

RIVERSIDE COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
TEACHING AND LEARNING COMMITTEE

October 9, 2007 – 5:00 p.m.

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

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

AGENDA

VI. Board Committee Reports

A. Teaching and Learning

1. International Education
- Committee to be presented with a report on the manner in which RCCD prepares students to be part of the global community.
2. Update on Schedule of Classes
- Committee to receive an update on the schedule of classes.
3. Sabbatical Leave Reports
- Committee to be presented with the sabbatical leave reports of David Baker and Robert Prior.
4. Comments from the public.

Adjourn

Prepared by: Naomi Foley
Administrative Assistant
Academic Affairs

RIVERSIDE COMMUNITY COLLEGE DISTRICT
TEACHING AND LEARNING

Report No.: VI-A-1

Date: October 16, 2007

Subject: International Education

Background: Presented for the Board's information is a report on the manner in which RCCD prepares students to be part of the global community. The district accomplishes this by offering a broad and comprehensive array of programs, such as Study Abroad and Model United Nations, and a strong curriculum-based international education in Art, History, Political Science, Business, Management and World Languages. Additionally, the district maintains an international trade center, provides statewide leadership for the fourteen Centers for International Trade Development throughout the state, and is host to the World Affairs Council of Inland Southern California. Finally, RCCD's student body, staff, and faculty are a group with a distinct international composition that mirrors the diversity of the community and that of the world beyond.

Information Only.

James L. Buysse
Interim Chancellor

Prepared by: Ray Maghroori
Vice Chancellor, Academic Affairs

Preparing Students for a Global Community at Riverside Community College District

In the 21st century, people everywhere are affected by transnational issues. Global environmental changes, international politics and business issues all impact daily American life at the national and local levels. The world is changing; advances in technology have made the world seem smaller as individuals are more able to access information and communicate with others all over the world. As a result, to be both an educated person and an effective member of the work force, an individual must have a basic understanding of international issues.

Cognizant of this need, Riverside Community College District has a long history of and commitment to international education. Evidence of this is reflected in the district's newly-adopted General Education Student Learning Outcomes which include Global Awareness as one of the six major outcomes for Degree and Vocational Programs. Dedicated also to the concept of an internationally-based education, RCCD supports a curriculum that includes the integration of global issues within general education courses and offers a wide array of discipline-based courses that are specifically international in their orientation and presentation, all designed to prepare students for success in the global community.

Philosophically, international education is designed in its broadest sense to include all programs, projects, studies, and activities that encourage an individual to learn, understand and care about the world beyond his or her community and to transcend culturally conditioned, ethnocentric perspectives, perceptions and behaviors. The district's dedication to international education has been reflected in a variety of programs. These include:

- ❑ Curriculum Based International Education
- ❑ Study Abroad Program
- ❑ World Languages
- ❑ Model United Nations Program
- ❑ World Affairs Council
- ❑ International Students and Programs
- ❑ International Trade Center

Curriculum Based International Education: Although a community college is not able to offer upper-division courses, Riverside Community College District, offers a significant number of courses that are designed to expand students' awareness and knowledge of global issues, world politics, history, culture, and civilization. These courses include:

African Art History
Asian Art History
Comparative Government
Current Global Issues
History of England
History of Mexico

History of the Middle East
History of World Civilizations
International Business
International Management
International Organizations
Introduction to American Foreign Policy
Introduction to Political Economy
Introduction to World Politics
Latin American Politics
Mexican Art History
Modern Russia
Politics of the Middle East
US-Mexico Border Studies
World Religions

By offering these courses, the district provides opportunities for students to be exposed to the international issues that may affect their lives. These courses assist students to become more prepared to deal with the complexity of living in a truly global community while developing increased sensitivity and understanding of the true interdependence of today's nation-state.

Study Abroad Program: Serving students of every age, ethnic, and academic background, RCCD's Study Abroad program offers an unparalleled international education experience. Semester-long programs in Oxford, England and Florence, Italy provide RCCD students with an opportunity to spend a semester abroad, making progress toward their educational objectives, while developing an understanding and appreciation for international issues. General Education transferable courses are offered by RCCD faculty who apply to teach in the program, thus providing unique professional development opportunities and enrichment experiences for faculty. Over the eighteen years of the International Education program's existence, many of the study abroad students have found employment with multinational organizations. Presently, there are students who have returned to their RCCD-foreign study country and are attending the University of Rome, the University of Florence, the Fashion Institute of Florence, the Florence School for Art Restoration, Oxford University, and Charles University in Prague, Czech Republic. This program has proven to be a life-changing experience for students and faculty. Currently, the possibility of moving the program from England to either Salamanca, Spain or Prague, Czech Republic is being explored.

RCCD's short-term summer programs provide students, faculty, staff, and members of the community with an opportunity to travel abroad, enabling them to gain a better understanding of international issues. In recent years, the summer programs have included tours of the Czech Republic, Hungary, Spain, France and Greece.

The Study of World Languages: A key element in international education is the acquisition of a foreign language. Living in a global community requires knowledge of cultures, customs, and languages. Speaking a foreign language facilitates living and interacting in today's interdependent world. The study of foreign language is an important cornerstone of a

comprehensive international education. Through the study of foreign languages students are exposed to culture and civilization as reflected in language, literature, art, history, politics, customs, and social institutions. A wide range of foreign languages offerings include:

Arabic	Japanese
Chinese	Korean
French	Latin
German	Portuguese
Greek	Russian
Italian	Spanish

In addition to teaching students a world language, advanced courses offered by the discipline of World Languages also expose the students to:

Arabic, Culture and Civilization
French, Culture and Civilization
German, Culture and Civilization
Italian, Culture and Civilization
Japanese, Culture and Civilization
Korean, Culture and Civilization
Russian, Culture and Civilization
Spanish, Culture and Civilization

United Nations Program: The Riverside Community College District has a very active Model United Nations Program. Housed in the Department of Political Science, the program develops and enhances skills in leadership, diplomacy, negotiations and international affairs. Students participating in the Model United Nations (MUN) program take courses in international organizations and participate in United Nation simulations.

The goal of the MUN experience is to provide college students from around the world with an opportunity to achieve a better understanding of the dynamics of multilateral diplomacy. A Model United Nations conference is a simulation of the real United Nations where each school represents a foreign country or non-governmental organization (NGO). Students must learn about their country, world events, and the organizational structure and operation of the United Nations itself. The United Nations is split into different committees and sub-committees. Each of these committees attempts to tackle today's difficult world problems. A wide variety of issues are discussed at the conferences including nuclear disarmament, human rights, intellectual and technological property rights, and economic issues like regional free trade zones.

The RCCD Model United Nations team participates nationally at several conferences including the American Model United Nations (AMUN) conference in Chicago and the National Model United Nations (NMUN) conference in New York City. In 2006 RCCD Model United Nations program became truly international and attended the MUN Conference in Cairo/Egypt. The following year (2007) it participated at the MUN Conference in Montréal/Canada and this year is planning to attend a MUN conference in England or Germany. During the last two years the

award winning Model United Nations program has hosted very successful regional MUN conferences in the Inland Empire.

Center for International Students and Programs: Each semester, about 250 students from more than 60 nations attend classes in the district. These students help to enrich the international climate of the campuses through their interactions with students and faculty. The Center for International Students and Programs is responsible for all aspects of recruiting and serving international students: advertising and promoting RCCD; recruiting in person and on the internet and through email; admitting; issuing I-20 document for student to take to U.S. consulate for a student visa allowing study in the United States; orientation including assessment tests; counseling; and processing health and accident insurance. Two classes are required for new International students, Guidance and American Classroom Culture.

The federal required SEVIS (Student and Exchange Visitor Information Service) reporting and monitoring are done by the Center for International Students and Programs. SEVIS is under the U.S. Department of Justice and Homeland Security, and the Department of State.

International students' tuition and fees beginning in Summer 2007 are \$212 per unit (including \$20 Enrollment Fee, \$173 Nonresident Tuition, and \$19 International Surcharge.) The revenue remains with the district. Students are required to be enrolled in a minimum of 12 units each semester and have a GPA of 2.0 or higher. (Fifty percent have a GPA of 3.3 or higher.) Also, it should be mentioned that students who receive an I-20 from RCCD may attend classes at any of the three campuses or combination of campuses throughout the District.

The Center organizes orientation classes, welcome receptions, social and community activities for international students to prepare them for the American college experience. The International Club provides a broad range of activities on and off campus, including social events and opportunities for community service. An end-of-year event celebrates the graduation and/or transfer to four-year universities. The majority of students continue their education. In June 2007, six students transferred to UCLA, four to Berkeley, four to UC San Diego, four to Cal Poly Pomona, two to the University of Southern California, and several others to UC Riverside, La Sierra University, Loma Linda University, Cal State Fullerton and a dozen other universities.

The Center also contributes to the international dimension of the district's colleges by presenting resource speakers from the United States and abroad who address current world issues. The Center facilitates the formation of partnerships and exchanges with colleges and universities in other countries. Currently partnerships and exchanges are being discussed with institutions in Japan, Korea, China, and Denmark.

In Spring 2007, RCCD was host to 240 international students. Japan and Korea had the highest student representation at RCCD with about 50 students each enrolled in the district. They were among 160 students from Asia and Pacific countries represented in District classes. For Fall 2007, total figures are very positive: 62 new students, the largest new group in several years, and a total number of 249. Appendix (1) provides additional information about countries and regions represented at RCCD in Fall and Spring 2007.

Center for International Trade Development (CITD): The College maintains an international trade center devoted to the promotion of international trade in general and more specifically with Mexico. Funded by the California Community College's (Chancellor's Office) Economic and Workforce Development Program, the CITD supports a mission to advance California's economic development and global competitiveness by providing quality training and services to small to medium sized enterprises that are potential or current exporters or importers, as described in the California Government Code Section 15379.21. RCCD's Center for International Trade Development is part of a network of 14 centers in California. The network has existing working relationships with local, industry, federal and international partners, and has contractual relationships with the U.S. Department of Commerce, International Trade Administration, the Western United States Agricultural Trade Association, Export Import Bank of the United States, and the U.S. Department of Education, Business and International Education Programs. The center provides the following value-added services:

- Individualized assistance to help existing companies and new ventures strategically evaluate and pursue international business opportunities
- International business conferences, workshops and seminars designed to provide information and tools to help enterprises, and organizations capitalize on global business
- Reference and referral services for specific customs, regulatory, and operational challenges
- International matchmaking services to include introducing California companies to potential trading partners through overseas trade missions, hosting of inbound delegations and trade leads distribution
- Assist community colleges in internationalizing their campuses and communities, developing specialized programs and courses in international trade.

Statewide Director – Centers for International Trade Development hosted by RCCD the statewide director provides leadership to the 14 Centers for International Trade Development throughout California, working in conjunction with the Economic and Workforce Development Program at the Chancellor's Office of the California Community Colleges. Primarily responsible for providing a strategic plan for the initiative, monitoring and reporting on the operational effectiveness of the 14 CITD grants at community colleges, and working with federal, state and non-governmental organizations to coordinate international business promotion activities in California. These efforts help support the critical bridge between governmental and private sector entities and the community college system on global business issues. The Statewide Director serves on the executive council of the California Trade Partnership which is comprised of California Agency executives, World Trade Centers, the Governor's Office and U.S. Department of Commerce, and serves as the primary liaison for community college economic development programs on international business efforts of the State, including:

- Trade missions, supported by Governor Schwarzenegger's trade missions to Japan, China, Mexico and Canada, with plans to assist with the upcoming mission to India. Involvement centers on facilitating small business involvement and associated marketing activities
- Management of the City/State Partner agreement with the Export Import Bank of the United States, which gives an edge to small businesses who want to export by mitigating

some of the financial risk through export credit insurance and other export working capital loans to small business

- Management of the memorandum of understanding with the Secretary of the California Department of Food and Agriculture (CDFA); to carry out the California Ag Export Program. Select community colleges (with CITD programs) facilitate inbound buying delegations, international promotions and export readiness training for California companies in partnership with CDFA
- Input to California international trade policy and strategic planning, working with the Undersecretary of International Trade, California Business Transportation & Housing Agency
- Leadership of the effort to promote the export of education services for California colleges and universities, working in conjunction with the Commerce Department, and the State Department on various initiatives
- Service on the CCC Economic Development Program Advisory Committee in Sacramento.

International Speakers and Conferences: The Riverside Community College District is host to the regional World Affairs Council of Inland Southern California. The Council is one of about 80 community groups affiliated with the national umbrella organization World Affairs Councils of America. The groups are nonpartisan, educational, and nonprofit. The World Affairs Council of Inland Southern California, founded in 1964 by area colleges and universities, is the premier forum presenting national and international speakers in the Inland Empire. Riverside Community College District was a charter member of the organization. Diplomats, journalists, business and military leaders, scholars and others with leadership roles meet with council members and students of the region. Today, 15 colleges and universities are sponsoring academic institutions. The Council promotes the discussion of current international issues through its series of programs, which feature many international speakers. Through its affiliation with the World Affairs Council, students and faculty are able to attend the Council's programs and have the opportunity to remain abreast of international developments and issues.

RCCD Community: An International Village: Being a student, faculty or staff member in the district provides outstanding exposure to global issues as members of these groups represent a wide range of nationalities and national origins. The list below is a sampling of the countries that are represented within the district's college community.

Canada	Iran	Puerto Rico
China	Italy	Russia
England	Japan	Somalia
Eritrea	Korea	Syria
France	Lebanon	Turkey
Greece	Mexico	Vietnam
India	Philippines	

Appendix (1)

Countries of Origin and Number of International Students at RCCD Fall 2007

<u>Country</u>	<u># Students</u>	<u>Country</u>	<u># Students</u>	<u>Country</u>	<u># Students</u>
Algeria	1	Guatemala	1	Peru	2
Argentina	1	Hong Kong	4	Philippines	10
Benin	1	India	3	Romania	1
Brazil	8	Indonesia	9	Russia	1
Cambodia	2	Iran	2	Serbia	1
Cameroon	2	Japan	38	Sri Lanka	3
Canada	5	Jordan	1	South Africa	1
Burkina Faso	1	Kenya	6	Tanzania	1
China	16	Korea	48	Taiwan	17
Colombia	1	Kuwait	1	Thailand	3
Croatia	1	Lebanon	1	Trinidad & Tobago	3
Ecuador	2	Macedonia	1	Turkey	5
Egypt	1	Madagascar	1	Turkmenistan	1
El Salvador	2	Malaysia	1	United Arab Emirates	2
Equatorial Guinea	1	Mauritania	1	United Kingdom	1
Ethiopia	1	Mexico	2	Uruguay	1
Finland	1	Netherlands	1	Vietnam	13
France	1	Nigeria	5	Zambia	2
Germany	2	Pakistan	2	Zimbabwe	1
Ghana	1	Panama	1	TOTAL	249

Fall 2007 New International Students and Countries of Origin

Benin	1	Japan	9	Taiwan	5
Canada	1	Kenya	1	Tanzania	1
China	11	Macedonia	1	Trinidad & Tobago	1
Egypt	1	Mexico	1	Turkey	2
Ethiopia	1	Nigeria	1	United Arab Emirates	1
Germany	1	Philippines	4	Uruguay	1
Guatemala	1	South Africa	1	Vietnam	4
Indonesia	3	South Korea	9	TOTAL	62

Regions and Numbers of Students

Africa	25	The Americas	29	Middle East & N. Africa	11
Asia & Pacific	167	Europe & Eurasia	17	TOTAL	249

Asian Countries

Cambodia	2	Japan	38	Taiwan	17
China	16	Korea	48	Thailand	3
Hong Kong	4	Malaysia	1	Vietnam	13
India	3	Philippines	10	TOTAL	167
Indonesia	9	Sri Lanka	3		

Countries of Origin and Number of International Students at RCCD Spring 2007

<u>Country</u>	<u># Students</u>	<u>Country</u>	<u># Students</u>	<u>Country</u>	<u># Students</u>
Afghanistan	1	India	11	Philippines	5
Algeria	1	Indonesia	11	Romania	1
Argentina	1	Iran	2	Russia	2
Benin	2	Israel	1	Serbia	1
Brazil	8	Japan	50	Sri Lanka	3
Burkina Faso	1	Jordan	1	Sweden	1
Cambodia	3	Kenya	5	Taiwan	14
Cameroon	4	Korea	51	Thailand	2
Canada	7	Kuwait	1	Trinidad & Tobago	1
China	5	Lebanon	2	Turkey	2
Colombia	1	Madagascar	1	Turkmenistan	1
Croatia	1	Malaysia	1	United Arab Emirates	1
Equador	2	Mexico	1	United Kingdom	1
El Salvador	1	Morocco	3	Venezuela	1
Equatorial Guinea	1	Netherlands	1	Vietnam	9
France	1	Nigeria	4	Zambia	2
Germany	2	Pakistan	2	Zimbabwe	1
Ghana	3	Panama	1		
Hong Kong	3	Peru	3		

Spring 2007 New International Students and Countries of Origin

Brazil	1	Kenya	1	Taiwan	3
Cameroon	2	Korea	7	Thailand	1
China	2	Morocco	1	Trinidad & Tobago	1
Ghana	1	Pakistan	1	United Arab Emirates	1
Hong Kong	1	Philippines	1	United Kingdom	1
Indonesia	1	Romania	1		
Japan	6	Sri Lanka	1		

Regions and Numbers of Students

Africa	24	Europe & Eurasia	14	Middle East & N. Africa	15
Asia & Pacific	160	The Americas	27		

RIVERSIDE COMMUNITY COLLEGE DISTRICT
TEACHING AND LEARNING

Report No.: VI-A-3

Date: October 16, 2007

Subject: Sabbatical Leave Reports

Background: Attached for the Board's information are sabbatical leave reports for David Baker and Robert Prior.

Information Only.

James L. Buysse
Interim Chancellor

Prepared by: Kristina Kauffman
Associate Vice Chancellor, Institutional Effectiveness

SABBATICAL REPORT 2006-2007

DAVID BAKER

August 27, 2007

Dr. Linda Lacy, President
Riverside Community College
4800 Magnolia Avenue
Riverside, California 92506

Dear President Lacy,

Before outlining the professional experiences gained and the institutional benefits of my recent sabbatical leave, I want to express my sincere appreciation to you, the Professional Growth and Sabbatical Leave Committee, and the District's Board of Trustees for granting me an occasion to study the historical contexts of systemic oppression in American criminal justice. But it is Chancellor Rotella to whom I am most indebted, for without his trust and confidence my leave would not have been possible.

The only way I know how to explain to you the professional experience gained during my sabbatical leave is to outline the work accomplished over the last year. To begin, in my judgment a critical shortcoming of the research record on criminal justice in the United States is that scholars have ignored the historical maturation of systemic oppression in its administration. Specifically, researchers have overlooked the historical contexts of the social, political, and economic conditions engendering government policies that today rationalize biased practices in justice administration. Today's bigoted and unfair policies justifying biased practices of justice agents do not exist in a vacuum; scholars must understand these policies and practices as products of our country's oppressive race, ethnic, gender, class, and homophobic history. Still, our oppressive history has yet to compel most researchers to distrust policies that excessively punish marginalized persons. The dearth of inquiry on the oppressive history of justice policies and practices is, perhaps, explainable given a growing consensus among scholars that the American criminal justice system is void of institutional bias. Yet critical scholarship continues to warn that nowhere in American society are the ideologies of racism, sexism, classism, and heterosexism more ruinous to the lives and communities of marginalized persons than in the United States justice system.

As you know, I contracted with Prentice Hall Publishers last year to write a book that brings the historical foundations of systemic oppression in contemporary justice administration to the forefront of sociolegal debate. Tentatively titled *The Brutalization of Systemic Oppression in the Administration of American Criminal Justice in Historical Context*, I have divided the book into five sections. The chapters in the first section of the book distinguish systemic oppression as defined by critical theorists, identify the sociodemographic assignment of marginalized persons within the American class structure, and explain minority crime and criminality in the context of majority group protection. The chapters in the second part of the book examine the history of local, state, and federal police lawlessness. The chapters in the third section consider the bias practices of courts and judicial officers including state and federal prosecutors and defense

lawyers, and the fourth part investigates the oppression systemic to correctional policies and practices. The research and writing required for these chapters is rather straightforward since there is extensive critical scholarship available on these themes.

Far more complex is explaining the oppressive history of the social, political, and economic conditions giving rise to judicial imposition of capital punishment to disenfranchised and marginalized persons. Complicating matters is that no scholarly research has comprehensively studied the historical contexts of systemic oppression to executions in the United States. Thus, a major contribution of the fifth section of the book to the academic record on capital punishment is furthering understanding of the oppressive contexts in which executions have taken place since the earliest periods of our national history. Given their distinctive racial histories in the United States, the chapters in this section to the book involve separate and discrete discussions on the social, political, and economic contexts of executions to white ethnics, slaves and Black Americans, American Indians, Asian Pacific Islanders, and Latinos. It is here that I have concentrated my efforts over the last year.

The necessary first step to analyzing the historical contexts in which death penalty jurisdictions have executed disenfranchised populations was to construct a comprehensive inventory of executed prisoners from the earliest periods of colonial history. Achieving this end required correcting deficiencies in the historical record on executions in the United States. Reliable data are crucial to social science research because analyses must withstand the rigorous scrutiny of learned evaluators. In this regard, it is imperative that scholars critique my arguments as free of factual errors and replete with a thorough understanding of the historical and contextual precedents giving rise to the structure and dynamics of biased justice administration in the United States today.

Death penalty scholars generally agree that M. Watt Espy's inventory is the most comprehensive index of confirmed executions in United States. Espy began collecting data on public executions from his home in Headland, Alabama, in the early 1970s. He moved the data collection project to the University of Alabama Law Center years later where documenting new cases and amending already confirmed cases continued under the auspices of the Capital Punishment Research Project. Espy's inventory is available to researchers from the Inter-University Consortium of Political and Social Research housed at the University of Michigan. The latest release of the file for public use includes information on prisoners executed from 1608 to 2002 and identifies the name, race, age, sex, and occupation of the offender, and the date, place, jurisdiction, offense, method of execution, and "mass executions" (jurisdictions that have executed multiple defendants on the same day for the same crime).

Indeed, Espy's index of confirmed executions is an impressive registry. Though comprehensive, meticulous reinvestigation of Espy's historical record over the past year has revealed that the file remains disturbingly incomplete and plagued by severe coding problems. Failing to account for hundreds of additional executions uncovered by scholars studying state judicial killings is a major deficiency in the inventory. Using these registries and other historical records, I have been able to add hundreds of new cases to Espy's inventory and correct for many of the deficiencies in

the data. Besides not accounting for many undisclosed cases, the index provides no record on the nationalities (ethnicities) of executed Asian Pacific Islanders and Latinos. Other historical sources reveal, however, that jurisdictions mainly in California and Hawaii have executed Chinese, Native Hawaiian, Filipino, Japanese, Korean, Sikh, Afghani, Vietnamese, Samoan, Thai, Iraqi, and Pakistani prisoners. What's more, many of the prisoners executed in later years were foreign nationals put to death without access to their consulates in violation of international law. The record also fails to note the tribal associations of executed American Indians; delineating the nationality and tribal associations is imperative to constructing authoritative discussions on the sociocultural distinctions among cultural ethnicities, criminality, and the probability of execution. There is also no information in Espy's inventory on procedural issues in capital cases; whether jurisdictions afforded executed offenders criminal trials as opposed to lynch-mob violence, whether triers of fact considered aggravating and mitigating factors in capital cases, whether capital defendants had prior criminal histories, or whether jurisdictions afforded defendants appellate review of their capital sentences. There is no information on the factual circumstances on the crimes, nor is there any indication in the file of the race, ethnicity, and age of the victims of capital crimes.

Acute coding problems burden the reliability of Espy's data as well. For one, my investigation of individual cases revealed that Espy often used assumed names instead of the actual names of executed prisoners and that he frequently noted the names of prisoners as simply "unknown." Cross-referencing a prisoner's execution date with state and county data on the place and jurisdiction of executions from alternative historical sources often revealed a prisoner's actual and full name. Clarity in providing actual names of executed defendants is essential to critical scholars to avoid treating marginalized persons as the "objects," rather than the "subjects," of historical analysis. One scholar, for instance, strongly criticized a work on Chinese immigrants because the author never mentioned a single Chinese by name when historical records clearly delineated immigrants' names and the geographical regions in China from where they had emigrated. Problems of name specification are particularly problematic in Espy's listing of executed Asian Pacific Islanders, American Indians, and slaves of African descent. The record also misidentifies the age of executed prisoners that can have a pronounced effect on accurately identifying juvenile executions—a death penalty issue unique to the United States. Even if less significant to the reliability of death penalty research, Espy frequently failed to accurately note the month and day of executions and often misidentified the occupations of executed prisoners. In some cases, the historical record shows that jurisdictions tried and convicted particular defendants of capital crimes but were never actually executed. An equally potentially disastrous problem in Espy's file to the integrity of historical-contextual analyses on capital punishment is that he occasionally coded the wrong race of the executed defendant. What's more, there are more than 700 cases in the file where the race of the defendant is unknown but often available through alternative sources.

Utilizing several data sources, I have been able to fill many of the gaps in Espy's inventory. Social historians continue to investigate archives and records that have resulted in finding new death penalty cases. Kathleen O'Shea provides researchers with a comprehensive list of female

executions in the United States from 1900 to 1998 with accompanying narratives on the circumstances of the crimes committed by female prisoners. Complementing O'Shea's work is Marlin Shipman's discussions on female executions derived from historical newspaper coverage of women's executions in the United States. Correcting for many of the shortfalls accenting the Espy data, other scholars have investigated archives and constructed registries of executed prisoners in several states. Daniel Allen Hearn provides thorough execution registries since the early seventeenth century for New England States, New Jersey, and New York. John Bessler has studied executions in Minnesota, and Sheila O'Hare, Irene Berry, and Jesse Silva have constructed a registry of executions in California since 1851—though other historical sources provide execution data in Spanish California beginning in 1783. Harriet Frazier accounts for Missouri executions, West Gilbreath provides an inventory of legal hangings in New Mexico from 1847 to 1923, and Larry Brown has searched archives, newspapers, and court records to compile an index of legal executions in the Wyoming territory. Many state correctional departments have digitized their archives on condemned prisoners and county archives often contain information on executed offenders. The circumstances of capital crimes are often obtainable from appellate court reviews, and published works by legal historians frequently reference information on capital defendants.

One vital source on contemporary executions is the Death Penalty Information Center (DPIC) in Washington, D.C. The DPIC makes publicly available a continuously undated index of persons executed in the United States since Utah's firing squad execution of Gary Gilmore in January 1977. The DPIC register identifies executed prisoners' names, the date, state, method of execution, and the race of the defendant. Since 1982, the Center has recorded the victim(s) race, and beginning in 2000 the register includes the ages of executed prisoners. The Center also acts as a clearinghouse on professional journals and law reviews that often have information on capital defendants as well as detailed reports on the death penalty.

As a consequence of investigating these sources the book will provide registries of all known executed prisoners to date by racial and ethnic classification. The registries account for 464 known American Indian executions, 163 known Asian Pacific Islander executions, 409 known Latino executions, nearly 6,700 known white ethnic executions, and some 7,500 known slave and Black American executions. I have not completed compiling the executions on the later two groups so the numbers are only estimates at this point.

After compiling a reliable data profile of prisoners executed in the United States, the second step in the analysis involves searching the sociohistorical literature to identify the social, political, and economic factors effecting execution rates among marginalized groups. I have completed chapters on American Indian and black female executions in historical context and included copies of these chapters with this letter for your review. Three other chapters are nearing completion but there is still much work to do on Asian Pacific Islander, Latino, and black male executions in historical context. I have yet to begin the chapter on white ethnic executions in historical context since I have not completed construction of the data file on this group. Still in their formative stage are an introductory chapter to part five of the book that outlines the

contextual problems with death penalty research and a final chapter discussing post-McCleskey legal issues involved in imputing the death penalty to marginalized groups.

Social historians insist that there is no one single American history pertinent to all subgroups in the United States. For instance, the social, political, and economic forces defining the history of American Indians in the United States are not the same factors germane to the history of Black Americans or Asian Pacific Islanders. Even more bewildering is that the history of enslaving black women is not necessarily the same social history outlining that for black men; slavery was far more brutal to slave females than enslaved males. Scholars define the history of American Indians with European whites as accenting the impact of government initiatives to resolving the ever-present problem of American Indians to the federal government's imperialist enterprises to westward expansionism under the guise of Manifest Destiny. You can read in the chapter on American Indian executions in historical context that I have divided the analysis into six distinct eras to develop the social and political contexts in which death penalty jurisdictions have put to death American Indian prisoners. These distinct eras include an initial period of discovery, conquest, and treaty making from 1532 to 1828; a period of removal and relocation from 1828 to 1887; a period of allotment and assimilation from 1887 to 1928; a period of reorganization and self government from 1928 to 1945; a period of termination from 1945 to 1961; and a period of self determination from 1961 to the present. The chapter details the historical contexts in which American Indian executions waxed and waned over these periods.

I have separated the analysis of black female executions from black male executions for two reasons—the historical record is clear that few scholars account for the gendered racism systemic to the execution of black women and black females constitute the largest female population put to death in the United States. Historically, death penalty jurisdictions have executed relatively few white women, five Latino women, eight American Indian women, and no Asian Pacific Islander women. It is significant to the historical-contextual analysis that the overwhelming proportion of black female executions took place during slavery. In the case of black female executions, you can see by reviewing the chapter, I have defined the history more fittingly to colonial slavery from 1608 to 1790; antebellum slavery from 1790 to 1865; Reconstruction from 1865 to 1877; Jim Crow from 1877 to 1954; and since the civil rights period ushered in with the U.S. Supreme Court's ruling in *Brown v. Board of Education* in 1954. In each period, the chapter explains the brutal justice policies and practices on black females as purposeful to protect to the social, political, economic interests of white males.

I have made significant headway on understanding the historical contexts in which jurisdictions have executed Asian Pacific Islanders. Scholars divide Asian Pacific Islander immigration patterns to the United States into five distinct periods based upon government policies regulating immigration and the white anti-Asian terrorism accenting the eras. The first period of Asian Pacific Islander immigration concerned the migration of Chinese beginning in the 1850s and ending with passage of the Chinese Exclusion Act in 1882. A second period Asian Pacific Islander immigration involved the immigration of mostly Japanese and ended with adoption of the 1924 Immigration Act and other government measures excluding all Asiatic groups except

Filipinos. A third period of Asian Pacific Islander immigration entailed the immigration of Filipinos and further exclusion of some Asiatic groups from 1920 to 1934 when Congress passed the Immigration and Nationality Act of 1952. The fourth period of Asian Pacific Islanders refers to the era of the McCarran-Waller Act ending racial barriers to naturalization yet still providing immigration quotas for most Asian countries. A fifth period of Asian Pacific Islander immigration began in the mid-1960s with national immigration policy removing racial and ethnic quotas altogether and continues today. In the continental United States, jurisdictions executed Asian Pacific Islanders for three reasons: murders committed in the context of tong wars, murders committed in jealous rage over women (U.S. immigration and anti-miscegenation policies greatly effected small numbers of Asian Pacific Islander female immigrants), and murders committed in the perpetration of robberies.

Imperative to the analysis of Asian Pacific Islander executions is unraveling the social history of Asian Pacific Islanders in Hawaii from that of the mainland since most of those persons executed by authorities in Hawaii were Filipino men—twenty-four of the forty-two civilians hanged in Hawaii were all immigrant males that constituted less than 17 percent of the island nation's population in 1930. According to e-mail correspondences with Professor Okamura at the University of Hawaii, newspaper articles demonized Filipino men as prone to violence and crime and emotionally unstable which contributed to their high rate of execution compared to other ethnic groups in Hawaii. Whites, for instance, could literally get away with killing nonwhites in territorial Hawaii as in the murder case of Joe Kahahawai lynched by a white mob whose participants were affluent members of the Honolulu community.

But one point that Professor Okamura avoids in his discussions is that Asian Pacific Islander immigration policies in the United States and Hawaii were defined largely by exclusionary eugenic policies that eased the criminal justice system's imposition of the death penalty to Asian Pacific Islanders—especially Filipinos. Scholars explain that a chronology of United States immigration legislation clearly indicates a selection process of who and who was not afforded immigration rights based upon eugenic policies. It is more than incidental that these eugenic-burdened immigration policies accented the execution of Asian Pacific Islander males. For instance, Congress passed the Page Law in 1875 that identified Chinese women and criminals as threats to the United States. Congress passed the Chinese Exclusion Act to prohibit Chinese immigrants from naturalization and to bar Chinese laborers from entering the country. The Immigration Act of 1891 excluded persons suffering from contagious diseases, felons, polygamists, and persons convicted of misdemeanors. The Immigration Act of 1893 excluded crippled, blind, and other physically imperfect persons. Congress precluded imbeciles, feeble-minded persons, unaccompanied children, and immoral women from immigrating under the Immigration Act of 1907. Ten years later, the Immigration Act of 1917 denied immigration to illiterates and designated as "Asiatic Barred Zone." The numbers of immigrants based on national origin became law in 1921 when Congress passed the Quota Law and its exclusionary policies became more concrete under the Immigration Act of 1924. These policies generally reflect a vision that the United States would remain a pure racial nation of whiteness and biologically unadulterated. I explain in the chapter on Asian Pacific Islander executions that

capital punishment was nothing more than an institutionally biased process by which the United States could maintain its racial and social purity.

The imperialist ventures of Spain, Mexico, and the United States to conquering and economically developing the American Southwest while oppressing nativist groups, accents the historical context of Latino executions. In keeping with the social historical analyses of scholars, I divided the analyses of Latino executions into the Spanish Era before 1822, the Mexican Era to 1848, Westward Expansionism to 1880; the Progressive Era to 1920; the period Between the World Wars to 1940; the Second World War Era to 1960; and a Modern Era to the present. Predictably, execution trends among Latinos follow these historical patterns all too well. The record on executions in the United States reveals that jurisdictions have imposed the death penalty on Latinos mostly when they directly challenged the social, political, and economic interests of whites in land grabs in the American Southwest.

To end, I believe the most important benefit of my sabbatical leave to Riverside Community College in the coming years will be found in the classroom where I teach courses on race and ethnic relations, structured social inequality, and criminal justice administration. Students will undoubtedly benefit from my learned insights into the structure and dynamics of systemic oppression in the United States justice system. They will learn of the atrocities committed by justice agents of local, state, and federal governments upon America's marginalized groups and why these oppressive devices continue today. They will learn that systemic oppression is historically based and continues to legitimate the marginalization of racial, ethnic, gender, and gay and lesbians in the United States justice system. Another benefit to the College is that it will reap the notoriety of having a member of its faculty that has written a book that turns on its head the conservative narrow-mindedness of most justice professionals. That is, it is one of its faculty that has challenged our national naiveté about the insanity of justice administration that continues to systemic oppression of marginalized groups.

Besides imparting a critical-race ideology of justice administration in my teaching, there is considerable factual information on biased justice administration that is relevant to students taking my courses. For instance, I mentioned earlier in this letter that I have studied the contextual history of imposing the death penalty to black females. What most students do not understand is that the most consistent factor giving rise to black female executions throughout United States history is that criminal justice authorities have executed black women for challenging the racist and sexist exploitation of white males. They will learn that colonial and antebellum slavery institutionalized the sexualized persecution of slave women who most often retaliated against their oppressive brutality by killing white masters. They will also learn that white-male-dominated lynch mobs effectively augmented the legal killing of black women in post-bellum society and effectively lowered black female execution rates although not killing rates of black women. Reduced to a peonage state in the apartheid of Jim Crow, black women's crimes of resistance against white brutality paralleled those of slave women decades earlier. And despite the delusional expansion of civil rights and the sovereignty of black people over the confines of segregation in the modern era, the racialized sexism of American criminal justice has

rendered black women ever more vulnerable to the death penalty. Most importantly, my students will understand that they have the power through political participation to change the brutalizing effects of racist and sexist public policies on marginalized groups.

Again, thank you for the opportunity to expand my intellectual prospects to a different level of sociological understanding and vicariously my teaching capability of historically troubling ideas.

Most respectfully submitted,

David V. Baker, Ph.D., J.D.
Associate Professor of Sociology
Behavioral Sciences Department
Riverside Community College

RIVERSIDE COMMUNITY COLLEGE
SABBATICAL LEAVE REPORT

ROBERT H. PRIOR

Introduction

Why would anyone in their left mind want to write an intermediate algebra text? There are myriad texts on the market already, what good would it be to have one more? How could a new text possibly be any different or any better than what is already out there? These are good questions, and I hope to provide some good answers to them in this report of my sabbatical activities during the 2006-07 school year.

It's true, there are many intermediate algebra texts on the market right now. There are some that cater to a graphing calculator approach and some to a more traditional approach; some that are considered rigorous and others that are less so. All in all, each text claims to be readable and student friendly. After all, what's the purpose of writing a text if no one can read it?

I think I'll write an intermediate algebra text, and it's going to be different. It's going to be better than the others. Yes, that's what I'll do! My intermediate algebra text is going to have the more traditional approach with just a hint of the graphing calculator, at just the right time. My text will be more than just readable, it will be conversational. I want to talk to students and have them learn from my textbook the way they learn from my instruction in class. Yes, that will be different, but is that enough?

No. No, it must also be logical in its design and flow. If there is a necessary prerequisite skill for the material presented in Section 3.1, then that skill had better be introduced in Chapter 1 or Chapter 2; and one more thing, I want students to know the why behind the math they are learning. If I can teach them why algebra works the way it does, then maybe the shroud of mystery, cloaked in "Because I said so," will be lifted.

So this is my task, and I thank the Professional Growth and Sabbatical Leave Committee for supporting this quest, and I thank the Board for granting me the time to do it.

The Sabbatical Project

Writing a textbook is not new to me. I have written three textbooks for use at the RCC Norco campus and for on-line instruction. Each of these texts is in its second edition. My Basic Math text has been published by Addison Wesley, a major publisher of math and science textbooks. My Pre-algebra text is in line for publishing as well, and I will eventually write both Introductory Algebra and Intermediate Algebra texts for Addison Wesley.

It was my intention to write an entire intermediate algebra text during the sabbatical leave and then to create an on-line course to go with it and I had two options. I could go with a more informal approach and just write and write, talking to the students about intermediate algebra. Or, I could write in the same style as my other Addison Wesley projects, complete with reviewer comments and critiques, effectively milling two books with one whetstone. I chose the latter, an

overall more efficient schedule but, it turns out, not a schedule that would allow me to complete the text in just one year, which was my original goal.

Writing the text

Before I started writing the text, I looked at three other intermediate algebra texts already on the market. Each was written by a successful author and was in at least its third edition. I compared the tables of contents of the three texts—which were surprisingly different—and created a list of all of the major categories and subcategories contained in a typical intermediate algebra text. I then began to create my own table of contents according to what seemed to me to be most logical.

The original table of contents that I created for my text has been modified numerous times throughout the year. As I write, if I come across a topic that requires a prerequisite skill, I must determine where the most logical placement is in the text for that skill to appear. Once that skill is newly placed, I have to determine if that single change necessitates changes to other topics or skills as well. Oftentimes it does, creating a cascade of changes, sometime as far back as Chapter 1.

Once the original table of contents was complete, it seemed most fitting to start at Chapter 1 and work my way forward. However, that is not how it happened. Chapter 1 is the hardest chapter to write. I found that true for both my Basic Math and Pre-Algebra texts, but I thought intermediate algebra might be different. It isn't. Chapter 1 is a review of the foundation topics learned in Introductory Algebra, and one would think that it would be easy to simply list the definitions and rules that the students need to remember and be done with it. However, that is not my style. I know from personal experience that even the best students need a refresher of the basic material, and I see Chapter 1 as an opportunity to at least briefly explain the why from the beginning.

No, Chapter 1 was not easy to start. Writing Chapter 1 seemed to me as though I was riding a bicycle in waist-deep waters, spinning my wheels but going nowhere. I decided, instead, to start writing a different chapter, Chapter 4, Systems of Equations. It seemed to be going well when I got a call from my editor asking me about my progress. She wanted to send something to the reviewers, and we agreed that Chapter 5, Polynomials, might be a better place to start. Surprisingly, it was, and Chapter 6, too! Then back to Chapter 1, back to the waist-deep waters. Still not going anywhere, I had to get to dry land and write Chapter 2, Equations and Inequalities. Again success, then back to Chapter 1.

Fortunately, the water is now only ankle deep, and there is a rainbow (or is that a waterfall) at the end. It is interesting that writing succinctly and yet conversationally is an art that takes a lot of creativity, and sometimes I have the right words to say and other times I am at a loss. Once Chapter 1 is complete, I believe I will have set the tone for the text and should have an easier time writing the other chapters.

At this time, the text is about 50% complete, and I will continue to work on it throughout the 2007-08 school year to have it ready in time for Fall 2008. When complete, students will then have a continuity of my textbooks, from Basic Math to Pre-algebra to Introductory Algebra to Intermediate Algebra, both in the classroom and on-line.

Now, if I can only find the right opening line for Chapter 1, something catchy. Hmm. Stop me if you've heard this one: Two equations walked into a bar, and the first one says, "Would you look at the little number on the left?" and the second one says, "That's no number, that's my linear coefficient." (I guess you should have stopped me.)

Respectfully submitted,

Robert H. Prior

RIVERSIDE COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
RESOURCES COMMITTEE MEETING

October 9, 2007, 6:30 p.m.

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

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

AGENDA

VI. Board Committee Reports

B. Resources Committee

1. Approval of Agreement with Citizens Business Bank for Banking Services
 - The Committee to consider an agreement with Citizens Business Bank to provide banking services for the District and Foundation.
2. 2007-2008 Budget – Public Hearing and Budget Adoption
 - The Committee to discuss the District's 2007-2008 budget proposal.
3. Comments from the public

Adjourn

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

RIVERSIDE COMMUNITY COLLEGE DISTRICT
RESOURCES COMMITTEE

Report No.: VI-B-1

Date: October 16, 2007

Subject: Approval of Agreement with Citizens Business Bank for Banking Services

Background: In 1993, the Board approved an agreement with Citizens Business Bank (CBB) to provide banking services for the District and Foundation including: 1) daily cash and coin deposits; 2) credit card processing for swiped, non-swiped, e-commerce and batch refund transactions; 3) wire transfers and electronic fund transfers; 4) coin and currency change service; 5) courier service; 6) student financial aid positive pay and direct deposits; and 7) online banking services. During the intervening years, CBB has consistently provided excellent banking services to meet the needs of our growing District. The District initiated a Request for Proposal (RFP) process to ensure that the District continues to receive up to date banking services consistent with current banking trends and technologies at the most competitive rates.

The District's cash handling and banking processes are complex and involve a high volume of transactions. Financial institutions must be able to: offer an array of banking services; process a large number of transactions in a seamless and timely manner; and provide exceptional customer service. In addition, they must have local branches so that financial aid students who do not maintain their own checking accounts are able to cash their financial aid checks. The District issues as many as 4,000 checks and processes in excess of 12,000 credit card transactions per month during peak registration periods. The District maintains the following bank accounts: clearing accounts, and credit card transaction accounts for the District, Cafeteria, Foundation, Community Education, and Theater operations; ASRCC accounts; State and Federal student financial aid accounts; the District's revolving fund account; and the workers compensation self-insurance account.

The RFP was advertised in July. Proposals were solicited from fourteen financial institutions, all of whom had local branches. The District received proposals from City National Bank (CNB), Union Bank of California (UBOC), and Citizens Business Bank (CBB). Staff reviewed the proposals, and ranked each based on multiple criteria including: credit card processing fees, bank analysis fees, and services offered. Each bank offered the required services specified in the RFP but, overall, CBB's proposed fees were lower than CNB and UBOC. The term of the agreement would begin October 17, 2007, contingent upon Board approval, and would continue until terminated by either party, with or without cause, by giving at least sixty (60) days written notice prior to the termination date.

Based on a thorough analysis of the proposals including the criteria ranking results and fee structure, staff recommends Citizens Business Bank to provide banking services for the District and Foundation.

RIVERSIDE COMMUNITY COLLEGE DISTRICT
RESOURCES COMMITTEE

Report No.: VI-B-1

Date: October 16, 2007

Subject: Approval of Agreement with Citizens Business Bank for Banking Services
(continued)

Recommended Action: It is recommended that the Board of Trustees approve the attached agreement with Citizens Business Bank to provide banking services for the District and Foundation, and authorize the Interim Vice Chancellor, Administration and Finance to sign the agreement.

James L. Buysse
Interim Chancellor

Prepared by: Patricia A. Braymer
Interim Associate Vice Chancellor, Finance

Bill J. Bogle, Jr.
District Controller

RIVERSIDE COMMUNITY COLLEGE DISTRICT

BANKING SERVICES AGREEMENT

THIS AGREEMENT is entered into this 17th day of October, 2007, by and between the Riverside Community College District, hereinafter referred to as "District," and Citizens Business Bank, hereinafter referred to as "Bank." The District and Bank hereby agree as follows:

1. The Bank represents that it is qualified by training, experience, education and demonstrated ability to provide the services as described in the attached Request for Proposal (RFP) and subject to the terms of this Agreement.
2. The Bank agrees to provide the services as specified in the attached RFP and in accordance with the provisions, terms and conditions of this Agreement.
3. It is agreed that the District is relying on the professional services of the Bank and upon its technical ability and professional integrity. Such reliance is one of the chief considerations for the execution of this Agreement by the District.
4. The Bank shall acquire and provide any supplies needed for the conduct of the services described in the attached RFP at the cost of the District.
5. The Bank agrees to not discriminate in its recruiting, hiring, promotion, demotion, or termination practices on the basis of race, religious creed, national origin, ancestry, sex, age, or physical handicap in the performance of this Agreement and to comply with the provisions of the State Fair Employment Practices as set forth in the California Labor Code; the Federal Civil Rights Act of 1964, as set forth in Public Law 88-352, and all amendments thereto; and all administrative rules and regulations issued pursuant to such acts and codes.
6. The Bank shall not assign, contract, sublet, or transfer any of its duties and responsibilities under this agreement, nor shall this Agreement be assignable or transferable by operation of law or otherwise without the written consent of the District.
7. The Bank expressly agrees to not undertake any conflicting duties to others, with or without compensation, which could in any way compromise its responsibility to the District.
8. The Bank shall not disclose to others any confidential information gained from this relationship without prior, written permission from the District. The Bank shall not seek to use its position, the information gained thereby, or any other aspect of the project or its relationship with others involved in it, for personal gain or other remuneration or benefit, beyond the compensation provided for herein.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

BANKING SERVICES AGREEMENT

9. The Bank is an Independent Contractor and shall act in an independent capacity and not as an agent, employee, partner, or joint venture of the District. As such, the Bank and/or Bank's employees or agents are not employees of the District and are not entitled to any of the rights, benefits, or privileges of the District employees including, but not limited to medical or Workers' compensation insurance. It is understood that the Bank is responsible for its actions and that it shall not be construed to be an employee or servant of the District regardless of the nature and extent of the acts performed by the Bank. Therefore, since the Bank has been deemed not to be an employee of the District, the District does not assume liability under the law for any act or performance by the Bank pursuant to this Agreement.
10. The Bank shall hold the District, its elective and appointive boards, commissions, officers, agents and employees harmless from any liability for damage or claims, for damage for personal injury, including death, as well as claims for property damage which may arise from the Bank's operations under this Agreement, whether such operations be by the Bank or by any one or more persons directly or indirectly employed by or acting as agent(s) for the Bank. The Bank shall defend the District and its elective and appointive boards, commissions, officers, agents and employees from any suits or actions at law or in equity for damages caused, or alleged to have been caused, by reason of any of the Bank's operations, activities, or transactions.
11. The District agrees to pay the Bank a fee, together with such other payments and reimbursements as are applicable and authorized, in accordance with provisions of the attached RFP.
12. No oral agreement or conversation with any officer, agent, student, or employee of the district, either before or after execution of this Agreement, shall affect or modify any of the terms or obligations contained in the Agreement or the attached RFP.
13. This Agreement shall be construed in accordance with the laws of the State of California and the Courts of California shall have sole jurisdiction herein unless the matter in dispute is, by mutual written agreement of the parties, decided to be referred to arbitration.
14. Should any litigation be commenced between the parties hereto, or their personal representatives, concerning any provision of this Agreement or the rights and duties of any person in relation thereto, the party or parties prevailing in such litigation shall be entitled, in addition to such other relief as may be granted, to a reasonable sum for attorney's fees in such litigation which shall be determined by the court in such litigation or in a separate action brought for that purpose.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

BANKING SERVICES AGREEMENT

15. This Agreement is effective as of the date first written above. Notwithstanding any other provision of this Agreement, this Agreement may be terminated at any time, with or without cause, by either party giving written notice to the other. Such termination shall be by written notification to the other party of intention to terminate sent by registered mail at least sixty (60) days prior to the termination date.
16. In the event of such termination, the Bank shall be paid for authorized services actually rendered hereunder up to the date of the termination of this Agreement.
17. This Agreement supersedes any and all other agreements, either oral or written, between the parties hereto with respect to the subject and purpose of this Agreement. Each party to this Agreement acknowledges and agrees that no representations, inducements, promises, or agreements, oral or otherwise, have been made by any party, or by anyone acting on behalf of any parties, which are not embodied herein, and agrees that no other agreement, statement, or promise not contained herein shall be valid or binding. The parties hereto agree that this Agreement constitutes the sole and entire understanding and agreement among the signatories and all parties represent and warrant that they are not relying on any promises, representations, or agreements other than those expressly set forth in this Agreement.
18. All parties involved in the execution of this Agreement represent that they are duly authorized to do so.
19. This Agreement shall inure to the benefit of and be binding upon the parties hereto, their legal representatives, executors, permitted successors, heirs, or assigns.
20. This Agreement is subject to amendment only upon the unanimous consent of the signatories and any amendment must be in writing and signed by all parties hereto.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date and year first written above.

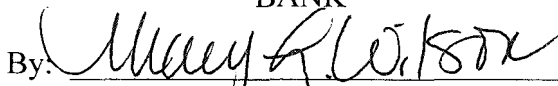
DISTRICT

By: _____
Signature

Aaron S. Brown
Printed Name

Interim Vice Chancellor,
Administration and Finance
Title

BANK

By: 
Signature

Mary L. Wilson
Printed Name

Vice President / Relationship Manager
Title

RIVERSIDE COMMUNITY COLLEGE DISTRICT
RESOURCES COMMITTEE

Report No.: VI-B-2

Date: October 16, 2007

Subject: 2007-2008 Budget – Public Hearing and Budget Adoption

Background: Attached for the Board's review is a copy of the proposed final budget for the 2007-2008 fiscal year. The Board of Trustees will consider any comments or questions that may arise during the public hearing on the College District's 2007-2008 Budget at the October 16, 2007, meeting and will then consider adoption of the Budget. The 2007-2008 Budget proposal was previously discussed by the Board's Resources Committee.

Recommended Action: It is recommended that the Board of Trustees adopt the attached 2007-2008 Budget for the Riverside Community College District.

James L. Buysse
Interim Chancellor

Prepared by: Aaron S. Brown
Interim Vice Chancellor,
Administration & Finance

RIVERSIDE COMMUNITY COLLEGE DISTRICT

FINAL BUDGET

Fiscal Year 2007-2008

INTRODUCTION

The budget is an essential management tool that links an organization's goals and strategic intent with its current year objectives. Additionally, it provides a framework within which an organization's performance vis-à-vis its stated goals and objectives can be evaluated, and it establishes criteria for the allocation and expenditure of those funds available for current operations.

The 2007-2008 budget for the Riverside Community College District serves as its financial plan, and more importantly, it represents a dollars and cents formulation of the District's educational plan for the fiscal year July 1, 2007 – June 30, 2008. Thus, the accompanying budget provides a basis for consideration of the resource requirements and spending patterns associated with the District's educational objectives for this fiscal year.

THE COLLEGE DISTRICT

Riverside Community College was founded in 1916 in response to a general petition of the electors under provisions of the State Code allowing for the creation of extended secondary programs in existing school districts. Initially, the College was affiliated with the Riverside Polytechnic High School District and served students from that district. On July 1, 1964, formal affiliation with the Riverside Unified School District was terminated by the electors through the creation of a separate community college district under the direction of an independent community college Board of Trustees. The legal entity which operates the College is officially known as the Riverside Community College District and encompasses the Alvord, Corona/Norco, Jurupa, Moreno Valley, Riverside and Val Verde Unified School Districts.

Sensitive to community needs since its inception, Riverside Community College District provides a variety of enriching educational opportunities to the citizens it serves. The College is academically, economically, physically and readily accessible to the broadest possible spectrum of its potential student body through optimum use of its resources. In recognition of diverse student needs, the College seeks to contribute to the intellectual, cultural, social and economic welfare of the communities it serves by enabling students to develop their potential as free, creative and skillful individuals.

DISTRICT'S MISSION STATEMENT

The Riverside Community College District is an accessible, comprehensive community college committed to providing an affordable post-secondary education, including student services and community services, to a diverse student body. The District provides transfer programs paralleling the first two years of university offerings, pre-professional, career preparation, occupational and technical programs leading to the associate of arts degree, the associate of science degree, and a variety of certificates. In the tradition of general education, the liberal arts and sciences and the occupational and technical programs and courses prepare students for intellectual and cultural awareness, critical and independent thought, and self-reliance. Consistent with its responsibility to assist those who can benefit from post-secondary education, the District provides pre-college, tutorial, and supplemental instruction for under-prepared students. The District works in partnership with other educational institutions, business, industry, and community groups to enhance the quality of life and the internal harmony of the communities it serves. The District serves Western Riverside County from three interrelated campuses in the cities of Riverside, Norco and Moreno Valley.

DISTRICT VISION, VALUES AND GOALS

Our vision is to be a leader among community colleges, highly regarded for commitment to learners, respected for excellence in teaching, and recognized as responsive to the communities we serve. Underlying this vision are our values which are expressed in four distinct areas: student centeredness, teaching excellence, learning environment and tradition. Our long-range goals, as approved by the Board of Trustees, are as follows:

- Improve student retention and success by strengthening certificate, degree, and transfer programs and by establishing new programs and course sequences that lead students to opportunities for transfer education and career preparation.
- Ensure that the resources of the college support an effective learning process and assure accountability by measuring and reporting on institutional effectiveness.
- Utilize advances in information technologies to improve the effectiveness of instruction, services and administration.
- Improve the district's capability for economic development and community services by strengthening partnerships with other educational institutions, business, labor, and government to enhance "seamless" educational opportunity and continuity for students.
- Tailor programs and services to meet the needs of the students and communities served by the three-campus district.
- Increase the district's college-going rate by reaching out to underrepresented and underserved populations and designing programs, services, and approaches relevant to the diverse segments of the community.

CAMPUS MISSION STATEMENTS

MORENO VALLEY

Responsive to the educational needs of its region, Moreno Valley College offers academic programs and student support services which include baccalaureate transfer, professional, pre-professional, and pre-collegiate curricula for all who can benefit from them. Life-long learning opportunities are provided, especially, in health and public service preparation.

NORCO

Norco College, located in western Riverside county, provides a range of high quality educational programs, services, and learning environments that meet the needs of a diverse community. We equip our students with the academic and technological skills to attain their goals in higher, occupational, and continuing education, workforce development, and personal enrichment while they achieve established learning outcomes. Norco College fosters the development of technological programs to meet the needs of the growing business community. As a continuing process, we listen to our community and respond to its needs while engaging in self-examination and ongoing dialogue, planning, and improvement.

RIVERSIDE

Riverside City College empowers a diverse community of learners toward individual achievement, success and lifelong learning by providing comprehensive services and innovative educational opportunities.

FISCAL 2007-08

In 2007-08, the College District will continue to direct special attention towards its evolution from a multi-campus college to a three college district and eagerly await the campus accreditation visits in the fall of 2007. Further, through our strategic planning process, we will continue to explore new modes of instruction, the innovative use of technology to enhance and increase services to students and new venues for expanding services to a rapidly growing and increasingly diversified population in Western Riverside County. We will also continue integrating financial and facilities planning with campus-based strategic planning efforts. Additionally, we will continue to work on scheduling classes in a manner that best serves the needs of our students while emphasizing increased efficiency in providing those services. Finally, we shall do all of this while concurrently maintaining the regular administrative calendar to ensure that daily responsibilities are properly met.

STATE BUDGET OVERVIEW

The FY 2007-08 State budget for the California Community Colleges (see EXHIBIT A) provides for a 5% increase over the ongoing appropriation contained in the FY 2006-07 State Budget Act. Given the State's fiscal challenges, the '07-08 budget must thus be seen as positive. Furthermore, the share of Prop 98 funds dedicated to the community colleges stands at 10.90% ... up from 10.70% last year, 10.46% in fiscal '06 and 10.19% in fiscal '05. The System's budget request was funded at the 45% level.

Once again at P2 ... the State Chancellor's Second Principal Apportionment Report ... all credit FTES enrollments were funded (see EXHIBIT B). While it is uncertain whether individual community college districts are in decline, have stabilized, or are growing, there are indications that Systemwide community college enrollments may be stabilizing somewhat. The overall level of stability FTES has declined significantly over '06 levels, indicating a leveling off of the recently experienced system decline. This represents a shift in recent enrollment experience that occurred, at least in part, as a result of the substantial increases in the per unit enrollment fee in recent years and the availability of employment resulting from an expanding and vibrant economy. Although the effect of these factors appear to be diminishing it is likely that enrollment growth funding will remain a substantial issue in the next couple of budget cycles.

Other State Budget highlights include:

- A COLA of 4.53% (\$263.3 million)
- Enrollment Fee Reduction backfill (\$26/unit to \$20/unit) (\$33.2 million)
- 2.0% enrollment growth (\$107.5 million)
- One-time funding for instructional equipment/facilities maintenance (\$8.08 million)

Subsequent to passage of the State Budget Act for 2007-08, the legislature has passed and the Governor has signed AB194 appropriating \$33.1 million for support of the Basic Skills Initiative that was previously set-aside in the Budget Act.

EXHIBIT A

**2007-08 System Budget Request and Budget Act
 Comparison of Recommended Funding Increases Over 2006-07
 (Ongoing Proposition 98 only)
 Dollars in Thousands**

	SYSTEM BUDGET	BUDGET ACT
College Awareness and Access		
Fee reduction backfill	\$40,000	\$33,245
COLA (4.53% at Budget Act)	298,000	263,340
Growth (2% at Budget Act)	170,000	107,532 ^a
Apportionment base reduction		-80,000
Career Development and College Preparation Instruction	30,000	
COLA and growth for CalWORKs, Financial Aid Administration, and Foster Care Education/Training	5,635	
Student services allocations for newly accredited colleges	873	
Student Success and Readiness		
Basic Skills Initiative	(33,100)	(33,100) ^b
Matriculation restoration	14,000	
Part-Time Faculty Office Hours/Health Insurance	12,000	
Increase Full-Time Faculty Positions	45,000	
Compensation Equity for Part-Time Faculty	50,000	
Special Services for CalWORKs students	9,000	
Mathematics Engineering Science Achievement (MESA)	2,200	
EOPS Book Grants		1,900
Partnerships for Economic and Workforce Development		
Governor's Career Technical Education Initiative (SB 70)	(32,000)	(32,000) ^c
Economic Development – regional clearinghouses	2,000	
Nursing attrition reduction		5,214
System Effectiveness		
Academic Senate - COLA	23	
Technology items	14,300	
Professional and staff development	10,000	
Resource Development		
Fiscal Crisis Management Assistance Team (FCMAT)	570	570
Reimbursement of state mandates	16,000	
Technical adjustments		-3,602
TOTALS	\$710,601	\$318,199

a/ Total includes \$10 million in continuing funding for CAHSEE instruction.

EXHIBIT A (continued)

b/ System requested redirection of \$33.1 million in basic skills "over cap" funding to support the Basic Skills Initiative. The Governor vetoed these funds, setting them aside and stating a willingness to work with the System to develop a student success initiative to accomplish similar objectives.

c/ SB 1133 appropriated \$32 million for the Governor's Career Technical Education Initiative for 2007-08.

2007-08 Enacted Budget -- One-Time Funds

Dollars in Thousands

	Enacted
Instructional Equipment/Facilities Maintenance	\$8,084
Nursing and allied health equipment	8,084
Start-up funds for 4 new nursing programs	4,000
CalPASS	1,000
	Total
	<u>\$21,168</u>

EXHIBIT A (continued)



Item	2006-07 Final Budget	2007-08 System Budget Request	2007-08 Governor's Proposed Budget	2007-08 Governor's May Revise	2007-08 ENACTED BUDGET
General Apportionment					
Base Apportionment (incl: GF, P-Tax, Fee)	4,920,252,000	5,416,585,000	5,423,341,000	5,423,341,000	5,423,341,000
Apportionment reduction for unused growth	-85,000,000	-	-	-	-
2007-08 Budget Deliberations reduction unused growth	-	-	-	-80,000,000	-80,000,000
Student fee reduction (to \$20 full-year)	40,000,000	40,000,000	33,245,000	33,245,000	33,245,000
	4,875,252,000	5,456,585,000	5,456,586,000	5,376,586,000	5,376,586,000
Cost-of-living adjustment (categorical COLA incl. below)	294,387,000	281,500,000	224,855,000	248,431,000	248,431,000
Growth for Apportionments	97,508,000	164,000,000	109,132,000	107,532,000	107,532,000
Apportionment increase for remediation/exit exam	10,000,000	-	-	-	-
Equalization	159,438,000	-	-	-	-
Career Development & College Preparation	30,000,000	30,000,000	-	-	-
Realignment of nursing item (technical issue)	-10,000,000	-	-	-	-
	294,387,000	281,500,000	224,855,000	248,431,000	248,431,000
Total General Apportionment	5,456,585,000	5,932,085,000	5,790,573,000	5,732,549,000	5,732,549,000
Categorical Programs					
Academic Senate for the Community Colleges	467,000	490,000	467,000	467,000	467,000
Basic Skills and Apprenticeship	48,339,000	50,599,000	15,229,000	15,229,000	15,229,000
Baccalaureate Pilot Program	100,000	100,000	100,000	-	-
Career Technical Education	20,000,000	20,000,000	20,000,000	20,000,000	20,000,000
Child Care Tax Bailout	6,540,000	6,986,000	6,804,000	6,836,000	6,836,000
Disabled Students Programs and Services	107,870,000	115,430,695	114,472,000	115,011,000	115,011,000
Economic Development	46,790,000	46,790,000	46,790,000	46,790,000	46,790,000
EOPS & CARE	112,916,000	120,805,000	119,827,000	120,391,000	122,291,000
Equal Employment Opportunity	1,747,000	1,747,000	1,747,000	1,747,000	1,747,000
Foster Care Education Program	4,754,000	5,079,000	4,754,000	5,254,000	5,254,000
Fund for Student Success	6,158,000	8,358,000	6,158,000	6,158,000	6,158,000
Full-time Faculty: Increase Positions	-	45,000,000	-	-	-
Matriculation	95,481,000	116,149,000	134,436,000	144,913,000	101,803,000
Nursing	16,886,000	16,886,000	25,886,000	25,886,000	22,100,000
Part-Time Faculty Compensation	50,828,000	100,828,000	50,828,000	50,828,000	50,828,000
Part-Time Faculty Health Insurance	1,000,000	8,000,000	1,000,000	1,000,000	1,000,000
Part-Time Faculty Office Hours	7,172,000	12,172,000	7,172,000	7,172,000	7,172,000
Physical Plant and Instructional Support	27,345,000	27,345,000	27,345,000	27,345,000	27,345,000
Professional Development	-	10,000,000	-	-	-
Special Services for CalWORKs Recipients	43,580,000	46,714,000	43,580,000	43,580,000	43,580,000
Student Financial Aid Administration	52,593,000	55,115,500	51,308,000	51,640,000	51,640,000
Telecommunications / Technology Svcs / C.V. U	26,197,000	40,497,000	26,197,000	28,097,000	26,197,000
Transfer Education and Articulation	1,424,000	1,424,000	1,424,000	1,424,000	1,424,000
ON-GOING VETO SET-ASIDE	-	-	-	-	46,910,000
Ongoing Funds Subtotal	6,134,772,000	6,790,600,195	6,496,097,000	6,452,317,000	6,452,331,000
One-Time Funds (Prop. 98 Reversion & Settle-up)					
General Purpose Block Grant	100,000,000	-	-	-	-
Amador COE	100,000	-	-	-	-
Funding Formula Reform - One-time Costs	19,710,000	-	-	-	-
Internet access for offsite centers	1,446,000	-	-	-	-
Electronic Transcript Exchange	700,000	-	-	-	-
Strategic Plan Implementation	500,000	-	-	-	-
Physical Plant and Instructional Support	94,144,000	50,000,000	-	47,500,000	8,084,000
Mandate reimbursements	40,000,000	20,000,000	-	-	0
Career Technical Education SB 1133	-	-	32,000,000	32,000,000	32,000,000
Nursing Equipment / Allied Health Equipment	-	-	-	50,000,000	8,084,000
Career Technical Education	-	-	-	50,000,000	0
Nursing & Allied Health - 24hr State facilities	-	-	-	-	0
Outreach for parolees	-	-	-	-	0
Nursing (startup)	3,000,000	-	9,000,000	9,000,000	4,000,000
Part-Time Faculty Health Insurance	-	-	-	-	-
Part-Time Faculty Office Hours	-	-	-	-	-
Professional Development	5,000,000	-	-	-	-
Textbook Assistance	-	-	-	2,500,000	-
Student Access to Transit Initiative	-	-	-	-	-
Construction College	-	-	-	-	-
Technology Items	-	9,650,000	-	2,700,000	0
Accreditation Assistance	-	-	-	-	0
Cal PASS	1,000,000	-	1,000,000	1,000,000	1,000,000
Basic Skills (06-07 funds; available one-time)	-	-	-	-	included in 06-07
ONE-TIME VETO SET-ASIDE	-	-	-	-	5,500,000
One-time Prop 98 Funds Subtotal	265,600,000	79,650,000	42,000,000	194,700,000	58,668,000
Miscellaneous (Non-program) Items					
Mandate reimbursements (suspension continues)	4,004,000	16,000,000	4,004,000	4,004,000	4,004,000
Fiscal Crisis Management Assistance Team (FCMAT)	-	570,000	350,000	570,000	570,000
STRS Payments for CCC Employees	83,013,000	83,013,000	81,979,000	81,979,000	81,979,000
Lease-Purchase Bond Payments	63,960,000	63,960,000	59,401,000	59,401,000	59,401,000
Lottery	155,293,000	155,293,000	155,293,000	155,293,000	155,293,000
	6,706,642,000	7,189,086,195	6,839,124,000	6,948,264,000	6,812,246,000
Total State-Determined Funding	6,706,642,000	7,189,086,195	6,839,124,000	6,948,264,000	6,812,246,000
Funded FTES	1,139,921	1,174,119	1,174,119	1,174,119	1,174,119
Prop 98 (Local) Ongoing Funding per FTES	5,382	5,784	5,533	5,495	5,495
Prop 98 (Local) One-Time Funding per FTES	233	68	36	166	50
Funding per FTES	\$ 5,883	\$ 6,123	\$ 5,825	\$ 5,918	\$ 5,802

**CALIFORNIA COMMUNITY COLLEGES
FTES WORKLOAD**

EXHIBIT B

STATE FUNDED	2001-2002 (R1 Rev 6/03)		2002-2003 (R1 2/04)		2003-2004 (R1 3/05)		2004-05 (R1 1/06)		2005-06 (R1 2/07)		2006-07 (P2 2/07)		CDGP ***	
	Credit	Noncredit	Credit	Noncredit	Credit	Noncredit	Credit	Noncredit	Credit	Noncredit	Credit	Noncredit	Credit	Noncredit
General Apportionment	957,300	98,342	994,431	96,274	993,028	91,617	1,029,797	91,884	1,009,633	92,272	1,040,871	60,418	35,855	
Stability	2,483	255	1,125	109	13,159	1,214	19,876	1,773	54,177	4,951	18,078	1,672	0	
Apprenticeship (Hrs conv. to FTES)	3,710	1,069	3,929	850	3,592	1,397	3,692	1,297	3,674	1,315	4,301	1,516	0	
Basic Skills (Supplemental) *	6,548	1,508	7,242	672	7,223	754	0*	0*	0*	0*	0*	0*	0*	
Subtotal State Funded	970,040	101,174	1,006,728	97,905	1,017,003	94,981	1,053,364	94,955	1,067,484	98,538	1,063,249	63,605	35,855	
	1,071,214		1,104,632		1,111,984		1,148,319		1,166,022		1,126,855			
TOTAL FUNDED	970,040	101,174	1,006,728	97,905	1,017,003	94,981	1,053,364	94,955	1,067,484	98,538	1,063,249	63,605	35,855	
Actual FTES	994,672	104,672	1,030,048	99,596	1,012,605	93,785	1,029,797	91,884	1,009,633	92,272	1,040,871	60,418	35,855	
Stability FTES	2,483	255	1,125	109	13,159	1,214	19,876	1,773	54,177	4,951	18,078	1,672	0	
Actual Apprentice FTES	3,710	1,069	3,929	850	3,637	1,399	3,943	1,420	4,012	1,435	4,301	1,516	0	
TOTAL ELIGIBLE FOR FUNDING	1,000,864	105,996	1,035,103	100,555	1,029,401	96,398	1,053,615	95,077	1,067,822	98,659	1,063,249	63,606	35,855	
UNFUNDED FTES:	30,824	4,822	28,375	2,650	12,398	1,417	251**	122**	338**	121**	0	0	0	

* Basic Skills Supplemental/Overcap funding amounts displayed for fiscal years 2004-05 (R1), 2005-06 (R1), and 2006-07 (P2), were not required to support unfunded Basic Skills/ESL FTES in those years and were therefore redirected by various budget act provisions to support one-time enhancements in Basic Skills/Immigrant Education programs.

** "Unfunded FTES" amounts displayed for fiscal years 2004-05 and 2005-06 are attributable to insufficient funding in the annual Budget Act to cover full reimbursement at the \$4.86 hourly rate specified in the Budget Act for Apprenticeship hours of Related and Supplemental Instruction.

*** Career Development and College Preparation (CDGP) Noncredit FTES.

***RIVERSIDE COMMUNITY COLLEGE DISTRICT
BUDGET OVERVIEW***

ENROLLMENTS

The District has experienced enrollment growth in resident, credit full-time-equivalent student (FTES) of approximately 53% since 1997-98 (see EXHIBIT C). Actual enrollments declined slightly (329 credit FTES) in fiscal '06, however, the District employed a permissible strategy of "rolling back" FTES from the Summer 2006 term in order to realize growth funding that otherwise would have been left unallocated. The District became a "stability" district in fiscal '07, reporting a decline in enrollment of 2,358 credit FTES, as a result of the aforementioned Summer 2006 "rollback" strategy. The District was "held harmless" relative to base revenue for fiscal '07. The District has three years to fully restore its FTES decline before incurring a permanent reduction to base apportionment.

It is anticipated that the District will emerge from "stability" in fiscal '08 through a combination of growth and, if necessary, employing the "rollback" strategy once again relative to rolling Summer 2008 FTES into fiscal '08 (see EXHIBIT D).

The District will therefore monitor enrollments closely throughout fiscal 07-08. The full years effect of the \$6.00 per unit reduction in the enrollment fee could yield enrollment growth, as could a slowing economy. Once again there are indications that all enrollment in the community college system will be funded in fiscal '08. Therefore, RCCD will again strive to remain in position for growth funding should the enrollment situation across the State and locally resume its upward trend.

EXHIBIT E provides funded growth rates for 2007-08. Preliminary growth rates for 2008-09 are not yet available, as they are still subject to negotiation between the State Chancellor's Office and the Department of Finance due to formula changes resulting from implementation of SB361. Preliminary 2008-09 growth rates should be available in December 2007.

EXHIBIT C

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
FTES ENROLLMENTS**

	<u>Actual</u> <u>1997-98</u>	<u>Actual</u> <u>1998-99</u>	<u>Actual</u> <u>1999-00</u>	<u>Actual</u> <u>2000-01</u>	<u>Actual</u> <u>2001-02</u>
<u>Total FTES</u>	17,585.39	18,725.70	20,181.63	22,631.32	24,866.87
Resident	17,213.37	18,330.90	19,736.78	22,272.01	24,351.00
Nonresident	372.02	394.80	444.85	359.31	515.87
<u>Resident FTES</u>					
Credit	17,080.81	18,162.44	19,600.00	22,393.76	24,175.40
Noncredit	132.56	168.46	136.78	121.75	175.60
<u>Nonresident FTES</u>					
Credit	367.16	390.45	439.71	357.08	512.65
Noncredit	4.86	4.35	5.14	2.23	3.22
<u>Basic Skills</u>	709.75	689.81	807.95	1,178.36	1,483.35
<u>State-Funded FTES</u>					
Resident Credit	15,301.50	16,149.10	18,642.62	20,452.37	21,056.85
Resident Noncredit	96.12	120.54	132.27	121.75	129.21
Basic Skills	213.28	159.97	200.03	320.78	237.36

EXHIBIT C (continued)

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
FTES ENROLLMENTS**

	<u>Actual</u> <u>2002-03</u>	<u>Actual</u> <u>2003-04</u>	<u>Actual</u> <u>2004-05</u>	<u>Actual</u> <u>2005-06</u>	<u>Actual</u> <u>2006-07</u>	<u>Projected</u> <u>2007-08</u>
<u>Total FTES</u>	24,191.30	23,421.97	25,088.61	26,788.53	24,403.97	26,775.45
Resident	23,721.45	23,001.01	24,666.13	26,323.25	23,967.48	26,325.45
Nonresident	469.85	420.96	422.48	465.28	436.49	450.00
<u>Resident FTES</u>						
Credit	23,508.70	22,831.62	24,569.01	26,202.62	23,844.65	26,202.62
Noncredit	212.75	169.39	97.12	120.63	122.83	122.83
<u>Nonresident FTES</u>						
Credit	463.77	418.61	418.96	460.83	436.49	450.00
Noncredit	6.08	2.35	3.52	4.45	-	-
<u>Basic Skills</u>	1,677.91	1,639.50	1,915.66	1,948.88	2,085.43	2,210.56
<u>State-Funded FTES</u>						
Resident Credit	21,781.12	21,944.38	24,569.01	26,202.62	23,844.65	26,202.62
Resident Noncredit	154.84	159.62	97.12	120.63	122.83	122.83
Basic Skills	180.70	386.45	-	-	-	-

**EXHIBIT C (continued)
 Riverside Community College District
 2007-2008 Proposed Budget**

Historical Look at Resident Credit FTES Actual vs. State Funded

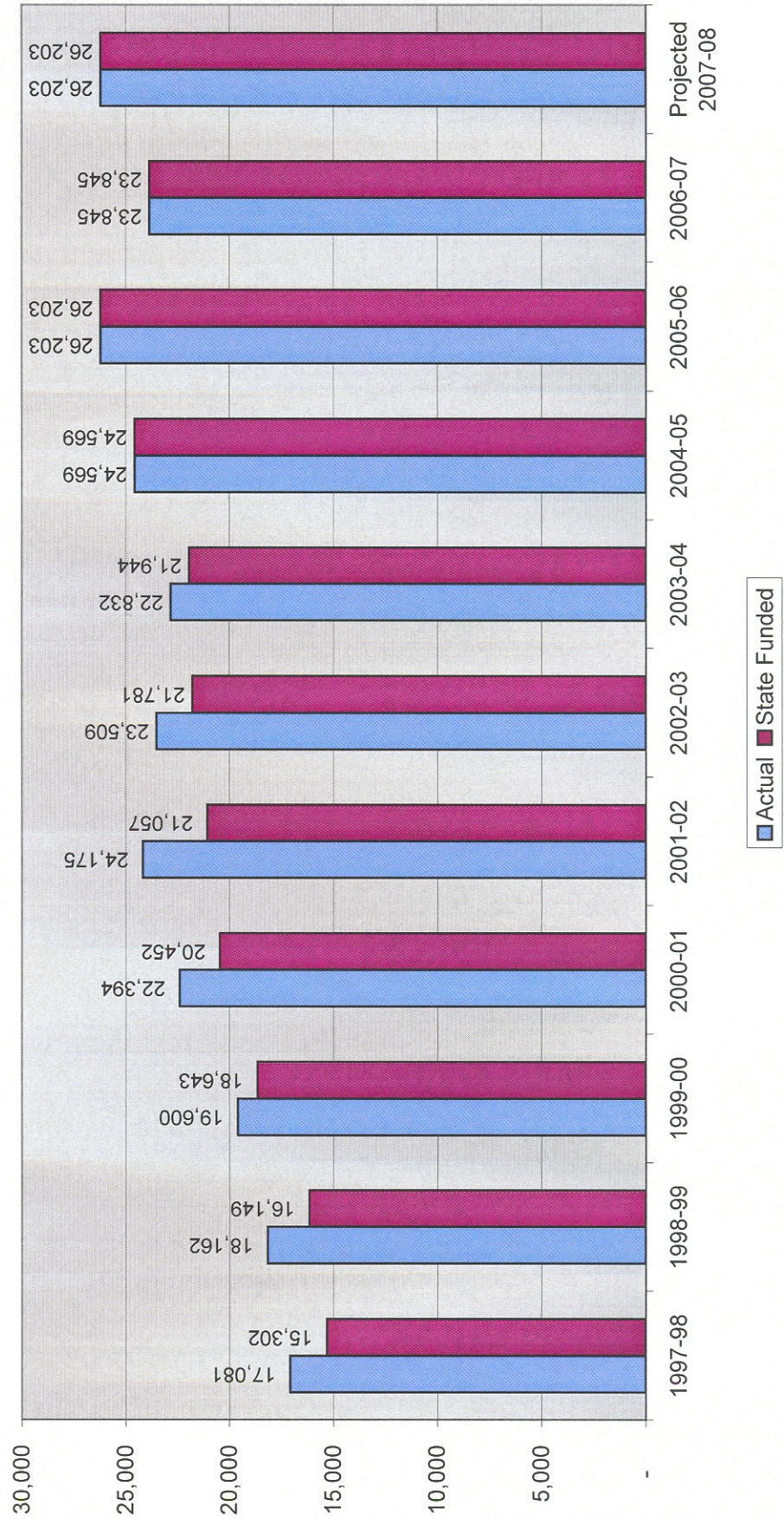


EXHIBIT D

Backup VI-B-2
October 16, 2007
Page 15 of 55

CALIFORNIA COMMUNITY COLLEGES 2007-08 Budget Workshop Potential 2007-08 Restoration Based on 2006-07 July 15th Annual FTES

District	2004-05 Restoration Available	2005-06 Restoration Available	2006-07 Restoration Available	Total Potential 2007-08 Restoration
Allan Hancock	\$0	\$597,034	\$320,496	\$917,530
Antelope Valley	0	0	0	0
Barstow	0	160,708	0	160,708
Butte	178,499	1,907,951	2,398,573	4,485,023
Cabrillo	0	45,715	0	45,715
Cerritos	0	2,398,050	484,829	2,882,879
Chabot-Las Positas	0	0	0	0
Chaffey	0	0	0	0
Citrus	0	0	551,887	551,887
Coast	0	0	0	0
Compton	0	9,526,298	14,574,273	24,100,571
Contra Costa	2,042,467	0	21,500,967	23,543,434
Copper Mt.	0	785,980	80,946	866,926
Desert	0	0	0	0
El Camino	0	73,425	0	73,425
Feather River	0	135,399	156,503	291,902
Foothill-DeAnza	0	0	1,539,261	1,539,261
Gavilan	0	0	0	0
Glendale	0	0	5,697,267	5,697,267
Grossmont-Cuyamaca	0	0	0	0
Hartnell	0	2,124,172	0	2,124,172
Imperial	0	0	0	0
Kern	0	2,428,126	0	2,428,126
Lake Tahoe	25,412	450,573	0	475,985
Lassen	1,266,833	1,024,660	789,955	3,081,448
Long Beach	0	0	0	0
Los Angeles	0	0	0	0
Los Rios	0	0	0	0
Marin	3,076,096	936,221	0	4,012,317
Mendocino-Lake	0	0	0	0
Merced	0	112,855	0	112,855
Mira Costa	0	0	0	0
Monterey Peninsula	410,186	1,517,279	0	1,927,465
Mt. San Antonio	0	0	0	0
Mt. San Jacinto	0	0	0	0
Napa Valley	0	344,634	0	344,634
North Orange County	0	0	0	0
Ohlone	0	0	0	0
Palo Verde	0	0	0	0

EXHIBIT D (continued)

Backup VI-B-2
October 16, 2007
Page 16 of 55

**CALIFORNIA COMMUNITY COLLEGES
2007-08 Budget Workshop
Potential 2007-08 Restoration
Based on 2006-07 July 15th Annual FTES**

District	2004-05 Restoration Available	2005-06 Restoration Available	2006-07 Restoration Available	Total Potential 2007-08 Restoration
Palomar	0	0	0	0
Pasadena Area	0	0	0	0
Peralta	0	0	0	0
Rancho Santiago	0	0	0	0
Redwoods	2,465,104	263,108	1,979,676	4,707,888
Rio Hondo	0	0	0	0
✓ Riverside	0	0	10,757,682	10,757,682 ✓
San Bernardino	0	1,490,153	0	1,490,153
San Diego	0	0	0	0
San Francisco	0	0	0	0
San Joaquin Delta	0	0	0	0
San Jose-Evergreen	0	0	0	0
San Luis Obispo	0	0	0	0
San Mateo	0	1,544,855	0	1,544,855
Santa Barbara	0	0	0	0
Santa Clarita	0	0	0	0
Santa Monica	0	0	0	0
Sequoias	0	0	0	0
Shasta-Tehama-Trinity	0	0	2,499,844	2,499,844
Sierra	0	0	0	0
Siskiyou	836,770	323,326	224,025	1,384,121
Solano	0	0	95,752	95,752
Sonoma	265,287	817,224	0	1,082,511
South Orange	0	0	0	0
Southwestern	0	0	0	0
State Center	0	0	1,203,827	1,203,827
Ventura	0	4,812,440	0	4,812,440
Victor Valley	0	1,020,642	1,199,444	2,220,086
West Hills	0	0	0	0
West Kern	0	0	277,247	277,247
West Valley-Mission	0	0	0	0
Yosemite	0	2,584,322	0	2,584,322
Yuba	0	0	0	0
Totals	10,566,654	37,425,150	66,332,454	114,324,258

STATE OF CALIFORNIA

DIANE WOODRUFF, CHANCELLOR (INTERIM)

**CALIFORNIA COMMUNITY COLLEGES
SYSTEM OFFICE**1102 Q STREET
SACRAMENTO, CA 95811-6549
(916) 445-8752
<http://www.cccco.edu>

DATE: September 18, 2007

TO: Chief Business Officers

FROM: Erik Skinner, Vice-Chancellor
College Finance and Facilities Planning

SUBJECT: 2007-08 Growth Rates for Community Colleges

The following page titled "2007-08 Revised Growth Rates" contains the rates to be used for the 2007-08 fiscal year. This growth rate information is revised from the preliminary growth rate information distributed at last year's Statewide Budget Workshop. The recently adopted Title 5 regulation provides that the 2007-08 district growth rates shall be determined using the regulations and processes in effect as of September 30, 2006, except that by August 31, 2007, the Chancellor shall notify districts of revised growth rates that are adjusted proportionately to reflect the amount of growth funding provided in the 2007-08 Budget Act. Accordingly, the rates provided in this memo are adjusted to reflect funding provided in the State Budget and the New Facility Adjustment.

The New-Facility Adjustment provides districts an increase in their growth revenue cap to address FTES served in new facilities. It should be noted that the New Facility Adjustment is phased in over a two-year period and begins the calendar year a district identifies a new facility coming on-line. Each district reports this information using the "New Facility Coming On-line" form.

The Three-Year Overcap Adjustment is not applicable in 2007-08 since a district must have served unfunded FTES for three consecutive years to qualify for that adjustment. Because there were no unfunded FTES in 2005-06 and it appears there will be no unfunded FTES in 2006-07, the Final Adjusted Growth Rates used in the 2007-08 Advance do not reflect any adjustment for Three-Year-Overcap. Even if unfunded FTES exists as of the 2006-07 Recalculation, the earliest year for which the three preceding years could include unfunded FTES would be 2009-10.

EXHIBIT E (continued)

The 2008-09 preliminary Growth Rates are still subject to negotiation with the Department of Finance. We plan to provide those preliminary rates to districts by early December 2007.

If you have additional questions about the calculations please call Ed Monroe of my staff at (916) 327-6226.

EXHIBIT E (continued)

California Community Colleges
 2007-08 Budget Workshop
 2007-08 Revised Growth Rates

Backup VI-B-2
 October 16, 2007
 Page 19 of 55

District Name	2007-08 Preliminary Growth Rate	Underserved Areas	New Facility Adjustment	Revised Growth Rates Constrained to Growth Appropriation With Minimums
Allan Hancock	2.664%	0.000%	0.00%	1.482%
Antelope Valley	5.568%	0.000%	0.00%	3.097%
Barstow	2.257%	0.000%	0.00%	4.361%
Butte	1.361%	0.000%	0.00%	0.908%
Cabrillo	0.786%	0.000%	0.00%	0.872%
Cerritos	2.674%	0.000%	0.00%	1.487%
Chabot-Las Positas	2.338%	0.000%	0.00%	1.300%
Chaffey	3.577%	1.160%	0.00%	2.634%
Citrus	5.316%	0.000%	0.00%	2.957%
Coast	2.895%	0.000%	0.00%	1.610%
Compton	7.340%	0.580%	0.00%	4.405%
Contra Costa	1.648%	0.020%	0.00%	0.928%
Copper Mt.	4.894%	0.070%	0.00%	7.430%
Desert	5.632%	0.890%	0.00%	3.627%
El Camino	4.404%	0.060%	0.00%	2.483%
Feather River	1.918%	0.000%	0.00%	7.331%
Foothill-DeAnza	1.345%	0.000%	2.92%	2.372%
Gavilan	4.817%	0.000%	0.00%	2.679%
Glendale	1.545%	0.000%	0.00%	0.859%
Grossmont-Cuyamaca	4.079%	0.000%	0.00%	2.269%
Hartnell	2.303%	0.000%	0.00%	1.538%
Imperial	3.882%	0.000%	0.00%	2.159%
Kern	2.934%	0.150%	0.00%	1.715%
Lake Tahoe	1.753%	0.000%	0.00%	5.917%
Lassen	5.408%	0.450%	0.00%	6.853%
Long Beach	2.400%	0.100%	0.00%	1.390%
Los Angeles	1.958%	0.820%	0.19%	1.545%
Los Rios	3.123%	0.000%	0.00%	2.182%
Marin	0.718%	0.600%	0.00%	2.330%
Mendocino-Lake	0.820%	0.350%	0.00%	3.384%
Merced	2.228%	0.300%	15.05%	9.609%
Mira Costa	3.216%	0.580%	0.00%	2.111%
Monterey Peninsula	2.948%	0.000%	0.00%	1.640%
Mt. San Antonio	2.454%	0.000%	0.00%	1.365%
Mt. San Jacinto	6.266%	1.090%	2.18%	4.697%
Napa Valley	1.911%	0.000%	0.00%	1.688%
North Orange County	1.547%	0.060%	0.00%	0.894%
Ohlone	0.410%	0.000%	0.00%	1.214%
Palo Verde	3.102%	0.000%	1.80%	5.561%
Palomar	2.031%	0.000%	0.00%	1.130%
Pasadena Area	1.809%	0.000%	0.00%	1.006%
Peralta	4.324%	0.030%	0.00%	2.421%
Rancho Santiago	1.064%	0.000%	0.22%	0.714%
Redwoods	1.138%	0.000%	0.00%	2.225%
Rio Hondo	2.911%	0.180%	0.00%	1.719%

EXHIBIT E (continued)

Backup VI-B-2
October 16, 2007
Page 20 of 55

California Community Colleges 2007-08 Budget Workshop 2007-08 Revised Growth Rates

District Name	2007-08 Preliminary Growth Rate	Underserved Areas	New Facility Adjustment	Revised Growth Rates Constrained to Growth Appropriation With Minimums
✓ Riverside	4.491%	0.000%	0.00%	2.498% ✓
San Bernardino	3.979%	0.220%	0.00%	2.335%
San Diego	2.279%	0.420%	0.00%	1.501%
San Francisco	1.686%	0.130%	3.63%	2.957%
San Joaquin Delta	7.140%	0.260%	0.00%	4.116%
San Jose-Evergreen	2.372%	1.140%	0.00%	1.953%
San Luis Obispo	1.775%	0.000%	0.00%	1.082%
San Mateo	1.306%	0.160%	1.15%	1.366%
Santa Barbara	1.044%	0.000%	1.25%	1.276%
Santa Clarita	7.585%	0.000%	3.25%	6.026%
Santa Monica	3.885%	0.000%	0.00%	2.161%
Sequoias	3.212%	0.430%	0.00%	2.026%
Shasta-Tehama-Trinity	1.488%	0.040%	0.00%	1.382%
Sierra	4.413%	0.000%	0.00%	2.454%
Siskiyou	11.786%	0.000%	0.00%	6.555%
Solano	1.331%	0.370%	0.00%	1.092%
Sonoma	2.856%	0.000%	0.00%	1.588%
South Orange	3.142%	0.040%	0.00%	1.770%
Southwestern	3.665%	0.000%	0.00%	2.038%
State Center	3.857%	0.000%	0.00%	2.145%
Ventura	3.350%	0.000%	0.00%	1.863%
Victor Valley	8.952%	0.000%	0.00%	4.979%
West Hills	0.770%	0.000%	0.00%	2.020%
West Kern	1.000%	0.000%	0.00%	4.507%
West Valley-Mission	1.516%	0.000%	0.00%	0.843%
Yosemite	2.470%	0.160%	0.00%	1.463%
Yuba	2.831%	0.000%	0.00%	1.574%

UNRESTRICTED GENERAL FUND – RESOURCE 1000 SUMMARY

Resource 1000 includes the major operations of the College District and thus will be the focus of the remainder of this budget narrative. However, matters of significance in other Resources also will be noted. The proposed Resource 1000 budget satisfies the 5.0% ending balance projection for June 30, 2008, pursuant to Board policy.

REVENUES

Resource 1000 revenues (see EXHIBIT F) are projected at \$134.9 million for fiscal 2008. Key factors include:

A. State Funding

1. COLA – 4.53%.
2. Growth – The District’s allocated growth rate is 2.498%, however, the District is adopting a conservative position relative to enrollments. Thus, growth revenue is not budgeted at this time.
3. Part-Time Faculty Compensation – The District will receive \$1.08 million, unchanged from the prior year and 10.8% below the fiscal ’03 level.
4. Base Apportionment Reduction – The District’s estimate of State general apportionment has been reduced by \$1.0 million as a safeguard against the potential impact of a base apportionment reduction included in the State Budget Act (\$80.0 million).

B. Lottery Revenue -- \$3.01 million, \$.17 below the prior year level as a result of the reported enrollment decline.

C. Nonresident Tuition -- \$1.64 million, an increase of \$.26 million over FY ’07 resulting from increased enrollment and an increase in the tuition rate.

D. Interest Income -- \$1.25 million, an increase of \$.35 million over fiscal ’07 due to increased yields and higher cash balances.

E. Enrollment fee revenue is projected at \$8.16 million ... up 4.1%. It is important to observe the District retains only 2.0% of these funds, with the remainder becoming a part of State general revenue.

F. Indirect Cost Recovery revenue is projected at \$.24 million.

EXPENDITURES

Within the funds available for the 2007-2008 fiscal year, the Riverside Community College District will address the educational needs of its students and communities pursuant to its mission, goals and objectives.

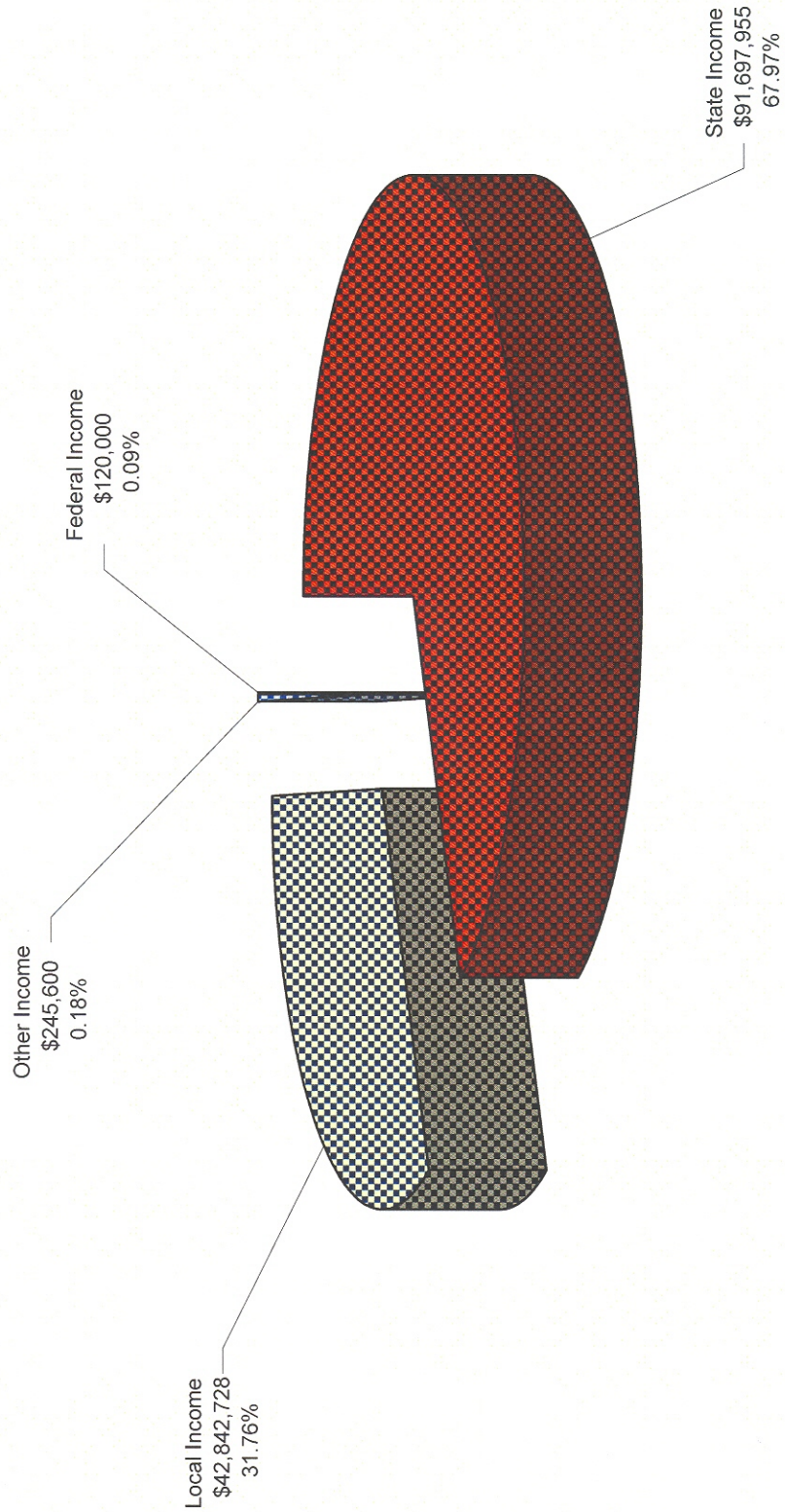
The 2007-2008 Resource 1000 budget reflects the following major items:

1. Compensation
 - a. Salary Package – Currently under negotiation.
 - b. Step and column increases, which equal about a .95% increase in compensation.
 - c. Retirement – A PERS employer contribution rate of 9.306%. It is important to note that this rate bears watching, as does the STRS rate.
 - d. Health and Welfare Benefits – An increase of \$598,605. The increase is due to increased staffing and the higher cost of insurance premiums.
2. Faculty Positions – No new full-time tenure-track positions have been added. It is important to note that we are projected to be above our 75/25 obligation by 29 positions.
3. Part-Time Faculty – An increase of \$3.18 million, with the increase resulting from offering additional sections.
4. Classified Positions – Included in the budget proposal are two new Administrative Assistant positions, one each for the Associate Vice Chancellor, Student Services and the Vice President, Business Services (Riverside).
5. \$150,000 for a Digital Imaging/Workflow system to replace the current system.
6. \$425,000 for new remodel projects.
7. \$870,000 for non-instructional equipment.
8. As a preliminary step to budgeting in a three-college District and development of a new budget allocation model, \$830,000 has been allocated to the campuses for discretionary augmentation purposes.

ENDING FUND BALANCE

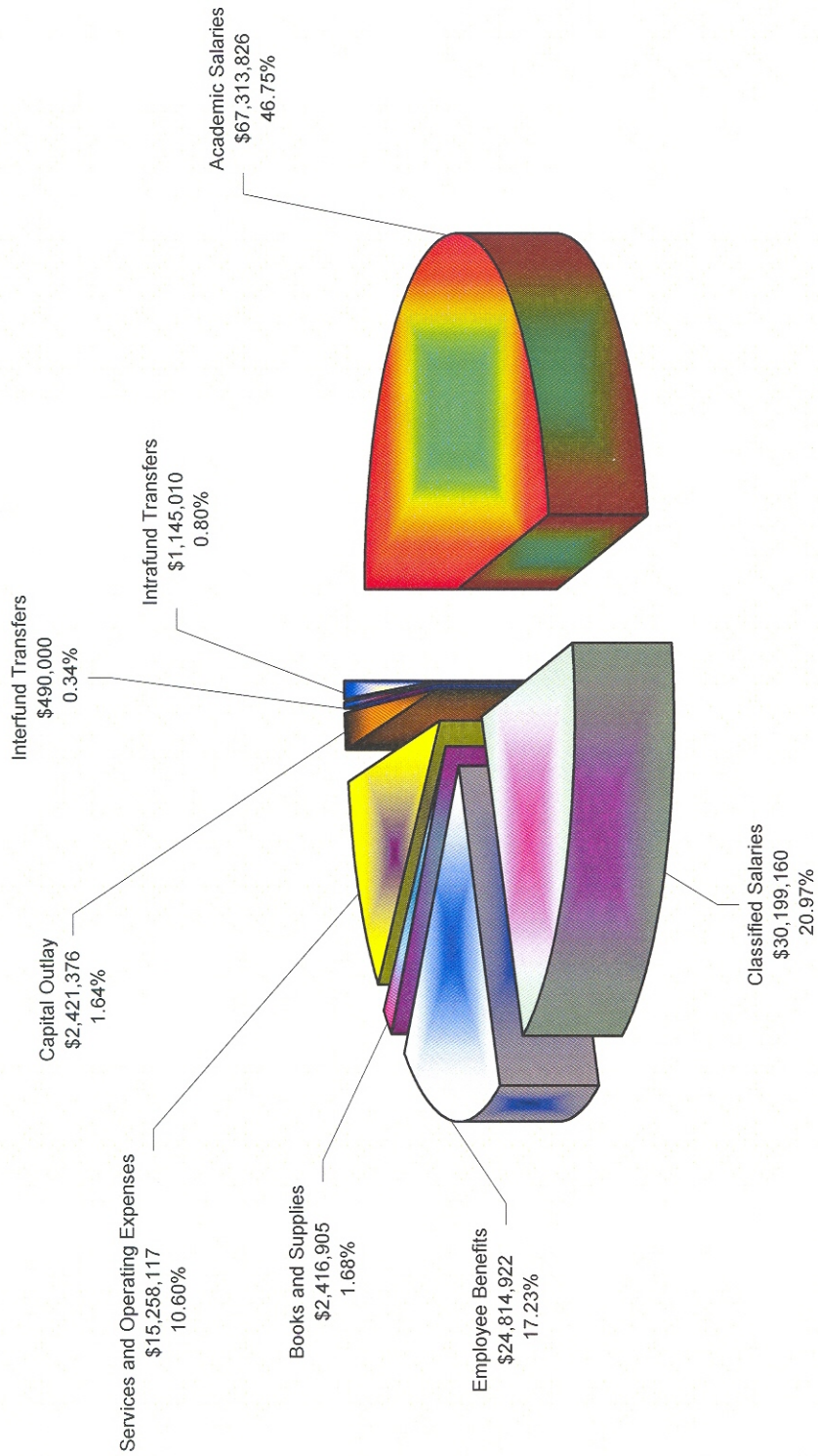
The District projects an unaudited beginning balance in Resource 1000 of \$18.58 million at July 1, 2007, and an ending balance of \$9.42 million at June 30, 2008. The Board's policy objective of a budgeted ending balance equal to at least 5.0% of "total available funds," is satisfied for the Unrestricted General Fund.

EXHIBIT F
Riverside Community College District
2007-2008 Proposed Budget
Resource 1000 Revenues



Legend: Federal Income State Income Local Income Other Income

EXHIBIT F (continued)
Riverside Community College District
2007-2008 Proposed Budget
Resource 1000 Expenditures



- Academic Salaries
- Classified Salaries
- Services and Operating Expenses
- Books and Supplies
- Employee Benefits
- Interfund Transfers
- Capital Outlay
- Intrafund Transfers

OTHER RESOURCES

Other District “Resources” reflected in the budget are:

1050 Parking – Restricted
1070 Student Health – Restricted
1080 Community Education
1090 Performance Riverside
1110 Bookstore (Contractor operated)
1170 Customized Solutions
1180 Redevelopment Pass-Thru – Restricted
1190 Grants and Categorical Programs – Restricted
3200 Food Services
3300 Child Care
4100 State Construction and Scheduled Maintenance
4110 Capital Projects – Child Development Center
4120 Non-State Funded Capital Outlay Projects
4130 La Sierra Capital
4160 General Obligation Bond Funded Capital Outlay
6100 Health and Liability Self-Insurance
6110 Workers’ Compensation Self-Insured
Student Federal Grants
State of California Student Grants
ASRCC

Additionally, the following should be observed:

1. Resource 1050, Parking – The Parking Fund receives revenues from the sale of parking permits and parking citation fines. These revenues are used to partially support the College Safety and Police department, which receives funding from both this Resource as well as Resource 1000. The budget proposal provides for \$2.1 million (total available funds) and an ending balance above the 5.0% target. Staff will monitor this Resource closely throughout fiscal ’08 as sluggish revenue results and significant salary and benefit increases over the past several years resulted in a substantial fund balance erosion.
2. Resource 1070, Student Health – The Student Health Fund continues to maintain a healthy contingency reserve, reflecting total available funds of \$2.1 million and a projected ending balance of \$818,072.
3. Resource 1080, Community Education – The Community Education Fund is self-supporting. It provides not-for-credit courses on a fee basis. Total available funds here equal \$927,188, with the ending balance target above the 5.0% target. Staff will monitor this Resource closely as well throughout fiscal ’08 as revenue declines and cost increases have eroded fund balance.

OTHER RESOURCES (continued)

4. Resource 1090, Performance Riverside – The Performance Riverside budget is anticipated to have a cumulative 2007-2008 deficit ending balance of \$719,968. This balance is an accumulation of deficits in prior years and should decrease slightly in the coming year. The 2007-2008 budget includes an operating subsidy in the amount of a \$193,257 intrafund transfer from Resource 1000, the same amount as from prior fiscal years. Staff will continue to monitor this fund closely throughout fiscal '08, as it remains under an express order that operational expenditures, exclusive of core administrative costs, must remain within the resources generated.
5. Resource 1110, Bookstore Contractor Operated – Resource 1110 represents the bookstore operations at all three campuses. These bookstores are operated through a contract with Barnes & Noble Co. An interfund transfer of \$676,930 will be made to Food Services (Resource 3200), and an intrafund transfer of \$150,000 will be made to Resource 1000.
6. Resource 1170, Customized Solutions – This fund was established to isolate the financial activities of the District's Customized Solutions program. This program provides customized training for local businesses, government agencies, and non-profit organizations. An intrafund transfer from Resource 1000 has been provided at the same level as the four prior years, \$173,470. As in the most recent prior year, the actual transfer will only be made if expected economic results are not achieved. This fund is also under an express order that its operational expenditures, exclusive of core administrative costs, must remain within the resources it generates. If ETP-related training efforts continue to yield positive results, then Resource 1170 should be on a substantially improved economic footing.
7. Resource 1180, Redevelopment – The Resource 1180 expenditure budget provides for consulting services relative to existing redevelopment agreements, support for Casa Blanca outreach and the Riverside School of the Arts.
8. Fund 1190, Grants and Categorical Programs - Restricted – Resource 1190 is used to record the financial activity of the restricted categorical and grant funds received by the District. The grant funds are being used to assist the District in pursuing the objectives established in our strategic planning process. Additionally, the State is continuing to provide \$34.2 million to the community college system to help local districts mitigate enrollment declines resulting from the substantial increases in enrollment fees experienced during fiscal '05 and '06 and to increase student participation in financial aid programs. The RCCD share is \$641,118.

OTHER RESOURCES (continued)

9. Resource 3200, Food Services – The Food Services Fund provides for Food Services and Catering for all three campuses. As mentioned above, an interfund transfer in the amount of \$676,930 from the Bookstore (Resource 1110) is provided. Staff will continue to direct attention in fiscal '08 towards the identification of ways in which to improve Food Services operations and facilities.
10. Resource 3300, Childcare – The District operates childcare programs at all campuses, with a fourth planned to begin operations at the Alvord Innovative Learning Center in Fall '08. The budget proposal provides for an interfund subsidy in the amount of \$240,000. This fund will be monitored closely through the year.
11. Resource 4100, State Construction/Scheduled Maintenance – Resource 4100 includes the State Construction, Scheduled Maintenance and Hazardous Substances budgets. The District's match requirements are funded from Measure C funds.
12. Resource 4110, Child Development Center – This fund was established for the benefit of the child development centers and is used to augment facilities, equipment and technology at the new Child Development Centers at Moreno Valley, Norco and Alvord Innovative Learning Center.
13. Resource 4120, Non-State Funded Capital Outlay Projects – This Resource is used to record revenue and expenditures associated with capital outlay projects funded from non-State sources. The budget provides \$1.1 million for the Phase II Moreno Valley College Park project, which will include light standards for the sports fields, pursuant to a Joint Development and Use Agreement between the District and Moreno Valley Community Services District.
14. Resource 4130, La Sierra Capital – The expenditure budget here is being used for development of the Riverside School of the Arts (RSA). In this regard, \$2,346,760 was allocated for planning and working drawings, \$1.7 million of which is budgeted for fiscal '08.
15. Resource 4160, General Obligation Bond Funded Projects – This fund was established to account for funds derived from the issuance of Measure C general obligation bonds and the expenditure of funds related to Board approved Measure C capital outlay projects (see EXHIBIT G).
16. Resource 6100, Health and Liability Self-Insurance – The Self-Insurance fund covers the District's indemnity health and liability self-insurance programs. The indemnity program experienced a significant increase in claims during two of the last four years. More favorable claims experience occurred during

OTHER RESOURCES (continued)

the past two years resulting in improved financial reserves to meet future self-insured health and liability claims.

17. Resource 6110, Workers' Compensation Self Insurance – Workers' compensation income is derived from the .0131 funding rate charged to all budgets with salary accounts. Favorable claims experience occurred in the most recent year resulting in improved financial reserves to meet future workers' compensation claims.
18. Student Federal Grants and State of California Student Grants are used to report the receipt and distribution of various student grant programs.

EXHIBIT G

Riverside Community College District 2007-2008 Proposed Budget Measure C Projects - Fund 41, Resource 4160

	<u>Proposed Budget Amount</u>
Phase I - Riverside Parking Structure (Final Project Costs)	\$ 20,897
ECS Secondary Effects - Moreno Valley (Final Project Costs)	12,571
District Computer/Network Upgrades	93,547
Quad Modernization	2,843,095
Phase III - Norco Industrial Technology Building	9,243,937
Phase III - Moreno Valley Academic Services Building	644,045
Alvord Innovative Learning Center	3,402,618
Nursing/Sciences Building - Riverside	3,778,090
Future Projects - Feasibility / Planning / Management	330,972
Scheduled Maintenance	252,824
Riverside Food Services Remodel	557,257
Moreno Valley Food Services Remodel	1,885,565
Infrastructure Projects - Riverside/Norco/Moreno Valley	26,775
Hot Water Loop System & Boiler Replacement - Moreno Valley	737,755
Utility Retrofit Project	2,973,922
ECS Building Upgrade Project - Moreno Valley/Norco	568,860
Modular Redistribution Projects (Riv, Nor, MoVal, BCTC)	6,813,763
PBX/Network Operations Center - Riv/Norco/MoVal	598,338
Norco Campus Student Support Center	10,984,382
Logic Domain - Capital Project Management System	25,000
Long Range Master Plan - Riv/Norco/MoVal	841,269
Computer System Hardware (Datatel Release 18)	760,000
Aquatics Project	<u>5,000,000</u>
	<u>\$ 52,395,481</u>

LOOKING AHEAD

As the annual budget is critical to the achievement of the District's mission and long-range goals and objectives, it is important that the budget process provide a glimpse of the District's financial future. At this point, although '08 seems relatively stable, the fiscal horizon thereafter is somewhat clouded. This is primarily due to the State's continuing structural deficit, systemwide enrollment uncertainties and Prop 98 projections which indicate that community college funding will be significantly below levels necessary to meet enrollment demand over both the short and long term.

In terms of the District's internal operating environment, a number of potential issues are in the offing for the 2008-2009 fiscal year. They include:

- The financial condition of STRS and the implications thereof for required employer contributions.
- Rising energy costs.
- Economic uncertainties surrounding the collapse of the housing market and sub-prime lending industry.
- Funding requirements associated with our evolution to a 3-college district.
- Impact of bargaining unit negotiations.
- Resource competition which is leading to projections that it will be difficult for the CCC to be funded beyond COLA and Growth.
- Funding softness as we emerge from "stability".

Fiscal 2007-08 will again be an important year in terms of the District's strategic planning efforts as we transition to three separate colleges. Critical to this effort will be the completion of the Educational and Facilities Masterplans and their integration into planning processes. Also, a number of significant facility projects are at crucial stages of development ... Alvord Learning Center, RSA, Moreno Valley Health Sciences, Ben Clark Training Center, Moreno Valley Phase III, Norco Student Success Building, Aquatics Complex... and will require substantial attention... to assure a successful outcome, both programmatically and financially. Additionally, we will devote significant effort developing a new budget allocation model and a mid-range financial model, integrated with our strategic planning efforts, to ensure that resources are distributed in a manner that best serves the needs of our students in a three-college District. Critical in these efforts will be ensuring that our expenditure base is aligned with our revenue outlook both now and in the future.

Riverside Community College District Fund Schematic - Total Available Funds 2007-2008 Proposed Budget

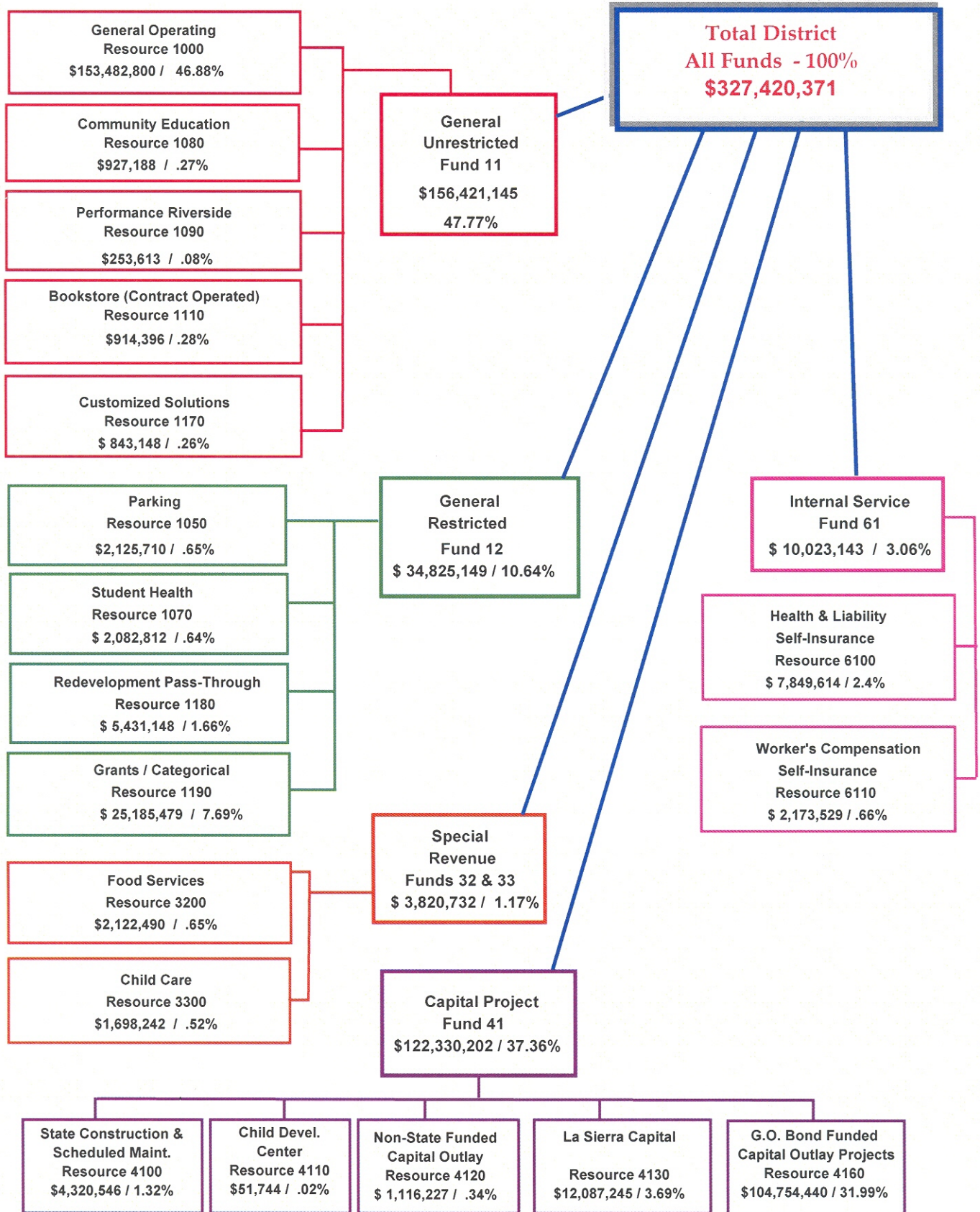
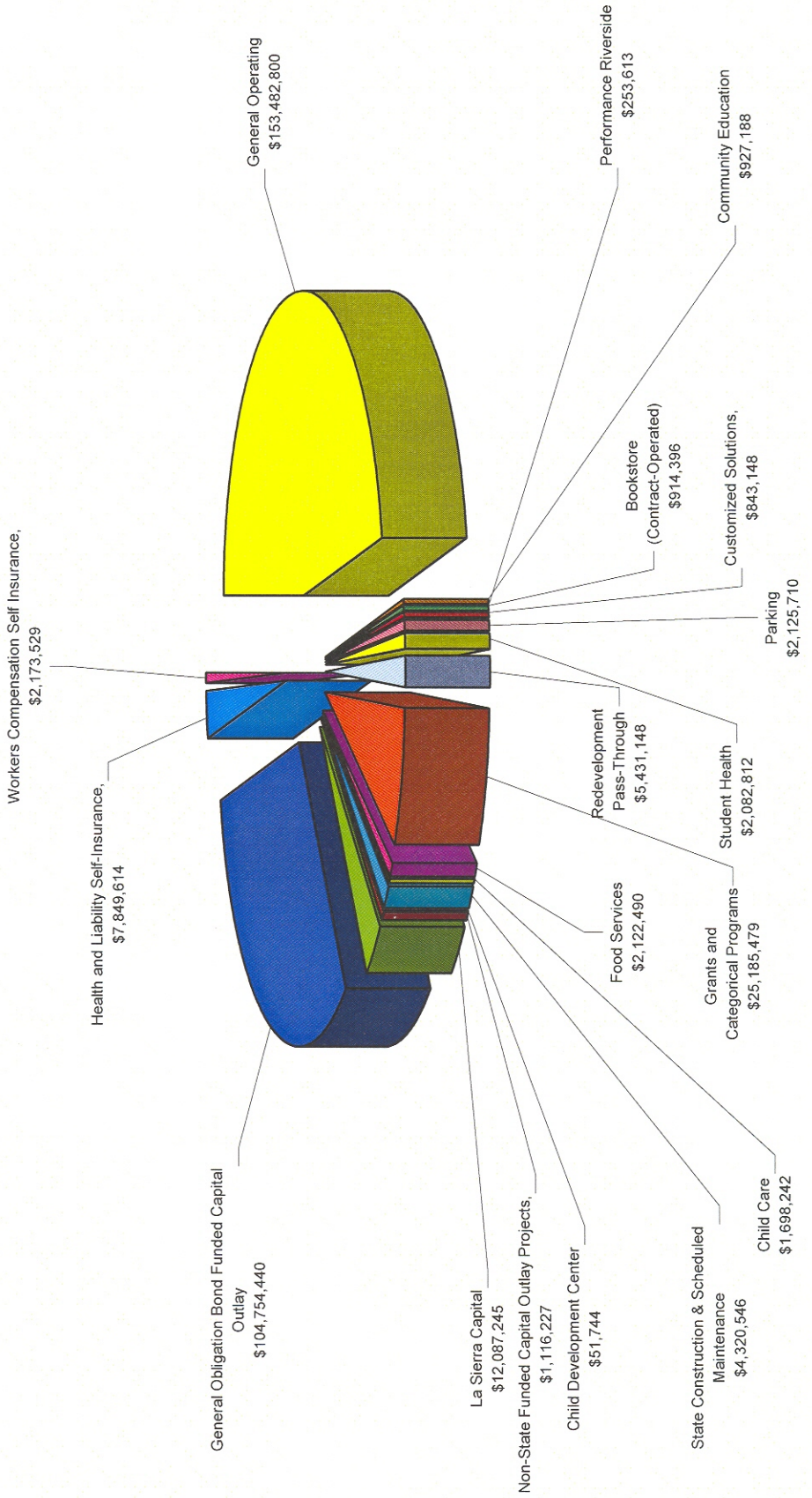


EXHIBIT H

Riverside Community College District 2007-2008 Proposed Budget Total Available Funds



- General Operating
- Bookstore (Contract-Operated)
- Student Health
- Food Services
- Child Development Center
- General Obligation Bond Funded Capital Outlay
- Health and Liability Self-Insurance
- Community Education
- Customized Solutions
- Redevelopment Pass-Through
- Child Care
- Non-State Funded Capital Outlay Projects
- Health and Liability Self-Insurance
- Performance Riverside
- Parking
- Grants and Categorical Programs
- State Construction & Scheduled Maintenance
- La Sierra Capital
- Workers Compensation Self Insurance

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
 FUND / ACCOUNT SUMMARY - TOTAL AVAILABLE FUNDS
 2007-2008**

<u>Fund / Resource</u>	<u>Fund Name</u>	<u>Adopted Budget 2006-2007</u>	<u>Final Budget 2007-2008</u>
	<u>District</u>		
<u>General Funds</u>			
<u>Unrestricted - Fund 11</u>			
<u>Resource</u>			
1000	General Operating	\$ 145,124,867	\$ 153,482,800
1080	Community Education	1,089,293	927,188
1090	Performance Riverside	245,739	253,613
1110	Bookstore (Contract-Operated)	971,905	914,396
1170	Customized Solutions	<u>892,698</u>	<u>843,148</u>
	Total Unrestricted General Funds	<u>148,324,502</u>	<u>156,421,145</u>
<u>Restricted - Fund 12</u>			
<u>Resource</u>			
1050	Parking	2,519,955	2,125,710
1070	Student Health	1,623,522	2,082,812
1180	Redevelopment Pass-Through	4,002,499	5,431,148
1190	Grants and Categorical Programs	<u>23,182,543</u>	<u>25,185,479</u>
	Total Restricted General Funds	<u>31,328,519</u>	<u>34,825,149</u>
	Total General Funds	<u>179,653,021</u>	<u>191,246,294</u>
<u>Special Revenue - Funds 32 & 33</u>			
<u>Resource</u>			
3200	Food Services	1,955,435	2,122,490
3300	Child Care	<u>1,549,836</u>	<u>1,698,242</u>
	Total Special Revenue Funds	<u>3,505,271</u>	<u>3,820,732</u>

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
 FUND / ACCOUNT SUMMARY - TOTAL AVAILABLE FUNDS
 2007-2008**

<u>Fund / Resource</u>	<u>Fund Name</u>	<u>Adopted Budget 2006-2007</u>	<u>Final Budget 2007-2008</u>
<u>Capital Projects Funds - Fund 41</u>			
<u>Resource</u>			
4100	State Construction & Scheduled Maintenance	10,568,531	4,320,546
4110	Child Development Center	49,055	51,744
4120	Non-State Funded Capital Outlay Projects	525	1,116,227
4130	La Sierra Capital	11,671,187	12,087,245
4160	General Obligation Bond Funded Capital Outlay	<u>35,671,504</u>	<u>104,754,440</u>
	Total Capital Projects Funds	<u>57,976,787</u>	<u>122,330,202</u>
<u>Internal Service - Fund 61</u>			
<u>Resource</u>			
6100	Health and Liability Self-Insurance	6,750,229	7,849,614
6110	Workers Compensation Self Insurance	<u>1,738,283</u>	<u>2,173,529</u>
	Total Internal Service Funds	<u>8,488,512</u>	<u>10,023,143</u>
	Total District Funds	<u>\$ 249,623,591</u>	<u>\$ 327,420,371</u>
<u>Expendable Trust and Agency</u>			
<u>Student Financial Aid Accounts</u>			
	Student Federal Grants	\$ 14,385,943	\$ 14,310,679
	State of California Student Grants	<u>1,400,000</u>	<u>1,475,000</u>
	Total Student Financial Aid Accounts	<u>15,785,943</u>	<u>15,785,679</u>
<u>Other Account</u>			
	Associated Students of RCC	<u>1,734,588</u>	<u>1,692,183</u>
	Total Expendable Trust and Agency	<u>\$ 17,520,531</u>	<u>\$ 17,477,862</u>
	Grand Total	<u>\$ 267,144,122</u>	<u>\$ 344,898,233</u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT
 FUND 11, RESOURCE 1000 - UNRESTRICTED GENERAL OPERATING

FINAL BUDGET
 2007-2008

INCOME

Unaudited Beginning Balance, July 1		\$ 18,576,517
Federal Income	\$ 120,000	
State Income	91,697,955	
Local Income	42,842,728	
Other Income	<u>245,600</u>	
Total Income		<u>134,906,283</u>
Total Available Funds (TAF)		<u>\$ 153,482,800</u>

EXPENDITURES

Object Code

1000	Academic Salaries	\$ 67,313,826
2000	Classified Salaries	30,199,160
3000	Employee Benefits	24,814,922
4000	Books and Supplies	2,416,905
5000	Services and Operating Expenses	15,258,117
6000	Capital Outlay	2,421,376
7300	Interfund Transfers	490,000
8999	Intrafund Transfers	<u>1,145,010</u>
	Total Expenditures	144,059,316
7900	* Contingency / Reserves	<u>9,423,484</u>
	Total Resource 1000 Including Contingency / Reserves	<u>\$ 153,482,800</u>

* The Resource 1000 5% Contingency was calculated in accordance with Board Policy 7080, by taking into account the TAF for all Resources comprising Unrestricted Fund 11 (1000, 1080, 1090, 1110, 1117) and factoring in the deficit for Resource 1090. The calculated 5% Contingency for Resource 1000 is \$8,406,789.

RIVERSIDE COMMUNITY COLLEGE DISTRICT
FUND 12, RESOURCE 1050 - PARKING

FINAL BUDGET
2007-2008

INCOME

Unaudited Beginning Balance, July 1	\$ 163,428
Local Income	<u>1,962,282</u>
Total Available Funds (TAF)	<u>\$ 2,125,710</u>

EXPENDITURES

Object Code

2000	Classified Salaries	\$ 1,149,907
3000	Employee Benefits	317,474
4000	Books and Supplies	93,161
5000	Services and Operating Expenses	332,003
6000	Capital Outlay	<u>60,000</u>
	Total Expenditures	1,952,545
7900	* Contingency / Reserves	<u>173,165</u>
	Total Resource 1050 Including Contingency / Reserves	<u>\$ 2,125,710</u>

* 5% Contingency reserve calculated from TAF equals \$106,286

RIVERSIDE COMMUNITY COLLEGE DISTRICT
FUND 12, RESOURCE 1070 - STUDENT HEALTH

FINAL BUDGET
2007-2008

INCOME

Unaudited Beginning Balance, July 1	\$ 926,366
Local Income	<u>1,156,446</u>
Total Available Funds (TAF)	<u>\$ 2,082,812</u>

EXPENDITURES

Object Code

1000	Academic Salaries	\$ 157,227
2000	Classified Salaries	588,770
3000	Employee Benefits	170,913
4000	Books and Supplies	94,565
5000	Services and Operating Expenses	193,187
6000	Capital Outlay	<u>60,078</u>
	Total Expenditures	1,264,740
7900	* Contingency / Reserves	<u>818,072</u>
	Total Resource 1070 Including Contingency / Reserves	<u>\$ 2,082,812</u>

* 5% Contingency reserve calculated from TAF equals \$104,141

RIVERSIDE COMMUNITY COLLEGE DISTRICT
FUND 11, RESOURCE 1080 - COMMUNITY EDUCATION

FINAL BUDGET
2007-2008

INCOME

Unaudited Beginning Balance, July 1	\$ 19,478
Local Income	<u>907,710</u>
Total Available Funds (TAF)	<u>\$ 927,188</u>

EXPENDITURES

Object Code

1000	Academic Salaries	\$ 4,104
2000	Classified Salaries	303,731
3000	Employee Benefits	70,579
4000	Books and Supplies	12,500
5000	Services and Operating Expenses	487,655
6000	Capital Outlay	<u>-</u>
	Total Expenditures	878,569
7900	* Contingency / Reserves	<u>48,619</u>
	Total Resource 1080 Including Contingency / Reserves	<u>\$ 927,188</u>

* 5% Contingency reserve calculated from TAF equals \$ 46,359

RIVERSIDE COMMUNITY COLLEGE DISTRICT
FUND 11, RESOURCE 1090 - PERFORMANCE RIVERSIDE

FINAL BUDGET
2007-2008

INCOME

Unaudited Beginning Balance, July 1		\$ (736,784)
Local Income	\$ 797,140	
Intrafund Transfer From Resource 1000	<u>193,257</u>	
Total Income		<u>990,397</u>
Total Available Funds (TAF)		<u>\$ 253,613</u>

EXPENDITURES

Object Code

2000	Classified Salaries	\$ 329,455
3000	Employee Benefits	104,681
4000	Books and Supplies	39,385
5000	Services and Operating Expenses	497,060
6000	Capital Outlay	<u>3,000</u>
	Total Expenditures	973,581
7900	Contingency / Reserves	<u>-</u>
	Total Resource 1090 Including Contingency / Reserves	<u>\$ 973,581</u>
	Resource Deficit	\$ (719,968)

RIVERSIDE COMMUNITY COLLEGE DISTRICT
FUND 11, RESOURCE 1110 - BOOKSTORE (CONTRACTOR-OPERATED)

FINAL BUDGET
2007-2008

INCOME

Unaudited Beginning Balance, July 1	\$ 36,727
Local Income	<u>877,669</u>
Total Available Funds (TAF)	<u>\$ 914,396</u>

EXPENDITURES

Object Code

5000	Services and Operating Expenses	\$ 42,449
7390	Interfund Transfer to Resource 3200	676,930
8999	Intrafund Transfer to Resource 1000	<u>150,000</u>
	Total Expenditures	869,379
7900	* Contingency / Reserves	<u>45,017</u>
	Total Resource 1110 Including Contingency / Reserves	<u>\$ 914,396</u>

* 5% Contingency reserve calculated from TAF equals \$ 45,720

RIVERSIDE COMMUNITY COLLEGE DISTRICT
 FUND 11, RESOURCE 1170 - CUSTOMIZED SOLUTIONS

FINAL BUDGET
 2007-2008

INCOME

Unaudited Beginning Balance, July 1		\$ 153,482
State Income	\$ 231,083	
Local Income	285,113	
Intrafund Transfer from Resource 1000	<u>173,470</u>	
Total Income		<u>689,666</u>
Total Available Income (TAF)		<u>\$ 843,148</u>

EXPENDITURES

Object Code

1000	Academic Salaries	\$ 2,100
2000	Classified Salaries	98,609
3000	Employee Benefits	33,340
4000	Books and Supplies	46,400
5000	Services and Operating Expenses	<u>344,538</u>
	Total Expenditures	524,987
7900	* Contingency / Reserves	<u>318,161</u>
	Total Resource 1170 Including Contingency / Reserves	<u>\$ 843,148</u>

* 5% Contingency reserve calculated from TAF equals \$42,157

RIVERSIDE COMMUNITY COLLEGE DISTRICT
FUND 12, RESOURCE 1180 - REDEVELOPMENT PASS - THROUGH

FINAL BUDGET
2007-2008

INCOME

Unaudited Beginning Balance, July 1	\$ 4,113,148
Local Income	<u>1,318,000</u>
Total Available Income (TAF)	<u>\$ 5,431,148</u>

EXPENDITURES

Object Code

5000	Services and Operating Expenses	<u>\$ 156,300</u>
	Total Expenditures	156,300
7900	* Contingency / Reserves	<u>5,274,848</u>
	Total Resource 1180 Including Contingency / Reserves	<u>\$ 5,431,148</u>

* 5% Contingency reserve calculated from TAF equals \$ 271,557

RIVERSIDE COMMUNITY COLLEGE DISTRICT
 FUND 12, RESOURCE 1190 - GRANTS AND CATEGORICAL PROGRAMS

FINAL BUDGET
 2007-2008

INCOME

Unaudited Beginning Balance, July 1		\$	-
Federal Income		\$	10,454,534
State Income			12,712,419
Local Income			1,090,243
Intrafund Transfers			<u>928,283</u>
Total Income			<u>25,185,479</u>
Total Available Funds (TAF)		\$	<u>25,185,479</u>

EXPENDITURES

Object Code

1000	Academic Salaries	\$	4,889,195
2000	Classified Salaries		7,212,170
3000	Employee Benefits		3,248,199
4000	Books and Supplies		2,112,016
5000	Services and Operating Expenses		5,657,794
6000	Capital Outlay		1,850,268
7500	Scholarships		15,381
7600	Student Grants / Bus Passes		<u>200,456</u>
	Total Expenditures		25,185,479
7900	Contingency / Reserves		<u>-</u>
	Total Resource 1190 Including Contingency / Reserves	\$	<u>25,185,479</u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT
FUND 32, RESOURCE 3200 - FOOD SERVICES

FINAL BUDGET
2007-2008

INCOME

Unaudited Beginning Balance, July 1		\$ 101,741
Local Income	\$ 1,343,819	
Interfund Transfer From Resource 1110	<u>676,930</u>	
Total Income		<u>2,020,749</u>
Total Available Funds (TAF)		<u>\$ 2,122,490</u>

EXPENDITURES

Object Code

2000	Classified Salaries	\$ 702,807
3000	Employee Benefits	263,962
4000	Books and Supplies	749,497
5000	Services and Operating Expenses	285,693
6000	Capital Outlay	<u>6,552</u>
	Total Expenditures	2,008,511
7900	* Contingency / Reserves	<u>113,979</u>
	Total Resource 3200 Including Contingency / Reserves	<u>\$ 2,122,490</u>

* 5% Contingency reserve calculated from TAF equals \$ 106,125

RIVERSIDE COMMUNITY COLLEGE DISTRICT
 FUND 33, RESOURCE 3300 - CHILD CARE

FINAL BUDGET
 2007-2008

INCOME

Unaudited Beginning Balance, July 1		\$ 125,141
Federal Income	\$ 30,995	
State Income	144,440	
Local Income	1,157,666	
Incoming Transfer from Resource 1000	<u>240,000</u>	
Total Income		<u>1,573,101</u>
Total Available Funds (TAF)		<u>\$ 1,698,242</u>

EXPENDITURES

Object Code

1000	Academic Salaries	\$ 995,896
2000	Classified Salaries	227,414
3000	Employee Benefits	217,084
4000	Books and Supplies	72,800
5000	Services and Operating Expenses	84,740
6000	Capital Outlay	<u>-</u>
	Total Expenditures	1,597,934
7900	* Contingency / Reserves	<u>100,308</u>
	Total Resource 3300 Including Contingency / Reserves	<u>\$ 1,698,242</u>

* 5% Contingency reserve calculated from TAF equals \$84,912

RIVERSIDE COMMUNITY COLLEGE DISTRICT
FUND 41, RESOURCE 4100 - STATE CONSTRUCTION AND SCHEDULED MAINTENANCE

FINAL BUDGET
2007-2008

INCOME

Unaudited Beginning Balance, July 1		\$ 1,723,920
State Income	\$ 2,343,802	
Intrafund Transfer From Resource 4160	<u>252,824</u>	
Total Income		<u>2,596,626</u>
Total Available Funds (TAF)		<u>\$ 4,320,546</u>

EXPENDITURES

Object Code

4000	Books and Supplies	\$ 1,000
6000	Capital Outlay	<u>4,319,546</u>
	Total Expenditures	4,320,546
7900	Contingency / Reserves	<u>-</u>
	Total Resource 4100 Including Contingency / Reserves	<u>\$ 4,320,546</u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT
FUND 41, RESOURCE 4110 - CHILD DEVELOPMENT CENTER

FINAL BUDGET
2007-2008

INCOME

Unaudited Beginning Balance, July 1	\$	50,744
Interest Revenue		<u>1,000</u>
Total Available Funds (TAF)	\$	<u>51,744</u>

EXPENDITURES

Object Code

6000	Capital Outlay	\$	<u>51,744</u>
	Total Expenditures		51,744
7920	Contingency / Reserves		<u>-</u>
	Total Resource 4110 Including Contingency / Reserves	\$	<u>51,744</u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT
FUND 41, RESOURCE 4120 - NON-STATE FUNDED CAPITAL OUTLAY PROJECTS

FINAL BUDGET
2007-2008

INCOME

Unaudited Beginning Balance, July 1	\$	528
Local Income		<u>1,115,699</u>
Total Available Funds (TAF)	\$	<u>1,116,227</u>

EXPENDITURES

Object Code

6000	Capital Outlay	\$	<u>1,115,676</u>
	Total Expenditures		1,115,676
7920	Contingency / Reserves		<u>551</u>
	Total Resource 4120 Including Contingency / Reserves	\$	<u>1,116,227</u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT
FUND 41, RESOURCE 4130 - LA SIERRA CAPITAL

FINAL BUDGET
2007-2008

INCOME

Unaudited Beginning Balance, July 1	\$ 11,540,445
Local Income	<u>546,800</u>
Total Available Funds (TAF)	<u>\$ 12,087,245</u>

EXPENDITURES

Object Code

5000	Services and Operating Expenses	\$ 7,500
6000	Capital Outlay	<u>1,688,031</u>
	Total Expenditures	1,695,531
7900	Contingency / Reserves	<u>10,391,714</u>
	Total Resource 4130 Including Contingency / Reserves	<u>\$ 12,087,245</u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT
FUND 41, RESOURCE 4160 - GENERAL OBLIGATION BOND FUNDED CAPITAL OUTLAY PROJECTS

FINAL BUDGET
2007-2008

INCOME

Unaudited Beginning Balance, July 1	\$ 101,035,938
Local Income	<u>3,718,502</u>
Total Available Funds (TAF)	<u>\$ 104,754,440</u>

EXPENDITURES

Object Code

2000	Classified Salaries	\$ 156,881
3000	Employee Benefits	57,135
4000	Books and Supplies	12,987
5000	Services and Operating Expenses	988,225
6000	Capital Outlay	50,927,429
8999	Intrafund Transfers	<u>252,824</u>
	Total Expenditures	52,395,481
7900	Contingency / Reserves	<u>52,358,959</u>
	Total Resource 4160 Including Contingency / Reserves	<u>\$ 104,754,440</u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT
FUND 61, RESOURCE 6100 - HEALTH AND LIABILITY SELF-INSURANCE

FINAL BUDGET
2007-2008

INCOME

Unaudited Beginning Balance, July 1		\$ 3,039,829
Local Income	\$ 4,559,785	
Interfund Transfer from Resource 1000	<u>250,000</u>	
Total Income		<u>4,809,785</u>
Total Available Funds (TAF)		<u>\$ 7,849,614</u>

EXPENDITURES

Object Code

2000	Classified Salaries	\$ 182,371
3000	Employee Benefits	66,624
4000	Books and Supplies	7,400
5000	Services and Operating Expenses	4,090,695
6000	Capital Outlay	<u>40,000</u>
	Total Expenditures	4,387,090
7900	Contingency / Reserves	<u>3,462,524</u>
	Total Resource 6100 Including Contingency / Reserves	<u>\$ 7,849,614</u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT
FUND 61, RESOURCE 6110 - WORKERS COMPENSATION SELF-INSURANCE

FINAL BUDGET
2007-2008

INCOME

Unaudited Beginning Balance, July 1	\$ 679,442
Local Income	<u>1,494,087</u>
Total Available Funds (TAF)	<u>\$ 2,173,529</u>

EXPENDITURES

Object Code

2000	Classified Salaries	\$ 53,323
3000	Employee Benefits	20,525
4000	Books and Supplies	620
5000	Services and Operating Expenses	1,173,329
6000	Capital Outlay	<u>5,000</u>
	Total Expenditures	1,252,797
7900	Contingency / Reserves	<u>920,732</u>
	Total Resource 6110 Including Contingency / Reserves	<u>\$ 2,173,529</u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT
STUDENT FEDERAL GRANTS

FINAL BUDGET
2007-2008

INCOME

Unaudited Beginning Balance, July 1		\$	-
Federal Income			
PELL Student Grants and Book Waivers	\$ 13,000,000		
FSEOG Student Grants and Book Waivers	687,984		
ACG Academic Competitiveness Grant	30,000		
Federal Work Study	<u>592,695</u>		
Total Federal Income			<u>14,310,679</u>
Total Available Funds (TAF)		\$	<u>14,310,679</u>

EXPENDITURES

Object Code

7520	Student Grants and Book Waivers	\$	<u>14,310,679</u>
	Total Student Federal Grants	\$	<u>14,310,679</u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT
STATE OF CALIFORNIA STUDENT GRANTS

FINAL BUDGET
2007-2008

INCOME

Unaudited Beginning Balance, July 1	\$ -
State Income - Cal Grant B and C	<u>1,475,000</u>
Total Available Funds (TAF)	<u>\$ 1,475,000</u>

EXPENDITURES

Object Code

7520	Student Grants and Book Waivers	<u>\$ 1,475,000</u>
	Total State of California Student Grants	<u>\$ 1,475,000</u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT
 ASSOCIATED STUDENTS OF RCC

FINAL BUDGET
 2007-2008

INCOME

Unaudited Beginning Balance, July 1		\$ 1,090,183
Local Income		
Student Fees	\$ 545,500	
Interest	45,500	
Athletic Events	6,500	
Telephone Commission	<u>4,500</u>	
Total Local Income		<u>602,000</u>
Total Available Funds (TAF)		<u>\$ 1,692,183</u>

EXPENDITURES

Account Code

900	ASRCC Operations/Special Events	\$ 38,300	
905	Organizations Funding	138,300	
906	Athletics	232,200	
911	Riverside Special Events	48,250	
912	Riverside Interclub Council	4,700	
913	Riverside MCAC	6,000	
914	Riverside Club Special Events	39,502	
915	Riverside Board of Commissioners	7,800	
921	Norco Operations/Special Events	20,050	
922	Norco Interclub Council	8,050	
923	Norco MCAC	3,300	
924	Norco Club Special Events	12,750	
927	Norco Commissioners	4,050	
931	Moreno Valley Special Events	25,300	
932	Moreno Valley Interclub Council	4,150	
933	Moreno Valley MCAC	3,470	
934	Moreno Valley Club Special Events	5,828	
	Total Expenditures	\$ 602,000	
	Contingency		<u>1,090,183</u>
	Total ASRCC Accounts		<u>\$ 1,692,183</u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
GOVERNANCE COMMITTEE MEETING

October 9, 2007, 6:00 p.m.

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

Committee Members: Virginia Blumenthal, Committee Chairperson
José Medina, Vice Chairperson
James Buysse, Interim Chancellor
Jim Parsons, Associate Vice Chancellor, Public Affairs and
Institutional Advancement
Doug Beckstrom, Academic Senate Representative
(Moreno Valley Campus)
Richard Mahon, Academic Senate Representative
(Riverside)
Deborah Tompsett-Makin, Academic Senate Representative
(Norco)
Christian Aviles, ASRCC Student Representative
Dariush Haghighat, CTA Representative (Riverside)
Karin Skiba, CTA Representative (Norco)
Gustavo Segura, CSEA Representative (Moreno Valley)

AGENDA

VI. Board Committee Reports

D. Governance Committee

1. Community College Initiative
- The Committee will discuss the initiative being brought forward by
the Community College League of California.
2. Comments from the public.

Adjourn

Prepared by: Charlotte Zambrano
Administrative Assistant, Chancellor's Office