See Note 13 for additional information.

NOTE 11 - POSTEMPLOYMENT HEALTH CARE PLAN AND OTHER POSTEMPLOYMENT BENEFITS (OPEB) OBLIGATION

The District provides postemployment health care benefits for retired employees in accordance with approved Board policy.

Plan Description

The Riverside Community College District Plan (the Plan) is a single-employer defined benefit healthcare plan administered by the District. The Plan provides medical and dental insurance benefits to eligible retirees and one dependent. Membership of the Plan consists of 71 retirees and beneficiaries currently receiving benefits and 907 active Plan members.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2017

Contribution Information

The contribution requirements of Plan members and the District are established and may be amended by the District and the District's bargaining units. The required contribution is based on projected pay-as-you-go financing requirements. For fiscal year 2016-2017, the District contributed \$2,965,450 to the Plan, \$2,510,972 of which was used for current premiums and \$454,478 was the net contributions into the District's irrevocable trust with CalPERS.

Annual OPEB Cost and Net OPEB Obligation

The District's annual OPEB cost (expense) is calculated based on the annual required contribution of the employer (ARC), an amount actuarially determined in accordance with the payments of GASB Statement No. 45. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal cost each year and amortize any unfunded actuarial accrued liabilities (UAAL) (or funding costs) over a period not to exceed 30 years. The following table shows the components of the District's annual OPEB cost for the year, the amount actually contributed to the Plan, and changes in the District's net OPEB obligation to the Plan:

Annual required contribution	\$ 3,147,095
Interest on net OPEB obligation	534,895
Adjustment to annual required contribution	(647,358)
Annual OPEB cost (expense)	<u>3,034,632</u>
Net contributions made	<u>(2,965,450)</u>
Increase in net OPEB obligation	69,182
Net OPEB obligation, beginning of year	<u>10,697,890</u>
Net OPEB obligation, end of year	<u><u>\$ 10,767,072</u></u>

Trend Information

Trend information for the annual OPEB cost, the percentage of annual OPEB cost contributed to the Plan, and the net OPEB obligation is as follows:

Year Ended June 30,	Annual OPEB Cost	Actual Net Contribution	Percentage Contributed	Net OPEB Obligation
2015	\$ 2,935,893	\$ 1,203,398	41%	\$ 9,577,393
2016	3,046,411	1,925,914	63%	10,697,890
2017	3,034,632	2,965,450	98%	10,767,072

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2017

Funding Status and Funding Progress

The schedule of funding progress as of the most recent actuarial valuation is as follows:

Actuarial Accrued Liability (AAL)	\$ 25,347,991
Actuarial Value of Plan Assets	-
Unfunded Actuarial Accrued Liability (UAAL)	<u>\$ 25,347,991</u>
Funded Ratio (Actuarial Value of Plan Assets/AAL)	0.00%
Covered Payroll	<u>N/A</u>
UAAL as Percentage of Covered Payroll	<u>N/A</u>

The above noted actuarial accrued liability was based on the July 1, 2015, actuarial valuation. Actuarial valuation of an ongoing plan involves estimates of the value of reported amounts and assumptions about the probability of occurrence of events far into the future. Examples include assumptions about future employment, mortality, and the healthcare cost trend. Amounts determined regarding the funded status of the Plan and the annual required contribution of the employer are subject to continual revision as actual results are compared with past expectations and new estimates are made about the future. The Schedule of Other Postemployment Benefits Funding Progress, presented as required supplementary information, follows the notes to the financial statements and presents multi-year trend information about whether the actuarial value of Plan assets is increasing or decreasing over time relative to the actuarial accrued liabilities for benefits.

Actuarial Methods and Assumptions

Projections of benefits for financial reporting purposes are based on the substantive Plan (the Plan as understood by the employer and the Plan members) and include the types of benefits provided at the time of each valuation and the historical pattern of sharing of benefit costs between the employer and the Plan members to that point. The actuarial methods and assumptions used include techniques that are designed to reduce the effects of short-term volatility in actuarial accrued liabilities and the actuarial values of assets, consistent with the long-term perspective of the calculations.

In the July 1, 2015, actuarial valuation, the unit credit cost method was used. Under this method, there are no liabilities dependent on salary, therefore, no salary increase rate is assumed. The actuarial assumptions include healthcare cost trend rate of seven percent trending down to an ultimate five percent increase. The UAAL is being amortized at a level dollar method. The remaining amortization period at June 30, 2017, was 28 years. The actuarial value of assets was not determined in this actuarial valuation. As of June 30, 2017, the District finances its OPEB contributions using a pay-as-you-go method as well as payroll subsidies deposited into an irrevocable trust with CalPERS. The trust was established in March 2016 and therefore was not a component of the July 1, 2015 actuarial valuation. At June 30, 2017, the irrevocable trust with CalPERS held assets in the amount of \$813,348.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2017

NOTE 12 - RISK MANAGEMENT

Property and Liability Insurance Coverages

The District is exposed to various risks of loss related to torts and liability; theft of, damage to and destruction of assets; errors and omissions and injuries to employees. The District obtains coverage for these risks as a member of various joint powers authorities or through the purchase of coverage from a risk retention group. The District has coverage up to \$25,000,000 for liability and tort risks. This coverage is subject to a \$250,000 self-insured retention. The District carries replacement coverage on its buildings and furniture and equipment with limits of \$600,000,000 (total pool value) and exposures of \$332,514,000 with a \$50,000 self-insurance retention. A property and equipment audit performed by the Joint Powers Authority is used to identify the aforementioned exposures. However, claims against the property coverage would use current replacement value to respond to a covered event. Employee health benefits are covered by the employees enrolling in either one of two health maintenance organizations or in the District's self-insured health plan. The District's self-insured limit for the self-insured plan is \$100,000, and it purchases insurance coverage for the excess claims. The District purchases coverage for the dental benefits from a joint powers authority.

Joint Powers Authority Risk Pools

During fiscal year ended June 30, 2017, the District contracted with the California Schools Risk Management (CSRSM) Joint Powers Authority for property and liability insurance coverage. Settled claims have not exceeded this commercial coverage in any of the past three years. There has not been a significant reduction in coverage from the prior year.

Workers' Compensation

For fiscal year 2016-2017, the District participated in the California Schools Risk Management Fund Joint Powers Authority (JPA), an insurance purchasing pool. The District is self-insured for the first \$500,000 of each workers' compensation claim. The intent of the JPA is to achieve the benefit of a reduced premium for the District by virtue of its grouping and representation with other participants in the JPA. The workers' compensation experience of the participating districts is calculated as one experience, and a common premium rate is applied to all districts in the JPA. Each participant pays its workers' compensation premium based on its individual rate. Total savings are then calculated and each participant's individual performance is compared to the overall saving. A participant will then either receive money from or be required to contribute to the "equity-pooling fund." This "equity pooling" arrangement ensures that each participant shares equally in the overall performance of the JPA. Participation in the JPA is limited to K-12 and community college districts that can meet the JPA's selection criteria.

Insurance Program / JPA Name	Type of Coverage	Limits
Self-Insured Certificate #7582 (California)	Workers' Compensation	\$ 500,000
California Schools Risk Management (CSRSM)	Excess Worker's Compensation	\$ 1,000,000
California Schools Risk Management (CSRSM)	General Liability	\$ 500,000
Southern California Schools Risk Management (SCSRM)		\$ 4,500,000
and Schools Excess Liability Fund (SELF)	Excess Liability	\$ 25,000,000
California Schools Risk Management (CSRSM)	Property	\$ 600,000,000

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2017

Rates are set through an annual calculation process. The District pays a monthly contribution which is placed in a common fund from which claim payments are made for all participating districts. Claims are paid for all participants regardless of the claim's flow. The Board of Directors has the right to return monies to a district subsequent to the settlement of all expenses and claims if a district withdraws from the pool.

The District records an estimated liability for indemnity torts and other claims against the District. Claims liabilities are based on estimates of the ultimate costs of reported claims (including future claim adjustment expenses) and an estimate for claims incurred, but not reported based on historical experience. The estimated liabilities are calculated using historical experience and internal actuarial analysis.

Claims Liabilities

The District establishes a liability for both reported and unreported events, which includes estimates of both future payments of losses and related claim adjustment expenses. The following represent the changes in approximate aggregate liabilities for the District from July 1, 2015 to June 30, 2017:

	Self- Insurance
Liability Balance, July 1, 2015	\$ 3,366,296
Claims and changes in estimates	7,672,710
Claims payments	<u>(7,668,124)</u>
Liability Balance, June 30, 2016	3,370,882
Claims and changes in estimates	8,878,989
Claims payments	<u>(8,675,242)</u>
Liability Balance, June 30, 2017	<u>\$ 3,574,629</u>
Assets available to pay claims at June 30, 2017	<u><u>\$ 8,976,473</u></u>

The District records an estimated liability for indemnity health care, workers' compensation, torts, and other claims against the District. Claims liabilities are based on estimates of the ultimate cost of the reported claims including future claim adjustment expenses and an estimate for claims incurred, but not reported based on historical experience. The estimated liabilities are calculated using an actuarial valuation of its self-insured medical benefits, workers' compensation, and general liability programs.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2017

Employee Medical Benefits

The District has contracted with Kaiser Permanente, and Health Net, and also offers the RCCD Self-Insured PPO Health Plan to provide employee medical benefits. The District provides health and welfare benefits to all full-time and permanent part-time employees (20 hours or more) and their dependents. Those employees working less than full-time will receive a pro-rata share of the benefit package. Employees in positions less than 20 hours per week do not receive any fringe benefits.

- Medical - The employee has a choice of Kaiser Permanente, Health Net, or the RCCD Self-Insured PPO Health Plan. The employee may elect to change carriers once per year during open enrollment. Normally, such election shall be effective October 1 of each year.
- Dental - Delta insurance coverage for employees and dependents shall be provided by the District. All employees shall participate in the program.
- Life Insurance - The District provides a \$50,000 life insurance policy by a carrier designated by the District. All employees shall participate in this life insurance program.

NOTE 13 - EMPLOYEE RETIREMENT SYSTEMS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Academic employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS).

For the fiscal year ended June 30, 2017, the District reported the net pension liabilities, deferred outflows of resources, deferred inflows of resources, and pension expense for each of the above plans as follows:

Pension Plan	Collective Net Pension Liability	Collective Deferred Outflows of Resources	Collective Deferred Inflows of Resources	Collective Pension Expense
CalSTRS	\$ 112,090,120	\$ 22,177,188	\$ 7,167,242	\$ 10,791,085
CalPERS	64,730,434	18,402,724	3,132,652	7,449,667
Total	\$ 176,820,554	\$ 40,579,912	\$ 10,299,894	\$ 18,240,752

The details of each plan are as follows:

California State Teachers' Retirement System (CalSTRS)

Plan Description

The District contributes to the State Teachers' Retirement Plan (STRP) administered by CalSTRS. STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2017

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2015, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publically available reports that can be found on the CalSTRS website under Publications at: <http://www.calstrs.com/member-publications>.

Benefits Provided

The STRP provides retirement, disability, and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age, and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service.

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program, and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the State is the sponsor of the STRP and obligor of the trust. In addition, the State is both an employer and nonemployer contributing entity to the STRP.

The District contributes exclusively to the STRP Defined Benefit Program, thus disclosures are not included for the other plans.

The STRP provisions and benefits in effect at June 30, 2017, are summarized as follows:

	STRP Defined Benefit Program	
	On or before December 31, 2012	On or after January 1, 2013
Hire date	December 31, 2012	January 1, 2013
Benefit formula	2% at 60	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	60	62
Monthly benefits as a percentage of eligible compensation	2.0% - 2.4%	2.0% - 2.4%
Required employee contribution rate	10.25%	9.205%
Required employer contribution rate	12.58%	12.58%
Required State contribution rate	8.828%	8.828%

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2017

Contributions

Required member, District, and State of California contribution rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contribution rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In accordance with AB 1469, employer contributions into the CalSTRS will be increasing to a total of 19.1 percent of applicable member earnings phased over a seven-year period. The contribution rates for each plan for the year ended June 30, 2017, are presented above, and the District's total contributions were \$9,238,158.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2017, the District reported a liability for its proportionate share of the net pension liability that reflected a reduction for State pension support provided to the District. The amount recognized by the District as its proportionate share of the net pension liability, the related State support, and the total portion of the net pension liability that was associated with the District were as follows:

Total net pension liability, including State share:

District's proportionate share of net pension liability	\$ 112,090,120
State's proportionate share of net pension liability associated with the District	63,810,906
Total	<u>\$ 175,901,026</u>

The net pension liability was measured as of June 30, 2016. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating college districts and the State, actuarially determined. The District's proportionate share for the measurement periods of June 30, 2016 and June 30, 2015, was 0.1386 percent and 0.1322 percent, respectively, resulting in a net increase in the proportionate share of 0.0064 percent.

For the year ended June 30, 2017, the District recognized pension expense of \$10,791,085. In addition, the District recognized pension expense and revenue of \$6,167,996 for support provided by the State. At June 30, 2017, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Pension contributions subsequent to measurement date	\$ 9,238,158	\$ -
Net change in proportionate share of net pension liability	4,027,920	4,432,931
Differences between projected and actual earnings on the pension plan investments	8,911,110	-
Differences between expected and actual experience in the measurement of the total pension liability	-	2,734,311
Total	<u>\$ 22,177,188</u>	<u>\$ 7,167,242</u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2017

The deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the subsequent fiscal year. The deferred outflows/(inflows) of resources related to the difference between projected and actual earnings on pension plan investments will be amortized over a closed five-year period and will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflows/(Inflows) of Resources
2018	\$ 194,411
2019	194,411
2020	5,180,058
2021	3,342,230
Total	<u>\$ 8,911,110</u>

The deferred outflows/(inflows) of resources related to the net change in proportionate share of net pension liability and differences between expected and actual experience in the measurement of the total pension liability will be amortized over the Expected Average Remaining Service Life (EARSL) of all members that are provided benefits (active, inactive, and retirees) as of the beginning of the measurement period. The EARSL for the measurement period is seven years and will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflows/(Inflows) of Resources
2018	\$ (714,293)
2019	(714,293)
2020	(714,293)
2021	(714,293)
2022	(714,292)
Thereafter	432,142
Total	<u>\$ (3,139,322)</u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2017

Actuarial Methods and Assumptions

Total pension liability for STRP was determined by applying update procedures to a financial reporting actuarial valuation as of June 30, 2015, and rolling forward the total pension liability to June 30, 2016. The financial reporting actuarial valuation as of June 30, 2015, used the following methods and assumptions, applied to all prior periods included in the measurement:

Valuation date	June 30, 2015
Measurement date	June 30, 2016
Experience study	July 1, 2006 through June 30, 2010
Actuarial cost method	Entry age normal
Discount rate	7.60%
Investment rate of return	7.60%
Consumer price inflation	3.00%
Wage growth	3.75%

CalSTRS uses custom mortality tables to best fit the patterns of mortality among its members. These custom tables are based on RP2000 series tables adjusted to fit CalSTRS experience.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense, and inflation) are developed for each major asset class. The best estimate ranges were developed using capital market assumptions from CalSTRS general investment consultant. Based on the model for CalSTRS consulting actuary's investment practice, a best estimate range was determined by assuming the portfolio is re-balanced annually and that the annual returns are normally distributed and independent from year to year to develop expected percentiles for the long-term distribution of annualized returns. The assumed asset allocation is based on the Teachers' Retirement Board of the California State Teachers' Retirement System (board) policy for target asset allocation in effect on February 2, 2012, the date the current experience study was approved by the board. Best estimates of 10-year geometric real rates of return and the assumed asset allocation for each major asset class used as input to develop the actuarial investment rate of return are summarized in the following table:

Asset Class	Assumed Asset Allocation	Long-Term Expected Real Rate of Return
Global equity	47%	6.30%
Fixed income	12%	0.30%
Real estate	13%	5.20%
Private equity	13%	9.30%
Absolute Return/Risk Mitigating Strategies	9%	2.90%
Cash/liquidity	4%	3.80%
	2%	-1.00%

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
 JUNE 30, 2017**

Discount Rate

The discount rate used to measure the total pension liability was 7.60 percent. The projection of cash flows used to determine the discount rate assumed the contributions from plan members and employers will be made at statutory contribution rates. Projected inflows from investment earnings were calculated using the long-term assumed investment rate of return (7.60 percent) and assuming that contributions, benefit payments, and administrative expense occurred midyear. Based on these assumptions, the STRP's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine total pension liability.

The following presents the District's proportionate share of the net pension liability calculated using the current discount rate, as well as what the net pension liability would be if it were calculated using a discount rate that is one percent lower or higher than the current rate:

<u>Discount Rate</u>	<u>Net Pension Liability</u>
1% decrease (6.60%)	\$ 161,322,962
Current discount rate (7.60%)	112,090,120
1% increase (8.60%)	71,200,183

California Public Employees' Retirement System (CalPERS)

Plan Description

Qualified employees are eligible to participate in the School Employer Pool (SEP) under CalPERS, a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2015, annual actuarial valuation report, Schools Pool Actuarial Valuation. This report and CalPERS audited financial information are publically available reports that can be found on the CalPERS website under Forms and Publications at:
<https://www.calpers.ca.gov/page/forms-publications>.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
 JUNE 30, 2017**

Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments, and death benefits to plan members who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor, and the member's final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or age 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost of living adjustments for each plan are applied as specified by the Public Employees' Retirement Law.

The CalPERS provisions and benefits in effect at June 30, 2017, are summarized as follows:

	School Employer Pool (CalPERS)	
	On or before December 31, 2012	On or after January 1, 2013
Hire date		
Benefit formula	2% at 55	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	55	62
Monthly benefits as a percentage of eligible compensation	1.1% - 2.5%	1.0% - 2.5%
Required employee contribution rate	7.00%	6.00%
Required employer contribution rate	13.888%	13.888%

Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on July 1 following notice of a change in the rate. Total plan contributions are calculated through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The District is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contribution rates are expressed as a percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2017, are presented above, and the total District contributions were \$5,574,613.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2017

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

As of June 30, 2017, the District reported net pension liabilities for its proportionate share of the CalPERS net pension liability totaling \$64,730,434. The net pension liability was measured as of June 30, 2016. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating college districts, actuarially determined. The District's proportionate share for the measurement periods of June 30, 2016 and June 30, 2015, was 0.3277 percent and 0.3284 percent, respectively, resulting in a net decrease in the proportionate share of 0.0007 percent.

For the year ended June 30, 2017, the District recognized pension expense of \$7,499,667. At June 30, 2017, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Pension contributions subsequent to measurement date	\$ 5,574,613	\$ -
Net change in proportionate share of net pension liability	-	1,187,888
Differences between projected and actual earnings on the pension plan investments	10,044,082	-
Differences between expected and actual experience in the measurement of the total pension liability	2,784,029	-
Changes of assumptions	-	1,944,764
Total	<u>\$ 18,402,724</u>	<u>\$ 3,132,652</u>

The deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the subsequent fiscal year.

The deferred outflows/(inflows) of resources related to the difference between projected and actual earnings on pension plan investments will be amortized over a closed five-year period and will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflows/(Inflows) of Resources
2018	\$ 1,408,815
2019	1,408,815
2020	4,605,034
2021	2,621,418
Total	<u>\$ 10,044,082</u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2017

The deferred outflows/(inflows) of resources related to the net change in proportionate share of net pension liability, changes of assumptions, and differences between expected and actual experience in the measurement of the total pension liability will be amortized over the Expected Average Remaining Service Life (EARSL) of all members that are provided benefits (active, inactive, and retirees) as of the beginning of the measurement period. The EARSL for the measurement period is 3.9 years and will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflows/(Inflows) of Resources
2018	\$ (565,148)
2019	(61,627)
2020	278,152
Total	<u>\$ (348,623)</u>

Actuarial Methods and Assumptions

Total pension liability for the SEP was determined by applying update procedures to a financial reporting actuarial valuation as of June 30, 2015, and rolling forward the total pension liability to June 30, 2016. The financial reporting actuarial valuation as of June 30, 2015, used the following methods and assumptions, applied to all prior periods included in the measurement:

Valuation date	June 30, 2015
Measurement date	June 30, 2016
Experience study	July 1, 1997 through June 30, 2011
Actuarial cost method	Entry age normal
Discount rate	7.65%
Investment rate of return	7.65%
Consumer price inflation	2.75%
Wage growth	Varies by entry age and service

Mortality assumptions are based on mortality rates resulting from the most recent CalPERS experience study adopted by the CalPERS Board. For purposes of the post-retirement mortality rates, those revised rates include five years of projected ongoing mortality improvement using Scale AA published by the Society of Actuaries.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
 JUNE 30, 2017**

In determining the long-term expected rate of return, CalPERS took into account both short-term and long-term market return expectations, as well as the expected pension fund cash flows. Using historical returns of all the funds' asset classes, expected compound returns were calculated over the short-term (first ten years) and the long-term (11-60 years) using a building-block approach. Using the expected nominal returns for both short-term and long-term, the present value of benefits was calculated for each fund. The expected rate of return was set by calculating the single equivalent expected return that arrived at the same present value of benefits for cash flows as the one calculated using both short-term and long-term returns. The expected rate of return was then set equivalent to the single equivalent rate calculated above and rounded down to the nearest one quarter of one percent. The target asset allocation and best estimates of arithmetic real rates of return for each major asset class are summarized in the following table:

Asset Class	Assumed Asset Allocation	Long-Term Expected Real Rate of Return
Global equity	51%	5.71%
Global debt securities	20%	2.43%
Inflation assets	6%	3.36%
Private equity	10%	6.95%
Real estate	10%	5.13%
Infrastructure and Forestland	2%	5.09%
Liquidity	1%	-1.05%

Discount Rate

The discount rate used to measure the total pension liability was 7.65 percent. The projection of cash flows used to determine the discount rate assumed the contributions from plan members and employers will be made at statutory contribution rates. Based on these assumptions, the School Employer Pool fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine total pension liability.

The following presents the District's proportionate share of the net pension liability calculated using the current discount rate, as well as what the net pension liability would be if it were calculated using a discount rate that is one percent lower or higher than the current rate:

Discount Rate	Net Pension Liability
1% decrease (6.65%)	\$ 96,578,167
Current discount rate (7.65%)	64,730,434
1% increase (8.65%)	38,210,928

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2017

On Behalf Payments

The State of California makes contributions to CalSTRS and CalPERS on behalf of the District. These payments consist of State General Fund contributions to CalSTRS for the fiscal year ended June 30, 2017, which amounted to \$6,092,247 (8.602 percent) of salaries subject to CalSTRS. Contributions are no longer appropriated in the annual *Budget Act* for the legislatively mandated benefits to CalPERS. Therefore, there is no on behalf contribution rate for CalPERS. No contributions were made for CalPERS for the year ended June 30, 2017. Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. These amounts have been reflected in the basic financial statements as a component of nonoperating revenue and employee benefit expense.

Deferred Compensation

The District offers its employees deferred compensation plans created in accordance with Internal Revenue Code Section 403(b) and Section 457. The plans, available to all District employees, permit them to defer a portion of their salary until future years. The deferred compensation is not available to the employees until termination, retirement, death, or an unforeseeable emergency.

All amounts of compensation deferred under the plans, all property and rights purchased with those amounts, and all income attributable to those amounts, property, or rights are solely the property and rights of the Financial Agent, until paid or made available to the employee or other beneficiary.

The CalSTRS 403b Comply is the Financial Agent for the District.

Public Agency Retirement System (PARS) - Alternate Retirement System

The Omnibus Budget Reconciliation Act of 1990 [Internal Revenue Code Section 3121 (b) (7) (F)] requires State and local public agencies to provide a retirement plan for all employees not covered under existing employer pension plans and/or Social Security.

The District is a member of the Public Agency Retirement System (PARS), a multiple-employer retirement trust established in 1990 by a coalition of public employers. The plan covers the District's part-time, temporary, and other employees not covered under CalPERS or CalSTRS, but whose salaries would otherwise be subject to Social Security tax. Benefit provisions and other requirements are established by District management based on agreements with various bargaining units. PARS is a defined contribution qualified retirement plan under Section 401 (a) of the Internal Revenue Code.

The minimum total contribution is 7.5 percent of employees' salaries, of which the employee contributes the total 7.5 percent. District employees are covered under PARS Plan #763 as of June 30, 2017. Total contributions to the plan amounted to \$758,225.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2017

NOTE 14 - PARTICIPATION IN PUBLIC ENTITY RISK POOLS AND JOINT POWERS AUTHORITIES

The District is a member of the School Excess Liability Fund (SELF), the Riverside Community College - County Superintendent Self-Insurance Program for Employees (RCCCSSIPE), the Riverside Employers/Employees Plan (REEP), and the Southern California Schools Risk Management (SCSRM) Joint Powers Authorities (JPAs). The District pays annual premiums for its property liability, health, and workers' compensation coverage. The relationship between the District and the JPAs is such that they are not component units of the District for financial reporting purposes.

The JPAs have budgeting and financial reporting requirements independent of member units and their financial statements are not presented in these financial statements; however, transactions between the JPAs and the District are included in these statements. Audited financial statements are available from the respective entities.

The District's share of year-end assets, liabilities, or fund equity has not been calculated. During the year ended June 30, 2017, the District made payments of \$79,464, \$21,200, \$1,478,368, and \$920,433 to SELF, RCCCSSIPE, REEP, and SCSRM, respectively.

NOTE 15 - COMMITMENTS AND CONTINGENCIES

Grants

The District receives financial assistance from Federal and State agencies in the form of grants. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit by the grantor agencies. Any disallowed claims resulting from such audits could become a liability of the District. However, in the opinion of management, any such disallowed claims will not have a material adverse effect on the overall financial position of the District at June 30, 2017.

Litigation

The District is involved in various litigation arising from the normal course of business. In the opinion of management and legal counsel, the disposition of all litigation pending is not expected to have a material adverse effect on the overall financial statements of the District at June 30, 2017.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2017

Operating Leases

The District has entered into various operating leases for buildings and equipment with lease terms in excess of one year. None of these agreements contain purchase options. All agreements contain a termination clause providing for cancellation after a specified number of days written notice to lessors, but it is unlikely that the District will cancel any of the agreements prior to the expiration date. Future minimum lease payments under these agreements are as follows:

Year Ending June 30,	Lease Payment
2018	\$ 309,378
2019	34,830
2020	33,237
2021	20,173
2022	8,364
Total	<u>\$ 405,982</u>

Construction Commitments

As of June 30, 2017, the District had the following budgetary commitments with respect to the unfinished capital projects:

Project	Estimated Cost to Complete	Percent Complete	Estimated Completion
District - Swing Space - Market Street Properties	\$ 129,197	85.09%	FY 17/18
Moreno Valley - Network Operations Center	252,872	91.64%	FY 17/18
Norco - Groundwater Monitoring Wells	323,207	39.51%	FY 17/18
Riverside City College Coil School for the Arts	807,962	97.90%	FY 17/18
Riverside City College Culinary Arts and District Office Building	158,842	99.52%	FY 18/19
Riverside City College Student Services Building	5,283,461	79.62%	FY 18/19
	<u>\$ 6,955,541</u>		

The projects are funded through a combination of general obligation bonds and capital project apportionments from the State Chancellor's Office, as well as private donations and redevelopment fundings.

REQUIRED SUPPLEMENTARY INFORMATION

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**SCHEDULE OF OTHER POSTEMPLOYMENT BENEFITS (OPEB) FUNDING
 PROGRESS
 FOR THE YEAR ENDED JUNE 30, 2017**

Actuarial Valuation Date	Actuarial Value of Assets (a)	Actuarial Accrued Liability (AAL) - Unit Credit Cost Method (b)	Unfunded AAL (UAAL) (b - a)	Funded Ratio (a / b)	Covered Payroll (c)	UAAL as a Percentage of Covered Payroll ([b - a] / c)
July 1, 2011	\$ -	\$ 24,642,278	\$ 24,642,278	0.00%	N/A	N/A
July 1, 2013	-	24,161,707	24,161,707	0.00%	N/A	N/A
July 1, 2015	-	25,347,991	25,347,991	0.00%	N/A	N/A

See accompanying note to required supplementary information.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE
NET PENSION LIABILITY
FOR THE YEAR ENDED JUNE 30, 2017**

	<u>2017</u>	<u>2016</u>	<u>2015</u>
CalSTRS			
District's proportion of the net pension liability	<u>0.1386%</u>	<u>0.1322%</u>	<u>0.1408%</u>
District's proportionate share of the net pension liability	\$ 112,090,120	\$ 89,023,018	\$ 82,251,502
State's proportionate share of the net pension liability associated with the District	<u>63,810,906</u>	<u>47,083,363</u>	<u>49,667,008</u>
Total	<u>\$ 175,901,026</u>	<u>\$ 136,106,381</u>	<u>\$ 131,918,510</u>
District's covered-employee payroll	<u>\$ 70,453,924</u>	<u>\$ 63,394,932</u>	<u>\$ 62,691,527</u>
District's proportionate share of the net pension liability as a percentage of its covered-employee payroll	<u>159.10%</u>	<u>140.43%</u>	<u>131.20%</u>
Plan fiduciary net position as a percentage of the total pension liability	<u>70%</u>	<u>74%</u>	<u>77%</u>
CalPERS			
District's proportion of the net pension liability	<u>0.3277%</u>	<u>0.3284%</u>	<u>0.3371%</u>
District's proportionate share of the net pension liability	<u>\$ 64,730,434</u>	<u>\$ 48,412,453</u>	<u>\$ 38,273,998</u>
District's covered-employee payroll	<u>\$ 39,288,878</u>	<u>\$ 36,230,238</u>	<u>\$ 35,391,662</u>
District's proportionate share of the net pension liability as a percentage of its covered-employee payroll	<u>164.76%</u>	<u>133.62%</u>	<u>108.14%</u>
Plan fiduciary net position as a percentage of the total pension liability	<u>74%</u>	<u>79%</u>	<u>83%</u>

Note : In the future, as data become available, ten years of information will be presented.

See accompanying note to required supplementary information.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**SCHEDULE OF DISTRICT CONTRIBUTIONS
FOR THE YEAR ENDED JUNE 30, 2017**

	<u>2017</u>	<u>2016</u>	<u>2015</u>
CalSTRS			
Contractually required contribution	\$ 9,238,158	\$ 7,559,706	\$ 5,629,470
Contributions in relation to the contractually required contribution	<u>9,238,158</u>	<u>7,559,706</u>	<u>5,629,470</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
District's covered-employee payroll	<u>\$ 73,435,278</u>	<u>\$ 70,453,924</u>	<u>\$ 63,394,932</u>
Contributions as a percentage of covered-employee payroll	<u>12.58%</u>	<u>10.73%</u>	<u>8.88%</u>
CalPERS			
Contractually required contribution	\$ 5,574,613	\$ 4,655,732	\$ 4,264,299
Contributions in relation to the contractually required contribution	<u>5,574,613</u>	<u>4,655,732</u>	<u>4,264,299</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
District's covered-employee payroll	<u>\$ 40,162,918</u>	<u>\$ 39,288,878</u>	<u>\$ 36,230,238</u>
Contributions as a percentage of covered-employee payroll	<u>13.88%</u>	<u>11.85%</u>	<u>11.77%</u>

Note : In the future, as data become available, ten years of information will be presented.

See accompanying note to required supplementary information.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTE TO REQUIRED SUPPLEMENTARY INFORMATION JUNE 30, 2017

NOTE 1 - PURPOSE OF SCHEDULES

Schedule of Other Postemployment Benefits (OPEB) Funding Progress

This schedule is intended to show trends about the funding progress of the District's actuarially determined liability for postemployment benefits other than pensions.

Schedule of the District's Proportionate Share of the Net Pension Liability

This schedule presents information on the District's proportionate share of the net pension liability (NPL), the plans' fiduciary net positions and, when applicable, the State's proportionate share of the NPL associated with the District. In the future, as data becomes available, ten years of information will be presented.

Changes in Benefit Terms – There were no changes in benefit terms since the previous valuations for both CalSTRS and CalPERS.

Changes in Assumptions – There were no changes in economic assumptions for either the CalSTRS or CalPERS plans from the previous valuations.

Schedule of District Contributions

This schedule presents information on the District's required contribution, the amounts actually contributed, and any excess or deficiency related to the required contribution. In the future, as data becomes available, ten years of information will be presented.

SUPPLEMENTARY INFORMATION

RIVERSIDE COMMUNITY COLLEGE DISTRICT

DISTRICT ORGANIZATION JUNE 30, 2017

The Riverside Community College District was founded in 1916 and is comprised of an area of approximately 440 square miles located in the western portion of Riverside County. There were no changes in the boundaries of the District during the current year. The District's colleges are accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC, WASC), which is one of six regional associations that accredit public and private schools, colleges, and universities in the United States.

The District is currently comprised of three Colleges: Riverside City, Norco, and Moreno Valley Colleges.

BOARD OF TRUSTEES

<u>MEMBER</u>	<u>OFFICE</u>	<u>TERM EXPIRES</u>
Virginia Blumenthal	President	December 2018
Tracey Vackar	Vice President	December 2018
Janet Green	Secretary	December 2018
Mary Figueroa	Member	December 2020
Bill Hedrick	Member	December 2020

DISTRICT ADMINISTRATION

Dr. Michael L. Burke, Ph.D.	Chancellor
Mr. Aaron Brown	Vice Chancellor, Business and Financial Services
Dr. Dennis Anderson	Interim, Vice Chancellor, Educational Services
Dr. Terri Hampton	Vice Chancellor, Human Resources and Employee Relations
Ms. Chris Carlson	Chief of Staff and Facilities Development

COLLEGE ADMINISTRATION

Dr. Wolde-Ab Isaac	President, Riverside City College
Dr. Bryan Reece	President, Norco College
Dr. Robin Steinback	President, Moreno Valley College

See accompanying note to supplementary information.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2017**

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	CFDA Number	Pass-Through Identifying Number	Federal Expenditures	Amounts Provided to Subrecipients
U.S. DEPARTMENT OF DEFENSE				
Procurement Technical Assistance For Business Firms	12.002		\$ 283,743	\$ -
U.S. DEPARTMENT OF JUSTICE				
Bulletproof Vest Partnership	16.607		3,162	-
U.S. DEPARTMENT OF LABOR				
Workforce Investment Act				
Pass through from Chaffey Community College				
Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grants	17.282	TC-26434-14- 60-A-6	599,290	-
Research and Development Cluster				
NATIONAL SCIENCE FOUNDATION				
GP-Impact: Geoscientist Development	47.050		8,865	-
Flying with Swallows: Improve STEM Education at MVC	47.076		76,067	-
The Information Assurance Auditing Project	47.076		104,962	-
National Center for Supply Chain Automation	47.076		468,740	93,298
National Center of Excellence for Logistics and Supply Chain Technology	47.076		96,388	1,297
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES				
Pass through from Regents of the University of California, Riverside				
Agents of Change for a Healthier Tomorrow	93.884	S-000834	16,074	-
Total Research and Development Cluster			771,096	94,595
SMALL BUSINESS ADMINISTRATION				
Federal and State Technology (FAST)	59.058		64,615	-
Pass through from California State University, Fullerton Auxiliary Services Corporation				
Tri-Tech Small Business Development Center	59.037	S-5871-RCCD	391,312	-
Pass through from California Community Colleges Chancellor's Office				
CA State Trade Export	59.061	SBAHQ-15-IT-0026; SBAHQ-16-IT-0032	219,533	-
Total Small Business Administration			675,460	-
U.S. DEPARTMENT OF VETERANS AFFAIRS				
Veterans Services	64.117		6,613	-

[1] Pass-Through Identifying Number not available.

(Continued)

See accompanying note to supplementary information.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2017**

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	CFDA Number	Pass-Through Identifying Number	Federal Expenditures	Amounts Provided to Subrecipients
U.S. DEPARTMENT OF EDUCATION				
TRIO Cluster:				
Student Support Services Program	84.042A		\$ 1,452,610	\$ -
Talent Search	84.044A		128,901	-
Upward Bound Program	84.047A		1,083,428	-
Upward Bound Program - Math & Science	84.047M		287,082	-
Subtotal TRIO Cluster			2,952,021	-
Student Financial Assistance Cluster:				
Federal Supplement Education Opportunity Grant (FSEOG)	84.007		1,095,480	-
FSEOG Administrative	84.007		75,254	-
Federal Direct Student Loans (Direct Loans)	84.268		3,700,996	-
Federal Work Study Program (FWS)	84.033		1,031,242	-
Federal Work Study Administrative	84.033		62,815	-
Federal Pell Grants (PELL)	84.063		42,386,073	-
Federal Pell Administrative	84.063		69,330	-
Subtotal Student Financial Assistance Cluster			48,421,190	-
Higher Education Act				
Title V - Accelerating Pathways to Graduation and Transfer	84.031S		644,562	-
Title V - Moreno Valley College Title V Corrections Scenario Training	84.031S		131,409	-
Title V - Bright Pathways to STEM Success	84.031S		140,467	-
Title V - HSI Pathways to Excellence	84.031S		181,684	-
Title V - MVC STEM Project	84.031S		81,686	-
Title V - STEM Engineering Pathways	84.031C		315,088	-
MVC Technology Access Project	84.031C		222,981	-
Passed through from University Enterprise Corporation at CSUSB				
Title V - Here to Career	84.031S	GT16146	10,960	-
Career and Technical Education Act				
Passed through from California Community Colleges Chancellor's Office				
Career and Technical Education, Title I-B Regional Consortia Desert				
	84.048	16-150-006	210,657	-
Career and Technical Education, Title I-C	84.048	16-C01-045	1,075,680	-
Career and Technical Education Transitions	84.048A	16-C01-045	114,933	-

[1] Pass-Through Identifying Number not available.

(Continued)

See accompanying note to supplementary information.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2017**

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	CFDA Number	Pass-Through Identifying Number	Federal Expenditures	Amounts Provided to Subrecipients
Rehabilitation Act				
Pass through from California Department of Rehabilitation				
Workability	84.126A	29287	\$ 183,001	\$ -
Total U.S. Department of Education			<u>54,686,319</u>	<u>-</u>
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES				
Pass through from California Community Colleges Chancellor's Office				
Temporary Assistance to Needy Families (TANF)	93.558	[1]	201,011	-
Foster & Kinship Care Education Program (FKCE)	93.658	[1]	25,038	-
Pass through from Yosemite Community College District				
Early Childhood Study - Consortium Grant	93.575	16-17-4165	24,275	-
Pass through from Riverside County Superintendent of Schools				
Independent Living Skills - Emancipation Services	93.674	C-1005010	42,530	-
Total U.S. Department of Health and Human Services			<u>292,854</u>	<u>-</u>
Total Expenditures of Federal Awards			<u>\$ 57,318,537</u>	<u>\$ 94,595</u>

[1] Pass-Through Identifying Number not available.

See accompanying note to supplementary information.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**SCHEDULE OF EXPENDITURES OF STATE AWARDS
FOR THE YEAR ENDED JUNE 30, 2017**

Program	Program Entitlements		
	Current Year	Prior Year	Total Entitlement
AB 86 Adult Education Block Grant	\$ 540,527	\$ 514,319	\$ 1,054,846
Adult Ed Program Data Block	51,446	-	51,446
Basic Skills	515,298	375,913	891,211
Board Financial Assistance Program	1,402,661	-	1,402,661
California Career Pathways Trust	6,510,047	3,427,311	9,937,358
California Apprenticeship Initiative	800,000	-	800,000
CalWORKs	1,098,896	-	1,098,896
CalWORKs Community College Set-Aside	-	78,235	78,235
CARE	242,183	-	242,183
College Connection	81,247	-	81,247
Commercial Sexual Exploitation of Children	6,750	-	6,750
Community College Basic Skills and Student Outcomes Transformation	1,321,637	-	1,321,637
CTE Data Unlocked Initiative	250,000	-	250,000
CTE Enhancement Funds	-	111,386	111,386
CTE Pathways	100,000	-	100,000
Deputy Sector Navigator	572,500	33,463	605,963
Disabled Student Programs and Services (DSPS)	2,998,798	-	2,998,798
Enrollment Growth for ADN-RN	382,000	-	382,000
EOPS Special Project Set-Aside	427,710	34,268	461,978
Extended Opportunity Program and Services (EOPS)	1,877,072	-	1,877,072
Foster Care Education Program	67,437	-	67,437
Foster Parent Pre-Training	284,597	-	284,597
Full Time Student Success	1,117,199	149,231	1,266,430
GO-Biz	60,000	-	60,000
Instructional Equipment	1,338,113	222,926	1,561,039
Makerspace Start-Up	80,000	-	80,000
Middle College High School	109,000	24,354	133,354
Proposition 39 Clean Energy	114,209	-	114,209
SFAP Fiscal Coordination	494,416	-	494,416
Song Brown Health Care Workforce Training Act	200,000	-	200,000
Song Brown RN Education Capitation	-	108,859	108,859
Song Brown RN Education Special Program	63,377	72,902	136,279

See accompanying note to supplementary information.

Program Revenues					
Cash Received	Accounts Receivable	Accounts Payable	Unearned Revenue	Total Revenue	Program Expenditures
\$ 1,054,846	\$ -	\$ -	\$ (671,332)	\$ 383,514	\$ 383,514
51,446	-	-	(44,867)	6,579	6,579
891,211	-	(405)	(426,231)	464,575	464,575
1,402,661	-	-	-	1,402,661	1,402,661
9,937,358	-	-	(6,879,110)	3,058,248	3,058,248
120,000	64,169	-	(111,083)	73,086	73,086
1,098,896	-	(10,287)	-	1,088,609	1,088,609
78,235	-	(6,744)	(29,487)	42,004	42,004
242,183	-	(9,486)	-	232,697	232,697
65,799	-	-	-	65,799	65,799
4,050	960	-	-	5,010	5,010
1,737,369	-	-	(988,426)	748,943	748,943
209,776	18,541	-	(150,000)	78,317	78,317
102,037	-	-	-	102,037	102,037
40,000	29,652	-	-	69,652	69,652
82,463	523,500	-	-	605,963	605,963
2,997,693	-	-	-	2,997,693	2,997,693
351,440	30,560	-	-	382,000	382,000
461,978	-	-	(186,893)	275,085	275,085
1,877,072	-	(18,294)	-	1,858,778	1,858,778
38,362	60,876	-	-	99,238	99,238
75,603	50,968	(7,142)	-	119,429	119,429
1,266,430	-	-	(13,300)	1,253,130	1,253,130
49,774	9,822	-	-	59,596	59,596
1,561,039	-	-	(387,549)	1,173,490	1,173,490
40,000	-	-	(30,382)	9,618	9,618
63,954	69,400	-	-	133,354	133,354
-	113,880	-	-	113,880	113,880
(14,244)	389,408	-	-	375,164	375,164
50,000	50,000	-	(405)	99,595	99,595
83,859	25,000	-	-	108,859	108,859
53,664	82,615	-	-	136,279	136,279

(Continued)

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**SCHEDULE OF EXPENDITURES OF STATE AWARDS
 FOR THE YEAR ENDED JUNE 30, 2017**

Program	Program Entitlements		
	Current Year	Prior Year	Total Entitlement
SSSP Special Project Set-Aside	\$ 1,453,008	\$ 553,867	\$ 2,006,875
Staff Development	-	2,788	2,788
Strong Workforce Program Local	2,918,223	-	2,918,223
Strong Workforce Program Regional	7,073,557	-	7,073,557
Student Equity	3,701,354	1,827,389	5,528,743
Student Success and Support Program	6,409,023	1,767,268	8,176,291
Summer Food Service Program	9,713	-	9,713
Cal Grant B	4,691,767	-	4,691,767
Total State Programs			

See accompanying note to supplementary information.

Program Revenues

Cash Received	Accounts Receivable	Accounts Payable	Unearned Revenue	Total Revenue	Program Expenditures
\$ 2,006,875	\$ -	\$ (293,316)	\$ (1,198,894)	\$ 514,665	\$ 514,665
2,788	-	-	(2,788)	-	-
2,918,223	-	-	(2,663,788)	254,435	254,435
7,703,557	-	-	(6,673,511)	1,030,046	1,030,046
5,528,743	-	(237)	(1,576,002)	3,952,504	3,952,504
8,176,291	-	-	(1,680,274)	6,496,017	6,496,017
9,713	-	-	-	9,713	9,713
4,691,767	152,288	(1,101)	-	4,842,954	4,842,954
<u>\$ 57,112,911</u>	<u>\$ 1,671,639</u>	<u>\$ (347,012)</u>	<u>\$ (23,714,322)</u>	<u>\$ 34,723,216</u>	<u>\$ 34,723,216</u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**SCHEDULE OF WORKLOAD MEASURES FOR STATE GENERAL
APPORTIONMENT
FOR THE YEAR ENDED JUNE 30, 2017**

CATEGORIES	<u>Reported Data</u>	<u>Audit Adjustments</u>	<u>Audited Data</u>
A. Summer Intersession (Summer 2016 only)			
1. Noncredit	21.44	-	21.44
2. Credit	1,857.00	-	1,857.00
B. Summer Intersession (Summer 2017 - Prior to July 1, 2017)			
1. Noncredit	-	-	-
2. Credit	879.86	-	879.86
C. Primary Terms (Exclusive of Summer Intersession)			
1. Census Procedure Courses			
(a) Weekly Census Contact Hours	17,838.27	-	17,838.27
(b) Daily Census Contact Hours	2,644.95	-	2,644.95
2. Actual Hours of Attendance Procedure Courses			
(a) Noncredit	52.01	-	52.01
(b) Credit	2,295.40	-	2,295.40
3. Alternative Attendance Accounting Procedure			
(a) Weekly Census Contact Hours	2,402.76	-	2,402.76
(b) Daily Census Contact Hours	1,660.65	-	1,660.65
D. Total FTES	<u>29,652.34</u>	<u>-</u>	<u>29,652.34</u>
SUPPLEMENTAL INFORMATION (Subset of Above Information)			
E. In-Service Training Courses (FTES)	291.58	-	291.58
H. Basic Skills Courses and Immigrant Education			
1. Noncredit	19.34	-	19.34
2. Credit	2,557.62	-	2,557.62

See accompanying note to supplementary information.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**RECONCILIATION OF EDUCATION CODE SECTION 84362 (50 PERCENT LAW) CALCULATION
FOR THE YEAR ENDED JUNE 30, 2017**

	Object/TOP Codes	ECS 84362 A Instructional Salary Cost AC 0100 - 5900 and AC 6110			ECS 84362 B Total CEE AC 0100 - 6799		
		Reported Data	Audit Adjustments	Revised Data	Reported Data	Audit Adjustments	Revised Data
<u>Academic Salaries</u>							
Instructional Salaries							
Contract or Regular	1100	\$ 30,023,241	\$ -	\$ 30,023,241	\$ 30,023,241	\$ -	\$ 30,023,241
Other	1300	30,601,966	-	30,601,966	30,601,966	-	30,601,966
Total Instructional Salaries		60,625,207	-	60,625,207	60,625,207	-	60,625,207
Noninstructional Salaries							
Contract or Regular	1200	-	-	-	12,641,983	-	12,641,983
Other	1400	-	-	-	1,658,361	-	1,658,361
Total Noninstructional Salaries		-	-	-	14,300,344	-	14,300,344
Total Academic Salaries		60,625,207	-	60,625,207	74,925,551	-	74,925,551
<u>Classified Salaries</u>							
Noninstructional Salaries							
Regular Status	2100	-	-	-	24,883,962	-	24,883,962
Other	2300	-	-	-	2,210,056	-	2,210,056
Total Noninstructional Salaries		-	-	-	27,094,018	-	27,094,018
Instructional Aides							
Regular Status	2200	2,014,627	-	2,014,627	2,014,627	-	2,014,627
Other	2400	478,644	-	478,644	478,644	-	478,644
Total Instructional Aides		2,493,271	-	2,493,271	2,493,271	-	2,493,271
Total Classified Salaries		2,493,271	-	2,493,271	29,587,289	-	29,587,289
Employee Benefits	3000	21,274,352	-	21,274,352	43,672,335	-	43,672,335
Supplies and Material	4000	-	-	-	1,895,457	-	1,895,457
Other Operating Expenses	5000	977,371	-	977,371	15,768,713	-	15,768,713
Equipment Replacement	6420	-	-	-	-	-	-
Total Expenditures Prior to Exclusions		85,370,201	-	85,370,201	165,849,345	-	165,849,345

See accompanying note to supplementary information.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**RECONCILIATION OF EDUCATION CODE SECTION 84362 (50 PERCENT LAW) CALCULATION, Continued
FOR THE YEAR ENDED JUNE 30, 2017**

	Object/TOP Codes	ECS 84362 A Instructional Salary Cost AC 0100 - 5900 and AC 6110			ECS 84362 B Total CEE AC 0100 - 6799		
		Reported Data	Audit Adjustments	Revised Data	Reported Data	Audit Adjustments	Revised Data
<u>Exclusions</u>							
Activities to Exclude							
Instructional Staff - Retirees' Benefits and Retirement Incentives	5900	\$ -	\$ -	\$ -	\$ 70,579	\$ -	\$ 70,579
Student Health Services Above Amount Collected	6441	-	-	-	25,554	-	25,554
Student Transportation	6491	-	-	-	-	-	-
Noninstructional Staff - Retirees' Benefits and Retirement Incentives	6740	-	-	-	3,830,313	-	3,830,313
Objects to Exclude							
Rents and Leases	5060	-	-	-	1,364,184	-	1,364,184
Lottery Expenditures							
Academic Salaries	1000	-	-	-	-	-	-
Classified Salaries	2000	-	-	-	3,194,983	-	3,194,983
Employee Benefits	3000	-	-	-	1,753,233	-	1,753,233
Supplies and Materials	4000	-	-	-	-	-	-
Software	4100	-	-	-	-	-	-
Books, Magazines, and Periodicals	4200	-	-	-	-	-	-
Instructional Supplies and Materials	4300	-	-	-	-	-	-
Noninstructional Supplies and Materials	4400	-	-	-	-	-	-
Total Supplies and Materials		-	-	-	-	-	-

See accompanying note to supplementary information.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**RECONCILIATION OF EDUCATION CODE SECTION 84362 (50 PERCENT LAW) CALCULATION, Continued
FOR THE YEAR ENDED JUNE 30, 2017**

	Object/TOP Codes	ECS 84362 A Instructional Salary Cost AC 0100 - 5900 and AC 6110			ECS 84362 B Total CEE AC 0100 - 6799		
		Reported Data	Audit Adjustments	Revised Data	Reported Data	Audit Adjustments	Revised Data
Other Operating Expenses and Services	5000	\$ -	\$ -	\$ -	\$ 38,340	\$ -	\$ 38,340
Capital Outlay							
Library Books	6000	-	-	-	-	-	-
Equipment	6300	-	-	-	-	-	-
Equipment - Additional	6400	-	-	-	-	-	-
Equipment - Replacement	6410	-	-	-	-	-	-
Total Equipment		-	-	-	-	-	-
Total Capital Outlay							
Other Outgo	7000	-	-	-	-	-	-
Total Exclusions		-	-	-	10,277,186	-	10,277,186
Total for ECS 84362, 50 Percent Law		\$ 85,370,201	\$ -	\$ 85,370,201	\$ 155,572,159	\$ -	\$ 155,572,159
Percent of CEE (Instructional Salary Cost/Total CEE)		54.87%		54.87%	100.00%		100.00%
50% of Current Expense of Education					\$ 77,786,080		\$ 77,786,080

See accompanying note to supplementary information.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET REPORT (CCFS-311)
WITH FUND FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2017**

There were no adjustments to the Annual Financial and Budget Report (CCFS-311) which required reconciliation to the audited financial statements at June 30, 2017.

See accompanying note to supplementary information.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**PROPOSITION 30 EDUCATION PROTECTION ACT (EPA) EXPENDITURE REPORT
 FOR THE YEAR ENDED JUNE 30, 2017**

Activity Classification	Object Code	Unrestricted			
EPA Proceeds:	8630				\$ 22,805,286
Activity Classification	Activity Code	Salaries and Benefits (Obj 1000-3000)	Operating Expenses (Obj 4000-5000)	Capital Outlay (Obj 6000)	Total
Instructional Activities	1000-5900	\$ 22,590,813	\$ 214,473	\$ -	\$ 22,805,286
Total Expenditures for EPA		\$ 22,590,813	\$ 214,473	\$ -	\$ 22,805,286
Revenues Less Expenditures					\$ -

See accompanying note to supplementary information.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**RECONCILIATION OF GOVERNMENTAL FUNDS TO THE
STATEMENT OF NET POSITION
JUNE 30, 2017**

**Amounts Reported for Governmental Activities in the Statement
of Net Position are Different Because:**

Total Fund Balance and Retained Earnings:

General Funds	\$ 50,538,705
Special Revenue Funds	2,289,145
Capital Outlay Projects	10,376,386
Debt Service Funds	15,684,094
Proprietary Fund	5,401,844
Fiduciary Funds	<u>1,767,542</u>

**Total Fund Balances and Retained Earnings -
All District Funds**

\$ 86,057,716

Capital assets used in governmental activities are not financial resources and, therefore, are not reported as assets in governmental funds.

The cost of capital assets is: 612,417,167

Accumulated depreciation is: (171,457,439) 440,959,728

Amounts held in trust on behalf of others (Trust and Agency Funds) (1,144,256)

In governmental funds, unmatured interest on long-term obligations is recognized in the period when it is due. On the government-wide financial statements, unmatured interest on long-term obligations is recognized when it is incurred. (4,918,620)

Deferred outflows of resources related to pensions represent a consumption of net position in a future period and is not reported in the District's funds.

Deferred outflows of resources related to pensions at year-end consist of:

Pension contributions subsequent to measurement date 14,812,771

Net change in proportionate share of the net pension liability 4,027,920

Difference between projected and actual earnings on pension plan investments. 18,955,192

Differences between expected and actual experience in the measurement of the total pension liability. 2,784,029

Total Deferred Outflows of Resources Related to Pensions 40,579,912

Deferred inflows of resources related to pensions represent an acquisition of net position that applies to a future period and is not reported in the District's funds.

Deferred inflows of resources related to pensions at year-end consist of:

Differences between expected and actual experience in the measurement of the total pension liability. (2,734,311)

Net change in proportionate share of the net pension liability (5,620,819)

Changes in assumptions (1,944,764)

Total Deferred Inflows of Resources Related to Pensions (10,299,894)

Governmental funds report deferred cost of refunding associated with the issuance of debt when first issued, whereas the amounts are deferred and amortized in the Statements of Activities.

Deferred charge on refunding at year end amounted to: 9,479,658

See accompanying note to supplementary information.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**RECONCILIATION OF GOVERNMENTAL FUNDS TO THE
 STATEMENT OF NET POSITION, Continued
 JUNE 30, 2017**

Long-term obligations at year end consist of:

Bonds payable	\$ 272,494,051
Compensated absences and load banking	3,773,741
Other postemployment benefits (OPEB)	10,767,072
Aggregate net pension liability	176,820,554

In addition, the District issued "capital appreciation" general obligation bonds. The accretion of interest on those bonds to date is the following:

6,923,912

Less compensated absences already recorded in funds

(1,458,413) \$ (469,320,917)

Total Net Position

\$ 91,393,327

See accompanying note to supplementary information.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTE TO SUPPLEMENTARY INFORMATION JUNE 30, 2017

NOTE 1 - PURPOSE OF SCHEDULES

District Organization

This schedule provides information about the District's organization, governing board members, and administration members.

Schedule of Expenditures of Federal Awards

The accompanying Schedule of Expenditures of Federal Awards includes the Federal grant activity of the District and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations (Part 200), *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements. The District has not elected to use the ten percent de minimis cost rate as covered in Section 200.414 Indirect (F&A) costs of the Uniform Guidance.

The following schedule provides reconciliation between revenues reported on the Statement of Revenues, Expenditures, and Changes in Fund Balances, and the related expenditures reported on the Schedule of Expenditures of Federal Awards. The reconciling amounts consist primarily of Build America Bonds, Federal Pell Grants, and Medi-Cal Administrative Activities funds that have been recorded in the current period as revenues that have not been expended as of June 30, 2017. Federal Work Study Program and Federal Supplemental Education Opportunity Grant funds have been recorded in the prior periods as revenues and expended in the 2016-2017 year.

Description	CFDA Number	Amount
Total Federal Revenues From the Statement of Revenues, Expenses, and Changes in Net Position:		\$ 59,708,037
Build America Bonds	N/A	(2,335,706)
Federal Pell Grant (PELL)	84.063	(94,480)
Federal Supplemental Education Opportunity Grant (FSEOG)	84.007	28,232
Federal Work Study Program (FWS)	84.033	46,145
Medi-Cal Administrative Activities	93.778	(33,691)
Total Expenditures of Federal Awards		<u>\$ 57,318,537</u>

Schedule of Expenditures of State Awards

The accompanying Schedule of Expenditures of State Awards includes the State grant activity of the District and is presented on the modified accrual basis of accounting. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements. The information in this schedule is presented to comply with reporting requirements of the California State Chancellor's Office.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NOTE TO SUPPLEMENTARY INFORMATION JUNE 30, 2017

Schedule of Workload Measures for State General Apportionment

FTES is a measurement of the number of pupils attending classes of the District. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds, including restricted categorical funding, are made to community college districts. This schedule provides information regarding the annual attendance measurements of students throughout the District.

Reconciliation of *Education Code* Section 84362 (50 Percent Law) Calculation

ECS 84362 requires the District to expend a minimum of 50 percent of the unrestricted General Fund monies on salaries of classroom instructors. This is reported annually to the State Chancellor's Office. This schedule provides a reconciliation of the amount reported to the State Chancellor's Office and the impact of any audit adjustments and/or corrections noted during the audit.

Reconciliation of Annual Financial and Budget Report (CCFS-311) With Fund Financial Statements

This schedule provides the information necessary to reconcile the fund balance of all funds reported on the Form CCFS-311 to the District's internal fund financial statements.

Proposition 30 Education Protection Act (EPA) Expenditure Report

This schedule provides the District's summary of receipts and uses of the monies received through the EPA.

Reconciliation of Governmental Funds to the Statement of Net Position

This schedule provides a reconciliation of the adjustments necessary to bring the District's internal fund financial statements, prepared on a modified accrual basis, to the entity-wide full accrual basis financial statements required under GASB Statements No. 34 and No. 35 business-type activities reporting model.

INDEPENDENT AUDITOR'S REPORTS



**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Board of Trustees
Riverside Community College District
Riverside, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the business-type activities and the aggregate remaining fund information of Riverside Community College District (the District) as of and for the year ended June 30, 2017, and the related notes to the financial statements, which collectively comprise the District's basic financial statements, and have issued our report thereon dated November 27, 2017.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. *A material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the District's financial statements will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit, we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Varrinck, Trini, Day & Co., LLP

Riverside, California
November 27, 2017



**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR
EACH MAJOR PROGRAM AND ON INTERNAL CONTROL
OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE**

Board of Trustees
Riverside Community College District
Riverside, California

Report on Compliance for Each Major Federal Program

We have audited Riverside Community College District's (the District) compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the District's major Federal programs for the year ended June 30, 2017. The District's major Federal programs are identified in the Summary of Auditor's Results section of the accompanying Schedule of Findings and Questioned Costs.

Management's Responsibility

Management is responsible for compliance with the Federal statutes, regulations, and the terms and conditions of its Federal awards applicable to its Federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the District's major Federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major Federal program occurred. An audit includes examining, on a test basis, evidence about the District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major Federal program. However, our audit does not provide a legal determination of the District's compliance.

Opinion on Each Major Federal Program

In our opinion, the District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major Federal programs for the year ended June 30, 2017.

Report on Internal Control Over Compliance

Management of the District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the District's internal control over compliance with the types of requirements that could have a direct and material effect on each major Federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major Federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the District's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a Federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a Federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a Federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Varrin, Trine, Day & Co., LLP

Riverside, California
November 27, 2017



INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Board of Trustees
Riverside Community College District
Riverside, California

Report on State Compliance

We have audited Riverside Community College District's (the District) compliance with the types of compliance requirements as identified in the California Community Colleges Chancellor's Office *District Audit Manual* issued in March 2017 that could have a direct and material effect on each of the District's programs as noted below for the year ended June 30, 2017.

Management's Responsibility

Management is responsible for compliance with the requirements of State laws and regulations, and the terms and conditions identified in the California Community Colleges Chancellor's Office *District Audit Manual* issued in March 2017.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance of each of the District's State programs based on our audit of the types of compliance requirements referred to above. We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the standards and procedures identified in the California Community Colleges Chancellor's Office *District Audit Manual* issued in March 2017. These standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above could have a material effect on the applicable programs noted below. An audit includes examining, on a test basis, evidence about the District's compliance with those requirements and performing such procedures as we consider necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the District's compliance with those requirements.

Unmodified Opinion

In our opinion, the District complied, in all material respects, with the compliance requirements referred to above that are applicable to the programs noted below that were audited for the year ended June 30, 2017.

In connection with the audit referred to above, we selected and tested transactions and records to determine the District's compliance with State laws and regulations applicable to the following:

Section 421	Salaries of Classroom Instructors (50 Percent Law)
Section 423	Apportionment for Instructional Service Agreements/Contracts
Section 424	State General Apportionment Funding System
Section 425	Residency Determination for Credit Courses
Section 426	Students Actively Enrolled
Section 427	Dual Enrollment of K-12 Students in Community College Credit Courses
Section 428	Student Equity
Section 429	Student Success and Support Program (SSSP)
Section 430	Schedule Maintenance Program
Section 431	Gann Limit Calculation
Section 435	Open Enrollment
Section 439	Proposition 39 Clean Energy
Section 440	Intersession Extension Programs
Section 475	Disabled Student Programs and Services (DSPS)
Section 479	To Be Arranged Hours (TBA)
Section 490	Proposition 1D and 51 State Bond Funded Projects
Section 491	Proposition 55 Education Protection Account Funds

The District does not offer an Intersession Extension Program; therefore, the compliance tests within this section were not applicable.

The District did not receive any funding through Proposition 1D State Bond Funded Projects; therefore, the compliance tests within this section were not applicable.

Vavrinich, Trini, Day & Co., LLP

Riverside, California
November 27, 2017

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**SUMMARY OF AUDITOR'S RESULTS
FOR THE YEAR ENDED JUNE 30, 2017**

FINANCIAL STATEMENTS

Type of auditor's report issued:	<u>Unmodified</u>
Internal control over financial reporting:	
Material weaknesses identified?	<u>No</u>
Significant deficiencies identified?	<u>None reported</u>
Noncompliance material to financial statements noted?	<u>No</u>

FEDERAL AWARDS

Internal control over major Federal programs:	
Material weaknesses identified?	<u>No</u>
Significant deficiencies identified?	<u>None reported</u>
Type of auditor's report issued on compliance for major Federal programs:	<u>Unmodified</u>
Any audit findings disclosed that are required to be reported in accordance with Section 200.516(a) of the Uniform Guidance?	<u>No</u>

Identification of major Federal programs:

<u>CFDA Numbers</u>	<u>Name of Federal Program or Cluster</u>
<u>84.007, 84.033, 84.063, 84.268</u>	<u>Student Financial Assistance Cluster</u>
<u>84.042A, 84.044A, 84.047A, 84.047M</u>	<u>TRIO Cluster</u>
<u>84.031C, 84.031S</u>	<u>Title V - Accelerating Pathways to Graduation and Transfer; Title V - Moreno Valley College Corrections Scenario Training; Title V - Bright Pathways to STEM Success; Title V - HSI Pathways to Excellence; Title V - MVC STEM Project; Title V - STEM Engineering Pathways; MVC Technology Access Project; Title V - Here to Career</u>

Dollar threshold used to distinguish between Type A and Type B programs:	<u>\$ 1,719,556</u>
Auditee qualified as low-risk auditee?	<u>Yes</u>

STATE AWARDS

Type of auditor's report issued on compliance for State programs:	<u>Unmodified</u>
---	-------------------

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**FINANCIAL STATEMENT FINDINGS AND RECOMMENDATIONS
FOR THE YEAR ENDED JUNE 30, 2017**

None reported.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**FEDERAL AWARDS FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2017**

None reported.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**STATE AWARDS FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2017**

None reported.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS FOR THE YEAR ENDED JUNE 30, 2017

Except as specified in previous sections of this report, summarized below is the current status of all audit findings reported in the prior year's Schedule of Findings and Questioned Costs.

Financial Statement Findings

None reported.

Federal Awards Findings

None reported.

State Awards Findings

None reported.



To the Board of Trustees
Riverside Community College District
Riverside, California

We have audited the financial statements of the business-type activities and the aggregate remaining fund information of Riverside Community College District (the District) for the year ended June 30, 2017. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards, *Government Auditing Standards* and the Uniform Guidance, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter dated June 29, 2017. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the District are described in Note 2 to the financial statements. We noted no transactions entered into by the District during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the District's financial statements were:

Management's estimate of the other postemployment benefit (OPEB) liability is based on actuarial evidence provided by an actuary. We evaluated the key factors and assumptions used to develop the estimates for the OPEB liability in determining that it is reasonable in relation to the financial statements taken as a whole.

In addition, management's estimate of the pension liability and associated accounts is based on actuarial evidence provided by the pension plan sponsors. We evaluated the key factors and assumptions used to develop the estimates for pension liability, pension cost, and both deferred inflows and outflows of resources in determining that it is reasonable in relation to the financial statements taken as a whole.

The financial statement disclosures are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

To the Board of Trustees
Riverside Community College District
Page 2 of 3

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. There were no corrected or uncorrected misstatements of the financial statements.

Disagreements With Management

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

Management Representations

We have requested certain representations from management that are included in the management representation letter dated November 27, 2017.

Management Consultations With Other Independent Accountants

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

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the District's auditors. However, these discussions occurred in the normal course of our professional relationship, and our responses were not a condition to our retention.

Other Matters

With respect to the supplementary information accompanying the financial statements, we applied certain limited procedures to management's discussion and analysis, the schedule of other postemployment benefits (OPEB) funding progress, the schedule of the District's proportionate share of the net pension liability, and the schedule of District's contributions, which are required supplementary information (RSI) that supplements the basic financial statements. Our procedures consisted of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We did not audit the RSI and do not express an opinion or provide any assurance on the RSI.

To the Board of Trustees
Riverside Community College District
Page 3 of 3

We were engaged to report on the schedule of expenditures of federal awards, as required by 2 CFR 200 *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* and the other supplementary information as listed on the table of contents of the audit report, which accompany the financial statements but are not RSI. With respect to this supplementary information, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

Restriction on Use

This information is intended solely for the use of the Board of Trustees and management of the District and is not intended to be, and should not be, used by anyone other than these specified parties.

Varrinck, Trinn, Day & Co., LLP

Rancho Cucamonga, California
November 27, 2017

Agenda Item (IV-D-2)

Meeting	12/5/2017 - Committee
Agenda Item	Committee - Resources (IV-D-2)
Subject	2016-2017 Independent Audit Report for the Riverside Community College District Foundation
College/District	District
Funding	N/A
Recommended Action	It is recommended that the Board of Trustees receive the Riverside Community College District Foundation's independent audit report for the year ended June 30, 2017 for the permanent file of the District.

Background Narrative:

An independent audit of the Foundation's 2016-2017 financial statements was performed by CliftonLarsenAllen, LLP Certified Public Accountants (CLA). A representative of the firm will be available to present the report. Results of the audit are summarized below.

- Auditor's Opinion – The auditors have issued an unmodified opinion for the financial audit as of June 30, 2017, which is also known as a "clean" opinion. Unmodified is the highest level of assurance the auditors can provide of the four available opinions and indicates the financial statements are presented fairly, in all material respects, in accordance with generally accepted accounting principles.
- Audit Findings – There were no findings or questioned costs.
- Auditor's Required Communication – In accordance with the Statement on Auditing Standards No. 114, at the conclusion of the audit engagement CLA is required to communicate information to the Board of Trustees regarding their responsibility under United States Generally Accepted Auditing Standards. Attached for your information is the required communication.
- The audit report was presented to and accepted by the Foundation's Board of Directors on November 14, 2017.

Prepared By: Aaron Brown, Vice Chancellor, Business and Financial Services
Launa K. Wilson, District Foundation Executive Director
Melissa Elwood, Controller

Attachments:

[12052017_Foundation Audit Report FY2016-17](#)
[12052017_CLA SAS 114 Letter](#)

**RIVERSIDE COMMUNITY COLLEGE
DISTRICT FOUNDATION
(A California Non Profit Corporation)**

**AUDITED FINANCIAL STATEMENTS
For the Year Ended June 30, 2017**

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION
(A California Nonprofit Corporation)

TABLE OF CONTENTS
June 30, 2017

Independent Auditor's Report	
Statement of Financial Position.....	1
Statement of Activities	2
Statement of Cash Flows	3
Statement of Functional Expenses	4
Notes to the Financial Statements	5



CliftonLarsonAllen LLP
CLAconnect.com

INDEPENDENT AUDITOR'S REPORT

Board of Directors
Riverside Community College District Foundation
Riverside, California

Report on the Financial Statements

We have audited the accompanying financial statements of the Riverside Community College District Foundation (the Foundation), a California nonprofit corporation, which comprise the statement of financial position as of June 30, 2017, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the Foundation's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Foundation's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

INDEPENDENT AUDITOR'S REPORT

Board of Directors
Riverside Community College District Foundation
Riverside, California

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Foundation as of June 30, 2017, and the changes in its net assets and its cash flows for the fiscal year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter

Correction of Error

As described in Note 13, the Foundation restated their beginning net asset to record funds held with FCCC, a Split-interest agreement and to reclassify net assets. Our opinion is not modified with respect to this matter.



CliftonLarsonAllen LLP
Glendora, California
November 7, 2017

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION

STATEMENT OF FINANCIAL POSITION June 30, 2017

Assets

Current Assets:

Cash and cash equivalent	\$ 472,210
Accounts receivable	27,625
Pledge receivable - current portion	39,532
Total Current Assets	\$ 539,367

Non-Current Assets:

Investments	8,669,696
Funds held with FCCC	446,836
Pledges receivable, net	773,314
Split interest agreements receivable	2,035,849
Total Non-Current Assets	11,925,695
Total Assets	\$ 12,465,062

Liabilities and Net Assets

Current Liabilities:

Accounts payable	\$ 65,351
Refundable advances	229,448
Total Current Liabilities	294,799

Net Assets:

Unrestricted	833,591
Temporarily restricted	4,915,781
Permanently restricted	6,420,891
Total Net Assets	12,170,263
Total Liabilities and Net Assets	\$ 12,465,062

See accompanying notes to the financial statements.

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION

**STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2017**

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Revenue				
Support and revenue				
Contributions	\$ 145,947	\$ 547,336	\$ 351,216	\$ 1,044,499
Special events		134,652		134,652
Donated salaries and benefits	425,905			425,905
Donated facilities	11,040			11,040
In-kind donations	155,490			155,490
Total Support	<u>738,382</u>	<u>681,988</u>	<u>351,216</u>	<u>1,771,586</u>
Other income				
Investment income	193,184	656,330		849,514
Change in value - split interest agreements		18,890		18,890
Change in value - funds held by FCCC		29,658		29,658
Total Other Income	<u>193,184</u>	<u>704,878</u>	<u>-</u>	<u>898,062</u>
Total revenues before net assets released from restrictions	931,566	1,386,866	351,216	2,669,648
Net assets released from restrictions	<u>1,005,623</u>	<u>(1,005,623)</u>		<u>-</u>
Total Revenue	<u>1,937,189</u>	<u>381,243</u>	<u>351,216</u>	<u>2,669,648</u>
Operating Expenses				
Program services	1,116,761			1,116,761
Supporting services				
Management and general	283,219			283,219
Fundraising	273,151			273,151
Total Expenses	<u>1,673,131</u>	<u>-</u>	<u>-</u>	<u>1,673,131</u>
Change in net assets	<u>264,058</u>	<u>381,243</u>	<u>351,216</u>	<u>996,517</u>
Net Assets				
Beginning of year, before restatement	569,533	1,862,328	8,064,784	10,496,645
Restatements		2,672,210	(1,995,109)	677,101
Beginning of year	<u>569,533</u>	<u>4,534,538</u>	<u>6,069,675</u>	<u>11,173,746</u>
End of year	<u>\$ 833,591</u>	<u>\$ 4,915,781</u>	<u>\$ 6,420,891</u>	<u>\$ 12,170,263</u>

See accompanying notes to the financial statements.

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION

**STATEMENT OF CASH FLOWS
 For the Year Ended June 30, 2017**

Cash flows from operating activities	
Cash received from donations and fundraisers	\$ 1,066,550
Cash paid for student scholarships and campus programs	(819,113)
Cash paid for student operating expenses and fundraising	<u>(202,574)</u>
Net cash provided (used) by operating activities	<u>103,872</u>
Cash flows from investing activities	
Reinvested interest and dividends, net of expense	130,654
Proceeds from sale of investments	184,552
Purchase of investments	<u>(1,167,801)</u>
Net cash provided (used) by investing activities	<u>(852,595)</u>
Net increase (decrease) in cash and cash equivalents	(748,723)
Cash and cash equivalents, beginning of year	<u>1,220,933</u>
Cash and cash equivalents, end of year	<u>\$ 472,210</u>
Reconciliation of change in net assets to cash provided (used) by operating activities	
Change in net assets	996,517
Adjustment to reconcile change in net assets to cash provided (used) by operating activities	
Realized and unrealized gains on investments	(718,860)
Reinvested interest and dividends, net of expense	(130,654)
Change in value - split interest agreements	(18,890)
Change in value - funds held by FCCC	(29,658)
(Increase) decrease in operating assets:	
Accounts receivable	(5,909)
Pledges receivable, net	80,387
Increase (decrease) in operating liabilities:	
Accounts payable	(59,009)
Deferred revenue	<u>(10,052)</u>
Net cash provided (used) by operating activities	<u>\$ 103,872</u>

See accompanying notes to the financial statements.

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION

**STATEMENT OF FUNCTIONAL EXPENSES
 For the Year Ended June 30, 2017**

	Program Services	Management and General	Fundraising	Total
Donated salaries and benefits	\$ 175,473	\$ 53,238	\$ 197,194	\$ 425,905
Donated facilities	4,548	1,380	5,112	11,040
In-kind donations		155,490		155,490
Scholarships and grants	520,549			520,549
Support - instructional and student programs	298,564			298,564
Printing	4,385	3,510		7,895
Office expenses		50		50
Postage, shipping and delivery		1,232		1,232
Insurance		1,597		1,597
Equipment	1,422	1		1,423
Memberships and dues		183		183
Special events			70,845	70,845
Contract services	96,098			96,098
Other expenses	15,722	66,538		82,260
	<u>\$ 1,116,761</u>	<u>\$ 283,219</u>	<u>\$ 273,151</u>	<u>\$ 1,673,131</u>

See accompanying notes to the financial statements.

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION

NOTES TO THE FINANCIAL STATEMENTS For the Year Ended June 30, 2017

NOTE 1: ORGANIZATION

The Riverside Community College District Foundation (the Foundation), is a nonprofit public benefit corporation incorporated in the State of California on October 21, 1975, to solicit funds, provide support for the programs and projects of the Riverside Community College District (the District), and to account for the issuance of scholarships to the students of the District. The Foundation as serves as a link between the District and the community.

NOTE 2: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting

The accompanying financial statements have been prepared on the accrual basis of accounting.

Donations, other than cash, or the equivalent of cash (stocks, bonds, etc.), are recorded at estimated fair value at the time of the donation.

Classification of Net Assets

The Foundation reports information regarding its financial position and activities according to three classes of net assets:

Unrestricted Net Assets

Net assets that are not subject to donor-imposed stipulations.

Temporarily Restricted Net Assets

Net assets subject to donor-imposed stipulations that may or will be met, either by actions of the Foundation and/or passage of time. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions. Temporarily restricted net assets are restricted for scholarships, endowment grants and other programmatic support.

Permanently Restricted Net Assets

Net assets subject to donor-imposed stipulations that they be maintained permanently by the Foundation. Generally, the donors of these assets permit the Foundation to use all or part of the income earned on any related investments for general or specific purposes.

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION

NOTES TO THE FINANCIAL STATEMENTS For the Year Ended June 30, 2017

NOTE 2: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Contributions

Contributions, including unconditional promises to give are recognized as revenues in the period the contribution or unconditional promise is received. Contributions of assets other than cash are recorded at their estimated fair value at the time of the gift.

The gifts are reported as either temporarily or permanently restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified as unrestricted net assets and reported in the statement of activities as net assets released from restrictions. When a donor's restriction is met within the same year as the donation, the donation is reported as unrestricted.

Cash and Cash Equivalents

Cash and cash equivalents are defined as all checking and money market accounts with an original maturity of 90 days or less.

Accounts Receivable

Accounts receivable consists primarily of interest and donations receivable. Bad debts are accounted for by the direct write off method. Management has deemed all amounts as collectable; therefore, no allowance for doubtful accounts is considered necessary.

Pledges Receivable

Unconditional promises to give that are expected to be collected within one year are recorded at net realizable value. Unconditional pledges that are due in more than one year are recognized at fair value using the applicable mid-term federal rate published by the Internal Revenue Service (IRS) for the month of June, 2017. Amortization of the discount is included in contribution revenue.

Management regularly evaluates pledges receivable and the potential collectability is in place and reviewed throughout the year. An allowance for doubtful accounts has been established based on past experience.

Investments

Investments in marketable securities with readily determinable fair values and all investments in debt securities are reported at their fair values in the statement of financial position. Investment income (interest and dividends) is included in the change in net assets from operations unless the income or loss is restricted by donor or law.

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION

NOTES TO THE FINANCIAL STATEMENTS For the Year Ended June 30, 2017

NOTE 2: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Split-Interest Agreements

The Foundation has two charitable remainder trusts and one testamentary trust, referred to as split-interest agreements. The terms and discount rates for these agreements are based upon the life expectancy of the donor(s) and present value tables provided by the Internal Revenue Service for determining the amount of the charitable contribution. The charitable remainder trusts are administered by a third-party. Assets associated with the split-interest agreements are recognized at the present value of the estimated future benefits of the agreement.

Accounts Payable

Accounts payable consists of amounts due to vendors for goods and services received prior to June 30th annually.

Functional Allocations of Expenses

The costs of providing the various programs and supporting services have been summarized on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America require management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

In-Kind Donations

The Foundation receives non-cash donations for items auctioned during their special fundraising events. These donations have been reflected in the statement of activities as in-kind donations and as management and general expenses. The amount represents the fair value, when available, of the donated item.

Income Taxes

The Foundation is a non-profit foundation exempt from federal income and California franchise taxes under Section 501(c)(3) of the Internal Revenue Code and corresponding California provisions.

The Foundation has evaluated its tax positions and the certainty as to whether those positions will be sustained in the event of any audit by taxing authorities at the federal and state levels.

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION

NOTES TO THE FINANCIAL STATEMENTS For the Year Ended June 30, 2017

NOTE 2: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The primary tax positions evaluated relate to the Foundation's continued qualification as a tax-exempt organization and whether there are unrelated business income activities that would be taxable. Management has determined that all income tax positions will more likely than not be sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required.

The Foundation files informational returns in the U.S. federal jurisdiction, and the state of California. With few exceptions, the Foundation is no longer subject to U.S. federal and state examinations for generally three and four years, respectively.

Subsequent Events

The Foundation has evaluated subsequent events through November 7, 2017, which is the date these financial statements were available to be issued. There were no subsequent events requiring disclosure as of June 30, 2017.

NOTE 3: CONCENTRATION OF CREDIT RISK

Financial Instruments and Credit Risk

The Foundation manages deposit concentration risk by placing cash and money market accounts, with financial institutions believed by us to be creditworthy. At times, amounts on deposit may exceed insured limits or include uninsured investments in money market mutual funds. To date, the Foundation has not experienced losses in any of these accounts. Credit risk associated with accounts receivable and promises to give is considered to be limited due to high historical collection rates and because substantial portions of the outstanding amounts are due organizations supportive of our mission. Investments are made by diversified investment managers whose performance is monitored by the Finance Committee of the Board of Directors. Although the fair values of investments are subject to fluctuation on a year-to-year basis, the Finance Committee believes that the investment policies and guidelines are prudent for the long-term welfare of the organizations.

Deposits

Custodial credit risk is the risk that in the event of a bank failure, the Foundation's deposits may not be returned to it. The Foundation occasionally has a need to maintain cash balances in excess of \$250,000, the amount insured by the Federal Deposit Insurance Corporation (FDIC).

Investments

Investments with brokers are insured by the Securities Investor Protection Corporation (SIPC) up to \$500,000 of which \$250,000 may be cash. Insurance protects assets in the case of broker-

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION

**NOTES TO THE FINANCIAL STATEMENTS
 For the Year Ended June 30, 2017**

NOTE 3: CONCENTRATION OF CREDIT RISK

dealer insolvency and not against declines in market valuation. As of June 30, 2017 the Foundation had investments in excess of the SIPC insurance amount. The Foundation followed established policies in directing and monitoring the investment management of the Foundation's investments during the year.

NOTE 4: INVESTMENTS

Investment return for the year ended June 30, 2017 was as follows:

Realized loss on investments, net	\$ (57,503)
Unrealized gain on investments, net	776,363
Interest and dividends	<u>180,310</u>
Total investment income	<u>899,170</u>
Investment expenses	<u>(49,656)</u>
Total investment income, net of expenses	<u>\$ 849,514</u>

Realized losses result from the sale of investments below historical cost. Unrealized losses result from the decline in market value of investments held from period to period.

Cost and fair values at June 30, 2017, are as follows:

Investments	<u>Cost</u>	<u>Fair Value</u>
Equities (Level 1)	\$ 2,029,915	\$ 2,470,936
Corporate bonds (Level 1)	1,031,628	1,062,118
Government bonds (Level 1)	30,941	32,389
Mutual funds (Level 2)	<u>4,844,802</u>	<u>5,104,253</u>
Total	<u>\$ 7,937,286</u>	<u>\$ 8,669,696</u>

Levels 1 through 3 have been assigned to the fair value measurement of investments. The fair value of measurement is determined as follows:

- Level 1 – quoted prices in an active market for identical assets.
- Level 2 – quoted prices for similar assets and market-corroborated inputs.
- Level 3 – the organization's own assumptions about market participation, including assumptions about risk, developed based on the best information available in the circumstances.

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION

**NOTES TO THE FINANCIAL STATEMENTS
 For the Year Ended June 30, 2017**

NOTE 5: SPLIT INTEREST AGREEMENTS

The Foundation is the beneficiary of three split-interest agreement (two charitable remainder unitrusts and one testamentary trust) for which the Foundation is not the administrator. The Foundation recognized the present value of the estimated future benefits of the agreement to be received as temporarily restricted contribution revenue and as a receivable when notified of the agreement.

Contributions receivable from split-interests agreements totaled \$2,035,849 at June 30, 2017. The Foundation will not receive its share of the trust assets until the last heir to the estates passes away.

See Note 13 for further discussion of the restatement related to the testamentary trust.

NOTE 6: PLEDGES RECEIVABLE

Unconditional promises to give at June 30, 2017 are as follows:

Receivable - less than one year	\$ 39,532
Receivable - one to five years	843,478
Gross unconditional pledges	<u>883,010</u>
Less: discount	<u>(70,164)</u>
Net pledges receivable	<u>\$ 812,846</u>

Pledges receivable have been discounted to present value using a discount rate of 1.96%.

NOTE 7: REFUNDABLE ADVANCES

During the year ended June 30, 2016, the Foundation was awarded and received a \$250,000 grant to sustain and strengthen campus-based support and services that promote the health, wellbeing and higher education success of current and former foster youth across the District, through May 31, 2019. Of the total received, \$20,552 had been incurred as general and administrative fees and thus recognized as revenue through the year ended June 30, 2017.

NOTE 8: INVESTMENT WITH FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGES (FCCC)

The Foundation has entered into a partnership arrangement with the California Community Colleges Scholarship Endowment (CCCSE) through the Foundation for California Community Colleges (FCCC). The FCCC has an investment advisory committee charged with the responsibility for directing and monitoring the investment management of the CCCSE's assets.

The Foundation has transferred a total of \$365,253 to the FCCC for Osher Scholarships and a donation of \$26,668 was made on the Foundation's behalf for Sempra Energy Scholarships.

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION

**NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2017**

NOTE 8: INVESTMENT WITH FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGES (FCCC)

These funds are invested in a pooled investment fund held by the FCCC (Level 2). At June 30, 2017 the fair value of these pooled investments totaled \$446,836, which consisted of cash of \$22,342, equity securities of \$290,444, and fixed income instruments of \$134,051. A net investment gain of \$52,392 was recognized during year ended June 30, 2017.

FCCC Net Assets as of June 30, 2017

	Temporarily Restricted	Permanently Restricted	Total
Osher Scholarships	\$ 49,746	\$ 365,253	\$ 414,999
Sempra Energy Scholarships	5,169	26,668	31,837
	<u>\$ 54,915</u>	<u>\$ 391,921</u>	<u>\$ 446,836</u>

Changes in FCCC Net Assets for the Year Ended June 30, 2017

	Temporarily Restricted	Permanently Restricted	Total
Endowment net assets, beginning of year	\$ 25,257	\$ 391,921	\$ 417,178
Contributions			-
Investment return:			
Investment income, net of expenses	7,957		7,957
Net depreciation (realized and unrealized)	44,435		44,435
Total investment return	<u>52,392</u>	<u>-</u>	<u>52,392</u>
Other changes:			
Fund distributions	<u>(22,734)</u>		<u>(22,734)</u>
Total other changes	<u>(22,734)</u>	<u>-</u>	<u>(22,734)</u>
Endowment net assets, end of year	<u>\$ 54,915</u>	<u>\$ 391,921</u>	<u>\$ 446,836</u>
Osher Scholarships	\$ 49,746	\$ 365,253	\$ 414,999
Sempra Energy Scholarships	5,169	26,668	31,837
	<u>\$ 54,915</u>	<u>\$ 391,921</u>	<u>\$ 446,836</u>

The CCCSE was set up to provide matching scholarships funds for California community colleges. The CCCSE was formed through a generous \$50 million matching commitment from the Osher Foundation and an initial contribution of \$25 million. The CCCSE began to distribute scholarship funding from the initial \$25 million gift to each participating community college in the 2009-10 year. The allocation is based on each college's full time equivalent students (FTES) and each scholarship will be valued at \$1,000 for a school year. For the year ended June 30,

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION

NOTES TO THE FINANCIAL STATEMENTS For the Year Ended June 30, 2017

NOTE 8: INVESTMENT WITH FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGES (FCCC)

2017, the Foundation received \$68,390 including \$22,734 in fund distributions from investment returns from the Osher Scholarship Fund.

See Note 14 for further discussion of the restatement related to the Sempra Energy funds and change in value for funds held with FCCC.

NOTE 9: ENDOWMENT

The Foundation's endowment consists of various endowments established for scholarships and educational program purposes. Its endowment includes both donor-restricted endowment funds and funds designated by the Board of Directors to function as endowments. As required by generally accepted accounting principles, net assets associated with endowment funds, including funds designated by the Board of Directors to function as endowments, are classified and reported based on the existence or absence of donor-imposed restrictions.

Interpretation of Relevant Law

The Board of Directors of the Foundation has interpreted the Uniform Prudent Management of Institutional Funds Act (UPMIFA) as requiring the preservation of the fair value of the original gift as of the gift date of the donor-restricted endowment funds absent explicit donor stipulations to the contrary. As a result of this interpretation, the Foundation classifies as permanently restricted net assets (a) the original value of gifts donated to the permanent endowment, (b) the original value of subsequent gifts to the permanent endowment, and (c) accumulations to the permanent endowment made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund. The remaining portion of the donor-restricted endowment fund that is not classified in permanently restricted net assets is classified as temporarily restricted net assets until those amounts are appropriated for expenditure by the organization in a manner consistent with the standard of prudence prescribed by UPMIFA.

In accordance with UPMIFA, the organization considers the following factors in making a determination to appropriate or accumulate donor-restricted endowment funds:

1. The duration and preservation of the fund
2. The purposes of the organization and the donor-restricted endowment fund
3. General economic conditions
4. The possible effect of inflation and deflation
5. The expected total return from income and the appreciation of investments
6. Other resources of the organization
7. The investment policies of the organization

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION

**NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2017**

NOTE 9: ENDOWMENT

Endowment Net Asset Composition by Type of Fund as of June 30, 2017

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Permanently Restricted</u>	<u>Total</u>
Donor-restricted		\$ 2,486,529	\$ 5,784,462	\$ 8,270,991
Board-designated	72,898			72,898
	<u>\$ 72,898</u>	<u>\$ 2,486,529</u>	<u>\$ 5,784,462</u>	<u>\$ 8,343,889</u>

Changes in Endowment Net Assets for the Year Ended June 30, 2017

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Permanently Restricted</u>	<u>Total</u>
Endowment net assets, beginning of year	\$ 66,665	\$ 2,032,184	\$ 5,677,754	\$ 7,776,603
Contributions			106,708	106,708
Investment return:				
Investment income, net of expenses	1,514	97,887		99,401
Net depreciation (realized and unrealized)	8,319	537,410		545,729
Total investment return	<u>9,833</u>	<u>635,297</u>	<u>-</u>	<u>645,130</u>
Other changes:				
Change in designation				-
Distributions	<u>(3,600)</u>	<u>(180,952)</u>		<u>(184,552)</u>
Total other changes	<u>(3,600)</u>	<u>(180,952)</u>	<u>-</u>	<u>(184,552)</u>
Endowment net assets, end of year	<u>\$ 72,898</u>	<u>\$ 2,486,529</u>	<u>\$ 5,784,462</u>	<u>\$ 8,343,889</u>

Return Objectives and Risk Parameters

The Foundation has adopted an investment policy which actively safeguards the assets while maintaining some growth to ensure the donations will provide a benefit to the college and its student population. Endowment assets include those assets of donor-restricted funds that the Foundation must hold in perpetuity or for a donor-specified period(s) as well as board designated funds. Under this policy, as approved by the Board of Directors, the endowment assets are invested in a manner that is intended to balance safety of principal, growth of principal and generation of income.

Strategies Employed for Achieving Objectives

To satisfy its long-term rate-of-return objectives, the Foundation invests the funds for long-term

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION

**NOTES TO THE FINANCIAL STATEMENTS
 For the Year Ended June 30, 2017**

NOTE 9: ENDOWMENT

growth and income, while preserving principal with minimum risk.

Spending Policy and How the Investment Objectives Relate to Spending Policy

The Foundation has a spending policy which allows an annual spending limit of no more than 4.5% of a trailing three-year average of the total Endowment market value calculated on June 30 of each year.

NOTE 10: NET ASSETS RELEASED FROM RESTRICTIONS:

Net assets of \$1,005,623 were released from temporary donor restrictions during the fiscal year 2016-17. The Foundation met donor imposed restrictions by incurring qualified expenses.

NOTE 11: RESTRICTED NET ASSETS

The Foundation has temporarily restricted and permanently restricted endowed scholarships or programs as of June 30, 2017 and is represented as follows:

Temporarily restricted	
Scholarships	\$ 2,696,518
Other restricted programs	<u>2,219,263</u>
Total temporarily restricted	<u>\$ 4,915,781</u>
Permanently restricted	
Endowed scholarships	\$ 6,420,891
Total permanently restricted	<u>\$ 6,420,891</u>

NOTE 12: RELATED PARTIES

The Foundation provides various levels of monetary support and service to the District. The transactions are recorded within the financial statements as distributions, student programs, and scholarship expense.

The Foundation was organized as an independent organization under California Business Code and has a signed master agreement with the District. The agreement allows the District to provide administrative services to assist the Foundation in carrying out its purpose. The District pays salaries and benefits of the executive director, assistant director, and three administrative positions. In addition, working space for employees who perform administrative services for the Foundation is provided by the District at no charge. The donated services and facilities for the fiscal year ended June 30, 2017 were valued at \$425,905 and \$11,040 and were reflected in the financial statements as donated services and facilities. In addition, certain expenses for

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION

**NOTES TO THE FINANCIAL STATEMENTS
 For the Year Ended June 30, 2017**

NOTE 12: RELATED PARTIES

professional services, supplies and equipment for the Foundation were paid for by the District. These expenses totals \$155,490 and are recognized as in-kind donations and operating expenses.

NOTE 13: RESTATEMENTS

Restatements applied to the beginning temporarily and permanently restricted net assets at July 1, 2016 comprise of four amounts. A summary and description of these restatements are as follows:

	Temporarily Restricted	Permanently Restricted	Total
Change in designation	\$ 2,021,862	\$ (2,021,862)	\$ -
Funds held with FCCC - Osher			
Donation		85	85
Cumulative change in value	22,349		22,349
Funds held with FCCC - Sempra Energy			
Donation		26,668	26,668
Cumulative change in value	2,908		2,908
Split interest agreement - testamentary trust	625,091		625,091
Total restatements	<u>\$ 2,672,210</u>	<u>\$ (1,995,109)</u>	<u>\$ 677,101</u>

Change in Designation

The corpus amounts of net assets were researched by the Foundation during the fiscal year ended June 30, 2017 to identify earnings on permanently restrictions donations which had previously been classified as permanently restricted. These amounts has been transferred to temporarily restricted net assets, in the amount of \$2,021,862.

Funds Held with FCCC – Osher

The Foundation had not previously recognized the additional funds sent by a donor to FCCC on the Foundations behalf as funds held with FCCC or the change in value of Osher as management’s interpretation was to not recognize the change in value since management did not manage or maintain control of the investment. Additional research determined that the change in value be reflected in the statement of activities and changes in net assets. A restatement of \$22,349 was applied to increase temporarily restricted net assets and \$85 to increase permanently restricted net assets was applied. These amounts represents the additional fair value of funds held with FCCC at June 30, 2016 and the additional donation.

Funds Held with FCCC – Sempra Energy

The Foundation had not previously recognized the additional funds sent by Sempra Energy to FCCC on the Foundations behalf as funds held with FCCC. Management’s interpretation was to not recognize the donation and change in value since management did not manage or maintain

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION

**NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2017**

NOTE 13: RESTATEMENTS

control of the investment. Additional research determined that the additional funds sent to FCCC on the Foundations behalf be recognized as funds held with FCCC and change in value be reflected in the statement of activities and changes in net assets. A restatement of \$2,908 to increase temporarily restricted net assets and \$26,668 to increase permanently restricted net assets was applied. These amounts represent the fair value of funds held with FCCC at June 30, 2016 and the donation.

Split Interest Agreement – Testamentary Trust

As discussed in Note 13, the Foundation had researched and reviewed donor files to verify corpus amounts. During this process, the Foundation identified a testamentary trust that had not previously recognized the as a receivable from the split-interest agreement. A restatement of \$625,091 was applied to increase temporarily restricted net assets. This amount represents the fair value of the split interest agreement receivable at June 30, 2016.



CliftonLarsonAllen LLP
CLAconnect.com

November 7, 2017

The Board of Directors
Riverside Community College District Foundation
Riverside, California

We have audited the financial statements of Riverside Community College District Foundation (the Foundation) for the year ended June 30, 2017, and have issued our report thereon dated November 7, 2017. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated May 30, 2017. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the Foundation are described in Note 2 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during 2016-17. We noted no transactions entered into by the Foundation during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the financial statements are:

Allowances for Uncollectable Accounts – The Foundation utilizes the reserve method of accounting for bad debts and evaluates its ability to collect pledges receivable based on specific donor circumstances, current economic conditions and trends, historical experience and the age of past due pledges receivable. See Notes 2 and 6.

Fair Value of Pledges Receivable – Unconditional promises to give that are not due on a current basis are measured at fair value. Management has elected to measure fair value using the present value valuation technique and has assumed a discount rate of 1.96%. See Notes 2 and 6.

The Board of Directors
Riverside Community College District Foundation
Page 2

Qualitative Aspects of Accounting Practices (continued)

Fair Value of Investments – Investments are reported at fair value based on the priority of the inputs to the valuation technique and classified based on a three-level fair value hierarchy as discussed in Notes 4 and 9.

Fair Value of Split-Interest Agreements – The Trusts are reported at fair value based on the present value of the net proceeds that are expected to be available to the Foundation at their maturity dates. Management has elected to measure fair value using the present value valuation technique and has assumed a discount rate of 1.96% through the estimated maturity dates. See Note 5.

Donated Services, Facilities and In-Kind Donations – The Foundation records the value of donated services and facilities, and donated items as in-kind donations on the statement of activities and statement of functional expense when there is an objective basis available to measure their value. See Notes 2 and 12.

Unrelated Business Income Tax (UBIT) – The Foundation has considered the Financial Accounting Standards Board's (FASB) statement related to uncertainty in income taxes. This guidance requires organizations to evaluate tax positions and the certainty as to whether those positions will be sustained in the event of an audit by taxing authorities. The primary tax positions evaluated relate to the Foundation's tax exempt status and the potential for unrelated business income activities conducted that would be taxable. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of income tax contingencies are required. See Note 2.

We evaluated the key factors and assumptions used to develop these estimates in determining that they are reasonable in relation to the financial statements taken as a whole.

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The financial statement disclosures are neutral, consistent, and clear. The most sensitive disclosures affecting the financial statements were:

Investments - The disclosure of investments described in Note 4 to the financial statements summarizes the cost and fair value information for the investments held by the Foundation as of June 30, 2017. Fair value measurements of the investments are assigned a category based on the source of valuation for the indicated investments (measured using significant unobservable inputs).

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

The Board of Directors
Riverside Community College District Foundation
Page 3

Management Representations

We have requested certain representations from management that are included in the management representation letter dated November 7, 2017.

Disagreements with Management

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

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. A schedule of adjusting journal entries is provided as Exhibit A. The financial statements reflect these adjustments. Post-closing entries were applied to the financial statements; however, these adjustments are not included in Exhibit A as they are adjustments identified by management.

A reconciliation between the internal financial statements ending net assets and the audited ending net assets has been provided for management's use in Exhibit C.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Foundation's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Items to be Considered in the Future Audits

The Financial Accounting Standards Board (FASB) released a new standard pertaining to the presentation of financial statements for not for-profit entities that will have significant implications to the Riverside Community College District Foundation's financial statements. This standard is effective for fiscal years beginning after December 15, 2017. For the Riverside Community College District Foundation, this standard is effective for the fiscal year June 30, 2019 and early implementation is allowed.

The Board of Directors
Riverside Community College District Foundation
Page 4

The proposed standard contains a number of changes to the current Not-for-Profit financial statement model. Some of the more significant changes include a shift in the presentation of net assets on the statement of financial position and the statement of activities from the current three classes (unrestricted, temporarily restricted, and permanently restricted) to two classes (net assets with and net assets without donor restrictions). This change attempts to highlight the specific nature of each net asset restriction rather than on whether there are temporary or permanent restrictions.

In addition to the changes to the basic financial statements, certain disclosures will also be enhanced to provide additional information. Disclosures impacted by the new requirements include, but are not limited to, the availability of resources to meet cash needs for general expenditures within the next year, resources restricted by governing board actions, the composition of net assets subject to donor restrictions and how the restrictions affect the use of resources, and the nature and function of operating expenses.

Management Consultations with Other Independent Accountants

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

Other Information in Documents Containing Audited Financial Statements

We are aware that the District issues other documents that contain the audited basic financial statements of the Foundation. When such documents are to be published, such as the Foundation’s Annual Report, we have a responsibility to determine that such financial information is materially consistent with the audited statements of the Foundation.

Closing

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

Very truly yours,



CliftonLarsonAllen LLP
Glendora, California

Exhibits:

- A. Schedule of Adjusting Journal Entries
- B. Reconciliation between Internal and External Financial Statements

EXHIBIT A
Schedule of Adjusting Journal Entries

Riverside Community College District Foundation
For fiscal year ended June 30, 2017
Adjusting Journal Entries Report

<u>Account</u>	<u>Description</u>	<u>Debit</u>	<u>Credit</u>
Adjusting Journal Entries Journal Entry # 1			
To restate beginning net assets at June 30, 2016 for funds held by FCCC and to recognize the change in value on the funds held with FCCC as of June 30, 2017.			
97.0-9150	Funds Held by FCCC: Osher	\$ 81,668	\$
88.0-9710	Unappropriated fund balance		85
88.0-9710	Unappropriated fund balance		26,668
99.0-8814	Change in Value - Funds Held with FCCC		2,261
99.0-8814	Change in Value - Funds Held with FCCC		27,397
99.0-9710	Unappropriated fund balance		2,908
99.0-9710	Unappropriated fund balance		22,349
Total		\$ 81,668	\$ 81,668

EXHIBIT B
Reconciliation between Internal and External Financial Statements

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Unrestricted	\$ 760,694	\$	\$	\$ 760,694
Temporarily Restricted - Programs		1,491,503		1,491,503
Temporarily Restricted - Scholarship		447,270		447,270
Temporarily Restricted - Spendable Endowment		2,249,248		2,249,248
Permanently Restricted - Endowed Scholarship			6,460,138	6,460,138
Ending net assets - internal financials	<u>760,694</u>	<u>4,188,021</u>	<u>6,460,138</u>	<u>11,408,853</u>
Reclassifications:				
Reclassification of Board designated	72,897	(6,897)	(66,000)	-
Post Closing Entries:				
Restatement for split interest agreement		625,091	-	625,091
Recognizing change in value for split interest agreements - unitrust		18,890		18,890
Recognizing change in value for split interest agreements - testamentary trust		35,761		35,761
Audit Adjustments:				
Restatement for funds held with FCCC - Osher		22,349	85	22,434
Restatement for funds held with FCCC - Sempra		2,908	26,668	29,576
Recognizing change in value for funds held with FCCC		29,658		29,658
Ending net assets - external financials	<u>\$ 833,591</u>	<u>\$ 4,915,781</u>	<u>\$ 6,420,891</u>	<u>\$ 12,170,263</u>

Agenda Item (IV-E-1)

Meeting	12/5/2017 - Committee
Agenda Item	Committee - Facilities (IV-E-1)
Subject	Agreement Amendment 1 for the O.W. Noble Administration Building Demolition and Parking Lot Construction Project with GHD Inc.
College/District	Riverside
Funding	College Allocated Measure C Funds
Recommended Action	It is recommended that the Board of Trustees approve Agreement Amendment 1 for the O.W. Noble Administration Building demolition and parking lot construction project for additional professional engineering services to be provided by GHD Inc. in the amount not to exceed \$17,293.

Background Narrative:

On December 13, 2016, the Board of Trustees approved the agreement with GHD Inc. for design services for demolition of the O.W. Noble Administration Building and Surface Parking Lot Construction project at Riverside City College in the amount not to exceed \$144,422.

At this time, it is requested that the Board of Trustees approve Agreement Amendment 1 with GHD Inc. in the amount not to exceed \$17,293 for the O.W. Noble Administration Building demolition and parking lot construction project. This amendment is for the preparation of two separate packages of bid documents, one for the building demolition and one for the parking lot construction and changes to the electrical design for the parking lot construction. Originally, a single set of bid documents was developed that included both the building demolition and parking lot construction to be awarded as a single contract. Now two new packages will be developed, which will provide necessary information to award two independent contracts to streamline the project implementation. Detailed scope of services is in Exhibit I on the attached amendment. Approval of Amendment 1 would bring the total cost of services rendered by GHD Inc. to \$161,715.

Cost for the requested amendment is within the project budget approved by the Board of Trustees and no augmentation of the project budget is required.

Prepared By: Wolde-Ab Isaac, President, Riverside
Chris Carlson, Chief of Staff & Facilities Development
Bart Doering, Facilities Development Director

Attachments:

[Amendment 1_GHD_r2](#)

FIRST (1) AMENDMENT TO AGREEMENT BETWEEN
RIVERSIDE COMMUNITY COLLEGE DISTRICT
AND
GHD INC.

(O.W. Noble Administration Building Demolition and Parking Lot Construction)

This document amends the original agreement between the Riverside Community College District and GHD Inc., which was originally approved by the Board of Trustees on December 13, 2016.

The agreement is hereby amended as follows:

Additional compensation of this amended agreement shall not exceed \$17,293, including reimbursable expenses, totaling agreement to \$161,715. The term of this agreement shall be from the original agreement date of December 14, 2016, to the completion of the project.

Payments and final payment shall coincide with original agreement.

Additional scope of work shall be provided in Exhibit I, attached.

All other terms and conditions of the original agreement shall remain in full force and effect.

IN WITNESS WHEREOF, the parties hereto have executed this Amendment as of the date written below.

GHD INC.

RIVERSIDE COMMUNITY COLLEGE
DISTRICT

By: _____

Greg Watanabe
Principal
175 Technology Drive
Suite 200
Irvine, CA 92618

By: _____

Aaron S. Brown
Vice Chancellor
Business and Financial Services

Date: _____

Date: _____

Exhibit I



10 November 2017

Riverside Community College District
3801 Market Street, 3rd Floor
Riverside CA 92501

Our ref: 111/21/625
Your ref:

Dear Mr. Doering

RCC Noble Demo & Parking Lot Additional Services Request # 1

GHD Inc. (GHD) is pleased to provide the Riverside Community College District ("District") with a detailed proposal to provide additional Professional Engineering services for the Riverside City College Noble Demolition and Parking Lot Project. This additional scope will provide for the preparation two separate packages of bid documents, one for the building demolition and one for the parking lot construction and for changes to the electrical design for the parking lot construction.

Scope of Services

1 Prepare Separate Bid Packages

1.1 Develop Separate Plan Sets

A single set of bid documents was previously developed that included both the building demolition and parking lot construction to be awarded as a single contract. Two new packages will be developed, which will provide all of the necessary information to award two independent contracts. The table below summarizes the changes required to the existing plan sheets in order to develop two separate packages, and the estimated effort anticipated to make the changes:

Building Demolition Plan Set (Stage 1)		Hours
Title Sheet	Create new sheet; same as previous title sheet with updated sheet index and notes	4
Demolition Sheet	Create new sheet; similar to previous sheet D-102 with updated project limits, notes & callouts	16
Grading Plans	Create new sheet to show filling the auditorium to finish grade just below new pavement section	16

Erosion Control	Duplicate and modify sheet EC-101	4
Parking Lot Construction Plan Set (Stage 2)		Hours
Title Sheet	No change	-
Horizontal Control	No change	-
Details	No change	-
Demolition Plans	Update to exclude Stage 1 Demolition	8
Grading Plans	No change	-
Parking Imp. Plans	No change	-
Striping Plan	No change	-
Electrical Plans	No change	-
Landscape Plans	No change	-
Erosion Control	Update to exclude Stage 1 work	4

1.2 Develop Separate Specifications

The existing project specifications will form the basis of the specifications for the separate bid packages, with only minor effort required to revise them. GHD will separate the specifications required for demolition into a standalone specification package, and will remove the demolition specifications from the bid documents for the parking lot construction.

1.3 Additional Survey

Due to the lack of as-builts for the existing Noble Administration Building, additional survey is needed to ascertain the dimensions and depth of the existing partial basement. This information is needed for the rough grading plan and for earthwork quantity estimates.

1.4 Quality Assurance

The development of separate bid packages will result in an additional submittal, requiring additional time for QC reviews and addressing review comments. This is reflected in our fee estimate below.

2 Electrical Design Changes

Our original scope include lighting design. The direction received following the 50% submittal has resulted in additional effort to develop the electrical design beyond what was included in our original scope. These changes are summarized below.

2.1 Change Power Supply

The original project assumed that the new electrical equipment would be fed from a separate transformer (replacing the Noble Building transformer). However, in order to tie in to the existing Kane building the team needed to inspect the existing panel boards and electrical equipment at site.

2.2 Electric Vehicle Charging Stations (EVCS)

Additional effort related to the EVCS is summarized below:

- Investigate options and make recommendations
- Coordinate EVCS selection with RCC
- Load calculations
- Coordinate EVCS power supply requirements with RCC
- Include conduits, conductors, notes and details on plans
- Specifications

2.3 Pay Stations

Additional effort related to the pay stations is summarized below:

- Coordinate communications, power supply and contractor scope with RCC
- Include conduits, conductors, notes and details on the plans
- Specifications

The table below summarizes the estimated effort to make the changes described above:

Electrical Design Changes	Hours
Electrical Site Visit	5
Modify Electrical Drawings	8
EVCS	8
Pay Stations	6

Our total budget to complete the above additional services is shown in the table below.

Task	Fee
Develop Separate Plan Sets	\$7,200
Develop Separate Specifications	\$1,800
Additional Survey	\$2,128
Quality Assurance	\$1,440
Electrical Design Changes	\$4,725
Total added services request	\$17,293

GHD is dedicated to the success of your project, and we are confident that we will not only meet but exceed the goals of this project

Sincerely
GHD Inc.

A handwritten signature in black ink, appearing to read 'Sarmad Farjo', with a horizontal line extending to the right from the end of the signature.

Sarmad Farjo
Project Manager
949 585 5238

Agenda Item (VI-A)

Meeting	12/5/2017 - Committee
Agenda Item	Closed Session (VI-A)
Subject	Pursuant to Government Code Section 54957, Public Employee Discipline/Dismissal/Release
College/District	District
Funding	n/a
Recommended Action	To be Determined

Background Narrative:

None.

Prepared By: Michael Burke, Ph.D., Chancellor

Attachments:

None.