

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
BOARD OF TRUSTEES  
TEACHING AND LEARNING COMMITTEE  
June 10, 2008 – 6:00 p.m.  
Board Room AD122, Riverside City Campus

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

AGENDA

VI. Board Committee Reports

A. Teaching and Learning

1. Proposed Curricular Changes  
- The Committee to be presented with curricular changes for inclusion in the catalog and schedule of class offerings.
2. Update on the Program Approval Process  
- The Committee to be presented with an update on the program approval process for the District.
3. Update on CurricUNET Implementation  
- The Committee to be presented with an update on the development and implementation of the software program.
4. District Counseling Services  
- The Committee to be presented with a report on the Counseling discipline and services.
5. Comments from the public.

Adjourn

Prepared by: Naomi Foley  
Administrative Assistant  
Academic Affairs

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
TEACHING AND LEARNING COMMITTEE

Report No.: VI-A-1

Date: June 17, 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. ENG-47 - Inlandia: Regional Writing about the Inland Empire 3 units  
Prerequisite: None.  
Advisory: ENG-1A.  
Studies in creative writing (fiction, poetry, creative nonfiction, and/or playwriting) focusing on regional writing about the Inland Empire. Includes study in techniques of creative writing as well as discussion and practice of various aspects of writing from, and about, specific locations, cultures, and environments. Lectures and discussions involve analysis of professional examples and techniques of regional writing. In-class workshops along with in-class and out-of-class writing assignments provide writing practice and application of writing techniques through peer-analysis and self-analysis. Subsequent enrollment in an additional semester affords students opportunity for further development in the skill of regional writing. May be taken a total of three times. 54 hours lecture. (Letter Grade, or Pass/No Pass option.)

### New Stand-Alone Course Proposals

1. ENG-885 – Writing Clinic 0 units  
Prerequisite: None.  
Intended for students who need concentrated attention in various areas of grammar, punctuation, and composition. Self-paced, open-entry/open-exit, with no traditional lecture-based component. Instead, it requires students to do the majority of their coursework independently. Each student follows a sequential series of modules based on his or her diagnosis. Students meet with their instructor in the Writing and Reading Center for the pre-and post-test and as needed for one-on-one instruction or small group study for the duration of the students' enrollment in the course. 27 hours laboratory. (Non-credit course.)
2. FST-1 – Introduction to Film Studies 3 units  
Prerequisite: None.  
Advisory: Qualification for ENG-1A.  
An introduction to the general principles and techniques of film studies, with focused attention on film's formal elements (mise-en-scene, the shot, editing, and sound) and narrative structures. Provides instruction on discussing and writing about film as a complex form of creative expression rooted within history, society, and culture. Attends to narrative, experimental, and documentary examples. Discussion is supported by a survey of American and international film. 54 hours lecture. (Letter Grade, or Pass/No Pass option.)
3. FST-2 – Introduction to Television Studies 3 units  
Prerequisite: None.  
Advisory: Qualification for ENG-1A.  
An introduction to the general principles and techniques of television studies, including its stylistic conventions; primary genres; evolving modes of production, distribution, and

exhibition; and important critical methodologies. Provides instruction for writing about television as a complex form of creative expression rooted within history, society, and culture. Discussion is supported by a survey of American and international television. 54 hours lecture. (Letter Grade, or Pass/No Pass option.)

4. FST-3 – Introduction to International Cinema 3 units  
Prerequisite: None.  
Advisory: Qualification for ENG-1A.  
An introduction to International Cinema. Includes a survey of the various “new waves” that swept European cinema in the wake of World War II to the turn of the century (Italian neo-realism, French new wave, New German cinema, British “kitchen sink” and new Black cinema, New Spanish Cinema). Attention is also paid to select examples of contemporary cinema, such as Indian, Iranian, Mexican, and Chinese. Focus is upon key films, filmmakers, manifestos, and national cinemas. 54 hours lecture. (Letter Grade, or Pass/No Pass option.)
  
5. FST-4 – Introduction to Film Genres 3 units  
Prerequisite: None.  
Advisory: Qualification for ENG-1A.  
An introduction to classic film genres and their continuing resonance within contemporary American and international film. Investigates their origins, evolutions, and transformations, recognizes their role within creative and social expression, and covers their technical and thematic conventions. Includes a survey of representative film genres, movements and styles, such as the crime film, the musical, the Western, the Women’s picture, film noir, horror, screwball comedy, science fiction, and war. 54 hours lecture. (Letter Grade, or Pass/No Pass option.)
  
6. FST-5 – Fiction and Film: Adaptation 3 units  
Prerequisite: None.  
Advisory: Qualification for ENG-1A.  
An introductory study of the interplay between twentieth and twenty-first century literature and film from the point of view of the writer and organized around selected case studies of novels, short stories, plays and graphic novels adapted for the screen. Examples of literature, the screenplay, and film are used to explore adaptation as a creative process; particular attention is paid to such writerly concerns as act structure, plot, narration, theme, diction, point of view, and characterization. 54 hours lecture. (Letter Grade, or Pass/No Pass option.)
  
7. FST-6 – Screenplay Analysis: The Craft of the Screenplay 3 units  
Prerequisite: None.  
Advisory: Qualification for ENG-1A.  
An introduction to screenplay analysis. Compares examples of screenwriting to other forms of dramatic writing, examines screenwriting techniques and theories, compares

films and television episodes to their scripts. Considers the role of the writer in film and television. 54 hours lecture. (Letter Grade, or Pass/No Pass option.)

8. FST-7 – History of World Film I: From the Beginning through the 1950's 3 units  
Prerequisite: None.  
Advisory: Qualification for ENG-1A.  
Critical and analytical history of world cinema from its beginnings in the nineteenth century to through the 1950s, attention paid to multiple forms of historical explanation and representative films. Study of film's pre-history in light and motion toys; invention and development of national silent film industries; the conversion from asynchronous to synchronous sound; rise and fall of the Hollywood studio system and its opposition (the art film and the avant garde); the onset of various new waves through the 1950s. 54 hours lecture. (Letter Grade, or Pass/No Pass option.)
9. FST-8 – History of World Film II: The 1960's to the Present 3 units  
Prerequisite: None.  
Advisory: Qualification for ENG-1A.  
Survey of world film history after 1960 examining the crisis in Hollywood filmmaking following the break-up of the major studios and the expansion of broadcast television, the development of political cinema, documentary, and experimental in the United States and abroad during the 1960s and 1970s, the emergence of post-World War II auteurs, emerging film industries in Latin America, the Middle East, and Africa since the 1970s, the development of the global "entertainment economy" during the 1980s, effects of NAFTA on Latin American film industries; the evolution of new postmodern production, distribution, and exhibition strategies following the opening of the World Wide Web in the 1990s, and rise of the film festival in the United States and abroad. 54 hours lecture. (Letter Grade, or Pass/No Pass option.)
10. ILA-1 – Introduction to Tutor Training I 1 unit  
Prerequisite: None.  
Advisory: Qualification for ENG-1A.  
Introduction to tutoring, with an emphasis on tutoring strategies, learning styles, problem solving, and working with diverse student populations. Designed to prepare students to become peer tutors in a variety of subject areas. Tutors develop student-centered, non-intrusive tutoring skills to meet a wide variety of student needs. Topics include theory, practice and ethics of tutoring, interpersonal communications techniques, tutoring diverse student populations, and group tutorial methods and practical field work. 18 hours lecture. (Letter Grade, or Pass/No Pass option.)
11. REA-887- Reading Clinic 0 units  
Prerequisite: None.  
This self-paced course provides practice on individually prescribed learning plans designed to improve and develop reading skills. Instruction is provided on an individualized basis through conferences with the student. Subsequent enrollment in the

course will provide the student further opportunities for additional skill and competency development within the subject matter. May be taken a total of four times. 27 hours laboratory. (Non-credit course.)

#### Course Revision Proposals

1. ADJ-R1C – Level I Reserve Officer Training – title, hours and units changes  
From: 182 hours lecture and 207 hours laboratory  
13.5 units

To: Level I Modular Academy  
246 hours lecture and 205 hours laboratory  
17 units

2. AML-11 – Interpreting I – prerequisite change  
From: Prerequisite: AML-5 and 10.

To: Prerequisite: AML-4.  
Corequisite: AML-5.

3. AML-23 – Specialized Interpreting – prerequisite change  
From: Prerequisite: AML-12.  
Advisory: AML-13 or 14 or concurrent enrollment.

To: Prerequisite: AML-5

4. SPE-12 – Intercultural Communication – prerequisite change  
From: Prerequisite: None.  
Advisory: None.

To: Prerequisite: None.  
Advisory: SPE-51 or 52 or qualification for ENG-1A.

#### Proposed Course Deletions

1. AML-200 – American Sign Language Work Experience
2. ENG-36 – Introduction to Film Studies
3. HUM-36 – Introduction to Film Studies

#### New Certificate Patterns

1. State-approved degree/certificate – Fire Technology, Chief Officer – See Attachment A.
2. State-approved degree/certificate – Fire Technology, Fire Officer – See Attachment B.

## ATTACHMENT A

### FIRE TECHNOLOGY

Fire Technology, Chief Officer

Certificate Program

<u>Required Courses (19.5)</u>		<u>Units</u>
FIT-C2A	Command 2A, Command Tactics at Major Fires	2
FIT-C2B	Command 2B, Management of Major Hazardous Materials Incidents	2
FIT-C2C	Command 2C, High Rise Fire Tactics	2
FIT-C2D	Command 2D, Planning for Large Scale Disasters	2
FIT-C2E	Command 2E, Wildland Firefighting Tactics	1
FIT-C40	Advanced Incident Command System (I-400)	.5
FIT-M2A	Organizational Development and Human Relations	2
FIT-M2B	Fire Management 2B, Fire Service Financial Management	2
FIT-M2C	Management 2C, Personnel and Labor Relations	2
FIT-M2D	Fire Management 2D, Master Planning in the Fire Science	2
FIT-M2E	Contemporary Issues and Concepts	2

### **Associate in Science Degree**

The Associate in Science Degree in Chief Officer 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

### FIRE TECHNOLOGY

Fire Technology, Fire Officer  
Certificate Program

<u>Required Courses (18.5 units)</u>		<u>Units</u>
FIT-A1A	Fire Investigation 1A	2
FIT-C1A	Command 1A, Command Principles for Command Officers	2
FIT-C1B	Command 1B, Hazardous Materials	2
FIT-C1C	Fire Command 1C, I-Zone Firefighting for Company Officers	2
FIT-C30	Intermediate Incident Command System (I-300)	.5
FIT-I1A	Instructor 1A, Instructional Techniques	2
FIT-I1B	Instructor 1B, Instructional Techniques	2
FIT-M1	Fire Management 1, Management/Supervision for Company Officers	2
FIT-P1A	Prevention 1A, Fire Inspection Practices	2
FIT-P1B	Prevention 1B, Code Enforcement	2

### **Associate in Science Degree**

The Associate in Science Degree in Fire Officer 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 COMMITTEE

Report No.: VI-A-2

Date: June 17, 2008

Subject: Update on the Program Approval Process

Background: Presented for the Board's information is an update on the program approval process for Riverside Community College District.

Information Only.

James L. Buysse  
Interim Chancellor

Prepared by: Ron Vito  
Vice President, Career and Technical Education

## RIVERSIDE COMMUNITY COLLEGE DISTRICT

### LEARNER-CENTERED CURRICULUM FRAMEWORK PROCESS FOR THE PROPOSAL AND APPROVAL OF NEW AND SUBSTANTIALLY CHANGED EDUCATIONAL PROGRAMS Effective January 1, 2005

#### INTRODUCTION

In September 1994, the Academic Senate and the Administration signed a letter of agreement for the New Educational Program Development Process. This agreement and the process description (flowchart and narrative) were designed to assure broad faculty participation in the development of sound educational programs for the District. Difficulties with consistent implementation of the process led the Academic Senate, in cooperation with the departments, the Curriculum Committee, and the Administration, to seek both clarification and revision of the process. In the fall and spring of 1998, the process was reviewed and clarified.

On March 7, 2002, the RCCD Board of Trustees adopted a Curriculum-Centered Strategic Planning Model. In the fall semester of 2004, the President of the Academic Senate, Chair of the Curriculum Committee, Vice Chancellor of Academic Affairs, Dean of Occupational Education, and Associate Vice President of Institutional Effectiveness met to prepare proposed revisions to the program development process so that the new program process is integrated with the strategic planning process. This draft incorporates those revisions.

#### PURPOSE OF EDUCATIONAL PROGRAM DEVELOPMENT

Program development at RCCD is aimed at meeting the needs of the District's learners. More specifically, program development is shaping educational programs in response to changing needs of students and community, academic standards, industry/professional/occupational standards, and new technologies consistent with the mission of California community colleges and the mission of Riverside Community College District. The educational program development process ensures that new or substantially changed educational programs respond to student and community needs and involve appropriate and adequate participation by faculty, departments, strategic planning bodies, and the Academic Senate.

#### DEFINITION AND GUIDELINES

##### Educational Program Definition

An Educational Program is an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.

## A New Program

Apply for approval of a new program whenever the college proposes to publish a new credit degree, certificate, diploma, license, or transfer pattern.

## Substantial Change to an Existing Program

A program is substantially changed if its objectives are substantially different, i.e., if students who meet the new objectives are no longer able to meet the objectives for which program approval was originally granted. (Please note that the question of substantial change to objectives applies not only to changes in the formulation of the stated objectives but to changes in the design of the program substantial enough to significantly change student outcomes.)

Colleges with current authorization for delegated approval authority do not ordinarily need to seek separate approval for substantial changes to existing degree programs.

## Program Improvement

It is well understood that as occupations and disciplines evolve, programs in these fields must evolve with equal rapidity if they are to remain current. Significant changes may be made to existing courses and course requirements in an approved degree or certificate program simply to assure that students can continue to successfully fulfill the objectives for which the program was originally approved. Such changes are to be strongly encouraged and are not regarded as "substantial changes to the program objectives" for the purposes of approval. They do not need to be submitted to the Chancellor's Office.

## PROGRAM DEVELOPMENT PROCESS

### PHASE A: CONCEPT DEVELOPMENT

Concepts for new programs should fit within the RCCD Learner-Centered Curriculum Framework (Appendix A). Consideration should be given to RCCD's learner populations and their objectives and to learning theories/methods. New concept originators should examine how the new program fits in the existing RCCD curriculum architecture.

#### Step 1: Educational Program Concept Initiation

The concept for a new or revised educational program may originate from a variety of sources: faculty, administration, community, government, business, or student need and/or program review and planning processes. However, only RCCD faculty may officially pursue a new program or modify an existing one. A faculty member developing a concept for a new or substantially changed educational degree or certificate program should review the RCC Curriculum Handbook and the California Community Colleges Chancellor's Office Curriculum Handbook. These documents are available on 4faculty.org or from the Office of the Vice Chancellor, Academic Affairs.

The faculty originator should complete the Concept Form (Form A) and complete the Phase A, Step 1 section of the Signature Sheet (Form B). These forms are available from the Office of the Vice Chancellor, Academic Affairs. This completes Step 1.

## Step 2: Concept Development – Department Approval and Discipline Consultation

The faculty originator presents the Concept Form (Form A) and the Signature Sheet (Form B) to his/her educational department, which in turn explores the concept for the new or revised program. Concepts are carried forward by this “lead” department. The faculty originator and his/her department develop suggestions for a development team which is formed to assist instructional departments in an advisory capacity through the development process for new or revised programs. Some team members may become permanent advisory members once the program has been approved. The faculty originator obtains the signature of his/her department chair signifying review and approval.

As many disciplines have members across the District and as departments are campus-/college-based, it is essential that discipline consultation take place for a new program concept. The originator presents the Concept Form (A) and Signature Sheet (B) to the district-wide academic discipline for comments and discussion. The faculty originator then obtains the discipline facilitator’s signature, Phase A-Step 2, indicating review and consultation. This completes Step 2.

## Step 3: Campus Academic Planning Council Review

The Campus Academic Planning Council consists of campus department chairs, assistant chairs, and instructional deans. After discipline consultation, the lead department representative presents the Concept Form (A) and Signature Sheet (B) to the Campus Academic Planning Council. Council members review the concept to determine the “fit” with the Campus Academic Plan. At this step, council members identify and consult with other campus departments and disciplines that may be affected by the concept. The lead department representative obtains the signatures, Phase A-Step 3, of the instructional dean, indicating approval by the Campus Academic Planning Council and Dean of Occupational Education. This completes Step 3.

## Step 4: Research

The lead department representative requests research from the Office of Institutional Research necessary to ascertain if a program concept is supported by labor market needs, trends, etc. If program is supported by research, obtain signature of District Director of Institutional Research. This completes Step 4.

## Step 5: Campus Academic Senate

The lead department representative presents the Concept Form (A) and Signature Sheet (B) to the Campus Academic Senate for discussion and approval by requesting inclusion as an agenda item at a regularly scheduled meeting of the Campus Academic Senate. The Concept Form (A) and Signature Sheet (B) should be submitted to the Campus Academic Senate office prior to the meeting. Following the presentation, the Campus Academic Senate President signs the Signature Sheet on Phase A, Step 5. This completes Step 5.

## Step 6: Campus Strategic Planning Committee Review

The lead department representative presents the Concept Form (A) and Signature Sheet (B), along

with research information, to the Campus Strategic Planning Committee for discussion and approval. The Campus Strategic Planning Committee considers implications for library and learning resources, facilities, student services, human resources, strategic enrollment management, budget, technology, and institutional effectiveness. The lead department representative obtains the signatures of the Campus Strategic Planning Committee Co-chairs on Phase A-Step 6. This completes Step 6 and Phase A.

### PHASE B: DISTRICT REVIEW

#### Step 7: District Academic Planning Council Review

The lead department representative presents the Concept Form (A) and Signature Sheet (B), along with research information, to the District Academic Planning Council, consisting of all department chairs, assistant chairs, and instructional deans. The District Academic Planning Council reviews the concept for its alignment with the District Academic Master Plan. At this step, other District departments and disciplines affected by the concept may be identified and consulted. The lead department representative obtains the signature of the Associate Vice President, Instruction, on Phase B-Step 7, indicating approval by the District Academic Planning Council. This completes Step 7.

#### Step 8: District Strategic Planning Executive Committee Review

The lead department representative presents the Concept Form (A) and Signature Sheet (B), along with research information, to the District Strategic Planning Executive Committee for discussion and approval. The District Strategic Planning Executive Committee considers District-wide implications for facilities, student services, human resources, strategic enrollment management, budget, technology, and institutional effectiveness. The lead department representative obtains the signature of the Associate Vice President, Institutional Effectiveness. This completes Step 8 and Phase B.

### PHASE C: CURRICULUM AND PROGRAM DEVELOPMENT

Phase C results in development of a complete proposal/application to the Curriculum Committee, President/Chancellor, Board of Trustees, and, if applicable, to the Chancellor's Office for a new or substantially changed certificate or degree program. The RCC Curriculum Handbook ([www.rccd.cc.ca.us/curriculum/handbook.doc](http://www.rccd.cc.ca.us/curriculum/handbook.doc)) and the California Community Colleges Chancellor's Office March 2003 Program and Course Approval Handbook ([www.cccco.edu](http://www.cccco.edu)) are essential references for this phase of the process. The applicable State Chancellor's form: i.e., Application for Approval-New Transfer Program or Application for Approval-New Occupational Program (referred to as Form C in this document) is a required document and is to accompany any certificate or degree program proposal. New certificates <18 units require RCC Locally-Approved Certificate Form D instead of Form C.

#### Step 9: Curriculum Development

Upon completion of Step 8, for occupational programs, forward all materials to the Dean of Occupational Education for a first reading at the Regional Occupational Consortium.

During Phase C, faculty members develop curriculum. The lead department's development team completes the State Chancellor's Application for Approval Form C sections relating to mission, need, quality, feasibility, and compliance for certificates  $\geq 18$  units or completes the RCC Locally-Approved Certificate Form D for certificates  $< 18$  units. This information may be discussed with the Board of Trustees' Planning and Development Committee.

The lead department's development team conducts curriculum planning and development with guidance and technical assistance from an administrative support team led by the Vice Chancellor, Academic Affairs who facilitates proposal preparation for the District Curriculum Committee. The Prerequisite Subcommittee assists, as needed, with the process for establishing prerequisites and/or co-requisites. Step 9 should result in a complete program proposal, course proposal forms, and other supporting documentation required by the Chancellor's Office and the District Curriculum Committee. This proposal, the Application for Approval (C) or (D) with signatures, the Concept Form (A) and Signature Sheet (B) should be submitted to the Curriculum Committee and to the Vice Chancellor, Academic Affairs for review and approval signature. This completes Step 9 and Phase C.

#### PHASE D: APPROVAL PROCESS

Step 10: Regional Occupational Consortium and Recommendation by the College Academic Senate

For occupational programs, the Dean of Occupational Education presents materials to the Regional Occupational Consortium for a second reading.

Following established guidelines, the lead department presents the proposed new or revised program to the College Academic Senate for review and approval. Upon approval, the Signature Sheet (B) and Application for Approval (C) or (D) are signed by the College Academic Senate President. This completes Step 10.

Step 11: Recommendation by the District Academic Senate

At the completion of Step 10, the Concept Form (A), the Signature Sheet (B), Application for Approval (C) or (D), supporting course proposal forms and other documentation should be presented to the District Academic Senate for comment and discussion. The lead department should contact the Senate Office for placement on the agenda at a regularly scheduled meeting and submit documents for prior distribution. Upon approval, the District Academic Senate President signs the Signature Sheet (B). This completes Step 11.

Step 12: Recommendation by the President/Chancellor

Upon District Academic Senate approval, the new or revised program proposal is submitted to the President/Chancellor for approval. Recommended proposals are discussed with the Board of Trustees' Academic Affairs and Student Services Committee. Barring any concerns, the proposal for a new or revised program will be scheduled for a Board of Trustees meeting. This completes Step 12.

#### Step 13: Approval by the Board of Trustees

Curriculum matters with recommendation for approval are reported to the Board of Trustees at regular meetings through the Academic Affairs and Student Services Committee. The Vice Chancellor, Academic Affairs, will forward a completed Concept Form (A), Signature Sheet (B), and Application for Approval (C) or (D) to the District Academic Senate President when Board of Trustees action has been taken. The Signature Sheet (B) will confirm District Curriculum Committee, President/Chancellor, and Board of Trustees approval as appropriate. This completes Step 13.

#### Step 14: Submission to CCC Chancellor's Office

Upon approval by the Board of Trustees, the complete Application/Report Form and full supporting documentation will be forwarded, when appropriate, to the Chancellor's Office for approval.

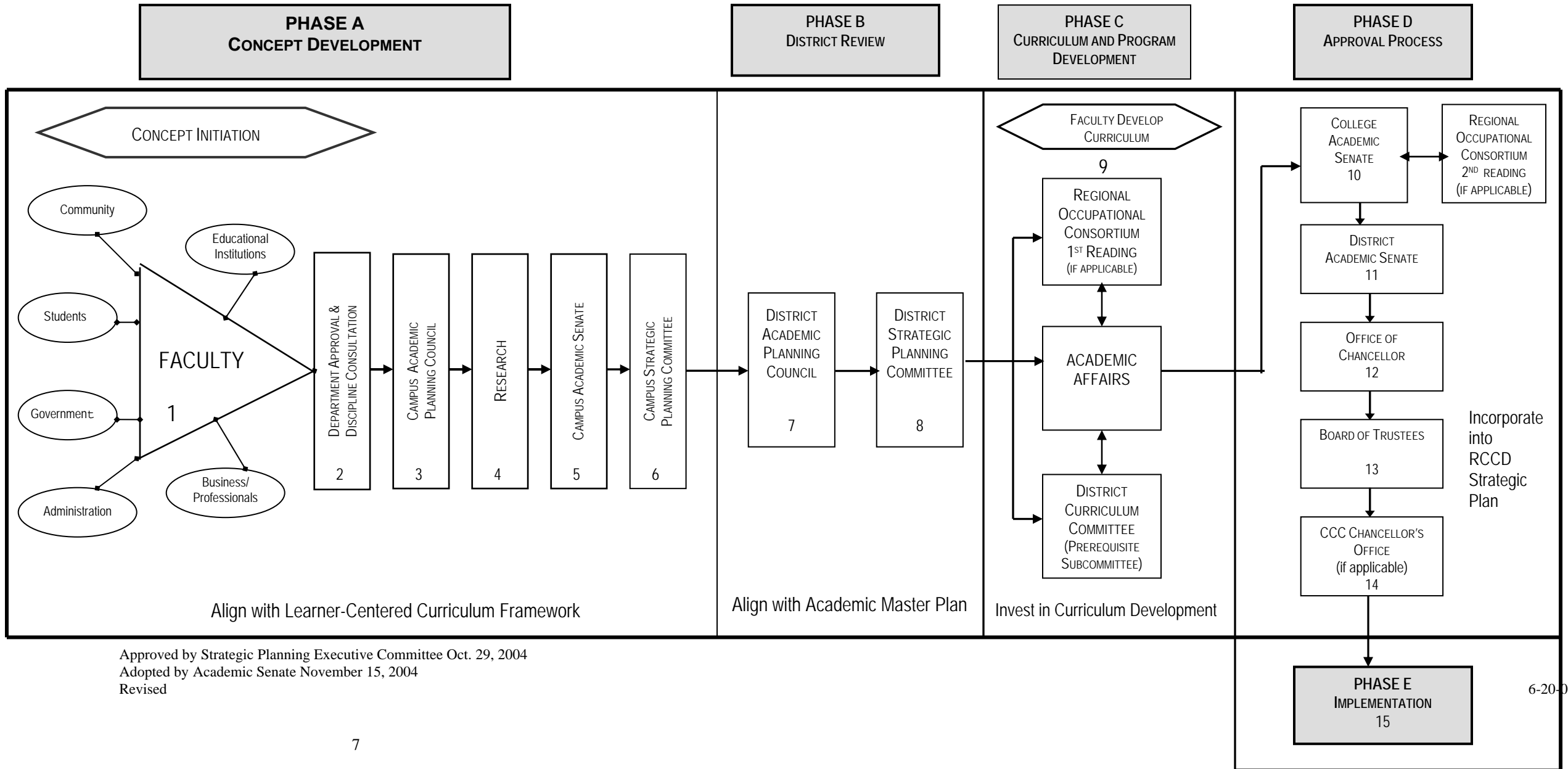
A copy of correspondence indicating Chancellor's Office approval will be forwarded to the District Academic Senate when received and noted on the Signature Sheet (B) maintained on file. This completes Step 14 and Phase D.

### PHASE E: IMPLEMENTATION

#### Step 15: Implementation

Upon receiving Chancellor's Office approval, if required, program implementation may ensue. Program implementation may ensue after approvals from Step 13 if Chancellor's Office approval is not required.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**  
**Learner-Centered Curriculum Framework**  
 Process for the Proposal and Approval of New and Substantially Changed Educational Programs





# A

## RIVERSIDE COMMUNITY COLLEGE DISTRICT NEW OR SUBSTANTIALLY CHANGED CERTIFICATE OR DEGREE PROGRAM CONCEPT FORM

### Use of This Form

This form should be completed by anyone seeking to create a new or substantially changed educational certificate or degree program at RCC. This form is intended to be completed very early in the development process. It is required by Phase A, Step 1 of the New Educational Program Development Process referenced in the Faculty Handbook. This process description is available from the Vice Chancellor, Academic Affairs, and should be reviewed and followed carefully.

Name of Program: \_\_\_\_\_ Proposed Start Date: \_\_\_\_\_

Type of Program: \_\_\_\_\_ Certificate \_\_\_\_\_ Degree \_\_\_\_\_ New \_\_\_\_\_ Substantially Changed  
(Check all that apply) (See RCC Curriculum Handbook Definition)

Name of Originator: \_\_\_\_\_ Date: \_\_\_\_\_

Department: \_\_\_\_\_

1. Describe your educational program development concept (e.g. purpose and scope, target population, need served, proposed cost, staffing requirements).
2. Who is working with you on this concept in the college and from other organizations, if appropriate?
3. Summarize program development activities to date and work remaining to be done.
4. Identify the certificate or degree that may be created or substantially modified.
5. Which departments should be involved and how?

---

Complete the Introductory Section of the New and Substantially Changed Certificate or Degree Program Signature Form and present both it and this form to your department and related departments mentioned in Question 5. Follow carefully the steps in the New Educational Program Development Process. Contact the Associate Vice President of Institutional Effectiveness for assistance.

OFFICE OF INSTITUTIONAL EFFECTIVENESS - 222-8991

NEW OR SUBSTANTIALLY CHANGED CERTIFICATE OR DEGREE PROGRAM  
PROGRAM PROPOSAL SIGNATURE SHEET

Introduction

This form should be initiated in conjunction with the New and Substantially Changed Certificate or Degree Program Concept Form and be used in accordance with the New Educational Program Development Process available from the Vice Chancellor, Academic Affairs.

PHASE A: CONCEPT DEVELOPMENT

Step 1: Educational Program Concept Initiation

\_\_\_\_\_  
Program Originator  
(Signature verifies consultation of the RCC Curriculum Handbook, the New Educational Program Development Process, and completion of the Concept Form.)

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

Step 2: Concept Development – Department Approval and Discipline Consultation

\_\_\_\_\_  
Department Chair  
(Signifies approval and lead department status during development)

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

\_\_\_\_\_  
Discipline Facilitator (Signifies consultation)

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

Step 3: Campus Academic Planning Council Review

\_\_\_\_\_  
Dean of Instruction (Signifies approval)

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

\_\_\_\_\_  
Dean, Occupational Education (Signifies consultation)

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

Step 4: Research and Library/Learning Resources

\_\_\_\_\_  
District Director, Institutional Research

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

Step 5: Campus Academic Senate Information

\_\_\_\_\_  
Campus Academic Senate President  
(Signifies inclusion on the Campus Academic Senate agenda for approval)

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

B

Step 6: Campus Strategic Planning Committee Review

\_\_\_\_\_  
Campus Strategic Planning Committee Co-chair (Signifies review and approval)

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

\_\_\_\_\_  
Campus Strategic Planning Committee Co-Chair

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

PHASE B: DISTRICT REVIEW

Step 7: District Academic Planning Council Review

\_\_\_\_\_  
Associate Vice President, Instruction  
(Signifies approval and review of concept for alignment with District Academic Master Plan)

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

Step 8: District Strategic Planning Executive Committee Review

\_\_\_\_\_  
Associate Vice President, Institutional Effectiveness  
(Signifies committee review and approval)

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

PHASE C: CURRICULUM AND PROGRAM DEVELOPMENT

Upon completion of Step 8, for occupational programs, forward all materials to the Dean of Occupational Education for a first reading at the Regional Occupational Consortium.

Step 9: Curriculum Development

A completed program proposal, State Chancellor's Application for Approval (Form C) or RCC Locally-Approved Certificate (Form D), New or Substantially Changed Certificate or Degree Program Concept Form (A), and Program Proposal Signature Sheet (B) are being forwarded to the College Curriculum Committee for review.

\_\_\_\_\_  
Vice Chancellor, Academic Affairs

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

\_\_\_\_\_  
Curriculum Committee Chair  
(Signifies approval)

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

# B

## PHASE D: APPROVAL PROCESS

For occupational programs, the Dean of Occupational Education presents materials to the Regional Occupational Consortium for a second reading.

A recommendation for approval of the following educational certificate or degree program, \_\_\_\_\_, has been submitted to and approved by the following:

Step 10: College Academic Senate \_\_\_\_\_ Date: \_\_\_\_\_  
College Academic Senate President

Regional Consortium Approval \_\_\_\_\_ Date: \_\_\_\_\_  
Dean, Occupational Education

Step 11: District Academic Senate \_\_\_\_\_ Date: \_\_\_\_\_  
District Academic Senate President

Step 12: Chancellor \_\_\_\_\_ Date: \_\_\_\_\_  
(Signifies discussion with the Board of Trustees' Academic Affairs and Student Services Committee)

Step 13: Board of Trustees \_\_\_\_\_ Date: \_\_\_\_\_

Completed New or Substantially Changed Certificate or Degree Program Concept Form, Signature Sheet, and New Program Application/Report Form are being forwarded to the Academic Senate for information.

\_\_\_\_\_ Date: \_\_\_\_\_  
Vice Chancellor, Academic Affairs

Step 14: Submission to CCC Chancellor's Office

Chancellor's Office  
Disposition: \_\_\_\_\_ Approved \_\_\_\_\_ Approved with Revisions \_\_\_\_\_ Disapproved

Chancellor's Office Disposition Correspondence has been received and forwarded to the District Academic Senate President:

\_\_\_\_\_ Date: \_\_\_\_\_  
Vice Chancellor, Academic Affairs

## PHASE E: IMPLEMENTATION

Upon receiving Chancellor's Office approval, if required, program implementation may ensue.



CCC-501: APPROVAL-NEW CREDIT PROGRAM

Rev. Oct. 2007

### REQUIRED SIGNATURES

Program \_\_\_\_\_ College \_\_\_\_\_

#### LIBRARY AND LEARNING RESOURCES

Library and learning resources needed to fulfill the objectives of the program are currently available or are adequately budgeted for.

\_\_\_\_\_  
DATE                      SIGNATURE, CHIEF LIBRARIAN/LEARNING RESOURCES MANAGER                      TYPED OR PRINTED NAME

#### CAREER TECHNICAL EDUCATION ONLY:

Program fulfills the requirements of employers in the occupation, provides students with appropriate occupational competencies, and meets any relevant professional or licensing standards.

\_\_\_\_\_  
DATE                      SIGNATURE, ADMINISTRATOR OF CTE                      TYPED OR PRINTED NAME

\_\_\_\_\_  
DATE                      SIGNATURE, CHAIR, CTE ADVISORY COMMITTEE                      TYPED OR PRINTED NAME

Program was recommended for approval by Regional Occupational Consortium on \_\_\_\_\_ (date).

\_\_\_\_\_  
DATE                      SIGNATURE, CHAIR, REGIONAL CONSORTIUM                      TYPED OR PRINTED NAME

#### LOCAL CURRICULUM APPROVAL

Program and courses within the program have been approved by the curriculum committee and instructional administration, and satisfy all applicable requirements of Title 5 regulations.

\_\_\_\_\_  
DATE                      SIGNATURE, CHAIR, CURRICULUM COMMITTEE                      TYPED OR PRINTED NAME

\_\_\_\_\_  
DATE                      SIGNATURE, ARTICULATION OFFICER                      TYPED OR PRINTED NAME

\_\_\_\_\_  
DATE                      SIGNATURE, CHIEF INSTRUCTIONAL OFFICER                      TYPED OR PRINTED NAME

\_\_\_\_\_  
DATE                      SIGNATURE, PRESIDENT, ACADEMIC SENATE                      TYPED OR PRINTED NAME

#### COLLEGE PRESIDENT

All provisions of Title 5, Chapter 6 have been considered. The college is prepared to support establishment and maintenance of the proposed instructional program.

\_\_\_\_\_  
DATE                      SIGNATURE, PRESIDENT OF THE COLLEGE                      TYPED OR PRINTED NAME

#### DISTRICT APPROVAL

On \_\_\_\_\_, the governing board of the \_\_\_\_\_ District approved the instructional program attached to this application.

\_\_\_\_\_  
DATE                      SIGNATURE, SUPERINTENDENT/CHANCELLOR OF DISTRICT                      TYPED OR PRINTED NAME

**SUBMIT ORIGINAL AND TWO COPIES OF THIS FORM AND ALL ATTACHMENTS**

# RIVERSIDE COMMUNITY COLLEGE LOCALLY-APPROVED CERTIFICATE (<18 Units)

D

SUBJECT FIELD	TOPS:	CIP:
CERTIFICATE TITLE		
TOTAL UNITS - IF <u>LESS</u> THAN 18 UNITS, COMPLETE THE RESEARCH FOR THE APPROVAL CRITERIA BELOW. - IF 18 OR MORE UNITS, SUBMIT DOCUMENTATION REQUIRED BY THE CHANCELLOR'S OFFICE FOR APPROVAL CONTAINED IN THE <u>PROGRAM AND COURSE APPROVAL HANDBOOK</u>		
APPROVAL CRITERIA		
___ 1. Enrollment and Completer Projections ___ 2. Place of Program in Curriculum/Similar Programs ___ 3. Labor Market Information ___ 4. Labor Market Analysis ___ 5. Employer Survey * (Required only if 3 and 4 above are not available) ___ 6. List of Members of Advisory Committee ___ 7. Minutes of Key Meetings/Recommendations ___ 8. Library and/or Learning Resources Plan ___ 9. Licensing or Accreditation Standards, if applicable ___ 10. Student Selection and Fees, if applicable ___ 11. Program Involving Contracts, if applicable		
Refer to the <b>Instructions For Application For Approval</b> portion of the California Community Colleges <b>Program and Course Approval Handbook</b> for information on gathering these data, beginning on page A-3.		
When the supporting documentation for the above is completed and approved by the Office of Planning and Development, Step 5 of the RCC New Program Approval Process is completed.		
BUDGET IMPACT (Staff, equipment, supplies, space)		

APPROVAL  
SIGNATURE/DATES  
 Originator \_\_\_\_\_  
 Date \_\_\_\_\_  
 Dept. Chair/Director \_\_\_\_\_  
 Date \_\_\_\_\_  
 Occupational  
 Advisory Committee \_\_\_\_\_  
 Date \_\_\_\_\_  
 Dean, Occupational  
 Education \_\_\_\_\_  
 Date \_\_\_\_\_  
 Library Designee \_\_\_\_\_  
 Date \_\_\_\_\_  
 Curriculum Committee  
 Faculty Co-Chair \_\_\_\_\_  
 Date \_\_\_\_\_  
 Vice President  
 Academic Affairs \_\_\_\_\_  
 Date \_\_\_\_\_  
 Board of Trustees \_\_\_\_\_  
 Date \_\_\_\_\_  
 Reviewed by  
 Curriculum Committee  
 Representative \_\_\_\_\_  
 Date \_\_\_\_\_

- INSTRUCTIONS: Complete the following items and submit with this form
1. Approval Criteria documentation. Submit an original with packet and email one to lgrim@rcc.edu
  2. Minutes of Department, Discipline (and Occupational Advisory Committee if necessary) meetings.
  3. Library Joint Review Form, or verify that an appointment has been made to obtain one.
  4. Prerequisite validation, if there is a prerequisite, corequisite or advisory.
  5. RCC new program documentation

Adopted by the  
 Curriculum Committee:  
 27 April 2004

Appendix A

RCCD Learner-Centered Curriculum Framework v2004.1

1. Learner Populations (Not mutually exclusive)	2. Learner Objectives (Not mutually exclusive)	3. Learning Provider Models (Not mutually exclusive)	4. Learning Theories/Methods (Not mutually exclusive)	5. Learner-Centered Curriculum Architecture (Not mutually exclusive)	6. Learning-Centered Curriculum Configurations (Not mutually exclusive)	7. Learner-Centered Support Services (Not mutually exclusive)
<b>POPULAR AND OPPORTUNITY POPULATIONS</b> High School Graduates Working Adults Mid-Career Professional Late Career and Emergent Populations Returners Degree Completers Geographic Service Area Populations • Underserved Populations • Under-Represented Populations Interest Driven Populations • Distance • Professions Employer Populations Degree Holders • A.A., A.S., A.A.S. • B.A., B.S. • M.A., M.S., M.B.A. • J.D., M.D., Ed.D., Ph.D. Disabled Populations <b>Population Characteristics:</b> Values, Constraints, and Learning Preferences Time Bound Price Bound Community Bound Isolated Learners Care Givers Individual Preferences Classroom Laboratory Internet Adaptive Facilities Office Home Internet Language/Culture	<b>CREDENTIAL AND NON-CREDENTIALIZED OBJECTIVES</b> Degree • A.A., A.S., A.A.S. • B.A., B.S. • M.A., M.S., M.B.A. • J.D., M.D., Ed.D., Ph.D. Skill Development • SCANS Skills • Work Skills • Basic Skills Certificate • Internal Certification • External License • National • State • Mandatory Continuing Education Trade • Automotive • M.A., M.S., M.B.A. • Planning • Building Trades • Electronic Technician Training • Contract • Open Program • Call Center Operations • Microsoft Word, Excel, Access, Project... • Equipment Operation Transfer (Apprenticeship) • Two-year to Four-year • Program to Program WorkCT Graduate School • Admission Testing • Professions Post Graduate Continuing Professional Education Enrichment "High M" • Unskilled • Uneducated • Expansion	Community College Model Liberal Arts College Model Comprehensive University Model Research University Model Branch Campus Model Correspondence School Model Executive Education Model University of Phoenix Model PBS Model Credit Bank Model College of the Community Model Meta University Model • Western Governors • Open U.S. • Multigen Virtual University Commercial Learning Models • Zyff Davis University Model • System Model • Culture Model • Homecare Direct Model • Knowledge Pool Model • Franchised Virtual Models (CD ROM, etc.) Corporate University Models • Antares Andromeda Virtual Learning Network Model • IBM Learning Services Model • Motorola University Model ASP University Model (Application Service Provider University) • Blackboard.com • WebCT • Course • EcCollege • WBT • LearnLine Virtual High School Model • The Florida High School • Class.com Maryland Virtual High School of Science and Mathematics Vertical Market Model	<b>AMERICAN PSYCHOLOGICAL ASSOCIATION'S LEARNER-CENTERED PSYCHOLOGICAL PRINCIPLES</b> Cognitive and Metacognitive Factors • Nature of the learning process • Goals of the learning process • Construction of knowledge • Strategic thinking • Thinking about thinking • Context of learning Motivational and Affective Factors • Motivational and emotional influences on learning • Learning motivation to learn • Effects of motivation on effort Developmental and Social • Developmental influences on learning • Social influences on learning Individual Differences • Individual differences in learning • Learning and diversity • Standards and assessment <b>THEORY</b> LEARNING THEORIES (Partial List) • Adult Learning Theory (J. Cross) • Arnsperg (R. Knowles) • Cognitive Dissonance Theory (L. Festinger) • Cognitive Flexibility Theory (K. Spiro) • Conditions of Learning (R. Gagne) • Experiential Learning (C. Rogers) • Gestalt Theory (M. Wertheimer) • Mathematical Learning Theory (S. Atkinson) • Multiple Intelligences (H. Gardner) • Situated Learning (J. Lave) • Social Learning Theory (A. Bandura) • Structural Learning Theory (J. Stroudman) • Operant Conditioning (B.F. Skinner) <b>PRACTICE</b> TEACHING/LEARNING METHODS (Partial List) • Active Learning • Audio Learning • Case Study • Cooperative Learning • Experiential Learning • Group Inquiry • Instructional Games • Laboratory • Learning Communities • Lecture • Personalized System of Instruction • Programmed Learning • Recitation • Role Playing • Self-Paced Tutorial • Seminar • Simulation • Team Projects • Thesis	<b>Context Design Models</b> • Course/Degree/Credit Model • Modularized Curriculum Model • Term Based Learning Models • Online Curriculum Models • Cooperative Education Model • Resizable Learning Object Model • Reflective (Construct) Model • Research Driven Model ... <b>Context Development Models</b> • Faculty Expert Model • Industry Standard Model • External Expert Model • Need Based Models • Cross Discipline Models • ISD (Instructional System Design) • ADDIE (Analysis, Design, Development, Implementation, Evaluation) • DACUM (Develop A Curriculum Model) ... <b>Context Delivery Models</b> • Lecture • Laboratory • Online (Internet) • Self Paced Tutorial (Not Intermediate) • Peer to Peer • Technology Enabled (CD, DVD, Video) • Practicum ... <b>Learner Assessment Models</b> • Placement • Mastery • Learning Effectiveness • Diagnostics • Portfolio • License • Certification ... <b>Credentialed Awarded</b> • A.A., A.S., A.A.S. • B.A., B.S. • M.A., M.S., M.B.A. • J.D., M.D., Ed.D., Ph.D. • Institutional Certificates • Industry Standard Certificates • Certificates of Completion • CEU (Continuing Education Units) ... <b>Comprehensive Business Model</b> • Degree/Term/Course Markets • Vertical Learning Markets • Horizontal Learning Markets • Continuing Education Markets ... <b>Curriculum Master Plan</b> • Comprehensive Offerings Detailed • Disciplines Offered • Schedule • Faculty • ...	<b>Assessment Strategy and Philosophy</b> • Grads • Mastery • Gap • Placement • Process • Measurement <b>Curricula Configurations</b> • Classic 12 Semester (M, W, F, T, Th) • Weekend College • Cohort Programs • Accelerated Degree Programs • Mini Term • Bi-Weekly Blocks • Saturday School • Self Paced with Seminar • Self Paced with Assessment • Online Learning Community <b>Cognitive Complexities</b> • Verbal • Quantitative • Communication • Analytical • Critical Thinking <b>Core Competencies</b> • Discipline • Communication • Writing • Speaking • Listening • Basic Math • Arithmetic • Persents • Charts • Computer Literacy • Word Processing • Spread Sheets • Data Base • Presentation • Managing Information • Brochures • Internet Literacy <b>Curriculum Resources</b> • Content Resources • Assessment Resources • Staff Resources • Reference Resources <b>Domains Competencies</b> • Discipline • Skill • Methodological • Interpersonal <b>Learning Outcomes</b> • Learner Objectives (and Column) • Transfer and Articulation • Degree Ladder • Employability ... <b>Sequencing of Curriculum</b> • Content Mapping to Course Syllabi • Course Sequencing to Program Goal • Prerequisite/Co-requisite Sequencing • Pract Learning Assessment	<b>Academic Advising</b> • Online Advising • Graduation Check • Transfer Options • Substitutions • Understanding Academic Rules <b>Assessment</b> • Skills • Learning Styles • Knowledge Base <b>Career Counseling</b> • Matching Skills to Jobs • Matching Temperament to Job • Self Assessment <b>Career Placement</b> • Job Search Preparation • Job Search • Interview Skills • Content Assessment and Negotiation <b>Day Care</b> <b>Financial Aid</b> <b>Health Center</b> • Health Education • Incontinence • Alcohol Treatment Center <b>Learning Resource Center</b> • Learning Diagnostics • Skill Development • Learning Tools • Tutoring • Learner Support Services • Study Skills <b>Library</b> • Digital Learning Resources • Books and Reference Material • Journals and Periodicals • Information Search and Retrieval <b>Personal Counseling</b> <b>Recreation</b> <b>Special Population</b> • Disabled and Adaptive Environments • Special Needs • Language Needs • Service Center (One Stop Shop) • Bursar • Registrar • Financial Aid • Counseling • Advising • Service Learning <b>Tutoring</b> • Online • Learning Resource Center <b>Work Study</b>

Note: (CCCF v.2004.5) These lists are intended to be illustrative and not comprehensive. Feel free to add more to this list or modify the list to meet campus specific policy or practice guidelines.  
 Michael G. Dolence and Associates P.O. Box 9225, Claremont, CA 91711 Voice: 909.425.9637 FAX: 909.425.7377 WWW: www.dolence.com WWW: www.dolence.com



RIVERSIDE COMMUNITY COLLEGE DISTRICT  
TEACHING AND LEARNING COMMITTEE

Report No.: VI-A-3

Date: June 17, 2008

Subject: Update on CurricUNET Implementation

Background: Presented for the Board's information is an update on the development and implementation of CurricUNET for Riverside Community College District.

Information Only.

James L. Buysse  
Interim Chancellor

Prepared by: Chip Herzig  
Assistant Professor, Computer Information Systems

Sylvia Thomas  
Associate Vice Chancellor, Instruction

## CurricUNET

As budgets get tighter and demands on staff time grow, every opportunity to simplify processes and reduce paper handling must be evaluated seriously. CurricUNET does this and more. It is a significant breakthrough in the long-neglected area of curriculum development and approval tracking. Award winning CurricUNET has been developed to automate the entire process of submitting course and program proposals via a Web browser. It is especially effective for multi-campus institutions that want a paperless solution for this cumbersome process. It creates a virtually paperless, fully automated system that dramatically changes the curriculum development processes and work environment of the institution. The timely review of course and program proposals and revisions is monitored through the system. CurricUNET makes it possible to reduce paper and storage costs associated with curriculum management.

The curriculum process becomes more transparent and allows the Board of Trustees, faculty, and staff to regularly obtain meaningful statistics on curriculum development. In short, CurricUNET becomes a strategic asset of the institution.

CurricUNET offers the following features:

- It uses Web forms for all input required for course and program proposals.
- All input fields are entered into a relational database, thus facilitating searches, flexible report production, and interfaces to related systems (such as catalog production and schedule build).
- All necessary notifications are automated, and all steps in the process are tracked with an automated workflow module. As a result, a real-time view of the workflow for each proposal can be displayed at any time showing the exact current location of the proposal in question.
- Historical tracking of all Courses and Programs.
- In addition, all articulation agreements are maintained in an articulation database by institution.
- The system is designed to facilitate automated interface to various statewide processes, where required.

CurricUNET is the 2002 Recipient of the Technology Focus Award from the California Community Colleges Chancellor's Office.

CurricUSEARCH provides the ability to search its nationwide database of course outlines from participating CurricUNET clients. This database contains 100% of the approved course outlines of these member institutions.

CurricUSEARCH includes the following search options:

- Nationwide (the default search)
- By specified state
- By institution within state, or combination of institutions within a state

- By subject (for a specified institution)
- By course number (for a specified institution)
- By keyword (with Boolean operator capability - "and, or", etc.)
- Combinations of the above

## View from the soapbox

- ▶ Curriculum is the foundation of learner-centered teaching.
- ▶ The curriculum process must work for us, not against us
- ▶ Nothing new that is worthwhile comes without pain...
- ▶ Once understood CurricUNET will speed curriculum development and change
- ▶ It will get us past the "i's & t's" and on to the important content issues and SLOs

## What is CurricUNET?

- It is a curriculum management software program
  - Manages the database
  - Controls the workflow
  - Converts a manual system to an automated one
- The workflow has been tailored to emulate our paper system

# CurricUNET

By Chip Herzig

## Topics

- ▶ What is it
- ▶ Why do we need it
- ▶ Scope of CurricUNET
- ▶ From whence does it come
- ▶ Support
- ▶ Conclusion

## Why do we need it?

- ▶ Needed an improved, paperless system – the old system took out a forest every December!
- ▶ Current system had a singular point of historical memory
- ▶ Brings transparency to the curriculum process
- ▶ Ensures the curriculum process for courses and programs proceeds in a systematic manner

## Scope of CurricUNET

- ▶ COR, course outline of record, is the Title 5 entity that is our “contract” with the student
- ▶ RCCD has over 2200 CORs across 100 + distinct disciplines
- ▶ All the CORs are in CurricUNET
- ▶ All certificate patterns are in CurricUNET
- ▶ Work flow captures our present system
  - Change is imminent

## From whence does it come?

- ▶ CurricUNET software was developed and is administered by Governet Inc.
- ▶ Housed on their server farm in Idaho Falls, ID
- ▶ San Diego CCD was the proving ground and pilot institution for development and implementation
- ▶ It is in about 60 CC's in California + other CCs nation wide
- ▶ CurricUNET may become the curriculum management system adopted by the CCCCCO for all California CCs

## Support

- ▶ The Governet support is nothing shy of superb
- ▶ Governet staff
  - Assisted in developing the work flow
  - Returned for a review and finalization of the workflow
  - Provided 3 days of on-site training
  - Held weekly CCC Confer meetings prior to going live
- ▶ Going live ... they are holding our hands and nursing us through the problems
- ▶ Phone calls bring immediate action and change

## **Conclusion**

- ▶ It is a needed change
- ▶ There is a learning curve
- ▶ There will be kinks and bumps in the road
- ▶ Trust me it'll be OK
  - and yes I do have a couple of beautiful bridges...

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
TEACHING AND LEARNING COMMITTEE

Report No.: VI-A-4

Date: June 17, 2008

Subject: District Counseling Services

Background: Presented for the Board's review and information is a report by the Riverside Community College District Counseling Discipline. The mission of the RCCD Counseling Discipline is to foster and promote the intellectual, emotional, social, and cultural development of students by offering a wide range of counseling, career, consultation, training and educational services. This report provides an overview of the role of Counseling Services, the students served, services provided to students and the community, campus program highlights, and service outcomes. The report presents a description of the Counseling Discipline, how it ensures continuous improvement of its services and courses, and its perspective on how the District may enhance the student experience and promote greater student learning.

Information Only.

James L. Buysse  
Interim Chancellor

Prepared by: Debbie DiThomas  
Interim Vice Chancellor, Student Services and Operations

Counseling Discipline Representatives:  
Judy Haugh  
Ellen Drinkwater  
Jimmie Hill  
Salvador Soto  
Pat Titus

## RIVERSIDE COMMUNITY COLLEGE COUNSELING DISCIPLINE REPORT TO THE BOARD

### *COUNSELING DEPARTMENT MISSION STATEMENT*

The mission of the Counseling Department at Riverside Community College is to foster and promote the intellectual, emotional, social, and cultural development of students by offering a wide range of counseling, career, consultation, training and educational services. These services help students resolve personal difficulties and acquire the skills, attitudes, abilities, and knowledge that will enable them to take full advantage of their college experience and be successful. We support the academic goals of the college through consultation and collaboration with faculty, staff, and campus organizations. We seek to foster intercultural competence and promote awareness and empathy within a multicultural environment.

*OUR VISION* is to be a leader among community colleges, highly regarded for commitment to students, respected for excellence in teaching and counseling, and recognized as responsive and proactive to the community we serve.

*OUR VALUES* are expressed in four distinct areas:

**Student Centeredness:** To serve in the best interest of the students educationally and personally, to offer comprehensive and flexible guidance courses and counseling services reflective of the diverse and evolving student needs; to treat all individuals with respect, concern and genuine care; to counsel and advise students to help them plan for and progress toward their individual educational and personal goals.

**Teaching Excellence:** To communicate to students a body of knowledge in a creative, stimulating, and challenging manner; to emphasize critical and creative thinking; to promote effective communicators; to instill in students a sense of lifelong learning; to be truthful with students regarding their performance and yet hold all students to high standards of excellence in their learning; to value and honor diversity of thought among faculty, staff, and students; and to value the potential for all students to learn.

**Counseling Environment:** To create an atmosphere in which all individuals are treated with respect and dignity regardless of differences; to value diversity and the learning opportunities that it creates; to exemplify a communicative, respectful, and a collaborative, collegiate culture within our department; to promote academic professionalism and personal integrity; to seek excellence in all endeavors; and to hold each other accountable as we strive towards excellence throughout our department.

**Tradition:** To further the traditions of quality, innovation and professionalism found in our department and throughout the institution; to emulate the pride we associate with as Riverside Community College Counselors; and to continue our commitment to the community we serve as we make Riverside Community College the hub of our community with respect and value to the diverse student population we serve.



### *COUNSELING SERVICES HIGHLY CORRELATED TO STUDENT SUCCESS*

Counselors are fully integrated into almost every grant, program, and service including categorical programs such as DSPS, EOPS, Matriculation, Financial Aid, and CalWORKS. Certain programs have requirements that mandate that counselors funded from these programs serve only the CalWorks students within the designated programs. However, the focus of this report is on general counseling services offered throughout the district. The district has outlined eight strategic initiatives (2005-2010) in working toward student success and the availability of counseling services is essential to meeting these goals:

- Increase Student Access
- Increase Course Retention
- Increase Successful Course Completion
- Increase Student Term-to-Term Completion
- Improve Student Learning Outcomes
- Increase the Number of Awards, Certificates, and Transfers
- Improve the Quality of the Student Experience
- Develop a Comprehensive Enrollment Management Program

The Counseling Discipline's strategy in addressing the student success initiatives are outlined later in this report.

### WHAT DOES THE DATA TELL US?

Counseling plays a vital role in student success.

RCCD Institutional Research recently replicated a study that investigated the way in which the matriculation components of assessment, counseling, and developing a student education plan (SEP) contribute to student persistence. Though an SEP requires contact with a counselor, the interaction was considered to be sufficiently different to warrant it as a separate variable. First time college students (FTCS) who were enrolled at RCCD in Fall 2005 and Fall 2006 were included in the study. Students included in the study were further limited to those who indicated a goal of completing a bachelor's degree, an associate's degree or a certificate. Students who receive assessment only are as likely to persist as students who receive both assessment and counseling (67% and 66%, respectively). Though only 1 in 5 students (19.1%) received an SEP, those students were the most likely to persist to the following Spring semester (82%).

Institutional Research conducted an additional study involving two groups of students: the first with degree-seekers and the second with undeclared/unknown *goals*. Degree-seeking students were more likely to receive assessment and an SEP than Undeclared students but there was no difference between the two groups regarding counseling. Of the FTCS in Fall 2005 and 2006, 7,406 (68.2%) persisted to the following Spring semester. Degree-seeking students completed more units (6.3) than Undeclared students (5.9) and students with an SEP also successfully completed more units (6.6). There was no significant interaction effect.

Data shows Student Educational Plans (SEP's) are most highly correlated with student success measured by persistence and successful units completed.

## WHAT IS MOST IMPORTANT TO US?

First and foremost we are advocates for the students we serve. We take the initiative to advocate on behalf of students. Student success and access to programs and courses to meet their educational and career goals is what we are all about. Counselors use a holistic approach to ensure that the students' needs are fully addressed. Our priority is to the students we serve!

## WHO ARE THE STUDENTS WE SERVE?

One of the greatest strengths of the Riverside Community College District (RCCD) is our diverse student population. This diversity brings value to RCCD where students learn the intangible skills of getting along with others which will prepare them for future careers and civic responsibility. Counseling faculty value the uniqueness of our students and understand the importance of being culturally responsive. Each student brings unique qualities in helping other students learn and grow. Counseling encourages this opportunity to be culturally responsive through the programs we offer and courses we teach. We are aware of the diverse group of students that we serve and are readily available to assist students through a variety of programs and initiatives throughout the district. Matriculation research demonstrates that the following risk factors are detrimental to college persistence and success and as the number of risk factors increase, persistence and success decrease:

1. No High School Diploma
2. Delayed Entry into Postsecondary Education
3. Financial Independence
4. Having dependents
5. Being a single parent
6. Attending school part time
7. Working Full Time While Attending School  
(*JP Bean & Metzner; U.S. Department of Ed.*)

Throughout RCCD the above factors describe a large number of our students, with the addition of the following factors:

- Academically under-prepared
- First generation college students
- Diversity – age, ethnicity, gender, physical and mental abilities, etc.

## HOW ARE WE MEETING STUDENTS NEEDS?

Counseling is the first point of contact for many of our students. Because we know that the most at-risk students are the least likely to seek services available to them, we are involved in a variety of programs and initiatives to reach out to those students.

Counselors are available to assist students in building a plan to reach their future educational goals and the planning of courses to meet those goals. During Fall and Spring terms, students can meet with counselors by scheduling a 30 minute appointment or through express counseling. Express counseling allows us to serve many students on a first-come basis and usually lasts 5-10 minutes.

Students find it difficult to schedule an appointment with counselors during peak times of the summer/winter sessions because the number of students requesting appointments exceeds the number of available appointments. Since winter and summer are the counseling department's busiest time, counselors are able to see students through walk-in counseling. Full-time counseling faculty work periodically throughout the summer and winter sessions, including peak times. To meet the needs of students with limited resources, the individual campuses are placing a focus on scheduling their additional contractual days during the peak times of winter and summer. Counseling serves a continued and increasingly large population of students during this time:

- August 2005, 5,700 students were served; Riverside - 3,640 / Norco -1,082 / MV - 978
- August 2006, 6,121 students were served; Riverside - 3,979 / Norco -1,110 / MV-1,032
- August 2007, 6,637 students were served; Riverside - 4,537 / Norco -1,218 / MV - 882

We are working to improve our accessibility to students during these peak times with existing resources, but we must recognize that limited counseling faculty and available office space continue to be a concern on all three campuses. To help serve the need of this population when full-time counselors are not contracted to be on campus, adjunct counselors who receive ongoing district-wide training are scheduled. There is always at least one full-time counselor available on each campus.

Research indicates that the development of a full Student Educational Plan (SEP) is most highly correlated with student success. Yet, due to resource limitations mentioned above, it is impossible to provide this service to accommodate the 6000+ new students arriving each August. With this in mind, counseling has implemented the following strategies to encourage students to return during the term to work with a counselor to develop an SEP:

- In conjunction with the matriculation office, letters, encouraging student to make an appointment, are sent to students who have more than 15 units and have not developed a Student Educational Plan
- Provide workshops to all basic skills classes encouraging students to make an appointment with a counselor to develop an SEP
- Follow-up through Basic Skills is provided to those students who do not take the initiative to make the appointment, further encouraging them to get into counseling
- Students in EOPS, Veteran's, DSPS, Athletics, CalWORKs, and Puente are required to have an SEP, however, in the summer months, due to lack of funding in some of these programs, general counseling assumes the load of seeing these students
- The development of an SEP is encouraged through Honors, Student Equity, Financial Aid, Basic Skills, and Guidance courses
- Increase visibility on campus through various forums including the establishment of counseling liaisons, information booths, involvement with various committees, classroom presentations, and orientations

Cognizant that the development of a full SEP has a huge impact on overall student success, Riverside City College Counselors elected to offer students the opportunity to develop full SEP's in the summer of 2007. Due to limited resources at Norco and Moreno Valley, these campuses were only able to provide One Semester Educational Plans. Based on anecdotal evidence,

Riverside counselors believe some Norco and Moreno Valley students came to the Riverside campus to receive a full SEP during Summer, 08.

#### WHAT SERVICES DO WE PROVIDE?

To accomplish our mission of providing the necessary support to students, we operate under a set of core functions through individual and group interactions including instruction. These functions are outlined in the Standards of Practice for California Community College Counseling Programs adopted in 1997 by the Academic Senate and are derived from “The California Education Code” and materials from the American Counseling Association.

1. Academic Counseling
2. Career Counseling
3. Personal Counseling
4. Crisis Intervention
5. Multicultural Counseling
6. Outreach to students and community
7. Consultation to the college governance process
8. Research and review of counseling programs
9. Training and professional development

Through the Riverside Community College Counseling Discipline, standards of practice are designed to assist students in planning, selecting and achieving educational and career goals. The primary purpose of counseling services is to enhance student success. Students are offered a variety of services to help them address their personal, social, academic and career needs. By providing support and guidance, students will be empowered to be successful at completing their educational and career goals. The standards of practice in general counseling typically include academic counseling, career counseling, personal counseling, crisis intervention, multicultural counseling, consultation, research and review, training and professional development including instruction. Counseling services are usually delivered in the form of individual and group counseling sessions.

Each semester both full and adjunct counseling faculty teach Guidance courses. The counseling discipline offers four Guidance classes. The Guidance courses are: *Guidance 45- Educational Planning and College Orientation*; *Guidance 46- Introduction to the Transfer Process*; *Guidance 47- Career Exploration and Life Planning*; and *Guidance 48-College Success Strategies*. Major developments in the instructional areas have made the courses more assessable to students by offering them online and as hybrid courses. Also, some Guidance 45 courses are being taught at some feeder high schools. In the future, the counseling discipline plans to periodically update all course outlines, convene committees to develop SLO's and continue to develop and implement a common assessment for each of the guidance sections.

We are very involved in a variety of assignments/roles throughout the college and community including Curriculum, Strategic Planning, Academic Senate, Matriculation, Transfer Advisory, Puente Club, Future Teachers Club, CAP/Developmental Education, Parking, Academic Planning Counsel, California Teachers Association, and others. We also serve as liaisons to the

different instructional departments. Whenever new programs involving learning communities are developed, counseling is a major component.

In compliance with Title 5, Counseling consists of 6 components, all of which directly affect students.

- Orientation – students learn about the college and its resources
- Assessment/Placement – students participate in a process that uses background information and test scores (multiple measures) to determine their placement levels for English, ESL, math and reading courses
- Counseling/Advising – students meet with counselors for advising, transfer/career information, and are provided opportunities for counseling services
- SEP – a Student Educational Plan (SEP) – Students meet with counselors to develop a road map to their success
- Post Enrollment Evaluation – Follow up is provided for students through progress reports, probation and dismissal information and workshops, basic skills postcards, 15-unit letters, 30-unit letters
- Referral – Students are referred to appropriate services and programs available to them

#### HOW WE COLLABORATE WITH OTHER CONSTITUENCIES ON BEHALF OF STUDENTS

Counseling faculty and services are again an integral part of many programs and services that are institutionalized and evolving throughout the district. Because research demonstrates that counseling plays a vital role in student success, retention, and persistence, it is imperative that we continue to participate in programs and initiatives throughout the district.

Counseling is included in the following programs throughout the district: Articulation, Student Equity, Workforce Preparation, International Students, Honors, Veterans, Puente, Transfer and Career, EOPS, DSPS, Financial Aid, Teacher Preparation, Career and Technical Education, and Basic Skills Initiative.

Counseling faculty are participating in more leadership roles, program review, accreditation, and committee work. Overall, the collaboration with instructional faculty and counseling faculty has contributed to creating an enhanced collegial working environment with the united goal of facilitating the success of our students.

#### HOW DO WE REACH OUT TO STUDENTS AND THE COMMUNITY?

There are many outreach programs in place throughout RCCD in regards to counseling services. Every year each campus provides a Counselor-to-Counselor conference to which counselors from feeder high schools are invited to attend a workshop to learn about the programs, resources, and opportunities available throughout RCCD. In addition, many local high schools invite counselors to present workshops to various groups of students. There are community organizations that various counselors belong to and they attend the meetings on a regular basis.

Currently, through the Education Department and UCR, there is a Copernicus Project in place which is an effort to recruit science and math teachers. A counselor assigned to this project gives regular reports at discipline meetings.

Through the Transfer Advisory Committee, university representatives provide information and suggestions to increase transfer programs throughout the district. Current members include representatives from UCR, Redlands University, Cal Baptist University, La Sierra University, and Cal State San Bernardino. In addition, many university representatives make regular visits to the three transfer centers to meet with students about their respective schools.

#### WHAT DO WE DO TO IMPROVE SERVICES FOR STUDENTS?

The counseling discipline has been very involved in assessing student learning and student service outcomes over the past few years. There has been more accountability and structure for assessing student learner and service outcomes. As a discipline, we have had ongoing dialogue and information regarding student learning. We have participated at a minimum of two retreats per academic year just for assessment purposes with the intent of improving services and programs for students. Currently all Guidance classes have established learner outcomes and are in the process of continuing evaluation of those outcomes through common assessments. Counseling faculty serve on course committees to continue the cycle of assessment and improved teaching and learning as a result of the ongoing dialogue, assessment practices, and plans for improvement. (See appendix)

#### RCCD COUNSELING FACULTY POSITIONS

Riverside general counselors – 11 (Reassigned Time equivalent to 3 full time)

Norco general counselors – 4 (Reassigned Time equivalent to .6 full time)

Moreno Valley general counselors – 4 (Reassigned Time equivalent to .5 full time)

District categorically-funded positions – the counselors in these positions work within their respective programs and see students within that funding source.

- *EOPS – 2*
- *Financial Aid – 2*
- *DSPS – 5*
- *Teacher Preparation – 1*
- *Career and Technical Education – 1*
- *Workforce Preparation – 3*
- *Puente – 1.7*

#### COUNSELING DISCIPLINE HIGHLIGHTS

##### *Increase Student Access*

1. It is a priority of the discipline to be available and accessible to students; assisting in success of students, and to increase the number of students seen for academic advising. Data indicates there is an increase of students served throughout the district:
  - August 2005, 5,700 students were served
  - August 2006, 6,121 students were served
  - August 2007, 6,637 students were served

2. Involved in many programs on campus: Basic Skills Initiative, Puente, Student Equity, Honors
3. Increased Accessibility: Online Probation, Online Dismissal Workshops, and Online Counseling
4. Improved internet/web page services for students and increased online opportunities with the development of the online dismissal process
5. One-Stop ESL

#### *Increase Course Retention*

- Data provided from Institutional Research states that the average course retention rate for the district is 88% and the average retention rate for guidance courses district-wide is 92% - thus a 4% increase

#### *Increase Successful Course Completion*

- Data provided from Institutional Research states that the average course success rate for the district is 63.7% and the average success rate for guidance courses district-wide is 77% - thus a 13.3% increase
- Data provided from Institutional Research states that students with a SEP successfully completed more units (6.6) than students without a SEP (5.8).

#### *Increase Student Term-to-Term Completion*

- Data provided from Institutional Research states that student who receive a SEP are more likely to persist to the following Spring semester (82%) than students who receive assessment and counseling (66%).

#### *Improve Student Learning Outcomes*

- The counseling discipline has been involved in developing Student Learning Outcomes (SLO's) and Service Area Outcomes (SAO's) for the past four years. There is an ongoing commitment to improve teaching and learning within the counseling discipline and to deliver quality student services. (See appendix)

#### *Increase the Number of Awards, Certificates, and Transfers*

- A subcommittee was convened in 2003 to revise the Guidance 47 Course Outline of Record (COR) to meet the requirements for Area E, Self Development, of the CSU General Education Pattern. The course was approved in 2004.
- During the Fall 07, Guidance 47 was submitted and approved by UC as a transferable course. It is one of the few guidance courses approved system-wide in accordance with the rigorous standards set by the UC system.
- The Riverside Community College District Articulation Office continues to provide up-to-date course-to-course, major and general education transfer articulation agreements to students interested in transferring to many segments of higher education. Current we have articulation agreements with the following segments:
  - 21 CSU campuses
  - 9 UC campuses
  - 35 Private universities

- Transfer data from the transfer center shows in 2005-06 there were 353 students who transferred to the UC, 1008 transferred to the CSU. In 2006-07 there were 345 who transferred to the UC system, 1009 who transferred to the CSU system.

#### *Improve the Quality of the Student Experience*

- Increased Collaboration - ability to connect with faculty, more presence on committees, more visibility on campus, more recognition as a discipline throughout the district
- The counseling discipline is diverse and reflective of the community we serve. Collectively we bring a variety of strength and talent to best serve our students
- Through ongoing communication, meetings and retreats, the counseling discipline works collaboratively to sustain quality counseling programs and services throughout the district
- The driving force behind the counseling discipline will always be to remain student-centered and serve as advocates for students

### CAMPUS HIGHLIGHTS

In addition to the district-wide strengths of the Counseling Discipline listed above, counseling departments on each campus demonstrate the following strengths in serving their specific student populations and communities.

#### RIVERSIDE

For the past couple years the Riverside Counseling Department has embraced the opportunity to expand, reassess, infiltrate into the instructional programs more effectively, and take on the roles of learning agents and student developers to the students we serve. As learning agents, counselors assist, manage, and encourage students to build a pattern of success. As the student develops, counselors communicate to students the importance of skill building and other academic requirements to help them understand the value of their academic endeavors.

Riverside City College has a wealth of programs available to increase student success and retention. Counselors are immersed throughout such programs as Puente, Ujima, CAP/Basic Skills, and Honors. The direct correlation of counseling services to student success is significant enough that all programs and initiatives seek counseling services. As counselors we are involved in more programs, more actively involved on committees, and taking a proactive approach to providing quality services and programs to the students we serve.

Counseling has been very much a part of the Basic Skills Initiative. Through the involvement of two general counselors, two adjuncts, and one temporary counselor, we have been able to provide counseling services for the program. This past year, we developed department liaisons as a result of working within this program and established an outcome to meet the need for more involvement with instructional faculty. All full time general counselors are assigned to a department and attend department meetings as a resource to counseling and student services. In addition, counseling faculty have made a concerted effort to get into the basic skills classes to provide general information to students about college and success and to encourage students to develop an SEP with a counselor. We have also designed a series of PowerPoint presentations to deliver to basic skills classes on topics of student success including note-taking skills, study skills, time management, and we will add to this as needed or requested by other faculty.



To provide technologies that will enhance the delivery of services to students, the counseling department implemented online dismissal workshops to students as a pilot program before district-wide participation. This method served as a more effective and efficient means of providing the information to students and allowed for counseling faculty resources to be used more effectively. In addition, to enhance communication within the department and to the college and community the Riverside Counseling Faculty took the initiative to update the Counseling webpage.

The counseling faculty recognized the need to develop a more positive image and clear up any misperceptions about Counseling on the Riverside campus. As a result, there has been an effort to increase collaboration with instructional faculty, involvement on leadership and governance committees, and collaboration and involvement throughout the college community. In Fall, 2007, the counseling faculty provided a FLEX workshop designed to inform faculty of the services and programs available in counseling and the role of the counselor in the community college. The student handbook is a huge undertaking and has been developed by counseling for district-wide use.

As counselors, we are involved in helping students be successful and one of the major tasks is getting students to enroll in the right classes. With involvement in CAP/Developmental Education we saw the rationale behind course pairings. We requested data for successful course completion of other courses when paired with basic skills courses. The results will provide a resource to ensure that students are paired in courses with the optimum chance of success and retention. In addition, counseling faculty attended an ESL meeting to identify the best way to provide general information to that group of students. As a result, the current workshop for them is being adjusted to meet their needs more appropriately.

Riverside Counselors are also involved in teaching as a mechanism for the delivery of quality counseling services to students in a group setting. There is a lot of data available to show the significance and importance of the classes offered on the Riverside campus and their impact on student success:

- Higher rate of success in Guidance courses than the average for the district. Average district success rate is 63.7 while overall for Guidance courses is 69.5
- Higher overall retention rate for Guidance courses when compared to average in district. Average retention for district for courses is 88%, average retention for Guidance courses on Riverside Campus is 90.7
- Improved efficiency in Guidance 47 from Fall 05 (514.61) – Fall 06 (567.19) and in Guidance 48 from Fall 05 (460.61) to Fall 06 (546.68). Both gains show above state efficiency of 525

On the Riverside campus with all of the data that leans towards the importance of students having an SEP and how that one factor will have a huge impact on student success and retention there has been a concerted effort to get the students in to develop an SEP. We have worked with Honors, Ujima, CAP/Developmental Education, and other groups to advertise the importance of

students making an appointment in counseling to develop their SEP.

We are pleased to say that our efforts are producing positive results. Preliminary data shows an increase in the number of SEP's developed for Riverside students.

It is a priority of counseling to be available and accessible to students; assisting in success of students, and to increase the number of students seen for academic advising. Data states there has been an increase in the number of counseling appointments at Riverside City College:

- 2004 – 2005: 18,292 counseling appointments
- 2005 – 2006: 19,045 counseling appointments
- 2006 -2007: 23,156 counseling appointments

## NORCO

The Norco counseling department is comprised of four full-time counselors. As counselors, we are involved in many ways to support student success. For the past two years, the counseling department has taken on a new role of co-chairing a multidisciplinary department. This has given the counseling department more involvement over areas relating to counseling, such as course offerings, who will be teaching the Guidance courses, and the hiring and evaluation of adjunct faculty. Also, having the Co-Chair position allows the counseling discipline an opportunity to advocate for the special needs of the Counseling Department and for the needs of students. This gives the counseling department its own voice as a discipline within a college.

The counseling department is always exploring ways to improve the delivery of services to the growing number of students attending the Norco campus. One we have considered is to be more intrusive as counselors. In Fall 2007, the counseling department took part in the First Student Services Fair at the Norco campus. This consisted of each area in student services having a representative staffing a table to explain the services they provide in order to enhance student success. The fair took place in the quad from 10:00 a.m. to 2:00 p.m. The counseling department had representation from both counselors and the counseling clerical staff. While the counselors explained the counseling services, the clerical staff made appointments for the students to meet with a counselor. We hope to do this again in the fall and the spring of next year.

Norco counselors are also involved in teaching as a means to deliver quality counseling services to students in a group setting. There is a lot of data available to show the significance and importance of the classes offered on the Norco campus and their impact on student success:

- Higher rate of success in Guidance courses than the average for the district: Average district success rate is 63.7 while overall for Guidance courses is 73.8
- Higher overall retention rate for Guidance courses when compared to average in district. Average retention for district for courses is 88%, average retention for Guidance courses on Norco campus is 92.7

To increase the number of students developing an SEP, counselors have instituted a postcard reminder system. A postcard is sent out during the semester to freshmen students, reminding them to make an appointment to see a counselor for an SEP. Since the implementation of the

card system, the counseling department has had an increase in the number of freshmen students completing a two year SEP.

At the beginning of each semester, the Dean of Student services sends a letter to the basic skills faculty making them aware that counselors are available to do 10-minute presentations on student success. During the presentations, counselors review the areas of student support services that could help facilitate student success. At the conclusion of the presentation, the counselor gives the students a survey listing all of the support services and programs available to them. On the survey, the students can select 3 to 4 areas they feel they could benefit from by connecting with those service areas. The counseling department then disseminates this information to the various areas on the survey.

Lastly, the counseling department feels it is imperative that counselor intervention occur with our basic skills students. Working collaboratively with Title V, the counselors will be doing exit interviews with our basic skills students. If a basic skills student has dropped, withdrawn, or simply stopped going to class, we want to know why. Starting with the last day to add classes until the end of this spring semester, the counselors will be receiving a continuous list of data regarding these students. Counselors have a specific set of questions to ask the students. Based on the information obtained from the students, the counseling department hopes to address some of the concerns through the services offered by the counseling department and to create some interventions for students who want to withdraw in the future.

#### MORENO VALLEY

Co-chairing a multidisciplinary department has given the counseling faculty more control over issues relating to counseling, such as course offerings, who is teaching the Guidance courses, and the hiring and evaluating of adjunct faculty. Also, having the Co-Chair position allows the counseling discipline an opportunity to advocate for the special needs of the department and for the needs of students. This will give the counseling department its own voice as a discipline within a college.

The Ben Clark Training Center provides unique programs to students interested in law enforcement and fire technology. Through the counseling department at the Moreno Valley Campus, students are provided with support and guidance to reach their educational and career goals in these areas. The collaboration with Ben Clark Training Center and the Moreno Valley counseling department has enhanced student success within those programs.

Two times a month, the Moreno Valley Campus Counseling Department counselors and department staff set up an Outstation in the Tigers Den during high traffic periods. Students are free to sign up to see a counselor on a walk-in basis. This outreach service has been successful, as many students attend college while balancing full-time jobs and are often only on campus long enough to attend class before heading home to families and other responsibilities.

The Moreno Valley Counselors also teach as a means of delivering quality counseling services to students in a group setting. There is data demonstrating the significance and importance of the classes offered on the Moreno Valley campus and their impact on student success:

- Higher rate of success in Guidance courses than the average for the district: Average district success rate is 63.7 while overall for Guidance courses is 84.1
- Higher overall retention rate for Guidance courses when compared to average in district. Average retention for district for courses is 88%, average retention for Guidance courses on Moreno Valley Campus is 95.9
- Higher efficiency rate with Guidance 47 Fall 06 at 676.38 while the state efficiency rate is 525

The counseling department plays an integral role with the Middle College program and the Nuvview Bridge High School program. In addition to providing counseling services, counseling faculty are teaching guidance courses as a part of those programs.

## COUNSELING DISCIPLINE STUDENT NEEDS

### *Increase Student Access*

- Provide students with more accessibility and opportunities to meet with counselors to develop a SEP.
  - Counseling faculty recommend the review and restoration of counseling positions that were vacated due to district movement, retirements, and promotions.
  - Additional counseling faculty are needed to meet peak (*Summer/Winter*) registration times to ensure adequate staffing throughout the district.

*It must be noted that due to the fact that the faculty contract does not require full-time counseling faculty to work during winter and summer, except for the 10 supplemental counseling days, hiring more full-time counseling faculty would not address the need for counselor availability during these peak times.*

- RCCD has identified the following two student populations and services that are needed for these populations.
  - Veterans - Improve, with counseling and facilities, the services for Veterans and their dependants. This is even more important given that a) more Veterans will be returning from active duty in the near future, and b) the community colleges will be an important part of the implementation of the "New G.I. Bill" which is estimated to cost in the billions of dollars ~ of which a sizable amount will be directed toward educational pursuits.
  - Student Athletes – with the most rigorous requirements mandated by the NCAA it is imperative to provide adequate athletic advising to this group of students; all student athletes are required to have a full SEP on file prior to competition in intercollegiate athletics.
- Provide cohesive district-wide counseling services and practices by identifying a Discipline Facilitator
- Meet the needs of the increasing number of students throughout the district. We need to ensure that there is a pool of qualified adjunct faculty that is highly trained. We must develop strategies to recruit and train more adjunct, provide adequate office space, and increase the adjunct budget
- Create a funding source for the yearly counselor-to-counselor conference where local feeder high school counselors attend to learn valuable information about programs and services available at RCC. The event is designed to increase community knowledge and the perception of the community college as a viable option for students. This outreach activity is designed to increase student access, improve quality of student experience with additional knowledge, and increase awards and certificates by increasing enrollment. In addition, maintain a great collaboration between K-12 and RCC.

### *Increase Successful Course Completion*

### *Increase Student Term-to-Term Completion*

### *Increase Course Retention*

- Proactively continue to seek out the most effective teaching practices and participate in quality staff development opportunities to serve our diverse student population

- Avail ourselves of teacher forums throughout the district designed to enhance teaching effectiveness
- Develop strategies to reach out to students who do not have an SEP
- Continue to work collaboratively with various departments and programs to promote and enhance student success

#### *Improve Student Learning Outcomes*

- Continue to develop SLO's and SAO's with ongoing assessment practices for evaluating and improving counseling services and programs to improve student success.

#### *Increase the Number of Awards, Certificates, and Transfers*

- Data indicates that there are a growing number of undecided students. Counseling has identified a need to reevaluate career services to meet the needs of this population. It is imperative to provide workshops, career counseling, and general counseling services to assist students in developing their educational goal
- Increase overall Transfer Center Services throughout the district. There is a need to provide adequate space and facilities for workshops, university representatives, computers, resources, and personnel to adequately staff the centers throughout the district

#### *Improve the Quality of the Student Experience*

- Facilities – more space is needed for additional faculty offices, university representatives, and to create a more welcoming, friendly environment.
- The campuses are currently dialoguing about the best way to serve students during high impact times with lack of office space (*e.g. At Riverside, the counselors will look into the possibility of finding temporary space to house adjuncts in an effort to meet the high demands of students where we have no space to put personnel*)
- Provide quality counseling services and programs for students it is imperative that the counseling discipline institute a quality staff development program providing opportunities that are ongoing for full time faculty, adjunct, counter staff, and student workers
- Provide the most up-to-date and best strategies for students we serve, counselors must continue to participate in staff development opportunities and teaching forums
- Counseling has identified undocumented students as an important segment of the student population. The Discipline is developing strategies to address the specific needs of this group.
- Continue to provide quality counseling services it is imperative that counseling faculty be involved in decision-making committees to provide input as to what is best for students. Decisions involving student success require counseling input and we must be included as an important component in the communication loop.

## Appendix ASSESSING LEARNER OUTCOMES COUNSELING SERVICES

### Counseling: Individual Appointments

The counseling department implemented various strategies to gather information on student success including evaluation of SEP's to research whether students with an educational plan are accessing the appropriate courses to meet their educational goal.

Counselors within the discipline reviewed SEP's for sample population of 99 students. Findings showed that 77% of the students reviewed were enrolled in appropriate English classes, 80% were enrolled in appropriate Math classes and 31% were enrolled in appropriate reading classes. The study showed a 52.58% successful course completion rate based on those who had an SEP. There was an increase in individual course completion rate of 83%, indicating that students were passing classes at 83% - only a few of the classes successfully completed were not on the educational plan. The average cumulative GPA was 2.59 with 78 of the 99 students having a 2.0 GPA or higher.

### Counseling: Service Area/Front Counter

Service Learning Outcome: Students will know how to take the necessary steps to enable them to meet AOC requirements.

An average of 99% of students reported that counseling personnel, Educational Advisors, and Counselors were knowledgeable and communicated effectively the steps they needed to take to complete the Assessment/Orientation/Counseling (AOC) process. A total of 98% of the students mentioned that counseling personnel were friendly and helpful in directing them to the proper student services departments to complete the Matriculation Process (AOC). Furthermore, 97% of the students that completed the survey reported that as a result of their interaction with the Counseling staff/Educational Advisor/Counselor they understood the steps they needed to take to complete the AOC process.

## CONTINUAL IMPROVEMENT BASED ON ASSESSING OUTCOMES

The biggest impact is the opportunity provided for faculty to participate in ongoing dialogue to improve teaching and learning throughout the counseling discipline.

### Counseling: Individual Appointments

The counseling discipline met on April 24, 2008 to discuss findings of the SEP evaluation. The discipline recognized the difference in accessing courses in reading as compared to English and Math and felt that our plan for improvement for the next few years should include dialogue with Reading faculty and other disciplines to discuss the reasons why students are not enrolling in reading classes and whether or not that has an impact on student success. There was also discussion about providing information to the different disciplines on campus so that they are aware of what we do in counseling – there is a misconception by some faculty that we put students in classes. Questions to review with faculty across the disciplines: Do some academic classes require reading? What is the expectation on the academic side on reading – is it required in classes? Are the reading cut scores accurate? What can we do to ensure that students are taking the placement test seriously so that they get placed into the appropriate class? If a student

is misplaced in reading – can the reading faculty suggest retesting? What is addressed in the different reading levels?

#### Counseling: Service Area/Front Counter

It is imperative to provide ongoing training to our counter staff. There is a turnover rate of front counter staff personnel, especially with student workers. In addition, there is a need to look into full time status in regards to step/pay. We are losing our full-time personnel to other departments with higher pay/step status.

We need to provide ongoing training/dialogue with counter staff to ensure all members are well versed in providing students with accurate and up-to-date information. The survey results indicate that students are getting the information they need in regards to the process and requirements of AOC. There is a need to expand quality services to students.

#### Guidance 45: Introduction to College

We have used a pre/post test for our orientations and have tabulated the results two times over the last four years. We had trouble getting data due to classes being cancelled and lack of participation from faculty members. The committee learned that students are very confused about the process of probation and dismissal. After the course they understand it better. The results from fall 2007 demonstrated the facts that the survey itself is flawed. We are asking the students to ask how clear they are about issues but many students just filled out all very clears or all neutral. It is impossible to know if the students truly learned what we hoped they did with the current assessment.

During the retreat on April 24<sup>th</sup>, 2008 the committee decided to continue assessing the same SLO but to completely change the method of assessment. Arturo Dassow suggested using an application card that asks students to write how they will apply their knowledge from the class to their college experience. We will meet four times each year (September, November, March, May) to analyze the data and continue to see how we can improve the assessment.

#### Guidance 46: Introduction to the Transfer Process

The department has updated a nonexistent webpage with information readily available to students about Guidance courses. In addition, there is now a wealth of information available for students about the transfer process including important articulation. To promote Guidance 46 we may need to advertise at orientations with flyers about available Guidance courses. In addition, mandating the pretest and post-test (especially in the online forum) will be further reviewed. The committee has committed to continue to gather data from the pre/post test and then analyze all results, and report findings regarding Guidance 46: *Introduction to the Transfer Process* to the entire discipline during Spring 09.

#### Guidance 47: Career Explorations

The group has met and would like to take the Guidance 47 learning outcomes and produce common assessments to utilize on a regular basis to drive instruction. The group plans on meeting regularly (once a month) to develop a common assessment that is both quantitative and qualitative. We would also like to use these meetings as a vehicle to begin to dialogue about



course content, revisit learning outcomes and learning objectives and in turn use the findings to evaluate and adapt pedagogical approaches.

Although we met throughout the year to share ideas and best practices to cover the area of values and more specifically, possible careers that match individual values, there is still work that can be done to teach the material and address the multiple learning styles and temperaments of the students.

There was discussion about the importance of incorporating both qualitative and quantitative assessment instruments to get a more holistic understanding of the student learning outcomes. The group decided to meet regularly for further discussion and to meet to share assessments that are currently utilized in all classes. The intent will be to develop a more comprehensive common assessment to be used in Spring 08 for the Guidance 47 classes.

#### Guidance 48: College Success Strategies

As a result of our efforts, a new action plan has been develop with specific timelines, a designated person to oversee the process at each campus, and a systemic way to collect and analyze the data. The administration of this new plan will be instituted in the fall of 08.

## Counseling Services 2006 ~ 2007

- 1) *How many students are participating in each of the following programs by District and by Campus?*  
 1) *EOPS; 2) Puente; 3) CAP; 4) Financial Aid; 5) DSPS; 6) Veterans; 7) Vocational; 8) Workforce Prep; 9) Athletics*

HEADCOUNT OF STUDENTS (DUPLICATED)				
	Riverside	Norco	Moreno Valley	District Total
EOPS	783	296	36	1,444
Puente	100	100	100	300
Title V (includes CAP)	271	2,306 *	3,941 *	6,518
Financial Aid	9,848	4,531	5,270	19,649
DSPS	975	395	383	1,753
Veterans**	547	35	123	705
Teacher Prep	1,434	307	312	2,053
Vocational	8,080	4,049	4,159	16,288
Workforce Prep	501	46	289	836
Athletics	637	0	15	652
International Students	240	n/a	n/a	240
<b>Total</b>	<b>23,416</b>	<b>12,065</b>	<b>14,957</b>	<b>50,438</b>

\*Total number of students provided with indirect services through Title V.

\*\*There were 21 additional veteran students with no home campus designated.

06/07 STUDENT COUNTS BY CAMPUS (UNDUPLICATED)		
	FTES	Headcount
MOV*	6,130.79	16,830
NOR	5,799.47	13,850
RIV	13,973.35	27,263
<b>District Total</b>	<b>25,903.61</b>	<b>47,843</b>

\*Ben Clark headcount is 6,556.

- 2) *How many full time counselors are dedicated to each of these programs by district and campus?*

FTE COUNSELORS BY PROGRAM				
	Riverside	Norco	Moreno Valley	Total
EOPS	2	0	0	2
Puente	2	2	2	6
Title V (includes CAP)	1	1	1	3
Financial Aid	2	0	0	2
DSPS	3	1	1	5
Teacher Prep	1	0	0	1
Veterans	1	0	0	1

FTE COUNSELORS BY PROGRAM				
	Riverside	Norco	Moreno Valley	Total
Vocational	1	0	0	1
Workforce Prep	1.8	.2	1	3
Athletics	0	0	0	0
International Students	.4	n/a	n/a	.4
Total	15.2	4.2	5	24.4

3) *Do these counselors see any students not involved in these programs?*

This depends upon program restrictions. Our philosophy is that we never turn away students seeking assistance; however some programs are categorically funded and their program guidelines require that counselors see only students involved in that program.

4) *When these counselors are unable to see “their students” who picks up the overflow?*

General counseling is open to all students. However, some special programs require that students who are enrolled in their programs (and receiving the program incentives) see the program counselors. Most special programs have adjunct counselors in addition to the full time counselors to help with overflow.

5) *Subtracting the above students from the general student body how many students remain?*

General Student Body	47,843
Special Program Students from Question 1	-50,438
Total	-2,595

6) *How many counselors are left to service the remaining students?*

17 FTE counselors serve the general student population. In addition the District spent \$1,078,605.72 for adjunct counseling services in 2006-2007.

7) *How many staff and/or counselors are paid as counselors are from the counseling budget but don’t actually have direct student contact or do any actual counseling? Include administration and released time of one kind or another and report to us.*

There are twenty-one full time generalist counselors employed within the Riverside Community College District. These twenty-one positions are distributed as follows: Riverside (13), Norco (4) and Moreno Valley (4).

Of the 13 general counselors at the Riverside campus, three of these have assignments as follows: 1) 100% Puente; 2) 60% Articulation, 40% Department Chair; 3) 50% Transfer Center and 4) 50% Career Center. This reassigned time totals 3.00 FTES leaving 10 counselors to serve general students. Only one FTE counselor does not have direct student contact.

There are 4 counselors at the Norco campus. Two of these have assignments as follows: 1) 40% Puente and 2) 20% Assistant Chair. This reassigned time totals .6 FTES leaving

3.4 counselors to serve general students. All of the Norco counselors have direct student contact.

There are 4 counselors at the Moreno Valley campus. One of these has 40% reassigned time to the Puente program. This leaves 3.6 counselors to serve general students. All of the Moreno Valley counselors have direct student contact.

This brings the total FTE counseling number for the District to 17 FTE counselors to serve the general student population.

*Please provide how many students were seen by each program identified above during the month of August by Campus and District-wide. For Open Counseling, the 18 days of August, from the 6<sup>th</sup> through the 31<sup>st</sup> the City Campus.*

August 2006 (8/1 – 8/31)	Riverside	Norco	Moreno Valley	District Total
General Counseling	3,979	1,110	1,032	6,121
DSPS	200	57	81	338
EOPS	12	0	0	12
Financial Aid	117	0	0	117
Total	4,308	1,167	1,113	6,588

August 2007 (8/1 – 8/31)	Riverside	Norco	Moreno Valley	District Total
General Counseling	4,547	1,218	882	6,647
DSPS	155	57	50	262
EOPS	0	0	0	0
Financial Aid	106	0	0	106
Total	4,808	1,275	932	7,015

*The average number of students per counselor is 150 per the Wall Street Journal.*

We can't speak to the 150 counselor to student ratio. We did not see the article to understand how this number was derived. However, the Academic Senate for California Community Colleges published in 2003 that the average statewide counseling ratio is 1:1918 in the California Community Colleges.

*The Puente and EOPS Programs are fine examples of programs working Primarily because of the low student to staff ratio but even they are stretched. If all of the above listed "Special Groups" are deserving of special help then what are we telling the rest of our student body about their needs? At this point we are apparently telling them you aren't special enough and we can discriminate against you!*

We do not believe this to be the case. This matter will be addressed through a comprehensive report on counseling to the Teaching & Learning Committee at a future date.

*Please compare this with the number of students seen by counselors not involved with special programs. Please give the numbers and a percentage figure, e.g. 50% above or below the normal counselor.*

Chart 1

General Student Body (unduplicated)	47,843
Special Program Students (duplicated)	-50,438
Total	-2,595
Counselor to Student ratio is immeasurable	

As you can see in Chart 1, when all special program students are subtracted from general student count, the ratio of counselor to student is immeasurable. However, students receiving financial aid, involved in Title V, Teacher Prep and vocational programs see general counselors as well as those students designated for their programs.

Chart 2

General Students	47,843
Special Program Students	-5,930
Total (Including Financial Aid, Title V, Teacher Prep, Vocational)	41,913
Counselor to Student ratio 1:1746	

Chart 2 depicts the counselor to student ratio for general counseling, which includes students receiving Financial Aid and participating in Title V, Teacher Prep and vocational programs. Counselors from these programs are also included in the ratio. The counselor to student ratio in Chart 2 (1:1746) is below the 1:1918 statewide average.

Chart 3

General Students in Fall/Spring	42,393
Special Program Students	-5,930
Total (Including Financial Aid, Title V, Teacher Prep, Vocational)	36,463
Counselor to Student ratio 1:1519	

Chart 1 and 2 were provided in direct response to the question asked; however, Chart 3 was prepared as a more accurate representation of the counselor to student ratio for 2006-2007. Chart 3 represents the counselor to student ratio factoring in the number of general students in fall and spring when the full time counselors are contracted to work. The counselor to student ratio of 1:1519 in Chart 3 is below the 1:1918 statewide average.

*As you know I was and am concerned about the counseling available to our students. How is our enrollment doing this year at this time?*

Based upon preliminary information, currently our fall growth rate is about 6% from last year. The summer growth rate was about 10% higher this year compared to 2006.

*Thank you, Janet Green, Trustee*

### Head Count Unduplicated

Moreno Valley                    16,830 or 29% of district total

Norco                                13,850 or 23.9% of district total

Riverside                         27,263 or 47% of district total

Question:     *Are these numbers fairly accurate?*  
 Yes, the unduplicated campus headcount numbers are correct. However, because 9,023 students attended more than one campus during this time period, when you add these numbers, the resulting District headcount is duplicated—therefore, the percentages are not correct. The unduplicated headcount for the District in 06/07 was 47,919.

### FTE Counselors by Program

Question:     *What is the breakdown of regular contract counselors funded by the district and those paid for with categorical monies?*  
 The following chart demonstrates the number of counselors funded through categorical programs:

FTE COUNSELORS BY PROGRAM					
	District	Riverside	Norco	Moreno Valley	TOTAL
EOPS		2	0	0	2
Puente	.5	.4	.4	.4	1.7
Title V (includes CAP)		1	0	0	1
Financial Aid		1.4	.3	.3	2
DSPS		3	1	1	5
Teacher Prep		1	0	0	1
Vocational		1	0	0	1
Workforce (CalWORKS only)		1.8	.2	1	3
Athletics		0	0	0	0
International Students		0	n/a	n/a	0
Total	.5	11.6	1.9	2.7	16.7

In addition, there are nineteen generalist counselors within the Riverside Community College District. Most of these are funded by the District general fund. These nineteen positions are distributed as follows: Riverside (11), Norco (4) and Moreno Valley (4).

Question:     *What happens to counseling services if the categorical money is no longer available?*

While this may be possible, it is not probable that all categorical money would no longer be available. If categorical programs are discontinued, some of the students served through those programs might not attend college. Those who do attend would see general counselors. In any event, it is speculative as to what the District might do with respect to the discontinuance of Categorical funding.

Question: *You indicated that we have 1 FTE Veterans counselor can you tell us about this persons background or is this person many persons cobbled together to serve the population?*

This was stated in error. The Articulation Officer, who also serves as the Counseling Department Chair, has assumed the duty of providing student educational plans for Veterans as a part of her 1FTEF. However, she also has the option of performing this function as an overload when necessary.

Question: *You indicated that we have no person serving as a counselor in the athletics area within the district is this normal?*

Most colleges with our number of student-athletes and teams do have a dedicated staff member to provide athletic advising. Because we do not have a dedicated counselor for our student-athletes, two generalist counselors have assumed this responsibility as a part of their load.

Question: *Is any portion of the counseling budget used to augment athletics directly or indirectly with administrative, coaching salaries or equipment anywhere in the district?*

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 mentioned above are also NCAA knowledgeable. These two 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 will make appointments to see any available counselor for their mandatory student educational plan.

Question: *You indicated on page 2, item 3, that certain programs require counselors to see only students involved in that program can you identify these programs and explain the rationale behind this requirement? Is it a title regulation or educational code requirement?*

Categorically funded programs that fund counselors generally are mandated by either educational code (e.g. EOPS) or program requirements (e.g. CalWORKs) to serve only students within the designated program. These programs include: EOPS, Puente, DSPS and CalWORKs (a part of Workforce Preparation). In addition, a part-time counselor is funded through international student fees to counsel international students.

Question: *On page 1, item 7 you identify 1 FTE counselor that does not have direct student contact what is the assignment and why would you count them as full time counselor if they don't perform a counseling function?*

The 1 FTEF counselor has 100% reassigned time to perform the duties of the Counseling Department Chair (40%) and Articulation Officer (60%). This role directly supports counseling functions.



Students seen by General Counseling 8/1 to 8/31 (eighteen days)

Moreno Valley                      882 or 13.2% of district total                      49 students per day

Norco                                      1,218 or 18% of district total                      67 students per day

Riverside                              4,547 or 68.4% of district total                      252 students per day

(3 to 5 times higher than the  
new campuses)

Question:     *Why did the Riverside Campus see so many more students than the other two campuses?*

Actually, the numbers above do not reflect all students seen at Norco and Moreno Valley. These campuses did not log students into the system unless they were completing paperwork (such as readmit contracts, student educational plans etc.), while Riverside recorded all students who walked in to see a counselor during that month. Additionally, Riverside has a much larger student population than Moreno Valley or Norco.

Question:     *Were services readily available at the Moreno Valley and Norco campuses or were some of their students using the Riverside Campus because they were unable to access services at their respective home campuses?*

Yes, services were readily available to students on all three campuses during August and throughout the year. There is no evidence to support the suggestion that students were unable to access services at their respective home campus.

Question:     *I would like to clarify that according to your numbers on page 3 during the month of August 2007 no students were seen by the following programs: Puente, Title V (CAP), Teacher Prep, Veterans, and Vocational. Is this accurate? If so why? In addition, can you explain the zero contacts in EOPS and the low number of contacts in Financial Aid and DSPS for the same period?*

The data is accurate; it was supplied by the program leaders. These programs fund full time counselors who are not on contract during the month of August. Counselors are contracted to work during the fall and spring semesters. If the programs do not have the funding for adjunct counseling then they are unable to fund counselors outside the contracted months. However, the students in these programs could have been seen during the summer months. Any student is able to request an appointment with a general counselor throughout the year.

Question:     *On page 4, Chart 3 you indicate that the counselor to student ratio is 1:1,847, However, on pages 10 and 11 of the Counseling Departments 2005-2006 Program Review, which I believe, was suppose to be part of the \*accreditation study, states that the ratio for the Riverside Campus is 1:2,841 , the Norco Campus is 1:3,123 and the Moreno Valley Campus us 1: 2,732, can you explain the disparity?*

We are unable to explain the disparity, as administration was not involved in the development of the counseling discipline's program review. We are taking steps to ensure this disparity does not continue in the future.

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
BOARD OF TRUSTEES  
RESOURCES COMMITTEE MEETING  
June 10, 2008, 7:00 p.m.  
Board Room AD122, Riverside City Campus

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)  
Lee Nelson, Academic Senate Representative (Riverside)  
Patricia Worsham, Academic Senate Representative (Norco)  
Dariush Haghghat, CTA Representative (Riverside)  
Gustavo Segura, CSEA Representative (Moreno Valley)  
Tish Chavez, Confidential Representative (Riverside)

AGENDA

VI. Board Committee Reports

B. Resources Committee

1. Tentative Budget for 2008-2009 and Notice of Public Hearing on the 2008-2009 Budget
  - The Committee to receive a report on the District's Tentative Budget for the 2008-2009 fiscal year.
2. Norco Student Support Center Project – Engineering Agreement – M-E Engineers, Inc.
  - The Committee to consider an agreement.
3. Riverside Nursing/Sciences Building Project – Design Services Agreement/Amendment – GKK Works
  - The Committee to consider an amendment to an agreement.
4. Riverside Nursing/Sciences Building Project – Multiple Prime Construction Management Services Agreement – Douglas E. Barnhart, Inc.
  - The Committee to consider an agreement.
5. Riverside Aquatics Center Project – Design Services Agreement –

Austin Veum Robbins Partners

- The Committee to consider an agreement.

6. Riverside Aquatics Center Project – Multiple Prime Construction Management services Agreement – Tilden-Coil Constructors

- The Committee to consider an agreement.

7. Center for Primary Education Project – Change Order No. 1

- The Committee to consider a Change Order.

8. Anatomy of Student Access: A Financial Perspective

The Committee to be presented with a report.

9. 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: June 17, 2008

Subject: Tentative Budget for 2008-2009 and Notice of Public Hearing on the  
2008-2009 Budget

Background: On or before the first day of July, the District is required to develop a Tentative Budget for the ensuing fiscal year and to forward a copy to the Riverside County Superintendent of Schools. The Tentative Budget for FY 2008-2009 is attached for the Board's review and consideration. Changes to this budget will be reflected in the Final Budget which will be submitted in September for Board approval.

The essential purpose of the Tentative Budget is to establish spending authority for the District from July 1<sup>st</sup> until such time as the Final Budget is adopted by the Board of Trustees in September. This two-part budget process is necessary due to uncertainties associated with both the State budget for the coming fiscal year and the State's "Second Principal Apportionment (P2)" report for the then current fiscal year.

It should be observed that the Riverside Community College District has adopted an approach to the Tentative Budget which yields a modified, continuing resolution budget. Thus, the Tentative Budget for fiscal 2009 reflects a continuation of the revised FY 2007-2008 Budget, albeit with certain modifications as described in the attachment. It should also be noted that Budget Allocation Model proposals have been incorporated in the FY 2008-2009 Tentative Budget based on the projected availability of funds for allocation.

Additionally, in accordance with Title 5, Section 58300, the Tentative Budget must indicate the date, time and location at which the Board will hold a public hearing concerning the final budget proposal. The staff recommends that the Board set September 16, 2008 as the date for the public hearing. Also, and pursuant to Title 5, Section 58301, the final budget proposal must be made available for inspection three (3) days prior to the public hearing. We plan to use the Office of the Vice Chancellor, Administration and Finance, for this purpose. Finally, we will publish this information in The Press Enterprise.

Recommended Action: It is recommended that the Board of Trustees approve the 2008-2009 Tentative Budget, which consists of the funds and accounts noted therein, and authorize staff to forward a copy to the Riverside County Superintendent of Schools. It is also recommended that the Board of Trustees announce that: 1) the proposed 2008-2009 Budget will be available for public inspection beginning September 9, 2008, at the Office of the Vice Chancellor, Administration and Finance; and 2) the public hearing will be held at 6:00 p.m. at a Board meeting on September 16, 2008, to be followed by the adoption of the 2008-2009 Final Budget. It is further recommended that the Board authorize the Chancellor to sign a notice relative to these dates.

James L. Buysse  
Interim Chancellor

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

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**  
**TENTATIVE BUDGET**

**2008/2009 FISCAL YEAR**

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
ASSUMPTIONS FOR FY 2008-2009 BASE BUDGET  
RESOURCE 1000

1. FY 2007-2008 Ending Balance Projection
  - a. Adjustments associated with FY 2006-2007
    - i. Audit Adjustments - None
    - ii. P1 Recalculation adjustment - (\$2,140)
  - b. FY 2007-2008
    - i. Deficit factor of .9834 for a statewide property tax shortfall - \$2.2 million
    - ii. Full FTES Restoration - 2,365 FTES - \$10.8 million
    - iii. 649 Funded Growth FTES at 2.45% - \$2.9 million
    - iv. 960 Unfunded FTES (\$4.4 million)
    - v. Projected salary benefit savings and operating expense budget savings - \$4.0 million
2. FY 2008-2009 Baseline Budget
  - a. COLA at 0%
  - b. Funded growth at 1.67% - \$2.1 million
    - i. Entire Summer 2008 FTES reported in FY 08-09
  - c. No deficit factor is assumed
  - d. One-time, partial backfill of FY 07-08 property tax shortfall - \$1.76 million
  - e. Base apportionment allocations for Norco and Moreno Valley as colleges are not included - \$3.2 million
3. Ending Balance Target
  - a. 5% Reserve amount was calculated on Total Available Funds and is the first item funded
  - b. Reserve for Economic Uncertainty is included
4. FY 2008-2009 Base Expenditure Budget Additions Include:
  - a. Board Election costs \$707 K
  - b. Full-Time Step & Column and Professional Growth \$911 K
  - c. Health and Welfare Benefits – 6.7% \$760 K
  - d. One percent salary increase \$748 K
  - e. Re-budget FY 2007-2008 “Golden Handshake” Positions \$432 K
  - f. Innovative Learning Center operating costs \$200 K

Riverside Community College District  
 Budget Allocation Model  
 FY 2008-2009 Tentative Budget

<b>Revenue</b>	
Contingency from 2007-2008	\$ 9,423,484
Additional Revenue from 2007-2008	2,457,250
Unspent DO/DSS 2007-2008 Budget	650,000
Unspent Moreno Valley Campus 2007-2008 Budget	950,000
Unspent Norco Campus 2007-2008 Budget	950,000
Unspent Riverside Campus 07-08 Budget	1,450,000
Estimated Beginning Balance 7/1/08	\$ 15,880,734
Projected Revenue FY 2008-2009	<u>141,074,072</u>
Total Available Funds (TAF)	<u>156,954,806</u>
1. Less, 5% Contingency Reserve (Board Policy)	(8,567,708)
2. Less, 1.0% Reserve for Economic Uncertainty	(427,196)
3. Less, Interfund/Intrafund Transfers	(1,642,000)
4. Less, New District/College Program/Initiatives	-
5. Less, Operating Costs for New Facilities	-
6. Set-Aside for New Positions/PT Faculty Growth	-
Total Available Funds for Allocation (TAFA)	<u>(10,636,904)</u>
	<u><b>\$ 146,317,902</b></u>

**\*\*\*\*\*NOTE\*\*\*\*\***

The amounts shown in the Budget Allocation Model are based on budget assumptions for the Tentative Budget. Amounts will change during the final budget development process as budget assumptions are adjusted based on updated information.

<b>Allocation Increment</b>	
PY Base Expenditure Budget (2007-2008)	\$ 142,436,406
CY TAFA (2008-2009)	<u><b>146,317,902</b></u>
Allocation Increment (A.I.)	3,881,496
7. Less, Base Budget Adjustments	(3,881,496)
8. Less, Small College Factor	-
9. Less, Enrollment Efficiency Incentive	-
10. Less, District Office/District Support Services	-
11. Remaining Allocation Increment	<u>(3,881,496)</u>
	<u><b>\$ -</b></u>

<b>Expenditures</b>						
	Moreno Valley	Norco	Riverside	DSS	D.O.	Total
PY Base Expenditure Budget (FY 2007-2008)(as of 4/30/08)	\$ 26,852,718	\$ 21,233,736	\$ 65,948,338	\$ 23,324,271	\$ 5,077,343	\$ 142,436,406
Base Budget Adjustments	243,085	143,549	1,458,033	1,105,685	931,144	3,881,496
subtotal	<u>27,095,803</u>	<u>21,377,285</u>	<u>67,406,371</u>	<u>24,429,956</u>	<u>6,008,487</u>	<u>146,317,902</u>
District Office/District Support Services	-	-	-	-	-	-
subtotal	<u>27,095,803</u>	<u>21,377,285</u>	<u>67,406,371</u>	<u>24,429,956</u>	<u>6,008,487</u>	<u>146,317,902</u>
Small College Factor	-	-	-	-	-	-
Enrollment Efficiency Incentive	-	-	-	-	-	-
Remaining Allocation Increment	-	-	-	-	-	-
Base Expenditure Budget for FY 2008-2009	<u><b>\$ 27,095,803</b></u>	<u><b>\$ 21,377,285</b></u>	<u><b>\$ 67,406,371</b></u>	<u><b>\$ 24,429,956</b></u>	<u><b>\$ 6,008,487</b></u>	<u><b>\$ 146,317,902</b></u>
% Increase to PY Base Budget	0.91%	0.68%	2.21%	4.74%	18.34%	2.73%
\$ Increase to PY Base Budget	<u><b>\$ 243,085</b></u>	<u><b>\$ 143,549</b></u>	<u><b>\$ 1,458,033</b></u>	<u><b>\$ 1,105,685</b></u>	<u><b>\$ 931,144</b></u>	<u><b>\$ 3,881,496</b></u>
% of Allocation Increment	6.26%	3.70%	37.56%	28.49%	23.99%	100.00%



RIVERSIDE COMMUNITY COLLEGE DISTRICT  
 TENTATIVE BUDGET FUND / ACCOUNT SUMMARY - TOTAL AVAILABLE FUNDS  
 2008-2009

<u>Fund / Resource</u>	<u>Fund Name</u>	<u>Adopted Budget 2007-2008</u>	<u>Tentative Budget 2008-2009</u>
	<u>District</u>		
<u>General Funds</u>			
<u>Unrestricted - Fund 11</u>			
<u>Resource</u>			
1000	General Operating	\$ 153,482,800	\$ 156,954,806
1080	Community Education	927,188	949,552
1090	Performance Riverside	253,613	280,529
1110	Bookstore (Contract-Operated)	914,396	914,396
1170	Customized Solutions	<u>843,148</u>	<u>823,601</u>
	Total Unrestricted General Funds	<u>156,421,145</u>	<u>159,922,884</u>
<u>Restricted - Fund 12</u>			
<u>Resource</u>			
1050	Parking	2,125,710	2,144,318
1070	Student Health	2,082,812	2,131,872
1180	Redevelopment Pass-Through	5,431,148	6,694,677
1190	Grants and Categorical Programs	<u>25,185,479</u>	<u>26,838,216</u>
	Total Restricted General Funds	<u>34,825,149</u>	<u>37,809,083</u>
	Total General Funds	<u>191,246,294</u>	<u>197,731,967</u>
<u>Special Revenue - Funds 32 &amp; 33</u>			
<u>Resource</u>			
3200	Food Services	2,122,490	2,107,334
3300	Child Care	<u>1,698,242</u>	<u>1,752,647</u>
	Total Special Revenue Funds	<u>3,820,732</u>	<u>3,859,981</u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
 TENTATIVE BUDGET FUND / ACCOUNT SUMMARY - TOTAL AVAILABLE FUNDS  
 2008-2009

<u>Fund / Resource</u>	<u>Fund Name</u>	<u>Adopted Budget 2007-2008</u>	<u>Tentative Budget 2008-2009</u>
<u>Capital Projects - Fund 41</u>			
<u>Resource</u>			
4100	State Construction & Scheduled Maintenance	4,320,546	12,076,296
4110	Child Development Center	51,744	53,731
4120	Non-State Funded Capital Outlay Projects	1,116,227	1,116,227
4130	La Sierra Capital	12,087,245	12,632,304
4160	General Obligation Bond Funded Capital Outlay	<u>104,754,440</u>	<u>88,598,719</u>
	Total Capital Projects Funds	<u>122,330,202</u>	<u>114,477,277</u>
<u>Internal Service - Fund 61</u>			
<u>Resource</u>			
6100	Health and Liability Self-Insurance	7,849,614	8,888,565
6110	Workers Compensation Self Insurance	<u>2,173,529</u>	<u>2,425,518</u>
	Total Internal Service Funds	<u>10,023,143</u>	<u>11,314,083</u>
	<b>Total District Funds</b>	<b><u>\$ 327,420,371</u></b>	<b><u>\$ 327,383,308</u></b>
<u>Expendable Trust and Agency</u>			
<u>Student Financial Aid Accounts</u>			
	Student Federal Grants	\$ 14,310,679	\$ 17,268,167
	State of California Student Grants	<u>1,475,000</u>	<u>1,585,000</u>
	Total Student Financial Aid Accounts	<u>15,785,679</u>	<u>18,853,167</u>
<u>Other Account</u>			
	Associated Students of RCC	<u>1,692,183</u>	<u>1,673,068</u>
	<b>Total Expendable Trust and Agency</b>	<b><u>\$ 17,477,862</u></b>	<b><u>\$ 20,526,235</u></b>
	<b>Grand Total</b>	<b><u>\$ 344,898,233</u></b>	<b><u>\$ 347,909,543</u></b>

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

TENTATIVE OPERATING BUDGET  
 2008-2009

Estimated Beginning Balance, July 1		\$ 15,880,733
Federal Income		
Student Financial Aid Adm. Fees	\$ 122,811	
Veterans Report Fee	<u>5,000</u>	
Total Federal Income		127,811
State General Apportionment		
General Apportionment	96,472,503	
Enrollment Fee Waiver Administration	134,347	
Homeowner's Prop Tax Exemption	<u>475,000</u>	
Total State General Apportionment		97,081,850
Other State Income		
Lottery	3,246,333	
Part-Time Faculty Compensation	<u>965,642</u>	
Total Other State Income		4,211,975
Local Income		
Property Taxes	27,380,841	
Food Sales / Commissions	105,000	
Interest	1,400,000	
Enrollment Fees	8,157,499	
Nonresident Student Fees	1,648,000	
Transcript / Late Application Fees	103,500	
Other Student Fees	75,512	
Cosmetology / Dental Hygiene / Other Sales	90,000	
Leases and Rental Income	30,000	
Donations	77,000	
Miscellaneous Local Income	<u>319,485</u>	
Total Local Income		39,386,837
Other/Incoming Transfers		
Sales - Obsolete Equipment	6,600	
Indirect Costs Recovery	<u>259,000</u>	
Total Other/Incoming Transfers		<u>265,600</u>
Total Income		<u>\$ 141,074,073</u>
Total Available Funds		<u>\$ 156,954,806</u>

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

TENTATIVE OPERATING BUDGET  
 2008-2009

Object Code

1100	Regular Full-Time Teaching	\$ 27,062,872	
1200	Regular Full-Time Non-Teaching	12,080,829	
1300	Part-Time Hourly Teaching and Overload	28,137,297	
1400	Part-Time Hourly Non-Teaching	<u>1,435,171</u>	
	Total Academic Salaries		\$ 68,716,169
2100	Regular Full-Time and Part-Time Classified	27,589,778	
2200	Regular Full-Time Instructional aides	2,232,961	
2300	Student Help Non-Instructional and Classified Overtime	826,236	
2400	Student Help Instructional Aides	<u>227,627</u>	
	Total Classified Salaries		30,876,602
3000	Employee Benefits		25,934,622
4000	Books and Supplies		2,545,281
5000	Services and Operating Expenditures		15,795,138
6000	Capital Outlay		2,450,090
7300	Interfund Transfers		
	To Resource 3300	240,000	
	To Resource 6100	<u>250,000</u>	
	Total Interfund Transfers		490,000
8999	Intrafund Transfers		
	Bookstore (Resource 1110)	(150,000)	
	College Work Study (Resource 1190)	183,849	
	Customized Training (Resource 1170)	173,470	
	Performance Riverside (Resource 1090)	193,257	
	DSP&S (Resource 1190)	665,157	
	Instructional Equipment Match (Resource 1190)	<u>86,267</u>	
	Total Intrafund Transfers		<u>1,152,000</u>
	Total Resource 1000 Expenditures Excluding Contingency		\$ 147,959,902
7900	Unrestricted Reserve	7,667,708	
	Reserve for Economic Uncertainty	427,196	
	General Reserve	<u>900,000</u>	
	* Total Contingency / Reserves		<u>8,994,904</u>
	Total Resource 1000 Expenditures Including Contingency / Reserves		<u>\$ 156,954,806</u>

\* The Resource 1000 5% Contingency was calculated in accordance with Board Policy 7080, by taking into account the TAF for all Resources comprising Unrestricted Fund 11 (1000, 1080, 1090, 1110, 1170) and factoring in the deficit for Resource 1090. The calculated contingency for Resource 1000 is \$8,567,708.

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
 2008-2009 TENTATIVE BUDGET  
 RESOURCE 1000 - UNRESTRICTED EXPENDITURES BY LOCATION

<u>Account Description</u>	<u>Moreno Valley Campus</u>	<u>Norco Campus</u>	<u>Riverside City College</u>	<u>District Support Svcs</u>	<u>District Office</u>	<u>Totals</u>
<u>Academic Salaries</u>						
Total 1100	\$ 4,634,964	\$ 4,614,136	\$ 17,813,772	\$ -	\$ -	\$ 27,062,872
Total 1200	2,079,388	1,829,248	4,868,307	2,312,003	991,883	12,080,829
Total 1300	8,032,339	6,017,744	14,087,214	-	-	28,137,297
Total 1400	269,748	359,587	614,171	128,556	63,109	1,435,171
Total 1000 Series	\$ 15,016,439	\$ 12,820,715	\$ 37,383,464	\$ 2,440,559	\$ 1,054,992	\$ 68,716,169
<u>Classified Salaries</u>						
Total 2100	\$ 3,524,313	\$ 2,659,623	\$ 9,583,087	\$ 11,085,681	\$ 737,074	\$ 27,589,778
Total 2200	287,668	257,849	1,687,444	-	-	2,232,961
Total 2300	102,561	106,504	422,733	156,846	37,592	826,236
Total 2400	39,375	3,392	184,860	-	-	227,627
Total 2000 Series	\$ 3,953,917	\$ 3,027,368	\$ 11,878,124	\$ 11,242,527	\$ 774,666	\$ 30,876,602
<u>Employee Benefits</u>						
Total 3100	\$ 1,172,874	\$ 983,803	\$ 2,916,765	\$ 161,601	\$ 87,037	\$ 5,322,080
Total 3200	297,576	233,179	942,482	1,013,069	53,246	2,539,552
Total 3300	466,025	374,681	1,296,329	840,190	59,641	3,036,866
Total 3400	1,815,395	1,628,979	5,917,639	3,146,501	228,187	12,736,701
Total 3500	9,429	7,896	24,436	6,838	29,913	78,512
Total 3600	248,517	207,614	645,335	179,246	23,970	1,304,682
Total 3900	-	-	-	-	916,229	916,229
Total 3000 Series	\$ 4,009,816	\$ 3,436,152	\$ 11,742,986	\$ 5,347,445	\$ 1,398,223	\$ 25,934,622
<u>Books and Supplies</u>						
Total 4200	\$ 13,461	\$ 2,660	\$ 19,703	\$ 12,193	\$ 2,353	\$ 50,370
Total 4300	133,591	58,493	189,276	11,109	7,516	399,985
Total 4500	213,381	212,793	662,172	413,745	126,175	1,628,266
Total 4600	55,149	43,859	253,525	4,530	-	357,063
Total 4700	550	-	109,047	-	-	109,597
Total 4000 Series	\$ 416,132	\$ 317,805	\$ 1,233,723	\$ 441,577	\$ 136,044	\$ 2,545,281
<u>Services and Operating Expenditures</u>						
Total 5000	\$ 686	\$ 561	\$ 3,828	\$ 536,133	\$ 2,160	\$ 543,368
Total 5100	233,321	90,769	124,355	465,263	290,672	1,204,380
Total 5200	96,154	77,067	372,063	291,311	98,903	935,498
Total 5300	14,025	10,100	35,814	14,018	62,081	136,038
Total 5400	17,211	622	38,054	457,274	-	513,161
Total 5500	766,196	741,181	1,773,939	71,749	75,122	3,428,187
Total 5600	1,608,085	297,386	1,136,242	1,711,467	50,788	4,803,968
Total 5700	21,389	12,117	76,006	654,323	1,085,263	1,849,098
Total 5800	652,883	120,379	613,509	431,062	563,607	2,381,440
Total 5000 Series	\$ 3,409,950	\$ 1,350,182	\$ 4,173,810	\$ 4,632,600	\$ 2,228,596	\$ 15,795,138
<u>Capital Outlay</u>						
Total 6100	\$ 11,843	\$ -	\$ 2,931	\$ 37,318	\$ -	\$ 52,092
Total 6200	94,242	194,862	293,566	75,691	99,881	758,242
Total 6400	183,464	230,201	697,767	212,239	316,085	1,639,756
Total 6000 Series	\$ 289,549	\$ 425,063	\$ 994,264	\$ 325,248	\$ 415,966	\$ 2,450,090
Resource 1000 Expenditures	\$ 27,095,803	\$ 21,377,285	\$ 67,406,371	\$ 24,429,956	\$ 6,008,487	\$ 146,317,902

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
FUND 12, RESOURCE 1050 - PARKING

TENTATIVE OPERATING BUDGET  
2008-2009

INCOME

Estimated Beginning Balance, July 1		\$ 194,036
Local Income		
Interest	\$ 20,000	
Rents and Leases	5,000	
Parking Permits / Fines	<u>1,925,282</u>	
Total Local Income		<u>1,950,282</u>
Total Available Funds		<u>\$ 2,144,318</u>

EXPENDITURES

Object Code

2000	Classified Salaries	\$ 1,185,144
3000	Employee Benefits	363,463
4000	Book and Supplies	80,906
5000	Services and Operating Expenditures	320,670
6000	Capital Outlay	63,681
7900	* Contingency / Reserve	<u>130,454</u>
	Total Resource 1050 Expenditures Including Contingency / Reserves	<u>\$ 2,144,318</u>

\* 5% Contingency reserve calculated from TAF equals \$107,216

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

TENTATIVE OPERATING BUDGET  
2008-2009

INCOME

Estimated Beginning Balance, July 1		\$ 818,072
Local Income		
Health Fees	\$ 1,197,000	
Interest	46,800	
Other	<u>70,000</u>	
Total Local Income		<u>1,313,800</u>
Total Available Funds		<u>\$ 2,131,872</u>

EXPENDITURES

Object Code

1000	Academic Salaries	\$ 126,760
2000	Classified Salaries	635,615
3000	Employee Benefits	200,044
4000	Book and Supplies	135,311
5000	Services and Operating Expenditures	253,500
6000	Capital Outlay	70,978
7900	* Contingency / Reserves	<u>709,664</u>
	Total Resource 1070 Expenditures Including Contingency / Reserves	<u>\$ 2,131,872</u>

\* 5% Contingency reserve calculated from TAF equals \$106,594

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

TENTATIVE OPERATING BUDGET  
2008-2009

INCOME

Estimated Beginning Balance, July 1		\$	41,842
Local Income			
Community Activities Program Fees	\$	900,000	
Interest		<u>7,710</u>	
Total Local Income			<u>907,710</u>
Total Available Funds		\$	<u>949,552</u>

EXPENDITURES

Object Code

1000	Academic Salaries	\$	4,229
2000	Classified Salaries		304,556
3000	Employee Benefits		70,688
4000	Book and Supplies		11,773
5000	Services and Operating Expenditures		506,655
7900	* Contingency / Reserves		<u>51,651</u>
	Total Resource 1080 Expenditures Including Contingency / Reserves	\$	<u>949,552</u>

\* 5% Contingency reserve calculated from TAF equals \$47,478



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

TENTATIVE OPERATING BUDGET  
2008-2009

INCOME

Estimated Beginning Balance, July 1		\$ (719,968)
Local Income	\$ 807,240	
Intrafund Transfer from Resource 1000	<u>193,257</u>	
Total Income		<u>1,000,497</u>
Total Available Funds		<u>\$ 280,529</u>

EXPENDITURES

Object Code

2000	Classified Salaries	\$ 331,635
3000	Employee Benefits	108,684
4000	Book and Supplies	33,347
5000	Services and Operating Expenditures	507,190
6000	Capital Outlay	3,000
7900	Contingency / Reserves	<u>-</u>
	Total Resource 1090 Expenditures Including Contingency / Reserves	<u>\$ 983,856</u>
	Resource Deficit	\$ (703,327)

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

TENTATIVE OPERATING BUDGET  
2008-2009

INCOME

Estimated Beginning Balance, July 1		\$	36,737
Local Income			
Commissions	\$	872,659	
Interest		<u>5,000</u>	
Total Local Income			<u>877,659</u>
Total Available Funds		\$	<u>914,396</u>

EXPENDITURES

Object Code

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

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

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

TENTATIVE OPERATING BUDGET  
2008-2009

INCOME

Estimated Beginning Balance, July 1		\$	123,473
State Income			
ETP Retraining			17,600
Local Income			
Interest	\$	3,000	
Contract Revenue		<u>506,058</u>	
Total Local Income			509,058
Intrafund Transfer from Resource 1000			<u>173,470</u>
Total Available Funds		\$	<u>823,601</u>

EXPENDITURES

Object Code

1000	Academic Salaries	\$	2,100
2000	Classified Salaries		112,999
3000	Employee Benefits		39,003
4000	Book and Supplies		28,153
5000	Services and Operating Expenditures		299,985
7910	* Contingency / Reserves		<u>341,361</u>
	Total Resource 1170 Expenditures Including Contingency / Reserves	\$	<u>823,601</u>

\* 5% Contingency reserve calculated from TAF equals \$41,180

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

TENTATIVE OPERATING BUDGET  
2008-2009

INCOME

Estimated Beginning Balance, July 1		\$ 5,344,262
Local Income		
Interest	\$ 178,064	
Redevelopment Agency Agreements	<u>1,172,351</u>	
Total Local Income		<u>1,350,415</u>
Total Available Funds		<u>\$ 6,694,677</u>

EXPENDITURES

Object Code

5000	Services and Operating Expenditures	\$ 156,300
7900	* Contingency / Reserves	<u>6,538,377</u>
	Total Resource 1180 Expenditures Including Contingency/Reserves	<u>\$ 6,694,677</u>

\* 5% Contingency reserve calculated from TAF equals \$ 334,734

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

TENTATIVE OPERATING BUDGET  
2008-2009

Estimated Beginning Balance, July 1 \$ -

Federal Income

Americorp/Service Learning	\$ 41,621
ATE-Adv Tech Ed-NSF	149,916
Calif. Transportation & Logistics Inst.	121,880
CalWorks Program	144,875
Career Ladder Nursing Ed	34,531
CCEAC Program WIA Title I	185,000
Child Care Access	252,340
ECS Consortium Grant	17,500
Foster & Kinship Care	65,422
Foster & Kinship Provider Training	40,000
Fund for Improvement Post Secondary Ed	104,535
Gateway to College	348,457
NSF Nat'l Ctr Logistics & Supply	67,360
Nursing Education Pract & Retention	414,655
Post-Emancipation Services	117,000
Pre-Emancipation Services	133,000
Procurement Assistance	517,180
Riverside County Emancipation Services	850,000
Student Support Services TRIO Norco	272,072
TANF 50%	107,857
Tech Prep Regional Coord Project	220,998
Title V Chaffey Community College	335,259
Title V HSI Coop MV/Norco	539,697
Title V HSI Cop MV/UCR	653,878
Title V Moreno Valley	207,451
Title V Norco	161,772
Title V Riverside	355,149
Tri-Tech Small Business Development	162,260
UCR / Aurora	5,000
UCR / MV Copernicus	23,913
UCR / TQE Grant	129,936
Upward Bound TRIO Norco	142,820
Upward Bound TRIO Norco CNUSD2	293,161
Upward Bound TRIO Norco Norte Vista	388,995
Upward Bound TRIO Riverside	393,740
VTEA	1,005,338
VTEA Tech Prep	244,215
VATEA Title IIA State Leadership	168,000
Water Quality Research	121,968
Workability Grant	228,629
Total Federal Income	\$ 9,767,380

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
 FUND 12, RESOURCE 1190 - GRANTS AND CATEGORICAL - INCOME (continued)

TENTATIVE OPERATING BUDGET  
 2008-2009

State Income

Basic Skills & Immigrant Education	414,313
Basic Skills ESL	545,150
Basic Skills Reappropriation	84,347
BFAP Augmentation	552,651
BOG Financial Aid Administration	193,149
CA High School Exit Exam	362,607
CACT	205,000
CACT Hub FP1	43,898
CACT Hub FP3	121,000
CalWorks	488,582
CalWorks Community College Set-Aside Program	93,022
Career Exploration & Development 7th & 8th Graders	89,247
Career Tech Education - Fiscal Agent	3,457,999
Center for International Trade Development	205,000
Center for International Trade Development - C/O	24,169
CITD Hub FP1	23,824
CITD Hub FP3	121,000
CITD Leadership Grant	162,500
CTE Community Collaborative Project - Supplemental	100,000
CTE Community Collaborative Project - Unite	350,000
CTE Enrollment Growth & Retention AND-RN	517,400
CTE Strengthening Career Tech Ed	121,024
CTE Teacher Preparation Pipeline	157,222
DSP&S Allocation	1,632,722
EOPS - CARE	95,056
EOPS Allocation	716,712
Faculty and Staff Diversity (including carryover)	157,424
Foster & Kinship Care Education	61,076
IDRC Mt. Sac	1,016
Instructional Equipment	581,059
Lottery	510,044
Matriculation	1,577,264
Middle College	141,871
Nursing & Allied Health Equipment	16,879
Nursing Capacity Building Program Expansion FP2	113,750
Nursing Capacity Building Program Expansion FP3	279,096
Nursing Capacity Building Renovation FP3	152,050
Nursing Faculty Recruitment & Retention	187,450
Physican Assistant Base Program Song Brown	108,864
SBDC State CCCCCO	50,000
Song Brown Registered Nursing 07/09	99,973
Song Brown Registered Nursing - 08/10	200,000
Song Brown Registered Nursing Special Project	66,448
Staff Development	69,602

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
FUND 12, RESOURCE 1190 - GRANTS AND CATEGORICAL - INCOME (continued)

TENTATIVE OPERATING BUDGET  
2008-2009

Teacher & Reading Development - C/O	45,826	
Telecommunications Technology Grant	<u>32,804</u>	
Total State Income		15,330,090
Local Income		
CACT Seminars	46,099	
CITD Conferences	7,443	
4Faculty Web Services	28,382	
Gateway to College	322,490	
Intn'l Student Capital Outlay Surcharge	140,000	
Jurupa Early College Academies	44,618	
Nursing Capacity Bldg/Prog Expansion	608	
Nuview Bridge	124,748	
PAC- Seminars	10,000	
Regional Health Occupations	2,000	
Riverside County Board of Supervisors	25,507	
Spanish Language Cultural Immersion	4,356	
Tri-Tech SBCD Cash Match	46,099	
Tri-Tech SBCD Seminars	2,936	
West Ed Paraprofessional	<u>187</u>	
Total Local Income		805,473
Interfund and Intrafund Transfers		
DSP&S Match/Over (from Resource 1000)	665,157	
Federal Work Study (from Resource 1000)	183,849	
Instructional Equip Match (from Resource 1000)	<u>86,267</u>	
Total Interfund and Intrafund Transfers		<u>935,273</u>
Total Income		<u>26,838,216</u>
Total Available Funds		<u>\$26,838,216</u>

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

TENTATIVE OPERATING BUDGET  
2008-2009

<u>Object Code</u>		<u>Expenditures</u>
1000	Academic Salaries	\$ 4,300,079
2000	Classified Salaries	7,338,949
3000	Employee Benefits	3,777,137
4000	Book and Supplies	2,001,391
5000	Services and Operating Expenditures	7,700,575
6000	Capital Outlay	1,455,893
7500	Scholarships	25,100
7600	Book Grants / Bus Passes	239,092
7900	Contingency / Reserves	<u>-</u>
	Total Resource 1190 Expenditures Including Contingency / Reserves	<u>\$26,838,216</u>



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

TENTATIVE OPERATING BUDGET  
2008-2009

INCOME

Estimated Beginning Balance, July 1		\$	92,586
Local Income			
Food Sales / Commissions	\$	1,234,318	
Video /Vending /Pepsi Support		100,000	
Interest		<u>3,500</u>	
Total Local Income			1,337,818
Interfund Transfer From Resource 1110 - Bookstore Fund			676,930
Total Income			<u>2,014,748</u>
Total Available Funds		\$	<u>2,107,334</u>

EXPENDITURES

Object Code

2000	Classified Salaries	\$	688,105
3000	Employee Benefits		282,159
4000	Books and Supplies		729,454
5000	Services and Operating Expenditures		302,249
6000	Capital Outlay		-
7900	* Contingency / Reserves		<u>105,367</u>
	Total Resource 3200 Expenditures Including Contingency / Reserves	\$	<u>2,107,334</u>

\* 5% Contingency reserve calculated from TAF equals \$ 105,367

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

TENTATIVE OPERATING BUDGET  
 2008-2009

INCOME

Estimated Beginning Balance, July 1		\$ 150,643
Federal Income		
Lunch Program		30,995
State Income		
Tax Bailout Funds	\$ 143,552	
State Lunch Program	<u>882</u>	
Total State Income		144,434
Local Income		
Parent Fees	\$ 1,178,075	
Interest Income	<u>8,500</u>	
Total Local Income		1,186,575
Interfund Transfer from Resource 1000 - General Fund		<u>240,000</u>
Total Income		<u>1,602,004</u>
Total Available Funds		<u>\$ 1,752,647</u>

EXPENDITURES

Object Code

1000	Academic Salaries	\$ 958,813
2000	Classified Salaries	272,837
3000	Employee Benefits	229,177
4000	Books and Supplies	74,725
5000	Services and Operating Expenditures	79,015
6000	Capital Outlay	50,335
7900	* Contingency / Reserves	<u>87,745</u>
Total Resource 3300 Expenditures Including Contingency / Reserves		<u>\$ 1,752,647</u>

\* 5% Contingency reserve calculated from TAF equals \$87,632

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

TENTATIVE OPERATING BUDGET  
2008-2009

INCOME

Estimated Beginning Balance, July 1		\$ 517,650
State Income		
Quad Modernization Project	\$ 21,439	
Norco Phase III	10,622,341	
Nursing / Science Bldg	<u>914,866</u>	
Total State Income		<u>11,558,646</u>
Total Income		<u>11,558,646</u>
Total Available Funds		<u>\$12,076,296</u>

EXPENDITURES

Object Code

5000	Services and Operating Expenditures	\$ 45,256
6000	Capital Outlay	12,031,040
7900	Contingency / Reserves	<u>-</u>
	Total Resource 4100 Expenditures Including Contingency/Reserves	<u>\$12,076,296</u>

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

TENTATIVE OPERATING BUDGET  
2008-2009

INCOME

Estimated Beginning Balance, July 1	\$ 52,231
Local Income	<u>1,500</u>
Total Available Funds	<u>\$ 53,731</u>

EXPENDITURES

Object Code

6000	Capital Outlay	\$ 53,731
7900	Contingency / Reserves	<u>-</u>
Total Resource 4110 Expenditures Including Contingency / Reserves		<u>\$ 53,731</u>

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

TENTATIVE OPERATING BUDGET  
2008-2009

INCOME

Estimated Beginning Balance, July 1	\$ 551
Local Income	<u>1,115,676</u>
Total Available Funds	<u>\$ 1,116,227</u>

EXPENDITURES

Object Code

6000	Capital Outlay	\$ 1,115,676
7900	Contingency / Reserves	<u>551</u>
	Total Resource 4120 Expenditures Including Contingency / Reserves	<u>\$ 1,116,227</u>

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

TENTATIVE OPERATING BUDGET  
2008-2009

INCOME

Estimated Beginning Balance, July 1	\$12,085,504
Local Income	<u>546,800</u>
Total Available Funds	<u>\$12,632,304</u>

EXPENDITURES

Object Code

5000	Services and Operating Expenditures	\$ 7,500
6000	Capital Outlay	1,621,148
7920	Contingency / Reserves	<u>11,003,656</u>
	Total Resource 4130 Expenditures Including Contingency / Reserves	<u>\$12,632,304</u>

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

TENTATIVE OPERATING BUDGET  
2008-2009

INCOME

Estimated Beginning Balance, July 1	\$ 85,798,719
Local Income	
Interest	<u>2,800,000</u>
Total Available Funds	<u>\$ 88,598,719</u>

EXPENDITURES

Object Code

2000	Classified Salaries	\$ 160,967
3000	Employee Benefits	59,950
4000	Books and Supplies	2,663
5000	Services and Operating Expenses	45,052
6000	Capital Outlay	38,697,496
7910	Contingency	<u>49,632,591</u>
	Total Resource 4160 Expenditures Including Contingency / Reserves	<u>\$ 88,598,719</u>

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

TENTATIVE OPERATING BUDGET  
2008-2009

INCOME

Estimated Beginning Balance, July 1		\$ 3,806,408
Local Income		
Interest	\$ 200,000	
Self Insurance Health Plan	<u>4,632,157</u>	
Total Local Income		4,832,157
Interfund Transfer from Resource 1000 - General Fund		<u>250,000</u>
Total Income		<u>5,082,157</u>
Total Available Funds		<u>\$ 8,888,565</u>

EXPENDITURES

Object Code

2000	Classified Salaries	\$ 163,108
3000	Employee Benefits	58,583
4000	Book and Supplies	7,400
5000	Services and Operating Expenditures	4,728,603
6000	Capital Outlay	40,000
7900	Contingency / Reserves	<u>3,890,871</u>
	Total Resource 6100 Expenditures Including Contingency / Reserves	<u>\$ 8,888,565</u>



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

TENTATIVE OPERATING BUDGET  
2008-2009

INCOME

Estimated Beginning Balance, July 1		\$ 920,732
Local Income		
Interest	\$ 120,000	
Workers Compensation Premiums	<u>1,384,786</u>	
Total Local Income		<u>1,504,786</u>
Total Available Funds		<u>\$ 2,425,518</u>

EXPENDITURES

Object Code

2000	Classified Salaries	\$ 75,251
3000	Employee Benefits	28,614
4000	Books and Supplies	620
5000	Services and Operating Expenditures	1,173,529
6000	Capital Outlay	5,000
7900	Contingency / Reserves	<u>1,142,504</u>
	Total Resource 6110 Expenditures Including Contingency / Reserves	<u>\$ 2,425,518</u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
STUDENT FEDERAL GRANTS

TENTATIVE BUDGET  
2008-2009

INCOME

Unaudited Beginning Balance, July 1		\$	-
Federal Income			
PELL Student Grants and Book Waivers	\$ 16,000,000		
FSEOG Student Grants and Book Waivers	671,614		
ACG Academic Competitiveness Grant	20,000		
Federal Work Study	<u>576,553</u>		
Total Federal Income			<u>17,268,167</u>
Total Available Funds (TAF)		\$	<u>17,268,167</u>

EXPENDITURES

Object Code

7520	Student Grants and Book Waivers	\$	<u>17,268,167</u>
	Total Student Federal Grants	\$	<u>17,268,167</u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
STATE OF CALIFORNIA STUDENT GRANTS

TENTATIVE BUDGET  
2008-2009

INCOME

Unaudited Beginning Balance, July 1	\$ -
State Income - Cal Grant B and C	<u>1,585,000</u>
Total Available Funds (TAF)	<u>\$ 1,585,000</u>

EXPENDITURES

Object Code

7520	Student Grants and Book Waivers	\$ <u>1,585,000</u>
	Total State of California Student Grants	<u>\$ 1,585,000</u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
ASSOCIATED STUDENTS OF RCC

TENTATIVE BUDGET  
2008-2009

INCOME

Unaudited Beginning Balance, July 1		\$ 1,072,068
Local Income		
Student Fees	\$ 545,000	
Interest	45,000	
Athletic Events	6,500	
Telephone Commission	<u>4,500</u>	
Total Local Income		<u>601,000</u>
Total Available Funds (TAF)		<u>\$ 1,673,068</u>

EXPENDITURES

Account Code

900	ASRCC Operations/Special Events	\$ 39,300	
905	Organizations Funding	137,680	
906	Athletics	231,700	
911	Riverside Special Events	47,925	
912	Riverside Interclub Council	5,300	
913	Riverside MCAC	6,500	
914	Riverside Club Special Events	39,751	
915	Riverside Board of Commissioners	6,300	
921	Norco Operations/Special Events	24,505	
922	Norco Interclub Council	12,725	
924	Norco Club Special Events	8,800	
926	Norco Government Branches	200	
927	Norco Commissioners	1,850	
931	Moreno Valley Special Events	24,943	
932	Moreno Valley Interclub Council	3,650	
933	Moreno Valley MCAC	3,000	
934	Moreno Valley Club Special Events	<u>6,871</u>	
	Total Expenditures		\$ 601,000
	Contingency		<u>1,072,068</u>
	Total ASRCC Accounts		<u>\$ 1,673,068</u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
RESOURCES COMMITTEE

Report No.: VI-B-2

Date: June 17, 2008

Subject: Norco Student Support Center Project – Engineering Agreement – M-E  
Engineers, Inc.

Background: On November 21, 2006, the Board of Trustees approved the planning, design, and construction of the Norco Student Support Center Project and authorized the use of Measure C funds.

Staff recommends that the District enter into the attached agreement with M-E Engineers, Inc. to provide design services for the expansion of the chilled and hot water system at the Norco Campus. The agreement with M-E Engineers, Inc. would include full design and construction administration services relative to expanding the central plant to accommodate heating and cooling loads for the new Norco Student Support Center. Fees under this agreement are not to exceed \$118,000.

Agreement to be funded from the Board approved Measure C project budget.

Recommended Action: It is recommended that the Board of Trustees approve the agreement with M-E Engineers, Inc. for the Norco Student Support Center Project in an amount not to exceed \$118,000 and authorize the Interim Vice Chancellor, Administration and Finance, to sign 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. C. Michael Webster  
Riverside Community College District Planning Consultant  
Facilities Planning, Design and Construction

**AGREEMENT BETWEEN**  
**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**And**

**M-E ENGINEERS, INC.**

THIS AGREEMENT is made and entered into on the 18<sup>th</sup> day of June, 2008, by and between M-E ENGINEERS, INC. hereinafter referred to as "Consultant" and RIVERSIDE COMMUNITY COLLEGE DISTRICT, hereinafter referred to as the "District."

The parties hereto mutually agree as follows:

1. Scope of services: Reference Exhibit I, attached.
2. The services outlined in Paragraph 1 will primarily be conducted at Consultant's office(s), and on site at Riverside Community College District's, Norco Campus.
3. The services rendered by the Consultant are subject to review by the Director of Capital Planning or his designee.
4. The term of this agreement shall be from June 18, 2008, to the estimated completion date of December 31, 2010, with the provision that the Vice Chancellor of Administration and Finance or his designee may extend the date without a formal amendment to this agreement with the consent of the Consultant.
5. Payment in consideration of this agreement shall not exceed \$118,000 including expenses. Invoice for services will be submitted every month for the portion of services completed on a percentage basis. Payments will be made as authorized by the Director of Capital Planning, and delivered by U.S. Mail. The final payment shall not be paid until all of the services, specified in Paragraph 1, have been satisfactorily completed, as determined by Director of Capital Planning.
6. All data prepared by Consultant hereunder, such as plans, drawings, tracings, quantities, specifications, proposals, sketches, magnetic media, computer software or other programming, diagrams, and calculations shall become the property of District upon completion of the Services and Scope of Work described in this Agreement, except that the Consultant shall have the right to retain copies of all such data for Consultant records. District shall not be limited in any way in its use of such data at any time provided that any such use which is not within the purposes intended by this Agreement shall be at District's sole risk, and provided further, that Consultant shall be indemnified against any damages resulting from such use. In the event Consultant, following the termination of this Agreement,

desires to use any such data, Consultant shall first obtain approval of District's representative in writing.

7. All ideas, memoranda, specifications, plans, manufacturing procedures, drawings, descriptions, written information, and other materials submitted to Consultant in connection with this Agreement shall be held in a strictly confidential manner by Consultant. Such materials shall not, without the written consent of District, be used by Consultant for any purpose other than the performance of the Services or Scope of Work hereunder, nor shall such materials be disclosed to any person or entity not connected with the performance of the Services or Scope of Work hereunder.
8. Consultant shall indemnify and hold the District, its Trustees, officers, agents, employees and independent contractors or consultants free and harmless from any claim of damage, liability, injury, death, expense or loss whatsoever based or asserted upon any negligence, recklessness, or willful misconduct of Consultant, its employees, agents or assigns, arising out of, pertaining to, or relating to the performance of Consultant services under this Agreement. Consultant shall defend, at its expense, including without limitation, attorneys fees (attorney to be selected by District), District, its Trustees, officers, agents, employees and independent contractors or consultants, in any legal actions based upon such alleged negligence, recklessness or willful misconduct. The obligations to indemnify and hold District free and harmless herein shall survive until any and all claims, actions and causes of action with respect to any and all such alleged negligence, recklessness or willful misconduct are fully and finally barred by the applicable statute of limitations.
9. District shall indemnify and hold Consultant, its officers, agents, and employees free and harmless from any claim of damage, liability, injury, death, expense or loss whatsoever based or asserted upon any negligence, recklessness, or willful misconduct of the District, its employees, agents, independent contractors, consultants or assigns, arising out of, pertaining to or relating to the District's actions in the matter of this contract and District shall defend, at its expense, including without limitation, attorney fees (attorney to be selected by Consultant), Consultant, its officers and employees in any legal actions based upon such alleged negligence, recklessness, or willful misconduct. The obligations to indemnify and hold Consultant free and harmless herein shall survive until any and all claims, actions and causes of action with respect to any and all such alleged negligent acts are fully and finally barred by the applicable statute of limitations.
10. Consultant shall procure and maintain comprehensive general liability insurance coverage that shall protect District from claims for damages for personal injury, including, but not limited to, accidental or wrongful death, as well as from claims for property damage, which may arise from Consultant's activities as well as District's activities under this contract. Such insurance shall name District as an

additional insured with respect to this agreement and the obligations of District hereunder. Such insurance shall provide for limits of not less than \$1,000,000.

11. District may terminate this Agreement for convenience at any time upon written notice to Consultant, in which case District will pay Consultant in full for all services performed and all expenses incurred under this Agreement up to and including the effective date of termination. In ascertaining the services actually rendered to the date of termination, consideration will be given to both completed Work and Work in progress, whether delivered to District or in the possession of the Consultant, and to authorize Reimbursable Expenses. No other compensation will be payable for anticipated profit on unperformed services.
12. Consultant shall not discriminate against any person in the provision of services, or employment of persons on the basis of race, religion, medical condition, disability, marital status, sex, age or sexual orientation. Consultant understands that harassment of any student or employee with regard to race, religion, gender, disability, medical condition, marital status, age or sexual orientation is strictly prohibited.
13. Consultant is an independent contractor and no employer-employee relationship exists between Consultant and District.
14. Neither this Agreement, nor any duties or obligations under this Agreement may be assigned by either party without the prior written consent of the other party.
15. The parties acknowledge that no representations, inducements, promises, or agreements, orally or otherwise, have been made by anyone acting on behalf of either party, which is not stated herein. Any other agreement or statement of promises, not contained in this Agreement, shall not be valid or binding. Any modification of this Agreement will be effective only if it is in writing and signed by the party to be charged.
16. This Agreement will be governed by and construed in accordance with the laws of the State of California.



IN WITNESS WHEREOF, the parties hereto have executed this agreement on the day and year first above written.

M-E Engineers, Inc.

Riverside Community College District

\_\_\_\_\_  
Alan Wilson  
Principal  
12127 Kirkam Rd.  
Poway, CA 92064

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

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

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

## **Exhibit I**

### *I. PROJECT SCOPE*

The Central Plant Expansion Project will enlarge the Chilled Water and Heating Hot Water Systems at the existing F-2 Plant (Norco Campus). The following elements will be included with the project:

#### Chilled Water System

- Add new 140 Ton Air-Cooled Chiller.
- Upgrade electrical system for new plant capacity.
- Convert pumping to constant flow primary and variable flow secondary with high delta.
- Modify piping, integrate existing chillers with new pumping systems.
- Replace existing distribution piping with 10” main sized for future service.
- Coordinate with Mechanical Engineer for Norco Student Support Center (SSC).
- Provide connections for SSC, Library and future campus expansion.

#### Heating Hot Water System

- Study the existing boiler plant recommend upgrade capacity for connection to SSC.
- Add heating capacity and modify pumping to meet the SSC demand.
- Coordinate with Mechanical Engineer for piping connections to SSC.

The rough work plan is a result of the Consultant’s ongoing engineering and planning for the new ITC Building, the new SSC Building and the Long Range Facilities Master Plan.

### *II. AGREEMENTS*

- A. District and Consultant agree that a single DSA Submittal Package will be compiled which will include the site work and the new plant in a single set of Construction Documents.

### *III. SCOPE OF SERVICES*

#### A. DESIGN DEVELOPMENT PHASE

1. Conduct further evaluation and survey of site conditions to determine special design considerations that are required due to site utilities, existing systems and other site conditions.
2. Provide written Basis for Design for Project. This document will provide a description of the work and list the design parameters and conceptual design criteria. Alternative MEP design solutions may be offered for review and discussion with the District.
3. Provide Design Development Documents (drawings which include system schematics, equipment schedules, and preliminary plans and elevations of

the new building), which will describe materials, equipment components, systems and types of construction. The documents shall convey installation and coordination requirements for the MEP and other divisions of work, including the architecture, structural, civil and landscape elements.

4. Provide coordination of the design with each division of work for the project.
5. Conduct a Design Development meeting. Provide written summary of the meeting which identify action items, parties responsibilities and due dates. Consultant anticipate that the meetings will be held at the Norco Campus or RCC Systems Office.
6. Consultant includes one submittal for the Design Development Phase. The submittal will be for team coordination and will be forwarded to the District.

#### B. CONSTRUCTION DOCUMENT PHASE

1. Prepare Construction Documents (Drawings and Specifications) setting forth in detail the requirements for the construction. Prepare the Drawings and in electronic format (AutoCAD and Word Files) as required by the District. Coordinate with the District standard for the Specification format and content.
2. Three submittals are proposed for the Construction Document (CD) Phase; a 60% complete submittal for Design Team coordination; a 95% submittal for review by DSA and the authorities having jurisdiction and a 100% submittal for bidding and construction. The 100% submittal will include electronic AutoCAD and Word Files.
3. Conduct the necessary field investigations to support the Construction Document Phase.
4. Conduct a Construction Document Phase design team meeting with the District Facilities Personnel.

#### C. CONSTRUCTION ADMINISTRATION PHASE

1. Answer questions and issue clarifications (as required) to the contractors during the bidding period.
2. Coordinate all RFI's and Contractor's Submittals with the Design Team. Provide responses to all RFI's and review and approve Contractor's submittals and shop drawings.

3. Visit the site at appropriate intervals of construction to determine, in general, if the work is being performed in accordance with the Contract Documents. We include bi-monthly site visits which would provide visits over the six month construction period. The visits are to be scheduled and coordinated with the District. Included are visits to compile the punch list and back-check the completion of the punch-list. For each of the site visits we include field observation reports which list deficiencies and coordination items.
  
4. Conduct Construction Phase monthly coordination meetings with the Construction Team. Compile Meeting Summary Reports with track the relevant issues, list action items, identify the responsible parties and the resolution dates. All RFI's and Submittals will be tracked in the monthly Coordination Meetings.

**IV. COMPENSATION**

Consultant to perform the consulting services as described above for the following not-to-exceed fees:

<b>Central Energy Plant Expansion Project RCCD Norco Campus</b>	
Design Development	\$30,000
Construction Documents	\$50,000
DSA Approval Process	\$5,000
Construction Administration	\$20,000
Reimbursables	\$3,000
Allowances	\$ 10,000
<b>Total</b>	<b>\$118,000</b>

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
RESOURCES COMMITTEE

Report No.: VI-B-3

Date: June 17, 2008

Subject: Riverside Nursing/Sciences Building Project – Design Services Agreement/Amendment – GKK Works

Background: On June 20, 2006, the Board of Trustees approved an agreement with GKK Works to provide design services for the Riverside Nursing/Sciences Building Project. The agreement included preparation of design plans, specifications, and working drawings. The agreement also provided for assigning additional services on a negotiated basis.

On September 11, 2007, the Board approved an amendment to the GKK Works agreement for the development of design and specifications for site directory and special signage, engineering and design services for audio-visual and information technology systems, and design services for the development of safety and security systems.

On January 1, 2008, the California Building Code (2007 CBC) was revised and will require implementation of new structural and design elements into the project. Because of these new requirements, GKK Works will have to perform additional design services to assess these code changes as they relate to structural systems, mechanical systems, and fire/life safety issues. Additional fees for these services total \$179,698. Details of the additional work are included in Exhibit I of attached amendment.

Additionally, the agreement with GKK Works specifies that their design fee is based on the cost of construction. Based on the final project budget, the design fee will increase by \$670,784.

As a result of the California Building Code changes and the final project budget, staff is requesting an amendment to the agreement with GKK Works in the total amount of \$850,482.

To be funded from the Board approved budget using State Construction Act and Measure C funds.

Recommended Action: It is recommended that the Board of Trustees approve the attached amendment to the agreement with GKK Works for the Riverside Nursing/Sciences Building Project in the amount of \$850,482 using State Construction Act and Measure C funds 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.

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
RESOURCES COMMITTEE

Report No.: VI-B-3

Date: June 17, 2008

Subject: Riverside Nursing/Sciences Building Project – Design Services  
Agreement/Amendment – GKK Works (continued)

James L. Buysse  
Interim Chancellor

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

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

AMENDMENT TO THE AGREEMENT  
DATED JUNE 21, 2006  
BETWEEN  
GKK WORKS  
AND  
RIVERSIDE COMMUNITY COLLEGE DISTRICT  
(Nursing/Sciences Building Project)

This Agreement shall be amended this date, June 18, 2008, as follows:

The term of this agreement shall be from June 21, 2006, to September 30, 2012, with the provision that the Vice Chancellor of Administration and Finance may extend the agreement termination date with the consent of GKK Works.

Exhibit I, attached, shall provide the detail for the 2008 State Code Change and current construction cost difference.

Total additional compensation of this amended agreement shall not exceed \$850,482, including expenses. Payments and final payment shall coincide with original agreement dated June 21, 2006.

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

GKK Works

Riverside Community College District

\_\_\_\_\_  
Mathew S. Greiner, AIA  
Senior Associate  
3600 Lime St. Ste. 623  
Riverside, CA 92501

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

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

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

## Exhibit I

### I. 2008 State Code Change:

A new CBC Code Change has occurred as of January 1, 2008. This project is required to conform to the provisions of the 2007 CBC. It should be noted that the new code has many differences from the previous code, particularly in structural and seismic safety, as well as fire & life safety.

#### Summary of Services:

##### Architectural:

1. Perform new Building Code Study, per the new California Building Code (2007 CBC).
2. Incorporate / Update design and working drawings and specifications for Code Changes.
3. Coordination of new Structural and MEP requirements.
4. Additional DSA Collaborative Meeting (at DSA San Diego).
5. Additional Design Review Meetings with Facilities and Planning, and with the Advisory Committee.
6. Assist District in coordination with the State Chancellor's Office.
7. Coordination with DE Barnhart for new Construction Cost Estimate.

##### Structural:

1. Coordination with Geotechnical Engineer regarding updating the Soils Report based on the new code and review new recommendations.
2. Perform/re-calculate the new seismic design parameter and seismic loads to new requirements.
3. Change Seismic Importance Factor from 1.15 to 1.25.
4. Re-perform three-dimensional dynamic analysis using new seismic load and new design parameters.
5. Revise the computer model to reflect the changes in the structural design and reanalyze the computer structural model.
6. Reanalyze and redesign the diaphragm and drag beam design.
7. Reanalyze and redesign all seismic foundations and column base plates.
8. Reanalyze and redesign the eccentric brace frames.
9. Revise structural drawings to reflect design changes.

##### Mechanical/Plumbing:

1. Perform new Building Code Study, per the new California Mechanical (2007 CMC).
2. Incorporate / Update working drawings and specifications for Code Changes.
3. Coordination with Structural Engineer regarding revised structure mechanical ductwork layout.
4. Coordination with Architect and other disciplines.

##### Electrical:



1. Revise electrical equipment and conduit anchors and supports for seismic code enhancements.
2. Replace obsolete building code drawing references and research new building code requirements.
3. Replace obsolete building code, equipment references and publication references.
4. Re-initiate electric service utility requirements and new requirements with utility company.
5. Conform to California Title-24 energy code changes, for lighting.
6. Revise electrical specification code compliance references and equipment references.
7. Review specified electrical equipment catalog numbers and types for obsolete/non-code compliance.
8. Review project meeting notes and action items for obsolete code compliance.
9. Emergency engine generator AQMD exhaust emissions code revisions.

Additional Fee: \$179,698

II. Construction Cost Increase:

Revised Architectural Fee per the Terms and Conditions of the Architectural Services Agreement, Article VIII. Revision in Fee based on:

Based on Current Estimated Construction Value:

\$65,000,000.00 = \$4,919,126

<u>Estimate</u> <u>Construction Cost</u>	=	<u>Fee %</u>	<u>A/E Fee</u>
PP Phase		Original Contract	
100% SD Phase	=	Fee	\$ 637,251.00
WD Phase			
100% DD Phase	=	60%	\$3,022,500.00
100% CD Phase			
C Phase			
100% Bid Phase +			
100% CA Phase +	=	25%	
100% Post - Occ. Phase			<u>\$1,259,375.00</u>
		Sub-total	\$4,919,126.00

*minus*

Original Estimated Construction Cost:

\$54,817,318.00 X 7.75% Fee = \$4,248,342.00

Difference/Additional Fee: \$670,784

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
RESOURCES COMMITTEE

Report No.: VI-B-4

Date: June 17, 2008

Subject: Riverside Nursing/Sciences Building Project – Multiple Prime Construction Management Services Agreement – Douglas E. Barnhart, Inc.

Background: On August 29, 2006, the Board of Trustees approved an agreement with Douglas E. Barnhart, Inc. to provide construction management services for the Riverside Nursing/Sciences Building Project. Services included coordination and review of all project documentation and oversight of the construction project to ensure compliance with all bid specifications and Division of State Architect (DSA) requirements.

Staff is now recommending that the Riverside Nursing/Sciences Building Project be delivered using multiple prime contracting (MPC). MPC, is currently being used for the Phase III-Norco/Industrial Technology Project.

Douglas E. Barnhart, Inc. has been working with District staff and the design architect to develop the working drawings and bid specifications for the project. Staff now proposes that the District enter into the attached agreement with Douglas E. Barnhart, Inc. to provide multiple prime construction management services for the Riverside Nursing/Sciences Building Project. Services under this agreement would include management and oversight of construction; and ensuring compliance with all bid specifications, contract drawings, code compliance, DSA requirements; and assisting with building commissioning for the project. Upon execution of the multiple prime construction agreement, the August 30, 2006 agreement with Douglas E. Barnhart, Inc. will be terminated.

The total fixed fee for the construction management services is identified as follows:

General Conditions	\$2,987,965
Construction Management Fee	<u>2,405,000</u>
Total Fee	<u>\$5,392,965</u>

To be funded from the Board approved project budget using State Construction Act and Measure C funds.

Recommended Action: It is recommended that the Board of Trustees approve the attached agreement with Douglas E. Barnhart, Inc., to provide multiple prime construction management services for the Riverside Nursing/Sciences Building Project in the amount not to exceed \$5,392,965 using State Construction Act and Measure C funds and authorize the Interim Vice Chancellor, Administration and Finance to sign the agreement with the provision that the Vice Chancellor, Administration and Finance may extend the end date of the agreement without additional compensation.

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
RESOURCES COMMITTEE

Report No.: VI-B-4

Date: June 17, 2008

Subject: Riverside Nursing/Sciences Building Project – Multiple Prime Construction  
Management Services – Agreement – Douglas E. Barnhart, Inc. (continued)

James L. Buysse  
Interim Chancellor

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

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

**AGREEMENT BETWEEN**  
**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**And**

**DOUGLAS E. BARNHART, INC.**

THIS AGREEMENT is made and entered into on the 18<sup>th</sup> day of June, 2008, by and between DOUGLAS E. BARNHART, INC. hereinafter referred to as “Construction Manager (CM)” and RIVERSIDE COMMUNITY COLLEGE DISTRICT, hereinafter referred to as the “District.”

The parties hereto mutually agree as follows:

1. Scope of services: Reference Exhibit I, attached.
2. The services outlined in Paragraph 1 will primarily be conducted at CM’s office(s), and on site at Riverside Community College District, Riverside City Campus.
3. The services rendered by the CM are subject to review by the Director of Capital Planning or his designee.
4. The term of this agreement shall be from June 18, 2008, to the estimated completion date of December 31, 2012, with the provision that the Vice Chancellor of Administration and Finance or his designee may extend the date without a formal amendment to this agreement with the consent of the CM.
5. Payment in consideration of this agreement shall not exceed \$5,392,965 including expenses. Invoice for services will be submitted every month for the portion of services completed on a percentage basis. Payments will be made as authorized by the Director of Capital Planning, and delivered by U.S. Mail. The final payment shall not be paid until all of the services, specified in Paragraph 1, have been satisfactorily completed, as determined by Director of Capital Planning.
6. All data prepared by CM hereunder, such as plans, drawings, tracings, quantities, specifications, proposals, sketches, magnetic media, computer software or other programming, diagrams, and calculations shall become the property of District upon completion of the Services and Scope of Work described in this Agreement, except that the CM shall have the right to retain copies of all such data for CM records. District shall not be limited in any way in its use of such data at any time provided that any such use which is not within the purposes intended by this Agreement shall be at District’s sole risk, and provided further, that CM shall be indemnified against any damages resulting from such use. In the event CM,

following the termination of this Agreement, desires to use any such data, CM shall first obtain approval of District's representative in writing.

7. All ideas, memoranda, specifications, plans, manufacturing procedures, drawings, descriptions, written information, and other materials submitted to CM in connection with this Agreement shall be held in a strictly confidential manner by CM. Such materials shall not, without the written consent of District, be used by CM for any purpose other than the performance of the Services or Scope of Work hereunder, nor shall such materials be disclosed to any person or entity not connected with the performance of the Services or Scope of Work hereunder.
8. CM shall indemnify and hold the District, its Trustees, officers, agents, employees and independent contractors or consultants free and harmless from any claim of damage, liability, injury, death, expense or loss whatsoever based or asserted upon any negligence, recklessness, or willful misconduct of CM, its employees, agents or assigns, arising out of, pertaining to, or relating to the performance of CM services under this Agreement. CM shall defend, at its expense, including without limitation, attorneys fees (attorney to be selected by District), District, its Trustees, officers, agents, employees and independent contractors or consultants, in any legal actions based upon such alleged negligence, recklessness or willful misconduct. The obligations to indemnify and hold District free and harmless herein shall survive until any and all claims, actions and causes of action with respect to any and all such alleged negligence, recklessness or willful misconduct are fully and finally barred by the applicable statute of limitations.
9. District shall indemnify and hold CM, its officers, agents, and employees free and harmless from any claim of damage, liability, injury, death, expense or loss whatsoever based or asserted upon any negligence, recklessness, or willful misconduct of the District, its employees, agents, independent contractors, consultants or assigns, arising out of, pertaining to or relating to the District's actions in the matter of this contract and District shall defend, at its expense, including without limitation, attorney fees (attorney to be selected by CM), CM, its officers and employees in any legal actions based upon such alleged negligence, recklessness, or willful misconduct. The obligations to indemnify and hold CM free and harmless herein shall survive until any and all claims, actions and causes of action with respect to any and all such alleged negligent acts are fully and finally barred by the applicable statute of limitations.
10. CM shall procure and maintain comprehensive general liability insurance coverage that shall protect District from claims for damages for personal injury, including, but not limited to, accidental or wrongful death, as well as from claims for property damage, which may arise from CM's activities as well as District's activities under this contract. Such insurance shall name District as an additional insured with respect to this agreement and the obligations of District hereunder. Such insurance shall provide for limits of not less than \$1,000,000.

11. District may terminate this Agreement for convenience at any time upon written notice to CM, in which case District will pay CM in full for all services performed and all expenses incurred under this Agreement up to and including the effective date of termination. In ascertaining the services actually rendered to the date of termination, consideration will be given to both completed Work and Work in progress, whether delivered to District or in the possession of the CM, and to authorize Reimbursable Expenses. No other compensation will be payable for anticipated profit on unperformed services.
12. CM shall not discriminate against any person in the provision of services, or employment of persons on the basis of race, religion, medical condition, disability, marital status, sex, age or sexual orientation. CM understands that harassment of any student or employee with regard to race, religion, gender, disability, medical condition, marital status, age or sexual orientation is strictly prohibited.
13. CM is an independent contractor and no employer-employee relationship exists between CM and District.
14. Neither this Agreement, nor any duties or obligations under this Agreement may be assigned by either party without the prior written consent of the other party.
15. The parties acknowledge that no representations, inducements, promises, or agreements, orally or otherwise, have been made by anyone acting on behalf of either party, which is not stated herein. Any other agreement or statement of promises, not contained in this Agreement, shall not be valid or binding. Any modification of this Agreement will be effective only if it is in writing and signed by the party to be charged.
16. This Agreement will be governed by and construed in accordance with the laws of the State of California.

IN WITNESS WHEREOF, the parties hereto have executed this agreement on the day and year first above written.

Douglas E. Barnhart, Inc.

Riverside Community College District

---

William R. Sharp  
4200 Latham Street, #A  
Riverside, CA 92501

---

Aaron S. Brown  
Interim Vice Chancellor  
Administration and Finance

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

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

## Exhibit I

### Scope of Services

A. Preconstruction Phase

Under separate contract

B. Bidding Phase

Under separate contract

C. Construction Phase

1. The Construction Phase for the Project will commence with the award of the initial Trade Contract and will end sixty (60) days after the date of recording the Notice of Completion.

2. Receive Certificates of Insurance, Insurance Policy Endorsements, and Insurance Policy copies from the Contractors, and forward them to the District with a copy to the Architect. Prepare and coordinate required Trade Contract Documents including the timely coordination, organization and processing of all Bid Documents, Trade Contracts and related documents including bonds, affidavits, insurance certificates, endorsements and policies to ensure that a complete contract document package, properly executed by the Trade Contractor where such execution is required, is provided to the District.

3. Provide administrative, management and related services as required to coordinate Work of the Trade Contractors. Provide sufficient organization, personnel and management to carry out the requirements of this Agreement. Act as the single point of contact, responsibility and accountability throughout all phases of the Project for the District.

4. Schedule and conduct construction and progress meetings to discuss such matters as procedures, progress problems and scheduling. Prepare and promptly distribute minutes before the next scheduled meeting.

5. Provide administrative management and related services as required to coordinate Work of the Contractors with each other and with the activities and responsibilities of the Construction Manager, the District and the Architect to complete the Project in accordance with the District's objectives for cost, time and quality. Provide sufficient organization, personnel and management to carry out the requirements of this Agreement.

6. Consistent with the Project Construction Schedule issued with the Bidding Documents, and utilizing the Contractor's Construction Schedules provided by the separate Contractors, update the Project Construction Schedule incorporating the activities of Contractors on the Project, including activity sequences and duration,



allocation of labor and materials, processing of Shop Drawings, Product Data and Samples, and delivery of products requiring long lead time procurement. Include the District's occupancy requirements showing portions of the Project having occupancy priority. Update and reissue the Project Construction Schedule as required to show current conditions and revisions required by actual experience.

7. Use its best efforts to achieve satisfactory performance from each of the Contractors. Recommend courses of action to the District when requirements of a Contract are not being fulfilled, and the nonperforming party will not take satisfactory corrective action.

8. Revise and refine the approved estimate of Construction Cost. Incorporate approved changes as they occur, and develop cash flow reports and forecasts as needed.

9. Provide regular monitoring of the approved estimate of Construction Cost, showing actual costs for activities in progress and estimates for uncompleted tasks. Identify variances between actual and budgeted or estimated costs, and advise the District and the Architect whenever projected costs exceed budgets or estimates.

10. Maintain cost accounting records on authorized Work performed under unit costs, additional Work performed on the basis of actual costs of labor and materials, or other work requiring accounting records.

11. Recommend necessary or desirable changes to the Architect and the District, review requests for changes, assist in negotiating Contractors' proposals, submit recommendations to the Architect and the District, and if they are accepted, prepare and sign Change Orders for the Architect's signature and the District's authorization.

12. Consistent with Trade Contract Documents, develop and implement procedures for the review and processing of Applications by Contractors for progress and final payment to the Trade Contractors. Make recommendations to the Architect for certification to the District for payment.

13. Receive and verify, in cooperation with Architect and IOR, Contractors' Applications for Payment. Prepare a master Application for Payment for District and Architect review each month, representing amounts invoiced by each Contractor and certified by Architect and IOR. Receive District's payment and distribute to Contractors within ten (10) days of receipt from the District. Provide accounting services, including receipt and tracking of Preliminary Lien Notices, receipt and tracking of appropriate Lien Releases from Contractors prior to release of payments, withholding of proper retainage from Contractors. In conjunction with the preparation of the monthly master Application for Payment for District and Architect review each month, Construction Manager will also prepare monthly verification of all payments made and disbursed to Trade Contractors.

14. The Construction Manager shall review the safety programs developed by each of the Trade Contractors for purposes of coordinating the safety programs with those of the other Trade Contractors. The Construction Manager's responsibilities for coordination of safety programs shall not extend to direct control over or charge of the acts or omissions of the Trade Contractors, or the subcontractors, agents or employees of the Trade Contractors or any other persons performing portions of the work and not directly employed by the Construction.

15. Assist in and monitor efforts to obtain building permits and special permits for permanent improvements, excluding permits required to be obtained directly by the various Contractors. Verify that the District has paid applicable fees and assessments. Assist in and monitor efforts to obtain approvals from authorities having jurisdiction over the Project. Promptly advise the District of the progress of permit applications and approval requests.

16. If required, assist the District in selecting and retaining the professional services of surveyors, special consultants and testing laboratories. Coordinate their services.

17. Determine in general that the Work of each Contractor is being performed in accordance with the requirements of the Contract Documents. Use its best efforts to guard the District against defects and deficiencies in the Work. As appropriate, require special inspection or testing or make recommendations to the Architect regarding special inspection or testing of Work not in accordance with the provisions of the Contract Documents whether or not such Work be then fabricated, installed or completed. Subject to review by the Architect, reject Work which does not conform to the requirements of the Contract Documents.

18. The Construction Manager shall not be responsible for construction means, methods, techniques, sequences and procedures employed by Contractors in the performance of their Contracts and shall not be responsible for the failure of any Contractor to carry out Work in accordance with the Contract Documents.

19. Consult with the Architect and the District if any Contractor requests interpretations of the meaning and intent of the Drawings and Specifications, and assist in the resolution of questing which may arise.

20. Receive from the Contractors and review all Shop Drawings, Product Data, Samples and other submittals. Coordinate them with information contained in related documents and transmit to the Architect those recommended for approval. In collaboration with the Architect, establish and implement procedures for expediting the processing and approval of Shop Drawings, Product Data, Samples and other submittals.

21 Record the progress of the Project. Submit written progress reports to the District and the Architect including information on each Contractor and each Contractor's Work, as well as the entire Project, showing percentages of completion and the number and amounts of Change Orders. Keep a daily log containing a record of weather, Contractor's

Work on the site, number of workers, Work accomplished, problems encountered, and other similar relevant data as the District may require. Make the log available to the District and the Architect.

22. Maintain at the Project site, on a current basis: a record copy of all Contracts, Trade Contracts, Drawings, Specifications, Addenda, Change Orders and other Modifications, in good order and marked to record all changes made during construction; Shop Drawings; Product Data; Samples; submittals; purchases; materials; equipment; applicable handbooks; maintenance and operating manuals and instructions; other related documents and revisions which arise out of the Contracts or Work. Maintain records, in duplicate, of principal building layout lines, elevations of the bottom of footings, floor levels and key site elevations certified by a qualified surveyor or professional engineer. Make all records available to the District and the Architect. At the completion of the Project, deliver all such records to the District and provide the Architect such information as he reasonably requests, such that the Architect may complete the record As-Built drawings as appropriate.

23. Arrange for delivery and storage, protection and security for District-purchased materials, systems and equipment which are a part of the Project, until such items are incorporated into the Project.

24. With the Architect and the District's maintenance personnel, observe Trade Contractor's check out of utilities, operational systems and equipment for readiness and assist in their initial start-up and testing.

25. When the CM considers each Contractor's Work or a designated portion thereof substantially complete, the CM shall prepare for the Architect a list of incomplete or unsatisfactory items and a schedule for their completion. The CM shall assist the Architect in conducting inspections. After the Architect certifies the Date of Substantial Completion of the Work, the CM shall coordinate the correction and completion of the Work.

26. Assist the Architect in determining when the Project or a designated portion thereof is substantially complete. Prepare for the Architect a summary of the status of the work of each Contractor, listing changes in any previously issued Certificates of Substantial Completion of the Work and recommending the times within which the Contractors shall complete uncompleted items on their Certificates of Substantial Completion of the Work.

27. Following the Architect's issuance of a Certificate of Substantial Completion of the Project or a designated portion thereof, evaluate the completion of the Work of the Contractors and make recommendations to the Architect when work is ready for final inspection. Assist the Architect in conducting final inspections. Secure and transmit to the District required guarantees, affidavits, releases, bonds and waivers. Deliver all keys, manuals, record drawings and maintenance stocks to the District.

28. Construction Manager is responsible for procurement and delivery to Architect submittal of all DSA forms required of all Trade Contractors, if any. Architect is responsible for submittal of all DSA forms to DSA. Architect is responsible to assure completion of any and all DSA review processes, and Architect will assist the District as necessary to provide for issuance of the Certificate of Completion.

D. Post Construction Phase

1. The Post-Construction Phase for each Project shall commence upon completion of the Construction Phase, and shall end at the expiration of one year from commencement.

2. During the Post-Construction Phase, the Construction Manager shall provide coordination of and direction to the Trade Contractors in the performance of any warranty work properly requested by the District.

2. The Construction Manager will coordinate the warranty work of any Trade Contractor with a warranty in excess of one year.

E. Additional Services

1. The following Additional Services shall be performed upon authorization in writing from the District and shall be paid for as provided in this Agreement:

2. Services related to investigations, appraisals or evaluations of existing conditions, facilities or equipment, or verification of the accuracy of existing drawings or other information furnished by the District.

3. Services related to the District-furnished furniture, furnishings and equipment, if any, which are not a part of the Project.

4. Services for tenant or rental spaces.

5. Consultation on replacement of Work damaged by fire or other cause during construction, and furnishing services in conjunction with the replacement of such Work.

6. Services made necessary by the default of a Trade Contractor.

7. Preparing to serve or serving as a witness in connection with any public hearing, arbitration proceeding or legal proceeding.

8. Recruiting or training maintenance personnel.

9. Providing any other service not otherwise included in this Agreement.

F. Time

1. The Construction Manager shall perform Basic and Additional Services as expeditiously as is consistent with reasonable skill and care and the orderly progress of the Project. It is understood by both parties that the estimated duration of the construction phase of this project is 24 months.

G. Fees

1. The District shall compensate the Construction Manager for the Services provided. Payment to the Construction Manager, and the other Terms and Conditions of this Agreement, as follows:

2. Total Compensation.

.1 District shall pay Construction Manager a Fixed Fee of \$2,937,965, plus \$50,000 for reimbursable expenses and Fixed General Conditions of \$2,405,000

.2 For Additional Services of the Construction Manager, and any other services as Additional Services, compensation shall be computed as follows:

.1 Compensation will be based on the actual cost of the work plus Five Percent (5%).

.3 The District and the Construction Manager agree in accordance with the Terms and Conditions of this Agreement that:

.1 If the scope of the Project or the Construction Manager's Services is changed materially, the amounts of compensation shall be equitably adjusted.

.2 If the services covered by this Agreement have not been completed within (36) months of the date hereof, through no fault of the Construction Manager, the amounts of compensation, rates and multiples set forth herein shall be equitably adjusted.

H. General Conditions and Reimbursable Costs

General Conditions Costs include the following costs:

Supervision	Field Office
Clerk	Office Supplies
Temporary Telephone Connection & Usage	Temporary Electric Connection & Usage
Temporary Water Connection & Usage	Field Toilets
Project Gas & Diesel	Dumpster Rental for Field Office
Temporary Construction Fence Rental	Temporary Construction Barricade
Daily Clean	Project Management
Pre-Employment Fees	SWPPP Setup
Project Management Support (main office)	Jobsite Signage

Project Administration  
Safety Training for DEB  
Contract Closeout  
DEB Equipment Depreciation  
Jobsite Office Security  
E/O insurance (if requested)  
Inspector's Office

Mailing & Courier Costs  
Jobsite Related Legal Fees  
DEB Equipment Maintenance  
Final Clean  
Project Scheduling Services  
Travel and Subsistence

Reimbursable Costs include the following:

Plan Reproduction and Distribution  
Advertisement Costs

Reimbursable Costs not listed here and not identified as substantially similar to the above listed costs shall be subject to payment only upon the District's approval. District's approval will not be unreasonably withheld.

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
RESOURCES COMMITTEE

Report No.: VI-B-5

Date: June 17, 2008

Subject: Riverside Aquatics Center Project – Design Services Agreement – Austin Veum Robbins Partners

Background: In December, 2007, the District advertised for design professionals for architectural and engineering services required for the design of the Riverside Aquatics Center Project. Twenty-nine (29) responses were subsequently submitted by various architects. Facilities Planning, Design and Construction staff prescreened the twenty-nine submittals and did extensive reference checks. Seven (7) firms were interviewed.

The screening committee, consisting of representatives from the Riverside City Campus and staff from District Facilities Planning, Design and Construction, recommends that Austin Veum Robbins Partners be selected for this project.

Staff therefore proposes that the District enter into the attached agreement with Austin Veum Robbins Partners to prepare plans, specifications, and working drawings for the Riverside Aquatics Center Project. Fees under this agreement are not to exceed \$1,025,300, including reimbursable expenses. The term of the agreement is from June 17, 2008 to June 30, 2010.

This agreement will be funded from the existing Board approved Measure C project budget. The entire project will be jointly funded by Riverside Community College District using Measure C funding, and contributions from the City of Riverside, the County of Riverside and private contributors.

Recommended Action: It is recommended that the Board of Trustees approve the agreement with Austin Veum Robbins Partners for the Riverside Aquatics Center Project in the amount not to exceed \$1,025,300 and authorize the Interim Vice Chancellor, Administration and Finance, to sign 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 & Construction

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

**AGREEMENT BETWEEN**  
**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**And**

**AUSTIN VEUM ROBBINS PARTNERS**

THIS AGREEMENT is made and entered into on the 18<sup>th</sup> day of June, 2008, by and between AUSTIN VEUM ROBBINS PARTNERS hereinafter referred to as “Consultant” and RIVERSIDE COMMUNITY COLLEGE DISTRICT, hereinafter referred to as the “District.”

The parties hereto mutually agree as follows:

1. Scope of services: Reference Exhibit I and Exhibit II, attached.
2. The services outlined in Paragraph 1 will primarily be conducted at Consultant’s office(s), and on site at Riverside Community College District’s Riverside City Campus.
3. The services rendered by the Consultant are subject to review by the Director of Capital Planning or his designee.
4. The term of this agreement shall be from June 18, 2008, to the estimated completion date of December 31, 2010, with the provision that the Vice Chancellor of Administration and Finance or his designee may extend the date without a formal amendment to this agreement with the consent of the Consultant.
5. Payment in consideration of this agreement shall not exceed \$1,025,300 including expenses. Invoice for services will be submitted every month for the portion of services completed on a percentage basis. Payments will be made as authorized by the Director of Capital Planning, and delivered by U.S. Mail. The final payment shall not be paid until all of the services, specified in Paragraph 1, have been satisfactorily completed, as determined by Director of Capital Planning.
6. All data prepared by Consultant hereunder, such as plans, drawings, tracings, quantities, specifications, proposals, sketches, magnetic media, computer software or other programming, diagrams, and calculations shall become the property of District upon completion of the Services and Scope of Work described in this Agreement, except that the Consultant shall have the right to retain copies of all such data for Consultant records. District shall not be limited in any way in its use of such data at any time provided that any such use which is not within the purposes intended by this Agreement shall be at District’s sole risk, and provided further, that Consultant shall be indemnified against any damages resulting from such use. In the event Consultant, following the termination of this Agreement,



desires to use any such data, Consultant shall first obtain approval of District's representative in writing.

7. All ideas, memoranda, specifications, plans, manufacturing procedures, drawings, descriptions, written information, and other materials submitted to Consultant in connection with this Agreement shall be held in a strictly confidential manner by Consultant. Such materials shall not, without the written consent of District, be used by Consultant for any purpose other than the performance of the Services or Scope of Work hereunder, nor shall such materials be disclosed to any person or entity not connected with the performance of the Services or Scope of Work hereunder.
8. Consultant shall indemnify and hold the District, its Trustees, officers, agents, employees and independent contractors or consultants free and harmless from any claim of damage, liability, injury, death, expense or loss whatsoever based or asserted upon any negligence, recklessness, or willful misconduct of Consultant, its employees, agents or assigns, arising out of, pertaining to, or relating to the performance of Consultant services under this Agreement. Consultant shall defend, at its expense, including without limitation, attorneys fees (attorney to be selected by District), District, its Trustees, officers, agents, employees and independent contractors or consultants, in any legal actions based upon such alleged negligence, recklessness or willful misconduct. The obligations to indemnify and hold District free and harmless herein shall survive until any and all claims, actions and causes of action with respect to any and all such alleged negligence, recklessness or willful misconduct are fully and finally barred by the applicable statute of limitations.
9. District shall indemnify and hold Consultant, its officers, agents, and employees free and harmless from any claim of damage, liability, injury, death, expense or loss whatsoever based or asserted upon any negligence, recklessness, or willful misconduct of the District, its employees, agents, independent contractors, consultants or assigns, arising out of, pertaining to or relating to the District's actions in the matter of this contract and District shall defend, at its expense, including without limitation, attorney fees (attorney to be selected by Consultant), Consultant, its officers and employees in any legal actions based upon such alleged negligence, recklessness, or willful misconduct. The obligations to indemnify and hold Consultant free and harmless herein shall survive until any and all claims, actions and causes of action with respect to any and all such alleged negligent acts are fully and finally barred by the applicable statute of limitations.
10. Consultant shall procure and maintain comprehensive general liability insurance coverage that shall protect District from claims for damages for personal injury, including, but not limited to, accidental or wrongful death, as well as from claims for property damage, which may arise from Consultant's activities as well as District's activities under this contract. Such insurance shall name District as an

additional insured with respect to this agreement and the obligations of District hereunder. Such insurance shall provide for limits of not less than \$1,000,000.

11. District may terminate this Agreement for convenience at any time upon written notice to Consultant, in which case District will pay Consultant in full for all services performed and all expenses incurred under this Agreement up to and including the effective date of termination. In ascertaining the services actually rendered to the date of termination, consideration will be given to both completed Work and Work in progress, whether delivered to District or in the possession of the Consultant, and to authorize Reimbursable Expenses. No other compensation will be payable for anticipated profit on unperformed services.
12. Consultant shall not discriminate against any person in the provision of services, or employment of persons on the basis of race, religion, medical condition, disability, marital status, sex, age or sexual orientation. Consultant understands that harassment of any student or employee with regard to race, religion, gender, disability, medical condition, marital status, age or sexual orientation is strictly prohibited.
13. Consultant is an independent contractor and no employer-employee relationship exists between Consultant and District.
14. Neither this Agreement, nor any duties or obligations under this Agreement may be assigned by either party without the prior written consent of the other party.
15. The parties acknowledge that no representations, inducements, promises, or agreements, orally or otherwise, have been made by anyone acting on behalf of either party, which is not stated herein. Any other agreement or statement of promises, not contained in this Agreement, shall not be valid or binding. Any modification of this Agreement will be effective only if it is in writing and signed by the party to be charged.
16. This Agreement will be governed by and construed in accordance with the laws of the State of California.

IN WITNESS WHEREOF, the parties hereto have executed this agreement on the day and year first above written.

Austin Veum Robbins Partners

Riverside Community College District

---

Randy S. Robbins, AIA  
Principal  
600 West Broadway  
Suite 200  
San Diego, CA 92101

---

Aaron S. Brown  
Interim Vice Chancellor  
Administration and Finance

Date \_\_\_\_\_

Date \_\_\_\_\_

## **Exhibit I**

### **I. BASIC SCOPE OF SERVICES**

Services to be performed by Consultant as the Architects for the new Riverside Aquatic Center located at Riverside City College, Riverside, California. The District intends to construct a 25 yard x 65 meter competition pool, with 10 meter tower (diving platform), two (2) 3 meter diving boards, two (2) 1 meter diving boards, hydraulic water lift, pool equipment and scoreboards, competition pool lighting and six (6) portable bleachers; a support building including a pool equipment room, restrooms, locker rooms and changing rooms with exterior showers, maintenance and storage, two (2) coaches offices and two (2) team rooms for a total of approximately 5,440 square feet; site development includes demolition and earthwork, site improvements including paving, fencing and landscaping and site utilities.

Consultant will provide:

- Architecture and interior finishes selection,
- Civil Engineering
- Aquatic Design and Engineering consultant
- Structural Engineering
- Mechanical Engineering
- Electrical Engineering
- Landscape Architecture (Scope not yet determined)

#### Schematic Design Phase:

The Schematic Design Phase will be based upon the approved program established for the project site and will include review of the District's construction budget, coordination with consultants, establishing exterior design, preparing site plan, schematic building plans, building sections and exterior elevations.

Consultant will attend Building Committee workshop meeting to present 50% Schematic Design.

Consultant will attend Building Committee workshop meeting to present 100% schematic design and cost model (cost model prepared by others)

#### Design Development Phase:

The Design Development Phase will be based on the approved Schematic Design documents and any adjustments authorized by the District, or dictated by the program or project budget. The Consultant will prepare Design Development documents, consisting of drawings and other documents, which fix and describe the size and character of the entire project. Design Development documents shall include refined site plan, building floor plans (including dimensions, structural grid, space plans), exterior building elevations and materials, building sections, site plan configuration/hardscape, and description of intended building materials. Documents shall also establish Structural, Mechanical, Electrical, and Plumbing systems. This phase will also include preparation of outline specifications, finalization of building material selection and participation in Value Engineering.

Consultant will attend Building Committee workshop meeting to present 50% Design Development.

Consultant will attend Building Committee workshop meeting to present 100% Design Development and cost estimate (cost estimate prepared by others) and validation of value engineering Ideas.

#### Construction Documents Phase:

The Construction Documents Phase will be based on the approved Design Development documents and any further adjustments in the scope or quality of the project or in the project budget authorized by the District as Additional Services and include the preparation of Construction Documents, consisting of drawings and specifications that set forth in detail requirements for construction of the project. The Consultant will also provide services in connection with filing and processing of documents required for the approval of DSA. After District review and approval of 50% documents, Consultant will prepare 90% Construction Documents for further Owner approval and DSA submittal. Once agency approvals are obtained, Consultant will issue 100% documents for bid.

Consultant will attend Building Committee workshop meeting and present 50% Construction Documents.

#### Bidding and Negotiation Phase:

The Bidding and Negotiation Phase will include services to assist the District and Construction Manager in obtaining bids. Consultant shall issue clarifications and Addenda during Bidding and review bids with Owner.

#### Construction Administration Phase:

The Construction Administration Phase will include the review of submittals, shop drawings, RFIs, mostly bi-weekly visits, up to thirty (30), by the Architect to the site to attend regularly scheduled meetings and to observe construction (assumed construction time is thirteen (13) months), coordination with the Construction Manager and other Consultants as required to clarify the intent of the documents, and assisting the District and Construction Manager in obtaining final acceptance by authorities having jurisdiction.

## II. DISTRICT AND CONSULTANT AGREE:

- Adequate utilities are available at the project site.
- After remediation, our assumption is that the soil will be suitable for conventional spread footings (Refer to Soils Report dated May 3, 2007 by CHJ Inc.).

- The Consultant will provide a soil investigation report and site survey prior to the Schematic Design Phase. If available, the survey shall be provided in an AutoCAD compatible electronic format. The information, surveys and reports required above shall be furnished at the Consultant expense, and Consultant shall be entitled to rely upon the accuracy and completeness thereof.
- An District's representative has been selected and will be responsible for assisting the Architect with the goal of obtaining clear and timely decisions and direction.
- Additional services include all services beyond the basic scope of services identified above, including the following:
  - Fundraising materials and other special presentation materials including renderings, 3-dimensional computer renderings and animations and physical models
  - Site Visits/District meetings (design through construction) In Riverside beyond the following shall be considered Additional Services:
    - Architecture and interior finishes selection - 37
    - Civil Engineering - 6
    - Aquatic Design and Engineering - 16
    - Structural Engineering - 12
    - Mechanical Engineering - 8
    - Electrical Engineering - 8
    - Landscape Architecture -to be determined when scope defined
  - Special informational meetings or presentations
  - Solar energy coordination
  - Custom furniture design, artwork design
  - Donor recognition design /Graphic or signage design
  - Custom lighting design
  - Acoustics and sound control engineering
  - Audio-visual design
  - Water feature design beyond the pool
  - Field trips to view other facilities
  - Furniture selection and specification
  - District requested revisions to previously approved components of the drawings and/or specifications at the end of the Design Development Phase, during the Construction Document Phase and the Construction Administration Phase, required by cost considerations or value engineering, shall be considered an Additional Service.
- District shall be responsible for providing the following consultants/ services:
  - Cost Estimating
  - Geotechnical Engineering
  - Surveyor
  - Environmental

- Fire Protection engineering services shall be design-build and are not a part of this proposal.
- Extent of CAD Documentation is at the discretion of the Consultant.
- Construction Manager will prepare Bid packages
- It is Consultant's belief that the District is a vital part of the design and decision making process. It has been our experience that successful projects integrate the District's ideas and recommendations with the professional services of the Consultant. To that end, the District is expected to contribute and/or be responsible for providing full information regarding the requirements of the Project to set the District's objectives, schedule, constraints, and criteria, including space requirements and relationships, flexibility, expandability, special equipment, and systems.

### III. COMPENSATION FOR BASIC SCOPE OF SERVICES:

Approximate breakdown of phases is as follows:

Basic Services: \$832,700

- Schematic Design
- Design Development
- Construction Documents
- Bidding/Negotiation
- Construction Administration

Additional Services: \$192,600

- Architectural detailing of diving tower
- Dive tower design to 100% CD's
- Landscape Architect
- Reimbursable Expenses
- Additional Meetings
- Board Presentation Graphics/Renderings
- Security, IT/AV
- Solar
- FF&E
- General Allowance

Compensation will be a fixed fee of one million, twenty-five thousand, three hundred dollars and no cents (\$1,025,300).

## Exhibit II

**Riverside Community College District**  
 Riverside Aquatics Proposed Project Schedule Plan  
 June 17, 2008

Item No.	Task Description	Start Task	Finish Task	Duration
<b>Pre-Design, Selection of Design Team and Construction Manager</b>				
1	Review RFQ packages, select and notify short listed design teams for interviews	January 8, 2008	January 11, 2008	4 days
2	Short listed design teams prepare for presentations	January 14, 2008	January 24, 2008	10 days
3	Interview design teams	January 24, 2008	January 24, 2008	1 day
4	Select design team and negotiate fee	January 24, 2008	February 7, 2008	2 weeks
5	Prepare board item for selection of design team and approval of design professional agreement	February 11, 2008	February 26, 2008	2 weeks
6	Select construction manager, finalize fee and obtain board approval of construction manager agreement	February 11, 2008	February 26, 2008	2 weeks
<b>Project Kick-off and Schematic Design</b>				
7	Charette meeting no. 1, kick-off to obtain critical information with larger program committee, program verification, schedule and budget	May 8, 2008	May 8, 2008	1 day
8	Design team to develop schematic design to 50%	May 8, 2008	June 11, 2008	4 weeks
9	Stakeholder Committee workshop meeting no. 2, present 50% schematic design	June 11, 2008	June 11, 2008	1 day
10	Design team to develop schematic design to 100%	June 11, 2008	July 16, 2008	4 weeks
11	Stakeholder Committee workshop meeting no. 3, present 100% schematic design and cost model	July 16, 2008	July 16, 2008	1 day
12	Cost validation session no. 1	July 16, 2008	July 16, 2008	1 day
13	Review and approval of 100% schematic design and cost model by stakeholders	July 9, 2008	July 16, 2008	1 week
<b>Design Development</b>				
14	Design team to develop the approved schematic design information into 50% design development. Particular attention to pool mechanical and technical systems for separate focus group session if needed	July 16, 2008	August 16, 2008	4 weeks
15	Stakeholder Committee	August 16, 2008	August 16, 2008	1 day



	workshop meeting no. 4, present 50% design development			
16	Present board item for approval of schematic design	August 12, 2008	August 12, 2008	1 day
17	Design team to develop plans to 100% design development	August 16, 2008	August 29, 2008	2 weeks
18	Review and approval of 100% design development by stakeholders	August 29, 2008	September 4, 2008	1 week
19	Stakeholder Committee workshop no. 5, present 100% design development and cost estimate and discussion of cost estimate and validation of value engineering ideas	September 4, 2008	September 4, 2008	1 day
<b>Construction Documents</b>				
20	Design team to develop approved design development drawings into 50% construction documents	August 29, 2008	October 6, 2008	5 weeks
21	Stakeholder Committee workshop no. 6, present 50% construction documents	October 6, 2008	October 6, 2008	1 day
22	Design team to develop 100% construction documents and submit to DSA	October 6, 2008	November 21, 2008	7 weeks
23	Submit to DSA for approval	November 24, 2008	March 16, 2009	17 weeks

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
RESOURCES COMMITTEE

Report No.: VI-B-6

Date: June 17, 2008

Subject: Riverside Aquatics Center Project – Multiple Prime Construction Management Services Agreement – Tilden-Coil Constructors

Background: On January 29, 2008, the Board of Trustees approved a list of construction management firms to assist Riverside Community College District in managing and executing construction projects.

District Facilities Planning, Design and Construction staff is requesting approval to enter into the attached agreement with Tilden-Coil Constructors to provide construction management services for the Riverside Aquatics Center Project. Services under this agreement would include assistance with bid preparation and the bid process; management and oversight of construction; ensuring compliance with all bid specifications, contract drawings, code compliance, Division of State Architect (DSA) requirements; and assisting with commissioning the project.

Fees under this agreement are not to exceed \$1,153,934, including reimbursable expenses. The term of the agreement is from June 18, 2008 to December 31, 2010.

This agreement will be funded from the existing Board approved Measure C project budget. The entire project will be jointly funded by District Measure C funds and contributions from the City of Riverside, the County of Riverside, and private contributors.

Recommended Action: It is recommended that the Board of Trustees approve the agreement with Tilden-Coil Constructors for the Riverside Aquatics Center Project in an amount not to exceed \$1,153,934 and authorize the Interim Vice Chancellor, Administration and Finance, to sign 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. C. Michael Webster  
Riverside Community College District Planning Consultant  
Facilities Planning, Design and Construction

**AGREEMENT BETWEEN**  
**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**And**

**TILDEN-COIL CONSTRUCTORS**

THIS AGREEMENT is made and entered into on the 18<sup>th</sup> day of June, 2008, by and between TILDEN-COIL CONSTRUCTORS hereinafter referred to as "Consultant" and RIVERSIDE COMMUNITY COLLEGE DISTRICT, hereinafter referred to as the "District."

The parties hereto mutually agree as follows:

1. Scope of services: Reference Exhibit I, attached.
2. The services outlined in Paragraph 1 will primarily be conducted at Consultant's office(s), and on site at Riverside Community College District's Riverside City Campus.
3. The services rendered by the Consultant are subject to review by the Director of Capital Planning or his designee.
4. The term of this agreement shall be from June 18, 2008, to the estimated completion date of December 31, 2010, with the provision that the Vice Chancellor of Administration and Finance or his designee may extend the date without a formal amendment to this agreement with the consent of the Consultant.
5. Payment in consideration of this agreement shall not exceed \$1,153,934 including expenses. Invoice for services will be submitted every month for the portion of services completed on a percentage basis. Payments will be made as authorized by the Director of Capital Planning, and delivered by U.S. Mail. The final payment shall not be paid until all of the services, specified in Paragraph 1, have been satisfactorily completed, as determined by Director of Capital Planning.
6. All data prepared by Consultant hereunder, such as plans, drawings, tracings, quantities, specifications, proposals, sketches, magnetic media, computer software or other programming, diagrams, and calculations shall become the property of District upon completion of the Services and Scope of Work described in this Agreement, except that the Consultant shall have the right to retain copies of all such data for Consultant records. District shall not be limited in any way in its use of such data at any time provided that any such use which is not within the purposes intended by this Agreement shall be at District's sole risk, and provided further, that Consultant shall be indemnified against any damages resulting from such use. In the event Consultant, following the termination of this Agreement,

desires to use any such data, Consultant shall first obtain approval of District's representative in writing.

7. All ideas, memoranda, specifications, plans, manufacturing procedures, drawings, descriptions, written information, and other materials submitted to Consultant in connection with this Agreement shall be held in a strictly confidential manner by Consultant. Such materials shall not, without the written consent of District, be used by Consultant for any purpose other than the performance of the Services or Scope of Work hereunder, nor shall such materials be disclosed to any person or entity not connected with the performance of the Services or Scope of Work hereunder.
8. Consultant shall indemnify and hold the District, its Trustees, officers, agents, employees and independent contractors or consultants free and harmless from any claim of damage, liability, injury, death, expense or loss whatsoever based or asserted upon any negligence, recklessness, or willful misconduct of Consultant, its employees, agents or assigns, arising out of, pertaining to, or relating to the performance of Consultant services under this Agreement. Consultant shall defend, at its expense, including without limitation, attorneys fees (attorney to be selected by District), District, its Trustees, officers, agents, employees and independent contractors or consultants, in any legal actions based upon such alleged negligence, recklessness or willful misconduct. The obligations to indemnify and hold District free and harmless herein shall survive until any and all claims, actions and causes of action with respect to any and all such alleged negligence, recklessness or willful misconduct are fully and finally barred by the applicable statute of limitations.
9. District shall indemnify and hold Consultant, its officers, agents, and employees free and harmless from any claim of damage, liability, injury, death, expense or loss whatsoever based or asserted upon any negligence, recklessness, or willful misconduct of the District, its employees, agents, independent contractors, consultants or assigns, arising out of, pertaining to or relating to the District's actions in the matter of this contract and District shall defend, at its expense, including without limitation, attorney fees (attorney to be selected by Consultant), Consultant, its officers and employees in any legal actions based upon such alleged negligence, recklessness, or willful misconduct. The obligations to indemnify and hold Consultant free and harmless herein shall survive until any and all claims, actions and causes of action with respect to any and all such alleged negligent acts are fully and finally barred by the applicable statute of limitations.
10. Consultant shall procure and maintain comprehensive general liability insurance coverage that shall protect District from claims for damages for personal injury, including, but not limited to, accidental or wrongful death, as well as from claims for property damage, which may arise from Consultant's activities as well as District's activities under this contract. Such insurance shall name District as an

additional insured with respect to this agreement and the obligations of District hereunder. Such insurance shall provide for limits of not less than \$1,000,000.

11. District may terminate this Agreement for convenience at any time upon written notice to Consultant, in which case District will pay Consultant in full for all services performed and all expenses incurred under this Agreement up to and including the effective date of termination. In ascertaining the services actually rendered to the date of termination, consideration will be given to both completed Work and Work in progress, whether delivered to District or in the possession of the Consultant, and to authorize Reimbursable Expenses. No other compensation will be payable for anticipated profit on unperformed services.
12. Consultant shall not discriminate against any person in the provision of services, or employment of persons on the basis of race, religion, medical condition, disability, marital status, sex, age or sexual orientation. Consultant understands that harassment of any student or employee with regard to race, religion, gender, disability, medical condition, marital status, age or sexual orientation is strictly prohibited.
13. Consultant is an independent contractor and no employer-employee relationship exists between Consultant and District.
14. Neither this Agreement, nor any duties or obligations under this Agreement may be assigned by either party without the prior written consent of the other party.
15. The parties acknowledge that no representations, inducements, promises, or agreements, orally or otherwise, have been made by anyone acting on behalf of either party, which is not stated herein. Any other agreement or statement of promises, not contained in this Agreement, shall not be valid or binding. Any modification of this Agreement will be effective only if it is in writing and signed by the party to be charged.
16. This Agreement will be governed by and construed in accordance with the laws of the State of California.

IN WITNESS WHEREOF, the parties hereto have executed this agreement on the day and year first above written.

Tilden-Coil Constructors

Riverside Community College District

\_\_\_\_\_  
Dayne Brassard  
Business Development Director  
3612 Mission Inn Avenue  
Riverside, CA 92501

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

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

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

## Exhibit I

### A. Preconstruction Phase

1. Perform preconstruction services including but not limited to cost estimating, scope of work preparation, assisting the District in constructability reviews, attending design meetings and assisting the District staff in coordinating with the architect preconstruction issues in preparation for a multiple prime delivery method.

### B. Bidding Phase

2. Prepare construction documents with the assistance of the architect and district staff. Coordinate the Prime Trade Contractor bidding documents within the construction documents for the purposes of bidding each trade separately. Attend the preconstruction meetings and market the Prime Contractor bid market to achieve bid results on behalf of the District. Accept bids on behalf of the District and report back the results as required. Assist the District in responding to any bid protests if required. Compile the results of the bids in a method required by the District to show bids received by appropriate geographical area.

### C. Construction Phase

1. Provide administrative, management and related services as required to coordinate Work of the Trade Contractors. Provide sufficient organization, personnel and management to carry out the requirements of this Agreement. Act as the single point of contact, responsibility and accountability throughout all phases of the Project for the District.

2. Schedule and conduct construction and progress meetings to discuss such matters as procedures, progress problems and scheduling. Prepare and promptly distribute minutes before the next scheduled meeting.

3. Provide administrative management and related services as required to coordinate Work of the Contractors with each other and with the activities and responsibilities of the Construction Manager, the District and the Architect to complete the Project in accordance with the District's objectives for cost, time and quality. Provide sufficient organization, personnel and management to carry out the requirements of this Agreement.

4. Consistent with the Project Construction Schedule issued with the Bidding Documents, and utilizing the Contractor's Construction Schedules provided by the separate Contractors, update the Project Construction Schedule incorporating the activities of Contractors on the Project, including activity sequences and duration, allocation of labor and materials, processing of Shop Drawings, Product Data and Samples, and delivery of products requiring long lead time procurement. Include the District's occupancy requirements showing portions of the Project having occupancy

priority. Update and reissue the Project Construction Schedule as required to show current conditions and revisions required by actual experience.

5. Use its best efforts to achieve satisfactory performance from each of the Contractors. Recommend courses of action to the District when requirements of a Contract are not being fulfilled, and the nonperforming party will not take satisfactory corrective action.

6. Revise and refine the approved estimate of Construction Cost. Incorporate approved changes as they occur, and develop cash flow reports and forecasts as needed.

7. Provide regular monitoring of the approved estimate of Construction Cost, showing actual costs for activities in progress and estimates for uncompleted tasks. Identify variances between actual and budgeted or estimated costs, and advise the District and the Architect whenever projected costs exceed budgets or estimates.

8. Maintain cost accounting records on authorized Work performed under unit costs, additional Work performed on the basis of actual costs of labor and materials, or other work requiring accounting records.

9. Recommend necessary or desirable changes to the Architect and the District, review requests for changes, assist in negotiating Contractors' proposals, submit recommendations to the Architect and the District, and if they are accepted, prepare and sign Change Orders for the Architect's signature and the District's authorization.

10. Consistent with Trade Contract Documents, develop and implement procedures for the review and processing of Applications by Contractors for progress and final payment to the Trade Contractors. Make recommendations to the Architect for certification to the District for payment.

11. Receive and verify, in cooperation with Architect and IOR, Contractors' Applications for Payment. Prepare a master Application for Payment for District and Architect review each month, representing amounts invoiced by each Contractor and certified by Architect and IOR. Receive District's payment and distribute to Contractors within ten (10) days of receipt from the District. Provide accounting services, including receipt and tracking of Preliminary Lien Notices, receipt and tracking of appropriate Lien Releases from Contractors prior to release of payments, withholding of proper retainage from Contractors. In conjunction with the preparation of the monthly master Application for Payment for District and Architect review each month, Construction Manager will also prepare monthly verification of all payments made and disbursed to Trade Contractors.

12. The Construction Manager shall review the safety programs developed by each of the Trade Contractors for purposes of coordinating the safety programs with those of the other Trade Contractors. The Construction Manager's responsibilities for coordination of safety programs shall not extend to direct control over or charge of the acts or omissions



of the Trade Contractors, or the subcontractors, agents or employees of the Trade Contractors or any other persons performing portions of the work and not directly employed by the Construction.

13. Assist in and monitor efforts to obtain building permits and special permits for permanent improvements, excluding permits required to be obtained directly by the various Contractors. Verify that the District has paid applicable fees and assessments. Assist in and monitor efforts to obtain approvals from authorities having jurisdiction over the Project. Promptly advise the District of the progress of permit applications and approval requests.

14. If required, assist the District in selecting and retaining the professional services of surveyors, special consultants and testing laboratories. Coordinate their services.

15. Determine in general that the Work of each Contractor is being performed in accordance with the requirements of the Contract Documents. Use its best efforts to guard the District against defects and deficiencies in the Work. As appropriate, require special inspection or testing or make recommendations to the Architect regarding special inspection or testing of Work not in accordance with the provisions of the Contract Documents whether or not such Work be then fabricated, installed or completed. Subject to review by the Architect, reject Work which does not conform to the requirements of the Contract Documents.

16. The Construction Manager shall not be responsible for construction means, methods, techniques, sequences and procedures employed by Contractors in the performance of their Contracts and shall not be responsible for the failure of any Contractor to carry out Work in accordance with the Contract Documents.

17. Consult with the Architect and the District if any Contractor requests interpretations of the meaning and intent of the Drawings and Specifications, and assist in the resolution of questioning which may arise.

18. Receive from the Contractors and review all Shop Drawings, Product Data, Samples and other submittals. Coordinate them with information contained in related documents and transmit to the Architect those recommended for approval. In collaboration with the Architect, establish and implement procedures for expediting the processing and approval of Shop Drawings, Product Data, Samples and other submittals.

19. Record the progress of the Project. Submit written progress reports to the District and the Architect including information on each Contractor and each Contractor's Work, as well as the entire Project, showing percentages of completion and the number and amounts of Change Orders. Keep a daily log containing a record of weather, Contractor's Work on the site, number of workers, Work accomplished, problems encountered, and other similar relevant data as the District may require. Make the log available to the District and the Architect.

20. Maintain at the Project site, on a current basis: a record copy of all Contracts, Trade Contracts, Drawings, Specifications, Addenda, Change Orders and other Modifications, in good order and marked to record all changes made during construction; Shop Drawings; Product Data; Samples; submittals; purchases; materials; equipment; applicable handbooks; maintenance and operating manuals and instructions; other related documents and revisions which arise out of the Contracts or Work. Maintain records, in duplicate, of principal building layout lines, elevations of the bottom of footings, floor levels and key site elevations certified by a qualified surveyor or professional engineer. Make all records available to the District and the Architect. At the completion of the Project, deliver all such records to the District and provide the Architect such information as he reasonably requests, such that the Architect may complete the record As-Built drawings as appropriate.
21. Arrange for delivery and storage, protection and security for District-purchased materials, systems and equipment which are a part of the Project, until such items are incorporated into the Project.
22. With the Architect and the District's maintenance personnel, observe Trade Contractor's check out of utilities, operational systems and equipment for readiness and assist in their initial start-up and testing.
23. When the CM considers each Contractor's Work or a designated portion thereof substantially complete, the CM shall prepare for the Architect a list of incomplete or unsatisfactory items and a schedule for their completion. The CM shall assist the Architect in conducting inspections. After the Architect certifies the Date of Substantial Completion of the Work, the CM shall coordinate the correction and completion of the Work.
24. Assist the Architect in determining when the Project or a designated portion thereof is substantially complete. Prepare for the Architect a summary of the status of the work of each Contractor, listing changes in any previously issued Certificates of Substantial Completion of the Work and recommending the times within which the Contractors shall complete uncompleted items on their Certificates of Substantial Completion of the Work.
25. Following the Architect's issuance of a Certificate of Substantial Completion of the Project or a designated portion thereof, evaluate the completion of the Work of the Contractors and make recommendations to the Architect when work is ready for final inspection. Assist the Architect in conducting final inspections. Secure and transmit to the District required guarantees, affidavits, releases, bonds and waivers. Deliver all keys, manuals, record drawings and maintenance stocks to the District.
26. Construction Manager is responsible for procurement and delivery to Architect submittal of all DSA forms required of all Trade Contractors, if any. Architect is responsible for submittal of all DSA forms to DSA. Architect is responsible to assure

completion of any and all DSA review processes, and Architect will assist the District as necessary to provide for issuance of the Certificate of Completion.

D. Post Construction Phase

1. The Post-Construction Phase for each Project shall commence upon completion of the Construction Phase, and shall end at the expiration of one year from commencement.
2. During the Post-Construction Phase, the Construction Manager shall provide coordination of and direction to the Trade Contractors in the performance of any warranty work properly requested by the District.

E. Fees

1. The District shall compensate the Construction Manager for the Services provided. Payment to the Construction Manager, and the other Terms and Conditions of this Agreement, as follows:
2. Total Compensation.

District shall pay Construction Manager a Fixed Fee of \$159,000 for Preconstruction Bid/Award Phase, \$424,000 for a Fixed Management Fee and \$570,934 Fixed General Conditions.

F. General Conditions and Reimbursable Costs

General Conditions Costs include, but are not limited to the following:

Supervision	Field Office
Clerical	Office Supplies
Temporary Telephone	Temporary Power
Temporary Water	Field Toilets
General Clean Up	Safety Measures
Temporary Construction Fence Rental	Temporary Construction Barricade
Daily Clean	Project Photos
SWPPP Setup	Final Clean Up
Project Management Support	Project Signage
Project Administration	Mailing & Courier Costs
Punch List	Contract Closeout
Field Trailer	Final Clean
Jobsite Office Security	Project Scheduling Services
Trash Bins	Travel and Subsistence
Management and Supervision Vehicles	Blue Prints and Plans

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
RESOURCES COMMITTEE

Report No.: VI-B-7

Date: June 17, 2008

Subject: Center for Primary Education Project – Change Order No. 1

Background: On January 24, 2006, the Board of Trustees approved a Lease-Lease Back arrangement with Neff Construction, Inc. for the construction of the Center for Primary Education Project, a partnership project with the Alvord Unified School District.

Staff is now requesting the Board's approval of Riverside Community College District Change Order No.1 for changes throughout the Center for Primary Education Project (description of changes are noted in the attached change order listing) totaling \$28,953.84.

To be funded from the Board approved Measure C project budget.

Recommended Action: It is recommended that the Board of Trustees approve Change Order No.1 for the Center for Primary Education Project in the amount of \$28,953.84. It is further recommended that the Board of Trustees authorize \$28,953.84 of Measure C funds for Change Order No. 1 for the Center for Primary Education Project.

James L. Buysse  
Interim Chancellor

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

**CHANGE ORDER**  
Riverside Community College District  
*Center for Primary Education Project*  
(Partnership with Alvord Unified School District)

D.S.A. No : Appl. 4-105418  
File No: 33-3

DATE: June 18, 2008

CONTRACTOR: Neff Construction  
ADDRESS: 1701 S. Bon View Ave. Ste. 104  
Ontario, CA 91761  
PHONE: (909) 947-3823

ARCHITECT: HMC Architects  
ADDRESS: 3546 Conours St.  
Ontario, CA 91764  
PHONE: (909) 989-9979

---

ORIGINAL CONTRACT AMOUNT: \$ 6,965,971.00

Previous Change Order: \$ -

Current Change Order: \$ 28,953.84

Total Change Orders: \$ 28,953.84

REVISED CONTRACT AMOUNT: \$ 6,994,924.84

---

ORIGINAL CONTRACT COMPLETION DATE:

Previous Change Order: 0 *Calendar Days*

Current Change Order: 0 *Calendar Days*

Total Change Orders: 0 *Calendar Days*

REVISED CONTRACT COMPLETION DATE: May 7, 2008

---

Upon signing by the Owner and the Contractor, the above noted Contract is hereby changed per the terms of the contract and this Change Order including attached "Exhibit A".

This change represents full and complete compensation for all costs, direct and indirect, associated with the work and time agreed herein, including but not limited to, all costs incurred for extended overhead, disruption or suspension of work, labor inefficiencies, and the change's impact on the unchanged work.

APPROVALS:

\_\_\_\_\_  
Contractor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Architect

\_\_\_\_\_  
Date

\_\_\_\_\_  
Riverside Community College District

\_\_\_\_\_  
Date

**EXHIBIT A**

Reference: RFC No. 195 Provide added access ramp (corners of Ambs Dr. & Knoefler Dr.). City of Riverside Requirement	\$7,140.60
Reference: RFC No. 196 Provide concrete driveway in lieu of asphalt. City of Riverside Requirement	\$865.49
Reference: RFC No. 182 Time and material for regrading slope at retaining wall. Design Requirement	\$1,072.48
Reference: RFC No. 240 Time and material for demo, grading, foundation for new erosion walls. City of Riverside Requirement	\$19,875.27
	<b>Total: \$28,953.84</b>

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
RESOURCES COMMITTEE

Report No.: VI-B-8

Date: June 17, 2008

Subject: Anatomy of Student Access: A Financial Perspective

Background: Presented for the Board's information is a report regarding the financial variables that affect student access to classes and programs at Riverside Community College District.

Information Only.

James L. Buysse  
Interim Chancellor

Prepared by: Ray Maghroori  
Vice Chancellor, Academic Affairs

# The Anatomy of Student Access: A Financial Perspective

## Introduction

California community colleges are characterized by an open door policy that makes them extremely accessible because they do not have any admission requirements. There is no minimum G.P.A., no entrance exam. There isn't even an application fee. Anyone who has graduated from high school, completed a G.E.D., is 18 years of age, or qualifies for concurrent enrollment as a minor, may attend. But while the gates are wide open and anybody can enroll in a community college, students' access to specific programs and classes is not guaranteed. For example, anyone can enroll at RCCD. But not everyone is eligible to enroll in a physician assistant or dental hygiene course. Some of the courses do have specific limitations on enrollment. In addition to limitations on enrollment such as course or program pre-requisites, co-requisites and advisories, there are other factors that limit access. For example, there are a limited number of sections of each course offered and each course has a maximum amount of space available. So student access to college does not guarantee access to classes. The purpose of this paper is to discuss the variables that affect student access to classes and programs at RCCD.

Students' access is determined by two different sets of factors: educational background and preparation and the size and scope of college offerings. A student's prior educational background determines which courses he or she is qualified to take. For example, any student who plans to transfer to a four-year institution must successfully complete English 1A and 1B. But, not everyone is able to take these courses when they first enter RCCD. Indeed, assessment test (Accuplacer) results indicate that only approximately 18% of new RCCD students are eligible to take English 1A. Similarly, only 4% of the new incoming students qualify for Math 11, the first college level math course. This means the other 82% and 96% new students respectively, need to take one or more remedial courses before they are able to enroll in college-level transfer courses.

While a student's prior educational background and preparation affect his ability to access the courses and/or programs he or she may need to meet his or her educational goal, the access may also be limited by the manner in which the college offers the courses (days and times/scheduling) and the maximum capacity of the class. More specifically, RCCD's ability to offer courses is affected by:

- Availability of qualified discipline faculty
- Availability of lecture room space
- Availability of laboratory facilities

Other factors that affect student access to classes are scheduling, availability of equipment, and appropriate support systems, such as counseling, library service and other student support services, such as DSPS. Although all of these are influential to one degree or another, scheduling patterns may more directly affect student access to classes



than the others. Some students may have a limited number of days and hours when they can take classes due to other conditions like work hours, childcare, and transportation. Thus, the numbers of sections offered affects student access, as does their distribution throughout the day (times the class is offered) and the week (number of days the class is scheduled).

Almost all of the above variables mentioned, with the exception of scheduling, are determined by the availability of funds that the District receives from the System's Office in Sacramento. Thus, in the remainder of this paper, the financial and budgetary sources of students' access to RCCD classes and programs will be discussed.

### Community College Finance

Sacramento allocates funds to districts based upon two factors: The number of hours that students receive instruction and the estimated number of faculty needed to provide educational services to students. The currency for the first factor is Full Time Equivalent Students (FTES); the primary currency for the second factor is Full Time Equivalent Faculty (FTEF).

Community College students take varying numbers of classes. Some take only one class; others take two, three or more. Some classes meet one hour a week; whereas others might meet four for five hours a week. An FTES is standard measure of number of hours that a full-time student is expected to attend school. According to the State's definition, any student who attends 15 hours of instruction a week for a total of 35 weeks per year is considered a full-time student. He or she will generate one FTES for the district. Fifteen hours a week is an arbitrary number associated with being a full-time student. Thirty-five represents the total number of weeks in two semesters. Although, many districts no longer have 17.5 week semesters, this is still the number used by the Chancellor's office in calculating FTES.

Since a full-time student is expected to attend school 15 hours a week and since an academic year is considered to be 35 weeks, it then follows that a full-time student is expected to attend a total of 525 hours of instruction a year:

Fall Term	(17.5 weeks) X (15 hours)=	262.50 hours
Spring Term	(17.5 weeks) X (15 hours)=	262.50 hours
	262.50+262.50=	525
	1 FTES =	525 hours of instruction

The primary revenue-producing factor for the district is FTES generation. The state's formula for allocating funding based on FTES is complicated since every college does not receive the same amount of funding per FTES. Prior to equalization (Senate Bill 360), there were considerable differences among colleges. Some colleges (such as RCCD) received \$2,800 per FTES while others received funding in excess of \$5,000 per FTES. Senate Bill 360 improved this considerably by *equalizing* the funding. In spite of

equalization, slight differences still exist. Currently, RCCD receives \$4,465 per FTES, while there are districts that receive over \$6,000 per FTES.

RCCD receives \$4,465 per FTES

Aside from differences among colleges related to how much they receive per FTES, there are also differences related to the kind of FTES generated on each campus. Colleges offer two primary types of courses, credit and non-credit; both generate FTES, but the funding for each differs. The State funds the FTES generated through non-credit courses at a lower rate than it allocates for credit courses. As an example, RCCD receives only \$2,685 for FTES generated through non-credit courses such as senior citizen offerings. During 2007-2008, RCCD generated an approximate total of 27,958 FTES, of which only 163 was non-credit FTES.

FTES Funding at RCCD  
 2007-2008

Credit FTES	27,795
Credit Course Funding Level	\$4,465 per FTES
Non-credit FTES	163
Non-credit course Funding Level	\$2,685 per FTES

It is interesting to note that the Chancellor Office does not fund the non-credit course FTES at the same rate as credit courses because it assumes that it does not cost as much to generate non-credit FTES. It does not, however, apply this same logic to funding the FTES for courses that are associated with higher costs such as Nursing, Physician Assistant and Dental Hygiene. These courses are funded at the same level as courses in humanities and social sciences which are neither faculty, facility nor equipment intensive.

The level of funding is determined by at least two assumptions. These assumptions specifically relate to the following questions: (1) How many faculty should it take to generate FTES? This relates to the efficiency of instruction. (2) What is the reasonable cost of instruction to colleges? This item usually encompasses two other assumptions: (A) What should be the mix of full-time to part-time faculty? and (B) How much should a faculty salary be? Whereas students' attendance (revenue to college) is measured in FTES, faculty numbers is measured in FTEF. It is the main determining factor used in converting the FTES generation to the budget allocation for each district.

The System's Office in Sacramento has three different expectations for full-time faculty. Two of these expectations are explicit; the third one is implied. The first is that each full-time faculty member will spend 15 hours in the classroom instructing students. This is an arbitrary number, but it defines what the System's Office expects from each full-time faculty member. Further, it expects each full-time faculty member to teach 17.5 weeks per semester. Therefore, by definition, a faculty member who teaches 15 hours a week for

17.5 weeks is considered to be working full-time during the term and the FTEF for this faculty is 1.0. If a faculty member teaches only three hours a week during the term, the load assigned to this faculty member is 0.2. The following chart shows the faculty load associated with the number of hours of instruction per week.

Full Time Equivalent Faculty		
15 hours a week	1.0	FTEF
12 hours a week=12/15	0.8	FTEF
9 hours a week = 9/15	0.6	FTEF
6 hours a week= 6/15	0.4	FTEF
3 hours a week= 3/15	0.2	FTEF

The System's Office expects a full-time faculty to work 15 hours a week and 17.5 weeks per term. These are two explicit expectations from faculty. But, in addition, there is a third expectation. This assumption is implied in the philosophy of the community college funding. This expectation relates to the efficiency of instruction. That is the number of weekly student contact hours that a full-time faculty is expected to generate. To demonstrate this point, let's look at four different classes, A, B, C, and D, each having a different class size:

- Class A 20 students
- Class B 25 students
- Class C 30 students
- Class D 35 students

Let's assume that all these classes meet for three hours a week for an entire term (17.5 weeks). Thus,

$\text{FTES} = (\text{Number of Students}) \times (\text{Number of hours of instruction per week}) \times (\text{Number of Weeks}) \text{ divided by } 525.$
--

The classes in the example above will generate the following FTES:

Class A	$(20) \times (3) \times (17.5) / 525 = 2$	FTES
Class B	$(25) \times (3) \times (17.5) / 525 = 2.5$	FTES
Class C	$(30) \times (3) \times (17.5) / 525 = 3.0$	FTES
Class D	$(35) \times (3) \times (17.5) / 525 = 3.5$	FTES

The differences in the above numbers are reflective of the concept of instructional efficiency. It is obvious that a class with 35 students is more efficient than a class with 25 students, since the cost of the instruction (FTEF) is the same regardless of the class size.

The chart below illustrates the amount of revenue that is generated for RCCD by each of the above courses.

Class A	$2 \times 4,465 = \$8,930$
Class B	$2.5 \times 4,465 = \$11,162$
Class C	$3 \times 4,465 = \$13,395$
Class D	$3.5 \times 4,465 = \$15,627$

The mostly commonly used efficiency measure uses the weekly student contact hours (WSCH) divided by full time equivalent faculty (FTEF). Let's calculate instructional efficiency for the same four classes in the previous example.

Weekly Student Contact Hours	
Class A	20 students X (3 hours)= 60 WSCH
Class B	25 students X (3 hours)= 75 WSCH
Class C	30 students X (3 hours)= 90 WSCH
Class D	35 students X (3 hours)=105 WSCH

The cost of instruction, faculty load, remains constant in this example. It is based on 3 hours per week for the duration of the term and in this case is .2.

Calculating the efficiency (WSCH/FTEF) for these courses is the following:

Efficiency	
Class A	$60/0.2 = 300$
Class B	$75/0.2 = 375$
Class C	$90/0.2 = 450$
Class D	$105/0.2 = 525$

According to the Chancellor's office funding formula, 525 is the expected efficiency of all courses that are offered by a district, regardless of the number of hours per week the class meets. State Chancellor's funding of colleges assumes 525 as the level of instructional efficiency for all classes. Of course, in practice, some classes are below 525 and some are above it. That is expected. For example, to meet students' academic needs and ensure a balanced and comprehensive program of instruction, a college must offer both Spanish 1 as well as Spanish 4. However, it would be unrealistic to expect the same level of efficiency in both classes. Thus, a college may offer courses that have efficiency below 525; but it then must be able to offer classes with higher efficiency to compensate for those that fall below the 525 mark. So the general rule of enrollment management is to have a balanced offering of courses, addressing the diverse academic and scheduling needs of the students, but at the same time working toward achieving an overall instructional efficiency close to 525. By so doing, a district can hope to meet the needs of its student body, given the funding formula which is used by the State of California.

At RCCD, both the CTA and the Administration have agreed on the importance of offering an efficient instructional system. This agreement is reflected in the following statement that appears in the District's contract with the CTA:

*The District-wide goal shall be an average of five hundred and twenty-five (525) Weekly Student Contact Hours (WSCH) per full-time equivalent faculty FTEF for the fall semester, and five hundred (500) for the spring semester, calculated as of the first census date for the respective semester.*

Efficiency for RCCD classes varies considerably. Efficiency figures are maintained for individual classes and individual disciplines by district and by college. During the last three years, the district-wide efficiency for fall term was as follows: w

District-wide Efficiency for Fall Term	
2005	461
2006	479
2007	508

This essay has focused primarily on the financial implications of WSCH, FTES, and FTEF. These factors have very direct impacts on students' access to classes. But there is a wide range of other variables dealing with class scheduling and enrollment management that also affect students' access. In a future presentation, the role of scheduling and enrollment management in student access and increased efficiency will be presented.

In closing, it should be emphasized that efficiency is not a goal in itself. It is a measure that can be utilized for becoming and remaining effective and ensuring that the District's resources are used wisely to offer the greatest number of class sections for students. It is a means to address developmental, occupational, degree and transfer needs of students given the nature of California Community College funding.

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
BOARD OF TRUSTEES  
PLANNING COMMITTEE  
June 10, 2008–7:30 p.m.  
Riverside City Campus, Board Room AD 122

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)  
Lee Nelson, Academic Senate Representative (Riverside)  
Tom Wagner, Academic Senate Representative (Norco Campus)  
Yajaira Tiscareño, ASRCC Student Representative  
Gail Zwart, CTA Representative (Norco)  
Ginny Haguewood, CSEA Representative (Riverside)  
Gustavo Segura, CSEA Representative (Moreno Valley)

AGENDA

VI. Board Committee Reports

C. Planning

1. 2010-2014 Five-Year Capital Construction Plan  
- The Committee to review Five-year capital construction plan and initial project proposals for Norco, Moreno Valley and Riverside.
2. Riverside Nursing /Sciences Building Project  
- The Committee to review the final design and budget for the Riverside Nursing/Sciences building project.
3. Report on Emergency Management  
- The Committee to be presented with a report on emergency management planning.

Adjourn

Prepared by: Naomi Foley  
Administrative Assistant  
Academic Affairs

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
PLANNING COMMITTEE

Report No.: VI-C-1

Date: June 17, 2008

Subject: 2010-2014 Five-Year Capital Construction Plan

Background: The State Chancellor's office requires community colleges to submit annually a Five-Year Capital Construction Plan. Riverside Community College District is presenting the 2010-2014 Five-Year Capital Construction Plan and the following Initial Project Proposals (IPPs) for Moreno Valley, Norco, and Riverside:

2010-2014 Five Year Capital Construction Plan – Attached Project List

Initial Project Proposals –

1. Moreno Valley – Health Science Center
2. Norco – Center for Health, Wellness, and Kinesiology
3. Riverside – Life Science/Physical Science Reconstruction

Recommended Action: It is recommended that the Board of Trustees approve the 2010-2014 Five-Year Construction Plan and the Initial Project Proposals for Moreno Valley – Health Science Center, Norco – Center for Health, Wellness, and Kinesiology, Riverside – Life Science/Physical Science Reconstruction.

James L. Buysse  
Interim Chancellor

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

Irv Hendrick  
Interim President, Moreno Valley Campus

Brenda Davis  
President, Norco Campus

Linda Lacy  
Interim President, Riverside City Campus

**Riverside Community College District  
2010-14 Five-Year Construction Plan**

Project	Campus	Preliminary Plans (Start Date)	Current Projected Schedule			Occupancy	Current Projected Budget (000's)
			Working Drawings (Start Date)	Construction (Start Date)			
District Modulars (Lovekin)	Riverside	Jan 2008	Feb 2008	June 2008	Sept 2008	\$2,438	
District Modular Project/Allied Health Sciences	Moreno Valley	Jan 2008	Feb 2008	June 2008	Sept 2008	\$2,438	
Industrial Technology, Phase III	Norco	Aug 2006	Feb 2007	Dec 2007	July 2009	\$28,618	
Soccer	Norco	Jan 2008	Feb 2008	Nov 2008	Apr 2009	\$4,616	
Student Success Center	Norco	Apr 2007	Nov 2007	Jan 2009	Aug 2010	\$19,543	
Nursing/Science Building	Riverside	July 2007	Dec 2007	Aug 2009	Nov 2011	\$85,158	
Network Operations Center	Moreno Valley	Oct 2007	Jan 2008	Jan 2009	Dec 2009	\$1,800	
Network Operations Center	Norco	Oct 2007	Jan 2008	Jan 2009	Dec 2009	\$1,800	
Aquatics	Riverside	Jan 2008	July 2008	Mar 2009	June 2010	\$14,031	
Wheelock Gymnasium, Seismic Retrofit	Riverside	July 2008	Jan 2009	Jan 2010	Feb 2012	\$18,411	
Phase III, Student Academic Services	Moreno Valley	Jan 2009	June 2009	June 2010	June 2012	\$19,155	
School for the Arts	Riverside	Nov 2008	Mar 2009	Oct 2010	Nov 2012	\$59,349	
Life Science/Physical Science Reconstruction	Riverside	June 2011	Mar 2012	July 2013	July 2015	\$20,873	
Center for Health, Wellness and Kinesiology	Norco	June 2011	Mar 2012	July 2013	July 2015	\$28,043	
Health Science Center	Moreno Valley	June 2011	Mar 2012	July 2013	July 2015	\$24,644	
Infrastructure and ADA Transition	All	Sept 2008	Jan 2009	Mar 2009	June 2010	\$6,000	



# Initial Project Proposal

## 2011-2012

Community College Construction Act of 1980  
Capital Outlay Budget Change Proposal

**Health Science Center**

---

Proposal Name

**Riverside Community College District**

---

Community College District

**Moreno Valley Center**

---

College or Center

**July 1, 2008**

---

Date

A \_\_\_\_\_ P  \_\_\_\_\_ W  \_\_\_\_\_ C  \_\_\_\_\_ E  \_\_\_\_\_

District: Riverside Community College District  
 College / Center: Moreno Valley Center  
 Project Name: Health Science Center  
 Project Type: New Construction

**Project Funding**

	<u>State</u>	<u>Non-state</u>	
Land Acquisition:	\$0	\$0	Budget Year: 2011
Prelim. Plans:	\$425,000	\$425,000	Const. Cost Index: 4842
Working Draw. :	\$473,000	\$473,000	5 yr. Plan Priority: 14
Construction:	\$19,846,000	\$1,972,000	Net ASF: 24,654
Equipment:	\$1,030,000	\$0	Total GSF: 62,308
	<hr/>	<hr/>	
	\$21,774,000	\$2,870,000	
<b>Total Cost:</b>	<b>\$24,644,000</b>		

**Project Description:** The project proposes to construct a permanent Health Science facility at the Moreno Valley campus. Currently the Dental program is offsite in an undersized, leased facility while many of the Allied Health programs are housed in temporary portables on campus. This 40,500 assignable square foot facility (62,308 gross square foot) would consolidate those programs and add expanded space for the Biology and Physical Science programs that are necessary for many Health Science degrees. As a result of the project the campus will move out of the leased March Dental facility and the portable buildings will be demolished or moved to another campus within the District.

**Describe how this project supports the district's educational and facility Master Plan and Five-Year Construction Plan:**

# Initial Project Proposal

## 2011-2012

Community College Construction Act of 1980  
Capital Outlay Budget Change Proposal

**Center for Health, Wellness and Kinesiology**

---

Proposal Name

**Riverside Community College District**

---

Community College District

**Norco Center**

---

College or Center

**July 1, 2008**

---

Date

A \_\_\_\_\_ P  \_\_\_\_\_ W  \_\_\_\_\_ C  \_\_\_\_\_ E  \_\_\_\_\_

District: Riverside Community College District  
 College / Center: Norco Center  
 Project Name: Center for Health, Wellness and Kinesiology  
 Project Type: New Construction

**Project Funding**

	<u>State</u>	<u>Non-state</u>	
Land Acquisition:	\$0	\$0	Budget Year: 2011
Prelim. Plans:	\$487,000	\$488,000	Const. Cost Index: 4842
Working Draw. :	\$546,000	\$546,000	5 yr. Plan Priority: 13
Construction:	\$20,834,000	\$4,606,000	Net ASF: 41,300
Equipment:	\$536,000	\$0	Total GSF: 55,067
	<hr/>	<hr/>	
	\$22,403,000	\$5,640,000	
<b>Total Cost:</b>	<b>\$28,043,000</b>		

**Project Description:** The Norco campus is in the process of implementing a comprehensive Physical Education program. Currently only a few PE activity courses are offered and the entire program is housed in 3,300 square feet of portable facilities. This project proposes to construct a regulation size gymnasium that will support 6 badminton courts, 3 volleyball courts and 3 basketball courts, with adequate height clearances and safe boundary clearances. Provide a wellness center in addition to a traditional weight room. The facility will also house lecture classrooms and a kinesiology lab for the Physical Education program. Men's and women's locker/shower facilities will also be provided in addition to two team rooms, a wrestling/self defense room, a trainers area and adequate equipment storage. Exterior spaces will include a regulation size track, 4 tennis courts, an aquatic facility, a women's softball field and a men's baseball field.

**Describe how this project supports the district's educational and facility Master Plan and Five-Year Construction Plan:**

# Initial Project Proposal

## 2011-2012

Community College Construction Act of 1980  
Capital Outlay Budget Change Proposal

**Life Science/Physical Science Reconstruction**

---

Proposal Name

**Riverside Community College District**

---

Community College District

**Riverside College**

---

College or Center

**July 1, 2008**

---

Date

A \_\_\_\_\_ P **x** \_\_\_\_\_ W **x** \_\_\_\_\_ C **x** \_\_\_\_\_ E **x** \_\_\_\_\_

District: Riverside Community College District  
 College / Center: Riverside City College  
 Project Name: Life Science/Physical Science Reconstruction  
 Project Type: New Construction, Reconstruction

**Project Funding**

	<u>State</u>	<u>Non-state</u>	
Land Acquisition:	\$0	\$0	Budget Year: 2011
Prelim. Plans:	\$411,000	\$411,000	Const. Cost Index: 4842
Working Draw. :	\$457,000	\$457,000	5 yr. Plan Priority: 15
Construction:	\$13,448,000	\$3,238,000	Net ASF: 22,200
Equipment:	\$2,451,000	\$0	Total GSF: 54,977
	<hr/>	<hr/>	
	\$16,767,000	\$4,106,000	
<b>Total Cost:</b>	<b>\$20,873,000</b>		

**Project Description:** This project proposes to reconstruct the Physical Science and Life Science buildings into an Interdisciplinary complex that can accommodate program growth in many different disciplines. The Physical Science and Life Science buildings will be vacated in 2011 when the Nursing project is completed. The campus is predicted to have a dismal 53% capacity/ Load ratio in the lab category in 2011 and many programs have outgrown their current facilities. The entire Business program will be relocated, which will also allow the Business Ed building to be renovated into a "One Stop Shop" that will provide easier access for students. The "One Stop Shop" will be an IPP in 2009.

**Describe how this project supports the district's educational and facility Master Plan and Five-Year Construction Plan:**

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
PLANNING COMMITTEE

Report No.: VI-C-2

Date: June 17, 2008

Subject: Riverside Nursing/Sciences Building Project

Background: On May 19, 2004, the Board approved the District's 2006-2010 Five Year Capital Construction Plan, which included the Initial Project Proposal (IPP) for the Riverside Nursing/Sciences Building Project. On December 14, 2004, the Board approved GKK Works to develop a Final Project Proposal (FPP) and on November 14, 2006, the detailed design was presented to the Board of Trustees for their comments.

Staff is now requesting the Board of Trustees approve the final design for the Riverside Nursing/Sciences Building Project. Additionally, staff is requesting approval for a final project budget in the amount of \$85,158,833.

Funding source: State Construction Act Funds (Resource 4100) for \$59,308,300 and District Measure "C" Funds (Resource 4160) for \$25,850,533.

Recommended Action: It is recommended that the Board of Trustees approve the final design for the Riverside Nursing/Sciences Building Project and approve the final project budget in the amount of \$85,158,833 using State Construction Act funds in the amount of \$59,308,300 and Measure "C" funds in the amount of \$25,850,833.

James L. Buysse  
Interim Chancellor

Prepared by: Linda Lacy  
Interim President, Riverside City Campus

Sandy Baker  
Dean, School of Nursing

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

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
PLANNING COMMITTEE

Report No.: VI-C-3

Date: June 17, 2008

Subject: Report on Emergency Management

Background: The Federal Emergency Management System (FEMA) and the International Association of Emergency Managers (IAEM) recently conducted a study of emergency planning at universities and colleges throughout the nation. The findings showed only 10% of these institutions were adequately prepared or had sufficient plans in place to address emergency situations. Due to these findings, FEMA and IAEM are now concentrating efforts on preparedness in higher education.

In addition, Governor Schwarzenegger signed SB166 in December 2007, adding §71095 to the California Education Code, mandating the State Community College Chancellor's Office to "develop emergency preparedness standards and guidelines to assist community college districts and campuses in the event of a natural disaster, hazardous condition, or terrorist activity on or around a community college campus" by January 1, 2009. These standards and guidelines will address emergency management, training for all employees, dissemination of information regarding preparedness, response, recovery, mitigation and interagency coordination.

Our goal is to inform the Board of steps the District has taken to prepare for a disaster or an emergency. In addition to the training and development of an emergency response plan, the infrastructure of day-to-day operations to assist faculty, staff, students and the community has been strengthened.

This report documents Riverside Community College District's Emergency Planning efforts.

Information Only.

James L. Buysse  
Interim Chancellor

Prepared by: Debbie DiThomas  
Interim Vice Chancellor, Student Services and Operations

Hank Rosenfeld  
Interim Chief/Director of College Safety and Police

Carmen Nieves  
Disaster Preparedness Consultant



## Planning and Training for Disaster Preparedness

The Riverside Community College District (RCCD) has devoted some attention to emergency planning over the past few years by developing a District Emergency Plan, forming an Emergency Response Team, and providing various training opportunities for managers. Because of the recent increase in episodes of campus violence, RCCD has increased its commitment to emergency planning during the past year as evidenced by the fact that members of Executive Cabinet and other managers responsible for emergency response have attended training offered by the State Chancellor's Office. In addition, in October of 2007, RCCD hired a consultant to assist with emergency planning, preparedness exercises, and training. It is critical to recognize that effective Emergency Management is an ongoing process (planning, training, exercising, assessing, and then doing it all over) and not a one-time endeavor. Plans are tested through exercises, revised, approved and tested again. Training is a continuous effort for all personnel because of many factors, including the constant addition of new personnel and the revisions to philosophies on response and recovery due to knowledge gained through each disaster exercise or incident.

While RCCD is ahead of many colleges with the work that has been done over past several years, the first level of emergency response training usually succeeds in raising awareness and concern for the need for more training, planning and devotion of resources to the development of a successful and complete emergency response system. RCCD has definitely achieved this first step; however, managers are very aware of the need for additional training, planning and resource allocation for its emergency planning.

The following is a compilation of RCCD's completed, continuing and pending emergency preparedness activities, and improvements to infrastructure which will support successful emergency response.

### Emergency Preparedness Activities:

#### 1. Internal Training

- a. Table Top Exercises ~ These are the lowest level of exercise training. The scenario was based on a 7.6m earthquake striking the San Andreas fault near Palm Springs. Participants were asked what they would do, what type of equipment and/or resources would be needed, who would activate the EOC/DOC, and how the RCCD would fit into the NIMS/SEMS structure. The table tops were used as a diagnostic tool to see where we need assistance and training. Table tops have either been delivered or scheduled across the District:
  1. District Office – completed March 21, 2008 with 11 attendees
  2. Norco – completed April 4, 2008 with 12 attendees
  3. Moreno Valley – completed April 11, 2008 with 10 attendees
  4. RCC – June 6, 2008 with 18 attendees scheduled.
- b. Management awareness on disaster preparedness and the emergency operations center (EOC) was completed on April 11, 2008 at the Management Association's Spring Retreat. The Management team was advised on what to expect in an EOC

environment, the importance of team work for recovery, and how documentation of all events and actions are crucial to receive reimbursement from FEMA/OES.

- c. On August 28, 2007, College Safety and Police assisted in coordinating Faculty Flex Training presented by Riverside Sheriff's Office. The presentation was on Disaster Preparedness and Active Shooter Responses. This was a 2-hr presentation and was attended by 18 faculty.

## 2. Outside Training Courses

- a. On September 25, 2007, RCCD's executive team attended training in Fountain Valley presented by the State Chancellor's Office on emergency planning and preparedness.
- b. March 26-28, RCCD hosted statewide training in coordination with the State Chancellor's Office at the Mission Inn. This presentation was a "train the trainer" course on NIMS/SEMS.

## 3. Additional Training

- a. There is a need for widespread and continuous emergency preparedness training throughout the organization. Everyone employed by the District has a role to play in responding to and recovering from a disaster and all need to understand and feel comfortable with their responsibilities. Continuous training is necessary due to staff changes and new information that becomes available.
- b. Additional exercises, for both practice and diagnostic purposes must be provided. Practice improves performance, reinforces training, reduces anxiety, and helps to diagnose problems in overall emergency and specific critical incident plans.
- c. Training must be provided for the Board of Trustees to clarify the individual trustees' roles and responsibilities in the event of a disaster.

## 4. Emergency Notifications System

Through an initiative being coordinated by the State Chancellor's Office, the District is in the process of implementing an emergency notifications system through "Alert-U." This system will be an "opt-in" service for all students, faculty and staff, which will allow the District to send emergency text-message notifications to subscribed cell phones.

## 5. The Emergency Operations Plan (EOP) is being revised and brought to NIMS/SEMS compliance.

- a. The EOP is considered a living document and should be used whenever there is an incident on campus, large or small. Familiarity with the document is essential for anyone connected to the EOP. To have a completed and approved plan is of no use if it is not taken off the shelf, reviewed, used for training and updated on a consistent basis. The revised 2008/2009 EOP is going through the process of approval and distribution.

- b. The EOP is a guide describing how the District will mitigate, train, respond and recover in a declared emergency. This plan will be available via the web for review by students, parents, the public and the press. The EOP does not include personal or EOC/DOC phone numbers or tactical plans that, if shared, would put the safety of students and personnel in jeopardy.

## 6. Critical Incident Manual

- a. The Critical Incident Manual provides guidance to for College Safety and Police responses to different types of incidents, such as: bomb threats, civil unrest, large gatherings, and active shooter incidents. This document will remain confidential, for police use only, because it describes tactics and lists confidential phone numbers of various response agencies and personnel. The sharing of this document would place members of the community, personnel and responding officers in jeopardy. The RCCD College Safety and Police Department is currently reviewing the first draft of the Critical Incident Manual.

## 7. Scheduled Meetings

- a. The Emergency Preparedness consultant has met with the Chancellor, Vice Chancellors and college Presidents to discuss the District's emergency preparedness. Topics discussed include resources needed; issues and initiatives to be discussed with the college community; additional training; designations of EOCs and DOCs; and policies to be brought to the Board for approval.
  - i. In order to be accepted by State Office of Emergency Services and Federal Emergency Management Agency, and in accordance with the California Emergency Services Act, Civil Preparedness Guides, and the Local Emergency Planning Guide, the District must adopt such Board policies as:
    1. Continuity of Business/Governance – This is a policy which must be in place to show how a government entity will conduct and continue business during a declared disaster
    2. Designation of District/College officials to activate the EOC/DOC in the event the Chancellor and/or Vice Chancellor is not available.
    3. Lines of succession clearly stated in the event that executives/managers are not available.
    4. An exempt employees overtime pay policy. FEMA/OES will reimburse a government entity for overtime for exempt employees if this policy is in place prior to the event. Adoption of this policy during or immediately after the event occurs will not be accepted by FEMA/OES.
    5. Increase spending/funding limits without Board approval during times of declared emergencies. During a declared emergency, it might not be possible for the Board to meet and approve necessary spending for response and/or recovery supplies and resources in a timely manner.
    6. Authorized EOC activation personnel must be identified to three (3) deep.

8. Identification of the District's Emergency Operation Center and /Colleges' Department Operation Centers
  - A. District
    - a. District must identify the location of the EOC; each college is in the process of identifying its DOC.
    - b. EOC and DOCs must identify what supplies and resources available.
    - c. Necessary supplies and resources have been discussed with leadership and will be purchased in 2008/2009.
    - d. The District Disaster Preparedness Team has been identified and has met once in 2007/2008. One of the items discussed was to form campus Emergency Response Teams (ERTs).
    - e. Campus ERTs are in preliminary stages of development. Teams will participate in training in 2008/2009.
    - f. Training is being identified for all levels of response.
  - B. Campuses
    - a. Identify existing resources available to assist with emergency response such as:
      - i. Campuses have nursing students and EMTs available to assist in immediate first aid and triage.
      - ii. Faculty, Staff and students are available to help in other areas such as clerical, security, and other support roles.
9. Recovery
  - a. Most managers have received NIMS/SEMS training and are prepared to follow all of the guidelines necessary.
  - b. Equipment must be purchased for search and rescue operations.
  - c. Memoranda of Understanding with vendors for critical resources such as equipment, food and water must be adopted.
10. Acquisition and strategic placement of satellite phones.
11. Identification of a "sister" campus/district outside of California to host and update an emergency information website for students and parents during a major event. In turn, RCCD would do the same for them.

#### District Infrastructure

1. Radio Communications Upgrade – College Safety and Police is migrating its communications to the disaster hardened Nextel radio system. The radios offer significantly improved communications between field personnel and with the police dispatch center, more complete and reliable radio coverage of the entire District (and the region), and opportunities for ad-hoc incident-specific communications flexibility. Since this radio system is disaster hardened and separate from Sprint-Nextel's cellular phone network, there is a greater likelihood that radio communications will continue to be operational in the event of a major calamity. And, because Nextel is providing radio service to public safety, governmental and military agencies, it has pre-positioned emergency radio transmission equipment across the country to assure that

service interruptions will be resolved quickly (without additional costs to the District). Finally, in the event that the Nextel system is down for any period of time, the Nextel radios can be used as “line of site” walkie-talkies at a distance of up to six miles.

2. Increase in Dispatch Staffing – 24/7/365 operations require a minimum of five full-time employees to provide basic staffing for the 8,760 hours in a year. This year the District added three full-time dispatchers to College Safety and Police communications staff, bringing the total number of dispatchers to five. The positions have been filled and the new dispatchers are participating in training. Additionally, the professionalism of this staff and function is expected to be enhanced by a proposed POST certification for the dispatch center.
3. Emergency Call Box System (ECBS) – The District initiated the installation of an ECBS approximately two years ago. The installation is complete, and optimization and certification of regulatory compliance (e.g., ADA accessibility) is also nearly complete. This system is a combination of free-standing pedestals, wall mounted, and pole mounted units. Some of these house hard-wired phones and some house cell phones. All dial directly to College Safety and Police dispatch center. Under “normal” circumstances, the ECBS can be used by people needing police assistance or wanting to report suspicious or criminal activities while moving around District property. In emergencies the ECBS can be used as pre-determined post-evacuation gathering and reporting/communications sites, as well as meeting ad-hoc reporting needs.
4. Improved College Safety and Police Facilities (RCC) – The bulk of the safety and police operations housed at the RCC campus will be moving to newer facilities later this year (estimated between October and November 2008). The dispatch center will move to a newer office atop the RCC parking structure. The field operations, investigations, supervisory, records and parking administration staffs will be moving into two Lovekin portables being renovated and reconfigured into a single space. Both of these “new” facilities are expected to be more disaster resistant than the current spaces.
5. Additional In-Progress Emergency Preparedness Initiatives and Activities
  - a. Expansion of Nextel Radio Deployment – In an effort to maximize emergency communications, the District is anticipating deploying Nextel radios to non-police personnel and locations.
    - i. Non-safety and police personnel: Chancellor, Vice Chancellors, Presidents, Vice Presidents, Associate Vice Chancellor of Public Affairs and Institutional Advancement, and the Facilities Managers at the district and each campus.
    - ii. Non-safety and police locations: Alvord ILC, Culinary Academy, March Education Center, March Dental facility, Ben Clark Training Center, the Annex at Rubidoux High School.

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
BOARD OF TRUSTEES  
GOVERNANCE COMMITTEE MEETING  
June 10, 2008 - 8:30 p.m.  
Board Room AD122, Riverside City College

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)  
Jim Sutton, CSEa Representative (Norco)

AGENDA

VI. Board Committee Reports

D. Governance Committee

1. Revised Board Policies – First Reading  
- The Committee to consider Board Policies submitted for first reading.
2. New Board Policy – Second Reading  
- The Committee to consider a Board Policy submitted for second reading.
3. Federal Representation for RCCD  
- The Committee to consider contracts to provide the District federal representation in Washington, D.C.
4. Comments from the public.

Adjourn

Prepared by: Heidi Wills  
Administrative Assistant, Chancellor's Office

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
GOVERNANCE COMMITTEE

Report No.: VI-D-1

Date: June 17, 2008

Subject: Revised Board Policies – First Reading

Background: In keeping with our current process of updating our current Board Policies and adopting new Policies, the items below pertaining to the Board of Trustees and Academic Affairs have come before the Board for first reading.

Board of Trustees

Policy 2430 – Delegation of Authority to Chancellor and Presidents – This policy was originally approved by the Board in May of 2007. The Academic Senate requested that some additional language from the Education Code be made a part of this Policy. However, the administration feels that language would be better placed in Policy 2510.

Policy 2510 – Participation in Local Decision Making - This policy was originally approved by the Board in May of 2007. Since the additional language requested by Academic Senate in Policy 2430 deals with participation in District and College governance, it is more appropriately placed in Policy 2510. In addition, CSEA has requested some changes to the section pertaining to staff. However, when the CCLC wrote the model policy, it intended that this section be inclusive of all staff, not just those represented by CSEA. To now change the language to pertain to only CSEA represented staff, would prejudice the other staff groups such as management and confidential.

Academic Affairs

Policy 4000 – Academic Rank - Current Policy 3092, updated. This document has been revised and Academic Senate and Administration are in agreement as to the revisions.

Recommended Action: It is recommended that the Board of Trustees accept for first reading Policies 2430, 2510 and 4000.

James L. Buysse  
Interim Chancellor

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

**Riverside Community College District Policy****No. 2430****Board of Trustees****DRAFT****BP 2430 DELEGATION OF AUTHORITY TO CHANCELLOR AND PRESIDENTS**

## References:

Education Code Sections **70902(b)(7)**, 70902(d) and 72400;  
Accreditation Standards **IV.A**, IV.B.1.j and IV.B.2

District Chancellor

The Chancellor is appointed by the Board of Trustees.

The Board of Trustees delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board of Trustees requiring administrative action.

The Chancellor may delegate any powers and duties entrusted to him or her by the Board of Trustees (including the administration of the District and colleges), but will be specifically responsible to the Board for the execution of such delegated powers and duties.

The Chancellor is empowered to reasonably interpret Board Policy. In situations where there is no Board Policy direction, the Chancellor shall have the power to act, but such decisions shall be subject to review by the Board of Trustees. It is the duty of the Chancellor to inform the Board of such action and to recommend written Board Policy if one is required.

The Chancellor is expected to perform the duties contained in the Chancellor job description and fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions. The job description shall be developed by the Board of Trustees. The goals and objectives for performance shall be developed by the Board of Trustees in consultation with the Chancellor.

The Chancellor shall ensure that all relevant laws and regulations are complied with, and that required reports are submitted in a timely fashion.

***The Chancellor shall establish procedures not inconsistent with minimum standards established by the Board of Governors to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, and to ensure the right to participate effectively in district and college governance. ~~and to ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.~~***

The Chancellor shall make available any information or give any report requested by the Board of Trustees as a whole. Individual Board member requests for information shall be met if, in the opinion of the Chancellor, they are not unduly burdensome or disruptive



to District operations. Information provided to any Board member shall be provided to all Board members.

The Chancellor shall act as the professional advisor to the Board of Trustees in policy formation.

College Presidents

Authority flows from the Board of Trustees through the Chancellor to the College Presidents. Each College President is responsible for carrying out the district policies. Each College President's administrative organization shall be the established authority on campus. The College President is the final authority at the college level.

---

Date Adopted: May 15, 2007  
(Replaces Policy 2005)

**Riverside Community College District Policy**

**No. 2510**

**Board of Trustees  
DRAFT**

**BP 2510 PARTICIPATION IN LOCAL DECISION MAKING**

References:

Education Code Section 70902(b)(7);  
Title 5 Sections 53200 et seq. (Academic Senate), 51023.5 (staff), and 51023.7 (students);  
Accreditation Standard IV.A  
Government Code Section 3540

The Board of Trustees is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board of Trustees is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board action and administrative procedures for Chancellor action under which the District is governed and administered.

***Procedures shall be established, consistent with minimum standards established by the Board of Governors, to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, and to ensure the right to participate effectively in District and College governance.***

Each of the following shall participate as required by law in the decision-making processes of the District:

Academic Senate (Title 5 Sections 53200-53206)

The Board of Trustees, or its designees, will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.

**CSEA'S PROPOSED LANGUAGE**

Staff (Title 5 Section 51023.5)

***Staff (CSEA) will be given the opportunity to provide input to the Board of Trustees and/or Administration in the formulation and development of District/College policies and procedures on all matters affecting classified employees. CSEA, the representative of classified staff will appoint representative(s) to all district/college committees that affect matters impacting classified employees. The opinions and recommendations of CSEA will be given every reasonable consideration.***

**ADMINISTRATION'S PROPOSED LANGUAGE:**

Staff (Title 5 Section 51023.5(a)(4)and (6))

Staff shall be provided with opportunities to participate in the formulation and development of District policies and procedures, **and in those processes for jointly developing recommendations for action by the Board, that the Board reasonably determines, in consultation with staff,** ~~that have,~~ **or will have,** a significant affect on staff. The opinions and recommendations of the staff will be given every reasonable consideration.

Students (Title 5 Section 51023.7)

The Associated Students shall be given an opportunity to participate effectively in the formulation and development of District policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on District committees or task forces shall be made after consultation with the Associated Students.

Except for unforeseeable emergency situations, the Board of Trustees shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate.

Nothing in this policy will be construed to interfere with the formation or administration of employee organizations or with the exercise of rights guaranteed under the Educational Employment Relations Act, Government Code Sections 3540 et seq.

---

Date Adopted: May 15, 2007

**Riverside Community College District Policy**

**No. 4000**

**Academic Affairs  
DRAFT**

**BP 4000 ACADEMIC RANK**

**References:**

- ❖ From current Riverside CCD Policy 3092 titled Academic Rank

*Inasmuch as the Riverside Community College District is an institution of higher education, the District will award to the faculty, the ranks of Instructor, Assistant Professor, Associate Professor, Professor and Professor Emeritus for those individuals who earn these titles by meeting specific requirements.*

*Criteria and procedures to achieve these ranks will be developed jointly by the Academic Senate and the Administration.*

~~Recognizing the value accrued to the College, to students, and to the community through the improvement of the instructional process which can result from continued and systematic faculty professional growth, the District encourages faculty incentives through a number of methods including recognition through titles of academic rank recognized by most institutions in higher education.~~

~~Riverside Community College District encourages contract certificated faculty to continue their professional preparation through scholarly study, teaching, and research endeavors beyond those skills, proficiencies, and attainments presented at the time of the initial appointment to the College District~~

---

**NOTE:** *The language in **regular type** is current Riverside CCD 3092 titled Academic Rank adopted on 2-14-66, Amended on 1-8-74, 5-7-75, and 4-19-83.*

---

**Date Adopted:**

*(Replaces current RCCD Policy 3092)*

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
GOVERNANCE COMMITTEE

Report No.: VI-D-2

Date: June 17, 2008

Subject: New Board Policy - Second Reading

Background: In keeping with our current process of updating our current Board Policies and adopting new Policies, the item below pertaining to Business and Fiscal Affairs has come before the Board for second reading and approval.

Business and Fiscal Affairs

Policy 6900 – Travel and Itemized Expense Reimbursement – Current Policy 7011, updated. Once approved, our Administrative Procedures will be updated to more accurately reflect current business practices on reimbursement for travel and itemized expense reimbursement.

Recommended Action: It is recommended that the Board of Trustees approve Policy 6900.

James L. Buysse  
Interim Chancellor

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

---

**Riverside Community College District Policy****No. 6900****Business and Fiscal Affairs  
DRAFT****BP 6900 TRAVEL AND ITEMIZED EXPENSE REIMBURSEMENT****References:**

Education Code Sections 72423 and 87032

**❖ From current Riverside CCD Policy 7011 titled Travel Expense Payment**

The Riverside Community College District recognizes the need for travel **and travel related expenses** in connection with **District** College business and, therefore, the Board of Trustees authorizes that ~~Trustees', employees', and employee candidates'~~ actual and necessary travel expenses **for Trustees, employees and employment candidates** will be paid according to **Administrative Procedure 6900**. ~~the regulations prescribed for this policy.~~ **The Board further authorizes that employees will be reimbursed for necessary business expenses according to Administrative Procedure 6905.**

---

**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 language in **bold italic type** is provided by District Staff. The language in **regular type** is current Riverside CCD Policy 7011 titled Travel Expense Payment adopted on 11-1-83.

---

**Date Adopted:***(Replaces current Riverside CCD Policy 7011)*

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
GOVERNANCE COMMITTEE

Report No.: VI-D-3

Date: June 17, 2008

Subject: Federal Representation for RCCD

Background: Since October 2003, The Ferguson Group, LLC (TFG) has been representing the District on federal issues. Under our contract with TFG, Mr. Dave Kennett has been the key representative for RCCD. Recently Mr. Kennett left TFG to commence his own firm, Capital Alliance Consulting, LLC (CAC). In light of the many good years of federal representation by TFG, and the relationship through this firm with Mr. Kennett, we solicited proposals from both TFG and CAC for federal representation services for the District. A proposal for services was received from CAC, but TFG declined to submit a proposal to the District

Over the course of years of services of TFG with Mr. Kennett, the District has been the recipient of significant federal dollars for several projects and program support. Federal representation of the District in Washington D.C. is seen as an imperative element, even beyond funding, as major programs that impact community colleges are reauthorized and programmed federally, such as Perkins, Higher Education Act, and elements of financial aid for students.

These types of services are based upon both professional qualifications and personal relationships with the District, federal representatives, federal agencies, and our trustees. The current contract with TFG from July 1, 2007 to June 30, 2008 is \$7,750/month. CAC provided a proposal for services at a monthly retainer of \$6,250. A copy of CAC's proposal is included herewith. Funding source for this service is the general fund.

Recommended Action: It is recommended that the Board of Trustees approve the contract with Capital Alliance Consulting, LLC, from July 1, 2008 to June 30, 2009, in an amount not to exceed \$75,000, with approved additional actual expenses not to exceed \$2,000, and authorized the Interim Vice-Chancellor, Administration and Finance to sign the agreement.

James L. Buysse  
Interim Chancellor

Prepared by: Chris Carlson  
Chief of Staff



8 Oak Tree Drive  
Newport Beach, CA 92660

May 27, 2008

Chris Carlson  
Chief of Staff/Executive Assistant to the Chancellor  
Riverside Community College District  
RCCD Systems Office Building  
3845 Market Street  
Riverside, CA 92501

Dear Chris,

Capitol Alliance Consulting, LLC ("CAC") is pleased to present this proposed scope of work and business terms to the Riverside Community College District ("the District"). It has been a pleasure working with the District over the past 14 years in various capacities. I look forward to seamlessly continuing our partnership.

CAC is a non-partisan government relations firm that excels in creating partnerships between its clients and the federal government. Based in southern California with allied operations in Sacramento, CAC caters to clients throughout California with a strong focus on the Inland Empire.

While I maintain a steady presence in Washington, I believe it is important to be headquartered near my clients' offices. Not only am I better equipped to understand our region and the unique issues we face, but due to my proximity I am able to essentially serve as your employee, adding my expertise to the District's portfolio. Because I am integrally involved in the planning of your Washington strategies, we have achieved greater success.

This scope of work and proposed business terms cover the period of July 1, 2008 through June 30, 2009. In general, CAC will continue to provide counsel on all matters related to the District's interaction with the federal government, providing a level of service that meets and even exceeds the standards to which you have grown accustomed. CAC's scope of work is described below.

**Support the District's Fiscal Year 2009 federal appropriations request:**

For Fiscal Year 2009, the District is seeking \$1 million from the Department of Health and Human Services to purchase medical equipment for its Allied Health Services program. I submitted the projects to Congress in March and have been following up with your House and Senate delegation since that time. CAC will continue to work with the delegation to ensure they have the information they need in order to secure approval for the projects from the House and Senate Appropriations Committees.



**Work with agencies to release funds appropriated for District initiatives:**

Congress appropriated \$335,043 for the District's Middle College/School of Nursing program in last year's Omnibus Appropriations bill. CAC will work with the Department of Education and the District's grants team to ensure these funds are released per Congressional guidance. This is becoming an increasingly important task as the current Administration has encouraged agencies to ignore Congressionally-directed funding designations. Should Congress appropriate funds for the Allied Health Services program in the Fiscal Year 2009 process, CAC will perform this same task next calendar year.

**Develop the District's Fiscal Year 2010 federal appropriations request(s):**

I will work with the District to develop project requests for the Fiscal Year 2010 process. This effort will build on work we performed in preparation for Fiscal Year 2009, as during that preparation we identified a number of potential project requests for future years.

**Monitor and report on the reauthorization of the Higher Education Act, the Workforce Investment Act and other key legislative or regulatory initiatives:**

CAC will monitor daily/weekly news publications including Congressional Quarterly's CQToday/CQBillTrack and report on legislative and regulatory efforts as necessary.

**Where necessary, seek modifications to legislation or proposed regulations:**

Working with the District, CAC will seek amendments or modifications to key legislation or proposed regulations. This would entail drafting said changes and presenting them and their rationale to agencies, Congressional Committees and your delegation.

**Develop effective messaging and present it to Congress and federal agencies:**

All of the tasks described above will require messaging specially designed for Congress and agency staff. CAC specializes in distilling information into an effective format.

**Serve as the primary point of contact for Congress and agencies:**

I will remain the primary point of contact for Congress and agencies, including the Departments of Education and Labor, on all matters related to the above tasks. At the same time, I will utilize the personal capital held by the Board of Trustees as well as District staff.

**Support the District's efforts to obtain federal grants:**

The District's grants team has created and sustained a number of strong relationships with program officers throughout the federal government. I will augment the grant team's efforts by reporting on grant announcements and/or providing information on such grants, including information gleaned from non-traditional sources.

**Submit monthly progress reports:**

During the course of the contract, CAC will continue to submit a report at the beginning of each month describing the work we performed during the previous month.

**Other projects that arise during the contract period:**

Upon direction of the District, CAC will undertake unforeseen projects and initiatives.

CAC proposes a monthly retainer of \$6250 covering expenses for professional services. Normal operating expenses are included in that rate, although CAC will request reimbursement for client-approved travel. Such reimbursement shall not exceed \$2000 over the life of the contract.

Once again, Capitol Alliance Consulting, LLC appreciates the opportunity to provide this scope of work and business terms to the District. For a recap of the work I have performed for the District over the course of your current contract, I commend the monthly reports I submitted at the beginning of each month. Please feel free to call me if you have any questions or need additional information.

Sincerely,

David Kennett