

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
BOARD OF TRUSTEES  
TEACHING AND LEARNING COMMITTEE  
March 11, 2008 – 7:00 p.m.  
Board Room AD122, Riverside City College

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  
Debbie Cazares, CTA Representative  
Gustavo Segura, CSEA Representative

AGENDA

VI. Board Committee Reports

A. Teaching and Learning

1. Proposed Curricular Changes  
- The Committee to review the proposed changes to curriculum.
2. Accountability Reporting for Community Colleges  
- The Committee to be presented with a report issued by the California Community College's Chancellor's Office.
3. Athletic and Physical Education Programs at Riverside Community College District  
- The Committee to be presented with a report on the current role of physical education and athletics.
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: March 18, 2008

Subject: Proposed Curricular Changes

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

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

James L. Buysse  
Interim Chancellor

Prepared by: Sylvia Thomas  
Associate Vice Chancellor of Instruction

### New Course Proposals

1. THE-44 – Theatrical Set Design 3 units  
Prerequisite: None.  
Advisory: Concurrent enrollment in THE-5 or THE-6 or THE-41.  
The study of the principals, techniques and practices of scenic design and execution for the stage. Includes script analysis in relation to the aesthetic and dramaturgical demands of theatre art in formulating design concepts. Analysis of space, movement, mood, period, style, texture, materials and color to achieve the execution of design concepts through techniques of rendering, model-making, drafting and presentation. Working collaboratively with the director and design staff while maintaining production budget guidelines. 45 hours lecture and 27 hours laboratory.
  
2. THE-54 - Introduction to Stage Management 3 units  
Prerequisite: None.  
Advisory: Concurrent enrollment in THE-5 or THE-6.  
A comprehensive study of the role of the stage manager in theatrical productions, including the duties, obligations and responsibilities of the stage manager, and the unique role of the stage manager in production coordination. Students will be given stage management responsibilities for a theater department production with concurrent enrollment in either THE-5 or 6. 54 hours lecture.

### New Stand-Alone Course Proposals

1. ADJ-A57A - Casino-Related Crime Investigation .25 unit  
Prerequisite: None.  
Limitation on Enrollment: Must be currently employed by a law enforcement agency and have POST certification.  
This course is designed for the patrol officer/deputy responding to gambling-related and casino/card room crimes and for the investigator assigned to investigate gambling-related offenses. This course will familiarize the law enforcement officer with the history of gaming in California, issues related to tribal casinos, crime trends in the gambling industry, investigative resources, evidence, as well as prosecutorial considerations in investigating gambling offenses. 8 hours lecture. (Pass/No Pass only.)
  
2. ADJ-C21A - Corrections Training Officer Update 1 unit  
Prerequisite: Limitations on enrollment: Must be currently employed by a law enforcement agency and have POST or STC certification.  
This course is STC certified and is designed to enhance the Corrections Training Officers' professionalism and ability to train newly hired correctional deputies. May be taken a total of two times. 23 hours lecture and 1 hour laboratory. (Pass/No Pass only.)
  
3. FIT-M20 – Developing a Personal Philosophy of Leadership  
Prerequisite: None.  
This course will introduce the California Public Safety Leadership Certificate Program, providing the participant with a deepened understanding of self as it relates to leadership

philosophies, knowledge, skills, and abilities. Each participant will explore his or her own core values and begin to develop a personal philosophy of leadership. Through course presentations, dialogue and learning activities the participant will identify his or her leadership roles in the community to include self, family, professional, and social, as well as define the difference between leaders and managers. The participant will complete self-assessments to gain insights into his or her personal leadership style and characteristics and participate in video and written case studies to further explore his or her understanding of leadership. 24 hours lecture and 16 hours laboratory.

4. FIT-M21 – Leading Others

Prerequisite: None.

This course provides students with the knowledge, skills, and abilities to effectively lead others. The participant will explore various roles of leadership as they relate to being a team builder, delegator, conflict manager, coach, or mentor, as well as interpersonal leader-follower relationships. Students will gain an understanding of the communication process, empowering others, conflict resolution methods, leading in a diverse environment and facilitating change. Case studies, video analysis, and other interactive learning processes will be used to explore the dynamic relationship of leaders and followers. 32 hours lecture and 8 hours laboratory.

5. FIT-M22 – Organizational Leadership

Prerequisite: None.

This course provides students with an opportunity to explore the leadership process within organizational settings. The leader-follower relationship is discussed, as well as the influence of organizational culture on leadership effectiveness. Students will gain an understanding of the components and processes of a learning organization and gain insights into the concept of defensive reasoning within organizations. Case studies, video analysis, selected readings, and group activities will be used to help students further understand theories and principles of organizational leadership. 20 hours lecture and 20 hours laboratory.

6. FIT-M23 – Ethics and the Challenge of Leadership

Prerequisite: None.

In this course students will explore theories and practices of ethical leadership including the use of ethical decision-making models. Students will use a variety of learning modalities including case studies, video analysis, and critical thinking scenarios to explore ethical dilemmas. Presentation and class dialogue will define challenges facing a leader in today's diverse and dynamic organizations. Personal action plans including practical opportunities for leadership will be reviewed. Students will develop strategies for leading in the challenging public safety environment. 24 hours lecture and 16 hours laboratory.

### Course Revision Proposals

1. ADM-1 – Introduction to Graphics Technology – title and hours changes  
From: Introduction to Graphics Technology  
36 hours lecture and 54 hours laboratory.  
  
To: Introduction to Applied Digital Media  
27 hours lecture and 81 hours laboratory.
2. ADM-30 – Contemporary Topics in Graphics Technology – title change  
From: Contemporary Topics in Graphics Technology  
To: Contemporary Topics in Applied Digital Media
3. ADM-63 – Adobe InDesign for Professional Publishing – title and hours changes  
From: Adobe InDesign for Professional Publishing  
36 hours lecture and 54 hours laboratory.  
  
To: Adobe InDesign  
27 hours lecture and 81 hours laboratory.
4. ADM-67 – WEB Animation with Flash – hours change  
From: 36 hours lecture and 54 hours laboratory.  
To: 27 hours lecture and 81 hours laboratory.
5. ADM-68 – 3D Animation with Maya – hours change  
From: 36 hours lecture and 54 hours laboratory.  
To: 27 hours lecture and 81 hours laboratory.
6. ADM-69 – Motion Graphics and Compositing with After Effects – hours change  
From: 36 hours lecture and 54 hours laboratory.  
To: 27 hours lecture and 81 hours laboratory.
7. ADM-70 – Project Design and Production – hours change  
From: 36 hours lecture and 54 hours laboratory.  
To: 27 hours lecture and 81 hours laboratory.
8. ADM-71 – Adobe Photoshop for Publishing – title and hours changes  
From: Adobe Photoshop for Publishing  
36 hours lecture and 54 hours laboratory.  
  
To: Adobe Photoshop  
27 hours lecture and 81 hours laboratory.
9. ADM-72 – Advanced Photoshop for Publishing – title and hours changes

From: Advanced Photoshop for Publishing  
36 hours lecture and 54 hours laboratory.

To: Advanced Photoshop  
27 hours lecture and 81 hours laboratory.

10. ADM-73 – Developing and Authoring Multimedia CDs and DVDs – hours change

From: 36 hours lecture and 54 hours laboratory.

To: 27 hours lecture and 81 hours laboratory.

11. ADM-74 – Dreamweaver for Graphic Designers – hours change

From: 36 hours lecture and 54 hours laboratory.

To: 27 hours lecture and 81 hours laboratory.

12. ADM-76 – QuarkXPress for Publishing – title and hours changes

From: Quark XPress for Publishing

To: 36 hours lecture and 54 hours laboratory.

To: QuarkXpress

27 hours lecture and 81 hours of laboratory.

13. ADM-77A – Adobe Illustrator for Publishing – title and hours changes

From: Adobe Illustrator for Publishing

36 hours lecture and 54 hours laboratory.

To: Adobe Illustrator

27 hours lecture and 81 hours laboratory.

14. ADM-77B – Advanced Adobe Illustrator for Publishing – title and hours changes

From: Advanced Adobe Illustrator for Publishing

36 hours lecture and 54 hours laboratory.

To: Advanced Adobe Illustrator

27 hours lecture and 81 hours laboratory.

15. ADM-78A – Multimedia Construction with Macromedia Director – hours change

From: 36 hours lecture and 54 hours laboratory.

To: 27 hours lecture and 81 hours laboratory.

16. ADM-78B – Multimedia Construction using Lingo – hours change

From: 36 hours lecture and 54 hours laboratory.

To: 27 hours lecture and 81 hours laboratory.

17. ADM-78C – Multimedia Construction using Adobe Premiere – hours change

From: 36 hours lecture and 54 hours laboratory.  
To: 27 hours lecture and 81 hours laboratory.

18. ADM-79 – Multimedia Production using Painter – hours change  
From: 36 hours lecture and 54 hours laboratory.  
To: 27 hours lecture and 81 hours laboratory.
19. ADM-80 – Introductory Digital Darkroom – hours change  
From: 36 hours lecture and 54 hours laboratory.  
To: 27 hours lecture and 81 hours laboratory.
20. ADM-81 – Advanced Digital Darkroom – hours change  
From: 36 hours lecture and 54 hours laboratory.  
To: 27 hours lecture and 81 hours laboratory.
21. ADM-85 – Beginning Offset Presswork – hours change  
From: 36 hours lecture and 54 hours laboratory.  
To: 27 hours lecture and 81 hours laboratory.
22. ADM-86 – Advanced Offset Presswork and Bindery – hours change  
From: 36 hours lecture and 54 hours laboratory.  
To: 27 hours lecture and 81 hours laboratory.
23. ADM-88 – 3D Creature Creations with Maya – hours change  
From: 36 hours lecture and 54 hours laboratory.  
To: 27 hours lecture and 81 hours laboratory.
24. ADM-200 – Graphics Technology Work Experience – title change  
From: Graphics Technology Work Experience  
To: Applied Digital Media and Printing Work Experience
25. CIS-38A - Sim Gaming /3D Modeling – repeatability change  
From: No repeats.  
To: May be taken a total of two times.
26. CIS-38B – Sim Gaming/3D Animation – repeatability change  
From: No repeats.  
To: May be taken a total of two times.
27. CIS-38C - Sim Gaming/3D Dynamics/Rendering – repeatability change  
From: No repeats.  
To: May be taken a total of two times.
28. FIT-R10 – Rapid Intervention Crews and Tactics – hours change

From: 4 hours lecture and 16 hours laboratory.  
To: 4 hours lecture and 12 hours laboratory.

29. THE-37 – Musical Theater Techniques – prerequisite change

From: Prerequisite: THE-32.

Advisory: MUS-38 or MUS-39.

Limitation on enrollment: Audition on or before the first class meeting.

To: Prerequisite: None.

Advisory: None.

Limitation on enrollment: Audition on or before the first class meeting.

30. THE-52 – Musical Theater Touring Ensemble – prerequisite change

From: Prerequisite: None.

Advisory: MUS-38 or MUS-39

Limitation on enrollment: Audition on or before the first class meeting.

To: Prerequisite: None.

Limitation on enrollment: Audition on or before the first class meeting.

New Certificate Patterns

1. State-approved degree/certificate –  
Computer Information Systems, Simulation and Gaming: Game Art – see Attachment A

Revised Certificate Patterns

1. State-approved degree/certificate – Applied Digital Media and Printing – see Attachment B.
2. State-approved degree/certificate – Film, Television and Video Television Production Specialist – see Attachment C.

Information Items

1. Discipline Name Change  
From: Graphics Technology  
To: Applied Digital Media and Printing  
The Graphics Technology discipline and the Occupational Advisory committee are in favor of the name change. Industry sources have advised the discipline to encompass the digital realm in its title to more accurately represent what is being taught, as well as the skills needed in the industry.
2. Discipline Name Change  
From: Telecommunications  
To: Film, Television and Video



The Telecommunications discipline and the Occupational Advisory committee are in favor of the name change. It more accurately represents what is being taught in the courses and the skills needed in the industry.

## ATTACHMENT A

### COMPUTER INFORMATION SYSTEMS

#### Simulation and Gaming: Game Art

#### Certificate Program

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

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

#### Associate in Science Degree

The Associate in Science Degree in Simulation and Gaming: Game Art will be awarded upon completion of the requirements for the certificate, plus completion of the graduation requirements as described in the catalog, as well as electives totaling 60 units of college work as required for the Associate Degree.

## ATTACHMENT B

APPLIED DIGITAL MEDIA AND PRINTING

Applied Digital Media and Printing

Certificate Program

Required Courses (34 units)		Units
ADM-1	Introduction to Applied Digital Media	3
ADM-30	Contemporary Topics in Applied Digital Media	1
ADM-55	Management and Estimating in the Graphics/Design Industry	3
ADM-58	Paper and Inks for Multi-purposed Design	1
ADM-63	Adobe InDesign	3
or		
ADM-76	QuarkXPress	3
ADM-70	Project Design and Production	3
ADM-71	Adobe Photoshop	3
ADM-80	Introductory Digital Darkroom	3
ADM-85	Beginning Offset Presswork	3
Electives	(Choose from list below)	11

Electives (11 units)

ADM-63	Adobe InDesign	3
ADM-64	Ethics and Legalities of Digital Manipulation	1
ADM-65	Cross Platform File Management	1
ADM-67	WEB Animation with Flash	3
ADM-68	3D Animation with Maya	3
ADM-69	Motion Graphics and Compositing with After Effects	3
ADM-72	Advanced Photoshop	3
ADM-73	Developing and Authoring Multimedia CD's and DVD's	3
ADM-74	Dreamweaver for Graphic Designers	3
ADM-76	QuarkXPress	3
ADM-77A	Adobe Illustrator	3
ADM-77B	Advanced Adobe Illustrator	3
ADM-78A	Multimedia Construction with Macromedia Director	3
ADM-78B	Multimedia Construction using Lingo	3
ADM-79	Multimedia Production using Painter	3
ADM-81	Advanced Digital Darkroom	3
ADM-86	Advanced Offset Presswork and Bindery	3
ADM-88	3D Creature Creations with Maya	3
ADM-89	Multimedia Graphics Portfolio	4
ADM-200	Applied Digital Media and Printing Work Experience	1-2-3-4
ART-36	Computer Art	3
ENG-17	Literary Magazine Production	2
FTV-64	Digital Editing Principles and Techniques	3
PHO-20	Introduction to Digital Still Photography	3

Associate in Science Degree

The Associate in Science Degree in Applied Digital Media and Printing will be awarded upon completion of the requirements for the certificate, plus completion of the graduation requirements as described in the catalog, as well as electives totaling 60 units of college work as required for the Associate Degree.

FILM, TELEVISION AND VIDEO  
 Film, Television and Video Production Specialist  
 Certificate Program

Major Core Requirements:

<u>Required Courses (28 units)</u>		<u>Units</u>
FTV-41	Introduction to Telecommunications	3
FTV-42	Writing for Broadcast Television and Radio	3
FTV-43	Television Studio and Equipment	3
FTV-44	Introduction to Television Production	3.5
JOU/FTV-45	Television News Production	3.5
and Choose 3 units		3
FTV-38	Telecommunications Production Project	3
FTV-53	Telecommunications Laboratory	3

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

FILM PRODUCTION EMPHASIS

(Total of 9 units)

Core requirements		19
FTV 12	History of Film	3
FTV-48	Short Film Production	3
FTV-51	Telecommunications Laboratory	1
FTV-52	Telecommunications Laboratory	2
FTV-64	Digital Editing Principles and Techniques	3
FTV-65	The Director's Art in Filmmaking	3
FTV-66	Advanced Digital Editing	3
FTV-68	Story Development Process in the Entertainment Industry	3
FTV-69	Script Supervising for Television and Film	3
FTV-70	Scriptwriting Software using Final Draft	1
FTV-200	Telecommunications Work Experience	1-2-3-4
ADM-68	3D Animation with Maya	3
ADM-69	Motion Graphics and Compositing with After Effects	3
ADM-71	Adobe Photoshop	3
ENG-38	Introduction to Screenwriting	3
PHO-8	Introduction to Photography	3
THE-5	Theatre Practicum	3

TELEVISION PRODUCTION EMPHASIS

(Total of 9 units)

Core requirements		19
FTV-51	Telecommunications Laboratory	1
FTV-52	Telecommunications Laboratory	2
FTV-64	Digital Editing Principles and Techniques	3
FTV-66	Advanced Digital Editing	3
FTV-67	Introduction to Video Production	2
FTV-69	Script Supervising for Television and Film	3
FTV-70	Scriptwriting Software using Final Draft	1
FTV-200	Telecommunications Work Experience	1-2-3-4
ADM-68	3D Animation with Maya	3
ADM-69	Motion Graphics and Compositing with After Effects	3
ADM-71	Adobe Photoshop	3
JOU-1	Introduction to Journalism	3
JOU-7	Mass Communications	3
PHO-8	Introduction to Photography	3
THE-5	Theatre Practicum	3

#### SOUND ENGINEERING EMPHASIS

(Total of 9 units)

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Core requirements		19
FTV/MUS-11	Sound Recording and Reinforcement Techniques	3
FTV-51	Telecommunications Laboratory	1
FTV-52	Telecommunications Laboratory	2
FTV-63	Multimedia Sound Design Techniques	3
FTV-64	Digital Editing Principles and Techniques	3
FTV-65	The Director's Art in Filmmaking	3
FTV-66	Advanced Digital Editing	3
FTV-71	Sound Engineering for Audio in Media	3
FTV-200	Telecommunications Work Experience	1-2-3-4
MUS-8A	Introduction to MIDI and Digital Audio	3

#### DIGITAL MEDIA/MOTION GRAPHICS EMPHASIS

(Total of 9 units)

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Core requirements		19
FTV-51	Telecommunications Laboratory	1
FTV-52	Telecommunications Laboratory	2
FTV-60	Overview of Digital Media	3
FTV-64	Digital Editing Principles and Techniques	3
FTV-66	Advanced Digital Editing	3
FTV-200	Telecommunications Work Experience	1-2-3-4
ADM-68	3D Animation with Maya	3
ADM-69	Motion Graphics and Compositing with After Effects	3
ADM-71	Adobe Photoshop	3
ADM-78A	Multimedia Construction with Macromedia Director	3

ADM-78B	Multimedia Construction with Lingo	3
ART-22	Basic Design	3
ART-23	Design and Color	3
ART-36	Computer Art	3
PHO-8	Introduction to Photography	3

#### Associate in Science Degree

The Associate in Arts Degree in Film, Television and Video Production Specialist will be awarded upon completion of the requirements for the certificate, plus completion of the graduation requirements as described in the catalog, as well as electives totaling 60 units of college work as required for the Associate Degree.

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
TEACHING AND LEARNING

Report No.: VI-A-2

Date: March 18, 2008

Subject: Accountability Reporting for Community Colleges

Background: Presented for the Board's review and consideration is the Accountability Reporting for Community Colleges report issued by the California Community College's Chancellor's Office in March 2008. The report's objectives are intended to make policymakers, local college officials, and elected boards aware of overall system and specific colleges' level of performance in seven specific areas of effort and to inform the public about overall performance of the system.

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

Information Only.

James L. Buysse  
Interim Chancellor

Prepared by: Kristina Kauffman  
Associate Vice Chancellor, Institutional Effectiveness  
David Torres  
District Dean, Institutional Research



## Accountability Reporting for the Community Colleges, 2008: Executive Summary

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

A team of statewide college researchers, a panel of nationally recognized researchers on college performance, a statewide technical advisory workgroup, and staff at the Chancellor's Office created the ARCC. This is the second annual ARCC report and the present report will be widely available to state government policymakers and the public at large in mid-March 2008.

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

student progress and achievement (in the areas of)

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

and pre-collegiate improvement (in the areas of)

- basic skills
- English as a Second Language.

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

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

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

College Level Indicators for Riverside Community College: In Student Progress and Achievement, for the first indicator Degree/Certificate/Transfer, data was provided that showed changes in the percentage of first-time students who showed "intent to complete"<sup>1</sup> and who achieved any of the following outcomes within six years: transfer to a four-year college, or earned an AA/AS, or earned a certificate of at least 18 units, or achieved "Transfer Directed"<sup>2</sup> status or achieved "Transfer Prepared"<sup>3</sup> status. On this measure, RCC remained relatively stable with the three cohorts' rates being 46.1%, 48.9% and 46.0%, for the cohorts starting in 1999, 2000 and 2001, respectively. (In this report, the term "relatively stable" is used when the differences between the highest and lowest measures were less than three percentage points.)

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

<sup>2</sup> "Transfer Directed" means a student successfully completed at least one transfer-level Math and English course.

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

For the second indicator, Percent of Students Who Earned at Least 30 Units, the percentage of first-time RCC students who showed intent to complete and who earned at least 30 units while in the California Community College system increased from 67.5% to 69.9%. On the third indicator, Persistence Rate, RCC remained relatively stable in the percentage of first-time students with a minimum of six units earned in a fall term and who returned and enrolled in the subsequent fall term anywhere in the California Community College System. These rates were 65.3%, 66.2% and 65.8% , for the fall 2002, 2003 and 2004 cohorts, respectively. RCC's Annual Successful Course Completion Rate for Credit Vocational Courses, the report's fourth indicator, remained stable at 75% for the academic years 2004-05 and 2005-06 and then rose to 78% in the 2006-07 academic year.

In Pre-Collegiate Improvement (Basic Skills and ESL), RCC had mixed results.

On the measure of Annual Successful Course Completion Rate for Credit Basic Skills Courses, RCC remained relatively stable at 61.3%, 60.2% and 62.0% for academic years 2004-05, 2005-06 and 2006-07, respectively.

The Improvement Rates for Credit Basic Skills Courses, is a measure comprising two different rates: ESL Improvement Rate and Basic Skills Improvement Rate. Each of these indicators measure the proportion of students successfully taking a higher level ESL or Basic Skills course within during a subsequent three year period.

The ESL Improvement Rates for the cohorts starting in 2002, 2003 and 2004 were 49.9%, 49.1% and 45.3%, respectively. The RCC 2004 cohort rate was higher than the statewide rate of 44.7%, and was less than four percentage points lower than the peer group average. The Basic Skills Improvement Rate remained relatively stable at 55.2%, 57.3% and 56.0% for the cohorts starting in 2002, 2003 and 2004, respectively. (The present ARCC report also lists the Enhanced Noncredit Progress and Achievement Rate, but since RCCD does not offer any of these type of courses, that table is left blank in the report.)

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

The last section of each college-specific report is dedicated to reporting college performance relative to their ranking within their peer grouping. The peer grouping is performed by the Chancellor's Office and represents their attempt to "level the playing field". For every college-level indicator, there are external factors beyond the control of the college that affect its performance on that indicator. Colleges were grouped as "peers" based on the statistical magnitude that these external factors had on each college-level indicator. (For example, research literature indicates that transfer rates are affected by level of academic preparedness of student body, distance to nearest UC/CSU, income levels of service areas, and percentage of older students served, among other external factors. Peer colleges would have similar levels on all these factors and would be classified together.) Since the peer grouping is done statistically, these groupings do not necessarily reflect any traditional, intuitive grouping method, like size of college or geographical proximity. Also, since each college-level indicator is affected by different external factors, each college is assigned to different peer groups for each indicator. The intent of the peer groupings is to provide a more comparable context for understanding one's own college performance and should be carefully interpreted. The peer grouping has been the subject of considerable discussion, and arguably it has the potential to be the most misunderstood and misreported aspect of the report.

For each of the seven indicators, RCC is within five percentage points of their peer groups averages.

Next Steps: A draft of this year's report was made available to colleges in January 2008, and each college was required to submit a 500-word self-assessment in response to the findings by mid-February 2008. Each self-assessment was to provide further context for interpreting their institution's statistics, and to emphasize local factors that may help to explain outcomes but are not in the ARCC data. The final version of this report will be made available from the Chancellor's Office, in mid-March 2008.

**Riverside Community College**

Riverside Community College District

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

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

	1999-2000 to 2004-2005	2000-2001 to 2005-2006	2001-2002 to 2006-2007
<b>Student Progress and Achievement Rate</b>	46.1%	48.9%	46.0%

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

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

	1999-2000 to 2004-2005	2000-2001 to 2005-2006	2001-2002 to 2006-2007
<b>Percent of Students Who Earned at Least 30 Units</b>	67.5%	69.6%	69.9%

**Table 1.2:**  
Persistence Rate

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

	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006
<b>Persistence Rate</b>	65.3%	66.2%	65.8%



**Riverside Community College**

Riverside Community College District

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

See explanation in Appendix B.

	2004-2005	2005-2006	2006-2007
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	75.8%	75.6%	78.3%

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

See explanation in Appendix B.

	2004-2005	2005-2006	2006-2007
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	61.3%	60.2%	62.0%

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

See explanation in Appendix B.

	2002-2003 to 2004-2005	2003-2004 to 2005-2006	2004-2005 to 2006-2007
<b>ESL Improvement Rate</b>	49.9%	49.1%	45.3%
<b>Basic Skills Improvement Rate</b>	55.2%	57.3%	56.0%

**Table 1.6:**  
Enhanced Noncredit  
Progress and Achievement Rate

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
<b>Enhanced Noncredit Progress and Achievement Rate</b>	. %	. %	. %



**Riverside Community College**

Riverside Community College District

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

	2004-2005	2005-2006	2006-2007
<b>Annual Unduplicated Headcount</b>	48,076	47,424	49,244
<b>Full-Time Equivalent Students (FTES)*</b>	24,666	26,323	23,967

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

\*FTES data for 2004-2005, 2005-2006, and 2006-2007 are based on the FTES recalculation.

**Table 1.8:**  
Age of Students at Enrollment

	2004-2005	2005-2006	2006-2007
<b>Under 18</b>	3.1%	3.2%	3.9 %
<b>18 - 24</b>	55.1%	55.9%	54.3 %
<b>25 - 49</b>	35.5%	34.8%	35.2 %
<b>Over 49</b>	6.1%	6.0%	6.6 %
<b>Unknown</b>	0.1%	0.1%	0.0 %

Source: Chancellor's Office, Management Information System

**Table 1.9:**  
Gender of Students

	2004-2005	2005-2006	2006-2007
<b>Female</b>	55.6%	55.6%	54.7%
<b>Male</b>	44.0%	43.9%	44.8%
<b>Unknown</b>	0.4%	0.5%	0.6%

Source: Chancellor's Office, Management Information System



**Riverside Community College**

Riverside Community College District

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

	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>
<b>Asian</b>	5.8%	5.8%	5.6%
<b>Black/African American</b>	11.4%	11.4%	11.1%
<b>Filipino</b>	3.0%	3.1%	3.0%
<b>Hispanic</b>	32.7%	34.0%	35.3%
<b>Native American</b>	0.8%	0.8%	0.8%
<b>Other Non-White</b>	2.2%	2.3%	2.0%
<b>Pacific Islander</b>	0.6%	0.6%	0.6%
<b>White</b>	38.9%	36.9%	36.1%
<b>Unknown/Decline to State</b>	4.6%	5.1%	5.4%

Source: Chancellor's Office, Management Information System





**Riverside Community College**

Riverside Community College District

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

	<b>Indicator</b>	<b>College's Rate</b>	<b>Peer Group Average</b>	<b>Peer Group Low</b>	<b>Peer Group High</b>	<b>Peer Group</b>
A	Student Progress and Achievement Rate	46.0	46.1	39.4	58.0	<i>A6</i>
B	Percent of Students Who Earned at Least 30 Units	69.9	74.0	67.6	79.8	<i>B6</i>
C	Persistence Rate	65.8	70.6	62.3	77.0	<i>C4</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	78.3	74.9	66.4	85.5	<i>D2</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	62.0	58.3	43.2	76.4	<i>E2</i>
F	Improvement Rate for Credit Basic Skills Courses	56.0	53.4	47.7	60.2	<i>F5</i>
G	Improvement Rate for Credit ESL Courses	45.3	49.0	14.7	74.0	<i>G4</i>

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



## RCCD ARCC 2008 Report: College Level Indicators Self-Assessment

Riverside Community College District has been committed to serving the educational needs of its community for more than 90 years. RCCD's students take classes at three primary locations; Riverside City College, Moreno Valley and Norco campuses. The off campus sites are located at Ben Clark Training Center, Rubidoux Annex and March Education Center. In January 2008, the Norco and Moreno Valley campuses were elevated to candidacy for accreditation by the ACCJC.

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

The District's service area, which spans over 440 square miles, includes socially, economically and ethnically diverse urban and rural communities. A recent environmental scan estimates that the population of the RCCD service area will grow from 1,040,099 in 2005 to 1,373,919 in 2020, an increase of 32%. However, the college-going rate for RCCD's feeder high schools continues to be a challenge, as recent high school students are increasingly under-prepared for college.

Enrollment rose from 21,003 in fall 1996 to 34,494 in fall 2007, an increase of 64%. RCCD typically grants over 2,000 AA/AS degrees and 1,500 certificates yearly. For 2006-07, RCCD transferred 345 students to the University of California and over 1,000 students to the California State University.

Percent of Students Earning at Least 30 Units increased from 67.5% to 69.9%, showing clear improvement on this measure. On five other measures, RCCD remained relatively stable (the differences between the highest and lowest measures were less than three percentage points): Student Achievement and Progress Rate, Persistence Rate, Annual Successful Course Completion Rate for Credit Vocational Education Courses, Annual Successful Course Completion Rate for Credit Basic Skills Courses, and Improvement Rates for Credit Basic Skills Courses.

Improvement Rates for ESL Courses is the sole indicator that RCCD decreased during the previous three cohorts. The rate went from 49.9% to 45.3%, less than four percentage points lower than the peer group average of 49.0%.

This year the Successful Basic Skills Course Completion Rate and Improvement Rate remained relatively stable. Students are successful in both individual basic skills classes, and through the basic skills sequence. Special efforts are underway to enhance Basic Skills Education including a diagnostic-prescriptive modular approach which allows students to build requisite skills by completing a single module rather than an entire course.

RCCD's accountability indicators demonstrate good levels of performance when compared to the peer groups (RCCD was within five percentage points of all peer group averages). Strategic Initiatives for 2005-2010 are aimed at improving student persistence, increasing the number of awards, and building transfer readiness.

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
TEACHING AND LEARNING

Report No.: VI-A-3

Date: March 18, 2008

Subject: Athletic and Physical Education Programs at Riverside Community  
College District

Background: Presented for the Board's review and consideration is a brief report by the Interim Vice Chancellor of Student Services, Debbie DiThomas. Riverside Community College District's educational philosophy is based on the premise that physical well being is a prerequisite for academic, career, and professional endeavors. Thus, the District offers a wide range of courses and programs in the field of physical education. Further, it maintains and supports a program of intercollegiate athletics in 19 different sports that compete as members of the Mission Conference in Football and the Orange Empire Conference for all other sports. This paper provides additional information about each of these areas and the opportunities they present to our students.

Information Only.

James L. Buysse  
Interim Chancellor

Prepared by: Debbie DiThomas  
Interim Vice Chancellor, Student Services and Operations  
Barry Meier  
District Dean, Physical Education and Athletics

## The Role of Physical Education & Athletics at Riverside Community College District

### Physical Education Program

#### Mission Statement

The Physical Education Discipline and Athletics Department serves the Riverside Community College District's mission by providing the highest standard of instruction and programs possible, including nineteen athletic programs, designed to meet the needs of transfer, pre-professional, career and occupational students. The Physical Education discipline's activities are closely aligned with the district's mission in three areas:

- “The Riverside Community College District is an accessible, comprehensive community college...”

The Physical Education Discipline provides access to Physical Education courses for students on all three campuses by both offering a wide variety of courses offered in a number of different delivery and scheduling options. These options include fully on-line and hybrid distance education formats, early morning, late evening and weekend courses, health and wellness courses, physical activity courses, and state approved certificate patterns. Different scheduling options and delivery formats accommodate the working individual by giving them the opportunity to take courses without interrupting their work schedule. The Physical Education Discipline also offers multiple levels (beginning, intermediate and advanced) of lifetime activity courses designed to match the ability and skills of students and adaptive physical education courses for disabled and physically challenged students.

- “The district provides transfer programs paralleling the first two years of university offerings, pre-professional, career preparations and occupational...”

The Physical Education Discipline offers lower-division, university-level courses such as Introduction to Physical Education, Nutrition and First Aid and CPR. Additionally, the Physical Education Discipline has developed, approved, and implemented the state-approved Exercise, Sport and Wellness Certificate Program.

- “The district works in partnerships with other educational institutions, business, and industry...”

With the development and implementation of the Exercise, Sport and Wellness Certificate Program, the Physical Education Discipline provides an educational and practical foundation for students interested in multiple professions within the community. The Discipline embraces the district's values of student centeredness and teaching excellence and strives to provide effective learning environments for students that exemplify the district's traditions of pride, quality, innovation, and professionalism.

The Discipline's activities are in alignment with the district's goals of student-centered learning, continuous curriculum improvement, developing, implementing, assessing and improving programs for a three-college district, and ensuring programs are relevant and current for the community that we serve. Members of the discipline understand the importance of participating in the governance of the district and as a result serve on the following committees:

- Academic Senate
- Strategic Planning
- Professional Growth & Sabbatical Leave
- Academic Standards
- District Assessment
- Curriculum
- Long Range Educational/Facility Master Plan

### Faculty, Curriculum and Programs

The Physical Education Discipline is committed to expanding and improving the existing curriculum and improving instruction to better meet students' needs. The faculty have diverse backgrounds and are skilled, proficient instructors.

Currently, there are twelve full-time tenure-track faculty. In addition, there are three professional experts; their sole responsibility is coaching. These include the Associate Head Coach - Football, Head Women's Basketball Coach and Head Women's Track and Cross Country Coach. In fall 2007, the discipline also included 61 part-time faculty members.

During fall 2005, 185 Physical Education sections were offered that served a total of 4,302 students. These classes included activity, lecture, and varsity sport classes. The retention and success rates were 89.9% and 82%, respectively. During fall 2006, 184 Physical Education sections were offered and serving a total of 4,276 students. The retention and course success rates were 89.9 % and 81.8%, respectively. Physical Education ranks in the top five of all disciplines for retention and course success at Riverside Community College District. Fall 2007 numbers are not currently available.

The discipline has 63 one unit physical activity courses that are AA degree and transfer credit applicable. These courses are numbered PHP-A03 through PHP-A95 and offer skill development, enhancement and learning in areas such as Weight training, karate, hatha yoga, kickboxing, aerobics, and physical fitness. Many of the activity classes are sequenced for skill improvement in a series of classes starting with beginning, and progressing through intermediate and advanced levels. The discipline also offers 29 lecture and lecture/laboratory courses. These courses are either two or three units.

## Exercise, Sport and Wellness Certificate Program

In fall 2004, the Physical Education Discipline developed, gained state approval, and implemented the Exercise, Sport and Wellness (ESW) Certificate Program. The Certificate provides an educational and practical foundation for students interested in multiple professions in the area of physical education, athletic training, coaching, and the fitness professions. Students pursuing a certificate in Exercise, Sport, and Wellness must choose a specific area of emphasis: Athletic Training, Coaching, or Fitness Professions. The Fitness Professions Emphasis may be completed within two semesters (24 units). It takes only three semesters to complete the Coaching Emphasis (30 units). The Athletic Training Emphasis may be completed within three semesters (29 units).

These emphasis areas are designed to meet the growing need for qualified individuals in the occupational areas of Athletic Training Aide, Physical Therapy Aide, Health and Fitness Club Attendant, High School Coach, Junior High or Middle School Coach, Club Coach, Personal Trainer, Group Fitness Instructor, Yoga Instructor, Water Safety Instructor, Lifeguard, and Weight Training Instructor.

Students who complete this certificate program have workplace readiness skills that leads to employment with school districts, sports medicine clinics, athletic training businesses, fitness clubs and centers, recreational centers, city parks and recreational departments, community sports organizations and the corporate fitness industry. Wages will vary depending on employment setting and level of experience. Currently, there are approximately 50 students pursuing one of the three certificate patterns. In 2005, a full-time faculty member was hired to coordinate the certificate program.

The discipline has also established an ongoing Advisory Committee for the ESW Certificate program. Current Advisory Committee members provide input on current trends and needs of the current and potential employers in the schools districts (part-time coaches), city parks and recreation departments, sport medicine clinics, community sports organizations and clubs, athletic training businesses, fitness clubs, and the corporate fitness industry.

## Self Development Degree Requirement

Riverside Community College District's general education requirements include Physical Education coursework. Although at times the inclusion of Physical Education as a degree requirement has been questioned, RCCD faculty, administration, and Board of Trustees have demonstrated an understanding of the important need for physical activity, fitness, and the wellness of our students by maintaining this requirement. Improving fitness levels, exposure to physical wellness education, and participation in physical activity help students develop a lifelong appreciation for physical well being. Physical Fitness, and Healthful Living courses are desperately needed, today more then ever, at the community college level.

Fitness and nutritional concepts, healthy lifestyle behaviors, and the development of lifetime activity habits are even more important for students today than the students of 15 years ago. As Americans have become more sedentary, the nation is faced with epidemic levels of medical issues related to weight problems and obesity. There have been many changes in our society that have led to fully two-thirds of the adult population in the U.S. being overweight or obese which can lead to other health problems such as heart disease, hypertension, diabetes and increased risk for cancer. Medical professionals and researchers are currently very concerned about the growing epidemic of preventable Type 2 Diabetes (adult onset) in U.S. teenagers. Research suggests that physical activity is reduced dramatically between ages 17-23 and educational interventions in higher education are recognized as playing a preeminent role in reversing the trend toward sedentary lifestyles in our nation. The RCCD's physical activity, physical fitness, and physical wellness courses serve as the backbone for encouraging behavior modification and adherence to a life-long healthy lifestyle.

### Collaboration with Other Units

The discipline is very involved in collaborative projects with other units at RCCD. For example, discipline members have worked with Facilities and Planning in developing the design of the Physical Education Complex (Riverside Campus). Phase 1 of the project (construction of the new Track and Football Field) was completed in June, 2005. On the Norco Campus, physical education faculty were instrumental in the development of the campus' new Fitness Center which is the site of nine classes which were previously held off campus. The Physical Education discipline anxiously awaits future projects on all three campuses.

In Fall 2004, the Physical Education Discipline in conjunction with the director of Diversity and Human Resources, started the Health and Wellness Program for Classified and Confidential employees. This program enables faculty and staff to extend their lunch hour up to 30 minutes, three days a week to attend physical education classes or other physical wellness activities. The discipline has worked with Institutional Research to develop student surveys that identify students' needs and concerns in regard to course offerings and facilities. The surveys have been used to inform the scheduling of classes, new course offerings and facility/equipment improvements.

The discipline currently works with Community Education to schedule classes and summer camp programs. Members of the discipline also consult with Disabled Student Services to ensure the needs of students with special needs are met through the adaptive physical education courses.

The discipline collaborates with the Early Childhood Studies Department regarding the PHP 6 - PE for Preschool and Elementary Teachers course and with the financial aid, counseling and tutoring departments relative to student athletes. The Ben Clark Training Center has used the Riverside City's Fitness center for many of their training classes. Finally, the discipline works extensively with the marching band and dance discipline regarding shared facility use. The result of these discussions has led to new course offerings, better student accommodations, and the improvement of collaborative efforts with other disciplines.



In addition to ongoing work with other units within RCCD, the Physical Education discipline collaborates with other educational institutions, businesses and the community. The discipline has successfully partnered with local bowling alleys, fitness clubs, and golf courses to provide the best possible learning environment and opportunities for students. The Department Chair at the Riverside City Campus is a member of the Physical Education advisory committee at Cal State San Bernardino. Additionally, the discipline is very involved with local service clubs such as the Kiwanis, Rotary, and Exchange clubs.

The Physical Education Discipline is committed to expanding and improving the existing curriculum and improving instruction to better meet students' needs. The Discipline's vision is to continue to provide a wide variety of classes that are responsive to both student and community needs. These classes provide opportunities for the general student body to receive current knowledge about physical fitness, healthful living practices, leisure time pursuits, and stress management techniques. In addition, students develop motor skills and healthy lifestyles, and participate in activities that can be enjoyed throughout their lives.

The biggest challenge in the future is to improve the learning environment for our students. Additional facilities to offer more class sections with larger capacities for our lecture and activity classes, train current faculty in new technology use, and hire qualified full-time faculty are vital to the Physical Education Discipline. A quality physical education program is central to the Mission of the Riverside Community College District. Enhancing health knowledge and personal fitness levels are every bit as important as improving the intellectual vitality of community members and are essential to a high quality of life.

## Athletics Program

Riverside Community College District's Athletic Department fields teams that meet the diverse needs and interests of the student body and community and provides student-athletes the best possible opportunity to transfer to a four-year college. The District's Athletic program consists of 19 varsity sports, including 10 men's and 9 women's teams. The goals of the athletic program are to provide a quality intercollegiate athletic program that a) meets the needs of a diverse student population, b) encourages academic success, and c) assists student-athletes in meeting their occupational and/or transfer goals.

RCCD promotes excellence in athletics by maintaining high expectations and standards for student academic achievement and integrity through the commitment to promote respect for rules and adherence to a strict code of conduct. Student athletes are encouraged by the coaching staff and administration to maintain a balance between athletics, academics, and the social aspects of college. It is firmly believed that athletic participation gives an added dimension to the student's overall college experience and provides an opportunity for social, moral, emotional, and cultural development. RCCD supports the concepts of Title IX and, at all times, provides equal opportunity for participation in athletics.

Founded in 1916, Riverside Junior College held its first athletic contest, men's and women's tennis, that very year. In that same year, the college won both the men's and women's tennis championships. Men's and Women's Basketball began in 1920. By 1922, the college was fielding teams in all major sports such as football, basketball, track and field, and baseball. In 1925, all four of the major men's sports (football, basketball, baseball and track) won championships. The tradition-rich athletic program continues to prosper with RCCD widely known for having one of the best and most comprehensive athletic programs in the state. Today, there are 19 athletic teams, plus a Cheer and Dance Squad and a full complement of student athletic trainers. The program serves close to 500 student athletes. The district is part of the Orange Empire Conference which is one of the strongest and toughest conferences in the state of California. From its first venture into athletics to today, RCC has won numerous conference championships. Most state championships started in the 1950's for the men and the late 1970's for the women. As of today, we have won 20 State Championships and one National Championship. The most recent state championship win was the women's water polo team who are the 2007 State Water Polo Champions. Many of the program's student-athletes have transferred to and compete at the university level. In 2006-2007, 92 student-athletes transferred to 4-year colleges to continue their educational and athletic careers. In addition, RCC student-athletes have competed at the Olympics, such as Luann Ryon, a Gold Medalist in Archery, Nourddine Morceli, a Gold Medalist in Track and Field, and Julius Kairuki a Silver Medalist in Track and Field. Numerous RCC alumni have made the transition to the professional level in football, basketball and baseball. Bobby Keilty, a baseball player for the Boston Red Sox, who hit the game winning home run in Game 4 of the 2007 World Series; Derrick Rogers who received All Pro honors while playing for the Miami Dolphins and New Orleans Saints in the NFL; and Bob Rule who was an NBA All Star while competing with the Seattle SuperSonics are examples of RCC alumni who were successful as professional athletes.

As with most organizations, the success of an athletic program depends on the caliber of the person ultimately responsible for the team – the head coach. The hard working, dedicated coaches and support staff are the heart and soul of the RCCD Athletic Program. These coaches do much more than merely “coach” a few hours a day—they are recruiters and ambassadors for RCCD’s programs and its campuses. They are consistently in the community, visiting area high schools, attending high school athletic events, and community functions. They frequently speak at service clubs, many of which donate scholarships to the district. The coaches dedicate themselves to their student athletes. An athletic team is the best and longest standing learning community within the college. The intercollegiate coaches get to know their student-athletes very well. Whether assisting the student-athlete in the scheduling of classes, financial aid, grade and progress reports, study hall, academic advising, counseling, meeting eligibility requirements, fund raising, or the placement of an athlete at a four year university, the coach is a reliable and caring source of support. Under the guidance of the Athletic Director and Assistant Athletic Director, coaches either make or provide valuable input on the administrative decisions concerning their programs. Within the policies of the district and athletic department, state rules and regulations, and the NCAA regulations, the coaches operate, organize, and are responsible for their programs. The head coaches also serve as mentors to their assistant coaches. Most are full time Physical Education instructors who educate and challenge students during their physical education courses as well as in their intercollegiate sport. Additionally, they work collaboratively with their colleagues in the governance of the college. They do this through active committee involvement in such areas as Curriculum, Academic Senate, Academic Standards, Strategic Planning, Professional Growth and Sabbatical Leave, District Assessment and Long Range Education/Facilities Master Plan.

The most important ingredient in our athletic program is, of course, the student athlete. In order to be eligible to compete in intercollegiate athletics, the student-athletes are required to adhere to a much higher academic standard than the regular RCCD student. For example, eligibility requirements mandate that student-athletes be continuously and actively enrolled and attending class in a minimum of 12 units during their season of sport. Between seasons, they have to pass 24 units with 18 of those units counting toward the AA degree, remediation, transfer and/or certification as defined by the college catalog, while maintaining a 2.0 GPA. Most of the student athletes also are enrolled in winter and summer sessions. In addition, all student-athletes must have an educational plan on file by the end of their first season of eligibility.

According to Institutional Research, for the 2006 – 2007 academic year, full time student athletes, from 17 – 25 years of age, completed more units than the general student population, 17 – 25 years of age. They also had a higher GPA for those units completed than the general student population.

Full Time 17 – 25 years	Student Athlete	General Student Population
Units	32.8	22.6
GPA	2.5	2.3

One of the primary goals within the athletic department is to facilitate the matriculation and transfer of student athletes. The coaches are instrumental in this process. Coaches provide much of the educational advising and are very involved in planning for their students' transfer to a four year college or university. Transfer and eligibility requirements differ at the various divisions in college athletics (Div. I, II, III, and NAIA), and the coaches work diligently to understand and stay abreast of these regulations. They counsel their student athletes accordingly. The coach often also acts as an "agent" for his/her student athletes by advocating for scholarship offers to 4-year colleges and universities. It is not uncommon for coaches to personally contact colleges on the student athletes' behalf. The past performance of RCCD's athletic department with respect to the number of student-athletes moving on to the university level is outstanding.

The athletic department is in dire need of assistance with the academic advising and planning for our student athletes. Given the stringent eligibility rules at the community college, the NCAA Division I, Division II, Division III and NAIA transfer requirements, the NCAA's 40-60-80 rule (which states that student-athletes must complete 40% of their degree requirements by the end of their second year of competition, 60% by the end of the third year, and 80% by the end of the fourth year), and all of the different individual college's transfer requirements, it is difficult for both coaches and general counselors to maintain currency in order to give student-athletes accurate and timely information. Yet it is our responsibility to give student athletes all of the guidance they need to be successful. We currently have close to 500 full-time student athletes. The head football coach, who started at the college as a counselor, has 20% release time to contribute to the counseling of approximately 120 student athletes in the football program. Two additional full-time generalist counselors are NCAA knowledgeable. These counselors participate in athletic orientation sessions and student athletes are generally referred to them for academic advising. When these specific counselors are not available, student athletes make appointments to see any available counselor for their mandatory student educational plan. Because of all the different transfer and eligibility rules, it is impossible for the coaches to completely advise and counsel the student athletes along with all of their other duties. To give the student-athletes the necessary tools and services to ensure their academic success, a comprehensive athletic counseling and advising program is needed. In fact, most districts the size of RCCD have at least a part-time athletic advisor.

Athletics programs are important to RCCD and the community. Athletics provides one of the largest and most rewarding open doors to higher education. The program's exposure within the community is very visible and wide spread. The athletic program enjoys tremendous community support and interest. The coaches reach out and strive to embrace the community. This effort has resulted in the formation of many partnerships with area organizations and businesses. For example, the district's baseball and softball fields are shared with the City of Riverside. An aquatic complex is being planned in conjunction with the City of Riverside. Examples of other partnerships and relationships include the Victoria Country Club, practice site for the district's golf team practices. Canyon Crest Golf course supports RCC by hosting a fund raiser golf tournament. Riverside Unified School District (RUSD) uses the football and track stadium for major events such as high school graduation. RUSD also cosponsors, along with the athletic department, a middle school basketball tournament that is held on the Riverside City campus. Wells Fargo Bank is a major sponsor that donates to the athletic program and the sports information program. Soboba is a major donor and sponsor of the athletic program.

International Brotherhood of Electrical Workers donated the electronic score board for the football stadium. The Riverside Sports Clinic works with our athletic trainers and student athletic trainers in the treatment and rehabilitation of our student athletes. Although many RCCD student-athlete alumni are competing all over the nation, many others have settled in the community and continue to attend and support athletic events and programs. All of these partnerships have strengthened the bond between the community and RCCD.

Our athletic booster organization, The Tiger Backers, is a prime example of community involvement and support. Founded in 1980, the Tiger Backers are recognized as one of the most supportive and active booster groups in the California Community College system. Over the years, the Tiger Backers have undertaken many major projects to improve RCCD athletic programs. New stadium lighting, new baseball and softball dugouts, a state of the art website, air conditioning in the weight room, new football goal posts, t-shirts and sweats are examples of the projects that have been funded by Tiger Backer fundraisers and other donations. The Tiger Backers also pay a portion of the cost of championship rings for athletic teams that win state championships. Since their inception, the Tiger Backers have contributed nearly two million dollars for the betterment of RCCD athletics.

A major task today is the implementation of athletic programs at Moreno Valley and Norco. Currently, we are a District Athletic Program. When we become three independent colleges, some consideration will be given to offering athletic programs at each college. Preliminary and long range plans for athletic programs on the campuses are being discussed and will need to go through the campuses' and District's strategic planning process. The extent of the programs at each college will depend upon many factors such as:

- District and campus administration and the Board of Trustees interest in and support of the athletic program;
- Staffing – head coach, assistant coaches, trainers, eligibility clerk, equipment manager, field personnel, sports information director and an athletic administrator;
- Facilities – adequate playing facilities, locker rooms, team rooms, coaches offices and training room;
- Funding – Coaching stipends, release time, equipment, transportation, officials, entry fees, conference dues and meals and services for student athletes; and
- Application to a conference and scheduling – must be completed one year prior to competition.

In starting athletic programs, there are philosophical choices to be made collaboratively. Do you start from scratch with a blank slate and build from there? Or do you keep the current programs that are at Moreno Valley and Norco and build at the risk of weakening the current athletic program at Riverside City College? These are just some of the questions that need to be addressed before an athletic program can be started at the newer campuses.

The Athletic programs provide major benefits to the District and the community it serves. In fact, when the District conducted the feasibility study for the major gifts campaign, the consultants reported to the Board that the athletic program was a major asset to the District's fundraising efforts in the community. They attributed this to the fact that many local business people in the

community had attended RCCD and participated in intercollegiate athletics. They also reported this finding is unusual in community colleges. A few additional benefits are: 1) Tremendous community involvement, interest and support; 2) Increased student enrollment due to the student desire to participate in athletics at RCC; and 3) Student athletes have proven to be more successful academically and transferred at a higher rate than the regular student.

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
BOARD OF TRUSTEES  
RESOURCES COMMITTEE MEETING  
March 11, 2008, 8:00 p.m.  
Board Room AD122, Riverside City College

Committee Members: Mark Takano, Committee Chairperson  
Virginia Blumenthal, Vice Chairperson  
Aaron 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)  
Kathleen Sell, CTA Representative (Riverside)  
Karen Skiba, CTA Representative (Norco)  
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. District Modularity Projects – Design Services Agreement/Amendment –  
Higginson + Cartozian Architects, Inc.  
- The Committee to consider an amendment for additional design  
services relative to the District Modular Projects.
2. Quadrangle Modernization Project – Agreement/Amendment to Design  
Services Agreement – The Steinberg Group  
- The Committee to consider an amendment for additional design  
services relative to the Quad Modernization Project.
3. Quadrangle Modernization Project – Construction Management  
Agreement/Amendment – Keith Francis & Co., Inc.  
- The Committee to consider an amendment for additional construction  
management services relative to the Quad Modernization Project.

4. Selection of an External Auditor to Perform Annual Proposition 39 Audit Services
  - The Committee to consider entering into an agreement to provide annual Proposition 39 audit services in connection with the District's Measure C general obligation bond for fiscal years 2007-2008 through 2009-2010.
  
5. Budget Update for FY 2007-08 and FY 2008-09
  - The Committee to hear information regarding the First Principal Apportionment (P1) Report (if available) and other budgetary information impacting the District for fiscal years 2007-08 and 2008-09.
  
6. 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: March 18, 2008

Subject: District Modularity Project – Design Services Agreement/Amendment - Higginson + Cartozian Architects, Inc.

Background: On March 20, 2007, the Board of Trustees approved an agreement with Higginson + Cartozian Architects, Inc. to provide design development, final design, preparation of construction documents and specifications, administering the process to obtain Division of State Architect (DSA) approval, assisting with the bid process and monitoring quality assurance for the District Modular Projects.

Staff is now requesting to amend the agreement to perform additional design services for the reconfigured Riverside City Campus and the Moreno Valley Allied Health Sciences Modular Projects. These services are to include final design, preparation of construction documents and specifications, administering the process to obtain Division of State Architect (DSA) approval, assisting with the bid process, monitoring quality assurance during construction, civil engineering services, electrical engineering services, security design services, and instructional technology and audio visual design services. Fees for additional design services total \$251,000.

Amendment Attached.

To be funded from the Board approved project budget, (Measure C funding – Resource 4160).

Recommended Action: It is recommended that the Board of Trustees approve the Amendment to the Agreement with Higginson + Cartozian Architects, Inc. and authorize the Interim Vice Chancellor, Administration and Finance, to sign the amendment with the provision that the Vice Chancellor, Administration and Finance, may extend the end date of the agreement without additional compensation.

James L. Buysse  
Interim Chancellor

Prepared by: Rick Hernandez  
Director, Capital Planning

Dr. Michael Webster  
Riverside Community College District Planning Consultant  
Facilities Planning, Design and Construction

AMENDMENT TO THE AGREEMENT  
DATED MARCH 21, 2007  
BETWEEN  
HIGGINSON + CARTOZIAN ARCHITECTS, INC. (HCA)  
AND  
RIVERSIDE COMMUNITY COLLEGE DISTRICT  
(District Modularity Project)

This Agreement shall be amended this date, March 19, 2008, as follows:

Scope of Revised Project:

Moreno Valley Allied Health Sciences: The project that was intended to move units from the Riverside campus to the Ben Clark Training Center (BCTC) to provide space of the Emergency Medical Services (EMS) training program has been terminated and a revised project has been programmed to move the units that were intended for BCTC to the Moreno Valley Campus to provide expansion space for Allied Health Sciences.

Riverside City Campus: The project to reconfigure and move units that are to remain on the Riverside City Campus has been revised to provide space to support the programs that are to occupy those units. In brief, these include, but are not limited to, rebuilding the interior of two units to house the District Police Department, rebuilding the interior of one unit to house the International Students Program, rebuilding the interior of one unit to house the Office of Education, moving units to provide lockers rooms for softball and baseball, providing support space for the college band, providing office space for athletics, providing a unit for karate instruction with rubberized flooring, and moving one unit to provide support space for the Early Childhood Services Program. Other elements of the project will be defined during the development of the final design documents.

Date of the Agreement is to be extended to December 1, 2008.

HCA shall provide the following additional scope of work for the revised project:

Inclusive of Architectural, Landscape, Civil Engineering, Electrical Engineering, Security Design, Instructional Technology and Audio Visual Design Services.

Services to Include:

*Planning and Design Phase:*

1. Review the revised program furnished by the District to ascertain the requirement of the project and shall confirm such requirements with governing agencies and District for design concepts and approvals.
2. Assist District in processing of Design Documents through the Division of State Architect (DSA).

*Design Development, and Construction Document Phase:*

1. Implementation of College program requirements.
2. Development and preparation of construction documents, consisting of drawings and details as required for the construction and Division of State Architect approvals.
3. Assist District with Development of Specifications.
4. Make required corrections and coordinate with governmental agencies for approvals and permits if any.
5. Provide onsite assistance and observation as needed to ascertain that construction is in general conformance with the intent of the construction documents. Six (6) observations are included. Other billed hourly as approved by District.
6. Assist the District during project bidding to determine "or-equal" and status of products. Prepare addendum as needed to clarify certain aspects or questions which may arise during bidding.
7. Assist District in filing the required documents for approval of governing agencies having jurisdiction over the project.

Total additional compensation of this amended agreement shall not exceed \$251,000, including expenses. Payments and final payment shall coincide with original agreement dated March 21, 2007.

All other terms and conditions of the original agreement are to remain in full force and effect.

Higginson+Cartozian, Architects, Inc.

Riverside Community College District

---

David Higginson, AIA  
CEO  
1455 Park Avenue  
Redlands, CA 92373

---

Aaron S. Brown  
Interim Vice Chancellor,  
Administration and Finance

Date: \_\_\_\_\_

Date: \_\_\_\_\_

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
RESOURCES COMMITTEE

Report No.: VI-B-2

Date: March 18, 2008

Subject: Quadrangle Modernization Project – Agreement/Amendment to Design Services Agreement – The Steinberg Group

Background: On August 8, 2002, the Board of Trustees approved an Agreement with The Steinberg Group to provide design development, final design and preparation of working drawings and specifications for the Quad Modernization Project.

Staff is now requesting to amend the Agreement with The Steinberg Group to provide additional Design and Engineering services. Fees for the additional services total \$248,500.

Amendment attached.

To be funded from the Board approved project budget (State Construction Act and Measure C funding – Resources 4100 and 4160).

Recommended Action: It is recommended that the Board of Trustees approve the Amendment to the Agreement with The Steinberg Group and authorize the Interim Vice Chancellor, Administration and Finance, to sign the amendment to the agreement with the provision that the Vice Chancellor, Administration and Finance, may extend the end date of the agreement without additional compensation.

James L. Buysse  
Interim Chancellor

Prepared by: Rick Hernandez  
Director, Capital Planning  
Facilities Planning, Design and Construction

Dr. Michael Webster  
Riverside Community College District Planning Consultant  
Facilities Planning, Design and Construction

AMENDMENT TO THE AGREEMENT  
DATED AUGUST 8, 2002  
BETWEEN  
THE STEINBERG GROUP  
AND  
RIVERSIDE COMMUNITY COLLEGE DISTRICT  
(Quadrangle Modernization Project)

This Agreement shall be amended this date, March 19, 2008, as follows:

The term of this agreement shall be extended to June 30, 2008, with the provision that the Vice Chancellor of Administration and Finance or his may extend the agreement termination date with the consent of the Steinberg Group.

Additional compensation of this amended agreement shall not exceed \$248,500, including expenses. Payments and final payment shall coincide with original agreement dated August 8, 2002.

Additional Design and Engineering Services shall be provided as listed in Exhibit I, Exhibit II and Exhibit III – Attached.

The Steinberg Group

Riverside Community College District

\_\_\_\_\_  
David Hart  
Vice President  
523 West 6<sup>th</sup> Street, Suite 245  
Los Angeles, CA 90014

\_\_\_\_\_  
Aaron S. Brown  
Interim Vice Chancellor  
Administration and Finance

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**Exhibit I**

Company: Riverside Community College  
 Address: 3845 Magnolia Avenue  
 Riverside, CA 92501

Project Name/No.: Riverside Community College District - Quad Reconstruction, Project No. 02-030 (C1)  
 Agreement Date: August 8, 2002  
 Phase of Service: Construction Administration

DESCRIPTION OF ADDITIONAL SERVICES	FEE AMOUNT
<p>The Owner requested the Architect and its Consultants to provide the following Additional Services for the above referenced Project.</p> <p>◆ <b>Scope:</b></p> <p>Construction Administration services will be for the period of August 1, 2007 through January 31, 2008 as defined in the Prime Agreement dated August 8, 2002.</p> <p>If the Services for Construction Administration covered by this Additional Services Agreement have not been completed within the dates indicated above, through no fault of the Architect, an extension of the Architects services beyond such time shall be compensated on an hourly basis, as provided in subparagraphs 10.3 and 11.32.2 of the Prime Agreement.</p>	
<b>TOTAL FEE ADJUSTMENT (includes Reimbursable Expenses at 10% of Total Fee):</b>	<b>FIXED FEE \$92,400</b>

## Exhibit II

Company: Riverside Community College  
 Address: 3845 Magnolia Avenue  
 Riverside, CA 92501

Project Name/No.: Riverside Community College District – Quad Reconstruction, Project No. 02-030 (C1)  
 Agreement Date: August 8, 2002  
 Phase of Service: Construction Administration

DESCRIPTION OF ADDITIONAL SERVICES	FEE AMOUNT
<p>The Owner requested the Architect and its Mechanical and Electrical Consultants, Moraes/Pham &amp; Associates and DPB Engineers, Inc., to provide the following Additional Services for the above referenced Project.</p>	
<p>◆ <b>Scope:</b></p>	
<p>◆ New Entry Gates</p>	
<p>    ◇ Scope</p>	
<ul style="list-style-type: none"> <li>• Design new steel entry gates to replace existing gate at V-13 and existing wood doors and frames at A-11 and A-16.</li> <li>• Replace existing wood door and frame at A-14-1.</li> </ul>	
<p>    ◇ Fee Adjustments: \$10,690 + Reimbursable Expenses of \$1,070</p>	<p>FIXED FEE     \$11,760</p>
<p>◆ East Basement Study 1</p>	
<p>    ◇ Scope</p>	
<ul style="list-style-type: none"> <li>• Per the College's request.</li> <li>• Measure existing photography equipment in the Lovekin portables.</li> <li>• Measure existing built-in cabinets for future design.</li> <li>• Review programmatic requests and layout from faculty.</li> <li>• Test furniture layout in existing east basement for photo lab, computer lab and general classroom.</li> <li>• Test additional electrical and IT improvements. Includes soliciting proposals from consultants and submitting an Additional Service Authorization to the District.</li> <li>• Multiple site walks with Contractor for visual assessment.</li> <li>• Identify items to be demolished in existing rooms – included built-in cabinetry and sinks and wall between Room 14 and 15. Demolition diagram for contractor. College requested that wall between Room 14 and 15 be removed.</li> </ul>	
<p>    ◇ Fee Adjustments: \$10,520 + Reimbursable Expenses of \$1,050</p>	<p>FIXED FEE     \$11,570</p>
<p>◆ East Basement Study 2</p>	
<p>    ◇ Scope</p>	
<ul style="list-style-type: none"> <li>• Test office layout assuming the existing wall configurations must remain to determine how many offices can fit.</li> </ul>	
<p>    ◇ Fee Adjustments: \$4,325 + Reimbursable Expenses of \$435</p>	<p>FIXED FEE     \$4,760</p>
<p>◆ East Basement Study 3</p>	
<p>    ◇ Scope</p>	
<ul style="list-style-type: none"> <li>• Test office layouts assuming both partial and full demolition of the existing non-load bearing walls to determine how many offices can fit.</li> </ul>	
<p>    ◇ Fee Adjustments: \$4,200 + Reimbursable Expenses of \$430</p>	<p>FIXED FEE     \$4,630</p>

◆ Terrace Resurfacing			
◇ Scope	<ul style="list-style-type: none"> <li>Demolish and remove existing tile surface.</li> <li>Replace with waterproof system and lightweight concrete deck stained red to match existing concrete color.</li> </ul>		
◇ Fee Adjustments: \$1,250 + Reimbursable Expenses of \$130		FIXED FEE	\$1,380
◆ Room 207/208 Revisions			
◇ Scope	<ul style="list-style-type: none"> <li>Replace wood door and frame at 207-2. Design built-in base cabinetry for faculty lounge including sink and disposal.</li> </ul>		
◇ Fee Adjustments: \$7,890 + Reimbursable Expenses of \$790		FIXED FEE	\$8,680
◆ Room 142 Make-up Room Revisions			
◇ Scope	<ul style="list-style-type: none"> <li>Omit mirrors and lights originally intended for make-up application. Revise built-in cabinetry to include only surface counter, drawers and space for workstations.</li> </ul>		
◇ Fee Adjustments: \$3,240 + Reimbursable Expenses of \$325		FIXED FEE	\$3,565
◆ Mecho Shades			
◇ Scope	<ul style="list-style-type: none"> <li>Advise College on upgrade from horizontal aluminum blinds to Mecho shades in the classrooms. Includes identifying locations in plan and elevation and coordination with Contractor.</li> </ul>		
◇ Fee Adjustments: \$2,500 + Reimbursable Expense of \$250		FIXED FEE	\$2,750
◆ Spandrel/Soffit Revisions			
◇ Scope	<ul style="list-style-type: none"> <li>Revise reflected ceiling plan on first and second floor to include soffits in lieu of spandrel glass at arched windows.</li> </ul>		
◇ Fee Adjustments: \$6,300 + Reimbursable Expense of \$645		FIXED FEE	\$6,945
◆ A/C Unit Basement Replacements			
◇ Scope	<ul style="list-style-type: none"> <li>Replace eight (8) ceiling mounted A/C units in the basement. Includes new power, connecting to existing four-pipe control system, reusing existing condensate lines and addition of pump where required as determined in field.</li> </ul>		
◇ Fee Adjustments			
• Architect: \$7,165 + Reimbursable Expense of \$715		FIXED FEE	\$7,880
• Mechanical: \$5,300		FIXED FEE	\$5,300
• Electrical: \$3,000		FIXED FEE	\$3,000
◆ Electrical Transformer Vault			
◇ Scope	<ul style="list-style-type: none"> <li>Revise the opening to the existing electrical transformer vault to accommodate the installation of two (2) new electrical transformers. Includes enlarging the opening and providing new structural support.</li> </ul>		
◇ Fee Adjustments: \$3,550 + Reimbursable Expense of \$350		FIXED FEE	\$3,900
◆ Floor Revisions Arcade A-11/Hallway H-22			
◇ Scope	<ul style="list-style-type: none"> <li>Level floor in Arcade A-11 adjacent to Classroom 107 to comply with accessibility code.</li> <li>Demolish and replace existing flooring in Hallway H-22 with lightweight concrete stained to match adjacent arcade.</li> </ul>		
◇ Fee Adjustments: \$2,345 + Reimbursable Expense of \$235		FIXED FEE	\$2,580



<ul style="list-style-type: none"> <li>◆ Faculty Terrace Resurfacing               <ul style="list-style-type: none"> <li>◇ Scope                   <ul style="list-style-type: none"> <li>• Demolish existing terrace surface to substrate. Provide new Dexotech surface and new scupper drains as required.</li> <li>• Prepare separate bid package for District including title page, demolition plan, floor plan and details.</li> </ul> </li> <li>◇ Fee Adjustments: \$9,800 + Reimbursable Expense of \$980</li> </ul> </li> </ul>	FIXED FEE     \$10,780
<ul style="list-style-type: none"> <li>◆ ASA 10R (submitted February 13, 2007 - see attached)               <ul style="list-style-type: none"> <li>◇ Scope                   <ul style="list-style-type: none"> <li>• See attached letter dated February 13, 2007.</li> </ul> </li> <li>◇ Fee Adjustments                   <ul style="list-style-type: none"> <li>• Architect: \$8,500 + Reimbursable Expense of \$2,750</li> <li>• Mechanical</li> <li>• Electrical</li> </ul> </li> </ul> </li> </ul>	FIXED FEE     \$11,250 FIXED FEE     \$5,100 FIXED FEE     \$16,960
<b>TOTAL ARCHITECTURAL FEE ADJUSTMENT(S):</b> The Architect shall provide these Additional Services for a fixed fee of \$92,430.	FIXED FEE     \$92,430
<b>TOTAL CONSULTANTS FEE ADJUSTMENT(S):</b> The Mechanical Consultant shall provide these Additional Services for a fixed fee of \$19,960.	FIXED FEE     \$19,960
The Electrical Consultant shall provide these Additional Services for a fixed fee of \$10,200.	FIXED FEE     \$10,400
<b>TOTAL FEE ADJUSTMENT (Plus Reimbursable Expenses at 10% of Total Fee):</b>	<b>FIXED FEE     \$122,790</b>

### Exhibit III

Company: Riverside Community College District, Systems Office  
 Address: 3845 Market Street, 3<sup>rd</sup> Floor  
 Riverside, CA 92506-1299

Project Name/No.: Riverside Community College District - Quad Reconstruction  
 Project No. 02-030 (C1)  
 Agreement Date: August 8, 2002  
 Phase of Service: Construction Administration

DESCRIPTION OF ADDITIONAL SERVICES	FEE AMOUNT	
<p>The Owner requested the Architect and its Mechanical and Electrical Consultants, Moraes/Pham &amp; Associates and DPB Engineers, Inc., to provide the following Additional Services for the above referenced Project.</p> <p>◆ <b>Scope:</b>  <u>MEP Wish List Site Visit</u>            ◇ Visit the site and assess the mechanical and electrical needs for the Quad in order to define a scope of work for Additional Services Authorization No. 7. This fee was not included in the base fee amount for Authorization No. 7 and has been approved by the Construction Manager, Keith Francis.</p> <p><u>Booster Pump</u>            ◇ New booster pump to service Quad building. Contractor will relocate water lines as necessary to ensure proper connection of booster pump to water line.            ◇ Concrete pad for booster pump.            ◇ Enclosure for booster pump.            ◇ New power for booster pump.</p> <p><u>Sump Pump</u>            ◇ Contractor to provide additional sump pumps in room off of Storage Room 21B and at exterior landing adjacent to Room 16. Contractor to identify size of pumps and existing electrical conditions including conduit pathways, panel locations and spare circuits.            ◇ New power to sump pumps as required. Pumps to be hardwired with disconnect as required.</p> <p>◆ <b>Fee Adjustment(s):</b> The Architect shall provide these Additional Services for a fixed fee of \$8,500.</p> <p>The Mechanical Consultant shall provide these Additional Services for a fixed fee of \$16,960.</p> <p>The Electrical Consultant shall provide these Additional Services for a fixed fee of \$5,100.</p>		
	FIXED FEE	\$8,500
	FIXED FEE	\$16,960
	FIXED FEE	\$5,100
<b>TOTAL FEE ADJUSTMENT (Plus Reimbursable Expenses):</b>	<b>FIXED FEE</b>	<b>\$33,310</b>

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
RESOURCES COMMITTEE

Report No.: VI-B-3

Date: March 18, 2008

Subject: Quadrangle Modernization Project – Construction Management  
Agreement/Amendment – Keith Francis & Co., Inc.

Background: On September 13, 2005 the Board approved an Agreement with Keith Francis & Co., Inc. to provide Construction Management Services for the Quadrangle Modernization Project at the Riverside City Campus.

Staff is now requesting to amend the agreement with Keith Francis & Co., Inc to provide additional Construction Management Services for the completion of the Quadrangle Modernization Project. The Scope of Services, are summarized in Exhibit 1 of the attached amendment. Services will extend through the completion of the project for a fixed fee of \$24,700.

Amendment Attached.

To be funded from the Board approved project budget, (State Construction Act and Measure C - Resource 4100 and 4160).

Recommended Action: It is recommended that the Board of Trustees approve the attached Agreement amendment with Keith Francis & Co., Inc. to provide additional Construction Management Services, authorize the Interim Vice Chancellor Administration and Finance to sign the amendment with the provision that the Vice Chancellor Administration and Finance may extend the end date of the agreement without additional compensation.

James L. Buysse  
Interim Chancellor

Prepared by: Dr. Michael Webster  
Riverside Community College District Consultant  
Facilities Planning, Design and Construction

AMENDMENT TO THE AGREEMENT  
DATED SEPTEMBER 14, 2005  
BETWEEN  
KEITH FRANCIS & CO., INC.  
AND  
RIVERSIDE COMMUNITY COLLEGE DISTRICT  
(Quadrangle Modernization Project – Riverside City Campus)

This Agreement shall be amended this date, March, 19, 2008, as follows:

The term of this agreement shall be extended to June 30, 2008, with the provision that the Interim Vice Chancellor of Administration and Finance may extend the agreement termination date with the consent of Keith Francis & Co., Inc.

Additional compensation of this amended agreement shall not exceed \$24,700, including expenses. Payments and final payment shall coincide with original agreement dated September 14, 2005.

Additional Construction Management Services shall be provided as listed in Exhibit I – Attached.

Keith Francis & Co., Inc.

Riverside Community College District

\_\_\_\_\_  
Keith Francis  
President  
2964 Airway Ave.  
Costa Mesa, CA 92626

\_\_\_\_\_  
Aaron S. Brown  
Interim Vice Chancellor  
Administration and Finance

Date \_\_\_\_\_

Date \_\_\_\_\_

## **Exhibit I**

### *Scope of Project*

Consultant to provide additional Construction Management Services for the Quadrangle Modernization Project through the completion of the project.

### *Scope of Services*

Consultant to provide the following services:

- Coordinate and review all project documentation with the intent to minimize costs and constructability issues.
- Act as the District's representative and coordinate the activities of the various consultants, general contractor, governmental and non-government agencies.
- Organize and conduct regularly scheduled construction meetings.
- Administer the requirements of the contract for construction.
- Oversee and manage the general contractor's performance and project schedule.
- Manage the changes in the work and give recommendations to the District.
- Oversee and make recommendations on monthly and final payment applications.
- Oversee quality control.
- Assist the District in all close-out and building commissioning procedures.
- Coordinate Building Commissioning with campus maintenance and operations staff.

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
RESOURCES COMMITTEE

Report No.: VI-B-4

Date: March 18, 2008

Subject: Selection of an External Auditor to Perform Annual Proposition 39 Audit Services

Background: Eadie and Payne, LLP, has completed the third year of a three-year engagement to perform annual Proposition 39 audit services in connection with the District's Measure C general obligation bond. Staff engaged in a Request for Proposal (RFP) process for the purpose of selecting an audit firm for a new three year term. RFP's were sent to twelve firms which had expressed an interest in providing these services or were known to have relevant community college auditing experience. The RFP was also advertised in the Press Enterprise on January 16<sup>th</sup> and 23<sup>rd</sup>, 2008. The following three proposals were received by the District:

<u>Firm Name</u>	FY 07/08	FY 08/09	FY 09/10	Total	<u>References</u>	
					CC's	Prop 39
<u>Moss – Adams, LLP (Los Angeles, CA)</u>						
Proposition 39 Annual Audit	\$90,640	\$91,816	\$91,800	\$274,256	2	3
<u>Eadie and Payne, LLP (Redlands, CA)</u>						
Proposition 39 Annual Audit	\$10,800	\$11,650	\$12,525	\$ 34,975	2	2
<u>Vicenti Lloyd Stutzman, LLP (Glendora, CA)</u>						
Proposition 39 Annual Audit	\$10,000	\$10,700	\$11,400	\$ 32,100	7	13

Staff recommends entering into an agreement with Vicenti Lloyd Stutzman, LLP based on the firm's community college auditing experience, Proposition 39 audit experience, and the total cost of the three year proposal. The agreement is for a term not to exceed three years and allows for cancellation upon notification by either party prior to April 1 each year.

Recommended Action: It is recommended that the Board of Trustees approve entering into an agreement with Vicenti Lloyd Stutzman, LLP to perform annual Proposition 39 audit services in connection with the District's Measure C general obligation bond for FY 2007/2008 through FY 2009/2010 and authorize the Interim Vice Chancellor, Administration and Finance to sign the agreement.

James L. Buysse  
Interim Chancellor

Prepared by: Bill J. Bogle, Jr.  
District Controller

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
RESOURCES COMMITTEE

Report No.: VI-B-5

Date: March 18, 2008

Subject: Budget Update for FY 2007-08 and FY 2008-09

Background: Staff will lead a discussion of the First Principal Apportionment (P1) Report released by the California Community Colleges Chancellor's Office if it becomes available on or before March 11, 2008 and other budgetary information impacting the District.

Information only.

James L. Buysse  
Interim Chancellor

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

# Riverside Community College District

Budget Update  
Fiscal Years 2007-2008  
and 2008-2009



# Budget Update

## FY's 2007-2008 and 2008-2009

### ◆ FY 2007-2008 (Current Year)

– Governor originally proposed a mid-year reduction of \$400 million to K-14 base apportionment

– K-12 portion - \$360 million

– CC portion - \$40 million

# Budget Update

## FY's 2007-2008 and 2008-2009

– Actual FY 2007-2008 mid-year reduction was \$506 million:

– K-12 portion - \$475 million

– CC portion - \$31 million

- ◆ Mid-year reductions were funded from undistributed categorical monies
- ◆ Base apportionment was spared...for now

# Budget Update

## FY's 2007-2008 and 2008-2009

- ◆ The potential still exists for additional mid-year reductions depending on the State's financial situation after the income tax reporting period

# Budget Update

## FY's 2007-2008 and 2008-2009

- ◆ First Principal Apportionment (P1) Report
  - P1 has been issued but without the accompanying narrative
  - Currently awaiting a revised P1 due to a Property Tax reporting error
    - ◆ Early to Mid-March Distribution

# Budget Update

## FY's 2007-2008 and 2008-2009

- Original P1 Report from the CO
  - ◆ Full FTES funding
    - For RCCD - \$6.5 million in growth funds
  - ◆ System:
    - Funded FTES – 1.61% increase
    - Restored FTES - \$44 million/\$114 million
    - Growth FTES - \$85 million/\$101 million
    - Stability FTES – 11,645 vs. 12,900 in FY 06-07
  - ◆ Suggests that there is still capacity to fully fund all system growth after recognition of property tax shortfall

# Budget Update

## FY's 2007-2008 and 2008-2009

### – Revised P1 Expectation

- ◆ Preliminary indication from the Chancellor's Office is a Property Tax shortfall of \$74 million

– Apportionment deficit factor of 1.2% to be applied to all community college districts - \$1.6 million base reduction for RCCD

- ◆ Consistent with prior years treatment
- ◆ Maintains SB361 funding equitability
- ◆ Maintains growth funding

# Budget Update

## FY's 2007-2008 and 2008-2009

### ◆ FY 2008-2009 (Budget Year)

- Suspension of Prop 98
- 0% COLA (\$6.3 million)
- 1% Growth (\$3.0 million)
- Funding Reduction to Categorical Programs from fiscal 2007-2008 levels (\$820K)
- No change to \$20/unit student fees
- Change to COLA calculation
- Budget Stabilization Act  
(No changes to these proposals at this point)

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
BOARD OF TRUSTEES  
PLANNING COMMITTEE  
March 11, 2008– 6:00 p.m.  
Board Room AD122, Riverside City College

Committee Members: Janet Green, Committee Chairperson  
Mark Takano, Vice Chairperson  
Ray Maghroori, Vice Chancellor, Academic Affairs  
Kristina Kauffman, Associate Vice Chancellor, Institutional Effectiveness  
Doug Beckstrom, Academic Senate Representative, (Moreno Valley Campus)  
Richard Mahon, Academic Senate Representative (Riverside)  
Tom Wagner, Academic Senate Representative (Norco Campus)  
Yajaira Tiscareño, ASRCC Student Representative  
Todd Wales, CTA Representative (Norco)  
Gustavo Segura, CSEA Representative (Moreno Valley)  
Ginny Haguewood, CSEA Representative (Riverside)

AGENDA

VI. Board Committee Reports

C. Planning

1. Moreno Valley Phase III – Student Academic Services Facility – Information Technology and Audio Visual Design Services Agreement/Amendment – Information Technology Services Solutions, LLC.  
- The Committee to review an amendment to provide additional services related to the design, bid process and design support, project quality assurance, and management services. The term of the amendment is March 19, 2008 through August 1, 2012.
2. District Modular Projects – Moreno Valley Allied Health Sciences and Riverside City Campus – Project/Budget Approval  
- The Committee to review the project budget for the revised District Modular Projects at Moreno Valley and Riverside City Campuses.
3. Long Range Planning Presentation – Riverside City Campus  
- The Committee to be presented with a draft of the Long Range Educational Program, Growth and Facilities Plan for the Riverside City Campus.

Adjourn

Prepared by: Naomi Foley  
Administrative Assistant  
Academic Affairs



RIVERSIDE COMMUNITY COLLEGE DISTRICT  
PLANNING COMMITTEE

Report No.: VI-C-1

Date: March 18, 2008

Subject: Moreno Valley Phase III – Student Academic Services Facility – Information Technology and Audio Visual Design Services Agreement/Amendment – Information Technology Services Solutions, LLC.

Background: On November 20, 2007, the Board approved an agreement with Information Technology Solutions, LLC to provide information technology and audio visual design services for the Moreno Valley Phase III – Student Academic Services Facility Project.

Staff is requesting an amendment to the agreement with Information Technology Solutions, LLC to perform work in addition to their basic services agreement as summarized in Exhibit I. Fees for additional services total \$83,900.00 including reimbursable expenses. The term of the amendment is March 19, 2008 through August 1, 2012.

To be funded from the Board approved project budget, (Measure C funding – Resource 4160).

Recommended Action: It is recommended that the Board of Trustees approve the amendment to the agreement, for March 19, 2008 through August 1, 2012, at an additional cost of \$83,900.00, and authorize the Interim Vice Chancellor, Administration and Finance, to sign the amendment with the provision that the Vice Chancellor, Administration and Finance, may extend the end date of the agreement without additional compensation.

James L. Buysse  
Interim Chancellor

Prepared by: Rick Hernandez  
Director, Capital Planning  
Facilities Planning, Design and Construction

Michael Webster  
Riverside Community College District Planning Consultant  
Facilities Planning, Design and Construction

AMENDMENT TO THE AGREEMENT  
DATED NOVEMBER, 21, 2007  
BETWEEN  
INFORMATION TECHNOLOGY SOLUTIONS, LLC  
AND  
RIVERSIDE COMMUNITY COLLEGE DISTRICT  
(Moreno Valley Phase III – Student Academic Services Facility –  
Information Technology & Audio Visual Design Services)

This Agreement shall be amended this date, March 19, 2008, as follows:

Information Technology Solutions, LLC shall provide the following additional scope of work:  
Reference Exhibit I - Attached.

Total additional compensation of this amended agreement shall not exceed \$83,900, including expenses. Payments and final payment shall coincide with original agreement dated November, 21, 2007.

All other terms and conditions of the original agreement are to remain in full force and effect.

Information Technology Solutions, LLC

Riverside Community College District

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Gary L. Hiller  
President/CEO  
7323 Sage Avenue  
Yucca Valley, CA 92284

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Aaron S. Brown  
Interim Vice Chancellor  
Administration and Finance

Date: \_\_\_\_\_

Date: \_\_\_\_\_

## Exhibit I

### *Scope of Project*

Consultant to provide additional services in the Group I – Equipment and Infrastructure and Group II – Furnishings areas related to design, design support, bid process support and Project Quality Assurance (QA) and Project Management (PM) services for the Moreno Valley Phase III – Student Academic Services Facility Project.

### *Scope of Services*

Group I, Consultant will add the Security System and AV systems design to the extent required to determine the infrastructure needs for the construction documents.

Group II, Consultant will work with the appropriate principles for RCCD in the design and implementation of the Information Transport Network System (ITNS) and the Audio Visual System (AVS) culminating in possibly two additional and separate sets of biddable construction documents; one for AVS and the other for the ITNS. Consultant will also assist in the additional bid processes and provide QA/PM services.

Consultant will answer all Requests for Information (RFI's) during construction, issuing needed directives and addendums as necessary within the confines of the original scope of work to the contractor.

### Meeting/Site Visits

Phase 1	Consulting and Design	6/10	
Phase 2	Bid Process	3/3	
Phase 3	QA Inspector/PM	16/12	Installation and Integration Phase

### *Additional Fee Detail*

*(Including Reimbursable Expenses)*

#### Part 1 Consulting and Design

	Group I (ITNS/AV)	\$0.00 + Security and Access Control Support	
	Group II (ITNS/AV)	\$48,200	
Part 2	Bid Process Support	\$6,300	
Part 3	Group II Quality Assurance Inspection		\$29,400

Total Additional Fee                      \$83,900

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
PLANNING COMMITTEE

Report No.: VI-C-2

Date: March 18, 2008

Subject: District Modular Projects – Moreno Valley Allied Health Sciences and Riverside City Campus – Project/Budget Approval

Background: On March 20, 2007 the Board approved the District Modular Projects to be funded from Measure C Funds. The projects included the purchase of modular units and the moving of modular units from the Riverside City campus to other District locations. The project at the Norco campus has been completed and was occupied on September 1, 2007. The project at the Moreno Valley campus is 99% complete and was occupied on February 19, 2008.

The project that was intended to move units from the Riverside campus to the Ben Clark Training Center (BCTC) to provide space of the Emergency Medical Services (EMS) training program has been terminated. A revised project to provide space for the expansion of Allied Health Sciences has now been programmed to move the units that were intended for BCTC to the Moreno Valley Campus.

The project to reconfigure and move units that are to remain on the Riverside City Campus has been revised to provide space to support the programs that are to occupy those units. In brief, these include renovating units to house the District Police Department, International Students Program, Office of Education, Workforce Preparation, Gateway to College, Riverside School of the Arts, faculty offices and offices for CTA, CSEA and Academic Senate. Additionally, units will be renovated to provide locker rooms for softball and baseball, support space for the college band, office space for athletics, instructional space for Karate and space for the Early Childhood Services Program.

Staff is now requesting that the Board approve the project budget for the revised District Modular Projects - Moreno Valley Allied Health Sciences and Riverside City Campus in the amount of \$6,500,000. The project cost includes all Design and Engineering Services, Construction, Instructional Technology and Audio Visual Equipment and Infrastructure, tests, inspections, fees and reconditioning of the vacated site.

Recommended Action: It is recommended that the Board approve the revised District Modular Projects – Moreno Valley Allied Health Sciences and Riverside City Campus project budget in the amount of \$6,500,000 and approve the use of Measure C funds to fund the project.

James L. Buysse  
Interim Chancellor

Prepared by: Irving Hendrick  
Interim President, Moreno Valley

Linda Lacy  
Interim President, Riverside

Rick Hernandez, Director, Capital Planning  
Facilities Planning, Design and Construction

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
PLANNING COMMITTEE

Report No.: VI-C-3

Date: March 18, 2008

Subject: Long Range Planning Presentation – Riverside City Campus

Background: On February 21, 2006, the Board of Trustees adopted a planning process that included the development of Long Range Educational Program, Growth, and Facilities Plans for the District's three campuses in preparation for a three college system. On August 1, 2006, the District sent out a Request for Proposals (RFP) for consultants to assist the District's three campuses in the development of long range educational, growth, and facilities plans. On February 20, 2007, the Board of Trustees approved the hiring of MDA Johnson Favaro/Stratus, Maas Companies/SPGA Architects and Steinberg Architects/Mass Companies to assist the Norco, Moreno Valley and Riverside campuses, respectively, in developing their long range campus plans. On October 1, 2007, at the Board's Annual Planning meeting, staff presented the Board of Trustees with an overview of the planning process to date and the progress that was being made in the development of the long range plans.

Staff is now prepared to present the Board's Planning Committee with a draft of the Long Range Educational Program, Growth and Facilities Plan for the Riverside City Campus. Plans for the Moreno Valley Campus and the District will be presented to the Planning Committee in April and May, respectively.

Information Only.

James L. Buysse  
Interim Chancellor

Prepared by: Rick Hernandez  
Director, Capital Planning  
Facilities Planning, Design and Construction

Michael Webster  
Riverside Community College District Planning Consultant  
Facilities Planning, Design and Construction

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
BOARD OF TRUSTEES  
GOVERNANCE COMMITTEE MEETING

March 11, 2008, 8:30 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)  
Houtan Homaizad, ASRCC Student Representative  
Karin Skiba, CTA Representative (Norco)  
Gustavo Segura, CSEA Representative (Moreno Valley)

AGENDA

VI. Board Committee Reports

D. Governance Committee

1. Revised Accreditation and Revised/New Academic Affairs Board Policies - First Reading  
- The Committee to consider Board Policies submitted for first reading.
2. Comments from the public.

Adjourn

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

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
GOVERNANCE COMMITTEE

Report No.: VI-D-1

Date: March 18, 2008

Subject: Revised Accreditation and Revised/New Academic Affairs Board Policies  
– First Reading

Background: At the January Board meeting, with the exception of Policies 4005 and 4260, the previously approved accreditation policies were pulled in order to give the Academic Senate time to review the issue of removing certain language the Senate had requested from these policies and, instead, rely on Policy 4005. In addition, there were also several new or revised Academic Affairs Policies that were pulled for the same reason. The Academic Senate has had a chance to discuss the issue and all Policies that were pulled are now before the Board for first reading. Policy 4005 combines the language from Policy/Regulation 3010 into one document and specifically addresses the primary function of the Academic Senate. Policy 4260 was pulled for a revision of proposed policy language.

Policy 3200 – Accreditation

Policy 3250 – Institutional Planning – new language

Policy 4005 – Academic Senate – replaces/updates current policy/regulation 3010

Policy 4020 – Program, Curriculum and Course Development – new language

Policy 4025 – Philosophy and Criteria for Associate Degree and General Education

Policy 4100 - Graduation Requirements for degrees and Certificates – new

Policy 4240 - Academic Renewal - new

Policy 4260 – Limitations on Enrollment - Pre-requisites and Co-requisites – replaces/updates current Policy 6092

Policy 6200 – Budget Preparation

Recommended Action: It is recommended that the Board of Trustees accept for first reading Board Policies 3200, 3250, 4005, 4020, 4025, 4100, 4240, 4260 and 6200.

James L. Buysse  
Interim Chancellor

Prepared by: Ruth W. Adams, Esq.  
Director, Contracts, Compliance and Legal Services

## Riverside Community College District Policy

No. 3200

General Institution  
Draft

### BP 3200 ACCREDITATION

Reference:

Accreditation Eligibility Requirement 20

The Chancellor shall ensure the District complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges and of other District programs that seek special accreditation.

~~*The Board of Trustees, or its designees, shall reach mutual agreement with the Academic Senates regarding faculty roles and involvement in accreditation processes, including self study and annual reports.*~~

The Chancellor shall keep the Board informed of approved accrediting organizations and the status of accreditations.

The Chancellor shall ensure that the Board is involved in any accreditation process in which Board participation is required.

The Chancellor shall provide the Board with a summary of any accreditation report and any actions taken or to be taken in response to recommendations in an accreditation report.

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Date Adopted: May 15, 2007

Revised:



## Riverside Community College District Policy

No. 3250

### General Institution Draft

#### BP 3250 INSTITUTIONAL PLANNING

References:

Title 5 Sections 51008, 51010, 51027, 53003, 54220, **55080, 55190**, 55250, 55400 et seq., 55510, and 56270 et seq.; Accreditation Standard I.B

The Chancellor shall ensure that the District has and implements a broad-based comprehensive, systematic and integrated system of planning that involves appropriate segments of the District community and is supported by institutional effectiveness research.

~~***After consulting collegially with the respective District or College Academic Senate, as appropriate, and reaching mutual agreement, the Chancellor's office will provide the Board of Trustees with the recommendations of the Academic Senates regarding institutional planning processes.***~~

The planning system shall include plans required by law, including, but not limited to the:

- Long Range Educational or Academic Master Plan, ***which shall be updated periodically as deemed necessary by the governing Board***
- Facilities Plan
- Faculty and Staff Diversity Plan
- Student Equity Plan
- Matriculation
- Transfer Center
- Cooperative Work Experience
- EOPS

The Chancellor shall submit those plans for which Board approval is required by Title 5 to the Board of Trustees.

The Chancellor shall inform the Board about the status of planning and the various plans.

The Chancellor shall ensure the Board has an opportunity to assist in developing the general institutional mission and goals for the comprehensive plans.

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Date Adopted: May 15, 2007

Revised:

**Academic Affairs  
DRAFT**

**BP 4005 ACADEMIC SENATE**

**References:**

Title 5 Sections 53200-53205

❖ **From current Riverside CCD Policy 3010 titled Academic Senate**

The Board of Trustees recognizes the Academic Senate of Riverside Community College ***District*** as the organization representing the faculty in the formation of District policy on academic and professional matters. ~~under the provisions of the California Administrative Code, Title V, Section 53200-53205, operative June 4, 1993.~~

❖ **From current Riverside CCD Regulation 3010 titled Academic Senate**

The primary function of the Riverside Community College ***District*** Academic Senate is to make recommendations with respect to the following academic and professional matters:

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate patterns;
3. Grading policies;
4. Educational program development;
5. Standards or policies regarding student preparation and success;
6. Policies for faculty professional development activities;
7. District and college governance structures, as related to faculty roles;
8. Faculty roles and involvement in accreditation processes, including self study and annual reports;
9. Processes for program review;
10. Processes for institutional planning and budget development; and
11. Other academic and professional matters.

The Board of Trustees relies primarily on the recommendations of the Academic Senate for items **1 through 6**. The Senate will work with the appropriate administrative office(s) while developing its position. The Senate will then forward its final recommendations to the **Chancellor** President of the **District** College, who will present them in a timely manner to the Board of Trustees with or without his/her endorsements or comments. **When the Board relies primarily upon the advice and judgment of the Academic Senate, the recommendation of the Senate will normally be accepted.** “Relies primarily” means that all recommendations of the Academic Senate in the specified areas will be forwarded to the Board on behalf of the Academic Senate and will be accepted by the Board in most cases. In instances where a recommendation is not accepted, the Board’s decision must be based on a clear and substantive rationale that puts the explanation for the decision in an accurate, appropriate, and relevant context. If a recommendation is not approved, The Board or its designee shall communicate **its reason in writing to the Senate** in a timely manner its reason in writing to the Senate. If such recommendation is not accepted, existing policies and procedures will remain in **effect** force.

The Board of Trustees will receive items **7 through 10**, and those matters developed in item 11 as the result of mutual agreement after consulting collegially with the Academic Senate. **reached by resolution, regulation or policy. In instances where agreement has not been reached, existing policy shall remain in effect unless the policy exposes the district to legal liability or fiscal hardship. In cases where there is no existing policy, or when legal liability or fiscal hardship requires existing policy to be changed, the Board may act, after a good faith effort to reach agreement, but only for compelling legal, fiscal or organizational reasons.** “Mutual agreement” means that the policy and implementation recommended shall be prepared by the Academic Senate, the Board or the Board’s designee, and jointly ratified by these same entities.

Nothing in this Board Policy shall be construed to infringe upon the due process rights of faculty, nor to detract from any negotiated agreements between collective bargaining representatives and the Board of Trustees.

Collegial consultation will take place in accordance with **existing practices** the Consultation Process Agreement. The Academic Senate, after consultation with the **Chancellor** of the College, may present its written views and recommendations to the Board of Trustees. The Board of Trustees shall consider and may respond to such views and recommendations.

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**NOTE:** This policy is suggested as good practice. The information in **bold italic type** is language added by RCCD staff. The language in **regular type** is current Riverside CCD Policy 3010 titled Academic Senate adopted on 7-64 and amended on 5-7-75, 11-1-83, and 4-19-96.

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**Date Adopted:**

(This is current Riverside CCD Policy and Regulation 3010 just re-numbered)

Academic Affairs  
Draft

**BP 4020 PROGRAM, CURRICULUM, AND COURSE  
DEVELOPMENT**

References:

Education Code Sections 70901(b), 70902(b) and 78016;  
Title 5 Sections 51000, 51022, **55100**, 55130, **and 55150**

The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Chancellor shall establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance.

~~***The Board of Trustees, or its designees, shall rely primarily upon the Academic Senates' recommendations, regarding curriculum and educational program development.***~~

Furthermore, these procedures shall include:

- appropriate involvement of the faculty and Academic Senate in all processes;
- regular review and justification of programs and course descriptions;
- opportunities for training for persons involved in aspects of curriculum development.
- consideration of job market and other related information for vocational and occupational programs.
- ***consideration and review of financial and administrative impact.***

All new programs and program deletions shall be approved by the Board of Trustees.

Program or course modifications shall be approved by the Chancellor, or his/her designee, ***upon the recommendation of the District Curriculum Committee.***

All new programs shall be submitted to the Office of the Chancellor for the California Community Colleges for approval as required.

***(The following is based on Title 5 changes, effective 08/07): Individual degree-applicable credit courses offered as part of a permitted educational program shall be approved by the Board. Nondegree-applicable credit and degree-applicable courses, that are not part of an existing, approved program must satisfy the conditions authorized by Title 5 regulations and shall be approved by the Board.***  
New courses that are not part of an existing approved program must satisfy the

~~conditions authorized by Title V regulations and do not need approval from the CCG  
Chancellor's Office.\*~~

~~NOTE: \*This is a new regulation from the State Chancellor's Office that will go into effect on August 1,  
2007.~~

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Date Approved: May 15, 2007

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Revised:

Academic Affairs  
Draft

**BP 4025 PHILOSOPHY AND CRITERIA FOR ASSOCIATE DEGREE  
AND GENERAL EDUCATION**

References:

Title 5 Section 55805;  
Accreditation Standard II.A.3

Courses that are designated to fulfill the general education and depth requirements shall meet the following philosophy.

The awarding of an Associate degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics, to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding.

Central to an Associate degree, general education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most important, general education should lead to better understanding.

In the establishing or modifying a general education program, ways shall be sought to create coherence and integration among the separate requirements. It is also desirable that general education programs involve students actively in examining values inherent in proposed solutions to major society problems.

The Chancellor shall establish procedures to assure that courses used to meet general education and associate degree requirements meet the standards in this policy. ~~The procedures shall provide for appropriate Academic Senate involvement.~~ ***The Board of Trustees, or its designees, shall rely primarily upon the Academic Senates' recommendations regarding degree and certificate requirements.***

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Date Adopted: May 15, 2007

Revised:

Academic Affairs  
DRAFT

**BP 4100 GRADUATION REQUIREMENTS FOR DEGREES AND  
CERTIFICATES**

**References:**

Education Code Section 70902(b)(3);  
Title 5 Sections **55060, 55063-55064, and 53200(b)**

The *College* grants the degrees of Associate in Arts and Associate in Science to those students who have completed the subject requirements for graduation and who have maintained a 2.0 average in subjects attempted. Students must also complete the general education residency and competency requirements set forth in Title 5 regulations.

Students may be awarded a Certificate of Achievement upon successful completion of a minimum of 18 or more semester units of degree-applicable coursework designed as a pattern of learning experiences designed to develop certain capabilities that may be oriented to career or general education.

The Chancellor shall establish procedures to determine degree and certificate requirements. ~~that rely upon the recommendation of the academic senate.~~ The procedures shall assure that graduation requirements are published in the District's catalog(s) and included in other resources that are convenient for students.

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**NOTE:** This policy is **legally required**. The language in **bold type** is recommended from the Community College League and legal counsel (Liebert Cassidy Whitmore). The information in **italic type** is additional language to consider including in this policy. There does not appear to be a current Riverside CCD Policy that addresses this issue.

---

**Date Adopted:**

*(This is a new policy recommended by the CC League and the League's legal counsel)*

**Riverside Community College District Policy**

**CCLC No. 4240**

**Academic Affairs  
DRAFT**

**BP 4240 ACADEMIC RENEWAL**

**Reference:**

Title 5 Sections **53200(b) 3 and 55044**

**Previously recorded substandard academic performance may be disregarded if it is not reflective of a student's demonstrated ability. The Chancellor shall establish procedures that provide for academic renewal. ~~based upon the recommendations of the District Academic Senate.~~**

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**NOTE:** This policy is **legally required**. The language in **bold type** is recommended from the Community College League and legal counsel (Liebert Cassidy Whitmore). The information in **italic type** is additional language to consider including in this policy. There does not appear to be a current Riverside CCD Policy that addresses this issue.

---

**Date Adopted:**

*(This is a new policy recommended by the CC League and the League's legal counsel)*



Academic Affairs  
DRAFT

**BP 4260    *LIMITATIONS ON ENROLLMENT: PRE-REQUISITES, CO-REQUISITES, AND ADVISORIES***

References:

Title 5 Sections 55003

~~The Chancellor is authorized and shall establish pre-requisites, co-requisites, and advisories on recommended preparation for courses in the curriculum on the recommendation of the Academic Senate. In order to establish a pre-requisite, co-requisite or advisory, the pre-requisite, co-requisite or advisory must be determined to be necessary and appropriate for achieving the purpose for which they are established. At a minimum, pre-requisites, co-requisites and advisories on recommended preparation shall be based on content review, with additional methods of scrutiny being applied depending on the type of prerequisite, co-requisite or advisory being established. The procedures shall include the method in which a pre-requisite or co-requisite may be challenged by a student on grounds permitted by law. Pre-requisites, co-requisites, and advisories shall be identified in District publications available to students.~~

*The District shall establish pre-requisites, co-requisites, advisories, and limitations on enrollment. Pre-requisites and co-requisites can be established for a course when it is highly unlikely that the student will receive a satisfactory grade in the course without certain skills, information or a body of knowledge taught in a different course (or not taught in the class). At a minimum, pre-requisites, co-requisites and advisories on recommended preparation, a) shall be based on content review, with additional methods of scrutiny being applied depending on the type of pre-requisite, co-requisite or advisory being established; and, b) will be reviewed at least every six (6) years as a part of the curriculum review process to assure that they remain necessary and appropriate.*

*The procedure for establishing the limitations on enrollment will, a) assure that courses for which pre-requisites or co-requisites are established will be taught in accordance with the course outline of record; and, b) include the basis and process for an individual student to challenge the pre-requisite or co-requisite. All limitations on enrollment will be identified in the schedule of classes, district catalog and other publications available to students.*

❖ ~~From current Riverside CCD Policy 6092 titled Prerequisites/Corequisites/Advisories~~

~~It shall be the policy of the Riverside Community College District to provide for the establishing, reviewing and challenging of prerequisites, corequisites, advisories on recommended preparation, and certain limitations on enrollment in a manner consistent with law and good practice. Prerequisites are a vital component in maintaining academic standards. The District recognizes that ensuring high academic standards and providing a learning environment that encourages student success and fosters student access are of utmost importance. Therefore, the District adopts the model policy attached which calls for careful scrutiny in establishing prerequisites and provides procedures for student challenge.~~

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**NOTE:** This policy is **legally required**. The language in **bold type** is recommended from the Community College League and legal counsel (Liebert Cassidy Whitmore). The information in **italic type** is additional language to consider including in this policy. The language in **regular type** is current Riverside CCD Policy 6092 titled Prerequisites/Corequisites/Advisories adopted on 10-18-94.

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**Date Adopted:**

*(Replaces current Riverside CCD Policy 6092)*

## Riverside Community College District Policy

No. 6200

### Business and Fiscal Affairs Draft

#### BP 6200 BUDGET PREPARATION

References:

- Education Code Section 70902(b)(5);
- Title 5 Sections 58300 et seq.;
- The California Community Colleges Budget and Accounting Manual

Each year, the Chancellor shall present to the Board of Trustees a budget, prepared in accordance with all applicable laws and regulations. The schedule for presentation and review of budget proposals shall comply with State law and regulations, and provide adequate time for Board review.

The District shall employ the concept of a fund balance target in the annual budget development process. The fund balance target concept shall apply to the Unrestricted General Fund budget and shall be equal to a minimum of 5.0 percent of the sum of the projected beginning fund balance for a particular fiscal year and the estimated revenues for that year. The fund balance target amount shall be the first item funded in the budget for any fiscal year. This fund balance target concept may also be extended to other funds of the District when and where applicable

Budget preparation shall meet the following criteria:

- The annual budget shall support the District's strategic and educational plans;
- ~~*The Chancellor's office will consult collegially with the Academic Senates regarding budget development processes.*~~
- Assumptions upon which the budget is based shall be presented to the Board of Trustees for review; and
- A schedule shall be provided to the Board of Trustees each year that includes dates for presentation of the tentative budget, required public hearing(s), Board review, and approval of the final budget. At the public hearings, interested persons may appear and address the Board of Trustees regarding the proposed budget or any item in the proposed budget.

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Date Approved: May 15 2007

Revised:

(Replaces Policy 7080)