**RCCD** | RIVERSIDE COMMUNITY COLLEGE DISTRICT

# Board of Trustees - Regular Meeting
## Tuesday, March 15, 2016 6:00 PM
## Center for Student Success, Room 217, Norco College, 2001 Third Street, Norco, California 92860

**ORDER OF BUSINESS**

**Pledge of Allegiance**

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

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

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

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

II. APPROVAL OF MINUTES
    A. Minutes of the Board of Trustees Regular/Committee Meeting of February 2, 2016
       *Recommend approving the February 2, 2016 Board of Trustees Regular/Committee meeting minutes as prepared.*
    B. Minutes of the Board of Trustees Regular Meeting of February 16, 2016
       *Recommend approving the February 16, 2016 Board of Trustees Regular meeting minutes as prepared.*

III. PUBLIC HEARING (NONE)

IV. CHANCELLOR'S REPORTS
    A. Chancellor's Communications
       *Information Only*
    B. Presentation on the Honors Program at Norco College
       *Information Only*
    C. Five to Thrive Presentation on the Honors Program at Norco College
       *Information Only*
    D. Resolution No. 42-15/16 – California Public Employees' Retirement System Retirement Incentive Plan Under Government Code Section 20904 – Two Years Additional Service Credit

*Recommend approving Resolution No. 42-15/16, for the California Public Employees' Retirement System Retirement Incentive Plan Under Government Code Section 20904 – Two Years Additional Service Credit.*

E. Healthcare Update
*Information Only*

F. Update on Silver Centennial Celebration
*Information Only*

G. Future Monthly Committee Agenda Planner and Annual Master Planning Calendar
*Information Only*

V. STUDENT REPORT

A. Student Report
*Information Only*

VI. CONSENT AGENDA ACTION

A. Diversity/Human Resources

1. Academic Personnel
*Recommend approving/ratifying the academic personnel actions.*

2. Classified Personnel
*Recommend approving/ratifying classified personnel actions.*

3. Other Personnel
*Recommend approving/ratifying other personnel actions.*

B. District Business

1. Purchase Order and Warrant Report – All District Resources
*Recommend approving/ratifying the Purchase Orders and Purchase Order Additions totaling $3,623,429 and District Warrant Claims totaling $12,091,093.*

2. Budget Adjustments

   a. Budget Adjustments
   *Recommend approving the budget transfers as presented.*

3. Resolution(s) to Amend Budget

   a. Resolution No. 41-15/16 – 2015-2016 Full Time Student Success Grant
   *Recommend approving the addition of revenue and expenditures of $25,000 to the budget.*

4. Contingency Budget Adjustments  (None)

5. Bid Awards

   a. Purchase Information Technology Goods and Services, Utilizing the California Multiple Award Schedules (CMAS) Contract Number 3-16-70-3236A
   *Recommend approving the purchase of information technology goods and services from Netecs, utilizing CMAS contract number 3-16-70-3236A.*

   b. RFP to Award Chairs for the Riverside City College Student Services & Administration Building
   *Recommend awarding Request for Proposal Number 2015/16-13 –Chairs for the Riverside City College Student Services & Administration Building in the total amount of $124,875 to bkm OfficeWorks.*

   c. Purchase Copiers/Multi-Function Office Machines Utilizing the County of San Bernardino Awarded Contract Number 153859
   *Recommend approving the purchase of copiers/multi-function office machines from Konica Minolta Solutions, US, Inc., utilizing the County of San Bernardino awarded contract number 153859.*

6. Grants, Contracts and Agreements

a. Contracts and Agreements Report Less than $87,800 – All District Resources

*Recommend ratifying contracts totaling $720,606.*

b. Amendment to Agreement for Training Services with Custom Corporate Communications

*Recommend approving the Amendment to the Agreement between Riverside Community College District and Custom Corporate Communications for up to $350,000.*

c. Copier Agreement with Riverside Konica Minolta Premier Finance

*Recommend approving the copier lease agreement in the amount of $102,967 plus tax and related maintenance plan, between Riverside Community College District and Konica Minolta Premier Finance.*

7. Out-of-State Travel

*Recommend approving out-of-state travel.*

8. Other Items

a. Adoption of Education Protection Account Funding and Expenditures

*Recommend approving the proposed use of the estimated $23,850,213 of Education Protection Account proceeds resulting from the passage of Proposition 30 to partially fund instructional salaries and benefits.*

b. Surplus Property

*Recommend declaring the property on the attached list to be surplus; finding the property does not exceed the total value of $5,000; and authorizing the property to be consigned to The Liquidation Company to be sold on behalf of the District.*

VII. CONSENT AGENDA INFORMATION

A. Monthly Financial Report for Month Ending – February 29, 2016

*Information Only*

VIII. BOARD COMMITTEE REPORTS

A. Governance  (None)

B. Teaching and Learning  (None)

C. Planning and Operations

1. Riverside City College's Educational Master Plan 2015-2025

*Recommend approving RCC's Educational Master Plan 2015-2025.*

D. Resources  (None)

E. Facilities

1. Land Use Covenant for the Groundwater Monitoring Wells Compliance Project with the Department of Toxic Substances Control

*Recommend approving the Land Use Covenant with the Department of Toxic Substances Control.*

2. Agreement Amendment 1 for the Dr. Charles A. Kane Student Services and Administration Building with The Vinewood Company, LLC

*Recommend approving Agreement Amendment 1 for the Dr. Charles A. Kane Student Services and Administration Building project at Riverside City College for additional inspection services with The Vinewood Company, LLC in the amount not to exceed $11,268.*

IX. ADMINISTRATIVE REPORTS

A. Vice Chancellors

B. Presidents

X. ACADEMIC SENATE REPORTS

A.     Moreno Valley College
B.     Norco College/Riverside Community College District
C.     Riverside City College
XI.     BARGAINING UNIT REPORTS
A.     CTA - California Teachers Association
B.     CSEA - California School Employees Association
XII.     BUSINESS FROM BOARD MEMBERS
A.     California Community College Trustees (CCCT) Board of Directors Election - 2016
*Recommend voting to fill the vacancies on the CCCT Board.*
B.     Update from Members of the Board of Trustees on Business of the Board
*Information Only*
XIII.     CLOSED SESSION
A.     Pursuant to Government Code Section 54957, Public Employee Discipline/Dismissal/Release
*Recommended Action to be Determined.*
XIV.     ADJOURNMENT

# Agenda Item (II-A)

| | |
|---|---|
| Meeting | 3/15/2016 - Regular |
| Agenda Item | Approval of Minutes (II-A) |
| Subject | Minutes of the Board of Trustees Regular/Committee Meeting of February 2, 2016 |
| College/District | District |
| Funding | n/a |
| Recommended Action | It is recommended that the Board of Trustees review and approve the minutes. |

## Background Narrative:

Recommended approving the February 2, 2016 Board of Trustees Regular/Committee meeting minutes as prepared.

Prepared By: Michael Burke, Ph.D., Chancellor
        Jeanie Fortin, Executive Administrative Assistant

## Attachments:

BOT Committee Minutes 020216

MINUTES OF THE BOARD OF TRUSTEES REGULAR
AND COMMITTEE MEETINGS OF THE GOVERNANCE,
TEACHING AND LEARNING, PLANNING AND OPERATIONS,
RESOURCES, AND FACILITIES COMMITTEES
OF FEBRUARY 2, 2016

President Blumenthal called the Board of Trustees
meeting to order at 6:00 p.m. in the Student Academic
Services, General Assembly Room #121, Moreno Valley
College, 16130 Lasselle Street, Moreno Valley,
California.

CALL TO ORDER

Trustees Present
Virginia Blumenthal, President
Nathan Miller, Vice President
Tracey Vackar, Secretary (arrived at 6:05 pm)
Mary Figueroa, Board Member
Ryan Rudolph, Student Trustee

Trustee Absent
Janet Green, Board Member

Staff Present
Michael L. Burke, Ph.D., Chancellor
Mr. Aaron Brown, Vice Chancellor, Business and Financial Services
Dr. Terri Hampton, Vice Chancellor, Human Resources and Employee Relations
Ms. Chris Carlson, Chief of Staff and Facilities Development
Dr. Dyrell Foster, Vice President, Student Services, Moreno Valley College
Dr. Wolde-Ab Isaac, President, Riverside City College
Dr. Diane Dieckmeyer, Vice President, Academic Affairs, Norco College
Ms. Peggy Cartwright, Associate Vice Chancellor, Strategic Communications and
       Institutional Advancement

Student Trustee Ryan Rudolph led the Pledge of Allegiance.

PLEDGE OF ALLEGIANCE

    Figueroa/Green moved that the Board of Trustees
    approve Trustee Green's absence as excused.
    Motion carried. (4 ayes, 1 absent [Green])

Trustee Absence

Ms. Kathy Tizcareno commented on her involuntary
transfer to the Office of Economic Development.

PUBLIC COMMENT

The Committee Chair Mary Figueroa convened the meeting
at 6:10 p.m. Committee members in attendance: Chris
Carlson, Chief of Staff and Facilities Development;
Academic Senate Representatives: Ms. LaTonya Parker
(Moreno Valley College), Ms. Peggy Campo (Norco
College/RCCD) and Dr. Mark Sellick (Riverside City
College); and CTA Representative: Dr. Dariush Haghighat

PLANNING AND OPERATIONS

| | |
|---|---|
| Mr. Aaron Brown and Mr. Rick Herman facilitated a presentation on Information Technology. Discussion followed. | Information Technology Department Update |
| The committee adjourned the meeting at 6:40 p.m. | Adjourned |
| The Committee Chair Tracey Vackar (for Janet Green) convened the meeting at 6:41 p.m. Committee members in attendance: Aaron Brown, Vice Chancellor, Business and Finance; Dr. Terri Hampton, Vice Chancellor, Human Resources and Employee Relations; Academic Senate Representatives: Ms. LaTonya Parker (Moreno Valley College), Ms. Peggy Campo (Norco College/RCCD) and Dr. Mark Sellick (Riverside City College); and CTA Representative: Dr. Dariush Haghighat. | RESOURCES COMMITTEE |
| Mr. Brown facilitated a presentation on the FY 2016-17 Governor's Budget. Discussion followed. | Presentation for FY 2016-17 Governor's Budget Proposal |
| The committee adjourned the meeting at 6:56 p.m. | Adjourned |
| The Committee Chair Nathan Miller convened the meeting at 6:57 p.m. Committee members in attendance: Chris Carlson, Chief of Staff and Facilities Development; Academic Senate Representatives: Ms. LaTonya Parker (Moreno Valley College), and Ms. Peggy Campo (Norco College/RCCD) and Dr. Mark Sellick (Riverside City College); and CTA Representative: Dr. Dariush Haghighat. | FACILITIES COMMITTEE |
| Ms. Chris Carlson presented the committee the Agreement Amendment No. 3 for the Network Operations Center project at Moreno Valley College for additional inspection services with Inland Inspections & Consulting in the amount not to exceed $2,640 that will be presented to the Board for approval at the February 16 regular meeting. Discussion followed. | Agreement Amendment No. 3 for Network Operations Center with Inland Inspections and Consulting |
| The Committee adjourned the meeting at 7:01 p.m. | Adjourned |
| The Board adjourned the meeting at 7:02 p.m. | ADJOURNMENT |

# Agenda Item (II-B)

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|---|---|
| Meeting | 3/15/2016 - Regular |
| Agenda Item | Approval of Minutes (II-B) |
| Subject | Minutes of the Board of Trustees Regular Meeting of February 16, 2016 |
| College/District | District |
| Funding | n/a |
| Recommended Action | It is recommended that the Board of Trustees review and approve the minutes. |

**Background Narrative:**

Recommended approving the February 16, 2016 Board of Trustees Regular meeting minutes as prepared.

Prepared By: Michael Burke, Ph.D., Chancellor
Jeanie Fortin, Executive Administrative Assistant

**Attachments:**

BOT Regular Minutes 021616

President Blumenthal called the Board of Trustees
meeting to order at 6:00 p.m. in the Student Academic
Services, General Assembly Room #121, Moreno Valley
College, 16130 Lasselle Street, Moreno Valley,
California.

<u>CALL TO ORDER</u>

<u>Trustees Present</u>
Virginia Blumenthal, President
Nathan Miller, Vice President
Tracey Vackar, Secretary
Mary Figueroa, Board Member (arrived 6:07)
Janet Green, Board Member
Ryan Rudolph, Student Trustee

<u>Staff Present</u>
Michael L. Burke, Ph.D., Chancellor
Mr. Aaron Brown, Vice Chancellor, Business and Financial Services
Dr. Terri Hampton, Vice Chancellor, Human Resources and Employee Relations
Ms. Chris Carlson, Chief of Staff and Facilities Development
Dr. Sandra Mayo, President, Moreno Valley College
Dr. Wolde-Ab Isaac, President, Riverside City College
Dr. Diane Dieckmeyer, Vice President, Academic Affairs, Norco College
Ms. LaTonya Parker, Academic Senate Representative, Moreno Valley College
Ms. Peggy Campo, Academic Senate Representative, District/Norco College
Dr. Mark Sellick, Academic Senate Representative, Riverside City College

<u>Guests Present</u>
Ms. Joreen Campbell, Account Manager, Keenan and Associates

Student Trustee Ryan Rudolph led the Pledge of
Allegiance.

<u>PLEDGE OF ALLEGIANCE</u>

Mr. Tom Vetrano (Moreno Valley College
student) discussed financial aid issue.

<u>COMMENTS FROM THE PUBLIC</u>

Vackar/Miller moved that the Board of
Trustees approve the minutes of the Board
of Trustees Special Meeting of December
8, 2015. Motion carried.
(4 ayes, 1 absent [Figueroa])

<u>MINUTES OF THE BOARD OF
TRUSTEES SPECIAL MEETING OF
DECEMBER 8, 2015</u>

Green/Vackar moved that the Board of
Trustees approve the minutes of the Board
of Trustees Regular Meeting of December
8, 2015.  Motion carried
(4 ayes, 1 absent [Figueroa])

<u>MINUTES OF THE BOARD OF
TRUSTEES REGULAR MEETING OF
DECEMBER 8, 2015</u>

| | |
|---|---|
| Vackar/Green moved that the Board of Trustees approve the minutes of the Board of Trustees Regular/Committee Meeting of January 12, 2016. Motion carried. (5 ayes) | MINUTES OF THE BOARD OF TRUSTEES REGULAR/COMMITTEE MEETING OF JANUARY 12, 2016 |
| Vackar/Miller moved that the Board of Trustees approve the minutes of the Board of Trustees Regular Meeting of January 12, 2016. Motion carried. (5 ayes) | MINUTES OF THE BOARD OF TRUSTEES REGULAR MEETING OF JANUARY 19, 2016 |
| | CHANCELLOR'S REPORTS |
| Dr. Joanna Werner-Fraczek presented on the Moreno Valley College Swallows Grant. | Five to Thrive Presentation on Moreno Valley College Swallows Grant |
| Miller/Vackar moved that the Board of Trustees approve the Re-organization of Educational Services to Strategic Planning and Educational Services, effective July 1, 2016. Motion carried. (5 ayes) | Re-Organization of Educational Services to Strategic Planning and Educational Services |
| Ms. Carlson gave a summary of the events scheduled since the last update. Trustee Green also provided an update on her work as Centennial ambassador. | Update on Silver Centennial Celebration |
| Ms. Campbell gave an update and reported there are currently open issues being addressed. | Healthcare Update |
| The Board of Trustees received information on documents that are used to monitor and review upcoming action items, information items, and presentations, as well as planning for the monthly committee and Board meetings. | Future Monthly Committee Agenda Planner and Annual Master Planning Calendar |
| | STUDENT REPORT |
| Student Trustee Ryan Rudolph presented the report about recent and future student activities at Norco, Moreno Valley, and Riverside City Colleges and Riverside Community College District. | |
| | CONSENT ITEMS |
| | Action |
| Figueroa/Miller moved that the Board of Trustees: | |

| | |
|---|---|
| Approve/ratify the listed academic appointments, separations, and assignment and salary adjustments; | Academic Personnel |
| Approve/ratify the listed classified appointments, separations, and assignment and salary adjustments; | Classified Personnel |
| Approve/ratify the listed other personnel appointments, and assignment and salary adjustments as amended; | Other Personnel |
| Approve/ratify the Purchase Orders and Purchase Order Additions totaling $2,865,756 and District Warrant Claims totaling $9,301,259; | Purchase Order and Warrant Report – All District Resources |
| Approve the budget transfers as presented; | Budget Adjustments |
| Approve adding the revenue and expenditures of $14,791 to the budget; | Resolution No. 34-15/16 – 2015-2016 CARES Plus |
| Approve adding the revenue and expenditures of $9,825 to the budget; | Resolution No. 35-15/16 – 2015-2016 Proposition 39 Clean Energy Grant |
| Approve adding the revenue and expenditures of $10,000 to the budget; | Resolution No. 36-15/16 – 2015-2016 Board Financial Assistance Program – Student Financial Aid Administration (BFAP-SFAA) – Capacity |
| Approve by a two-thirds vote of the members; the contingency budget transfer as presented. | Contingency Budget Adjustments |
| Award Bid Number RFP No. 2015/16-10-Furniture for the Riverside City College Student Services & Administration Building, in the total amount of $578,372 to Interior Office Solutions; | Proposal to Award Furniture for the Riverside City College Student Services & Administration Building |
| Award purchase of Information Technology Goods and Services from SIGMAnet, Inc. using CMAS contract; | Purchase Information Technology Good and Services, Utilizing the California Multiple Award Schedules (CMAS) Contract Number 3-15-70-2486F |
| Ratify contracts totaling $464,100 for the period of July 1, 2015 through June 30, 2015; | Contracts and Agreements Report Less than $87,800 – All District Resources |

3

| | |
|---|---|
| Figueroa/Green moved that the Board of Trustees approve the Instructional Services Agreement with the County of Riverside for Public Safety Education and Training Career and Technical Education Programs held at the Ben Clark Training Center, from July 1, 2015 through June 30, 2017. Motion Carried. (5 ayes) | Instructional Service Agreement for Public Safety Education and Training Center and Technical Education Programs with the County of Riverside |
| Figueroa/Green moved that the Board of Trustees approve the License Agreement for Facility use at Ben Clark Training Center with County of Riverside, for an amount not to exceed $719,184 annually from July 1, 2015 through June 30, 2018. Motion Carried.  (5 ayes) | License Agreement for Facility Use at Ben Clark Training Center with County of Riverside |
| Approve/Ratify the contract for the period of July 1, 2015 through June 30, 2016 not to exceed $464,100; | Contract for Apprentice Training Program Remittance to Riverside County Educational and Training Trust Fund |
| Figueroa/Green moved that the Board of Trustees approve the agreement for Galaxy System with the Riverside County Superintendent of Schools in the amount of $158,700.  Motion Carried. (5 ayes) | Agreement for Galaxy System with Riverside County Superintendent of Schools |
| Approve the out-of-state travel; | Out-of-State Travel |
| Approve the projects listed on the attachments as complete and the execution of the Notices of Completion (under Civil Code Section 3093 – Public Works). | Notices of Completion |
| Motion carried (5 ayes) | |

<div align="center">CONSENT AGENDA INFORMATION</div>

| | |
|---|---|
| The Board received the annual financial status report for the year ended December 31, 2015. | CCFS-311Q-Quarterly Financial Status Report for the 2nd Quarter ended December 31, 2015 |
| The Board received the monthly Financial Report for the period July 1, 2015 through January 31, 2016. | Monthly Financial Report for Month Ending – January 31, 2016 |

Facilities

Figueroa/Green moved that the Board of Trustees approve Agreement Amendment No. 3 for Network Operations Center with Inland Inspections & Consulting in the amount not to exceed $2,640.  Motion carried. (5 ayes)

Agreement Amendment No. 3 for Network Operations Center with Inland Inspections and Consulting

ADMINISTRATIVE REPORTS

Vice Chancellors

ACADEMIC SENATE REPORTS

Ms. LaTonya Parker presented the report on behalf of Moreno Valley College.

Moreno Valley College

Ms. Peggy Campo presented the report on behalf of Norco College and the District.

Norco College/District

Dr. Mark Sellick presented the report on behalf of Riverside City College.

Riverside City College

BARGAINING UNIT REPORTS

Dr. Dariush Haghighat, Riverside President, CTA, presented the report on behalf of the CTA.

CTA – California Teachers Association

BUSINESS FROM BOARD MEMBERS

Miller/Vackar moved that the Board of Trustees adopt Resolution No. 38-15/16 To Recognize and Celebrate Riverside City College's 100th anniversary, with recommended revisions.  Motion carried. (5 ayes)

Resolution No. 38-15/16 to Recognize and Celebrate Riverside City College's 100th Anniversary

Green/Vackar moved that the Board of Trustees adopt Resolution No. 39-15/16 To Recognize and Celebrate Moreno Valley College's 25th anniversary, with recommended revisions. Motion carried. (5 ayes)

Resolution No. 39-15/16 to Recognize and Celebrate Moreno Valley College's 25th Anniversary

Vackar/Miller moved that the Board of Trustees adopt Resolution No. 40-15/16 To Recognize and Celebrate Norco College 25th anniversary, with recommended

Resolution No. 40-15/16 to Recognize and Celebrate Norco College's 25th Anniversary

revisions. Motion carried. (5 ayes)

| | |
|---|---|
| Trustee Green will attend Moreno Valley anniversary celebration and alumni reception. | Update from Members of the Board of Trustees on Business of the Board |

Trustee Figueroa attended the ACCT National conference.  Gave Dr. Burke a paper written by ACCT/NALEO on the progress of Latinos in Higher Education. Provided an update on the various sessions attended at ACCT.  Attended session on campus safety; communicating in a crisis.

Trustee Vackar provided her notes on the ACCT Conference. Happy that our district serves our students and faculty working in a collaborative way; working with legislators.

Trustee Miller discussed the issues with student loans and financial aid. Important to follow through with federal agencies.

Trustee Blumenthal attended Model United Nations event.  Impressed with professionalism of students in attendance. Discussed Sacramento legislative trip and Department of Education grants available. Washington D.C. Legislative trip was successful.  Wished Trustee Figueroa happy birthday.

| | |
|---|---|
| The Board adjourned to closed session at 7:31 p.m. and reconvened at 8:09 p.m. after considering the following closed session items: | ADJOURNED TO CLOSED SESSION/RECONVENED |
| The Board announced no action was taken. | Pursuant to Government Code Section 54957; Public Employee Performance Evaluation Title: Chancellor |
| The Board announced no action was taken. | Pursuant to Government Code Section 54957; Public Employee Discipline/Dismissal/Release |
| The Board of Trustees unanimously approved the tentative 2015-2018 Collective Bargaining Agreement | Conference with Labor Negotiators Pursuant to Government Code Section 54957.6 District Representatives: Bradley Neufeld of Gresham Savage, Employee Organization: California School Employees Association |

The Board adjourned the meeting at 8:10 p.m.      <u>ADJOURNED</u>

# Agenda Item (IV-A)

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|---|---|
| Meeting | 3/15/2016 - Regular |
| Agenda Item | Chancellor's Reports (IV-A) |
| Subject | Chancellor's Communications |
| College/District | District |
| Information Only | |

## Background Narrative:

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

Prepared By: Michael Burke, Ph.D., Chancellor
Jeanie Fortin, Executive Administrative Assistant

## Attachments:

None.

# Agenda Item (IV-B)

Meeting          3/15/2016 - Regular

Agenda Item      Chancellor's Reports (IV-B)

Subject          Presentation on the Honors Program at Norco College

College/District Norco

Information Only

## Background Narrative:

This presentation provides an overview of the Honors Program at Norco College.

Prepared By: Irving Hendrick, Interim President, Norco College

## Attachments:

NC Honors Presentation

# Norco College Honors Program

RCCD Board of Trustees Presentation
March 15, 2016

NORCO
COLLEGE

# WHAT'S NEW WITH HONORS?

- COORDINATOR UPDATES

- COUNSELING UPDATES

- BRIGHTEST STARS - OUR STUDENTS!

NORCO
COLLEGE

# COORDINATOR'S UPDATES

_**NEW LEADERSHIP – NEW ENERGY**_

- **HONORS ADVISORY COUNCIL**
  - **INCREASED FACULTY INVOLVEMENT**
  - **MAJORITY ARE FULL-TIME**

- **HONORS STUDENT COUNCIL**
  - **DIRECTOR OF OUTREACH**: DISSEMINATE INFORMATION
  - **DIRECTOR OF SERVICE**: "GIVE BACK"
  - **DIRECTOR OF EVENTS**: IMPLEMENT FIELD TRIPS
  - **DIRECTOR OF TRANSFER AWARENESS**: RAISES AWARENESS

**NORCO**
C O L L E G E

# COORDINATOR'S UPDATES

## *NEW LEADERSHIP – NEW ENERGY*

- A GROWING COMMUNITY OF STUDENTS

- HIGHLY EVOLVED HONORS CURRICULUM
  - MORE STEM COURSES
  - MORE OFFERINGS
  - TWO-YEAR COURSE ROTATION
  - SUCCESS RATES
    - HONORS: 83.4%
    - NON-HONORS: 71.1%

NORCO COLLEGE

# COORDINATOR'S UPDATES

## *NEW LEADERSHIP – NEW ENERGY*

- **EXTRACURRICULAR ACTIVITIES**
    - **UCLA CAMPUS VISIT**
    - **RCCD HONORS CONFERENCE**
    - **HTCC CONFERENCE AT UCI**
    - **STUDENT LEADERSHIP CONFERENCE AT CSUSB**

- **SINCE 2011, NORCO COLLEGE HAS PROUDLY PRODUCED 3 UCLA-TAP SCHOLARS**

**NORCO COLLEGE**

# COUNSELOR'S UPDATE

- **COUNSELING SERVICES**

- **UCLA TAP**

- **ASSISTANCE WITH TRANSFER**

**NORCO COLLEGE**

# BRIGHTEST STARS - OUR STUDENTS

STEPHANIE PEREZ

MUHAMMAD SYED

LEILA NASROLAHI

JOSH YOON

AUSTIN BARRAZA

RCCD HONORS
DISCOVER. CHALLENGE. LEARN.

NORCO
COLLEGE

# Agenda Item (IV-C)

Meeting        3/15/2016 - Regular

Agenda Item    Chancellor's Reports (IV-C)

Subject        Five to Thrive Presentation on the Honors Program at Norco College

College/District    Norco

Information Only

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## Background Narrative:

Each month a faculty member is invited through the Academic Senate to present on teaching and programs from the classroom that distinguish RCCD and its faculty and colleges. This month, Ana-Marie Olaerts, Associate Professor, Communication Studies, is giving an overview of the Honors Program at Norco College.

Prepared By: Irving Hendrick, Interim President, Norco College

## Attachments:

None.

# Agenda Item (IV-D)

| | |
|---|---|
| Meeting | 3/15/2016 - Regular |
| Agenda Item | Chancellor's Reports (IV-D) |
| Subject | Resolution No. 42-15/16 – California Public Employees' Retirement System Retirement Incentive Plan Under Government Code Section 20904 – Two Years Additional Service Credit |
| College/District | District |
| Funding | N/A |
| Recommended Action | It is recommended that the Board of Trustees approve Resolution No. 42-15/16, for the California Public Employees' Retirement System Retirement Incentive Plan Under Government Code Section 20904 – Two Years Additional Service Credit. |

## Background Narrative:

The District has offered a retirement incentive plan with the California Public Employees' Retirement System (CalPERS) for classified, classified confidential, and classified management employees as an alternative to participation in the PARS Retirement Incentive Plan. Participation in the CalPERS Retirement Incentive Plan precludes participation in the PARS Retirement Incentive Plan.

The District has determined the best interest of the District would be served by encouraging eligible employees to retire, resulting in net savings to the District. Employees' resignation from District employment would be irrevocable.

Attached for the Board of Trustees review and consideration is Resolution No. 42-15/16, California Public Employees' Retirement System Retirement Incentive Plan Under Government Code Section 20904 – Two Years Additional Service Credit. To receive the two additional years of service credit, members must retire during the window period of April 1, 2016 to June 30, 2016.

Also, attached is a list showing total net savings associated with the positions of employees who notified Human Resources by February 26, 2016 that they would be participating in the CalPERS Retirement Incentive Plan.

Prepared By: Michael Burke, Ph.D., Chancellor
　　　　　　　 Aaron Brown, Vice Chancellor, Business and Financial Services

## Attachments:

03152016_Resolution No. 42-15/16
03152016_CalPERS Total Net Savings List

RIVERSIDE COMMUNITY COLLEGE DISTRICT
BOARD RESOLUTION NO. 42-15/16

CALIFORNIA PUBLIC EMPLOYEES' RETIREMENT SYSTEM
RETIREMENT INCENTIVE PLAN UNDER GOVERNMENT CODE SECTION 20904

TWO YEARS ADDITIONAL SERVICE CREDIT

WHEREAS, the Riverside Community College District (District) hereby finds and declares that because of an impending curtailment of, or change in the manner of performing service, it is in the best interest of the District to encourage retirement of eligible employees under the provisions of Government Code Section 20904; and

WHEREAS, this section provides that a community college district may permit members of the California Public Employees' Retirement System (CalPERS) who retire to receive up to two additional years of service credit at the time of retirement; and

WHEREAS retirements under this section will result in a net savings to the District; and

WHEREAS the District shall pay to the California Public Employees' Retirement System Fund an amount equal to the actuarial present value cost of the additional service credit, and a fee to cover administrative costs; and

WHEREAS the Riverside Community College District wishes to make this program available to all classified members eligible for retirement; and

WHEREAS each CalPERS eligible member interested in participating in the CalPERS Retirement Incentive Plan shall submit a written application for retirement to the District through Human Resources no later than February 26, 2016; and

WHEREAS it is understood that employee participation in the CalPERS Retirement Incentive Plan precludes the employee's participation in the PARS retirement incentive plan.

NOW, THEREFORE, BE IT RESOLVED that the CalPERS Retirement Incentive Plan Under Government Code Section 20904 is hereby adopted and that the window period during which eligible classified, classified confidential and classified management employees may retire under this plan is designated as April 1, 2016 through June 30, 2016.

BE IT FURTHER RESOLVED that the projected annual cost savings of this action have been disclosed in a public meeting on behalf of the county superintendent of schools.

APPROVED AND ADOPTED THIS 15th day of March, 2016, by the Governing Board of the Riverside Community College District of Riverside County, California.

STATE OF CALIFORNIA
COUNTY OF RIVERSIDE

Tracey Vackar, the Secretary of the Board of Trustees of the Riverside Community College District of Riverside County, California, hereby certifies that the above foregoing resolution was duly and regularly adopted by said District at a regular meeting thereof held on the 15th of March, 2016, and passed by a _____ vote of said Board.

IN WITNESS WHEREOF I have hereunto set my hand and seal this_____, 2016.


_____
Secretary of the Board

# Retirement Incentive Plan with the California Employees' Retirement System
## Participant Net Savings (Cost) Information

| Position | Employee Group | CalPERS Cost Factor for 2 Years of Additional Service Credit | Cost for 2 Years of Additional Service Credit | Estimated Replacement Position Savings | Net Savings (Cost) |
|---|---|---|---|---|---|
| DIRECTOR, RCC FOUNDATION AND ALUMNI AFFAIRS | Classified Management | 0.60 | $ 82,036 | $ 59,264 | (22,772) |
| | | | $ 82,036 | $ 59,264 | (22,772) |
| PROJECT MANAGER | Classified | 0.60 | $ 51,466 | $ 45,286 | (6,180) |
| INSTRUCTIONAL SUPPORT COORDINATOR | Classified | 0.60 | $ 40,752 | $ 29,269 | (11,483) |
| EDUCATIONAL ADVISOR | Classified | 0.60 | $ 41,767 | $ 32,749 | (9,018) |
| EDUCATIONAL ADVISOR | Classified | 0.60 | $ 43,891 | $ 46,969 | 3,078 |
| MAINTENANCE MECHANIC (ELECTRICIAN) | Classified | 0.60 | $ 39,182 | $ 89,743 | 50,561 |
| ADMINISTRATIVE ASSISTANT IV | Classified | 0.60 | $ 36,986 | $ 20,650 | (16,336) |
| COUNSELING CLERK II | Classified | 0.60 | $ 30,737 | $ 13,069 | (17,668) |
| SENIOR OFFICER, SAFETY & POLICE | Classified | 0.60 | $ 48,866 | $ 51,907 | 3,041 |
| GROUNDSPERSON | Classified | 0.64 | $ 32,202 | $ 92,343 | 60,141 |
| DOCUMENT SERVICES TECHNICIAN | Classified | 0.64 | $ 33,592 | $ 69,290 | 35,698 |
| | | | $ 399,441 | $ 491,275 | 91,834 |
| EXECUTIVE ADMINISTRATIVE ASSISTANT | Classified Confidential | 0.60 | $ 42,610 | $ 122,925 | 80,315 |
| EXECUTIVE ADMINISTRATIVE ASSISTANT | Classified Confidential | 0.60 | $ 43,668 | $ 39,388 | (4,280) |
| | | | $ 86,278 | $ 162,313 | 76,035 |
| | | | $ 567,755 | $ 712,852 | $ 145,097 |

# Agenda Item (IV-E)

| | |
|---|---|
| Meeting | 3/15/2016 - Regular |
| Agenda Item | Chancellor's Reports (IV-E) |
| Subject | Healthcare Update |
| College/District | District |
| Information Only | |

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## Background Narrative:

At the November 5, 2013 regular Board of Trustees meeting the Board of Trustees requested an update of the healthcare issue at each Board meeting.

Any new claims or concerns will be brought forward.

Prepared By: Terri Hampton, Vice Chancellor, HR and Employee Relations

## Attachments:

None.

# Agenda Item (IV-F)

Meeting       3/15/2016 - Regular

Agenda Item       Chancellor's Reports (IV-F)

Subject       Update on Silver Centennial Celebration

College/District       District

Information Only

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## Background Narrative:

The Riverside Community College District's Silver Centennial Anniversaries campaign is in its seventh month. The campaign involves the three colleges, faculty, staff, students, administrators, students, and the Board of Trustees and focuses on the district's Excellence.
Media Partnership
The media partnership with The Press-Enterprise continues to be successful. The Silver Centennial media campaign launched on September 6, 2015. Since the campaign began, the district has placed 28 half-page advertisements in the Sunday edition of The Press-Enterprise newspaper.

Since the February 2016 Board of Trustees meeting, the following ads have been published:
• 2/14/16 Nicholas and Sandra Ferguson (Valentine's)
• 2/21/16 MVC Dental – Tri County
• 2/28/16 STEM
• 3/6/16 Cesar Chavez
• 3/13/16 Anniversary Celebration

Celebrating Excellence in Education – Press Enterprise Supplement
An anniversary supplement Celebrating Excellence in Education was published in the Sunday, March 13, 2016 edition of the Press Enterprise. The 8-page special edition included nine articles featuring: CTE, high school pathways, grants, community connections, student volunteers, training first responders, women in leadership, STEM, and economic and workforce development and a two-page historic timeline.

Events
March 8, 2016
Moreno Valley Anniversary Celebration

March 10, 2016
Unveiling of the Norco College Time capsule

March 12, 2016

Norco College 25th Anniversary Jamboree


March 13, 2016 5–7:30pm
Centennial and Silver Anniversaries/
Preview and Dedication of Centennial Plaza


March 14, 2016 4-6pm
Public Preview of Centennial Plaza


Upcoming Events
April 5, 2016
Norco College Service Awards Luncheon


April 23, 2016
RCC Student/Parent Open House
Kane Student Services/Administration
Building Dedication


April 26, 2016 5pm
2016 Annual Recognition Awards and Arts Gala
Riverside Convention Center


Centennial Ambassador
Trustee Janet Green, Centennial Ambassador has worked with staff to promote the Centennial and Silver Anniversaries in the community.
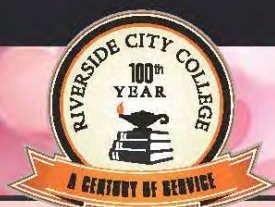

Prepared By: Michael Burke, Ph.D., Chancellor
            Peggy Cartwright, AVC, Strategic Communications and Institutional Advancement

## Attachments:

Silver Centennial

# RCCD Silver Centennial Campaign

The Press-Enterprise Advertisement
February 14, 2016

## RIVERSIDE CITY COLLEGE

### FINDING *Love* ON CAMPUS

College is an opportunity to earn a diploma or learn a trade, but for some students its a chance to meet your life's partner. Nicolas and Sandra Ferguson left RCC with diplomas and a love that has lasted for nearly 50 years.

"In junior high school, I was assigned a Press Enterprise paper route in Glen Avon directly across from Sandra's home and her parent's dairy (Avon Meadows Dairy). If she was working the cash and carry counter, I just happened to drop in and buy an ice cream even if I wasn't hungry. We met up again at Riverside City College in 1966 when I was a sophomore and she was a freshman. Conversations and cokes in the RCC Quad led to us dating. I took her to my family's Christmas dinner. My mom pulled me aside and said Sandra was a keeper. We then transferred to Cal Poly Pomona as business management majors. When I was about to graduate, I took my mom's advice and asked her to marry me. Fortunately she said "YES"! In March 2016, we will celebrate 48 years of marriage."

— Nicolas and Sandra Ferguson

### Did You Know

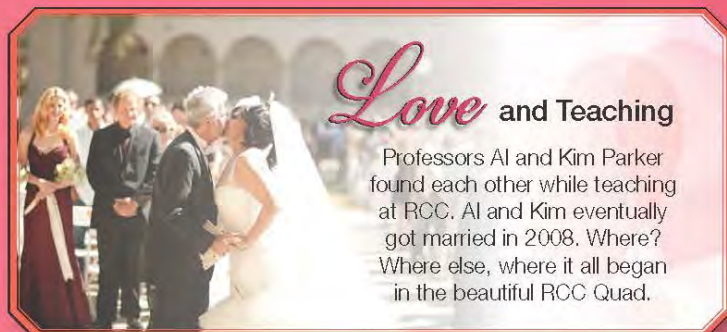**RCCD**
Student Demographics (2014-15)

| Gender | |
|---|---|
| Male | 44% |
| Female | 56% |

| Age | |
|---|---|
| Under 20 | 27% |
| 20-24 | 42% |
| 25-29 | 14% |
| 30-34 | 6% |
| 35 and older | 11% |

| Ethnicity | |
|---|---|
| Hispanic | 58% |
| Asian/Pac Islander | 6% |
| Am Ind./Alaska Nat | .3% |
| White Non-Hispanic | 21% |
| African American | 8% |
| Filipino | 2% |
| Other | 5% |

### *Love* and Teaching

Professors Al and Kim Parker found each other while teaching at RCC. Al and Kim eventually got married in 2008. Where? Where else, where it all began in the beautiful RCC Quad.

### Calling All Alumni — Single & Married

Be part of history. Share your story about your time as a student or how you found your life partner at one of the campuses. Select stories will be featured on the 100/25 CELEBRATION website or in the Press-Enterprise.

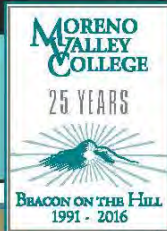To share your story, go to www.RCCD.edu/shareyourstory.

www.MVC.edu/25years          www.NorcoCollege.edu/25years          www.RCC.edu/centennial

# RCCD Silver Centennial Campaign

The Press-Enterprise Advertisement
February 21, 2016

# RCCD Silver Centennial Campaign

## The Press-Enterprise Advertisement
## February 28, 2016

# RCCD Silver Centennial Campaign

The Press-Enterprise Advertisement
March 6, 2016

# RCCD Silver Centennial Campaign

## *Celebrating Excellence in Education*

Anniversary Supplement - The Press-Enterprise

March 13, 2016

# RCCD Silver Centennial Campaign

**Anniversary Celebrations**
The Press-Enterprise
March 4, 2016

# Agenda Item (IV-G)

Meeting          3/15/2016 - Regular

Agenda Item      Chancellor's Reports (IV-G)

Subject          Future Monthly Committee Agenda Planner and Annual Master Planning Calendar

College/District  District

Information Only

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## Background Narrative:

Monthly, the Board Committees meet to review upcoming action items or receive information items and presentations. Furthermore, annually the Board sees and takes action on items at the same time each year. For the purposes of planning the monthly committee and Board meetings, the Future Committee Agenda Planner and the Annual Master Planning Calendar are provided for the Board's information.


Prepared By: Michael Burke, Ph.D., Chancellor
              Jeanie Fortin, Executive Administrative Assistant

## Attachments:

Future Monthly Committee Agenda Planner and Annual Master Planning Calendar_031516

# RECOMMENDED 2015-16 GOVERNING BOARD AGENDA MASTER PLANNING CALENDAR

| Month | Planned Agenda Item |
|---|---|
| August | • Proposed Curricular Changes |
| September | • CCFS-311Q-Quarterly Financial Status Report (4th Quarter)<br>• Public Hearing and Budget Adoption for the Fiscal Year RCCD Budget |
| October | • Annual Master Grant Submission Schedule<br>• Emeritus Awards, Faculty<br>• Presentation of Annual Report by Measure C Citizens' Bond Oversight Committee<br>• CCFS 311 Annual Financial and Budget Report |
| November | • Annual CCFS-311 Financial and Budget Report (1st Quarter)<br>• Annual Proposition 39 Financial and Performance Audits |
| December | • Organizational Meeting: Elect the President, Vice President and Secretary of the Board of Trustees; Board association and committee appointments.<br>• Annual Board of Trustees Meeting Calendar for January-December<br>• Annual District Academic Calendar<br>• RCCD Report Card on the Strategic Plan<br>• Annual Independent Audit Report for RCCD<br>• Annual Independent Audit Report for RCCD Foundation<br>• Fall Scholarship Award to Student Trustee |
| January | • Accountability Reporting for Community Colleges<br>• Grants Office Annual Winter Report<br>• Federal Legislative Update<br>• Annual Nonresident Tuition and Capital Outlay Surcharge Fees<br>• Proposed Curricular Changes |
| February | • CCFS-311Q-Quarterly Financial Status Report (2nd Quarter)<br>• Presentation of Governor's Budget Proposal<br>• Recommendation Not to Employ (March 15th Letters) |
| March | • Annual Adoption of Education Protection Account Funding and Expenditures |
| April | • Academic Rank – Full Professors<br>• Annual Authorization to Encumber Funds (Resolution for RCOE)<br>• Presentation on Fiscal Year RCCD Budget Planning<br>• Proposed Curricular Changes |
| May | • CCFS-311Q-Quarterly Financial Status Report (3rd Quarter)<br>• Summer Workweek<br>• College Closure – Holiday Schedule<br>• Resolution to Recognize Classified School Employee Week<br>• Board of Trustees Annual Self-Evaluation<br>• Chancellor's Evaluation |
| June | • Administration of Oath of Office to Student Trustee<br>• Spring Scholarship Award to Student Trustee<br>• Department Chairs and Stipends, Academic Year<br>• Coordinator Assignments<br>• Extra-Curricular Assignments<br>• Notices of Employment–Tenured Faculty; Contract Faculty; and Categorically Funded Academic Administrator Employment Contracts<br>• Notice of Public Hearing on the Fiscal Year Budget<br>• Five-Year Capital Construction Plan, Initial Project Proposals and Final Project Proposals<br>• Moreno Valley College Catalog<br>• Norco College Catalog<br>• Riverside City College Catalog<br>• Board Self Evaluation – Reporting Out |

| A.  Governance | B.  Teaching and Learning | C.  Planning and Operations | D.  Resources | E.  Facilities |
|---|---|---|---|---|
| Chancellor | Vice Chancellor, Academic Affairs | Chief of Staff and Facilities Development | Vice Chancellor, Business & Financial Services; Vice Chancellor, Diversity and Human Resources | Chief of Staff and Facilities Development |
| ✓ Resolution – CalPERS Incentive Plan – Two Years Additional Service Credit (Burke/Brown) | ✓ 2015 Student Success Scorecard Burke/Torres (Info Only) | | | ■ Change Orders – CAADO (Isaac, Carlson, Doering)<br><br>■ CAADO – Amendment No. 2 – Tilden-Coil Constructors (Isaac, Carlson, Doering)<br><br>✓ Department of Toxic Substance Control – Acknowledgement of Land Use Agreement<br><br>✓ Amendment No. 1 with The Vinewood Company for IOR Services for the RCC Student Svs. Bldg. |

✓  Board report & backup materials attached for review by the Cabinet.

■  Board report and/or backup not yet complete – review pending.

★  Approved by the Cabinet for placement on the Board agenda.

**ALL FINAL REPORTS DUE TO THE CHANCELLOR'S OFFICE BY _____ & _____.**

Updated 3/9/16

# Agenda Item (V-A)

Meeting            3/15/2016 - Regular

Agenda Item        Student Report (V-A)

Subject            Student Report

College/District   District

Information Only

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## Background Narrative:

Student Trustee will be presenting the report about the recent and future student activities at Moreno Valley College, Norco College, Riverside City College, and Riverside Community College District.

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

## Attachments:

None.

# Agenda Item (VI-A-1)

| | |
|---|---|
| Meeting | 3/15/2016 - Regular |
| Agenda Item | Consent Agenda Action (VI-A-1) |
| Subject | Academic Personnel |
| College/District | District |
| Funding | |
| Recommended Action | It is recommended that the Board of Trustees approve/ratify the academic personnel actions. |

## Background Narrative:

Riverside Community College District, pursuant to Board Policies, routinely makes academic personnel appointments and takes actions. The attached list of academic personnel actions are for the Board's approval/ratification.

Prepared By: Terri Hampton, Vice Chancellor, HR and Employee Relations

## Attachments:

Academic Personnel

RIVERSIDE COMMUNITY COLLEGE DISTRICT
HUMAN RESOURCES AND EMPLOYEE RELATIONS


Subject:  Academic Personnel                                    Date:  March 15, 2016

1.  Appointments

Board Policy 2200 authorizes the Chancellor (or designee) to make an offer of employment to a prospective employee, subject to final approval by the Board of Trustees.

The Chancellor recommends approval for the following appointment(s) and authorizes the Vice Chancellor, Human Resources and Employee Relations to sign the employment contracts:

a.  Management Contract
    (none)


b.  Contract Faculty

| Name | Position | Effective Date | Salary Placement |
|------|----------|----------------|------------------|
| RIVERSIDE CITY COLLEGE | | | |
| ASSISTANT PROFESSOR | | | |
| Gutierrez, Timothy | Sociology | 08/23/16 | H-3 |
| Perez, Eduardo | Sociology | 08/24/16 | H-7 |


c.  Long-Term, Temporary Faculty
    (None)


d.  Coordinator Assignments, Academic Year 2015-16
    Changes to the list submitted/approved by the Board of Trustees on September 15, 2015 and November 17, 2015.

| Name | Activity | Change Type | Stipend |
|------|----------|-------------|---------|
| Ashby, Hayley | Assessment, Riverside City College | Remove | $.00 |
| Sanchez, Marc | Assessment, Riverside City College | Remove | $.00 |
| Knecht, Jasminka | Performing and Fine Arts | Add | $2596.00 |


e.  Extra-Curricular Assignments, Academic Year 2015-16
    Changes to the list submitted/approved by the Board of Trustees on June 16, 2015.

| Name | Activity | Change Type | Stipend |
|------|----------|-------------|---------|
| Hofman, Jamie | Head Volley Ball Coach (Sand) | Addition | $4,811.00 |
| Hayes-Trainer | Assistant Volleyball Coach (Sand) | Addition | $3,890.00 |

    f.  Long-Term, Temporary Faculty

       Substitute Assignment, Spring Semester 2016
       Susan Johnson, as Early Childhood Education Instructor, effective February 29th, 2016, to substitute in the absence of Kim Metcalfe, Associate Professor, Early Childhood Education, during the remainder of the spring 2016 semester, with salary placement at Column C, Step 3 of the Faculty Salary Schedule.

2.  Change of Resignation Date

At their meeting of January 19, 2016, the Board of Trustees accepted the resignation of Dimitrios Synodinos, Student Activities Coordinator, Norco College effective 1/20/16. The employee requested to adjust the effective date to 1/29/16. The area supervisor supported this request.

It is recommended the Board of Trustees approve the adjusted resignation date of 1/29/16 for Dimitrios Synodinos.

3.  Academic Administrator Employment Contract

The Board of Trustees, consistent with the provision of Education Code Section 72411, employs academic administrators by contract. It is recommended that the Board of Trustees approve the employment contract below and authorize the Vice Chancellor, Human Resources and Employee Relations to sign the contract.

| Name | Position | Term of Employment | Salary Placement |
|---|---|---|---|
| Mayo, Sandra | President | 03/16/16-06/30/17 | $205,172 |

4.  Separation(s) – Resignation(s) and Retirement(s)

Board Policy 7350 authorizes the Chancellor to officially accept the resignation of an employee and the Chancellor has accepted the following resignation(s).

It is recommended the Board of Trustees approve the resignation of the individual(s) listed below:

| Name | Title | Last Day of Employment |
|---|---|---|
| RESIGNATION | | |
| Chauderlot, Fabienne | Dean of Instruction | 03/13/16 |

# Agenda Item (VI-A-2)

| | |
|---|---|
| Meeting | 3/15/2016 - Regular |
| Agenda Item | Consent Agenda Action (VI-A-2) |
| Subject | Classified Personnel |
| College/District | District |
| Funding | |
| Recommended Action | It is recommended that the Board of Trustees approve/ratify the classified personnel actions |

## Background Narrative:

Riverside Community College District, pursuant to Board Policies, routinely makes classified personnel appointments and takes actions. The attached list of classified personnel actions are for the Board's approval/ratification.

Prepared By: Terri Hampton, Vice Chancellor, HR and Employee Relations

## Attachments:

Classified Personnel

RIVERSIDE COMMUNITY COLLEGE DISTRICT
HUMAN RESOURCES AND EMPLOYEE RELATIONS

Subject:  Classified Personnel                                    Date:  March 15, 2016

1.  Appointments

Board Policy 2200 authorizes the Chancellor (or designee) to make an offer of employment to a
prospective employee, subject to final approval by the Board of Trustees.

The Chancellor recommends the Board of Trustees approve/ratify the following appointments:

| | Name | Position | Effective Date (On/After) | Salary | Action |
|---|---|---|---|---|---|
| a. | Management/Supervisory | | | | |
| | DISTRICT | | | | |
| | Pyle, Patrick | General Counsel | 03/16/16 | AB-2 | Appointment |
| | | | | | |
| | RIVERSIDE | | | | |
| | Tijerina, Delia | Outreach Services Supervisor | 03/16/16 | O-1 | Appointment |
| b. | Management/Supervisory – Categorically Funded (None) | | | | |
| c. | Classified/Confidential | | | | |
| | MORENO VALLEY | | | | |
| | Mabon, Theo | Sprinkler Repair Person (Part-Time, 48.75%) | 02/17/16 | H-1* | Appointment |
| | | | *Correction to Grade | | |
| | NORCO | | | | |
| | Hankins, Laura | Administrative Assistant IV | 03/16/16 | K-LS1 | Promotion |
| | | | | | |
| | RIVERSIDE | | | | |
| | Vizcarra, Candyce | Laboratory Technician II (Chemistry) | 03/16/16 | O-1 | Transfer |
| d. | Classified/Confidential – Categorically Funded | | | | |
| | MORENO VALLEY | | | | |
| | Jones, Abreesha | Counseling Clerk I (CalWORKs) (Part-Time, 48.75%) | 03/16/16 | E-1 | Appointment |
| | | | | | |
| | NORCO | | | | |
| | Boyer, Kasey | Grants Administrative Specialist | 03/16/16 | I-1 | Appointment |
| | Marashi, Arezoo | Supplemental Instructional Coordinator (Title V) (Part-Time, 48.75%) | 03/16/16 | M-1 | Appointment |

1.  Classified/Confidential – Categorically Funded (continued)

    RIVERSIDE

| Name | Title | | | |
|------|-------|---|---|---|
| Abernathy, Charles | Outreach Specialist (Part-Time, 47.5%) | 03/01/16 | K-LS-2 | Rehire39month |
| Bacerra, Anthony | Student Financial Services Outreach Specialist | 03/16/16 | J-1 | Appointment |
| Langley, Bonnie | Educational Advisor | 03/16/16 | M-1 | Promotion |
| Thursby, Diann | Occupational Education Assistant | 03/16/16 | K-LS-1 | Transfer |

2.  Request(s) for Temporary Increase/Decrease in Workload

    It is recommended the Board of Trustees approve the temporary increase in workload for the following individual(s). The request(s) have the approval of the college President(s).

| <u>Name</u> | <u>Title</u> | <u>From/To Workload</u> | <u>Effective Date(s)</u> |
|------|-------|-----------------|------------------|
| Bonilla, Lisa | Instructional Media Assistant | 75% to 100% | 04/01/16-06/30/16 |
| Charlton, Catherine | Learning Center Assistant | 48.75% to 70% | 03/15/16-06/15/16 |
| Koch, Daren | Learning Center Assistant | 47.5% to 100% | 01/20/16-06/30/16 |
| McDonald, Elaina | Administrative Assistant I | 47.5% to 100% | 01/25/16-05/31/16 |
| Valentines, Sylvia | Community Service Aide I | 48.75% to 100% | 02/01/16-06/30/16 |

3.  Request(s) for Permanent Increase in Workload

    It is recommended the Board of Trustees approve the permanent increase in workload for the following individual(s).  The request(s) have the approval of the college President(s).

| <u>Name</u> | <u>Title</u> | <u>From/To Workload</u> | <u>Effective Date(s)</u> |
|------|-------|-----------------|------------------|
| Martinez, Santos | Veterans Services Specialist | 90% to 100% | 02/17/16 |

4.  Separation(s) –  Resignation(s) and/or Retirement(s)

    Board policy 7350 authorizes the Chancellor to officially accept the resignation of an employee and the Chancellor has accepted the following resignation(s).

    It is recommended the Board of Trustees approve/ratify the resignation of the individual(s) listed below:

| <u>Name</u> | <u>Position</u> | Last Date <u>of Employment</u> |
|------|----------|----------------|
| RETIREMENT(S) | | |
| Adams, Dale | Project Manager | 06/30/16 |
| Arballo, Angelita | Executive Administrative Assistant | 06/30/16 |
| Cardullo, Amy | Director, RCC Found/Alumni Affairs | 06/29/16 |
| Creswell, Debra | Executive Administrative Assistant | 04/29/16 |

Foley, Naomi                              Instructional Support Coordinator          06/30/16

4.  Separation(s) –  Resignation(s) and/or Retirement(s) – (continued)

| Name | Position | Last Date of Employment |
|---|---|---|
| **RETIREMENT(S)** | | |
| Haguewood, Ginny | Educational Advisor | 06/29/16 |
| Leyva, Robert | Educational Advisor | 06/29/16 |
| Luczkiewicz, Jerzy | Maintenance Mechanic, Electrician | 06/30/16 |
| McDowell, Debbie | Administrative Assistant IV | 06/30/16 |
| Perez, Rita | Counseling Clerk II | 06/30/16 |
| Sandusky, Clinton | Senior Officer, Safety & Police | 04/02/16 |
| Santana Zavala, Juan | Custodian | 06/30/16 |
| Simms III, General | Groundsperson | 06/30/16 |
| Wharton, Melisa | Document Services Technician | 06/08/16 |
| **RESIGNATION(S)** | | |
| Minami, Kinya | Procurement Specialist | 03/04/16 |

# Agenda Item (VI-A-3)

| | |
|---|---|
| Meeting | 3/15/2016 - Regular |
| Agenda Item | Consent Agenda Action (VI-A-3) |
| Subject | Other Personnel |
| College/District | District |
| Funding | n/a |
| Recommended Action | It is recommend that the Board of Trustees approve/ratify the other personnel actions |

## Background Narrative:

Riverside Community College District Board of Trustees, pursuant to Board policies and education code requirements, routinely makes other personnel appointments such as hiring of non-classified substitute, short-term, professional expert, and student employees. The attached list of other personnel actions are for the Board's approval/ratification.

Prepared By: Terri Hampton, Vice Chancellor, HR and Employee Relations

## Attachments:

Other Personnel
Other Personnel Backup

RIVERSIDE COMMUNITY COLLEGE DISTRICT
HUMAN RESOURCES AND EMPLOYEE RELATIONS


Subject: Other Personnel                                    Date: March 15, 2016

1.   Substitute Assignments

     Pursuant to Ed Code 88003, substitute assignments are made to allow the District time to recruit
     vacant positions or provide absence coverage.  It is recommended that the Board of Trustees
     approve/confirm the substitute assignments as indicated on the attached list.

2.   Short-Term Positions

     Pursuant to Ed Code 88003, a short-term employee is any person employed to perform a service
     for the District, upon the completion of which, the service required or similar services will not be
     extended or needed on a continuing basis.  It is recommended that the Board of Trustees
     approve/confirm the short-term positions as indicated on the attached list.

3.   Full-Time Students Employed Part-Time and Part-Time Students Employed Part-Time on Work
     Study

     Pursuant to Ed Code 88003, full-time students employed part-time and part-time students
     employed part-time on work study are hired on an hourly, as needed basis.  It is recommended
     that the Board of Trustees approve/confirm the student worker positions as indicated on the
     attached list.

4.   Professional Experts

     Pursuant to Ed Code 88003, a professional expert is any person employed on a temporary basis
     for a specific project, regardless of length of employment.

     It is recommended that the Board of Trustees approve the employment of the following
     professional experts and authorize the Vice Chancellor, Human Resources and Employee
     Relations to sign the employment agreement.

     | Name | Position | Department | Location | Term | Amount |
     |------|----------|------------|----------|------|--------|
     | Kuk, James | Assistant Football Coach | Athletics | RCC | 03/01/16-06/30/16 | $21,661/ contract |

| NAME | POSITION | DEPARTMENT | DATE | RATE |
|---|---|---|---|---|
| **DISTRICT** | | | | |
| Aldasoro, Jessica | Payroll Technician | Payroll | 02/18/16-03/30/16 | $29.48 |
| **NORCO** | | | | |
| Victor, Nicholas | Groundsperson | Facilities | 03/16/16-06/30/16 | $18.01 |
| **RIVERSIDE** | | | | |
| Yearyean, Sarah | Laboratory Technician II | Chemistry | 02/08/16-04/01/16 | $28.49 |

| NAME | POSITION | DEPARTMENT | DATE | RATE |
|------|----------|------------|------|------|
| **DISTRICT** | | | | |
| Conaway, Christian | Research Intern | Economic Development | 03/16/16-06/30/16 | $14.22 |
| Molina Milbourne, Aaron | Interpreter I | Disability Resource Center | 03/16/16-06/30/16 | $25.00 |
| | | | | |
| **NORCO** | | | | |
| Castro, Stephanie | Office Assistant III | Disability Resource Center | 02/15/16-06/30/16 | $12.50 |
| Galindo, Sarahi | Tutor IV | TriO Upward Bound Programs | 03/16/16-06/30/16 | $10.00 |
| Mendez, Justin | Student Success Coach | Grants and Student Equity Initiatives | 03/16/16-06/30/16 | $25.00 |
| Perez, Adam | Office Assistant III | Transfer Center | 03/16/16-06/30/16 | $12.50 |
| Rash, Morgan | Tutor IV | Tutorial Services | 06/16/16-06/30/16 | $10.00 |
| Rivera-Garcia, Leonardo | Tutor IV | TriO Upward Bound Programs | 03/16/16-06/30/16 | $10.00 |
| | | | | |
| **MORENO VALLEY** | | | | |
| Granados, Jennifer | Student Success Coach | Assessment Center | 03/16/16-05/31/16 | $25.00 |
| | | | | |
| **RIVERSIDE** | | | | |
| Schultz, Daniel | Office Assistant III | Landis - Performing Arts Center | 03/16/16-06/30/16 | $12.50 |
| Solano-Osorio, Christian | Supplemental Instructional Leader | Academic Support | 01/20/16-06/30/16 | $12.00 |
| Welsh, Scott | Stage Technician III | Landis - Performing Arts Center | 03/16/16-06/30/16 | $10.00 |

*Position Title Change

| NAME | POSITION | DEPARTMENT | DATE | RATE |
|------|----------|------------|------|------|

### DISTRICT FUNDS

#### MORENO VALLEY COLLEGE

| NAME | POSITION | DEPARTMENT | DATE | RATE |
|------|----------|------------|------|------|
| Arellano, Bryan | Student Aide I | Tutorial Services | 02/24/16 | $10.00 |
| Calcott, Crystal | Student Aide I | Tutorial Services | 02/09/16 | $10.00 |
| Estrada, Jocelyne | Student Aide IV | STEM Mobile Center | 02/09/16 | $12.00 |
| Lopez, David | Student Aide I | Tutorial Services | 02/22/16 | $10.00 |
| Mangubat, Evan K | Student Aide IV | STEM Mobile Center | 02/09/16 | $12.00 |
| Mariscal, Brenda | Student Aide I | Math Lab | 03/02/16 | $10.00 |
| Meloncon, Kristen | Student Aide IV | STEM Mobile Center | 02/10/16 | $12.00 |
| Moya, Daisy Marie | Student Aide III | STEM Mobile Center | 02/16/16 | $11.00 |
| Oulette Heard, Sonya M | Student Aide I | Early Childhood Education | 02/17/16 | $10.00 |
| Raju, Vishaal V | Student Aide I | Math Lab | 02/24/16 | $10.00 |
| Rivera Zavala, Maria | Student Aide I | Tutorial Services | 02/09/16 | $10.00 |
| Sanchez Ledezma, Gabriela | Student Aide III | STEM Mobile Center | 02/09/16 | $11.00 |
| Skaggs, Regina | Student Aide IV | STEM Mobile Center | 02/09/16 | $12.00 |
| Vega, Benedicto | Student Aide I | Food Services | 02/10/16 | $10.00 |

#### RIVERSIDE CITY COLLEGE

| NAME | POSITION | DEPARTMENT | DATE | RATE |
|------|----------|------------|------|------|
| Albrecht, Breanna | Student Aide IV | Academic Support | 02/09/16 | $12.00 |
| Alvey, Kami | Student Aide IV | Academic Support | 03/01/16 | $12.00 |
| Aragon Rodriguez, Yoali | Student Aide IV | Academic Support | 02/09/16 | $12.00 |
| Ayoub, Nezar | Student Aide I | Tutorial Services | 02/26/16 | $10.00 |
| Binalber, Ian | Student Aide I | Tutorial Services | 02/18/16 | $10.00 |
| Camacho, Joshua | Student Aide I | Tutorial Services | 02/22/16 | $10.00 |
| Castaneda Duenas, Gema | Student Aide I | Math Learning Center | 02/09/16 | $10.00 |
| Conway, Bank | Student Aide IV | Academic Support | 03/01/16 | $12.00 |
| De La Torre, Adrian | Student Aide IV | Academic Support | 03/02/16 | $12.00 |
| Del Rio, Joseph | Student Aide IV | Academic Support | 02/09/16 | $12.00 |
| Diaz Jr., Hipolito | Student Aide I | Early Childhood Educ. | 02/29/16 | $10.00 |
| Elyo, Husam | Student Aide IV | Academic Support | 02/09/16 | $12.00 |
| Esparza, Angelique | Student Aide I | Early Childhood Educ. | 02/22/16 | $10.00 |
| Evangelista, Gamaliel | Student Aide I | International Student Ctr | 02/09/16 | $10.00 |
| Fratus, Jason | Student Aide I | Political Science | 02/22/16 | $10.00 |
| Gamez, Maria | Student Aide IV | Academic Support | 02/09/16 | $12.00 |
| Garcia, Sandra | Student Aide I | Early Childhood Educ. | 02/22/16 | $10.00 |
| Ghalambor, Alyssa | Student Aide IV | Academic Support | 02/09/16 | $12.00 |
| Gonzales, Marie | Student Aide I | Performing Arts/Theatre | 02/26/16 | $10.00 |
| Grambergs, Adam | Student Aide I | Math Learning Center | 02/09/16 | $10.00 |

| NAME | POSITION | DEPARTMENT | DATE | RATE |
|------|----------|------------|------|------|
| RIVERSIDE CITY COLLEGE (continued) | | | | |
| Guillen, Juan | Student Aide I | International Student Ctr | 02/26/16 | $ 10.00 |
| Hernandez, Andrew | Student Aide IV | Academic Support | 02/09/16 | $ 12.00 |
| Huynh, Vy | Student Aide I | International Student Ctr | 02/09/16 | $ 10.00 |
| Jaimes, Caroleen | Student Aide I | Food Services | 02/09/16 | $ 10.00 |
| Jones, Cherish | Student Aide I | Tutorial Services | 02/22/16 | $ 10.00 |
| Jones, Tyshay | Student Aide IV | Academic Support | 02/09/16 | $ 12.00 |
| Kahn, Christian | Student Aide IV | Academic Support | 03/02/16 | $ 12.00 |
| Kere, Wendyam | Student Aide I | Tutorial Services | 02/29/16 | $ 10.00 |
| Kosasih, Yesse | Student Aide IV | Academic Support | 02/26/16 | $ 12.00 |
| Kousa, Majdolin | Student Aide IV | Academic Support | 02/09/16 | $ 12.00 |
| Liu, Yibo | Student Aide I | Tutorial Services | 02/09/16 | $ 10.00 |
| Lozano Meza, Monica | Student Aide IV | Academic Support | 02/09/16 | $ 12.00 |
| Luna, Maria | Student Aide IV | Academic Support | 02/09/16 | $ 12.00 |
| Mah, Sandra | Student Aide IV | Academic Support | 02/09/16 | $ 12.00 |
| Maltz, Kevin | Student Aide IV | Academic Support | 02/26/16 | $ 12.00 |
| Marquez Olivares, Juan | Student Aide I | Math Learning Center | 02/09/16 | $ 10.00 |
| Martinez, Andrea | Student Aide IV | Academic Support | 02/09/16 | $ 12.00 |
| Mozqueda, Veronica | Student Aide I | Tutorial Services | 02/09/16 | $ 10.00 |
| Navarrete, Mayomy | Student Aide IV | Academic Support | 02/09/16 | $ 12.00 |
| Perez, Antar | Student Aide IV | Academic Support | 02/09/16 | $ 12.00 |
| Perez, Jesse | Student Aide IV | Academic Support | 02/09/16 | $ 12.00 |
| Quintero Gonzalez, Marissa | Student Aide I | Performing Arts/Theatre | 02/18/16 | $ 10.00 |
| Rede, Imari | Student Aide IV | Academic Support | 02/09/16 | $ 12.00 |
| Richard, Monica | Student Aide II | Writing and Reading Ctr | 02/09/16 | $ 10.00 |
| Rivera, Yvette | Student Aide IV | Academic Support | 02/09/16 | $ 12.00 |
| Rojas, Yesenia | Student Aide IV | Academic Support | 02/09/16 | $ 12.00 |
| Saloum, Yara | Student Aide IV | Academic Support | 02/09/16 | $ 12.00 |
| Santa Maria, Justin | Student Aide IV | Writing and Reading Ctr | 02/22/16 | $ 12.00 |
| Sias, Anthony | Student Aide IV | Academic Support | 02/09/16 | $ 12.00 |
| Silva, Maria | Student Aide I | Early Childhood Educ. | 02/22/16 | $ 10.00 |
| Soria, Alyssa | Student Aide IV | Academic Support | 02/09/16 | $ 12.00 |
| Spangler, Angela | Student Aide IV | Writing and Reading Ctr | 02/18/16 | $ 12.00 |
| Sun, Xexi | Student Aide I | Tutorial Services | 02/18/16 | $ 10.00 |
| Toma, Anthony | Student Aide I | Math Learning Center | 02/18/16 | $ 10.00 |
| Tran, Tra | Student Aide IV | Academic Support | 02/09/16 | $ 12.00 |
| Venegas, Andrea | Student Aide IV | Academic Support | 02/09/16 | $ 12.00 |
| Williams, Dustin | Student Aide IV | Academic Support | 02/09/16 | $ 12.00 |

| NAME | POSITION | DEPARTMENT | DATE | RATE |
|------|----------|------------|------|------|
| CATEGORICAL FUNDS | | | | |
| | | | | |
| COMMUNITY SERVICE PROGRAM | | | | |
| Arthur, Christina | Student Aide I | Disability Support Services -MVC | 02/22/16 | $ 10.00 |
| Barcenas, Adrienne | Student Aide III | County of Riverside Workforce Development - MVC | 02/22/16 | $ 11.00 |
| Caldwell, Evan | Student Aide III | County of Riverside Workforce Development - MVC | 02/24/16 | $ 11.00 |
| Esquivel, Aide | Student Aide III | UCR Artsblock - RCC | 02/09/16 | $ 11.00 |
| Marquez Rangel, Nallely K | Student Aide I | Creekside Elementary- MVC | 03/02/16 | $ 10.00 |
| McNamara, Paige | Student Aide I | UCR Artsblock - RCC | 03/02/16 | $ 10.00 |
| Mims, Tiffany | Student Aide III | County of Riverside Workforce Development - MVC | 02/24/16 | $ 11.00 |
| Ratcliff, Toby J | Student Aide I | Disability Support Services -MVC | 02/24/16 | $ 10.00 |
| | | | | |
| MORENO VALLEY COLLEGE | | | | |
| Ayala, Dante R | Student Aide IV | STEM Mobile Center | 02/09/16 | $ 12.00 |
| Cuevas, Luis A | Student Aide II | Tutorial Services | 02/25/16 | $ 10.50 |
| Davalos, Jose | Student Aide I | EOPS | 02/26/16 | $ 10.00 |
| Gonzalez Jr, Ismael | Student Aide IV | STEM Mobile Center | 02/26/16 | $ 12.00 |
| Green, Brianna | Student Aide I | EOPS | 02/19/16 | $ 10.00 |
| Haynes, Curtis C | Student Aide III | STEM Mobile Center | 02/09/16 | $ 11.00 |
| Hernandez, Erick | Student Aide I | Tutorial Services | 02/24/16 | $ 10.00 |
| Hernandez Herrera, Jose | Student Aide I | Tutorial Services | 02/25/16 | $ 10.00 |
| Mendoza, Cassandra V | Student Aide I | Food Services | 02/25/16 | $ 10.00 |
| Murray, Latasha | Student Aide I | Assessment Center | 02/19/16 | $ 10.00 |
| Nunez, Norma Patricia | Student Aide I | Tutorial Services | 02/25/16 | $ 10.00 |
| | | | | |
| RIVERSIDE CITY COLLEGE | | | | |
| Clemmer, Christopher | Student Aide I | Kinesiology / Men's Track | 03/01/16 | $ 10.00 |
| Coke, Breon | Student Aide I | Kinesiology / Football | 02/09/16 | $ 10.00 |
| Lewis, Tareke | Student Aide I | Kinesiology / Football | 02/22/16 | $ 10.00 |
| Luis, Savanah | Student Aide I | Admissions and Records | 02/22/16 | $ 10.00 |
| Perez-Martinez, Angel | Student Aide I | Art Gallery | 02/22/16 | $ 10.00 |
| Rodriguez, Jessica | Student Aide I | Admissions and Records | 02/22/16 | $ 10.00 |

| NAME | POSITION | DEPARTMENT | DATE | RATE |
|------|----------|------------|------|------|
| Tuihalamaka, William | Student Aide I | Kinesiology / Football | 03/01/16 | $ 10.00 |

# Agenda Item (VI-B-1)

| | |
|---|---|
| Meeting | 3/15/2016 - Regular |
| Agenda Item | Consent Agenda Action (VI-B-1) |
| Subject | Purchase Order and Warrant Report – All District Resources |
| College/District | District |
| Funding | Various Resources |
| Recommended Action | It is recommended that the Board of Trustees approve/ratify the Purchase Orders and Purchase Order Additions totaling $3,623,429 and District Warrant Claims totaling $12,091,093. |

## Background Narrative:

The attached Purchase Order and Warrant Report – All District Resources is submitted to comply with Education Code Sections 81656 and 85231. The Purchase Orders and Purchase Order Additions, totaling $3,623,429 requested by staff and issued by the District Business Office have been reviewed to verify that budgeted funds are available in the appropriate categories of expenditure.

District Warrant Claims (numbers 250409 – 251803) totaling $12,091,093, paid against approved Purchase Orders, have been reviewed by the Business Office to verify that monies are available in the appropriate funds for payment of these warrants. These claims also have been reviewed, on a sample basis, by the Riverside County Office of Education through its claim audit process.

Prepared By: Aaron Brown, Vice Chancellor, Business and Financial Services
Majd Askar, Director of Business Services

## Attachments:

03152016_Contracts and Purchase Orders Over $87,800 Report (February)

Report of Purchases-All District Resources
Purchases Over $87,800
2/01/16 thur 2/29/16

| PO# | Department | Vendor | Description | Amount |
|---|---|---|---|---|
| C0005230 | Facilities - Norco | Best Contracting Services, Inc. | Bid Award for Tile Replacement for Buildings A & C | $ 129,520 |
| C0005246 | Career and Technical Ed - Norco | Moreno Valley Unified School District | Grant / Contract Sub Agreements | 602,184 |
| C0005250 | Career and Technical Ed - Norco | Mt. San Jacinto Community College District | Grant / Contract Sub Agreements | 208,316 |
| C0005263 | Academy / Criminal Services | Riverside County | Rents and Leases | 814,215 |

Additions to Approved/Ratify Purchase Orders of $87,800 and Over

None

|  |  |
|---|---|
| Total | $ 1,754,235 |

All Purchase Orders, Contracts, and Additions
   for the Peroid of 2/01/16 - 2/29/16

| | |
|---|---|
| Contracts C5226 - C5264 and | 720,606 |
|    Contract Additions C3251 - C5211 | |
| Purchase Orders P50959 - P51353 and | 737,339 |
|    Purchase Order Additions P48101 - P50770 | |
| Blanket Purchase Orders B14586 - B14634 and | 411,249 |
|    Blanket Purchase Order Additions B13573 - B14585 | |
| Total | $ 1,869,194 |
| | |
| Grand Total | $ 3,623,429 |

# Agenda Item (VI-B-2-a)

| | |
|---|---|
| Meeting | 3/15/2016 - Regular |
| Agenda Item | Consent Agenda Action (VI-B-2-a) |
| Subject | Budget Adjustments |
| College/District | District |
| Funding | Various Resources |
| Recommended Action | It is recommended that the Board of Trustees approve the budget transfers as presented. |

## Background Narrative:

The 2015-16 adopted budget represents our best estimates of both income and expenditures. As the year progresses, however, some accounts have surplus funds while others are under budgeted. As provided in Title 5, Section 58307, the Board of Trustees may approve budget transfers between major object code expenditure classifications within the approved budget to allow for needed purchases of supplies, services, equipment and hiring of personnel. Unless otherwise noted, the transfers are within the unrestricted General Fund (Fund 11, Resource 1000).

Prepared By: Aaron Brown, Vice Chancellor, Business and Financial Services
Majd Askar, Director of Business Services

## Attachments:

03152016_Budget Adjustments

# BUDGET ADJUSTMENTS
## MARCH 15, 2016

| Program | Account | Amount |
|---|---|---|

Riverside

R1.  Transfer to provide for the new Sand Volleyball Athletic program.

| | | |
|---|---|---|
| From:  Vice President, Business Services | Other Services | $    8,295 |
| To:    Athletics | Instructional Supplies | $    8,295 |

R2.  Transfer to realign the Facilities budget.

| | | |
|---|---|---|
| From:  Facilities | Supplies | $      605 |
| | Other Transportation Supplies | 8,375 |
| | Repair Parts | 3,000 |
| To:    Facilities | Professional Services | $    1,475 |
| | Repairs | 8,000 |
| | Rents and Leases | 1,305 |
| | Other Services | 1,200 |

R3.  Transfer to provide for professional services and travel related to new equipment training.

| | | |
|---|---|---|
| From:  Art | Instructional Supplies | $    1,752 |
| To:    Art | Professional Services | $      900 |
| | Travel Expenses | 852 |

R4.  Transfer to provide for memberships and license fees related to the Culinary substantive change.

| | | |
|---|---|---|
| From:  Vice President Academic Affairs | Academic PT Non Instr | $    2,202 |
| | Employee Benefits | 299 |
| To:    Vice President Academic Affairs | Memberships | $    1,751 |
| | License Fees | 750 |

| | Program | Account | | Amount |
|---|---|---|---|---|
| | <u>Program</u> | <u>Account</u> | | <u>Amount</u> |

**R5.** Transfer to realign the Career & Technical Education budget.

| | Program | Account | | Amount |
|---|---|---|---|---|
| From: | Dean, Career & Technical Education | Equipment | $ | 10,495 |
| To: | Dean, Career & Technical Education | Supplies | $ | 5,849 |
| | | Conferences | | 3,646 |
| | | Advertising | | 1,000 |

**R6.** Transfer to provide for a TechHire grant academic special project.

| | Program | Account | | Amount |
|---|---|---|---|---|
| From: | President | Administrative Contingency | $ | 2,109 |
| To: | Information Systems & Technology | Academic Special Project | $ | 1,858 |
| | | Employee Benefits | | 251 |

**R7.** Transfer to purchase supplies.

| | Program | Account | | Amount |
|---|---|---|---|---|
| From: | Dean, Languages, Humanities and Social Sciences | Cellular Phones | $ | 700 |
| To: | Dean, Languages, Humanities and Social Sciences | Supplies | $ | 700 |

**R8.** Transfer to provide for student employment.

| | Program | Account | | Amount |
|---|---|---|---|---|
| From: | Communications | Employee Benefits | $ | 67 |
| To: | Communications | Student Help Instructional | $ | 67 |

**R9.** Transfer to provide for student employment.

| | Program | Account | | Amount |
|---|---|---|---|---|
| From: | Chemistry | Employee Benefits | $ | 52 |
| To: | Chemistry | Student Help Non Instr | $ | 52 |

| Program | Account | | Amount |
|---|---|---|---|

**R10.** Transfer to purchase reference books and instructional supplies.

| From: Kinesiology | Repairs | $ | 875 |
|---|---|---|---|
| To: Kinesiology | Reference Books | $ | 832 |
| | Instructional Supplies | | 43 |

**R11.** Transfer to purchase instructional supplies and tools.

| From: Applied Technology | Student Help - Instructional | $ | 5,332 |
|---|---|---|---|
| | Benefits | | 69 |
| To: Applied Technology | Instructional Supplies | $ | 5,205 |
| | Equipment | | 196 |

**R12.** Transfer to purchase supplies.

| From: Early Childhood Studies | Mileage | $ | 70 |
|---|---|---|---|
| | Postage | | 201 |
| To: Early Childhood Studies | Supplies | $ | 271 |

**R13.** Transfer to realign the Counseling/Puente Program budget.

| From: Counseling/Puente Program | Student Help – Non Instr | $ | 3,922 |
|---|---|---|---|
| | Short Term Temporary | | 1,040 |
| | Employee Benefits | | 79 |
| To: Counseling/Puente Program | Supplies | $ | 350 |
| | Copying and Printing | | 500 |
| | Food | | 877 |
| | Professional Services | | 2,514 |
| | Travel Expenses | | 800 |

**R14.** Transfer to purchase supplies.

| From: Student Activities | Mileage | $ | 96 |
|---|---|---|---|
| To: Student Activities | Supplies | $ | 96 |

|  | Program | Account | Amount |
|---|---|---|---|

**R15.** Transfer to provide for SI Leaders in the Student Equity Program. (Fund 12, Resource 1190)

| | | | |
|---|---|---|---|
| From: | VP Student Services - Student Equity | Administrative Contingency | $ 86,016 |
| To: | VP Student Services - Student Equity | Student Help - Instructional Employee Benefits | $ 84,912 1,104 |

**R16.** Transfer to purchase a convection oven. (Fund 32, Resource 3200)

| | | | |
|---|---|---|---|
| From: | Food Services | Food - Beverages | $ 10,784 |
| To: | Food Services | Equipment | $ 10,784 |

**R17.** Transfer to realign the Student Services and Special Programs (SSSP) grant budget. (Fund 12, Resource 1190)

| | | | |
|---|---|---|---|
| From: | SSSP | Tests | $ 27,450 |
| | | Copying and Printing | 3,942 |
| | | Supplies | 236,821 |
| | | Postage | 2,000 |
| | | Professional Services | 14,163 |
| | | Mileage | 2,193 |
| | | Travel Expenses | 3,370 |
| | | Conferences | 4,634 |
| | | Rents and Leases | 904 |
| | | Comp Software Maint/Lic | 6,613 |
| | | Computer Equipment | 53,358 |
| | | Meal Grants | 10,000 |
| To: | SSSP | Academic PT Non-Instr | $ 296,197 |
| | | Student Help – Non-Instr | 13,376 |
| | | Employee Benefits | 55,875 |

|  | Program | Account | Amount |
|---|---------|---------|--------|

R18. Transfer to realign the Student Equity grant budget.  (Fund 12, Resource 1190)

| | | | |
|---|---|---|---|
| From: | Student Services | Administrative Contingency | $ 433,307 |
| To: | Student Services | Academic FT Non-Instr | $ 56,988 |
| | | Academic PT Non-Instr | 98,738 |
| | | Academic Special Project | 9,173 |
| | | Classified Perm PT | 6,972 |
| | | Classified Substitutes | 8,388 |
| | | Student Help - Instructional | 24,428 |
| | | Employee Benefits | 33,014 |
| | | Reference Books | 43,904 |
| | | Instructional Supplies | 3,000 |
| | | Supplies | 3,547 |
| | | Food | 2,163 |
| | | Books/New & Expd Library | 24,215 |
| | | Library Media Material | 20,000 |
| | | Library Subscriptions | 20,785 |
| | | Book Grants | 65,000 |
| | | Transportation / Bus Passes | 2,500 |
| | | Educational Supplies | 10,492 |

R19. Transfer to provide for classified overtime.  (Fund 41, Resource 4100)

| | | | |
|---|---|---|---|
| From: | Facilities | Architect's Fees | $ 665 |
| To: | Facilities | Classified Overtime | $ 597 |
| | | Employee Benefits | 57 |
| | | General Liability & Property | 11 |

R20. Transfer to realign the Disabled Students, Programs, and Services (DSPS) grant budget.
(Fund 12, Resource 1190)

| | | | |
|---|---|---|---|
| From: | DRC | Academic FT Administrator | $ 63,000 |
| | | Administrative Contingency | 236,739 |
| To: | DRC | Instructional Aides, Hourly | $ 292,163 |
| | | Employee Benefits | 6,034 |
| | | Copying and Printing | 642 |
| | | Supplies | 900 |

| Program | Account | | Amount |
|---|---|---|---|

**R21.** Transfer to provide for copying and printing.  (Fund 12, Resource 1190)

| | | | |
|---|---|---|---|
| From:  Workforce Preparation | Professional Services | $ | 5,000 |
| | Travel Expenses | | 1,800 |
| To:    Workforce Preparation | Copying and Printing | $ | 6,800 |

**R22.** Transfer to realign the California Work Opportunity and Responsibility to Kids (CalWORKs) grant budget.  (Fund 12, Resource 1190)

| | | | |
|---|---|---|---|
| From:  CalWORKs | Employee Benefits | $ | 19,318 |
| | Supplies | | 2,000 |
| | Tests | | 1,000 |
| | Repairs | | 795 |
| | Other Services | | 2,000 |
| | Computer Equipment | | 3,000 |
| To:    CalWORKs | Academic PT Non-Instr | $ | 2,200 |
| | Student Help – Non-Instr | | 25,913 |

**R23.** Transfer to realign the Extended Opportunity Programs and Services (EOPS) grant budget. (Fund 12, Resource 1190)

| | | | |
|---|---|---|---|
| From:  EOPS | Classified FT | $ | 26,294 |
| | Employee Benefits | | 26,794 |
| To:    EOPS | Food | $ | 1,000 |
| | Book Grants | | 52,088 |

**R24.** Transfer to purchase a golf cart and a computer.  (Fund 12, Resource 1070)

| | | | |
|---|---|---|---|
| From:  Health Services | Student Insurance | $ | 12,681 |
| To:    Health Services | Equipment | $ | 11,621 |
| | Computer Equipment | | 1,060 |

| | Program | Account | | Amount |
|---|---|---|---|---|

Norco

N1.  Transfer to realign the Health Services budget.  (Fund 12, Resource 1070)

| | | | | |
|---|---|---|---|---|
| From: | Health Services | Student Insurance | $ | 4,000 |
| | | Equipment | | 1,235 |
| | | | | |
| To: | Health Services | Classified Perm PT | $ | 10 |
| | | Employee Benefits | | 3,195 |
| | | Supplies | | 30 |
| | | Food | | 2,000 |

N2.  Transfer to provide for campus beautification projects and to reupholster couches.

| | | | | |
|---|---|---|---|---|
| From: | VP, Business Services | Classified FT | $ | 9,224 |
| | | Employee Benefits | | 1,804 |
| | | | | |
| To: | Building Maintenance | Repairs | $ | 1,028 |
| | Grounds Maintenance | Grounds/Garden Supplies | | 2,700 |
| | | Temporary Services | | 2,000 |
| | | Other Services | | 5,300 |

N3.  Transfer to provide for a university trip for students.

| | | | | |
|---|---|---|---|---|
| From: | Community Use of Facilities | Classified Overtime | $ | 3,731 |
| | | Employee Benefits | | 335 |
| | | | | |
| To: | Community Use of Facilities | Other Services | $ | 253 |
| | Instructional Support | Travel Expenses | | 3,813 |

N4.  Transfer to provide for card readers, camera, key cards, and sliding door.

| | | | | |
|---|---|---|---|---|
| From: | VP, Business Services | Consultants | $ | 4,411 |
| | | Administrative Contingency | | 2,324 |
| | | | | |
| To: | VP, Business Services | Supplies | $ | 2,419 |
| | | Equipment | | 1,992 |
| | Building Maintenance | Fixtures & Fixed Equip | | 2,324 |

| | Program | Account | | Amount |
|---|---|---|---|---|

**N5.** Transfer to provide for repair parts.

| | Program | Account | | Amount |
|---|---|---|---|---|
| From: | Equipment Maintenance | Repairs | $ | 2,205 |
| To: | Building Maintenance | Repair Parts | $ | 2,205 |

**N6.** Transfer to provide for Supply Chain Technology grant sub-agreements. (Fund 12, Resource 1190)

| | Program | Account | | Amount |
|---|---|---|---|---|
| From: | Supply Chain Technology | Reference Books | $ | 8,348 |
| | | Copying and Printing | | 6,287 |
| | | Supplies | | 20,000 |
| | | Food | | 2,785 |
| | | Equipment | | 4,000 |
| | | Fixtures & Fixed Equip | | 1,000 |
| To: | Supply Chain Technology | Grant Sub-Agreement | $ | 42,420 |

**N7.** Transfer to provide for game design models.

| | Program | Account | | Amount |
|---|---|---|---|---|
| From: | Information Technology | Instructional Aides, Hourly | $ | 1,200 |
| To: | Information Technology | Professional Services | $ | 1,200 |

**N8.** Transfer to purchase computers.

| | Program | Account | | Amount |
|---|---|---|---|---|
| From: | Student Personnel Administration | Administrative Contingency | $ | 2,513 |
| To: | College Student Services | Equipment | $ | 2,513 |

**N9.** Transfer to purchase computers. (Fund 12, Resource 1190)

| | Program | Account | | Amount |
|---|---|---|---|---|
| From: | Board Financial Assistance Program | Classified Perm PT | $ | 10,606 |
| To: | Board Financial Assistance Program | Equipment | $ | 10,606 |

| Program | Account | Amount |
|---|---|---|

**N10.** Transfer to provide for salaries and computers.  (Fund 12, Resource 1190)

| | | |
|---|---|---|
| From:  Student Success & Support | Other Services | $        4,019 |
| To:      Student Success & Support | Classified Overtime<br>Equipment | $           377<br>3,642 |

<u>Moreno Valley</u>

**M1.** Transfer to provide for part time, non-instructional academic salaries.
(Fund 12, Resource 1070)

| | | |
|---|---|---|
| From:  Health Services | Short-Term Temporary | $        5,611 |
| To:      Health Services | Academic PT Non-Instr<br>Employee Benefits | $        5,416<br>195 |

**M2.** Transfer to purchase instructional supplies.

| | | |
|---|---|---|
| From:  Dental Assistant Program | Repair Parts<br>Waste Disposal | $             22<br>986 |
| To:      Dental Assistant Program | Instructional Supplies | $        1,004 |

**M3.** Transfer to provide for a consultant for the Dental Hygiene Program.

| | | |
|---|---|---|
| From:  VP, Academic Affairs | Large Lecture Stipends –<br>  Holding Acct<br>Employee Benefits | $      17,617<br><br>2,383 |
| To:      Dental Hygiene | Consultants | $      20,000 |

**M4.** Transfer to purchase materials for the Fire Academy program.  (Fund 12, Resource 1190)

| | | |
|---|---|---|
| From:  CTE Enhancement Grant | Other Services | $      30,000 |
| To:      CTE Enhancement Grant | Fixtures & Fixed Equip | $      30,000 |

| Program | Account | | Amount |
|---------|---------|---|--------|

M5. Transfer to provide for short-term temporary help.

| | | | |
|---|---|---|---|
| From: Technology Support Services | Other Services | $ | 2,314 |
| To: Technology Support Services | Short-Term Temporary | $ | 2,250 |
| | Employee Benefits | | 64 |

M6. Transfer to purchase supplies and to provide for a computer purchase.

| | | | |
|---|---|---|---|
| From: PSET | Professional Services | $ | 500 |
| | Other Services | | 66 |
| To: PSET | Supplies | $ | 500 |
| | Equipment | | 66 |

M7. Transfer to realign the Student Equity Grant budget. (Fund 12, Resource 1190)

| | | | |
|---|---|---|---|
| From: Student Equity Grant | Administrative Contingency | $ | 112,958 |
| To: Student Equity Grant | Academic PT Non-Instr | $ | 17,203 |
| | Short-Term Temporary | | 63,000 |
| | Student Help – Non-Instr | | 22,250 |
| | Classified FT Supervisor | | 1,500 |
| | Copying and Printing | | 3,200 |
| | Food | | 4,305 |
| | Supplies | | 1,500 |

M8. Transfer to provide for travel. (Fund 12, Resource 1190)

| | | | |
|---|---|---|---|
| From: Student Financial Services | Classified FT | $ | 5,000 |
| To: Student Financial Services | Conferences | $ | 5,000 |

| Program | Account | Amount |
|---|---|---|

### District Office and District Support Services

**D1.** Transfer to provide for mileage.

| | | |
|---|---|---|
| From: Facilities Planning Design & Constr. | Software | $ 160 |
| | Supplies | 1,700 |
| To: Facilities Planning Design & Constr. | Mileage | $ 1,860 |

**D2.** Transfer to provide for a software license and professional services. (Fund 12, Resource 1180)

| | | |
|---|---|---|
| From: Information Services | Equipment | $ 124,346 |
| To: Information Services | Comp Software Maint/Lic | $ 65,531 |
| | Professional Services | 58,815 |

**D3.** Transfer to realign the Deputy Sector Navigator grant. (Fund 12, Resource 1190)

| | | |
|---|---|---|
| From: Deputy Sector Navigator | Other Services | $ 11,230 |
| To: Deputy Sector Navigator | Classified FT | $ 3,655 |
| | Employee Benefits | 7,085 |
| | Food | 490 |

**D4.** Transfer to purchase a ballistic vest.

| | | |
|---|---|---|
| From: District Safety & Police | Other Services | $ 527 |
| To: Norco Safety & Police | Equipment | $ 527 |

**D5.** Transfer to provide a TechHire Grant academic special project.

| | | |
|---|---|---|
| From: Chancellor | Administrative Contingency | $ 2,109 |
| To: Information Systems & Tech - Riverside | Academic Special Project | $ 1,858 |
| | Employee Benefits | 251 |

# Agenda Item (VI-B-3-a)

| | |
|---|---|
| Meeting | 3/15/2016 - Regular |
| Agenda Item | Consent Agenda Action (VI-B-3-a) |
| Subject | Resolution No. 41-15/16 – 2015-2016 Full Time Student Success Grant |
| College/District | District |
| Funding | Grants and Categorical Programs |
| Recommended Action | It is recommended that the Board of Trustees approve adding the revenue and expenditures of $25,000 to the budget. |

## Background Narrative:

The Riverside Community College District's colleges have received additional funding for the 2015-2016 Full Time Student Success Grant in the amount of $25,000 from the California Community Colleges Chancellor's Office. The additional funding by college follows:  Norco College - $6,800 and Moreno Valley College - $18,200.  The funds will be used for student awards.

Prepared By: Irving Hendrick, Interim President, Norco College
Sandra Mayo, President, Moreno Valley College
Monica Green-Cochrane, Vice President, Student Services (NC)
Dyrell Foster, Vice President, Student Services (MVC)

## Attachments:

03152016_Resolution No. 41-15/16 – Full Time Student Success Grant

RIVERSIDE COMMUNITY COLLEGE DISTRICT

RESOLUTION TO AMEND BUDGET

RESOLUTION No. 41-15/16

2015-2016 Full Time Student Success Grant

WHEREAS the governing board of the Riverside Community College District has determined that income in the amount of $25,000 is assured to said district, which exceeds amounts previously budgeted; and

WHEREAS the governing board of the Riverside Community College District can show just cause for the expenditure of such funds;

NOW, THEREFORE, BE IT RESOLVED such additional funds be appropriated according to the schedule on the attached page.

This is an exact copy of the resolution
adopted by the governing board at
a regular meeting on March 15, 2016.

_____
Clerk or Authorized Agent

RIVERSIDE COMMUNITY COLLEGE DISTRICT
INCOME & EXPENDITURES - BUDGET AMENDMENT
Resolution No. 41-15/16
2015-2016 Full Time Student Success Grant

| Year | County | District | Date | Fund |
|------|--------|----------|-----------|------|
| 16 | 33 | 07 | 3/15/2016 | 12 |

| Fund | School | Resource | PY | Goal | Func | Object | Amount | | Object Code Description |
|------|--------|----------|----|------|------|--------|--------|----|-------------------------|
| 12 | E00 | 1190 | 0 | 0000 | 0383 | 8629 | 6,800 | 00 | REVENUE |
| 12 | F00 | 1190 | 0 | 0000 | 0383 | 8629 | 18,200 | 00 | ⇓ |
| | | | | | | | | | |
| | | | | | | | | | EXPENDITURES |
| 12 | EZE | 1190 | 0 | 6460 | 0383 | 5890 | 6,800 | 00 | Student Stipends |
| | | | | | | | | | |
| 12 | FZE | 1190 | 0 | 6460 | 0383 | 5890 | 18,200 | 00 | Student Stipends |
| | | | | | | | 25,000 | 00 | TOTAL REVENUE |
| | | | | | | | 25,000 | 00 | TOTAL EXPENDITURES |

# Agenda Item (VI-B-5-a)

| | |
|---|---|
| Meeting | 3/15/2016 - Regular |
| Agenda Item | Consent Agenda Action (VI-B-5-a) |
| Subject | Purchase Information Technology Goods and Services, Utilizing the California Multiple Award Schedules (CMAS) Contract Number 3-16-70-3236A |
| College/District | District |
| Funding | Various Resources |
| Recommended Action | It is recommended that the Board of Trustees approve the purchase of information technology goods and services from Netecs, utilizing CMAS contract number 3-16-70-3236A. |

## Background Narrative:

The California Multiple Award Schedules (CMAS) offers a wide variety of products and services at prices that have been assessed to be fair, reasonable and competitive.  CMAS contracts are established by the State of California, Department of General Services for use by all California state and local government agencies that are empowered to expend public funds for the acquisition of products and services. Public Contract Code 10298 authorizes state and local agencies to contract with suppliers awarded CMAS contracts without further competitive bidding.

Riverside Community College District utilizes multiple vendors to purchase information technology goods and services.  Staff recommends use of the CMAS awarded contract number 3-16-70-3236A, as one source to purchase information technology goods and services from Netecs.  The term for CMAS contract number 3-16-70-3236A is February 2, 2016 through December 31, 2016.  District staff has reviewed available cooperative purchasing agreements and other formal purchasing options and found that these contracts best meet the needs of the District.


Prepared By: Aaron Brown, Vice Chancellor, Business and Financial Services
              Majd Askar, Director of Business Services

## Attachments:

None.

# Agenda Item (VI-B-5-b)

| | |
|---|---|
| Meeting | 3/15/2016 - Regular |
| Agenda Item | Consent Agenda Action (VI-B-5-b) |
| Subject | RFP to Award Chairs for the Riverside City College Student Services & Administration Building |
| College/District | District |
| Funding | Measure C |
| Recommended Action | It is recommended that the Board of Trustees award Request for Proposal Number 2015/16-13 –Chairs for the Riverside City College Student Services & Administration Building in the total amount of $124,875 to bkm OfficeWorks. |

## Background Narrative:

On April 17, 2012 the Board of Trustees approved the Riverside City College Student Services & Administration Building project. Construction is expected to be completed by April, 2016. Purchase and installation of furniture and equipment is one of the final phases of this project. District and college staff worked with an interior design consulting firm to develop a list of furniture and finishes to furnish the Student Welcome Center, classrooms, Assessment Testing Center, faculty and administrative offices, conference rooms, lounges, and computer labs.

On February 1, 2016, the District issued a Request for Proposal (RFP) for the purchase and installation of chairs for the Riverside City College Student Services & Administration Building project. The RFP required the use of a competitively awarded piggyback contract to achieve added price savings through volume discounting.

Manufacturers were provided an opportunity to pre-qualify their product lines to ensure they met District and college technical performance standards and aesthetics. Global was selected as the approved manufacturer of chairs.

On February 11, 2016, the District received six responses to the RFP solicitation. It was determined that bkm OfficeWorks, partnering with the manufacturer Global, would best serve the needs of the District for this project. See the attached Lowest Responsive and Responsible Bidders summary.

References for bkm OfficeWorks were checked by District staff and found to be satisfactory.

Prepared By: Chris Carlson, Chief of Staff & Facilities Development
Wolde-Ab Isaac, President, Riverside
Majd Askar, Director of Business Services
Laurens Thurman, District Consultant

## Attachments:

03152016_Lowest Responsive and Responsible Bidders Summary

# Lowest Responsive and Responsible Bidders
# Chairs for the Riverside City College
# Student Services & Administration Building
# RFP# 2015/16-13

| Vendor | Business Location | Total Bid Amount |
|---|---|---|
| bkm OfficeWorks | San Diego | $124,875 |
| G/M Business Interiors | Riverside | $125,093 |
| Tangram | Newport Beach | $125,782 |
| Corporate Business Interiors | Newport Beach | $126,893 |
| Interior Office Solutions | Irvine | $138,325 |
| Systems Source  Inc. | Irvine | $155,147 |

# Agenda Item (VI-B-5-c)

| | |
|---|---|
| Meeting | 3/15/2016 - Regular |
| Agenda Item | Consent Agenda Action (VI-B-5-c) |
| Subject | Purchase Copiers/Multi-Function Office Machines Utilizing the County of San Bernardino Awarded Contract Number 153859 |
| College/District | District |
| Funding | Various Resources |
| Recommended Action | It is recommended that the Board of Trustees approve the purchase of copiers/multi-function office machines from Konica Minolta Solutions, US, Inc., utilizing the County of San Bernardino awarded contract number 153859. |

## Background Narrative:

Riverside Community College District utilizes multiple vendors to purchase copiers/multi-function office machines. The District has a current need to procure a copier lease and related maintenance for the Applied Technology Department to accommodate for high volume production printing.

Public Contract Code 20652 authorizes school district governing boards the authority to piggyback on existing bids properly advertised and awarded by other public entities. Staff recommends use of the County of San Bernardino awarded contract number 153859, as one source to purchase copiers/multi-function office machines from Konica Minolta Solutions, US, Inc. The term of the contract is July 1, 2015 through June 30, 2018. District staff has reviewed available cooperative purchasing agreements and other formal purchasing options and found that these contracts best meet the needs of the District.


Prepared By: Aaron Brown, Vice Chancellor, Business and Financial Services
　　　　　　Majd Askar, Director of Business Services

## Attachments:

None.

# Agenda Item (VI-B-6-a)

| | |
|---|---|
| Meeting | 3/15/2016 - Regular |
| Agenda Item | Consent Agenda Action (VI-B-6-a) |
| Subject | Contracts and Agreements Report Less than $87,800 – All District Resources |
| College/District | District |
| Funding | Various Resources |
| Recommended Action | It is recommended that the Board of Trustees ratify contracts totaling $720,606 for the period of February 1, 2016 through February 29, 2016. |

**Background Narrative:**

On September 11, 2007, the Board of Trustees authorized delegating authority to the Chancellor to enter into contractual agreements and the expenditure of funds pursuant to the Public Contract Code Section 20650 threshold, currently set at $87,800.  The attached listing of contracts and agreements under $87,800 requested by college and District staff has been reviewed and verified that budgeted funds are available in the appropriate categories of expenditure.  The contracts and agreements have been executed pursuant to the Board's delegation of authority and are presented on this agenda for ratification.

Prepared By: Aaron Brown, Vice Chancellor, Business and Financial Services
Majd Askar, Director of Business Services

**Attachments:**

03152016_Contracts and Agreements Less than $87,800 Report (February)

Contracts and Agreements Report-All District Resources
$87,800 and Under
2/01/2016 thru 2/29/2016

| PO# | Department | Vendor | Business Location | Description | Amount |
|---|---|---|---|---|---|
| C0005226 | Customized Solutions | Global Learning Partners, Inc. | Corona | Training Services | $ 1,250 |
| C0005227 | Academy / Criminal Services | CBE Office Solutions | Irvine | Repairs - Service | 3,830 |
| C0005228 | Athletics - Riverside | US Bank | St. Paul, MN | Copier Lease | 11,016 |
| C0005229 | Athletics - Riverside | City of Riverside | Riverside | Rents and Leases | 1,000 |
| C0005231 | Workforce Preparation - Riverside | CareerAmerica LLC | Boulder, CO | Custom 'GetAnswers' Service | 1,620 |
| C0005232 | Facilities - Riverside | Parking Company of America/CA | Anaheim Hills | Rents and Leases | 4,000 |
| C0005233 | CTE Projects | Bahia Hotel | San Diego | Meeting Expenses | 65,000 |
| C0005234 | Information Services | Ellucian Inc. (Software) | Chicago, IL | Colleague Reporting & Training Services | 58,815 |
| C0005235 | Community & Economic Development | Neal, Scott | Fullerton | Consulting Services | 4,200 |
| C0005236 | Workforce Preparation - Riverside | Solano, Alberto | Santa Ana | Professional Services | 10,000 |
| C0005237 | Health Services - Riverside | Regents of the University of California | Riverside | Doctors/Nurses | 16,000 |
| C0005238 | Associate VC, Instruction | Governet | Los Angeles | Computer Software Maint/Lic | 21,400 |
| C0005239 | Student Services - Moreno Valley | Intelliresponse Systems, Inc. | Toronto, Canada | Hosting of Intelliresponse | 32,500 |
| C0005240 | EOPS - Moreno Valley | City of Moreno Valley | Moreno Valley | Rents and Leases | 1,358 |
| C0005241 | Workforce Preparation - Riverside | Rex, Nathen | Sacramento | Consultant Services | 4,950 |
| C0005242 | Workforce Preparation - Riverside | Stephan, Victoria | Corona | Professional Services | 1,175 |
| C0005243 | Workforce Preparation - Riverside | Haupert, Susan Lorraine | Corona | Professional Services | 1,950 |
| C0005245 | Campus Student Services - Norco | University of Redlands | Redlands | Other Travel Expenses | 13,614 |
| C0005247 | College Relations / Special Projects | Cal Poly Pomona | Pomona | Lexicon of Sustainability Exhibit | 500 |
| C0005248 | Facilities - Moreno Valley | Holt Architecture | Rancho Mirage | Architect's Fees | 15,280 |
| C0005249 | President - Norco Campus | City of Norco | Norco | Advertising | 300 |
| C0005251 | Career and Technical Ed - Norco | L Frank Bailey Communications | Corona | Professional Services | 10,000 |
| C0005252 | President - Norco Campus | Villa Amalfi Ristorante | Norco | Annual Service Award Luncheon | 3,622 |
| C0005253 | Workforce Preparation - Riverside | Crain, Dan | Yucaipa | Professional Services | 2,800 |
| C0005254 | Workforce Preparation - Riverside | Friend, Cherie L | Murrieta | Professional Services | 2,400 |
| C0005255 | Workforce Preparation - Riverside | Frontino, Erica | Riverside | Professional Services | 1,125 |
| C0005256 | Workforce Preparation - Riverside | Phillips, Carol J | Riverside | Professional Services | 775 |
| C0005257 | Workforce Preparation - Riverside | Rigney, Susan Marie | Palm Desert | Professional Services | 1,925 |
| C0005258 | Workforce Preparation - Riverside | Lappin, Amber | Menifee | Professional Services | 2,450 |
| C0005259 | Workforce Preparation - Riverside | Victoriano, Eutimio | Moreno Valley | Professional Services | 6,300 |
| C0005260 | Workforce Preparation - Riverside | Williams, Michelle | Moreno Valley | Professional Services | 1,350 |
| C0005261 | Health Services - Moreno Valley | Student Health 101 | Westborough, MA | Distribution License | 7,000 |
| C0005262 | Customized Solutions | Ortman, Carolyn | Riverside | Grant / Contract Sub Agreements | 16,800 |
| C0005264 | Learning Resource Center - Moreno Valley | Hansen, Noelle Gailene | Moreno Valley | Web Development Services | 2,250 |
| N/A | CTE Projects | Victor Valley Community College District | Victorville | Faculty Retreat | No Cost |
| N/A | Food Services | Victor Valley Community College District | Victorville | Catering Services | No Cost |
| N/A | Dental Assistant Program | Khattab, Mostafa | Corona | Clinical Rotation Sites | No Cost |
| N/A | Dental Assistant Program | Huynh, Phuong | Corona | Clinical Rotation Sites | No Cost |
| N/A | Nursing | University of Phoenix | Tempe, AZ | Discounted Degree Program Courses | No Cost |
| N/A | Nursing | Azusa Pacifica University, School of Nursing | Azusa | Discounted Degree Program Courses | No Cost |
| N/A | Nursing | Cal Baptist University | Riverside | Preceptor Services Learner Affiliation Agreement | No Cost |
| N/A | Early Childhood Education | University of California, Riverside | Riverside | Sponsorship for ECE Courses | No Cost |
| N/A | Facilities, Planning, & Development | City of Riverside | Riverside | Traffic Signal Easement | No Cost |
| N/A | Fine & Performing Arts | Actor's Equity (Daniel Schultz) | North Hollywood | Guest Artist for 'Big Fish' | No Cost |
| N/A | Fine & Performing Arts | Actor's Equity (Ralph Valencia) | North Hollywood | Guest Artist for 'Big Fish' | No Cost |
| N/A | President - Moreno Valley | Brandman University | Irvine | Early Advantage Program Scholarship | No Cost |
| N/A | Dental Assistant Program | Stringer, Dale | Riverside | Clinical Rotation Sites | No Cost |
| N/A | Fine & Performing Arts | Actor's Equity (Lori Marinacci) | North Hollywood | Guest Artist for 'Big Fish' | No Cost |
| N/A | Dental Assistant Program | Hassan, Mohamed | Riverside | Clinical Rotation Sites | No Cost |

Contracts and Agreements Report-All District Resources
$87,800 and Under
2/01/2016 thru 2/29/2016

| | | | | | |
|---|---|---|---|---|---|
| N/A | CTE Projects | Riverside County Office of Education | Riverside | First Responder Medical Course | No Cost |
| N/A | CTE Projects | Chaffey Community College District | Rancho Cucamonga | Faculty Retreat | No Cost |
| N/A | Nursing | Universtiy of Phoenix | Tempe, AZ | Discounted Degree Program Courses | No Cost |
| Additions to Approved/Ratify Contracts of $87,800 and Under | | | | | |
| C0003251 | Communications & Web Development | Sharp Electronics Corp. | Wayne, PA | Rents and Leases | 900 |
| C0003936 | Production Printing | Konica Minolta Business Solutions | San Bernardino | Purchase/Cost of Goods Sold | 20,000 |
| C0003983 | Risk Management | Reliable Office Solutions | Riverside | Repairs - Service | 614 |
| C0004122 | Institutional Support, Instruction & Curriculum | Canon Financial Services, Inc. | Carol Stream, IL | Repairs - Service | 180 |
| C0004214 | Facilities - Norco | Prudential Overall Supply | Riverside | Laundry and Cleaning | 1,407 |
| C0004311 | Business & Financial Services | Atkinson, Andelson, Loya, Ruud | Cerritos | Legal | 20,000 |
| C0004367 | Risk Management | Agility Recovery Solutions Inc. | Charlotte, NC | Professional Services | 16,000 |
| C0004471 | Community & Economic Development | Redtail Capital | Temecula | Consulting Services | 1,234 |
| C0004474 | Community & Economic Development | Kasle, Donald H | Dove Canyon | Consulting Services | 6,256 |
| C0004521 | Performance Riverside | Tickets.com | Costa Mesa | Computer Software Maint/Lic | 2,743 |
| C0004631 | Applied Technology - Riverside | Kamran and Company, Inc. | Santa Barbara | CAADO P2 - Food Services | 18,892 |
| C0004631 | Facilities Planning & Development | Kamran and Company, Inc. | Santa Barbara | CAADO P2 - Food Services | 23,406 |
| C0004640 | Facilities Planning & Development | McGuire Contracting, Inc. | Fontana | CAADO P2 - Site Work | 4,587 |
| C0004641 | Facilities Planning & Development | Caston, Inc | San Bernardino | CAADO P2 - Metal Stud/Drywall | 63,525 |
| C0004651 | Facilities Planning & Development | J. M. Farnan Co., Inc. | La Verne | CSA P2 - Plumbing | 16,329 |
| C0004652 | Facilities Planning & Development | J. M. Farnan Co., Inc. | La Verne | CAADO P2 - Plumbing | 17,848 |
| C0004656 | Facilities Planning & Development | McGuire Contracting, Inc. | Fontana | CSA P2 - Site Work | 38,689 |
| C0004667 | Facilities Planning & Development | Continental Flooring Inc | Rancho Cucamonga | CAADO P2 - Flooring | 692 |
| C0004668 | Facilities Planning & Development | Continental Flooring Inc | Rancho Cucamonga | CSA P2 - Flooring | 43,688 |
| C0004674 | Administrative Support Center | Sharp Electronics Corp. | Pasadena | Repairs - Service | 5,000 |
| C0004744 | Facilities - Moreno Valley | Inland Inspections & Consulting | Riverside | Amend. #3/Adds Funds | 2,640 |
| C0004767 | Dean of Instruction - Moreno Valley | CBE Office Solutions | Irvine | Repairs - Service | 241 |
| C0004812 | Facilities - Riverside | Pro-Craft Construction, Inc | Redlands | SS&A Building - Plumbing | 11,090 |
| C0004866 | Customized Solutions | Global Learning Partners, Inc. | Corona | Training Services | 1,116 |
| C0004873 | Public Affairs & Institutional Advancement | Parsons & Roth | Moreno Valley | Amend. #1/Adds Funds | 7,800 |
| C0004916 | Workforce Prep | San Bernardino Community College District | San Bernardino | Amend. #2/Wording Only | No Cost |
| C0004921 | Community & Economic Development | Lewis, Alan H. | Riverside | Business Consulting for TriTech | 1,674 |
| C0005022 | Business & Financial Services | Gresham Savage Nolan & Tilden, APC | San Bernardino | Legal | 30,000 |
| C0005026 | Health Services - Riverside | Medical Billing Technologies, Inc. | Visalia | Electronic Billing Services | 5,000 |
| C0005028 | Business & Financial Services | Liebert Cassidy Whitmore | Los Angeles | Legal | 30,000 |
| C0005211 | Workforce Preparation - Riverside | Shred-It USA LLC | Blue Ash, OH | Shredding Services | 500 |
| N/A | Nursing | Janet Goeske Foundation | Riverside | Amend. #1/Extends Term | No Cost |
| N/A | Nursing | Tyler Springs Apartment Homes for Seniors | Riverside | Amend. #1/Extends Term | No Cost |
| | | | | Total | $ 720,606 |

# Agenda Item (VI-B-6-b)

| | |
|---|---|
| Meeting | 3/15/2016 - Regular |
| Agenda Item | Consent Agenda Action (VI-B-6-b) |
| Subject | Amendment to Agreement for Training Services with Custom Corporate Communications |
| College/District | District |
| Funding | Employment Training Panel (ETP) |
| Recommended Action | It is recommended that the Board of Trustees approve the Amendment to the Agreement between Riverside Community College District and Custom Corporate Communications for up to $350,000. |

## Background Narrative:

This amends the contract with Custom Corporate Communications for payment for training services up to $350,000 for the period of December 16, 2015 through October 25, 2017. This amendment significantly increases the amount of RCCD ETP funding available to Custom Corporate Communications, permitting a substantial increase in employers served and employees trained; and represents $105,000 in potential revenue to the District. This contract cap amount may be increased through a separate contract amendment. Cost to the District is reimbursed by the Employment Training Panel from the State of California.

Prepared By: Michael Burke, Ph.D., Chancellor
                Richard Keeler, Dean, Grants

## Attachments:

Amendment to Agreement with CCC_031516

AMENDMENT TO AGREEMENT

This document amends the original Educational Services Agreement between the Riverside Community College District and Custom Corporate Communications, which was approved by the Vice Chancellor of Business and Financial Services on behalf of the Riverside Community College District on December 28, 2015.

Article 3, COMPENSATION, is hereby amended as follows:

"The contract amount for this agreement will be up to $350,000 dollars. This contract cap amount may be increased through a separate contract amendment."

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

IN WITNESS WHEREOF, the parties hereto have executed this Amendment as of the date written below.

**DISTRICT**

By: _____
          Signature

Aaron S. Brown,
Vice Chancellor, Business & Financial Services
          Title

Date: _____

**EMPLOYER**

By: _____
          Signature

Gina Weissenberg
Director of Operations, Custom Corporate Communications
          Title

Date: __3/21/16__

# Agenda Item (VI-B-6-c)

| | |
|---|---|
| Meeting | 3/15/2016 - Regular |
| Agenda Item | Consent Agenda Action (VI-B-6-c) |
| Subject | Copier Agreement with Riverside Konica Minolta Premier Finance |
| College/District | District |
| Funding | General Fund |
| Recommended Action | It is recommended that the Board of Trustees approve the copier lease agreement in the amount of $102,967 plus tax and related maintenance plan, between Riverside Community College District and Konica Minolta Premier Finance. |

## Background Narrative:

Attached for the Board of Trustees review and consideration is the copier lease and maintenance agreement between Riverside Community College District and Konica Minolta Premier Finance.  Procurement of the copier lease and maintenance plan will be made through the County of San Bernardino awarded contract number 153859, as set forth in Public Contract Code 20652.

The District intends to use the high volume production Konica Minolta Press Color C1085 copier for District and College print jobs. The copier lease cost is $102,967, plus tax, for the 63 month term.  The agreement includes a $1.00 buyout provision at the end of the term.

The maintenance plan agreement includes parts, labor, travel, and supplies (not including paper). The copier maintenance cost is $.050 per color print and $.010 per black and white print, based on usage.  The estimated maintenance cost is $90,360 based on current usage of 48,000 color prints per month and 11,000 B&W prints per month, for 36 months.

Prepared By: Aaron Brown, Vice Chancellor, Business and Financial Services
Mazie Brewington, Vice President, Business Services (Riv)
Patricia Avila, Dean, Career and Technical Education
Majd Askar, Director of Business Services

## Attachments:

03152016_Konica Minolta Lease and Maintenance Agreement

S00277672
02/18/16 11:01 AM

For office use only (Check one): ☒ Branch ☐ Windsor

## KONICA MINOLTA

## Master Premier Lease Agreement

| APPLICATION NUMBER | AGREEMENT NUMBER |
|---|---|
| | |

This Master Premier Lease Agreement ("Agreement") is written in "Plain English". The words **you** and **your**, refer to the customer (and its guarantors). The words **Lessor, we, us** and **our**, refer to **Konica Minolta Premier Finance, a program of Konica Minolta Business Solutions U.S.A., Inc., its subsidiaries and affiliates.** (Supplier)

### CUSTOMER INFORMATION

| FULL LEGAL NAME | | | STREET ADDRESS | |
|---|---|---|---|---|
| RIVERSIDE COMMUNITY COLLEGE DISTRICT | | | 4800 MAGNOLIA AVE OFC BUSINESS | |
| CITY | STATE | ZIP | PHONE* | FAX |
| RIVERSIDE | CA | 92506-1201 | 951 222 8583 | |
| BILLING NAME (IF DIFFERENT FROM ABOVE) | | | BILLING STREET ADDRESS | |
| | | | | |
| CITY | STATE | ZIP | E-MAIL | |
| | | | PATRICK.SCULLIN@RCC.EDU | |

EQUIPMENT LOCATION (IF DIFFERENT FROM ABOVE)

*By providing a telephone number for a cellular phone or other wireless device, you are expressly consenting to receiving communications (for NON-marketing or solicitation purposes) at that number, including, but not limited to, prerecorded or artificial voice message calls, text messages, and calls made by an automatic telephone dialing system from Lessor and its affiliates and agents. This Express Consent applies to each such telephone number that you provide to us now or in the future and permits such calls. These calls and messages may incur access fees from your cellular provider.

### CUSTOMER ONE GUARANTEE

The Konica Minolta equipment leased in this Agreement is covered under Konica Minolta's Customer One Guarantee. A copy of the Guarantee can be obtained at your local branch or www.kmbs.konicaminolta.us.

KONICA MINOLTA
CUSTOMER **ONE** GUARANTEE

### TERMS AND CONDITIONS (THIS AGREEMENT CONTAINS PROVISIONS SET FORTH BELOW, ALL OF WHICH ARE MADE A PART OF THIS AGREEMENT.)

**1. LEASE AGREEMENT**: You agree to lease from us the personal property as identified in Schedules to this Master Premier Lease Agreement from time to time signed by you and us (such property and any upgrades, replacements, repairs and additions referred to as "Equipment") for business purposes only. Each Schedule is a separate assignable lease. To the extent the Equipment includes intangible property or associated services such as periodic software licenses and prepaid database subscription rights, such property shall be referred to as the "Software". You agree to all of the terms and conditions contained in this Agreement and any Schedule, which together are a complete statement of our Agreement regarding the listed equipment ("Agreement") and supersedes all other writings, communications, understandings, agreements, any purchase order and any solicitation documents and related documents. This Agreement may be modified only by written Agreement and not by course of performance. This Agreement becomes valid upon execution by or for us. The Equipment is deemed accepted by you under the applicable Schedule unless you notify us within three (3) days of delivery that you do not accept the Equipment and specify the defect or malfunction. In that event, at our sole option, we or our designee will replace the defective item of Equipment or this Agreement will be canceled and we or our designee will repossess the Equipment. You agree that, upon our request, you will sign and deliver to us, a delivery and acceptance certificate confirming your acceptance of the Equipment leased to you. The "Billing Date" of this Agreement will be the twentieth (20th) day following installation. You agree to pay a prorated amount of 1/30th of the monthly payment times the number of days between the installation date and the Billing Date. This Agreement will continue from the Billing Date for the Term shown and will be extended automatically for successive one (1) month terms unless you (a) send us written notice between ninety (90) days and one hundred fifty (150) days before the end of any term, of your decision to return or purchase the Equipment or renew this Lease or (b) you do not purchase or return the Equipment, as specified in your notice, within ten (10) days after the end of the term. Leases with $1.00 purchase options will not be renewed. The periodic renewal payment has been set by mutual agreement and is not based on the cost of any component of this lease. **THE BASE RENTAL PAYMENT SHALL BE ADJUSTED PROPORTIONATELY UPWARD OR DOWNWARD, IF THE ACTUAL COST OF THE EQUIPMENT EXCEEDS OR IS LESS THAN THE ESTIMATE PROVIDED TO LESSEE.** If any provision of this Agreement is declared unenforceable in any jurisdiction, the other provisions herein shall remain in full force and effect in that jurisdiction and all others. You authorize us to insert or correct missing information on this lease including your proper legal name, serial numbers, other numbers describing the Equipment and other omitted factual matters. You agree to provide updated annual and/or quarterly financial statements to us upon request. You authorize us or our agent to obtain credit reports and make credit inquiries regarding you and your financial condition and to provide your information, including payment history, to our assignee or third parties having an economic interest in this Agreement, any Schedule or the Equipment.

**2. RENT**: Rent will be payable in installments, each in the amount of the Monthly Payment (or other periodic payment) shown plus any applicable sales, use and property tax. If we pay any tax on your behalf, you agree to reimburse us promptly along with a processing fee. Subsequent installments will be payable on the first day of each rental payment period shown beginning after the first rental payment period or as otherwise agreed. We will have the right to apply all sums received from you to any amounts due and owed to us under the terms of this Agreement. **Your obligation to make all Monthly Payments (or other periodic payment) hereunder is absolute and unconditional and you cannot withhold or offset against any Monthly Payments (or other periodic payment) for any reason.** You agree that you will remit payments to us in the form of company checks (or personal checks in the case of sole proprietorships), direct debit or wires only. You also agree cash and cash equivalents are not acceptable forms of payment for this Agreement and that you will not remit such forms of payment to us. WE BOTH INTEND TO COMPLY WITH ALL APPLICABLE LAWS. IF IT IS DETERMINED THAT YOUR PAYMENTS UNDER THIS AGREEMENT OR UNDER A SCHEDULE RESULT IN AN INTEREST PAYMENT HIGHER THAN ALLOWED BY APPLICABLE LAW, THEN ANY EXCESS INTEREST COLLECTED WILL BE APPLIED TO AMOUNTS THAT ARE LAWFULLY DUE AND OWING UNDER THIS AGREEMENT OR WILL BE REFUNDED TO YOU. IN NO EVENT WILL YOU BE REQUIRED TO PAY ANY AMOUNTS IN EXCESS OF THE LEGAL AMOUNT.

(Continued on back)

### THIS IS A NONCANCELABLE / IRREVOCABLE AGREEMENT: THIS AGREEMENT CANNOT BE CANCELED OR TERMINATED.

### LESSOR ACCEPTANCE

| Konica Minolta Premier Finance | [signature] | | AVP | 2—19—16 |
|---|---|---|---|---|
| LESSOR | AUTHORIZED SIGNER | | TITLE | DATED |

### CUSTOMER ACCEPTANCE

| RIVERSIDE COMMUNITY COLLEGE DISTRIC | → X | | |
|---|---|---|---|
| FULL LEGAL NAME OF CUSTOMER (as referenced above) | AUTHORIZED SIGNER | | DATED |

| FEDERAL TAX I.D. # | PRINT NAME | TITLE |
|---|---|---|

To help the Government fight the funding of terrorism and money laundering activities, Federal Law requires all financial institutions to obtain, verify and record information that identifies each person who opens an account. What this means is: when you open an account, we will ask for your name, address and other information that will allow us to identify you; we may also ask to see identifying documents.

See reverse side for additional terms and conditions.

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3. OWNERSHIP OF EQUIPMENT: We are the Lessor of the Equipment and have sole title (unless you have a $1.00 purchase option) to the Equipment (excluding software). You agree to keep the Equipment free and clear of all liens and claims.

4. WARRANTY DISCLAIMER: WE MAKE NO WARRANTY EXPRESS OR IMPLIED, INCLUDING THAT THE EQUIPMENT IS FIT FOR A PARTICULAR PURPOSE OR THAT THE EQUIPMENT IS MERCHANTABLE. YOU AGREE THAT YOU HAVE SELECTED EACH ITEM OF EQUIPMENT BASED UPON YOUR OWN JUDGMENT AND DISCLAIM ANY RELIANCE UPON ANY STATEMENTS OR REPRESENTATIONS MADE BY US. WE ARE LEASING THE EQUIPMENT TO YOU "AS-IS". You acknowledge that none of Supplier or their representatives are our agents and none of them are authorized to modify the terms of this Agreement or on any Schedule. No representation or warranty of Supplier with respect to the Equipment will bind us, nor will any breach thereof relieve you of any of your obligations hereunder. You are aware of the name of the manufacturer or supplier of each item of Equipment and you will contact the manufacturer or supplier for a description of your warranty rights. You hereby acknowledge and confirm that you have not received any tax, financial, accounting or legal advice from us, the manufacturer or Supplier of the Equipment. THIS AGREEMENT AND EACH SCHEDULE CONSTITUTES A "FINANCE LEASE" AS DEFINED IN ARTICLE 2A OF THE UNIFORM COMMERCIAL CODE. You agree that the Customer One Guarantee is a separate and independent obligation of Supplier to you, that no assignee of the Lessor shall have any obligation to you with respect to the Guarantee and that your obligations under this Agreement are not subject to setoff, withholding, reduction, counterclaim or defense for any reason whatsoever including, without limitation, any claim you may have against Supplier with respect to the Customer One Guarantee.

5. LOCATION OF EQUIPMENT: You will keep and use the Equipment only at your address shown above and you agree not to move it unless we agree to it. At the end of the Agreement's term, if you do not purchase the Equipment, you will return the Equipment to a location we specify at your expense, in retail resaleable condition (normal wear and tear acceptable), full working order, and in complete repair.

6. LOSS OR DAMAGE: You are responsible for the risk of loss or for any destruction of or damage to the Equipment. No such loss or damage relieves you from the payment obligations under this Agreement. You agree to promptly notify us in writing of any loss or damage and you will then pay to us the present value of the total of all unpaid Monthly Payments (or other periodic payments shown) for the full Agreement term plus the estimated fair market value of the Equipment at the end of the originally scheduled term, all discounted at four percent (4%) per year. Any proceeds of insurance will be paid to us and credited, at our option, against any loss or damage. You authorize us to sign on your behalf and appoint us as your attorney in fact to execute in your name any insurance drafts or checks issued due to loss or damage to the Equipment.

7. COLLATERAL PROTECTION AND INSURANCE: You are responsible for installing and keeping the Equipment in good working order. Except for ordinary wear and tear, you are responsible for protecting the Equipment from damage and loss of any kind. If the Equipment is damaged or lost, you agree to continue to pay the amounts due and to become due hereunder without setoff or defense. During the term of this Agreement, you agree that you will (1) insure the equipment against all loss or damage naming us as loss payee, (2) obtain liability and third party property damage insurance naming us as an additional insured; and (3) deliver satisfactory evidence of such coverage with carriers, policy forms and amounts acceptable to us. All policies must provide that we be given thirty (30) days written notice of any material change or cancellation. If you do not provide evidence of acceptable insurance, we have the right, but no obligation, (a) to obtain insurance covering our interest (and only our interest) in the Equipment for the lease term, and renewals. Any insurance we obtain will not insure you against third party or liability claims and may be cancelled by us at any time. In that event you will be required to pay us an additional amount each month for the insurance premium and an administrative fee. The cost may be more than the cost of obtaining your own insurance. You agree that we, or one of our affiliates, may make a profit in connection with the insurance we obtain. You agree to cooperate with us, our insurer and our agent in the placement of coverage and with claims or, (b) we may waive the insurance requirement and charge you a monthly property damage surcharge in the amount of .0035 of the original equipment cost to cover our credit risk, administrative costs and other costs, as would be further described on a letter from us to you and on which we may make a profit. If you later provide evidence that you have obtained acceptable insurance, we will cancel the insurance we obtained or cease charging the surcharge.

8. INDEMNITY: We are not responsible for any loss or injuries caused by the installation or use of the Equipment. You agree to hold us harmless and reimburse us for loss and to defend us against any claim for losses or injury caused by the Equipment. We reserve the right to control the defense and to select or approve defense counsel. This indemnity survives the expiration or termination of this Agreement.

9. TAXES AND FEES: You agree to pay when invoiced all taxes (including personal property tax, fines and penalties) and fees relating to this Agreement or the Equipment. You agree to (a) reimburse us for all personal property taxes which we are required to pay as Owner of the Equipment or to remit to us each month our estimate of the monthly equivalent of the annual property taxes to be assessed. If you do not have a $1.00 purchase option, we will file all personal property, use or other tax returns and you agree to pay us a processing fee for making such filings. You agree to pay us up to $75.00 on the date the first payment is due as an origination fee. We reserve the right to charge a fee upon termination of this Agreement either by trade-up, buy-out or default. Any fee charged under this Agreement may include a profit and is subject to applicable taxes.

10. ASSIGNMENT: YOU HAVE NO RIGHT TO SELL, TRANSFER, ASSIGN OR SUBLEASE THE EQUIPMENT OR THIS AGREEMENT. We may sell, assign, or transfer this Agreement and/or the Equipment without notice. You agree that if we sell, assign, or transfer this Agreement and/or the Equipment, the new Lessor will have the same rights and benefits that we have now and will not have to perform any of our obligations. You agree that the rights of the new Lessor will not be subject to any claims, defenses, or set offs that you may have against us whether or not you are notified of such assignment. The cost of any Equipment, Software, services and other elements of this Agreement has been negotiated between you and the Supplier. None of Lessor's assignees will independently verify any such costs. Lessor's assignees will be providing funding based on the payment you have negotiated with Supplier. You are responsible for determining your accounting treatment of the appropriate tax, legal, financial and accounting components of this Agreement.

11. DEFAULT AND REMEDIES: (a) If you do not pay any lease payment or other sum due to us or other party when due or (b) if you break any of your promises in the Agreement or any other Agreement with us or (c) if you, or any guarantor of your obligations become insolvent or commence bankruptcy or receivership proceedings or have such proceedings commenced against you, you will be in default. If any part of a payment is more than three (3) days late, you agree to pay a late charge of ten percent (10%) of the payment which is late or if less, the maximum charge allowed by law. If you are ever in default, we may do any one or all of the following: (a) instruct Supplier to withhold service, parts and supplies and / or void the Customer One Guarantee; (b) terminate or cancel this Agreement and/or any and all Schedules and require that you pay, AS LIQUIDATED DAMAGES FOR LOSS OF BARGAIN AND NOT AS A PENALTY, the sum of: (i) all past due and current Monthly Payments (or other periodic payments) and charges due under this Agreement and any Schedule; (ii) the present value of all remaining Monthly Payments (or other periodic payments) and charges for the remainder of the term of such Schedule, discounted at the rate of four percent (4%) per annum or the lowest rate permitted by law, whichever is higher; and (iii) the present value of the amount of any purchase option with respect to the Equipment or, if none is specified, our anticipated value of the Equipment at the end of the initial term of such Schedule (or any renewal thereof), and (c) require you to return the Equipment to us to a location designated by us (and with respect to any Software, (i) immediately terminate your right to use the Software including the disabling (on-site or by remote communication) of any Software; (ii) demand the immediate return and obtain possession of the Software and re-license the Software at a public or private sale; and/or (iii) cause the Software supplier to terminate the Software license, support and other services under the Software license). We may recover interest on any unpaid balance at the rate of four percent (4%) per annum but in no event more than the lawful maximum rate. We may also use any of the remedies available to us under Article 2A of the Uniform Commercial Code as enacted in the State of Lessor or its Assignee or any other law. You agree to pay our reasonable costs of collection and enforcement, including but not limited to attorney's fees and actual court costs relating to any claim arising under this Agreement including, but not limited to, any legal action or referral for collection. If we have to take possession of the Equipment, you agree to pay the cost of repossession. The net proceeds of the sale of any repossessed Equipment will be credited against what you owe us. YOU AGREE THAT WE WILL NOT BE RESPONSIBLE FOR ANY CONSEQUENTIAL INDIRECT OR INCIDENTAL DAMAGES FOR ANY REASON WHATSOEVER. You agree that any delay or failure to enforce our rights under this Agreement does not prevent us from enforcing any rights at a later time. All of our rights are cumulative. It is further agreed that your rights and remedies are governed exclusively by this Agreement and you waive lessee's rights under Article 2A (508-522) of the UCC.

12. UCC FILINGS: You grant us a security interest in the Equipment if this Agreement is deemed a secured transaction and you authorize us to record a UCC-1 financing statement or similar instrument in order to show our interest in the Equipment.

13. CONSENT TO LAW, JURISDICTION, AND VENUE: This Agreement shall be deemed fully executed and performed in the state of Lessor or its Assignee's principal place of business and shall be governed by and construed in accordance with its laws. If the Lessor or its Assignee shall bring any judicial proceeding in relation to any matter arising under the Agreement, the Customer irrevocably agrees that any such matter may be adjudged or determined in any court or courts in the state of the Lessor or its Assignee's principal place of business, or in any court or courts in Customer's state of residence, or in any other court having jurisdiction over the Customer or assets of the Customer, all at the sole election of the Lessor. The Customer hereby irrevocably submits generally and unconditionally to the jurisdiction of any such court so elected by Lessor in relation to such matters. BOTH PARTIES WAIVE TRIAL BY JURY IN ANY ACTION BETWEEN US.

14. LESSEE GUARANTEE: You agree, upon our request, to submit the original of this Agreement and any schedules to the Lessor via overnight courier the same day of the facsimile or other electronic transmission of the signed Agreement and such schedules. Both parties agree that this Agreement and any schedules signed and submitted to us by facsimile or other electronic transmission shall, upon execution by us (manually or electronically, as applicable), be binding upon the parties. You waive the right to challenge in court the authenticity of a faxed or other electronically-transmitted signed copy of this Agreement and any schedule and agree that the faxed or other electronically-transmitted copy containing your faxed or other electronically-transmitted signature and our manual or electronic signature shall be considered the sole original for all purposes, including without limitation, any enforcement action under paragraph 11.

15. COMPUTER SOFTWARE: Not withstanding any other terms and conditions of this Agreement, you agree that as to Software only: a) We have not had, do not have, nor will have any title to such Software. b) You have executed or will execute a separate license Agreement and we are not a party to and have no responsibilities whatsoever in regards to such license Agreement. c) You have selected such Software and as per Agreement paragraph 4, WE MAKE NO WARRANTIES OF MERCHANTABILITY, DATA ACCURACY, SYSTEM INTEGRATION OR FITNESS FOR USE AND TAKE ABSOLUTELY NO RESPONSIBILITY FOR THE FUNCTION OR DEFECTIVE NATURE OF SUCH SOFTWARE, SYSTEMS INTEGRATION, OR OTHERWISE IN REGARDS TO SUCH SOFTWARE. CUSTOMER'S LEASE PAYMENTS AND OTHER OBLIGATIONS UNDER THIS LEASE AGREEMENT SHALL IN NO WAY BE DIMINISHED ON ACCOUNT OF OR IN ANY WAY RELATED TO THE ABOVE SAID SOFTWARE LICENSE AGREEMENT OF FAILURE IN ANY WAY OF THE SOFTWARE.

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02/18/16 11:01 AM

**KONICA MINOLTA**

**Master Premier Lease Schedule**

For office use only (Check one): ☒ Branch ☐ Windsor

| APPLICATION NO. | AGREEMENT NO. | SCHEDULE NO. |
|---|---|---|
| | | |

## CUSTOMER BILL - TO INFORMATION (Separate schedules must be completed for each billing location.)

| FULL LEGAL NAME | DEPARTMENT NAME |
|---|---|
| RIVERSIDE COMMUNITY COLLEGE DISTRICT | |

| STREET ADDRESS / P.O. BOX | BLDG / ROOM / SUITE |
|---|---|
| 4800 MAGNOLIA AVE OFC BUSINESS | |

| CITY | STATE | ZIP | BILLING CONTACT NAME |
|---|---|---|---|
| RIVERSIDE | CA | 92506-1201 | |

| BILL-TO PHONE NUMBER | FAX NUMBER |
|---|---|
| | |

## CUSTOMER INSTALLATION LOCATION (Separate schedules must be completed for each billing location.)

| LESSEE LEGAL NAME | DEPARTMENT NAME |
|---|---|
| RIVERSIDE COMMUNITY COLLEGE DISTRICT | |

| STREET ADDRESS / P.O. BOX | BLDG / FLOOR / ROOM / SUITE |
|---|---|
| 4800 MAGNOLIA AVE | |

| CITY | STATE | ZIP | CONTACT NAME |
|---|---|---|---|
| RIVERSIDE | CA | 92506-1201 | CASANDRA GREENE |

| PHONE NUMBER | FAX NUMBER |
|---|---|
| 951 222 8585 | |

## MAKE / MODEL NO. / ACCESSORIES (including Software Description and Supplier / Licensor if applicable)

1 - BIZHUB PRESS C1085

☐ See attached 'Schedule A' for additional Equipment / Accessories / Software

## TERM AND PAYMENT SCHEDULE

| TERM IN MONTHS | # of payments | Payment Frequency | Payment Amount (plus applicable taxes) | Advance Payment (plus applicable taxes) |
|---|---|---|---|---|
| 63 | 63 | ☐ Quarterly ☒ Monthly | $ 1,634.40 | $ |

**END OF LEASE OPTIONS:** You will have the following options at the end of the original term, provided the Lease has not terminated early and no event of default under the Lease has occurred and is continuing. 1. Purchase the Equipment for the Fair Market Value as determined by us. 2. Renew the Lease per paragraph 1 (on Agreement). 3. Return Equipment as provided in Paragraph 5 (on Agreement).

**THIS SCHEDULE INCORPORATES ALL OF THE TERMS AND CONDITIONS OF THE MASTER PREMIER LEASE AGREEMENT IDENTIFIED ABOVE.**

## LESSOR ACCEPTANCE

| Konica Minolta Premier Finance | | AVP | 2-18-16 |
|---|---|---|---|
| LESSOR | AUTHORIZED SIGNER | TITLE | DATED |

## CUSTOMER ACCEPTANCE

| RIVERSIDE COMMUNITY COLLEGE DISTRIC | X | | |
|---|---|---|---|
| FULL LEGAL NAME OF CUSTOMER (as referenced above) | AUTHORIZED SIGNER | | DATED |

| FEDERAL TAX I.D. # | PRINT NAME | TITLE |
|---|---|---|
| | | |

KMPF0004 – US 01/08/14

# Addendum No. 1

Addendum No. 1 to the Master Premier Lease Agreement between Konica Minolta Premier Finance. ("Lessor") and Riverside Community College District ("Customer") dated February ____, 2016. The Konica Minolta Master Premier Finance Lease Agreement (the "Lease") is hereby amended as follows:

## 8. INDEMNITY:

Replace- This section in its entirety with:

"Each party shall defend, indemnify and hold harmless the other party from and against any claim concerning injury or damage to any person or property arising out of or in connection with this Agreement and each applicable Schedule, to the extent such injury or damage is caused by the indemnifying party's negligence or wilful misconduct."

## 13. CONSENT TO LAW, JURISDICTION AND VENUE:

Replace- All references to the "the state of the Lessor or its Assignee's principal place of business" with "the State of California"

**All other terms and conditions of the Lease shall remain unchanged and in full force and effect. All handwritten changes and deletions on the Lease are null and void and of no force or effect. The changes contained in this Addendum shall apply to only the Agreement to which it is incorporated and is not a precedent for future lease transactions.**

(Customer)

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

_____
Authorized Signature

_____
Printed Name

_____     _____
Title                  Date

(Lessor)

**KONICA MINOLTA PREMIER FINANCE**

_____
Authorized Signature

Lyon PERAJI
Printed Name

AVP          2-19-16
Title                  Date

**KONICA MINOLTA**

# Order Package Acceptance Agreement

**Customer Name/Address:**

> RIVERSIDE COMMUNITY COLLEGE DISTRIC
> 4800 MAGNOLIA AVE OFC BUSINESS
> RIVERSIDE, CA 92506-1201

Customer's signature below constitutes Customer's acceptance of the preceding forms in this Order Package (as identified by Order Package ID S00277672 time stamped 02/18/16 11:01 AM).

For the items covered by a KMBS billed maintenance contract, Customer's signature below also acknowledges Customer's consent to 'KMBS Standard Maintenance Terms and Conditions - Schedule A (Updated September 1, 2015)', available in hardcopy upon request or online at http://kmbs.konicaminolta.us/MaintenanceTerms-M93C, terms of which are incorporated into this Agreement. KMBS assumes no responsibility to pick-up, return to any party, and/or resolve any financial obligations on any existing Customer equipment except as specifically stated in this Agreement or separately executed form.

Not binding on KMBS until signed by KMBS Manager.

**Authorized Customer Representative**

Name: _____
     (Please Print)

Signature: _____

Title: _____

Date: _____

**KMBS Representative**

Name: Lucio Perez Jr.
     (Please Print)

Signature: _____

Date: 2-19-16

**KMBS Manager**

Name: Lyon Peraji
     (Please Print)

Signature: _____

Date: 2-19-16

**KONICA MINOLTA**

## NON APPROPRIATION RIDER

This Non-Appropriation Rider to the Master Premier Advantage Agreement or the Master Premier Lease Agreement No._____ dated February____, 2016 (each, the "Lease"), is by and between **Konica Minolta Premier Finance** (Lessor) and _____ (Customer). Capitalized terms used herein without definition shall be defined as provided in the Lease.

Notwithstanding anything contained in the Lease to the contrary,

1. Customer presently intends to continue the Lease and any Schedule to the Lease for the entire term and to pay all rentals or other payments relating thereto and shall do all things lawfully within its power to obtain and maintain funds from which the rentals and all other payments owing thereunder may be made. To the extent permitted by law, the person or entity in charge of preparing Customer's budget will include in the budget request for each fiscal year during the term of any Schedule to the Lease the rentals to become due in such fiscal year, and will use all reasonable and lawful means available to secure the appropriation of money for such fiscal year sufficient to pay all rentals coming due therein. The parties acknowledge that appropriation for rentals is a governmental function which Customer cannot contractually commit itself in advance to perform and the Lease and any Schedule to the Lease does not constitute such a commitment. However, Customer reasonably believes that moneys in an amount sufficient to make all rentals can and will lawfully be appropriated and made available to permit Customer's continued utilization of the Equipment covered under a Schedule in the performance of its essential functions during the term of any Schedule to the Lease.

2. If Customer's governing body fails to appropriate sufficient moneys in any fiscal year for rentals or other payments due under a Schedule to the Lease and if other funds are not available for such payments, then a "Non-Appropriation" shall be deemed to have occurred. If a Non-Appropriation occurs, then: (i) Customer shall give Lessor immediate notice of such Non-Appropriation and provide written evidence of such failure by Customer's governing body at least sixty (60) days prior to the end of the then current fiscal year or if Non-Appropriation has not occurred by that date, immediately upon such Non-Appropriation; (ii) no later than the last day of the fiscal year for which appropriations were made for the rentals due under the Schedule(s) to the Lease (the "Return Date"), Customer shall return to Lessor all, but not less than all, of the Equipment covered by the Schedule(s) to the Lease, at Customer's sole expense, in accordance with the terms hereof; and (iii) the Schedule(s) to the Lease shall terminate on the Return Date without penalty or expense to Customer and Customer shall not be obligated to pay the rentals beyond such fiscal year, provided, that Customer shall pay all rentals and other payments due under the Schedule(s) to the Lease for which moneys shall have been appropriated or are otherwise available, provided further, that Customer shall pay month-to-month rent at the rate set forth in the Schedule(s) to the Lease for each month or part thereof that Customer fails to return the Equipment as required herein.

3. The Lease shall be deemed executory only to the extent of monies appropriated and available for the purpose of the Lease, and no liability on account thereof shall be incurred by the Customer beyond the amount of such monies. The Lease is not a general obligation of the Customer. Neither the full faith and credit nor the taxing power of the Customer are pledged to the payment of any amount due or to become due under the Lease. It is understood that neither the Lease nor any representation by any public employee or officer creates any legal or moral obligation to appropriate or make monies available for the purpose of the Lease.

IN WITNESS WHEREOF, each of the parties hereto has caused this Rider to be executed as of the _____ day of February 2016.

**Konica Minolta Premier Finance**
(Lessor)

By _____
(Date)

Name/Title LYON PERASI - AVP

**Riverside Community College District**
(Customer)

By _____
(Date)

Name/Title _____

Created on 07/21/2009 3:20:00 PM

**KONICA MINOLTA**

# Order Agreement

Check Applicable Box    ☐ Purchase    ☒ Lease    ☐ Other:

| INVOICE TO   Account # | SOLD TO   Account # SO 0000228071 | SHIP TO   Account # |
|---|---|---|
| Legal Name   CIT BANK, N.A. | Legal Name   RIVERSIDE COMMUNITY COLLEGE DISTRIC | Legal Name   RIVERSIDE COMMUNITY COLLEGE DISTRIC |
| Attn Line 1 | Attn Line 1 | Attn Line 1 |
| Attn Line 2 | Attn Line 2   OFC BUSINESS | Attn Line 2 |
| Street Address   10201 CENTURION PKWY N STE 100 | Street Address   4800 MAGNOLIA AVE | Street Address   4800 MAGNOLIA AVE |
| City JACKSONVILLE   State FL   Zip 32256 | City RIVERSIDE   State CA   Zip 92506-1201 | City RIVERSIDE   State CA   Zip 92506-1201 |

Tax Exempt   ☒ No   ☐ Yes (Copy Required)    Tax Exempt #  
P.O. Required   ☐ No   ☒ Yes (Copy Required)    P.O. # 1    P.O. Expiration Date 06/30/2016

Payment Terms:  
SEE LEASE

☐ Yes, I want to pay by Credit Card. Please provide contact name/phone below.  
☐ Pay in Full (including applicable tax)   ☐ Partial Payment, Amount $  
Contact Name:    Phone:

Amount  
Check #

Requested Delivery Date: SEE ATTACHED      Maintenance Contract   ☒ Accepted   ☐ Declined

| QTY | MATERIAL # | MATERIAL DESCRIPTION | SERIAL NUMBER | PRICE EACH | EXTENDED |
|---|---|---|---|---|---|
| 1 | A5AX011 | BIZHUB PRESS C1085 | | | |
| 1 | 7670525510 | DELIVERY CHARGE - LEVEL 5 | | | |
| 1 | 7640018098 | BASIC NETWORK SERVICE - BNS08 | | | |
| 1 | A55CWY1 | PF-707 PAPER FEEDER | | | |
| 1 | A4F3WY2 | FS-532 100 SHEET STAPLE FINISHER | | | |
| 1 | A4FAW12 | PK-522 PUNCH KIT | | | |
| 1 | A65YW11 | RU-511 DECURLING RELAY UNIT | | | |
| 1 | A8AKWY1 | RU-516 | | | |
| 1 | A4F4WY1 | SD-510 SADDLE STITCH KIT | | | |
| 1 | 45111138 | EFI FIERY IMPOSE-COMPOSE S/W LICE | | | |
| 1 | 45111138 | EFI FIERY IMPOSE-COMPOSE S/W LICE | | | |
| 1 | A5UTWY2 | IC-308 EFI SERVER TYPE IMAGE CONT | | | |
| 1 | A5A7WY1 | VI-507 VIDEO INTERFACE KIT | | | |
| 1 | XGPCS15DKM | ESP DIAGNOSTIC POWER FILTER 120V/ | | | |

| QTY | MATERIAL # | SUPPLY - MATERIAL DESCRIPTION | | PRICE EACH | EXTENDED |
|---|---|---|---|---|---|
| 4 | A5E7430 | TN622C CYAN TONER (95K PER BOTTL | N/A | | |
| 4 | A5E7130 | TN622K BLACK TONER (88K PER BOTTL | N/A | | |
| 4 | A5E7330 | TN622M MAGENTA TONER (92K PER B | N/A | | |
| 4 | A5E7230 | TN622Y YELLOW TONER (104K PER BO | N/A | | |
| | | | N/A | | |
| | | | N/A | | |

ADDITIONAL CHARGES

☐ Network _____    ☐ Removal _____    ☐ Other _____

Additional Charges  
TOTAL _____  
(TOTAL is exclusive of applicable taxes)

PICK-UP    Requested Removal Date: 01/28/2016

| QTY | MATERIAL # | MATERIAL DESCRIPTION | SERIAL NUMBER |
|---|---|---|---|
| 1 | 1 | C8000 | A1RF011000217 |
| | | | |
| | | | |
| | | | |
| | | | |

COMMENTS

INCLUDES UPGRADE, FOR LEASE 061-0078532-000, TO LEASE COMPANY CIT

KONICA MINOLTA BUSINESS SOLUTIONS U.S.A., INC.
100 Williams Drive, Ramsey, NJ 07446 (201) 825-4000 www.kmbs.konicaminolta.us

Form: 3000-090115-OS

**KONICA MINOLTA**

## Order Agreement
## Additional Equipment - Schedule B

| INVOICE TO | Account # | SOLD TO | Account # SO 0000228071 | SHIP TO | Account # |
|---|---|---|---|---|---|
| Legal Name CIT BANK, N.A. | | Legal Name RIVERSIDE COMMUNITY COLLEGE DISTRIC | | Legal Name RIVERSIDE COMMUNITY COLLEGE DISTRIC | |
| Attn Line 1 | | Attn Line 1 | | Attn Line 1 | |
| Attn Line 2 | | Attn Line 2 OFC BUSINESS | | Attn Line 2 | |
| Street Address 10201 CENTURION PKWY N STE 100 | | Street Address 4800 MAGNOLIA AVE | | Street Address 4800 MAGNOLIA AVE | |
| City JACKSONVILLE State FL Zip 32256 | | City RIVERSIDE State CA Zip 92506-1201 | | City RIVERSIDE State CA Zip 92506-1201 | |

| QTY | MATERIAL # | MATERIAL DESCRIPTION | SERIAL NUMBER | PRICE EACH | EXTENDED |
|---|---|---|---|---|---|
| 1 | XGPCSL630KM | ESP DIAGNOSTIC POWER FILTER 240V/ | | | |
| 1 | 7640012601 | BASIC PROFESSIONAL SERVICES - LEV | | | |
| 1 | 7640012635 | BASIC PROFESSIONAL SERVICES- EFI/ | | | |
| 1 | A21DWY2 | IC-306 FIERY DM POOL | A21DWY2001541 | | |
| 1 | 7640012635 | BASIC PRO SERVICES/TRAINING NEW | | | |
| 1 | 7640015255 | PROFESSIONAL SERVICES NEW | | | |
| 1 | 45125126 | IC-306 UPGRADE KIT NEW | | | |
| 1 | A37YWY1 | UK-102 DONGLE NEW | | | |
| 1 | XGPCS15DKM | POWER FILTER NEW | | | |

| Pick-Up | | | |
|---|---|---|---|
| QTY | MATERIAL # | MATERIAL DESCRIPTION | SERIAL NUMBER |
| | | | |

KONICA MINOLTA BUSINESS SOLUTIONS U.S.A., INC.
100 Williams Drive, Ramsey, NJ 07446 (201) 825-4000 www.kmbs.konicaminolta.us

Form: 3000B-090115-OS

**KONICA MINOLTA**

## Maintenance Agreement

### Customer Information

| Sold to Acct #: | 0000228071 | Payer/Bill to Acct #: | | Ship to Acct #: | |
|---|---|---|---|---|---|
| Name: | RIVERSIDE COMMUNITY COLLEGE DISTRIC | Name: | RIVERSIDE COMMUNITY COLLEGE DISTRIC | Name: | RIVERSIDE COMMUNITY COLLEGE DISTRIC |
| Attn/Dept: | | Attn/Dept: | | Attn/Dept: | |
| Ste/Rm: | OFC BUSINESS | Ste/Rm: | OFC BUSINESS | Ste/Rm: | |
| Address: | 4800 MAGNOLIA AVE | Address: | 4800 MAGNOLIA AVE | Address: | 4800 MAGNOLIA AVE |
| City: | RIVERSIDE | City: | RIVERSIDE | City: | RIVERSIDE |
| State: | CA  Zip: 92506-1201 | State: | CA  Zip: 92506-1201 | State: | CA  Zip: 92506-1201 |

Tax Exempt Customer?  ☐ Yes  ☒ No    Tax Exemption Number: _____    Tax Exemption Certificate must be attached when applicable.

PO Required?  ☒ Yes  ☐ No    PO Number: 1    PO Expiration Date: 06/30/2016    PO must be attached when applicable.

☒ Individual PO  ☐ Blanket PO    PO Contact: _____    Email: _____    Ph: _____

Fleet Manager?  ☐ Yes  ☒ No    Name: _____    Email: _____    Ph: _____

### Coverage / Billing Options

**Coverage Options:**

**MFP** — Select Options:
- ☒ Supply Inclusive  ☒ Staples Included
- ☐ After Hours Service - Requires After Hours Agreement
- ☒ Decline Digital Connected Support*

**Wide Format** — Select Options:
- ☐ Toner (Black Only)
- ☐ 20lb Bond Roll Paper
- ☐ Decline Digital Connected Support*

* Digital Connect Support will be added automatically billed at $12.00 per serial number monthly, unless declined above.

**Billing Options:**

| | **MFP** | **Wide Format** |
|---|---|---|
| Initial Term in Months: | ☒ 36  ☐ 48  ☐ 60  ☐ Other ___ | ☐ 36  ☐ 48  ☐ 60  ☐ Other ___ |
| Flat Rate Frequency: | ☒ Monthly  ☐ Quarterly  ☐ Annually | ☐ Monthly |
| Meter Frequency: | ☒ Monthly  ☐ Quarterly  ☐ Annually | ☐ Monthly |
| Aggregate Volume: | ☐ B/W  ☐ Color | |

**All Devices**

Effective Date:  ☒ On Install  ☐ Date: _____
Billing Day:  ☒ Selected by KMBS  ☐ Preferred Day: ___ (29th, 30th, and 31st are not an available selection)

Internal Use    MA #: _____

### Maintenance Pricing

**MFP**

| Item | Model Description | Serial Number | Type | Monthly Minimum Volume | Monthly Flat Rate $ | Cost Per Copy Rate $ | Start Meter | Sub Fleet | Price Plan |
|---|---|---|---|---|---|---|---|---|---|
| 1 | BIZHUB PRESS C1085 | | Color | 0 | $ 0.00 | 0.05000 | 0 | | |
|  |  | | B/W | 0 | $ 0.00 | 0.01000 | 0 | | |
| 2 | | | Color | | | | | | |
|  | | | B/W | | | | | | |
| 3 | | | Color | | | | | | |
|  | | | B/W | | | | | | |

☐ Additional Equipment on Schedule B

**Wide Format**

| Item | Model Description | Serial Number | Type | Monthly Minimum Volume (Sq. Feet) | Monthly Flat Rate $ | Cost Per Square Foot Rate $ | Start Meter | Sub Fleet | Price Plan |
|---|---|---|---|---|---|---|---|---|---|
| 1 | | | Color | | | | | | |
|  | | | B/W | | | | | | |

☐ Additional Equipment on Schedule C

### Comments

11 X 17 1 CLICK
CPC COMMENTS -
SERVICE RATES FIXED FOR 3 YEARS

### For Internal Use

Maintenance:  ☐ with Equipment Order  ☐ Maintenance Only  ☐ Billed by KMBS  ☐ Billed by Lease Company  ☐ Dealer Serviced

| | Sales Rep Number | Sales Rep Name | Sales Rep Email Address | Sales District |
|---|---|---|---|---|
| Originating: | 4658551 | LUCIO PEREZ | LPEREZ@KMBS.KONICAMINOLTA.US | 46508 |
| Order Taking: | 4658551 | LUCIO PEREZ | LPEREZ@KMBS.KONICAMINOLTA.US | Processed |
| Servicing: | 4658551 | LUCIO PEREZ | LPEREZ@KMBS.KONICAMINOLTA.US | ☒ Branch  ☐ Windsor |

KONICA MINOLTA BUSINESS SOLUTIONS U.S.A., INC.
100 Williams Drive, Ramsey, NJ 07446  (201) 825-4000  www.kmbs.konicaminolta.us

Form: 1011-090115-OS

# Agenda Item (VI-B-7)

| | |
|---|---|
| Meeting | 3/15/2016 - Regular |
| Agenda Item | Consent Agenda Action (VI-B-7) |
| Subject | Out-of-State Travel |
| College/District | District |
| Funding | n/a |
| Recommended Action | Recommended that the Board of Trustees approve the out-of-state travel. |

## Background Narrative:

Board Policy 6900 establishes procedures for reimbursement for out-of-state travel expenses; and the Board of Trustees must formally approve out-of-state travel beyond 500 miles.

Prepared By: Michael Burke, Ph.D., Chancellor
              Jeanie Fortin, Executive Administrative Assistant

## Attachments:

Out-of-State Travel

Subject:   Out-of-State Travel                                      Date:  March 15, 2016

It is recommended that out-of-state travel be granted to:

*Retroactive:*

1)      Ms. Deborah Moon, interim director dental hygiene program, health, human & public services, Moreno Valley College, to travel to Denver, Colorado, March 11-15, 2016, to attend the 2016 American Dental Educators Association Annual Session. Estimated cost: $2,519.32. Funding source: Moreno Valley College General funds. (Due to the short notice of the Dental Hygiene Program Director transition, notification of the conference was not received until after the February deadline. Therefore, the travel request could not be included in the February Board report.)

*Current:*

*Norco College:*

1)      Ms. Miriam Alonso, director, upward bound, to travel to Reno, Nevada, April 3-6, 2016, to attend the Western Association of Educational Opportunity Personnel Annual Conference. Estimated cost: $1,696.51. Funding source: Norco TRiO CNUSD Corona High School Upward Bound fund.

2)      Ms. Eva Amezola, director, upward bound, to travel to Reno, Nevada, April 1-2, 2016, to attend the Western Association of Educational Opportunity Personnel Board of Directors Meeting. No cost to the District. Estimated cost: $405.54. Funding source: All expenses to be paid by the Western Association of Educational Opportunity Personnel.

3)      Ms. Eva Amezola, director, upward bound, to travel to Reno, Nevada, April 3-6, 2016, to attend the Western Association of Educational Opportunity Personnel Annual Conference. Estimated cost: $1,588.18. Funding source: $682.70 to be paid by Norco TRiO CNUSD Centennial High School Upward Bound fund, $682.71 to be paid by Norco TRiO AUSD Norte Vista High School Upward Bound fund, and $222.77 to be paid by Norco Student Services fund.

4)      Ms. Hortencia Cuevas, director, student services, to travel to Reno, Nevada, April 3-6, 2016, to attend the 38th Annual Western Association of Educational Opportunity Personnel Conference – Professional Development. Estimated cost: $1,783.84. Funding source: $891.92 to be paid by TRiO Student Support Services fund and $891.92 to be paid by TRiO Student Support Services RISE Program fund.

5)      Ms. Bernice Delgado, grants administrative specialist, upward bound, to travel to Reno, Nevada, April 3-6, 2016, to attend the Western Association of Educational Opportunity Personnel Annual Conference. Estimated cost: $1,136.20. Funding source: $431.76 to be paid by Norco TRiO CNUSD Centennial High School Upward Bound fund, $363.58 to be paid by Norco TRiO AUSD Norte Vista High School Upward Bound fund, and $340.86 to be paid by Norco TRiO CNUSD Corona High School Upward Bound fund.

RIVERSIDE COMMUNITY COLLEGE DISTRICT
CHANCELLOR'S OFFICE

Subject:   Out-of-State Travel                                    Date: March 15, 2016

6)      Ms. Monica Esparza, grants administrative specialist, student services, to travel to Reno, Nevada, April 3-6, 2016, to attend the 38th Annual Western Association of Educational Opportunity Personnel Conference – Professional Development. Estimated cost: $1,304.04. Funding source: $652.02 to be paid by TRiO Student Support Services fund and $652.02 to be paid by TRiO Student Support Services RISE Program fund.

7)      Ms. Claudia Garcia, outreach specialist, upward bound, to travel to Reno, Nevada, April 3-6, 2016, to attend the Western Association of Educational Opportunity Personnel Annual Conference. Estimated cost: $1,136.20. Funding source: Norco TRiO AUSD Norte Vista High School Upward Bound fund.

8)      Ms. Krystalyn Mansfield, student, student life, to travel to Beijing, China, May 24 through June 3, 2016, to participate in the International Scholar Laureate Program Delegation on Business & Entrepreneurship. Estimated cost: $5,695.00. Funding source: $3,395.00 to be paid by Norco College General fund and $2,300 to be paid by traveler.

9)      Ms. Gabriela Ramirez, student success specialist, upward bound, to travel to Reno, Nevada, April 3-6, 2016, to attend the Western Association of Educational Opportunity Personnel Annual Conference. Estimated cost: $1,579.51. Funding source: Norco TRiO CNUSD Centennial High School Upward Bound fund.

10)     Ms. Desiree Rivera, outreach specialist, upward bound, to travel to Reno, Nevada, April 3-6, 2016, to attend the Western Association of Educational Opportunity Personnel Annual Conference. No cost to District. Estimated cost: $1,120.00. Funding source: All expenses to be paid by the Western Association of Educational Opportunity Personnel.

11)     Ms. Gail Zwart, associate professor, business, engineering & information technology, to travel to Austin, Texas, May 27-31, 2016, to attend National Institute for Staff and Organizational Development's 2016 International Conference on Teaching and Leadership Excellence. Estimated cost: $2,907.97. Funding source: Deputy Sector Navigator Grant fund.

*Riverside City College:*

1)      Mr. David Avalos, instructor, culinary arts, to travel to Waikoloa, Hawaii, April 2-6, 2016, to attend the American Culinary Federation Chef Connect Conference. Estimated cost: $2,558.57. Funding source: Perkins grant.

2)      Dr. Sandra Baker, dean, school of nursing, to travel to Atlanta, Georgia, March 31through April 2, 2016 to attend the Accreditation Commission for Education in Nursing Inc. Team Chair Training. No cost to the District. Estimated cost:  $1,042.90. Funding source: All expenses to be paid by the Accreditation Commission for Education in Nursing, Inc.

Subject:   Out-of-State Travel                                      Date: March 15, 2016

3)      Dr. Sandra Baker, dean, school of nursing, to travel to Washington D.C., April 17-19, 2016, to attend the Academy of Nursing Education Review Panel Meeting. No cost to the District. Estimated cost: $1,250.29. Funding source: All expenses to be paid by the National League for Nursing.

4)      Ms. Rachelle Fawcett, head cheer coach, athletics, to travel to Daytona Beach, Florida, April 5-10, 2016, to accompany twelve (12) students to the National Dance Association. Estimated cost: $9,328.60. Funding source: $8,640.00 to be paid by the Pep Trust fund and $688.60 to be paid by the Coaches Trust fund.

5)      Ms. Erika Goe, associate professor/assistant cheer coach, athletics, to travel to Daytona Beach, Florida, April 5-10, 2016, to attend the National Dance Association. Estimated cost: $688.60. Funding source: Pep Trust fund.

6)      Mr. Steve Gomez, director, title V pathways to excellence, to travel to Arlington, Virginia, April 3-8, 2016, to attend the 2016 Talent Search Grant Review. No cost to District. Estimated cost: $2,446.95. Funding source: All expenses to be paid by the Department of Education.

7)      Ms. Gina Harold, associate professor, nursing, to travel to Lake Buena Vista, Florida, March 29 through April 3, 2016, to attend the 2016 National Student Nursing Organization Annual Convention – Where Imagination and Journeys Meet. Estimated cost is $1,865.86. Funding source: $1652.63 to be paid by Perkins Title I-C grant and $213.23 paid by traveler.

8)      Mr. Gary Locke, associate professor, music & performing arts, to travel to Dayton, Ohio, April 4-10, 2016 to accompany thirty three (33) students performing at the Winter Guard International Championships (WGI) for flags. Estimated cost: $31,479.65. Funding source: Marching Band Trust fund

9)      Ms. Shelia Locke, music specialist, music & performing arts, to travel to Dayton, Ohio, April 4-10, 2016 to accompany thirty three (33) students performing at the Winter Guard International Championships (WGI) for flags. Estimated cost: $463.20. Funding source: Marching Band Trust fund. (All student expenses included on Gary Locke's travel request.)

10)     Mr. Gary Locke, associate professor, music & performing arts, to travel to Dayton, Ohio, April 11-17, 2016 to accompany forty three (43) students performing at the Winter Guard International Championships (WGI) for drums. No cost to District. Estimated cost: $40,023.37. Funding source: All expenses to be paid by Blue Devils Performing Arts.

11)     Ms. Shelia Locke, music specialist, music & performing arts, to travel to Dayton, Ohio, April 11-17, 2016 to accompany forty three (43) students performing at the Winter Guard International Championships (WGI) for drums. No cost to District. (All expenses included on Gary Locke's travel request.)

Subject:   Out-of-State Travel                                     Date: March 15, 2016

12)    Mr. Michael Mathiowetz, assistant professor, anthropology, to travel to Lake Buena Vista, Florida,  April 5-10, 2016, to attend the Society for American Archaeology 81st Annual Meeting. Estimated cost is $1,482.28. Funding source: $950 to be paid by Faculty Development funds and $532.28 paid by the traveler.

13)    Mr. Mohammad "Bobby" Moghaddam, executive director, hospitality & culinary arts, to travel to Waikoloa, Hawaii, April 2-6, 2016, to attend the American Culinary Federation Chef Connect Conference. Estimated cost: $2,358.57. Funding source: Perkins grant.

14)    Ms. Amy Vermillion, associate professor, school of nursing, to travel to Minneapolis, Minnesota, May 1-3, 2016, to attend the Society of Teachers of Family Medicine 49th Annual Spring Conference. Estimated cost: $1,314.46. Funding source: School of Nursing general fund.

15)    Ms. Amy Vermillion, associate professor, school of nursing, to travel to Herndon, Virginia, May 3-6, 2016, to attend the Inter-Professional Education Collaborative, Quality Improvement and Patient Safety Conference. Estimated cost: $1,772.46. Funding source: Perkins Title I-C fund.

*Riverside Community College District:*

1)    Michael L. Burke, Ph.D., chancellor, chancellor's office, to travel to Chicago, Illinois, April 6-8, 2016, to attend the HERDI Meeting. Estimated cost: $1,781.45. Funding source: Riverside Community College District General fund.

2)    Michael L. Burke, Ph.D., chancellor, chancellor's office, to travel to Chicago, Illinois, April 8-11, 2016, to attend the American Association of Community Colleges Annual Convention. Estimated cost: $2,238.75. Funding source: Riverside Community College District General fund.

3)    Michael L. Burke, Ph.D., chancellor, chancellor's office, to travel to Washington D.C., April 18-21, 2016, to attend the Monday Morning Group Annual Advocacy Trip. Estimated cost: $1,120.20. Funding source: Riverside Community College District General fund.

4)    Mr. Robert Corona, director, center for international trade development, to travel to Washington D.C., April 5-8, 2016, to attend the Export-Import Bank's 2016 Annual Conference. Estimated cost: $2,100. 00. Funding source: Deputy Sector Navigator Grant.

5)    Mary Figueroa, board member, board of trustees, to travel to San Antonio, Texas, July 14-17, 2016, to attend the ACCT Summer Board Retreat and Meeting. Estimated cost: $1,193.97. Funding source: Riverside Community College General funds.

RIVERSIDE COMMUNITY COLLEGE DISTRICT
CHANCELLOR'S OFFICE

Subject:   Out-of-State Travel                                    Date:  March 15, 2016

6)      Ms. Julie Ann Padilla, director, procurement assistance center, to travel to St. Louis, Missouri, April 3-7, 2016, to attend the Association of Procurement Technical Assistance Centers 2016 Sprint Training Event. Estimated cost: $2,712.55. Funding source: Procurement Assistant Center fund.

7)      Mr. Jeff Williamson, statewide director, center for international trade development, to travel to Shanghai, China, April 13-21, 2016, to attend the China Medical Equipment Fair. Estimated cost: $4,826.00. Funding source: Deputy Sector Navigator Grant.

# Agenda Item (VI-B-8-a)

| | |
|---|---|
| Meeting | 3/15/2016 - Regular |
| Agenda Item | Consent Agenda Action (VI-B-8-a) |
| Subject | Adoption of Education Protection Account Funding and Expenditures |
| College/District | District |
| Funding | N/A |
| Recommended Action | It is recommended that the Board of Trustees approve the proposed use of the estimated $23,850,213 of Education Protection Account proceeds resulting from the passage of Proposition 30 to partially fund instructional salaries and benefits. |

## Background Narrative:

Proposition 30, The Schools and Local Public Safety Protection Act of 2012, passed in November 2012. This proposition temporarily raised the sales and use tax by .25 cents and raised the income tax rate for high income earners ($250,000 for individuals and $500,000 for couples) to provide continuing funding for local school districts and community colleges.

Per Proposition 30, a community college district has the sole authority to determine how the moneys received from the Education Protection Account (EPA) are spent, provided that the governing board shall make these spending determinations in open session of a public meeting of the governing board and shall not use any of the funds from the EPA for administrative salaries and benefits or any other administrative costs. Furthermore, each entity receiving funds shall annually publish on its internet website an accounting of how much money was received from the EPA and how that money was spent. Additionally, the annual independent financial and compliance audit required of community colleges shall ascertain and verify whether the funds provided from the EPA have been properly disbursed and expended as required by law.

This agenda item is being submitted to comply with the Proposition 30 provision requiring the governing board to make the spending determination in an open session of a public meeting of the Board of Trustees. The total estimated EPA funds that our District will receive, as of the first principal apportionment for FY 2015-16, is $23,850,213 and the entire amount will be spent on instructional salaries. The EPA funds are NOT additional funds but rather are components of the appointment "computational revenue" calculation.

The attached form identifying this $23,850,213 as proceeds from the EPA and the District's intent to use these funds to partially fund the District's total instructional salaries, will be posted to the District's internet website to meet the website posting requirements. This same form will be updated at year-end with actual figures when provided by the State Chancellor's Office and will be audited as part of the District's annual financial and compliance audit.

Prepared By: Aaron Brown, Vice Chancellor, Business and Financial Services

## Attachments:

03152016_Prop 30 EPA Expenditure Report

**CALIFORNIA COMMUNITY COLLEGES**

Schools and Local Public Safety Protection Act

**Annual Financial and Budget Report**

Prop 30 EPA Expenditure Report

**SUPPLEMENTAL DATA**

For Actual Year: 2015-2016          Budget Year: 2016-2017          District ID:          Name: Riverside Community College District

| Activity Classification | Activity Code | | | Unrestricted |
|---|---|---|---|---|
| EPA Proceeds | 8630 | | | $23,850,213 |

| Activity Classification | Activity Code | Salaries and Benefits (1000 - 3000) | Operating Expenses (4000 - 5000) | Capital Outlay (6000) | Total |
|---|---|---|---|---|---|
| Instructional Activities | 0100-5900 | $23,850,213 | | | $23,850,213 |
| | | | | | |
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| | | | | | |
| **Total Expenditures for EPA*** | | $23,850,213 | 0 | 0 | $23,850,213 |
| **Revenues less Expenditures** | | | | | 0 |

***Total Expenditures for EPA may not include Administrator Salaries and Benefits or other administrative costs.**

CCFS-311

# Agenda Item (VI-B-8-b)

| | |
|---|---|
| Meeting | 3/15/2016 - Regular |
| Agenda Item | Consent Agenda Action (VI-B-8-b) |
| Subject | Surplus Property |
| College/District | District |
| Funding | N/A |
| Recommended Action | It is recommended that the Board of Trustees by unanimous vote: (1) declare the property on the attached list to be surplus; (2) find the property does not exceed the total value of $5,000; and (3) authorize the property to be consigned to The Liquidation Company to be sold on behalf of the District. |

## Background Narrative:

Education Code Section 81450 permits the Board of Trustees to declare District property as surplus if the property is not required for school purposes; is deemed to be unsatisfactory or not suitable for school use; or if it is being disposed of for the purposes of replacement. Education Code section 81452 permits surplus property to be sold at private sale, without advertising, if the total value of the property does not exceed $5,000. The District has determined that the property on the attached list does not exceed the total value of $5,000. To help defray disposal costs and to generate a nominal amount of revenue, the staff proposes that we consign the surplus property identified in the attachment to The Liquidation Company for disposal.

Prepared By: Aaron Brown, Vice Chancellor, Business and Financial Services
Bill Bogle, Controller

## Attachments:

03152016_Surplus Property List

**SURPLUS EQUIPMENT**

| QUANTITY | BRAND | DESCRIPTION | MODEL | SERIAL # |
|---|---|---|---|---|
| 1 | HP | LASER JET 3600DN | Q5988A | CNWHH23157 |
| 1 | GATEWAY | CPU | E4300 | 34956336 |
| 1 | HP | LASER JET 2840 | Q3950A | CNFC6370J8 |
| 1 | GATEWAY | MONITOR | FPD1730 | MUL7003D0027334 |
| 1 | GATEWAY | MONITOR | FPD1730 | QS7330600333 |
| 1 | HP | LASER JET OP | C390A | USDQ058330 |
| 1 | HP | LASER JET 2200 | C7064A | JPGB8212 |
| 1 | GATEWAY | MONITOR | FPD1730 | MUL7003F0001106 |
| 1 | GATEWAY | MONITOR | FPD1730 | MUL7003D0027672 |
| 1 | GATEWAY | MONITOR | FPD1730 | QS7330401414 |
| 1 | GATEWAY | MONITOR | LI52R5 | 404009010 |
| 1 | VIEW SONIC | MONITOR | VE175 | A1A023001241 |
| 1 | GATEWAY | MONITOR | FPD1765 | MW671 BON 06886 |
| 1 | GATEWAY | MONITOR | FPD1730 | MUL7003F0003650 |
| 1 | GATEWAY | MONITOR | FPD1730 | MUL7003D0027619 |
| 1 | GATEWAY | MONITOR | FPD1730 | MUL7003F001568 |
| 1 | DELL | MONITOR | E198FPB | CN-0G256H-74261-873-DUEL-A00 |
| 1 | GATEWAY | MONITOR | FPD1730 | QS7330401935 |
| 1 | VIEW SONIC | MONITOR | VLCDS3719-5W | A2X0526A4715 |
| 1 | GATEWAY | MONITOR | FPD1730 | MUL7003D0027358 |
| 1 | GATEWAY | MONITOR | L152R5 | 404008648 |
| 1 | GATEWAY | MONITOR | FPD1985 | MWE67 BON 03278 |
| 1 | GATEWAY | MONITOR | FPD1730 | MUL7003D0027899 |
| 1 | GATEWAY | MONITOR | FPD1730 | TL819A502002313 |
| 1 | GATEWAY | MONITOR | FPD1730 | QS7330600311 |
| 1 | GATEWAY | MONITOR | FPD1730 | MUL7003D0027346 |
| 1 | GATEWAY | MONITOR | FPD1730 | QS7330401582 |
| 1 | GATEWAY | MONITOR | FPD1530 | MUL5022F0019800 |
| 1 | GATEWAY | MONITOR | FPD1730 | QS7330502684 |
| 1 | LEXMARK | PRINTER | 4511 | |
| 1 | GATEWAY | CPU | E6100 | 33847908 |
| 1 | GATEWAY | CPU | E6100 | 33847924 |
| 1 | GATEWAY | CPU | E6100 | 34124839 |
| 1 | GATEWAY | CPU | E4500D | 363600114 |
| 1 | GATEWAY | CPU | E4000 | 30253833 |
| 1 | GATEWAY | CPU | E4000 | 30253879 |
| 1 | GATEWAY | CPU | E4000 | 30255619 |
| 1 | GATEWAY | CPU | E4000 | 30253849 |
| 1 | GATEWAY | CPU | E4000 | 30253835 |
| 1 | GATEWAY | CPU | E4000 | 30254332 |
| 1 | GATEWAY | CPU | E4000 | 30254341 |
| 1 | GATEWAY | CPU | E4000 | 30254356 |
| 1 | GATEWAY | CPU | E4000 | 30255616 |
| 1 | GATEWAY | CPU | E4000 | 30205620 |
| 1 | GATEWAY | CPU | E4000 | 30253850 |
| 1 | GATEWAY | CPU | E4000 | 30253818 |
| 1 | Lenovo | Monitor | L1940P | V6C3174 |
| 1 | Lenovo | Monitor | L1940P | V6C3204 |
| 1 | Lenovo | Monitor | L1940P | V662616 |
| 1 | Lenovo | Monitor | L1940P | V662588 |
| 1 | Lenovo | Monitor | L1940P | V6C3178 |
| 1 | Lenovo | Monitor | L1940P | V6C3229 |
| 1 | Lenovo | Monitor | L1940P | V6C0196 |
| 1 | Lenovo | Monitor | L1940P | V6B9905 |

**SURPLUS EQUIPMENT**

| QUANTITY | BRAND | DESCRIPTION | MODEL | SERIAL # |
|---|---|---|---|---|
| 1 | Lenovo | Monitor | L1940P | V6C2871 |
| 1 | Lenovo | Monitor | L1940P | V6C0272 |
| 1 | Lenovo | Monitor | L1940P | V679983 |
| 1 | Lenovo | Monitor | L1940P | V662602 |
| 1 | Lenovo | Monitor | L1940P | V6M6458 |
| 1 | Lenovo | Monitor | L1940P | V662599 |
| 1 | Lenovo | Monitor | L1940P | V6C3189 |
| 1 | Lenovo | Monitor | L1940P | V6C3186 |
| 1 | Lenovo | Monitor | L1940P | V6C0238 |
| 1 | Lenovo | Monitor | L1940P | V6C0282 |
| 1 | Lenovo | Monitor | L1940P | V6C0220 |
| 1 | Lenovo | Monitor | L1940P | V6C3197 |
| 1 | Lenovo | Monitor | L1940P | V6C0206 |
| 1 | Lenovo | Monitor | L1940P | V6C3191 |
| 1 | Lenovo | Monitor | L1940P | V6C5268 |
| 1 | Lenovo | Monitor | L1940P | V6C5563 |
| 1 | Lenovo | Monitor | L1940P | V662582 |
| 1 | Lenovo | Monitor | L1940P | V6C3163 |
| 1 | Lenovo | Core2 Desktop | 6483 | MJO3846 |
| 1 | Lenovo | Core2 Desktop | 6483 | MJO3700 |
| 1 | Lenovo | Core2 Desktop | 6483 | MJO3755 |
| 1 | Lenovo | Core2 Desktop | 6483 | MJO3884 |
| 1 | Lenovo | Core2 Desktop | 6483 | MJO3819 |
| 1 | Lenovo | Core2 Desktop | 6483 | MJO3870 |
| 1 | Lenovo | Core2 Desktop | 6483 | MJO3824 |
| 1 | Lenovo | Core2 Desktop | 6483 | MJO3696 |
| 1 | Lenovo | Core2 Desktop | 6483 | MJO3761 |
| 1 | Lenovo | Core2 Desktop | 6483 | MJO3842 |
| 1 | Lenovo | Core2 Desktop | 6483 | MJO3691 |
| 1 | Lenovo | Core2 Desktop | 6483 | MJO3739 |
| 1 | Lenovo | Core2 Desktop | 6483 | MJO3727 |
| 1 | Lenovo | Core2 Desktop | 6483 | MJO3854 |
| 1 | Lenovo | Core2 Desktop | 6483 | MJO3736 |
| 1 | Lenovo | Core2 Desktop | 6483 | MJO3810 |
| 1 | Lenovo | Core2 Desktop | 6483 | MJO3721 |
| 1 | Lenovo | Core2 Desktop | 6483 | MJO3765 |
| 1 | Lenovo | Core2 Desktop | 6483 | MJO3768 |
| 1 | Lenovo | Core2 Desktop | 6483 | MJO3801 |
| 1 | Lenovo | Core2 Desktop | 6483 | MJO3814 |
| 1 | Lenovo | Core2 Desktop | 6483 | MJO3807 |
| 1 | Lenovo | Core2 Desktop | 6483 | MJO3869 |
| 1 | Lenovo | Core2 Desktop | 6483 | MJO3823 |
| 1 | Brother | Fax | 2820 | U61325M83383 |
| 1 | Gateway | Monitor | FPD1765 | MW671BON07673 |
| 1 | Gateway | Monitor | FPD 1765 | MW671BON07660 |
| 1 | Gateway | Pentium IV | K7-700 | 23089419 |
| 1 | Gateway | Pentium IV | E6000 | 28269895 |
| 1 | Lexmark | Printer | 13480668162 | 21G8686 |
| 1 | HP | Printer | 5780 | Q5745A |
| 1 | HP | MFP | 3380 | |
| 1 | CRT | Monitor | | |
| 1 | Dodge | Van-RCC Vehicle # 9074 | Ram | Vin # 21B7HB21X1MK429074; LP 33293 |
| 1 | Ford | Van-RCC Vehicle # 6301 | Aerostar | LP 283434 |
| 1 | John Deere | Gator- RCC Vehicle # 1127 | 6483 | |

**SURPLUS EQUIPMENT**

| QUANTITY | BRAND | DESCRIPTION | MODEL | SERIAL # |
|---|---|---|---|---|
| 1 | Ford | Truck- RCC Vehicle # 2439 | Ranger | |
| 1 | Taylor- Dunn | RCC- Vehicle # 9052 | 6483 | |
| 1 | Nissan | Truck- RCC Vehicle # 1515 | 6483 | Vin # 1N6SD1157MC301515;LP 345003 |
| 1 | Sharp | Projection Panel | QA-75 | OAU3509 |
| 1 | Buhl | Overhead Projector | 90 | c85516 |
| 1 | Buhl | Overhead Projector | 90 | c85508 |
| 1 | Buhl | Overhead Projector | 90 | c85491 |
| 1 | Panasonic | Video Monitor | CT1030M | KA0630689 |
| 1 | Panasonic | Video Monitor | CT1030M | KA0650151 |
| 1 | Sharp | VCR | XA-905 | 11715452 |
| 1 | Sharp | VCR | XA-905 | 11715513 |
| 1 | Panasonic | Video Monitor | CT1030M | KA3340071 |
| 1 | Panasonic | 4 Head VCR | PV D4742 | 121A47685 |
| 1 | Buhl | Overhead Projetor | 1800BJ1 | 80097571 |
| 1 | Sanyo | Multi-Media Projector | PLCXPL8N | G1201443 |
| 1 | Black Box | Digital Signage | iCompel | 21045 |
| 1 | Sure | Desktop Condenser | MX418D/C | 39AG940(FH) |
| 1 | Sure | Desktop Condenser | MX418D/C | 39AG940(FH) |
| 1 | Sharp | (BIG) Copier | AR-M355N | 96001591 |
| 1 | Sharp | (BIG) Copier | MX-M550N | 85006129 |
| 1 | Dell | Precision T4500 | T4500 | 4NPL3K1 |
| 1 | Gateway | Gateway E4610 S | E4610 S | 40575802 |
| 1 | Dell | Precision T4500 | T4500 | 1NPL3K1 |
| 1 | Gateway | E4610 S | E4610 S | 40544580 |
| 1 | Dell | Precision T4500 | T4500 | 3NPL3K1 |
| 1 | Gateway | Monitor | FPD1530 | MUL5022C0097050 |
| 1 | Gateway | Monitor | FPD1730 | LIC32970610 |
| 1 | Monitor Stands | Black/Red Strip (12) | | |
| 1 | Key Boards | White Gateway Keyboards (5) | | |
| 1 | Key Boards | Black gateway Keyboards (8) | | |
| 1 | VIEW SONIC | Monitor | VE1556 | VLCD523585-3W |
| 1 | VIEW SONIC | Monitor | VE1556 | VLCD523585-3W |
| 1 | Neovo | Monitor | F-17C | TAF17C0543700423 |
| 1 | Panasonic | Monitor | AG-513G | A51A70124 |
| 1 | Gateway | Monitor | FPD 1570 | KUL5033D0017775 |
| 1 | Codex | Data Modem 115VAC | 2340 | 600 |
| 1 | Gateway | Hard Drive | Windows XP | 32780311 |
| 1 | HP | Laserjet 2100TN Printer | 2100TN | USGR030641 |
| 1 | | 2-Sets- Gateway Speakers | | |
| 1 | Sharp | TV Monitor | | 311142 |
| 1 | Gateway | Hard Drive | Windows XP | 36036258 |
| 1 | IBM | Hard Drive | 3274 6K | |
| 1 | Gateway | Hard Drive | | 24895123 |
| 1 | Gateway | Hard Drive | Windows 98 | 21058131 |
| 1 | Gateway | Hard Drive | Windows XP | 226634876 |
| 1 | HP | Laserjet 6P Printer | C3980A | USDQ058327 |
| 1 | Sony | LCD Projector | VPL-4500 | 1002059 |
| 1 | Fellow | 2- Fellow KeyBoards | | |
| 1 | Gateway | 4- Gateway Keyboards | | |
| 1 | Dell | Monitor | L1940P | MX-08G152-47605-25F-AXHX |
| 1 | Dell | Hard Drive | Windows XP | |
| 1 | Shuttle | Shuttle XPC SB61G2 | | B61G20524D03899 |
| 1 | Brother | Network, Multi function printer | MFC-9440N | U61830c0j503820 |
| 1 | Gateway | Laptop | M460 | 35940633 |

# Agenda Item (VII-A)

Meeting                 3/15/2016 - Regular

Agenda Item        Consent Agenda Information (VII-A)

Subject                 Monthly Financial Report for Month Ending – February 29, 2016

College/District    District

Information Only

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## Background Narrative:

See the attached monthly Financial Report for the period July 1, 2015 through February 29, 2016.

Prepared By: Aaron Brown, Vice Chancellor, Business and Financial Services
                      Bill Bogle, Controller

## Attachments:

03152016_Financial Report for July-February 2016

**MONTHLY FINANCIAL REPORT**
**JULY 1, 2015 – FEBRUARY 29, 2016**

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**
**MONTHLY FINANCIAL REPORT**
**FOR THE PERIOD ENDED FEBRUARY 29, 2016**

Fund 11, Resource 1000 is the primary operating fund of the District. It is used to account for those transactions that, in general, cover the full scope of operations of the entire District. All transactions, expenditures and revenue are accounted for in the general operating resource unless there is a compelling reason to report them elsewhere. Revenues received by the District from state apportionments, county or local taxes are deposited in this resource.

### Fund 11, Resource 1000 - General Operating - Unrestricted

|  | Prior Year Actuals 7-1-14 to 6-30-15 | Adopted Budget | Revised Budget | Year to Date Activity |
|---|---|---|---|---|
| Revenue | $ 149,281,413 | $ 176,965,511 | $ 176,965,511 | $ 117,979,310 |
| Inter/Intrafund Transfer from |  |  |  |  |
| Customized Solutions (Resource 1170) | 0 | 56,714 | 56,714 | 0 |
| District Bookstore (Resource 1110) | 250,000 | 612,035 | 612,035 | 214,961 |
| Total Revenues | $ 149,531,413 | $ 177,634,260 | $ 177,634,260 | $ 118,194,271 |
| Expenditures |  |  |  |  |
| Academic Salaries | $ 67,800,981 | $ 72,997,146 | $ 72,904,081 | $ 45,133,409 |
| Classified Salaries | 28,182,877 | 30,970,619 | 30,814,877 | 19,697,582 |
| Employee Benefits | 30,768,316 | 36,858,835 | 36,852,981 | 20,145,543 |
| Materials & Supplies | 1,705,643 | 2,222,356 | 2,277,100 | 978,449 |
| Services | 14,852,358 | 35,390,875 | 35,253,075 | 9,556,845 |
| Capital Outlay | 2,280,304 | 977,066 | 1,314,783 | 295,821 |
| Intrafund Transfers For: |  |  |  |  |
| DSP&S Program (Resource 1190) | 326,630 | 665,157 | 665,157 | 332,578 |
| Center for Social Justice and |  |  |  |  |
| Civil Liberties (Resource 1120) | 110,900 | 159,847 | 159,847 | 55,450 |
| Federal Work Study (Resource 1190) | 304,157 | 338,342 | 338,342 | 166,032 |
| Veteran Services (Resource 1190) | 4,842 | 4,842 | 4,842 | 4,842 |
| Interfund Transfer to: |  |  |  |  |
| Resource 4130 | 1,270,000 | 1,270,000 | 1,270,000 | 635,000 |
| Total Expenditures | $ 147,607,008 | $ 181,855,085 | $ 181,855,085 | $ 97,001,551 |
| Revenues Over (Under) Expenditures | $ 1,924,405 | $ (4,220,825) | $ (4,220,825) | $ 21,192,720 |
| Beginning Fund Balance | 12,743,536 | 14,667,941 | 14,667,941 | 14,667,941 |
| Ending Fund Balance | $ 14,667,941 | $ 10,447,116 | $ 10,447,116 | $ 35,860,661 |
| Ending Cash Balance |  |  |  | $ 43,755,284 |

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**
**MONTHLY FINANCIAL REPORT**
**FOR THE PERIOD ENDED FEBRUARY 29, 2016**

Parking was created to capture the financial activities of the parking operations at each campus. The primary revenue source is parking permit fees. Parking also receives revenue from parking meters and parking citations. Expenditures are for operational costs that are split between Parking and College Safety and Police, and 100% of capital outlay costs that directly benefit parking operations.

**Fund 12, Resource 1050 - Parking**

|  | Prior Year Actuals 7-1-14 to 6-30-15 | Adopted Budget | Revised Budget | Year to Date Activity |
|---|---|---|---|---|
| Revenues | $ 2,798,691 | $ 2,910,696 | $ 2,910,696 | $ 1,431,540 |
| Expenditures |  |  |  |  |
| Classified Salaries | $ 1,550,221 | $ 1,666,852 | $ 1,663,352 | $ 1,085,088 |
| Employee Benefits | 592,060 | 662,232 | 662,232 | 371,962 |
| Materials & Supplies | 31,461 | 52,017 | 52,017 | 22,580 |
| Services | 697,161 | 717,153 | 720,938 | 327,686 |
| Capital Outlay | 127,945 | 201,550 | 201,265 | 28,277 |
| Total Expenditures | $ 2,998,848 | $ 3,299,804 | $ 3,299,804 | $ 1,835,593 |
| Revenues Over (Under) Expenditures | $ (200,157) | $ (389,108) | $ (389,108) | $ (404,053) |
| Beginning Fund Balance | 163,175 | (36,982) | (36,982) | (36,982) |
| Ending Fund Balance | $ (36,982) | $ (426,090) | $ (426,090) | $ (441,035) |
| Ending Cash Balance |  |  |  | $ (342,954) |

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**
**MONTHLY FINANCIAL REPORT**
**FOR THE PERIOD ENDED FEBRUARY 29, 2016**

Student Health Services was established to account for the financial activities of the student health programs at each of the District's three colleges.

**Fund 12, Resource 1070 - Student Health Services**

|  | Prior Year Actuals 7-1-14 to 6-30-15 | Adopted Budget | Revised Budget | Year to Date Activity |
|---|---|---|---|---|
| Revenues | $ 1,461,427 | $ 1,482,293 | $ 1,482,293 | $ 1,085,608 |
| Expenditures |  |  |  |  |
| Academic Salaries | $ 418,712 | $ 442,863 | $ 448,279 | $ 295,658 |
| Classified Salaries | 410,399 | 638,821 | 633,220 | 312,438 |
| Employee Benefits | 187,091 | 364,050 | 367,440 | 143,510 |
| Materials & Supplies | 81,492 | 103,900 | 105,930 | 45,524 |
| Services | 203,338 | 301,825 | 285,144 | 144,013 |
| Capital Outlay | 19,853 | 28,413 | 39,859 | 14,225 |
| Total Expenditures | $ 1,320,885 | $ 1,879,872 | $ 1,879,872 | $ 955,368 |
| Revenues Over (Under) Expenditures | $ 140,542 | $ (397,579) | $ (397,579) | $ 130,240 |
| Beginning Fund Balance | 2,048,836 | 2,189,378 | 2,189,378 | 2,189,378 |
| Ending Fund Balance | $ 2,189,378 | $ 1,791,799 | $ 1,791,799 | $ 2,319,618 |
| Ending Cash Balance |  |  |  | $ 1,991,017 |

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**
**MONTHLY FINANCIAL REPORT**
**FOR THE PERIOD ENDED FEBRUARY 29, 2016**

Community Education was established to account for the financial activities of the Community Education Program which serves the community at large by providing not-for-credit classes for personal growth and enrichment.

**Fund 11, Resource 1080 - Community Education**

| | Prior Year Actuals 7-1-14 to 6-30-15 | Adopted Budget | Revised Budget | Year to Date Activity |
|---|---|---|---|---|
| Revenues | $ 176,659 | $ 177,806 | $ 177,806 | $ 62,945 |
| Expenditures | | | | |
| Academic Salaries | $ 4,243 | $ 4,317 | $ 4,317 | $ 2,651 |
| Classified Salaries | 88,299 | 91,752 | 91,752 | 67,136 |
| Employee Benefits | 24,381 | 26,021 | 26,021 | 15,292 |
| Materials & Supplies | 390 | 550 | 1,550 | 675 |
| Services | 63,914 | 80,986 | 79,986 | 15,554 |
| Total Expenditures | $ 181,227 | $ 203,626 | $ 203,626 | $ 101,308 |
| Revenues Over (Under) Expenditures | $ (4,568) | $ (25,820) | $ (25,820) | $ (38,363) |
| Beginning Fund Balance | (232,374) | (236,942) | (236,942) | (236,942) |
| Ending Fund Balance | $ (236,942) | $ (262,762) | $ (262,762) | $ (275,305) |
| Ending Cash Balance | | | | $ (275,716) |

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**
**MONTHLY FINANCIAL REPORT**
**FOR THE PERIOD ENDED FEBRUARY 29, 2016**

Performance Riverside is used to record the revenues and expenditures associated with Performance Riverside activities.

### Fund 11, Resource 1090 - Performance Riverside

| | Prior Year Actuals 7-1-14 to 6-30-15 | Adopted Budget | Revised Budget | Year to Date Activity |
|---|---|---|---|---|
| Revenue | $ 289,260 | $ 335,721 | $ 335,721 | $ 231,625 |
| Intrafund Transfer from | | | | |
| Performance Riverside (Resource 1090) | 275,000 | 275,000 | 275,000 | 137,500 |
| Total Revenues | $ 564,260 | $ 610,721 | $ 610,721 | $ 369,125 |
| | | | | |
| Expenditures | | | | |
| Academic Salaries | $ 7,008 | $ 8,431 | $ 8,431 | $ 6,380 |
| Classified Salaries | 164,014 | 172,016 | 172,016 | 125,047 |
| Employee Benefits | 72,332 | 75,183 | 75,183 | 44,751 |
| Materials & Supplies | 12,738 | 11,163 | 24,013 | 20,378 |
| Services | 204,823 | 212,413 | 199,563 | 174,800 |
| | | | | |
| Total Expenditures | $ 460,915 | $ 479,206 | $ 479,206 | $ 371,356 |
| | | | | |
| Revenues Over (Under) Expenditures | $ 103,345 | $ 131,515 | $ 131,515 | $ (2,231) |
| | | | | |
| Beginning Fund Balance | (909,778) | (806,433) | (806,433) | (806,433) |
| | | | | |
| Ending Fund Balance | $ (806,433) | $ (674,918) | $ (674,918) | $ (808,664) |
| | | | | |
| Ending Cash Balance | | | | $ (865,911) |

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**
**MONTHLY FINANCIAL REPORT**
**FOR THE PERIOD ENDED FEBRUARY 29, 2016**

Contractor-Operated Bookstore is used to record the revenues and expenditures associated with the District's contract with Barnes and Noble, Inc. to manage the District's Bookstore operations.

**Fund 11, Resource 1110 - Contractor-Operated Bookstore**

|  | Prior Year Actuals 7-1-14 to 6-30-15 | Adopted Budget | Revised Budget | Year to Date Activity |
|---|---|---|---|---|
| Revenues | $ 1,001,228 | $ 1,035,037 | $ 1,035,037 | $ 627,219 |
| Expenditures |  |  |  |  |
| Services | $ 43,600 | $ 43,600 | $ 43,600 | $ 21,800 |
| Interfund Transfer to |  |  |  |  |
| Food Services (Resource 3200) | 256,503 | 231,503 | 231,503 | 128,252 |
| Riverside - Early Childhood |  |  |  |  |
| Services (Resource 3300) | 99,903 | 75,000 | 75,000 | 49,951 |
| Intrafund Transfer to |  |  |  |  |
| Performance Riverside (Resource 1090) | 275,000 | 275,000 | 275,000 | 137,500 |
| General Operating (Resource 1000) | 250,000 | 612,035 | 612,035 | 214,961 |
| Total Expenditures | $ 925,006 | $ 1,237,138 | $ 1,237,138 | $ 552,464 |
| Revenues Over (Under) Expenditures | $ 76,222 | $ (202,101) | $ (202,101) | $ 74,755 |
| Beginning Fund Balance | 132,095 | 208,317 | 208,317 | 208,317 |
| Ending Fund Balance | $ 208,317 | $ 6,216 | $ 6,216 | $ 283,072 |
| Ending Cash Balance |  |  |  | $ 334,713 |

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**
**MONTHLY FINANCIAL REPORT**
**FOR THE PERIOD ENDED FEBRUARY 29, 2016**

Contractor-Operated Bookstore is used to record the revenues and expenditures associated with the District's contract with Barnes and Noble, Inc. to manage the District's Bookstore operations.

**Fund 12, Resource 1120 - Center for Social Justice and Civil Liberties**

| | Prior Year Actuals 7-1-14 to 6-30-15 | Adopted Budget | Revised Budget | Year to Date Activity |
|---|---|---|---|---|
| Revenues | $ 25,056 | $ 25,100 | $ 25,100 | $ 25,013 |
| Intrafund Transfer from | | | | |
| General Operating (Resource 1000) | 110,900 | 159,847 | 159,847 | 55,450 |
| Total Revenues | $ 135,956 | $ 184,947 | $ 184,947 | $ 80,463 |
| | | | | |
| Expenditures | | | | |
| Classified Salaries | $ 74,429 | $ 81,836 | $ 81,836 | $ 54,557 |
| Employee Benefits | 42,367 | 53,807 | 53,807 | 30,090 |
| Materials & Supplies | 1,021 | 6,100 | 3,922 | 1,581 |
| Services | 34,039 | 47,672 | 47,672 | 29,674 |
| Capital Outlay | 2,875 | 0 | 2,178 | 0 |
| Total Expenditures | $ 154,731 | $ 189,415 | $ 189,415 | $ 115,902 |
| | | | | |
| Revenues Over (Under) Expenditures | $ (18,775) | $ (4,468) | $ (4,468) | $ (35,439) |
| | | | | |
| Beginning Fund Balance | 24,243 | 5,468 | 5,468 | 5,468 |
| | | | | |
| Ending Fund Balance | $ 5,468 | $ 1,000 | $ 1,000 | $ (29,971) |
| | | | | |
| Ending Cash Balance | | | | $ (14,141) |

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**
**MONTHLY FINANCIAL REPORT**
**FOR THE PERIOD ENDED FEBRUARY 29, 2016**

Customized Solutions is used to record the revenues and expenditures associated with customized training programs offered to local businesses and their employees.

**Fund 11, Resource 1170 - Customized Solutions**

| | Prior Year Actuals 7-1-14 to 6-30-15 | Adopted Budget | Revised Budget | Year to Date Activity |
|---|---|---|---|---|
| Revenues | $ 1,308,513 | $ 1,013,791 | $ 1,963,699 | $ 37,325 |
| Expenditures | | | | |
| Academic Salaries | $ 24,257 | $ 13,028 | $ 13,028 | $ 14,583 |
| Classified Salaries | 142,266 | 149,809 | 149,809 | 99,826 |
| Employee Benefits | 67,927 | 77,645 | 77,645 | 45,796 |
| Materials & Supplies | 6,170 | 33,473 | 35,973 | 2,933 |
| Services | 618,303 | 905,686 | 1,853,094 | 188,567 |
| Capital Outlay | 30,980 | 9,528 | 9,528 | 0 |
| Intrafund Transfer For: | | | | |
| General Fund (Resource 1000) | 0 | 56,714 | 56,714 | 0 |
| Total Expenditures | $ 889,903 | $ 1,245,883 | $ 2,195,791 | $ 351,705 |
| Revenues Over (Under) Expenditures | $ 418,610 | $ (232,092) | $ (232,092) | $ (314,380) |
| Beginning Fund Balance | 577 | 419,187 | 419,187 | 419,187 |
| Ending Fund Balance | $ 419,187 | $ 187,095 | $ 187,095 | $ 104,807 |
| Ending Cash Balance | | | | $ (129,050) |

# RIVERSIDE COMMUNITY COLLEGE DISTRICT
## MONTHLY FINANCIAL REPORT
### FOR THE PERIOD ENDED FEBRUARY 29, 2016

Redevelopment Pass-Through receives a portion of tax increment revenues from various redevelopment projects within the boundaries of the District. Currently, expenditures are restricted to capital projects located in the redevelopment project areas generating the tax increment revenues.

### Fund 12, Resource 1180 - Redevelopment Pass-Through

|  | Prior Year Actuals 7-1-14 to 6-30-15 | Adopted Budget | Revised Budget | Year to Date Activity |
|---|---|---|---|---|
| Revenues | $ 1,782,831 | $ 1,700,000 | $ 1,700,000 | $ 951,930 |
| Expenditures |  |  |  |  |
| Materials & Supplies | $ 5,218 | $ 0 | $ 0 | $ 0 |
| Services | 236,578 | 380,028 | 521,853 | 185,049 |
| Capital Outlay | 414,141 | 6,720,236 | 7,505,169 | 4,062,925 |
| Total Expenditures | $ 655,937 | $ 7,100,264 | $ 8,027,022 | $ 4,247,974 |
| Revenues Over (Under) Expenditures | $ 1,126,894 | $ (5,400,264) | $ (6,327,022) | $ (3,296,044) |
| Beginning Fund Balance | 8,352,058 | 9,478,952 | 9,478,952 | 9,478,952 |
| Ending Fund Balance | $ 9,478,952 | $ 4,078,688 | $ 3,151,930 | $ 6,182,908 |
| Ending Cash Balance |  |  |  | $ 7,379,591 |

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**
**MONTHLY FINANCIAL REPORT**
**FOR THE PERIOD ENDED FEBRUARY 29, 2016**

Grants and Categorical Programs is used to account for financial activity for each of the District's grant and categorical programs.

### Fund 12, Resource 1190 - Grants and Categorical Programs

| | Prior Year Actuals 7-1-14 to 6-30-15 | Adopted Budget | Revised Budget | Year to Date Activity |
|---|---|---|---|---|
| Revenue | $ 29,487,267 | $ 48,281,081 | $ 56,165,140 | $ 32,080,591 |
| Intrafund Transfers from | | | | |
| General Operating (Resource 1000) | | | | |
| For DSP&S | 326,630 | 665,157 | 665,157 | 332,578 |
| For Federal Work Study | 304,157 | 338,342 | 338,342 | 166,032 |
| For Veteren Services | 4,842 | 4,842 | 4,842 | 4,842 |
| Total Revenues | $ 30,122,896 | $ 49,289,422 | $ 57,173,481 | $ 32,584,043 |
| | | | | |
| Expenditures | | | | |
| Academic Salaries | $ 4,227,374 | $ 4,448,279 | $ 5,916,883 | $ 3,422,620 |
| Classified Salaries | 10,178,948 | 11,449,237 | 13,025,548 | 7,268,202 |
| Employee Benefits | 4,003,395 | 5,604,435 | 6,337,523 | 2,960,034 |
| Materials & Supplies | 1,683,396 | 5,979,653 | 5,169,006 | 822,596 |
| Services | 4,691,641 | 15,909,532 | 20,254,636 | 5,565,739 |
| Capital Outlay | 4,701,262 | 4,641,546 | 4,891,654 | 1,096,187 |
| Student Grants (Financial, | | | | |
| Book, Meal, Transportation) | 636,880 | 1,256,740 | 1,578,231 | 621,123 |
| Total Expenditures | $ 30,122,896 | $ 49,289,422 | $ 57,173,481 | $ 21,756,501 |
| | | | | |
| Revenues Over (Under) Expenditures | $ 0 | $ 0 | $ 0 | $ 10,827,542 |
| | | | | |
| Beginning Fund Balance | 0 | 0 | 0 | 0 |
| | | | | |
| Ending Fund Balance | $ 0 | $ 0 | $ 0 | $ 10,827,542 |
| | | | | |
| Ending Cash Balance | | | | $ 5,702,219 |

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Food Services is used to account for the financial activities for all food service operations in District facilities, except for the Culinary Academy on Spruce Street.  It is intended to be self-sustaining.

<u>**Fund 32, Resource 3200 - Food Services**</u>

|  | Prior Year Actuals 7-1-14 to 6-30-15 | Adopted Budget | Revised Budget | Year to Date Activity |
|---|---|---|---|---|
| Revenue | $ 2,500,566 | $ 2,554,726 | $ 2,554,726 | $ 1,611,957 |
| Interfund Transfers from Contractor-Operated Bookstore (Resource 1110) | 256,503 | 231,503 | 231,503 | 128,251 |
| Total Revenues | $ 2,757,069 | $ 2,786,229 | $ 2,786,229 | $ 1,740,208 |
| Expenditures |  |  |  |  |
| Classified Salaries | $ 937,452 | $ 991,338 | $ 991,338 | $ 606,426 |
| Employee Benefits | 334,057 | 355,857 | 355,857 | 185,917 |
| Materials & Supplies | 1,157,914 | 1,194,823 | 1,184,539 | 710,762 |
| Services | 193,152 | 223,765 | 228,133 | 123,524 |
| Capital Outlay | 41,155 | 40,593 | 46,509 | 26,218 |
| Total Expenditures | $ 2,663,730 | $ 2,806,376 | $ 2,806,376 | $ 1,652,847 |
| Revenues Over (Under) Expenditures | $ 93,339 | $ (20,147) | $ (20,147) | $ 87,361 |
| Beginning Fund Balance | 680,026 | 773,365 | 773,365 | 773,365 |
| Ending Fund Balance | $ 773,365 | $ 753,218 | $ 753,218 | $ 860,726 |
| Ending Cash  Balance |  |  |  | $ 817,463 |

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**
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**FOR THE PERIOD ENDED FEBRUARY 29, 2016**

Child Care was established to manage the finances of the District's child care centers at all three colleges.

**Fund 33, Resource 3300 - Child Care**

| | Prior Year Actuals 7-1-14 to 6-30-15 | Adopted Budget | Revised Budget | Year to Date Activity |
|---|---|---|---|---|
| Revenues | $ 1,351,652 | $ 1,300,322 | $ 1,300,322 | $ 795,199 |
| Interfund Transfer from Contractor-Operated Bookstore (Resource 1110) | 99,903 | 75,000 | 75,000 | 49,952 |
| Total Revenues | $ 1,451,555 | $ 1,375,322 | $ 1,375,322 | $ 845,151 |
| Expenditures | | | | |
| Academic Salaries | $ 578,809 | $ 704,276 | $ 704,276 | $ 342,260 |
| Classified Salaries | 220,488 | 223,302 | 219,215 | 147,897 |
| Employee Benefits | 123,290 | 154,307 | 154,307 | 75,577 |
| Materials & Supplies | 38,189 | 52,250 | 52,250 | 20,632 |
| Services | 71,650 | 84,050 | 84,050 | 32,122 |
| Capital Outlay | 9,844 | 43,000 | 47,087 | 13,398 |
| Total Expenditures | $ 1,042,270 | $ 1,261,185 | $ 1,261,185 | $ 631,886 |
| Revenues Over (Under) Expenditures | $ 409,285 | $ 114,137 | $ 114,137 | $ 213,265 |
| Beginning Fund Balance | 192,346 | 601,631 | 601,631 | 601,631 |
| Ending Fund Balance | $ 601,631 | $ 715,768 | $ 715,768 | $ 814,896 |
| Ending Cash Balance | | | | $ 826,555 |

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State Construction & Scheduled Maintenance was established to account for the financial activities of State-approved construction and maintenance projects.  The funding sources are state funds and matching funds for Scheduled Maintenance from the District's General Obligation Bond Funded Capital Outlay Projects (Resource 4160).  The State has suspended funding Scheduled Maintenance.

### Fund 41, Resource 4100 - State Construction & Scheduled Maintenance

|  | Prior Year Actuals 7-1-14 to 6-30-15 | Adopted Budget | Revised Budget | Year to Date Activity |
|---|---|---|---|---|
| Revenues | $ 2,000,487 | $ 5,796,258 | $ 5,796,258 | $ 4,545,281 |
| Interfund Transfer from General Obligation Bond Funded Projects (Resource 4370) | 193,605 | 20,950 | 20,950 | 20,950 |
| Total Revenues | $ 2,194,092 | $ 5,817,208 | $ 5,817,208 | $ 4,566,231 |
| Expenditures |  |  |  |  |
| Classified Salaries | $ 3,118 | $ 0 | $ 597 | $ 597 |
| Employee Benefits | 306 | 0 | 57 | 57 |
| Services | 42 | 2,600 | 2,611 | 4,431 |
| Capital Outlay | 2,178,204 | 5,802,608 | 5,801,943 | 1,391,457 |
| Total Expenditures | $ 2,181,670 | $ 5,805,208 | $ 5,805,208 | $ 1,396,542 |
| Revenues Over (Under) Expenditures | $ 12,422 | $ 12,000 | $ 12,000 | $ 3,169,689 |
| Beginning Fund Balance | 0 | 12,422 | 12,422 | 12,422 |
| Ending Fund Balance | $ 12,422 | $ 24,422 | $ 24,422 | $ 3,182,111 |
| Ending Cash Balance |  |  |  | $ 2,871,663 |

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La Sierra Capital is used to account for the revenues and expenses associated with the District's La Sierra Property.

**Fund 41, Resource 4130 - La Sierra Capital**

|  | Prior Year Actuals 7-1-14 to 6-30-15 | Adopted Budget | Revised Budget | Year to Date Activity |
|---|---|---|---|---|
| Revenues | $ 36,402 | $ 20,000 | $ 20,000 | $ 7,610 |
| Inter/Intrafund Transfer from | | | | |
| General Operating (Resource 1000) | 1,270,000 | 1,270,000 | 1,270,000 | 635,000 |
| Total Revenues | $ 1,306,402 | $ 1,290,000 | $ 1,290,000 | $ 642,610 |
| Expenditures | | | | |
| Services | $ 862 | $ 0 | $ 0 | $ 0 |
| Capital Outlay | 0 | 9,800,141 | 9,800,141 | 4,548,815 |
| Total Expenditures | $ 862 | $ 9,800,141 | $ 9,800,141 | $ 4,548,815 |
| Revenues Over (Under) Expenditures | $ 1,305,540 | $ (8,510,141) | $ (8,510,141) | $ (3,906,205) |
| Beginning Fund Balance | 7,204,601 | 8,510,141 | 8,510,141 | 8,510,141 |
| Ending Fund Balance | $ 8,510,141 | $ 0 | $ 0 | $ 4,603,936 |
| Ending Cash Balance | | | | $ 5,948,851 |

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General Obligation Series 2010D Capital Appreciation Bonds were established to account for General Obligation Bond proceeds and financial activities related to Board approved Measure C projects.

**Fund 43, Resource 4370 - General Obligation Bond Series 2010D Capital Appreciation Bonds**

| | Prior Year Actuals 7-1-14 to 6-30-15 | | Adopted Budget | | Revised Budget | | Year to Date Activity |
|---|---|---|---|---|---|---|---|
| Revenues | $ | 8,634 | $ | 2,946 | $ | 2,946 | $ | 2,946 |
| Interfund Transfers From: | | | | | | | |
| General Obligation Bond Series 2010D | | | | | | | |
| Capital Appreciation Bonds (Resource 4370) | | 4,741,337 | | 0 | | 0 | | 0 |
| Total Revenues | $ | 4,749,971 | $ | 2,946 | $ | 2,946 | $ | 2,946 |
| Expenditures | | | | | | | |
| Classified Salaries | $ | 289,648 | $ | 0 | $ | 0 | $ | 0 |
| Employee Benefits | | 137,687 | | 0 | | 0 | | 0 |
| Services | | 195,919 | | 0 | | 0 | | 0 |
| Capital Outlay | | 2,988,443 | | 926,665 | | 926,665 | | 926,665 |
| Interfund Transfers From: | | | | | | | |
| General Obligation Bond Series 2010D | | | | | | | |
| Capital Appreciation Bonds (Resource 4370) | | 193,605 | | 20,950 | | 20,950 | | 20,950 |
| Total Expenditures | $ | 3,805,302 | $ | 947,615 | $ | 947,615 | $ | 947,615 |
| Revenues Over (Under) Expenditures | $ | 944,669 | $ | (944,669) | $ | (944,669) | $ | (944,669) |
| Beginning Fund Balance | | 0 | | 944,669 | | 944,669 | | 944,669 |
| Ending Fund Balance | $ | 944,669 | $ | 0 | $ | 0 | $ | 0 |
| Ending Cash Balance | | | | | | | $ | 0 |

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General Obligation Series 2010D Build America Bonds were established to account for General Obligation Bond proceeds and financial activities related to Board approved Measure C projects.

**Fund 43, Resource 4380 - General Obligation Bond Series 2010D Build America Bonds**

|  | Prior Year Actuals 7-1-14 to 6-30-15 | Adopted Budget | Revised Budget | Year to Date Activity |
|---|---|---|---|---|
| Revenues | $ 411,700 | $ 0 | $ 0 | $ 0 |
| Interfund Transfers from: |  |  |  |  |
| General Obligation Bond Series 2010D |  |  |  |  |
| Build America Bonds (Resource 4180) | 35,432,351 | 0 | 0 | 0 |
| Total Revenues | $ 35,844,051 | $ 0 | $ 0 | $ 0 |
| Expenditures |  |  |  |  |
| Materials & Supplies | 123 | 0 | 0 | 0 |
| Services | 130,467 | 0 | 0 | 0 |
| Capital Outlay | 35,713,461 | 0 | 0 | 0 |
| Total Expenditures | $ 35,844,051 | $ 0 | $ 0 | $ 0 |
| Revenues Over (Under) Expenditures | $ 0 | $ 0 | $ 0 | $ 0 |
| Beginning Fund Balance | 0 | 0 | 0 | 0 |
| Ending Fund Balance | $ 0 | $ 0 | $ 0 | $ 0 |
| Ending Cash Balance |  |  |  | $ 0 |

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General Obligation Series 2015E Capital Appreciation Bonds were established to account for General Obligation Bond proceeds and financial activities related to Board approved Measure C projects.

**Fund 43, Resource 4390 - GO BOND SERIES 2015E CAPITAL APPRECIATION BONDS**

| | Prior Year Actuals 7-1-14 to 6-30-15 | Adopted Budget | Revised Budget | Year to Date Activity |
|---|---|---|---|---|
| Revenues | $ 0 | $ 672,218 | $ 672,218 | $ 49,414 |
| Interfund Transfers from: | | | | |
| General Obligation Bond Series 2010D | | | | |
| Build America Bonds (Resource 4180) | 0 | 44,788,378 | 44,788,378 | 44,818,179 |
| Total Revenues | $ 0 | $ 45,460,596 | $ 45,460,596 | $ 44,867,593 |
| | | | | |
| Expenditures | | | | |
| Classified Salaries | $ 0 | $ 746,860 | $ 746,860 | $ 256,125 |
| Employee Benefits | 0 | 363,472 | 363,472 | 108,811 |
| Materials & Supplies | 0 | 0 | 0 | 1,531 |
| Services | 0 | 241,192 | 241,192 | 87,859 |
| Capital Outlay | 0 | 55,547,759 | 55,547,759 | 25,489,836 |
| Total Expenditures | $ 0 | $ 56,899,283 | $ 56,899,283 | $ 25,944,162 |
| | | | | |
| Revenues Over (Under) Expenditures | $ 0 | $ (11,438,687) | $ (11,438,687) | $ 18,923,431 |
| | | | | |
| Beginning Fund Balance | 0 | 0 | 0 | 0 |
| | | | | |
| Ending Fund Balance | $ 0 | $ (11,438,687) | $ (11,438,687) | $ 18,923,431 |
| | | | | |
| Ending Cash Balance | | | | $ 25,555,558 |

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Self-Insured PPO Health Plan is used to account for the revenues and expenditures of the District's health self-insurance program.

**Fund 61, Resource 6100 - Self-Insured PPO Health Plan**

|  | Prior Year Actuals 7-1-14 to 6-30-15 | Adopted Budget | Revised Budget | Year to Date Activity |
|---|---|---|---|---|
| Revenues | $ 4,958,236 | $ 7,254,557 | $ 7,254,557 | $ 5,337,216 |
| Expenditures |  |  |  |  |
| Classified Salaries | $ 70,260 | $ 113,040 | $ 113,040 | $ 52,821 |
| Employee Benefits | 33,109 | 37,109 | 37,109 | 20,453 |
| Materials & Supplies | 0 | 4,459 | 4,459 | 2,769 |
| Services | 6,309,656 | 5,432,253 | 5,432,253 | 3,417,696 |
| Intrafund transfer to |  |  |  |  |
| General Liability (Resource 6120) | 124,894 | 0 | 0 | 0 |
| Total Expenditures | $ 6,537,919 | $ 5,586,861 | $ 5,586,861 | $ 3,493,739 |
| Revenues Over (Under) Expenditures | $ (1,579,683) | $ 1,667,696 | $ 1,667,696 | $ 1,843,477 |
| Beginning Fund Balance | 499,576 | (1,080,107) | (1,080,107) | (1,080,107) |
| Ending Fund Balance | $ (1,080,107) | $ 587,589 | $ 587,589 | $ 763,370 |
| Ending Cash Balance |  |  |  | $ 1,161,818 |

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Self-Insured Workers' Compensation is used to account for the revenues and expenditures of the District's workers' compensation self-insurance program.

**Fund 61, Resource 6110 - Self-Insured Workers' Compensation**

| | Prior Year Actuals 7-1-14 to 6-30-15 | Adopted Budget | Revised Budget | Year to Date Activity |
|---|---|---|---|---|
| Revenues | $ 2,674,489 | $ 1,052,996 | $ 1,052,996 | $ 980,132 |
| Expenditures | | | | |
| Academic Salaries | $ 750 | $ 0 | $ 0 | $ 0 |
| Classified Salaries | 281,856 | 442,985 | 442,985 | 147,713 |
| Employee Benefits | 94,771 | 204,891 | 204,891 | 45,142 |
| Materials & Supplies | 3,394 | 17,479 | 17,479 | 1,059 |
| Services | 2,169,332 | 1,974,927 | 1,974,927 | 970,664 |
| Capital Outlay | 13,062 | 259,100 | 259,100 | 0 |
| Total Expenditures | $ 2,563,165 | $ 2,899,382 | $ 2,899,382 | $ 1,164,578 |
| Revenues Over (Under) Expenditures | $ 111,324 | $ (1,846,386) | $ (1,846,386) | $ (184,446) |
| Beginning Fund Balance | 3,795,961 | 3,907,285 | 3,907,285 | 3,907,285 |
| Ending Fund Balance | $ 3,907,285 | $ 2,060,899 | $ 2,060,899 | $ 3,722,839 |
| Ending Cash Balance | | | | $ 5,676,586 |

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Self-Insured General Liability is used to account for the revenues and expenditures of the District's general liability self-insurance program.

**Fund 61, Resource 6120 - Self-Insured General Liability**

|  | Prior Year Actuals 7-1-14 to 6-30-15 | Adopted Budget | Revised Budget | Year to Date Activity |
|---|---|---|---|---|
| Revenues |  |  |  |  |
| Revenues | $ 1,368,704 | $ 1,965,176 | $ 1,965,176 | $ 1,101,109 |
| Intrafund transfer to |  |  |  |  |
| PPO Health Plan (Resource 6100) | 124,894 | 0 | 0 | 0 |
| Total Revenues | $ 1,493,598 | $ 1,965,176 | $ 1,965,176 | $ 1,101,109 |
| Expenditures |  |  |  |  |
| Academic Salaries | $ 750 | $ 0 | $ 0 | $ 0 |
| Classified Salaries | 109,303 | 187,820 | 177,820 | 56,813 |
| Employee Benefits | 36,598 | 90,915 | 90,915 | 17,362 |
| Materials & Supplies | 348 | 2,500 | 2,500 | 481 |
| Services | 1,058,146 | 1,694,598 | 1,704,598 | 779,760 |
| Capital Outlay | 27 | 0 | 0 | 2,678 |
| Total Expenditures | $ 1,205,172 | $ 1,975,833 | $ 1,975,833 | $ 857,094 |
| Revenues Over (Under) Expenditures | $ 288,426 | $ (10,657) | $ (10,657) | $ 244,015 |
| Beginning Fund Balance | 0 | 288,426 | 288,426 | 288,426 |
| Ending Fund Balance | $ 288,426 | $ 277,769 | $ 277,769 | $ 532,441 |
| Ending Cash Balance |  |  |  | $ 1,107,278 |

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Internal Services Fund - OPEB Liability is used to account for the funds accumulated to address future retiree health benefits that are transferred to an irrevocable trust established with CalPERS - California Employees' Retiree Benefit Trust (CERBT).

**Fund 69, Resource 6900 - Internal Services Fund - OPEB Liability**

|  | Prior Year Actuals 7-1-14 to 6-30-15 | Adopted Budget | Revised Budget | Year to Date Activity |
|---|---|---|---|---|
| Revenues | $ 0 | $ 0 | $ 0 | $ 187,891 |
| Expenditures | | | | |
| Services | $ 0 | $ 0 | $ 0 | $ 0 |
| Total Expenditures | $ 0 | $ 0 | $ 0 | $ 0 |
| Revenues Over (Under) Expenditures | $ 0 | $ 0 | $ 0 | $ 187,891 |
| Beginning Fund Balance | 0 | 0 | 0 | 0 |
| Ending Fund Balance | $ 0 | $ - | $ - | $ 187,891 |
| Ending Cash Balance | | | | $ 187,891 |

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Associated Students of RCCD is used to record the financial transactions of the student government, college clubs, and organizations of the District.  Revenue includes student activity fees, interest income, payphone commissions and athletic ticket sales.

### Associated Students of RCCD

| | Prior Year Actuals 7-1-14 to 6-30-15 | Adopted Budget | Revised Budget | Year to Date Activity |
|---|---|---|---|---|
| Revenues | $ 1,031,088 | $ 1,043,400 | $ 1,043,400 | $ 846,127 |
| Expenditures | | | | |
| Materials & Supplies | $ 718,839 | $ 1,109,971 | $ 1,109,971 | $ 580,980 |
| Total Expenditures | $ 718,839 | $ 1,109,971 | $ 1,109,971 | $ 580,980 |
| Revenues Over (Under) Expenditures | $ 312,249 | $ (66,571) | $ (66,571) | $ 265,147 |
| Beginning Fund Balance | 1,003,232 | 1,315,481 | 1,315,481 | 1,315,481 |
| Ending Fund Balance | $ 1,315,481 | $ 1,248,910 | $ 1,248,910 | $ 1,580,628 |
| ASRCCD Trust Fund Ending Balance | | | | $ 1,216,540 |
| Ending Cash  Balance | | | | $ 2,375,894 |

** Note:  Ending Cash Balance includes both ASRCCD Funds and Trust Funds for College and Students Organizations

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Student Financial Aid is used to record financial transactions for scholarships given to students from the Federal Pell and FSEOG Grant Programs as well as the State's Cal Grant Program.

### Student Financial Aid

|  | Prior Year Actuals 7-1-14 to 6-30-15 | Adopted Budget | Revised Budget | Year to Date Activity |
|---|---|---|---|---|
| Revenues | $ 55,317,739 | $ 69,866,605 | $ 69,866,605 | $ 37,936,691 |
| Expenditures |  |  |  |  |
| Other |  |  |  |  |
| Scholarships and Grant Reimbursements | $ 55,305,786 | $ 69,866,605 | $ 69,866,605 | $ 37,157,511 |
| Total Expenditures | $ 55,305,786 | $ 69,866,605 | $ 69,866,605 | $ 37,157,511 |
| Revenues Over (Under) Expenditures | $ 11,953 | $ 0 | $ 0 | $ 779,180 |
| Beginning Fund Balance | 34,652 | 46,605 | 46,605 | 46,605 |
| Ending Fund Balance | $ 46,605 | $ 46,605 | $ 46,605 | $ 825,785 |
| Ending Cash Balance |  |  |  | $ 1,341,409 |

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RCCD Development Corporation is used to account for financial transactions related to the Development Corporation.  This Corporation currently has very little activity but remains operational should the District need to use it for future transactions related to property development.  Revenues consist of interest income.  Expenses are for tax filing fees paid to the State.

### RCCD Development Corporation

|  | Prior Year Actuals 7-1-14 to 6-30-15 | Adopted Budget | Revised Budget | Year to Date Activity |
|---|---|---|---|---|
| Revenues | $ 8 | $ 8 | $ 8 | $ 6 |
| Expenditures |  |  |  |  |
| Services | $ 0 | $ 0 | $ 0 | $ 0 |
| Total Expenditures | $ 0 | $ 0 | $ 0 | $ 0 |
| Revenues Over (Under) Expenditures | $ 8 | $ 8 | $ 8 | $ 6 |
| Beginning Fund Balance | 16,228 | 16,236 | 16,236 | 16,236 |
| Ending Fund Balance | $ 16,236 | $ 16,244 | $ 16,244 | $ 16,242 |
| Ending Cash  Balance |  |  |  | $ 16,242 |

# Agenda Item (VIII-C-1)

| | |
|---|---|
| Meeting | 3/15/2016 - Regular |
| Agenda Item | Committee - Planning and Operations (VIII-C-1) |
| Subject | Riverside City College's Educational Master Plan 2015-2025 |
| College/District | Riverside |
| Funding | |
| Recommended Action | It is recommended the Board of Trustees approve RCC's Educational Master Plan 2015-2025. |

## Background Narrative:

RCC's Educational Master Plan (EMP) 2015-2025 has as its guiding principle equitable student access, completion, and success. The plan provides the college with a direction that improves performance in these areas by providing a comprehensive, long-range vision, covering the period of 2015-2025 that projects the needs of educational programs, student services, facilities, technology, and human resources. In keeping with the existing participatory governance processes, there were opportunities for college-wide dialogue and input. The plan has gone through the College Strategic Planning approval process. The plan will be reviewed and refreshed annually.

Prepared By: Wolde-Ab Isaac, President, Riverside
              Michelle Davila, Executive Administrative Assistant

## Attachments:

Riverside City College Educational Master Plan 2015-2025

# Riverside City College

# Educational Master Plan 2015-2025

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# President's Message

Riverside City College's 2015-2025 Educational Master Plan is being launched during the college's year of centennial celebration. For a hundred years RCC has provided distinguished services to the community. Many students have had positive and significant influence in the social, political, cultural, and economic life of Riverside County and beyond.

This document reflects nearly two years of intensive research dialogue and analysis of the college's past experiences and the major challenges it will face to move the student success and student equity agenda forward. Distinguishing features of this Educational Master Plan include major strategies: The articulation of goals in clear unambiguous, measureable, and achievable targets; a student success pathways designed to serve those requiring remediation, those focused on career technical education, and those who are at college level with goals to complete degree and transfer; and a very clear and well-articulated plan designed to narrow and/or eliminate the equity gap. The internal organizational restructuring needed to implement such as ambitions plan is being developed and will enhance vertical alignment of plans within the academic divisions but also horizontal alignment of planning between the various areas of the college. Externally extensive discussions and alignment of plans has also been secured from the feeder school districts as well as the receiving four year universities in our region.

Finally, I am proud to state that this document in its entirety is the product of the collective work of faculty, staff, managers, and students firmly grounded in a shared vision and mission of the college.


Wolde-Ab Isaac, Ph.D.

# Executive Summary

After completing an exhaustive and comprehensive Institutional Self Evaluation for the 2014 accreditation cycle, Riverside City College recognized the importance of aligning all of its planning activities to a central, long-term vision. This updated Educational Master Plan, originally launched in 2008, now aligns with the revised strategic plan and offers a vision and a ten-year commitment by the institution to make student success, student completion, and student equity the cornerstone on which to build an integrated planning structure and the basis on which to allocate the college resources

The college has developed an over-arching strategy to improve student success, student completion, and student equity: The Student Success Pathways Initiative. This concept forms the center of gravity of this plan. The aim is help students define and pursue a clear educational direction in a timely manner by either transferring to a four-year college or university or by completing a Career or Technical Education degree or certificate that leads to employment that provides a living wage. If students lack the necessary reading, writing, and math skills to be successful in a particular pathway, the college will help students achieve the requisite literacy and computational skills within one year.

Riverside Community College District Board Policy AP 3250 outlines the basic principles for planning. The policy explains that "institutional planning processes shall be broad-based, comprehensive, systematic, and integrated into all aspects of decision making within the district. Data-driven program review processes shall provide the foundational documents used for planning. Each campus/college shall utilize campus/college academic planning councils and campus/college strategic planning committees for developing, reviewing, updating, and implementing plans."

To fulfill the commitment outlined in Board Policy, the Riverside City College Strategic Plan and the various implementation plans provide the vehicle to implement this Educational Master Plan. The Strategic Plan, a five-year plan, requires that the Strategic Planning Leadership Councils monitor, assess, and evaluate all of the college planning activities each year. This ongoing assessment not only allows the college to recalibrate its goals or, if necessary, to modify its planning activities, it makes the Educational Master Plan a vibrant, living document that is assessed annually.

This updated Educational Master Plan articulates the strategic direction for the college and serves as a flexible guide to respond to both short- and long-term fluctuation in the college's economic resources. While the plan projects a 2.5% annual growth rate, it also articulates the principles to guide enrollment management if the college has to adjust to any enrollment decrease. Included in the Educational Master Plan are links to updated Internal and External

Environmental Scans that project continued growth in the college's service areas and that offer insight into the employment opportunities for students.

The Educational Master Plan outlines the specific student success goals, puts emphasis on the need for integrated academic support, underscores the college's goals for student equity and access, and provides a general framework for institutional effectiveness and resource development. The plan also stresses the need for community partnerships, especially close working relationships with the four-year schools in the college's service areas and with the K-12 feeder schools. Included in this plan are the visions for each academic division and suggestions for the necessary integrated academic support—all of which will guide the allocation of resources—including facilities, human, and technological—necessary to make the institutional commitment to student success, completion, and equity a reality.

# Introduction

## Mission

Riverside City College provides a high-quality affordable education and engages with a diverse community of learners by offering pre-college, transferable, and career-technical courses leading to locally-approved and state-approved certificates, associate degrees, associate degrees for transfer, and transfer.  Based on a learner-centered philosophy, the college fosters critical thinking; develops information competency and technological literacy; expands communication skills; and promotes self-development and global awareness.  To encourage student success, the college provides comprehensive learning and student support services; co-curricular activities; and community and Arts programs.  RCC supports and empowers students as they work toward individual achievement, intellectual curiosity, and life-long learning.

## Vision

Riverside City College will expand on its tradition as a premier community college recognized for excellence in education, innovation, and service.

## Riverside City College Values

**Values**
*Student Centeredness:*
To serve the best educational interests of the students; to offer a comprehensive and flexible curriculum together with programs and services according to diverse and evolving student needs; to treat each other with a sincere, caring attitude and to respond to suggestions and constructive criticism from students; to counsel and advise students to help them plan for and progress toward their individual educational goals; and to recognize outstanding student performance.

*Learning Environment:*
To create an atmosphere in which students, faculty, and staff find satisfaction in their work and feel pride in achievement; to provide programs and support services that are responsive to student and community needs; to provide and maintain state-of-the-art equipment and ample supplies necessary for effective learning environments; to provide comfortable, functional, and aesthetically-pleasing facilities and grounds; and to actively support academic and social activities that take place both inside and outside the classroom.

*Teaching Excellence:*
To communicate to students a body of knowledge in a creative, stimulating, and challenging manner; to work to establish student and instructor rapport; to maintain the highest standard of professional performance and recognize teaching excellence; to promote the exchange of ideas among colleagues and provide opportunities for professional development; to define for students course goals, objectives, and

grading standards, making clear the expectation of high achievement; to encourage students to think critically and analytically, applying learning principles, concepts, and skills; and to inspire independence of thought and self-discipline.

*Tradition:*
To further the traditions of pride, quality, innovation, and professionalism found in this institution; to share our heritage by making Riverside City College the educational and cultural center of the communities it serves; and to build for the future on the foundations of our past.

# Riverside City College Goals 2015-2020

## 1.  Student Success
1.1 Increase student engagement, learning, and success by offering a comprehensive and flexible curriculum, including clear Pathways for achieving certificates, degrees, and transfer-ready status
1.2 Consistently use data to make decisions and to understand and support evolving student needs.


## 2.  Student Access
2.1 Ensure that all students have equitable access to the college's programs, courses, and services.
2.2 Enhance integrated academic support.
2.3 Counsel and advise students to help them plan for and progress toward their individual educational goals.

## 3.  Institutional Effectiveness
3.1 Encourage efficiency, expand organization capacity, and inform conversations that promote access and efficiency.
3.2 Integrate research, assessment, and program review to enhance understanding of student learning.
3.3 Facilitate accountability, transparency, and evidence-based communication to improve student success and completion.

## 4. Resource and Learning Environment Development
4.1 Enhance financial sustainability by incorporating diverse funding from public and private sources, including grants and special events.
4.2 Encourage an environment in which students, faculty, and staff find satisfaction in their work and feel supported and valued.
4.3 Invest in technology, equipment, supplies, training, and infrastructure to support students, faculty, and staff and plan for the maintenance and replacement of such investments
4.4 Invest in the College's human resources to support faculty, staff, and students.

## 5. Community Engagement
5.1 Actively pursue partnerships with the community's academic organizations to foster communication and collaboration that increase student success and completion at all levels.
5.2 Work with local business and CTE advisory groups to ensure that the college's educational programs provide the necessary skills that lead to employment opportunities.
5.3 Offer programs and services that enrich the community.

# Educational Master Plan Principles and Vision

This Educational Master Plan (EMP) has as its guiding principle equitable student access, completion, and success. The plan provides the college with a direction that improves performance in these areas by providing a comprehensive, long-range vision, covering the period of 2015-2025 that projects the needs of educational programs, student services, facilities, technology, and human resources.

The EMP provides the basis for strategic planning and provides a framework for aligning the various five year implementation plans that are part of strategic planning, particularly enrollment, human resources, and facilities plans. The Educational Master Plan will be used by the academic disciplines, administrative departments, and student services units to revise and update their annual planning, and these program reviews and strategic planning cycle in turn allow the college to refresh the EMP itself, which remains a living document.

The vision outlined in this Educational Master Plan is rooted in the following principles:

1. Make student success a central focus and prioritize goals and strategies that help the college close the equity gap;
2. Seek to understand the root causes of student underachievement;
3. Develop instructionally centered strategies that move from inside the classroom out to support student success;
4. Develop student centered enrollment management strategies;
5. Address systemic institutional barriers that impede student success by shifting to a Pathways model to facilitate students' movement through clearly defined programs of study;
6. Create an institutional culture that supports on-going engagement of students and faculty;
7. Provide adequate and relevant professional development to expand the college capacity to address academic achievement disparities;
8. Facilitate wide-spread institutional dialogue around strategies to improve student success and equity;
9. Provide the structures and direction necessary for the college to integrate and embed student success and equity goals expressed in measurable targets into the college's strategic planning document; and
10. Emphasize ongoing assessment, analysis, and recalibration of goals and strategies to refine the college's approach to enhancing student success and creating a culture of equity.

**Vision**

After several years of research and analysis of its static success and completion rates, RCC has embarked on a systemic redirection—the Pathways model—to focus more intentionally on student success in all areas of the college community. Thus this Educational Master plan outlines the college's direction in the three broad areas: General Education and Transfer, Remedial and Developmental Programs, and Career/Technical Education, as well as the support services and infrastructure necessary to this educational mission. It helps to shape the direction of existing programs and services and informs how any expansions would impact student completion and success.

## RCC STUDENT SUCCESS PATHWAYS
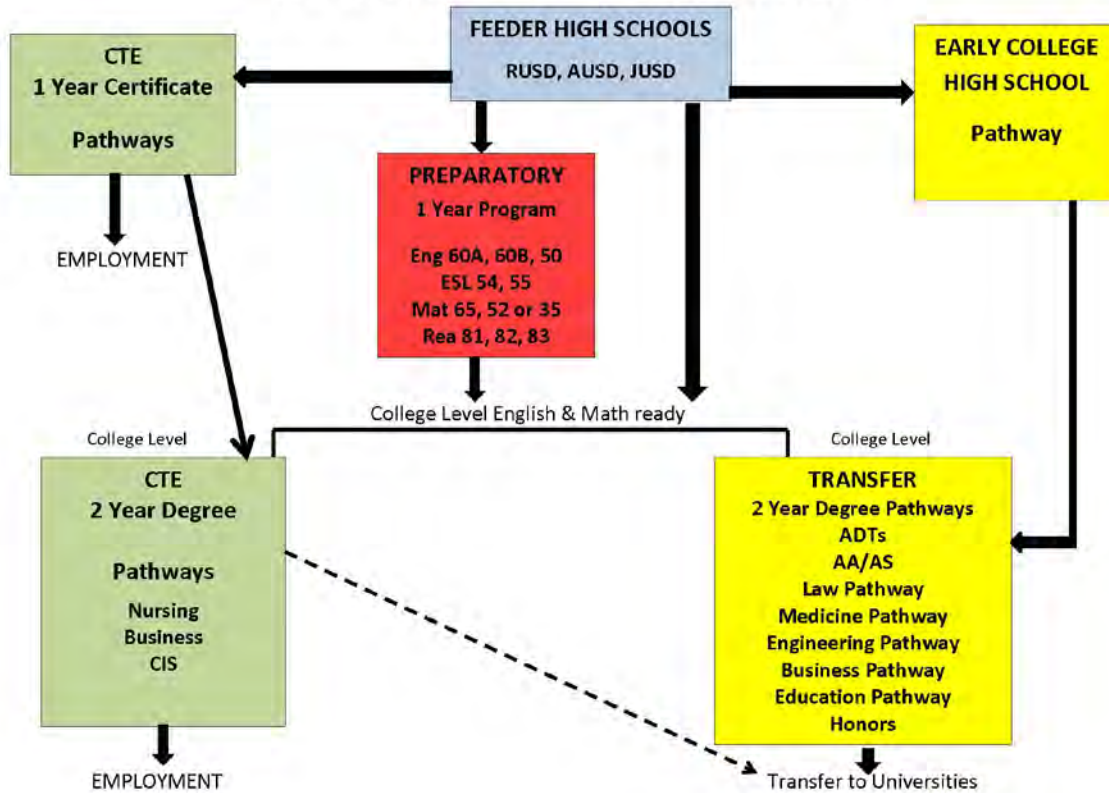


The Student Success Pathways help students more efficiently and successfully achieve their educational goals by shortening the time it takes to achieve these goals: college readiness for those who are un- or under-prepared and for each student a defined pathway to transfer or through CTE programs.   The college envisions a gradual migration over the life of this plan to full implementation of Pathways; thus, for much of this plan, many of the college's students will still be on the traditional model.  In the first five years, the target is to have 30% of students on a pathway, but eventually the EMP envisions that the majority of students will be on clearly defined Pathways that meet students' diverse needs and educational goals.

Implementing Pathways will require a holistic approach by offering students not only access to the courses needed to complete their Pathways but also the academic and institutional support and vibrant learning environment necessary to complete and succeed in their educational goals.  This implementation will require marshalling the college's resources through integrated planning, a lean and efficient institutional structure, and strong community partnerships.

# Key Performance Indicators

Pathways is a data-driven response not only to the college's own analyses but also to the performance metrics mandated by the state. Riverside City College utilizes core metrics to analyze success and inform assessment, analysis, and recalibration of the strategies and goals the college has undertaken. The college is committed to creating structures that are flexible and responsive to changes in the metrics mandated by the state or necessitated by changes in the local environment. In 2014, the state offered specific guidelines for which the college will be accountable over the next several years—the nine metrics below—and these have shaped many of the college's current strategies and initiatives, not only because they are mandated but also because many of them are in line with the college's own analysis and determination to improve student success and completion. However, the college also strives to go beyond the minimum state standards in several areas.

## The Nine Metrics

**Student Success (ScoreCard + ADTs)**

1. Completion Rates (Certificates and Degrees)

2. Math and English Remediation Rates

3. CTE Completion Rates

4. Number of Associate Degrees for Transfer (AA-T, AS-T) Awarded

**Equity in Completion Index**

5. Completion rate among subgroups (the minimum state standard >=.80 for all groups; the college goal is 1.0 for all groups)

**Student Services**

6. Percentage of Students with an Education Plan (this is the state mandate)

RCC will also look at Student Services more comprehensively in terms of numbers of students served by tutoring, SI, counseling appointments, Ed Advisor appointments, etc.

**Efficiency**

7. Number of FTES spent to obtain 'higher order outcome' (certificate, degree, transfer, or transfer prepared within 6 years (efficient = declining rate)

Beyond this state metric, RCC is focusing on shortening the time to completion to a 1+2 model.

**Access**

8. Participation rate (# Students ages 18-24 per 1,000 residents same age group)

9. Participation rate among subgroups

The college's strategic plan, informed by the overarching vision and goals of the Educational Master Plan, sets five-year targets in each of these areas, and these targets will be recalibrated each year on the basis of ongoing assessment. The strategic plan itself will be refreshed every five years to ensure that the college makes sustained and measurable progress towards its goals of increasing equitable student success and completion. As an outcome of this assessment, the metrics as described here may be modified to reflect current needs and mandates.

# Student Success

RCC is committed to a holistic, integrated approach to improving student success that addresses institutional leadership, institutional culture, student engagement, and student learning in order to improve student success systemically, remove institutional barriers to success, close equity gaps, and continuously reassess and reflect on the effectiveness of college strategies. Implementing Pathways—the central initiative for improving student access and success—will require sustained efforts in all these areas. To accomplish these aims, the college will

- Prioritize resource allocation on the basis of support for student completion, success, and equity strategies, especially those that focus first on supporting classroom instruction and then move out to the services necessary to support these efforts;
- Integrate and coordinate student support services among student services and academic personnel;
- Foster student engagement through academic, professional development, facilities, and technology investments that create structures and spaces for engagement;
- Set and continuously reassess measurable targets for improving student success, with particular emphasis on closing equity gaps—including setting success targets for time for remediation, retention, persistence, completion, graduation rate and time, employment in order to foster dialogue, assessment and re-evaluation of strategies designed to reach these targets at the discipline and department level while maintaining high standards; and
- Make Institutional Research a cornerstone to ensure all decisions are data based and driven and encourage effectiveness and efficiency through an ongoing cycle of institution wide analysis-planning-implementation-assessment-revision.

These proactive initiatives will help the college to address static success rates and equity gaps, meet the challenges and opportunities that will arise in the coming decade, and position the institution to be rapidly responsive to the needs of our students and the communities it serves.

Improving "success" in terms of the number of degrees and certificates delivered, transfer rates, and skill building that allows for better income and increased job opportunities is central; however, the college also emphasizes the students' qualitative experience throughout their entire career at RCC, from the moment they encounter RCC's outreach teams to the time they prepare to transfer or apply for a job.

Faculty, staff, and administrators recognize that success is a multi-facetted concept in a community college. There are a number of ways for students to succeed in RCC's learning community:

The college will measure success in three ways:

1. How well the college moves students from pre-college to college level;
2. How many students are completing AA/AS degrees, transfer preparation, and certificate programs within two years;
3. How many students are completing short-term training goals.

Adopting a polyvalent definition of success responds to all the facets of a community college mission; it also guarantees that the Educational Master Plan addresses the needs of each of RCC's diverse student population.

Equity is indeed at the forefront of the college's concern. All the measures detailed in this section aim at raising the general level of success as well as reducing the gap between the most successful groups and the college's African-American and Hispanic students, who have had lower rates of success. Revising college processes and implementing new initiatives will help reduce the obstacles that have been identified as being particularly insurmountable for the most underserved students and will provide a more supportive and conducive learning environment for all students.

**Preparation**

RCC's interactions with feeder high schools are multiple and well established. To help the college reach identified goals for access, retention, success, and equity, the college will continue to collaborate with its K-12 partners to provide a seamless transition to the college by

1. Increasing regular communication and collaboration with the high schools in the RCC service area through regular, reciprocal exchanges between counselors and faculty to ensure more high school students are accurately informed of the college's programs and to ensure that curriculum is better aligned;

2. Reducing the time for remediation by continuing to assess the success/ impact of various programs, such as summer programs that combine college success strategies and intensive basic skills work to help students accelerate through basic skills courses and be better prepared for college culture and expectations; expanding offering of remedial offerings in feeder high schools during students' senior year

3. Developing and institutionalizing more robust pre-enrollment orientations that involve not only RCC's diverse students but their families so that students identify clear educational goals early on, develop a student educational plans, and more clearly understand college culture and expectations;

4. Expanding faculty advising programs and creating peer mentor programs to augment work done by counselors and educational advisors and to enhance student engagement and success;

5. Expanding the early college model to all the college's feeder high schools;

6. Initiating a summer bridge program for students ready for a transfer pathway to facilitate their transition to college; and

7. Exploring and taking advantage of concurrent enrollment opportunities not only with K12 but also with university partners to shorten the overall time for degree completion for transfer students, especially in the STEM areas.

## Academics

Riverside City College—a comprehensive community college meeting the diverse needs of basic skills, CTE, and transfer students in the traditional STEM and humanities / social sciences areas—recognizes the value of a broad based, comprehensive education in order to ensure that students acquire not only academic and career skills but also the global awareness and the "soft skills" needed to prepare them for work and life-long learning.

The college has embraced the eight recommendations laid out by the California Community College Task Force on student success (SSTF Final Report of January 17, 2012):

1. Increase College and Career Readiness;
2. Strengthen Support for Entering Students;
3. Incentivize Successful Student Behaviors;
4. Align Course Offerings to Meet Student Needs;
5. Improve the Education of Basic Skills Students;
6. Revitalize and Re-Envision Professional Development;
7. Enable Efficient Statewide Leadership & Increase Coordination Among Colleges; and
8. Align Resources with Student Success Recommendations.

Recommendations 2, 7, and 8 are addressed in other parts of the EMP. Recommendations 1, 3, 4, 5, and 6 are addressed below.

## Transfer

Nearly two-thirds of entering RCC students identify transfer as their first educational goal.  The Pathways model helps students who are ready for college level work by offering a 2 + 2 model for completing their BA/BS.  And extending beyond the BA/BS, RCC has developed partnerships that will allow students to move on to professional Pathways in Law, Medicine, Engineering, Business and Education, as well as a pathway in Honors which enables students to enhance their competiveness for admission to transfer universities.  The college also will develop a transfer pathway for those students who are genuinely undecided when they arrive at RCC.  Having students identify a broad area—STEM or Liberal Arts—and then providing them with a plan for general education in their first year and then major preparation in the second year will address the needs of undecided students.

Transfer Pathways

RCC currently has 25 ADTs, which give students clearly defined Pathways in these majors and guarantee transfer to the CSU system (though not always to their first-choice campus).

In July 2015, the UC system announced Pathways in 10 majors (Anthropology, Biochemistry, Biology, Cell Biology, Chemistry, Economics, Math, Molecular Biology, Physics, and Sociology) that will give students a clear plan for lower division major preparation across the UC system.  While these Pathways do not guarantee admission, they significantly simplify the process of preparing to apply to multiple campuses in these areas.  During the academic year 2015-2016 the UC system will add 11 additional

majors to this initial offering. The college will work proactively with other community colleges to encourage the UC system to move from offering just curricular Pathways and towards offering guaranteed admission to the system for students who complete such Pathways at a particular GPA threshold. UC has currently committed to accepting up to 30% of students from community college transfers. How this guarantee is implemented will require close collaboration and monitoring. Moreover, the college will work with partners to ensure a more seamless articulation of lower division courses across the UC system using CID descriptors that have already been created for the ADTs.

As the initial list of UC Pathways indicates, the STEM areas are in high demand. As part of implementing Pathways, RCC will gradually adjust the balance of current offerings in the STEM and Social Sciences/ Humanities areas to increase STEM offerings as demand and the level of math preparation increases. Such a shift will need to be done carefully by considering both the fiscal and the facilities limitations, demand on the part of students, and need for a vibrant and thriving liberal arts education with robust offerings in the humanities and social sciences. Such modifications to the current balance of offerings will be carefully monitored, assessed, and recalibrated to ensure the most effective balance of offerings to meet student needs and job market demands.

**Remediation**

The college's vision for remediation includes a structure in which students can complete their preparation for college level work in one year. To facilitate this, the college will create a Basic Skills Division that houses ESL, Reading, Basic Skills level math and English, and the support services necessary to help students succeed in these classes, reach college readiness, and transition to a two-year pathway.

Proper placement leads to success, and shortening the time to remediation increases persistence. Thus the college will expand assessment in the 11th grade at feeder high schools and offer opportunities for high-school students to begin remediation during their senior year. The college recognizes that college ready literacy requires eliminating the bifurcation between reading and writing, and thus the college will aggressively adopt acceleration programs that are proven and eliminate this bifurcation. Finally, the college needs to continue to work with and learn from four year partners, such as CSUSB, who have models for successful bridge/ college readiness preparation models

Alternatives Placement Methods

History shows a vast majority of students come to placement tests not only insufficiently prepared for their content but also largely unaware of the long-term consequences their placement can have reaching college readiness or maintaining motivation. The college will continue to research and explore new placement mechanisms and assess current alternative placement mechanisms as a component of the pathways model in order to find models that preserve academic rigor and serve the educational needs of our students, preparing them to be successful in college and career. Moreover, pre-placement counseling and workshops will help new students better understand the role and importance of placement tests, encouraging them to be better prepared to take the tests.

Basic Skills Courses

The college will support the effort to reduce time for remediation outlined in this plan by researching, developing, and implementing alternative basic skills curricula. This is a college priority along with

providing the integrated academic support necessary to move students through basic skills in their first year.

Math is essential preparation for STEM fields, so reducing the time for remediation here will open access to STEM areas for more students. The college will explore the kinds of math needed for Liberal Arts students as opposed to the Math preparation needed for STEM students at the basic skills level to mitigate the effect of bottleneck courses.

Further, by receiving reading and writing instruction that is a shared responsibility and a joint priority across disciplines, students eventually master the fundamental skills required to be a successful at RCC and beyond. In addition to learning communities that foster cross-disciplinary collaboration and professional development opportunities that encourage writing across the curriculum, a college-wide Writing and Reading Center, not just a discipline/department specific facility, will greatly aid in this endeavor but will require a commitment of resources and collaboration among faculty in various areas to accommodate students across disciplines.

Enrollment management will prioritize courses advancing student academic progress along with time slots, types, and modalities proven to deliver the best results. Continuous monitoring, assessment, and evaluation of the enrollment management plan will support this effort. In the shorter term, by focusing a greater proportion of resources on the 40% of students who are under-prepared rather than un-prepared, the college will be able to move more students swiftly to a two-year pathway. This does not mean ignoring students who are un-prepared. The focus for unprepared students will be on curriculum redesign and acceleration models that ensure students acquire the skills they need while moving more quickly through remediation. The college also needs to capture moving from basic skills to college readiness as an end point; this is a success the college should celebrate.

**Career and Technical Education**

Career and Technical Education (CTE), the third component of the college's Pathways model, prepares students for jobs in both emerging and traditional industries while meeting the needs of regional economies. The vision over the life of this Educational Master Plan is to focus efforts in CTE on offering students training and skills that lead to not just entry level but also living wage employment. CTE has particular relevance for adult workers who need to upgrade skills in order to help meet the state's economic potential. The high percentage of small businesses also has implications for how CTE engages its employer communities and suggests the need for employees to develop entrepreneurial and career management skills.

Over the life of this plan, RCC's focus will be on living wage, not just entry level training. CTE programs will be streamlined to align with the cohort and block scheduling models where this is applicable.

The following areas will be central in RCC's efforts in CTE:
- Integrating contextualized developmental education and soft skills into CTE curriculum/programs to ensure student success and career readiness;
- Making certification and completion – not just degree completion – a priority for the college;
- Prioritizing pathway models that include certificates that are "stackable" and nested within the degree and transfer structure to promote students' continuing educational and career advancement;

- Focusing efforts in the region to develop partnerships that lead to economic and workforce development; and
- Emphasizing job creation, not just job seeking—in other words, preparing students for entrepreneurship so they don't just seek vacancies but are equipped to create their own businesses.

Conclusion

Both CTE and traditional academic programs must be increasingly mindful of aligning with and responding to our region's economic and professional landscape. On the basis of regularly updated data from Institutional Effectiveness and an increasingly tighter collaboration with agencies, corporate, K-12, and university partners, departments across the disciplines will be tasked to review, revise, envision, design, and evaluate existing and new programs. The external scanning of trends and evolution of recruitment needs will be key components in expanding or contracting, adding or sunsetting programs, as well as in equipping the faculty with the new skills they themselves will need to teach and guide students towards their career goals.

**Culture of Engagement**

An important component of student success is connection to the institution at each stage of students' time at the college. One way RCC measures student engagement is via the Community College Survey of Student Engagement (CCSSE). The college has administered the survey four times in the last six years. CCSSE groups selected survey questions into five conceptually related benchmarks that address key areas of student engagement. The five benchmarks denote areas that educational research has shown to be important to students' college experiences and educational outcomes. As shown in the graph below, students' responses to the survey's benchmark questions have consistently declined. These responses provide an opportunity for the college community to have conversations about why the responses are declining and what can be done to reverse this trend.

**RCC Student Responses to CCSSE Benchmarks**
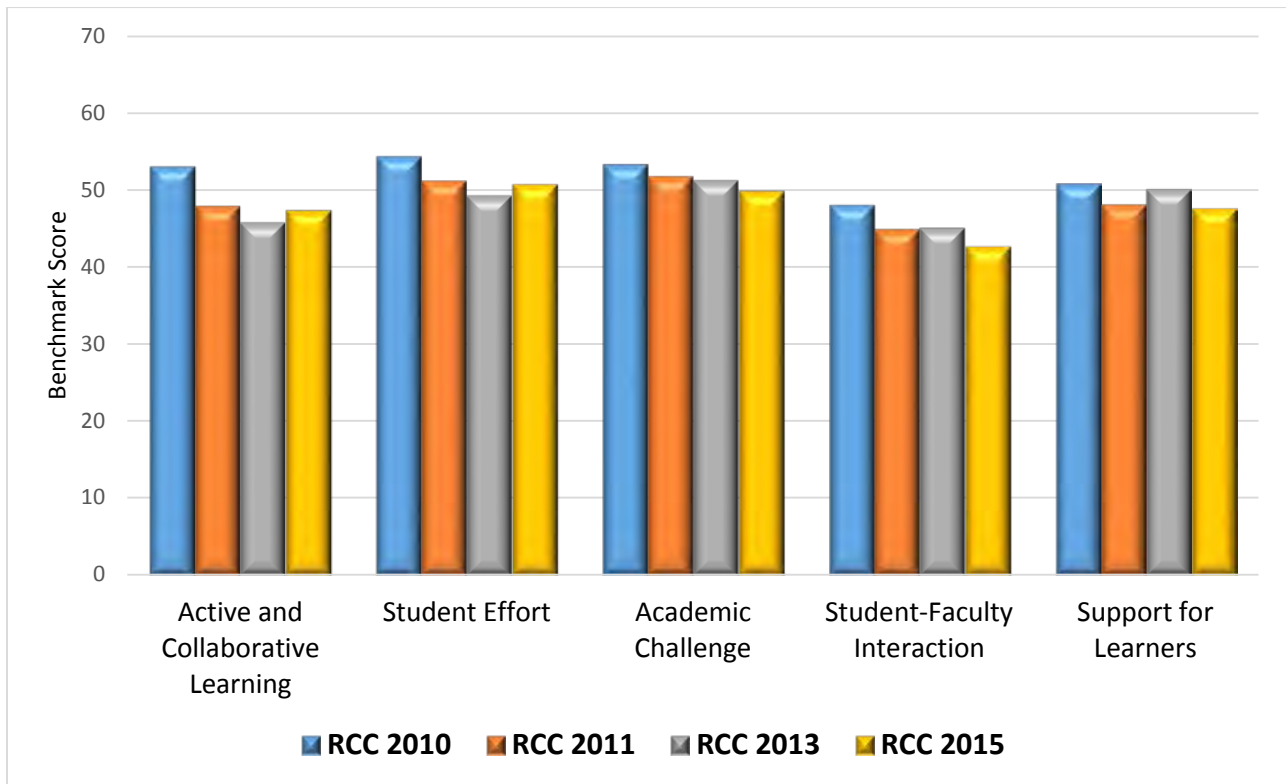


The physical environment of the campus provides an important component of engaging students and providing for their out-of-class needs. Students need spaces to study, interact, network, recharge, and collaborate with each other and with faculty. Creating spaces that accommodate these needs will be a priority over the life of this plan. The creation of engagement centers, adequate access to study space and computer resources, and spaces for social gathering indoors and outdoors utilizing the resources already available on campus are an important component of supporting student success. Re-creating the Tiger's Den and leveraging existing spaces for engagement centers for each major pathway (CTE, Basic Skills, and one each for STEM and Liberal Arts) will provide the physical structures essential to promote engagement. The college currently has engagement centers dedicated to programs, such the Honors Study Center or Ujima's Homeroom. Adding engagement centers for each pathway will offer more students the opportunity to benefit from more sustained engagement.

The college is also committed to institutionalizing faculty advising. Creating both informal and structured opportunities for faculty and students to interact will help students and faculty align their expectations and also will provide students with mentors to whom they can speak about educational and career plans as well as specific needs in current courses.

The college will continue its commitment to better involving students in campus life through extra-curricular activities that include clubs, student government, and the many programs available to students (MUN, Honors, etc.) as these not only foster student engagement with the institution but also promote

civic engagement and global awareness for our students. (See appendix B). Moreover, the college will support the growth of student professional organizations connected to each of the Pathways.

## Counseling, Advising, and Academic Support

Over the life of this Master Plan, the college will emphasize greater integration at all levels of the support services offered to students. Moreover, the vision is to create an integrated web of advising that helps students stay on track by organizing counseling and academic support (including library, faculty advisors, educational advisors, tutoring, and SI) to scaffold each of the Pathways. Counselors and librarians will need close relationships and coordination with disciplines as the college moves to this level of specialization. Taking advantage of the new digital platform the college has invested in to coordinate seamless interaction between students and their support team—counselors, educational advisors, faculty advisors—will help facilitate this integration. The section below on student access and support, as well as the college student success and equity plans, offer a vision for integrating counseling, advising, tutoring, and other interventions to provide students with the tools necessary for success.

Further, expanding the supplemental instruction (SI) program, especially in every section of those courses identified as "bottlenecks" or systemic barriers to a student's ability to move forward, is part of refocusing support efforts to students' needs within the classroom. Peer mentoring and tutoring and ensuring that labs, the library, and study centers are open sufficient hours to meet the needs of all students can also offer the academic support necessary to help reduce the number of unsuccessful attempts at a course that currently congests the system and impedes students' ability to matriculate. Making sure labs and other support services are not only open but also equipped to address the needs of each pathway is essential.

## Professional Development

An ongoing commitment to professional development will support other efforts towards improving student success. Allocating meaningful resources to creating and implementing professional development programs for each major pathway (CTE, Basic Skills, and one each for STEM and Liberal Arts) will assist RCC's faculty in developing strategies that facilitate student learning and will foster a campus-wide culture that values innovative teaching and educational excellence.

The college will put in place a staff development plan connected to the college's strategic goals and initiatives. Professional Development should be targeted specifically towards equipping college personnel to meet the college's student success and equity goals.

## Targeted Online Education

Online education has a role to play and can allow the college to enhance access and create platforms for resources sharing. However, the college needs to research and assess the appropriateness and challenges of distance education for each of the major pathways to ensure the appropriate balance of courses is available for students. The vision is that targeted online education will be able to reduce the cost of specific programs (e.g., Dental Hygiene) by facilitating partnerships with other community colleges and providing an opportunity for resource sharing for expensive programs. Finally, online education can provide opportunities for concurrent enrollment of RCC students with CSU and UC campuses, facilitating students' ability to move through their programs of study more efficiently.

However, the college also urgently needs to address the wide difference in success that data, both at RCC and nation-wide, shows between online and face-to-face modalities. As a general rule, research has demonstrated that "there is growing evidence from research in [e-learning] that certain strategies…will enhance teaching and learning - just as certain tactics and strategies do work in face-to-face pedagogy" and that, "in order to entice students to participate, a course must offer ―group activities, structure, stimuli, cajoling by tutors and peers… [and] a purpose or a reason to go online." In-depth investigation in student retention and success by experts, such as the Sloan consortium's, has led to the enunciation of three principles that found successful online instructional strategies:

1. Students must be taught and guided to do [most of] the work;
2. Interactivity is the heart and soul of asynchronous learning; and
3. Courses must be designed to strive for presence: social presence, cognitive presence, and teaching presence.

The college recognizes its responsibility to equip faculty to bridge that gap and will develop and maintain a technological and human infrastructure that ensures learners and educators are supported in making the best possible use of online learning technologies.  To facilitate these aims, the college will commit to faculty development, learner training, currency with developments in the field, and ongoing research, assessment, and data-based strategic revisions.

### Culture of Ongoing Assessment

The Educational Master Plan's success depends on a comprehensive assessment framework.  A culture of ongoing assessment means that the college (1) evaluates the effectiveness of outputs, outcome, and impact and develops instruments to support this evaluation; (2) assesses the efficiency and effectiveness of its processes; and (3) monitors and tracks progress, allowing rapid modifications and recalibrations to properly balance funding and costs.  This assessment framework will create synergies between the faculty's experience of student learning that informs the decisions guiding continuous improvement efforts and the many areas actually measured by institutional effectiveness: graduation, retention, job placement, student services, management and administrative structure, physical facilities, and infrastructure, among others. While assessment measures provide beneficial strategic information, students also greatly benefit both directly and indirectly from interacting with instructors, counselors, staff, and administrators who are fully informed and aware of data, facts, and trends that not only apply to their particular area of expertise but also impact the college as a whole.  Receiving direct and timely feedback will help all constituents in the college community realize the importance of their individual contribution and take ownership of this plan's various improvement objectives and targets.

# Student Access and Support

For the purposes of this Educational Master Plan, access is defined not just as entrance to the institution but also as equitable accessibility to the programs and services offered by the institution and to the support—institutional level support as well as targeted and integrated academic support—necessary to successfully complete students' educational goals.  The vision for access is two-fold:  (1) positioning the college to accommodate anticipated growth and to work towards equitable access to the institution that closely mirrors the community's demographics; and (2) providing equitable access to programs,

Pathways, and support services through a system of integrated advising and support once students have come into the college. This vision of access involves not only outreach to the communities the college serves but also in-reach to students already here.

**Overall Goals include**

**Access**

- Create structures (including priority registration, correct sequencing and frequency of offerings, access to counseling, time of day when courses are offered, integrated support, appropriate levels of access to library and lab facilities that correspond to the times when students are taking classes and that allow equitable access to programs and services offered by the college for all students, including part-time as well as full-time students; and
- Continue work on alignment between Adult Ed and RCC and K12 and RCC so that students are informed about and able to move smoothly into the college's programs.

**Enrollment**

- Prepare the college to be structurally responsive to demographic, labor market, and budgetary environments through the strategic planning process, careful analysis of data, and alignment with other college plans;
- Increase the college readiness of RCC students by working in partnership with feeder high schools through early college programs and through continued exploration of alternatives to placement and of methods for shortening the time for remediation;
- Better assist students in having an informed plan or path so irrespective their educational goal, they are able to finish in a timely manner and reach those objectives. This is going to require much more upstream work to create structures to help students identify what their goal is much sooner in the process; and
- Reduce the amount of time students spend at RCC to achieve their goal and help them matriculate through more efficiently and successfully.

**Access to the College**

The vision outlined below seeks to address trends the college has observed and researched and that are documented in the 2014-2015 Equity Plan.

Beyond broad access to the institution, the college will over the period of this Educational Master Plan actively monitor and seek to improve the access to and participation in college programs and services that are demonstrated to improve student success. In particular, the college will monitor and promote equitable access to the college's Pathways initiative, which is designed to decongest the college's system as a whole and to improve access to courses needed to complete degree/ career Pathways. This is especially critical because the findings of the 2014-2015 Equity Report identify serious gaps in the success and completion of under-represented groups.

The college has a demonstrable and persistent equity gap and has groups of students who are not being fully served. Over the life of this plan, the college will prioritize efforts to address and reduce these gaps. In examining each of the student outcome measures, excluding access, there is a clear pattern of underachievement. Native American, Hispanic/Latino, and African American students are far less likely than their Asian and White counterparts to complete a degree, transfer, and progress from basic skills to

college level courses. The cohort data from 2003-04, 2004-05, 2005-06, 2006-07, and the most recent cohort of 2007-08 demonstrate there is little to no improvement in reducing the academic disparities that exist amongst these student groups, despite the previous student equity planning efforts initiated in the college's 2005 and 2010 student equity plans. As the college engages in a systemic shift to the Pathways model designed to raise the completion and success rates of the college as a whole, it is essential that the college understands why previous planning efforts have not been successful in closing these pervasive gaps. While the college has programs that exhibit success in raising the achievement levels of this group of students, it has been a challenge to bring these programs to scale. The measures taken by the college to improve outcomes for Native American, Hispanic/Latino, and African American students has largely been unsuccessful for the following reasons:

1. Inadequate identification, analysis and response to the root causes of these inequities;
2. Misplaced focused on student services and support approaches without equal focus on instructional/curricular changes;
3. Over-reliance on student deficit and "fix the student" approaches instead of examining institutional barriers and limitations;
4. Insufficient study and responsiveness to input from students and faculty to implement collective solutions identified in the student equity plan;
5. Lack of professional development resources for faculty to learn, observe, identify and replicate effective classroom pedagogy for students of color;
6. Lack of integration between the college student equity plan and educational master plan and strategic planning process; and
7. No designated funding to implement prior student equity strategies.

The college will correct these problems through structural changes that facilitate and institutionalize integrated planning to avoid fragmentation and duplication; integrated academic support from orientation through achievement of a student's identified academic goals; and ongoing assessment, evaluation, recalibration to ensure resources are spent on the most effective programs, services, and initiatives.

## Equitable and Informed Access to Programs and Support Services

Pre-Enrollment Support

Support prior to enrollment familiarizes students with support services appropriate to their needs. The college also recognizes that not all of RCC's students are able to attend full-time, so all the Pathways also need to have clear guidance and equitable access for part-time as well as full-time students. One example of such support is the Inland Library Collaboration Roundtable that seeks to work collaboratively to help ensure incoming students are informed about and positioned to make best uses of library resources once they enroll.

Critical to improving equitable access is expanding and developing pre-enrollment orientations to provide students with the information they need to make informed decisions about their future program of study, determine their career and educational goals, and learn about RCC's student success Pathways. Students Services has five overarching goals within the college's overall student success model:

(1) Assist students entering the college in identifying an informed educational goal;

(2)    Provide students with clear and concrete educational Pathways according to their degree of preparation and career interests;

(3)  Reduce students time in developmental education (maximum period of 1 year);

(4)  Reduce students' time to degree completion or transfer (2 years for college prepared students); and

(5)  Provide targeted and integrated support services throughout a student's time at RCC.

As the college transitions over the next five (and then beyond that 15) years to the Pathways model, such pre-enrollment services will require integrated planning to ensure best use of resources and avoid duplication of efforts.  The various groups and plans with strategies to improve access and success must work through a single, streamlined strategic planning process so that all of the college's efforts are aligned.  Plans and initiatives will be recalibrated yearly as the college monitors which strategies are having significant impact on improving access and support and which need to be re-thought.  The college will engage in intensive tracking for each of the Pathways, tracking cohorts in terms of how they are progressing so that the college can recalibrate if it finds places where students are getting stuck and can expand/ scale up when it finds processes/ models that work to facilitate students' movement through their programs of study.

Once students have a defined course of study, they need ongoing, integrated support to help them navigate their Pathways successfully and to improve their overall success and completion rates. Integrated support—rather than an uncoordinated approach to the delivery of services to students—that coordinates between student services and instructional services (but must include all parts of the college community) will offer the scaffolding necessary to improve completion and success.

## Targeted and Integrated Academic Support

Reaching students where they are and seeking to change students' behavior so they not only know about support services but also actually use them are central to the vision of integrated academic support that will be necessary to the successful implementation of the Pathways model and to raising the overall level of equitable access and success. The corollary to this is that those support services need to be available to students. For example, if the college expands weekend, off campus, or evening offerings, it concomitantly needs to ensure the availability of library, engagement centers, labs, counseling, and tutoring services so that these students can equitably access the support services essential to their success.

Having an individualized student education plan (SEP) is essential to reaching the college's retention, completion, and success goals.  Over the life of this plan, the goal is to ensure that all students who complete 15 units have an SEP.  The counselor-to-student ratio makes this seem a daunting task, so strategies for reaching this goal will be outlined in successive strategic plans, including additional hires. However, it is important to recognize that many student populations are already required to have (and do complete) an SEP: EOPS, DSPS, Athletes, Veterans, and students on two-year contracts.   Thus, the student population the college is targeting is smaller than initial numbers would indicate.  Further dividing this population into those who already have a clear sense of their field of study and those who are undecided can help the college streamline and target counseling services for these students.

Integrated academic support includes organizing the delivery of support services around pathways.  The college will provide counselors, faculty advisors, educational advisors, librarians, tutoring, Supplemental

Instruction, and engagement centers for students in each pathway. Targeting more intensive support for courses identified as "gatekeepers" will assist not only students in these courses but also all students by helping to decongest the system.

To best support teaching and learning, counseling, library, academic support, academic affairs, student support programs, faculty, and students will need to continue to meet and to discuss the integration of services that are offered through various programs. The vision is to shift the college's paradigm in how it develops and implements support programs. As of now, the college builds programs from the "outside the classroom model" by addressing student issues outside of the classroom affecting student academic outcomes. The college will develop programs from "inside the classroom out," where teaching and learning become the focus and programs are now determined by what support will best impact the teacher and student in that classroom. As a part of this paradigm shift, the college will identify key target points and gatekeepers/ obstacles in a student's educational pathway where there is a need for intervention and support. The scope and sequence of those services will continue to be studied and assessed so that the college can formulate, evaluate, and recalibrate plans to offer a variety of services and programs to all students during critical points in their career at RCC.

**Faculty Advisors-**Student Services and Instructional Services have outlined responsibilities of counselors, faculty advisors, and educational advisors so that all parties can work together to provide students with meaningful and planned contacts throughout their academic career at RCC. Full institutionalization of the faculty advisor program is an important component of improving student faculty interaction. Research demonstrates that faculty and student interaction has a positive correlation with increased transfer and completion rates as well as grade point average. The more robust institutionalizing of a faculty advisor program will provide a formalized structure to foster faculty and student engagement and will provide another component in the integrated advising model.

**Counseling Paraprofessionals-** The vision for more sustained rather than sporadic advising of students includes Educational Advisors who will support counseling efforts by approving one semester educational plans, encouraging students to develop student education plans, conducting student success workshops, following up with at risk-student populations, and providing assistance and intervention at critical target points in the student's educational pathway. In addition, the aim is to employ an integrated case management approach by assigning the educational advisors to work with specific student populations and Pathways. Specific goals and strategies are outlined in the Student Success Plan.

**Counseling Faculty-** Ensuring an adequate counselor-to-student ratio based on caseload and assignment of counselors to major pathways is essential to meeting the target of substantially increasing the number of students with SEPs. Assigning counselors to Pathways will also facilitate this process. Integrated planning is essential here in order to leverage resources. Funds available through Student Success and Equity, for example, can be leveraged to hire faculty/ staff as needed to support these goals.

# Enrollment Management Plan

The college's vision for enrollment management over the life of the Educational Master Plan entails shifting to a focus on student success and completion and creating a schedule of Pathways rather than just relying on rollover to create a schedule of classes. Practical considerations for enrollment management certainly include the college's mission, the anticipated growth in enrollment based on data from external

scans, capacity in terms of the human as well as physical infrastructure, and, most important, the level of funding received from the state. But the vision here is to shift the paradigm so that the college creates a one-year master schedule that guarantees students' ability to matriculate through a program of study in two years. The college will support these efforts by separating the process of schedule creation from the process of assigning faculty to classes. The college believes this will facilitate strategic goals for completion and success.

The college, after carefully researching the factors that have contributed to static student success rates and declining transfer rates, has resolved to introduce a cohort and block scheduling approach in launching the student success Pathways Initiatives. The cohort system allows for students with similar levels of academic preparation and academic interests to be grouped together. This grouping will allow better faculty/student and student/student interactions. A cohort model also allows for a better and more detailed tracking of the different types of interventions the college initiates and their impact on student success. The block scheduling system allows for a clear and more concrete definition of the pathway for each cohort. Block scheduling identifies and sequences courses to help students complete their identified educational goals. In the first few years of the life of this plan, specific sequences within individual areas will be worked out with the disciplines. The implementation of this model is a core part of this enrollment management plan. It is not enough, though, to offer Pathways. The college must communicate and market Pathways to the community and to our feeder schools as a cost-effective, time-effective option. This marketing needs to include not only outreach to potential students and the community but also in-reach to existing students.

The student success Pathways Initiative as described addresses the needs of full-time students in the General Education area whose goal is to transfer. However, during this plan period, the Pathways Initiative will also address the needs of students seeking CTE certificates as well as AA/AS degrees and part-time students in all areas. The cohort and block scheduling model is much more conducive to CTE areas than G.E. areas; therefore, the adaptation of the model to include the CTE areas is expected to be relatively uncomplicated. Even for part-time students, the Pathways model offers more clearly defined course sequences that will help these students better navigate through their programs of study. That said, the college's goal is to increase the number of full-time students by incentivizing full-time enrollment. A significant portion of the college's student population will always be part-time, but the college believes that many students could be encouraged to take more units / move to full-time status if they could see the value of committing the time / resources supported by the college's guarantee of a less congested system that will allow them to complete their educational goals more quickly. All enrollment management strategies, their impact on overall student access, completion, and success for all populations of students will need to be assessed and recalibrated on the basis of the college's ongoing analysis.

## Purpose of Enrollment Management Plan

The purpose of the Enrollment Management plan is to create a responsive, flexible, educationally and financially sound, research-based approach to enrollment management that recognizes the multiple missions of the college and supports student access and success.

The distribution of the college's FTES to its various programs historically has not shown a clear connection to the educational plan due to "rollover" as the principal schedule development mechanism. However, since 2011/12, the college has been working to develop a responsive, flexible, educationally, and financially sound data-driven enrollment management plan that is guided by the college mission. Part of this planning needs to be an understanding RCC's students in terms of their academic needs and goals. (See Appendix C.1)

As the college shifts its enrollment management to a more results based approach, the plans implementing the overall vision outlined here will need to weigh the overall balance of curricular offerings, department and program plans, certificate and degree requirements and student need (for example the percentages of students needing basic skills), and external factors, including metrics by which the college will be evaluated. The plan outlines principles to guide enrollment management processes and decision making as well as overarching procedures and guidelines that can help the college's divisions, departments, and disciplines maximize student access and success. The vision is to create a coordinated approach among disciplines, departments, deans, and the college as a whole in managing enrollment and implementing Pathways. The plan, as it evolves through cycles of strategic planning, will be continuously monitored, evaluated, and assessed.

## Enrollment Management Principles

1. The focus of decision making should be on student access, student success, and the quality and academic integrity of programs and services.
2. The plan must recognize the multiple missions of the college and demonstrate a commitment to a balance of these missions as determined through shared governance.
3. The plan must facilitate students' successful completion of their Pathways by aligning course offerings in schedules that demonstrate efficient use of space and that exhibit a student-centered distribution of courses by time and modality.
4. Any expansion of offerings to facilitate access, for example, offering sections on weekends and expanding evening offerings, must be accompanied by offering students access to full college support services at these times, keeping the focus not on access alone but on the support necessary to facilitate student success.
5. The plan also supports the necessity of front-loading student support prior to enrollment so that students are able to make informed decisions and are provided with information about the academic and other support services available to them at the college.
6. The plan is founded on a commitment to using good qualitative and quantitative data to inform discussions and decisions.
7. The plan must recognize and be responsive to fluctuating fiscal and facilities realities.
8. The plan must strive to achieve efficiency, but in a nuanced way that understands that the efficiency target for the college as a whole is a composite of the efficiency ratio for each discipline, which in turn is based on historical course caps for courses in each discipline
9. The plan must comply with the external demands of accreditation standards and state mandated metrics while also remaining consistent with the RCCD collective bargaining agreement.

**Degrees and Certificates Awarded**

Part of enrollment management is looking at program offerings and determining the extent to which they are being utilized by students and are in line with current trends and labor market demand. A cornerstone of enrollment management involves regular analysis and review of programs in light of external demand for the product of that program and the efficiency of the program in moving students through this pathway. This analysis needs to take into account student persistence, retention, and success as well as ultimate award of certificates, especially in the CTE areas where students may achieve what they need to be employable or enhance their earnings or get promotions without earning a certificate from the college (though they may be able to receive industry certifications). The analysis also requires the college to calibrate the requirements of its degrees and certificates to the needs of industry or transfer institutions so that completing the degree or certificate is worthwhile to more students. In particular, the college needs to assess the value of AA/AS degrees in areas of emphasis. These conversations, including data analysis,

should take place at the discipline and department level through the process of program review and in collaboration with division deans and then filter up through the strategic planning processes.

The college is aware that many more students transfer than actually earn the AA/AS degree.  The college needs to promote completion of the AA/AS and the value of doing so. (See Appendix C.2).  Proactive strategies that reach out to students who are within a few units of earning a degree or certificate will help to encourage more students to complete degrees/ certificates.

The college's data show degrees and certificates awarded to the students who have designated Riverside City College as their "home" College.  While recognizing that degrees and certificates have been awarded for programs not offered at RCC, these programs are offered at one of the other colleges in the District. Every semester, approximately 10% of the students enrolled in the District are enrolled at more than one college simultaneously.  Because of these enrollment patterns, it is very common for students to take a substantial number of credits at a College not declared as their "home" College.  Additionally, students can be awarded a certificate or degree with an area of emphasis which is not offered at that College.  The college needs to recognize that while it continues to serve the needs, particularly in general education, for students from outside RCC (See Appendix C.2),  when problems arise due to space and when competition between RCC students and other students exists, priority must be given to RCC students.

Disciplines and departments will engage in substantive discussions about the outcomes of these programs, their currency and viability in order to determine whether enhancement, revision, better marketing of programs, or discontinuance makes most sense.  These conversations also will include discussion of external factors, such as allocation of FTES, which may have impacted outcomes regardless of student interest or demand.  Such analysis will be a regular and substantive part of program review so that the college can continue to calibrate its offerings to best serve students.  Strategic planning will create, monitor, evaluate, and adjust processes for assessing the college's current offerings in order to streamline where necessary and add in the areas that will best serve students through a coordinated process that involves disciplines, departments, deans, and strategic planning councils.

**Degrees Awarded**

Despite decreased enrollment, the number of degrees and certificates awarded by the College has remained consistent.  Riverside Community College District did not split into three separate colleges until Fall 2010.  Thus, the higher 2009-2010 numbers may partially be accounted for because of the difficulty in assigning a "primary" campus for that year.

**Student Placement and Distribution of Courses**

Meaningfully identifying which Pathways RCC's students are on (or even are most likely to be on) is difficult given the college's current system.  Students' indication of a major or area of study on applications  doesn't always match course taking behavior.  Therefore, determining what classes clearly "signal" students are on one pathway or another is problematic.  However, moving forward, as new software for SEPs becomes available and as the Pathways Initiative is further implemented and relevant and reliable data become available, it will be essential for those working on enrollment management to gather and analyze this data in order to facilitate conversations about percentages of FTES allocated to each of the Pathways.

For students enrolling as first-time freshmen in the last five years, the tables below show their preparedness based on either their first math or English course or their Accuplacer scores.

| First-Time Freshmen English Placement Level | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015* | |
| | # | % | # | % | # | % | # | % |
| Prepared | 1115 | 23.8% | 1156 | 26.3% | 997 | 21.9% | 466 | 17.3% |
| Underprepared | 1260 | 26.9% | 1150 | 26.1% | 1196 | 26.3% | 549 | 20.4% |
| Unprepared | 1631 | 34.9% | 1678 | 38.1% | 1929 | 42.4% | 549 | 20.4% |
| No Placement* | 672 | 14.4% | 417 | 9.5% | 430 | 9.4% | 1129 | 41.9% |
| Total | 4678 | 100.0% | 4401 | 100.0% | 4552 | 100.0% | 2693 | 100.0% |

*2014-2015 includes only actual class placement -- not ACCUPLACER score placement which accounts for the higher number of No Placement.*

| First-Time Freshmen Math Placement Level | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015* | |
| | # | % | # | % | # | % | # | % |
| Prepared | 391 | 8.4% | 435 | 9.9% | 216 | 4.7% | 192 | 7.1% |
| Underprepared | 1540 | 32.9% | 1544 | 35.1% | 1654 | 36.3% | 977 | 36.3% |
| Unprepared | 2122 | 45.4% | 2058 | 46.8% | 2345 | 51.5% | 829 | 30.8% |
| No Placement* | 625 | 13.4% | 364 | 8.3% | 337 | 7.4% | 695 | 25.8% |
| Total | 4678 | 100.0% | 4401 | 100.0% | 4552 | 100.0% | 2693 | 100.0% |

*2014-2015 includes only actual class placement -- not ACCUPLACER score placement which accounts for the higher number of No Placement.*

While the total FTES changes each year, the distribution of course types that are reflected in our three primary Pathways—CTE, Basic Skills, and Transfer—has remained remarkably consistent. As the college further implements Pathways, the vision is to shift more FTES to STEM areas (as warranted by student interest and math readiness) to accommodate projected job growth. For Basic Skills, the initial effort will be to place more emphasis on the under-prepared students who can move very quickly to college readiness and two year Pathways, decongesting the system, while developing accelerated remediation programs for un-prepared students. And all of this must be balance with maintaining robust offerings in the liberal arts where the highest student demand is.

**Percent of Total FTES by Course Classification**

| Course Classification | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
|---|---|---|---|---|---|
| Transfer | 55.7% | 56.3% | 56.0% | 56.2% | 57.2% |
| Transfer & CTE | 18.6% | 18.7% | 18.4% | 18.3% | 18.0% |
| CTE | 9.7% | 9.6% | 10.5% | 9.9% | 8.9% |
| Basic Skills | 6.3% | 5.6% | 4.8% | 5.3% | 5.6% |
| Course Below Transfer Not Classified | 9.1% | 9.0% | 9.9% | 9.9% | 9.8% |
| Not Classified | 0.5% | 0.6% | 0.4% | 0.5% | 0.5% |

Source: RCCD Enrollment Management Dashboard

Includes Residential and Non Residential FTES. Extracted on August 31st, 2015

As the college proceeds with implementing the Pathways initiative, these percentages will need to closely reflect the needs of RCC's student population.

**Current Distribution of Courses:  Mode of Delivery and Time of Day**

| Course Delivery Method | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
|---|---|---|---|---|---|
| **On Campus** | 81.8% | 82.3% | 83.3% | 83.5% | 83.3% |
| **Hybrid** | 7.2% | 7.5% | 7.4% | 8.1% | 8.1% |
| **Online** | 11.0% | 10.2% | 9.3% | 8.4% | 8.6% |

Source:  RCCD Enrollment Management Dashboard

Includes Residential and Non Residential FTES.  Extracted on August 31st, 2015

As most faculty would expect, the On Campus delivery method results in the highest student success rates.  Online and hybrid success rates are very similar, although the hybrid rates are slightly higher. Figure 13 shows student retention and success rates by these different delivery methods.  At Riverside City College, the delivery of hybrid courses varies from courses which meet on campus only once or twice to courses that meet on campus much more frequently.

*Student Success by Delivery Method*

| Retention & Success by Delivery Method | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
|---|---|---|---|---|---|
| **On campus** | | | | | |
| Average Retention | 75.0 | 76.7 | 82.0 | 82.2 | 80.6 |
| Average Success | 61.4 | 64.0 | 68.5 | 67.5 | 66.2 |
| **Hybrid** | | | | | |
| Average Retention | 78.4 | 78.0 | 79.2 | 82.9 | 80.9 |
| Average Success | 55.2 | 58.6 | 58.1 | 60.0 | 59.7 |
| **Online** | | | | | |
| Average Retention | 75.1 | 75.7 | 79.4 | 79.7 | 79.4 |
| Average Success | 54.5 | 55.0 | 58.4 | 57.7 | 57.2 |

Source:  RCCD Enrollment Management Dashboard as of August 31st, 2015

**Calculating the Cost of Online and Face to Face Instruction**

For a typical, three unit, face to face class with a cap of 49, the FTES calculation at census is done as follows:

49 x 3.4 x 16.4 over 525 = 5.204 FTES generated

For the same class taught in the online or hybrid format, the calculation is as follows:

42 (lower class size) x 3.0 (online classes don't get the compression) x 16.4 over 525 = 3.9 FTES generated.  Online instruction is funded by unit value rather than WSCH.

The district is funded at about $4,700 per full-time equivalent student.  The difference in FTES generated between face-to-face and hybrid/online is 1.304 which means that the district is funded at about $6, 128 less for each online class than it is for face-to-face classes.

So in 2013-2014 the district lost nearly $2 million on apportionment with online instruction even though the cost of instruction (FTEF) remains the same.  And while there aren't classroom facilities expenses associated with online instruction, there are the costs to the district of maintain the web environment.

Online instruction is a necessary part of RCC's mix of courses to meet the varied needs of its diverse student population.  But a sound enrollment management plan also needs to weigh the cost of that instruction, especially given lower retention and success rates, in determining the college's balance of offerings. Conversations at the discipline and department level that analyze the factors that contribute to the retention and success rates of all courses should be robust, and responses in light of such conversations can take a variety of forms: specific strategies to increase student success, requests for increased student support, rebalancing of offering, re-design of curriculum, etc.   The data available through the Enrollment Management Dashboard will facilitate these ongoing conversations.

**Responsiveness to Community and Job Market**

According to a June 2013 study by Georgetown University's the Center on Education and Workforce, the need for STEM-related jobs is expected to grow 22% between 2010 and 2020.  As the college plans course offerings, certificates, and programs for the next several years, how RCC plans to meet this increased demand should inform conversations about course offerings, certificates, and programs.

**Projected California Job Growth Projection**

| Occupation | 2010 Jobs | 2020 Jobs | Growth Rate (%) |
|---|---|---|---|
| Managerial and Professional Office | 2,415,440 | 2,876,040 | 19 |
| STEM | 790,080 | 967,510 | 22 |
| Social Sciences | 97,330 | 119,380 | 23 |
| Community Services and Arts | 868,740 | 1,019,710 | 17 |
| Education | 903,220 | 1,074,270 | 19 |
| Healthcare Professional and Technical | 608,250 | 767,960 | 26 |
| Healthcare Support | 352,750 | 465,670 | 32 |
| Food and Personal Services | 2,774,240 | 3,374,460 | 22 |
| Sales and Office Support | 4,302,480 | 4,917,110 | 14 |
| Blue Collar | 3,000,160 | 3,332,220 | 11 |
| **Total** | **16,112,690** | **18,914,330** | **205** |

**Source:  Carnevale, A.; Smith, N.; and Strohl, J. (June 2013)** *Recovery:  Projection of Jobs and Education Requirements through 2020.*  **Center on Education and the Workforce.  Georgetown Public Policy Institute**

**Assessing Demand for Courses**

The college will create and evaluate mechanisms for assessing student demand for courses and for determining where the demand is legitimately because of "bottlenecks" and where the demand may be less about the need to offer more sections and more about the need to offer better instructional support for existing sections that have consistently low retention and success rates.  Analysis of data available in the Enrollment Management Dashboard will assist disciplines and departments in making these distinctions.  Mapping courses on the basis of which are high demand/ high capacity; high demand/ low capacity; low demand/ high capacity; and low demand/ low capacity can also offer a useful tool for assessing demand for courses.  All such conversations also need to be informed by the need to offer all courses required to complete all the college's pathways frequently enough (and in sufficient numbers) for students to complete their program of study in two years.

Moreover, when assessing student demand for sections, waitlist data are problematic.  The problem with the waitlist as a reliable data point is that students are able to put themselves on as many as 15 waitlists and waitlists are capped at the same of number of student seats available in the class, so for many students being on a waitlist can create an unrealistic expectation about their ability to actually get into a class.  Reducing the number of waitlists students can be on and the number of slots available on each waitlist will help generate more meaningful data from waitlists to get a clearer picture of these highest demand courses.   To better capture what the highest demand courses/ bottleneck courses are, the college can also explore looking at how quickly sections/ waitlists fill.

**Facilities**

Facilities also have an impact on the allocation of FTES.  The total assignable square footage (ASF) currently available is 548,069 SF, which is about 3.5 times the ASF at each of the other colleges in the

district. The addition of new facilities, such as the Coil School of the Arts; the Culinary Academy; the Student Services/Administration building; the renovation of the old Life and Physical Science buildings; and a new Cosmetology building, all projected to be completed within this EMP period, should be able to accommodate the enrollment growth. But the college also has load ratio problems that impact enrollment management. A question the college critically needs to plan for is how resources will be allocated as new facilities come online and careful thought needs to be given to how these facilities will be populated (given growth projections), and by which programs. Planning also needs to consider what implications these choices will have for resource allocation, especially given the college's recovery from the recent financial crisis, subsequent course cuts, and the loss of full-time faculty in the academic programs (due primarily to retirement).

## Implementing Pathways / Transitioning the College from the Current Structure to the Pathways Structure

The strength of the Pathways model is the reduction of time to remediation and acceleration to graduation. The important considerations for enrollment management are

- It is a 1+2+2 model
- Completing basic skills in 1 year for students placing at the lowest levels will require creating intensive and accelerated remediation during summer and winter intersessions

Changing the existing structure to a Pathways model is not something that can be done overnight, and implementing it, while minimizing disruption to the college as a whole, is an important consideration. With that in mind, over a five-year period the goal is to take the college to a system where 30% of students will be on a defined pathway. While the college doesn't aspire or intend to be on a 100% Pathways model given the tremendously varied needs of our students, projecting out 15 years, the college anticipates that a significant percentage of students will be on a Pathways model. The college is planning for a gradual but systemic shift that will decongest the system for everyone as well as provide an environment in which integrated academic support services are more available for all students. Careful assessment and monitoring at every step will be necessary to adjust and recalibrate to ensure that the program is accomplishing the goal of increasing student completion and success.

The importance of thinking about course offerings from the perspective of student need rather than primarily from the perspective of faculty preference can't be over-emphasized. Putting all course offerings in disciplines on a rotation helps to create a clear understanding of which core courses are most essential to students' moving through their various Pathways and to better configure the sequence and frequency of offerings of electives—which are integral to the richness, breadth, and depth of RCC's mission. This effort will help the college create a more coherent and student-centered enrollment management plan.

To facilitate the goals of access and completion, the college will create a balanced master schedule that meets the needs of Basic Skills, Transfer, and CTE students and that reflects the priorities of the college initiatives outlined in this Educational Master Plan. Such a schedule needs to be built through the strategically coordinated effort of disciplines, departments, and divisions and needs to maintain the flexibility to adjust to changing demands. Departments will engage in ongoing analysis and conversation about the calibration of course offerings to ensure that essential classes are offered frequently enough and

in sufficient numbers and will place elective offerings on a regular rotation that ensures accessibility to students so they can complete Pathways in a two year time-frame.

## Enrollment Management Guidelines

Concurrent with planning for the strategic implementation of the Pathways model, this Enrollment Management plan also recommends broad guidelines for enrollment management. For the divisions, departments, disciplines, the following guidelines offer overarching parameters for developing a schedule of offerings to best support student access and success. These guidelines are meant to facilitate collaborative discussions between and among discipline faculty, departments, and division deans.

1. If courses offered at a particular time of day or in a particular mode of delivery reveal consistently low fill ratios, retention and/or success patterns, discipline and department faculty, along with division deans, should engage in collaborative discussions about the balance of offerings. The program review process offers a structure to facilitate these conversations and plan for changes and adjustments based on ongoing review of data. Such conversations should focus on course level data, not data for an individual faculty member's course (for example, for English 50 as a whole rather than for a particular section of English 50 or online sections of Sociology 1 as a whole rather than individual sections of the course).
2. When adding sections (or cutting), data about how courses fit into completion of Pathways should be a major consideration: CTE Pathways/ degrees and certificates, remediation, transfer. If a course hasn't been in a rotation because of budget cuts and is needed to complete a pathway or ensure the integrity of programs, this needs to be considered. Historical fill ratios for courses should also be considered.
3. In order to facilitate maximum student access, disciplines, departments, and the college as a whole must consider mode of delivery and time of day when adding sections so that offerings are balanced and appropriate pedagogically.
4. When considering which courses to offer in the online mode, articulation as well as access needs to inform the decision.
5. Using data on WSCH and FTES rather than primarily numbers of sections will facilitate conversations about growth and cutting back when necessary.
6. Shadowing can be used as a strategy for making sure any added sections will be filled.
7. Sections that have fill ratios below 70% are eligible to be cut unless they are courses that are essential to completing a degree or certificate pathway, are tied to existing industry partnerships, or are impacted by facilities constraints. Exceptions might also be made for courses that are part of a newly developed program that is just getting underway or an existing program that is rebuilding. Consultation with department chairs and faculty who would be able to explain the nuances and circumstances that warrant an exception is essential. Another consideration might be that there is no more space for prime time offerings, but the college needs to offer more sections to accommodate student demand, even if enrollments, say in late afternoon, would be softer.
8. To minimize adverse impact on students, decisions to cut courses will be made a week before the start of term if possible and feasible, but will always be completed no later than the first day of the course.

## Planning for Contraction and Growth

Effective enrollment management depends on being responsive—rather than reactive—to periods both of contraction and growth. Planned growth can allow for planned cuts—and a systematic, coherent, student

need centered mechanism for balancing the multiple missions of the college during times of contraction is essential.

Conversations about which courses should go in which tier (see the chart below) also need to take place at the discipline and department level and in collaboration with Deans overseeing these areas. Such discussions should consider the importance of maintaining balanced offerings over time of day to preserve access, the curricular impacts of grants and new initiatives (e.g. AB 86), and the need to honor partnerships with high schools and local industries.

**Growth/ Contraction Guidelines**

| Adds ↑ | ↓Cuts | General Ed. & Transfer | Career and Technical Education | Basic Skills Developmental English, Math, ESL and Reading | Academic and Career Success and Counseling |
|---|---|---|---|---|---|
| Add sections after tier one and two **Tier Three Adds** ↑ | ↓**Tier One Cuts** Maintain enough so that students have elective choices | 1. Sections that are unrestricted electives, where other options are available | Courses that are unrestricted electives within CTE certificates/programs where other choices are available. | Courses that may be useful and supplemental to the primary Pathways but are not absolutely critical (these would be special topic courses or courses focused on a singular skill) | Courses that are useful and supplemental but not absolutely critical |
| Add these after tier one ↑**Tier Two Adds** | ↓**Tier Two Cuts** Cut Judiciously | Restricted elective sections that are required for general education, degrees, and certificates but multiple sections are typically offered, some of which can be cut | Sections of courses required for CTE certificates/programs, but multiple sections are offered, some which can be cut. | Sections of courses in the primary pathway where multiple sections are typically offered, some of which can be cut. \*When adding, bring back the lower level courses that meet the needs of the students and provide them with an entry point into the Pathways | Sections of courses where multiple sections are typically offered, some of which can be cut, and still maintain balanced offerings. |
| Grow these sections first **Tier One Adds** ↑ | **Tier Three Cuts** | Degree or certificate requirements with few sections offered. Critical GE areas where only a few courses meet the GE area. | Required courses in CTE certificates/majors that are offered on a rotation plan or that are critical for students to complete a certificate/major. Stand-alone courses required for professional development or industry certification leading to career entry or advancement. Courses mandated by regulatory agencies. | English, ESL, Reading and Math pathway courses culminating in college-level skill. Higher level courses leading directly into college-level or CTE Pathways. | Career development, transfer planning, college success courses, especially those that are connected to existing programs. |

\*Restricted elective means a student has choices, but specific courses are named.  An unrestricted elective just says you must take x number of units in the discipline.

## Recommendations

Over the life of this Educational Master Plan, through the cycles of strategic planning, the college will implement, monitor, adjust, and assess the following recommendations:

- **College Community**:  The College will create a master schedule that schedules a year out and will distribute courses based on student needs/ access rather than relying on roll-over, thus facilitating the transition to the Pathways model.  Division deans working closely with faculty chairs/ departments shall create this master schedule for each division, also taking into consideration how courses in related disciplines need to be integrated so students can navigate through course sequences and pre-requisites.   This involves a major paradigm shift, but to truly facilitate student access to and successful navigation through their Pathways, the emphasis must first be on what needs to be offered, how (in what mode), when, and how often.  The rollover simply does not accomplish this.
- **Each Discipline**:  Put courses needed to complete all Pathways, degree, and certificate patterns in all disciplines on a clear rotation so that students can anticipate when courses will be offered and plan accordingly.  Several disciplines have already done this, but many have not—a clear rotation of course offerings is essential to help students plan and navigate their Pathways.  This document should help to frame conversations during the program review process.
- **Admissions and Records/ Student Services**: Restrict the number of waitlists students can put themselves on and the number of students per waitlist so that the college can more meaningfully capture demand data and help ensure that students are making clear progress on their Pathways and so that we encourage students to have realistic expectations about courses they can get into and encourage them to consider non-prime time offerings that are often slower to fill.
- **Departments and the office of Institutional Effectiveness**:  Discuss which courses are clear gateway/ threshold courses that allow the college to determine which Pathways students are on.  And related to this, departments and the office of institutional Effectiveness should work together to determine which courses belong to which Pathways.  These will be important for future conversations about how to allocate FTES among the Pathways.
- **Admissions / Student Services**:  Implement a much more robust system of orienting and advising students before they enroll in classes.  Students need to be able to make informed decisions and be more aware of the support services available to them.
- **Counseling/ Student Services**:  Increase the number of students completing a full SEP, and with the automation of this process, departments/ disciplines will be better able to project demand for particular courses in a given semester.
- **Disciplines**: Encourage Faculty Advising as part of enrollment management in so far as this will help the college both more clearly understand students' needs/ enrollment plans and so that the college can assist students in navigating their paths of study efficiently
- **Disciplines/ Division Deans**:  Through the process of program review, engage in frank discussions about the reasons for poor retention and success in online and hybrid courses, strategies to improve retention and success in these courses, and the right balance of online/hybrid and face to face courses, particularly in areas where as part of a the general education requirements, demand for a course is particularly high and the college may be artificially restricting access to the course through an imbalance in face to face and online

offerings. These conversations should also include discussion of consistency of course caps for online courses.

The changes proposed in this plan and the impact of them on the college goals related to student access, completion, and success need to be continuously monitored, evaluated, and assessed so that they can be recalibrated in response to an ongoing analysis of what strategies are working and which need further refinement.

# Institutional Effectiveness

## Overview

Institutional effectiveness in its broadest term attempts to integrate—at both the strategic as well as the operational implementation levels of the college operation—four major principles: efficiency, effectiveness, accountability, and transparency.

**Efficiency**

The principle focuses on streamlining processes and eliminating redundancies in order to achieve a desired result in the timeliest, most practical, and most cost efficient manner. The most significant as part of efficiency deals with the reduction of time for remediation and the shortening of the time for completion of graduation and transfer. These goals form the center piece of the strategic plan. The continued monitoring, evaluation, and assessment of the adopted models and methodologies designed to achieve these goals formulate an important aspect of institutional effectiveness. The streamlining of the decision-making process by the reduction of the number of disconnected and uncoordinated committees also contribute to efficiency. The vertical and horizontal alignment of the planning process, introduced in the new strategic plan, attempts to reduce duplication and redundancies and enhance the ability of divisions and departments, at both the intra- and inter-divisional level, to design and to use common services, which will lead to a more efficient use of limited resources. The development of a master schedule and the streamlining of the course caps also enhance the efficient utilization of available space and faculty.

**Effectiveness**

This principle deals with the speed with which and the degree to which the institution achieves its set goals. An important component to this concept is the development of effective methodologies for goal setting so that the goal is developed in clear, unambiguous terms and is described in concrete, measurable, and achievable targets. The integration of analytical tools, such as SWOT analysis, and the increased use of data to inform decision making help the college refine its goals, which are essential to the whole planning process because it is the goal that drives the plan. Equally important, the college needs the capacity to develop research and evidence-based strategies that address the goals. The vertical and horizontal alignment of the planning process as well as the implementation processes and the integration of Academic Senate committees with the strategic planning committees are attempts to mobilize and optimize the best use of the limited human resource. All of these efforts contribute to the effectiveness of

the plans. Finally, well-organized data obtained from both external and internal scans relevant to the units, departments, divisions, and the training and capacity building that goes with it, are essential for the college to be effective.

## Accountability

The establishment of efficient and effective planning processes, characterized by the setting of unambiguous, concrete goals described in measurable and quantifiable parameters, contributes to the institutional accountability, but these processes are not sufficient until the college defines a clear delegation of responsibility. At the operational and implementation levels, a clear and systematic delegation of responsibility requires a functional organizational structure of the institution that clearly defines and delineates the roles and responsibilities of everyone in the organizational structure. The roles and responsibilities of the current three Vice Presidents of Academic Affairs, Student Services, and Administrative Services are well-defined even though in the light of the new integrated strategic planning process, some finer adjustments are being made as a result of the vertical and horizontal alignment of functions. However, the college needs a Vice President of Institutional Effectiveness, whose main task will be to strengthen the planning process and to support and empower the entre planning structure, including the councils, committees, and all the implementing entities in the organizational structure (disciplines, departments and divisions). The Vice President might possibly coordinate and oversee the Office of Institutional Effectiveness and Research, the Division of Student Success and Support and the Department of Grants so that the entire strategic plan can be supported in a sustainable way. Such an office will be essential in making strategic as well as the implementation plans be active and living document. Through coordinating and integrating the various monitoring, evaluation, and assessment processes, the Office will stimulate the process of introducing improvements at every aspect of the organization and will ensure that all areas of the college adhere to the principles of efficiency, effectiveness, accountability, and finally transparency.

At the divisional level, the college has to address the delegation of responsibilities during the planning process. It is important that divisional structures are composed of departments whose disciplines are interrelated and share strong disciplinary foundation in order to facilitate the integration of the plans. Also, with interdisciplinary collaboration, the development of common or shared facilities can be enhanced. In the CTE division the disciplines of photography, graphic designs, film TV and video are intricately related to the disciplines in the fine and performing arts. The larger and well-developed athletic program is administratively divided between the Division of Math, Science and Kinesiology for the Kinesiology component and the Dean of Student Services for the athletic component. This fragmentation will also need to be addressed in defining the clear mandate of athletics so that its accountability could be better defined and achieved.

The accountability principle also requires the college to clarify the nature and mandate of departments, especially academic departments. Currently, departments vary in both type and size. The number of disciplines classified under one department range from six in Applied Technology to single discipline departments, such as Chemistry. They also differ in size with departments having over 20 full-time

faculty, such as Nursing, to those with only two full-time faculty such as Early Childhood Education.

**Transparency**

This principle requires the college to use integrity as it communicates information both within the college and with outside agencies. The college needs to ensure that there is a mechanism for infusing data-informed discussions into the work of committees and workgroups and that the outcomes of these discussions are widely available to the internal and external agencies.

Prospective and current students need to be able to access information to evaluate program outcomes and student success (persistence rates, graduation rates, transfer rates, gainful employment, etc.). The college needs to streamline access to this information. Implementation of a Business Intelligence reporting system as well as improved website structures will help ensure that data are accessible to both the college and outside agencies.

The quality and integrity of its data, the outcomes assessment and reporting of its key performance indicators, the analysis of the organizational alignment of the various decision-making components between units of the college and the alignment between the college and the district, and the integrity of the mandated reporting required by outside agencies characterize the principle of transparency.

By creating joint Leadership Council committees and regular reporting from committees to Leadership Councils, the college hopes to improve the information flow with continued focus on the college's strategic planning goals.

## Office of Institutional Effectiveness Overview and Charge

The college, as its primary focus, cultivates student learning and achievement. To achieve this aim, the college has developed an effective and efficient planning framework to improve the quality of its educational programs and services. This framework outlines the decision-making line of authority and the necessary collaboration among those directly responsible for developing implementation plans The Office of Institutional Effectiveness works in collaboration with the strategic planning leadership councils and other college organizations to ensure that this framework is effective; that the college monitors, evaluates, and assesses its decision-making and planning processes; and that the college reports with integrity its efforts to improve student success and completion with the community it serves and with outside agencies, especially those to which the college has statutory reporting requirements. The Office of Institutional Effectiveness provides the necessary data and analysis to inform decision-making at all levels of the institution. The Office coordinates the collection and organization of all planning documents, including the college's Program Review and Plans.

In collaboration with the college's Assessment coordinators and the Riverside Assessment Committee (RAC), the Office of Institutional Effectiveness provides the training and coaching necessary for the numerous assessment activities that the institution conducts to guarantee sustained quality improvement. To provide this level of administrative support, the Office of Institutional Effectiveness needs to have a sufficient number of key personnel including administrative support and professional researchers trained in data reporting and research methodologies and, perhaps, leadership by a Vice President for Institutional Effectiveness.

The Strategic Planning Institutional Effectiveness Leadership Council, supported by the Office of Institutional Effectiveness, continuously and systematically monitors, evaluates, and assesses the college's mission; its organizational structure; its program review processes; the quality of its data and institutional targets; the integrity and timeliness of the various assessment strategies used by disciplines, integrated academic support services, and departments; the integrity of the institution's outside reports; and the decision-making processes used to allocate resources that enhance student success and completion in the courses and programs leading to transfer, degrees, and certificates. The Institutional Effectiveness Leadership Council, in collaboration with the other strategic planning leadership councils, ensures that these results of the various assessment activities, at all levels of the institution, lead to dialogue and improvement and offer a transparent analysis of how well the college meets its student success goals and targets.

# College Organization

To enhance the effectiveness of the institution, the college needs to create an organizational structure that enhances its long-range goals and its strategic targets and initiatives. As the college fully implements its Pathways Initiative, the organizational structure of the institution should provide the instructional framework and the integrated academic support and administrative services that allow for the most efficient use of resources to accomplish long-range goal of transferring or granting degrees to the under-prepared and college-ready students in two years, of helping unprepared students become college ready within a year, and of developing clear CTE pathways for students to earn certificates or degrees that allow students to enter the workforce. The college will develop appropriate instructional and integrated academic support divisions and administrative departments using the following principles: to organize instructional divisions by closely-related disciplines or goals (i.e., CTE programs), to organize the integrated academic support services under Student Services, and to develop administrative departments that allow for the most effective use of resources and personnel. Because the college recognizes the importance of helping under-prepared and unprepared students become college ready in one year and then enter one of pathways, the college is exploring the idea of developing a Basic Skills/Development Education Division. To ensure that the institution functions effectively and meets its accreditation and assessment mandates, the college plans to expand the Office of Institutional Effectiveness.

## Current Academic Divisions

The organization into academic divisions will help facilitate integrated strategic planning as academic disciplines coordinate with departments and divisions to maximize and leverage resources as they set discipline and even course specific targets for student success and continuously monitor and evaluate which strategies are most effective in achieving goals and which need adjustment. The Program Review process being implemented in 2015-16 will assist all areas of the college in integrated/ coordinated planning by putting all divisions as well as non-instructional areas on the same five-year cycle of comprehensive planning followed by annual updates to help the college address the challenges posed by fragmentation.

## Division of Languages, Humanities and Social Sciences (LHSS)

**Mission**
Based on a learner-centered philosophy, the Division of Languages, Humanities and Social Sciences develops critical thinking, reading, writing, and communication skills; cultivates literacy across the curriculum and at every level of competence; fosters critical engagement with cultural, political,

economic, psychological, and sociological ideas and theoretical underpinnings; inspires global awareness; and nurtures self-development and intellectual curiosity. To encourage student success, the Division of Languages, Humanities and Social Sciences integrates with student support services and co-curricular activities.  The Division of Languages, Humanities and Social Sciences empowers students as they work towards individual achievement, certificate and transfer goals, and life-long learning.

**Vision**

The Division of Languages, Humanities and Social Sciences aspires to reenergize its commitment to teaching excellence by promoting rigorous, engaging course work and programs of study that encourage students to develop cultural literacy and global citizenship, to understand and value diverse cultural perspectives, and to develop the skills to think and communicate flexibly and creatively in a rapidly-changing world.  The Division aims to increase the numbers of students successfully completing Preparatory and Transfer Pathways through its student-centered course offerings and by providing resources which nurture persistence, resiliency, engagement, and  equitable outcomes for all students.

**Values**

- *Teaching Excellence and Innovation*
  We strive to provide the highest quality educational environment by embracing a culture of excellence motivated by a desire for continual improvement.  We encourage continual assessments of our courses and our programs, and we encourage innovation and creative problem solving to make improvements based upon these assessments.
- *Collaboration*
  We support active, transparent communication and participation based on trust, openness, consistency, research, and respect in the decision-making process.
- *Inclusiveness and Diversity*
  We value diversity and recognize the contributions of all individuals. We support the free and open exchange of thoughts and ideas in an environment that embraces mutual respect and civility.
- *Collegiality*
  We encourage students, faculty, staff, and administrators to work together to solve problems by listening to one another, by speaking honestly, and by demonstrating ethical behavior and responsibility for the good of the college.
- *Community*
  We build a vibrant community of learners by offering opportunities for mentorship, faculty advising, and cohort-based learning, and we strive to integrate all of our learning activities Academic Support Services, Academic Counseling Services, Disability Resource Center services, Veterans services, Academics, and the student organizations of ASRCC.
- *Equity*
  We strive to ensure equitable opportunities and learning outcomes for our students and for our community.

# Division of Math, Science, and Kinesiology (STEM)

## Mission

Based on a learner-centered philosophy, the Division of Math, Science, and Kinesiology, provides excellence in teaching and learning to a diverse student population, develops critical thinking skills and fosters scientific inquiry, promotes community and global awareness, and inspires all students in a rigorous, high quality, post secondary education in lower division courses in mathematics, science, and

kinesiology. The Division integrates student support services and co-curricular activities with the academic program to enhance student retention, persistence and successful completion of courses. The Division empowers students as they work toward individual achievement, certificate and degree attainment, transfer, professional programs, and life-long learning.

**Values**

**Teaching Excellence and Innovation**

The division embraces the college's tradition of teaching excellence, incorporating technology and innovation to support the highest standards of education in the sciences. It strives to ensure teaching excellence through a culture of continual assessment and improvement of our courses and programs, and encourages creative and innovative ways to enhance teaching and scientific inquiry.

**Collaboration**

The division values and supports transparency, honesty, openness, and active participation by all individuals in the decision-making process. Decisions are data-driven and are supported by scholarly research. This collaborative process is not only core to the discussions in the division, but also is core to the collaborative efforts with K-12 and four-year university educational partners, business and industry partners, and with staff and students.

**Collegiality**

The division valuesand encourages participation of all constituencies – faculty, staff, students and administrators – and work together toward a common goal. It respects the differences in perspectives, listens mindfully and thoughtfully to others, exhibits professional behaviors, and makes decisions for the good of the division and in the best interest for the college.

**Inclusiveness and Diversity**

The division embraces and celebrates diversity, and respects the viewpoints and contributions of all individuals. It supports and promotes the free exchange of ideas and ideologies that benefit and contributes to local and global awareness and appreciation of diversity.

**Community**

The division values and respects the importance of building a community in support of students. The integration of the academic programs with student support services helps to scaffold the student and to provide a vibrant learning experience, along with the student support necessary for successful completion. The integration of academic counselors, faculty advisors, educational advisosr, and the resources from the Disabled Resource Center, the Veterans, Center, the Engagement Centers, and Student Activities provide an excellent teaching and learning environment for student success and completion.

**Stewardship of Resources**

The division values the importance of resources, whether it be financial resources, physical resources, environmental resources, or human resources, and seeks strategies to maximize the use and care the resource, and be mindful and cognizant of the significance and importance of each to the holistic work of the division and college.

**Equity**

The division seeks to ensure equitable opportunities and learning outcomes for all student, to be mindful of the equity gaps among students, and to be innovative and creative in strategies to reduce those gaps and strive to ensure equity amongst the various student populations in the division.

**Vision**

The Division of Math, Science, and Kinesiology envisions itself as being a premier STEM (Science, Technology, Engineering and Math) program that provides high quality and  innovative academic coursework and programs of study; nurtures and inspires scientific inquiry and critical thinking through project-based learning;  supports and promotes preparatory and transfer academic pathways that direct students toward successful completion of their educational goals, including degree attainment and transfer, in shortened time (1 year preparatory; 2 year transfer);  integrates  student support services and resources that empower  students through self-development, student engagement, and personal resiliency; and transfers to a four-year transfer institution or professional program.

**Transfer and STEM**

The nation's future economic prosperity is closely linked with student success in the STEM fields.  To meet the need of a knowledgeable workforce, youth need to be equipped with the knowledge and skills to solve tough problems, gather and evaluate evidence and make sense of information. These are the types of skills that students learn by studying science, technology, engineering and math, hence the renewed and reinvigorated efforts in promoting STEM education in K-12, and post-secondary education, as well. Yet today few American students pursue expertise in STEM fields, and the country has an inadequate pipeline of teachers skilled in those subjects.

The U.S. Bureau of Labor Statistics projects that during the period 2010-2020, employment in STEM occupations will grow by 18.7%, compared to 14.3% for all occupations. Approximately 59% of the projected increase in STEM jobs is in computer/mathematical scientist occupations. These occupations also have the largest growth rate (23.1%).   Biological/agricultural/environmental life scientists and social scientists/psychologists have the nest highest projected growth rates 20.4% and 18.5% respectively.  The projected growth rates for engineers (10.6%) and physical scientists (12.7% ) are somewhat lower than the rate for all occupations.  Health care practitioners and technicians, a non-STEM occupational category that contains significant number of STEM-trained people is projected to grow by 25.9%.

**Data and Findings**

*Science and Engineering Indicators* reports that the community college plays a pivotal role for many students whose focus is in STEM Education. Specifically:

1. For every year from 2000 to 2012, the more than 1000 community colleges enrolled more than 4 out of 10 undergraduate students.
2. Nationally, 23 % of CC students transfer to a four- year college/university.
3. Graduates in physical sciences, engineering, and computer/mathematic sciences are less likely to have attended community college than are graduates in biological/agricultural/environmental life sciences and social sciences/psychology.

Large numbers of students at community colleges major in health sciences, health technologies, engineering technologies, and other technologies. Although the National Science Foundation considers these fields to be "STEM-related" rather than STEM, and does not include STEM-related degrees in the STEM data, majors in these fields require a substantial load of STEM courses in the biological sciences, engineering mathematics/statistics, and/or computer sciences. Health Sciences/Technologies is the most prominent area among the STEM –related areas and the growth in the number of degrees earning in Health Sciences/technologies has far outpaced the growth in the number of STEM degrees awarded in the last decade.

**Future of STEM Education**

To meet these national needs, the Federal Committee on STEM Education (CoSTEM) comprised of 13 agencies, including the Department of Education, seeks to increase federal investments in 5 areas:

1) Improving STEM instruction in preschool through 12$^{th}$ grade;
2) Increasing and sustaining public and youth engagement with STEM;
3) Improving the STEM experience for undergraduate students;
4) Better serving groups historically underrepresented in STEM fields; and
5) Designing graduate education for tomorrows STEM workforce.

Moreover, the advocacy group seeks to incorporate enhanced use of technology in the classroom, to personalize learning through project-based learning, and to incorporate innovations that enhance student success.

In an effort to respond to the state and federal call to increase STEM education to meet ever growing needs, the Vision and Long Range Plans of the Division of Math, Science & Kinesiology at RCC plan to increase enrollment in the STEM areas by about 3% annually by employing strategies that include the following:

**Broaden the Pipeline**: Expand the capacity and diversity of the STEM workforce pipeline and prepare more students for the best jobs of the future by working to regain achievement in the STEM fields for all K-12 students, particularly for girls, low-income students, students of color and English Language Learners. The RCC Early College High School Program goal will address this objective.

**Focus on Workforce**: Work with business and industry leaders to identify key workforce issues and use the Department of Education to help elevate the understanding that STEM education is not limited to only math and science but also embraces engineering, technology and computer sciences. Through its 5-year strategic plan, the division will expand its areas of instruction in Engineering and Computer Science.

**Prepare the Educators**: Better prepare teachers to that they are ready to meet the challenges of teaching in the STEM classroom, especially at the elementary and middle school levels, and to ensure that these teachers receive quality professional development, support, and the necessary resources to teach effectively at all levels.

A professional pathway leading to the training of the STEM teachers is a subject of discussion between RCC, Early Childhood Education; the Division of Math, Science, and Kinesiology and University of California, Riverside's Graduate School of Education and the College of Natural Arts and Sciences.

**Incorporate Innovation**: Embrace emerging trends and best practices in STEM education—such as hands-on STEM competitions, integration of informal learning with classroom strategies, state of the art educational technologies, and project-based learning. The introduction of research projects in the STEM transfer pathways and the organization of STEM summer bridge programs are planned to address this objective.

**Promote Partnerships**: Collaborate with stakeholders to promote public-private partnerships, incentives and effective business and industry engagement strategies in STEM education. The ongoing discussion to strengthen the partnership between RCC, UCR, CSUSB and Cal Poly Pomona will be expanded to include biotechnology, chemical and pharmaceutical industries in the region.

**Increase Federal funding**: Funding for the STEM-related programs in the Every Student Succeeds Act and sustained investments in STEM-related educational research and innovation at the National Science Foundation will provide RCC the opportunity to seek grants that will enhance innovation in the STEM program.

## CTE

**Mission**

Career and Technical Education empowers students to be successful citizens, workers, and leaders in a global economy.

**Vision**

CTE is committed to offering rigorous academic and industry specific knowledge and skills to help prepare students for high skill, high wage and/or high demand careers.

**Guiding Principles**

*Inclusion*- provide all students with full access to high quality offerings in career and technical education.

*Preparation for Success*- prepare students to master the necessary technical, academic and employability skills to make the transition to employment and/ or transfer to the university.

*Counseling & Advisement*- provide clear sequenced pathways for students to follow via the delivery of counseling services.

Innovation & Creativity-provide students with a learning environment that fosters creativity and innovation and responds to emerging trends and fields of study.

Workforce Readiness- offer students opportunities for mentorship, internships, portfolio development and employment via industry partnerships and collaboration.

## RCC School of Nursing

**Mission**
The RCC School of Nursing provides excellence in education to a diverse student population to meet the healthcare needs of our community members by engaging in professional nursing practice.

**Vision**

The RCC School of Nursing is committed to advancing the art and science of nursing by empowering graduates to value scholarship, lifelong learning, and leadership in a dynamic healthcare environment.

**Values**

The School of Nursing embraces the values of RCCD and the National League for Nursing (NLN).

- **Tradition of Excellence:** The School of Nursing embraces a rich tradition of excellence, innovation, and technology; it upholds and provides the highest standard of education to students and community members, and it is committed to build the future on the foundation of the past.
- **Passion for Learning:** The School of Nursing espouses a student-centered approach to interactive learning. The faculty supports knowledge acquisition through incorporating evidence-based nursing research and practice. Student self-efficacy is supported through self-regulated learning and reinforced by faculty guidance. The faculty instills a passion for learning in students by fostering the application of scientific knowledge through use of the nursing process which results in sound clinical judgment and critical thinking. The faculty values a learning environment in which nursing faculty, staff, and students find enrichment in their work and achievements.
- **Respect for Collegiality:** The School of Nursing values the contributions of all students, faculty members, college, and community partners as it strives for collegial dialogue and collaborative decision-making.
- **Appreciation of Diversity:** The School of Nursing promotes inclusiveness, openness, and respect for differing viewpoints. A culture of diversity embraces acceptance and respect. Diversity involves understanding ourselves and others, moving beyond simple tolerance, and celebrating the richness of each individual.
- **Dedication to Integrity:** Integrity and honesty in action and word are promoted, expected, and practiced.
- **Commitment to Caring:** The School of Nursing supports a culture of caring, based on mutual respect, embraced by faculty and students and reflected in the community served. The faculty serves as one of many support systems available for students in their pursuit of academic achievement.
- **Commitment to Accountability:** The School of Nursing is accountable to its profession, college, students, and community for vigilantly maintaining the highest standards of instruction and nursing practice to meet student learning outcomes.
- **Commitment to the Nursing Metaparadigm:** The curriculum considers the four major metaparadigm concepts—including the nurse, health, environment, and patient, which are integrated into the student learning outcomes.

**RCC SCHOOL OF NURSING GOALS**

**Goal 1: Commitment to a diverse student population:**
Provide a learner-centered environment that enhances students' ability to become competent practitioners in a vibrant healthcare arena.

**Goal 2: Commitment to community healthcare needs:**
Offer affordable student-centered curricula that facilitates professional career path advancement to meet the needs of our community.

**Goal 3: <u>Commitment to leadership in nursing education:</u>**

> Be recognized for excellence, at the forefront of nursing education, with dynamic curricula, evidence-based practice, technology, and innovation.

**Goal 4: <u>Commitment to an empowered, highly qualified nursing faculty:</u>**

> Promote the continuous development of faculty as educators, scholars, and leaders.

# Counseling, Library, Academic Support

1.1     Mission Statement

The Library and Learning Resources (referred to hereupon as Library), Academic Support, and Counseling departments (CLAS), working in their specific way but jointly in one division, will implement logical approaches to deliver integrated comprehensive support services to students and optimize their contribution to the success of students in the three major pathways via a coherent series of concerted tailored efforts.

1.2     Keys to Short and Long Term Success

- Map current and possible intersections between division departments services;
- Create open and ongoing flows of communication between all members of the departments;
- Identify complementarity, redundancy, gap and streamline practices;
- Engage stakeholders in all departments in rethinking their efforts in terms of the College Strategic Goals;
- Start and foster an ongoing conversation about remedies to the failures identified in the Strategic Plan (RCC Strategic Plan 2015-2020, 9):
    o Address directly the issues impacting student success and completion,
    o Link specific strategies at the instructional level,
    o Use measurable outcomes to assess progress towards improving student success;
- Approach challenges in terms of a global perspective and potential synergies to be created among the department within the new division;
- Create a culture of interest for each other's responsibilities, challenges and opportunities; further mutual respect; and foster a growth mindset to facilitate and increase seamless collaboration;
- Found principles on previous work, efforts, and initiatives to ensure buy-in and long term commitment;
- Initiate a shift from the 'roll-over / more of the same discrete activities' paradigm to a consensual synthetic and intentional use of structures and resources;
- Set SMART goals, realistic timelines, and widely agreed upon benchmarks; and
- Secure expressed support from President to ensure sustainable faculty cooperation and participation as needed.

# Basic Skills/ Developmental Education

**Vision:**

Create a division of basic skills/ developmental education that creates integrated planning and support services as students strive to complete college readiness preparation in one year.   By linking efforts across disciplines in basic skills (Math, English, Reading, ESL, Guidance) and by providing the

integrated academic support necessary for basic skills students to succeed, the college will avoid fragmentation and duplication of efforts and will be better able to maximize and leverage resources to support students' completion in one year.

## College Athletics

**Vision**

The Athletics Department at Riverside City College provides student-athletes a comprehensive program that promotes student success, individual achievement, and lifelong learning. The Athletics Department meets the needs of a diverse student-athlete population, encourages and supports academic success, and assists student-athletes in meeting their academic and athletic goals. The Athletics Department prepares student-athletes with the concepts and skills needed to develop and maintain lifetime fitness and wellness and the techniques needed to ensure student success during the pursuit of their educational goals.

An ongoing goal within the Athletics Department is to aid in the matriculation and transfer of the college's student-athletes. Athletics provides a pathway to higher education. Moreover, the college's exposure and support within the community is tremendous, and the program embraces the community and has formed many partnerships with area organizations and businesses. RCC's athletic programs create tremendous community involvement, interest and support; increase student enrollment; and support the college's pursuit and support of student success.

The success of Riverside City College's Athletics programs depends on the people ultimately responsible for the student-athletes, the coaches and support staff. Over the last several years, several coaching positions have migrated from faculty coach to professional expert positions, both at the head coach and at the assistant coach level. The current make-up of the coaching staff is mixed and has become this way in an ad-hoc rather than planned fashion. Here again, planning is key. Over the life of this plan, the college will plan for the future of the coaching staff, ensuring both the integrity of the Athletics programs and Kinesiology department and the well-being—academically as well as athletically—of the student athletes, and will do so in a way that ensures consistency, fairness, and compliance with the provisions of the District's collective bargaining agreement and principles of work-load equity.

## Coil School for the Arts

**Vision**

The Coil School for the Arts will stand as a lighthouse institution for the region – attracting extraordinary faculty, talented students, industry leaders, and community supporters. CSA students will be in high demand by upper division schools and universities, industry, and professional companies. Partnerships, as demonstrated in the current partnership with RUSD, and other partnerships will be formed with Riverside County Department of Education, Unified School Districts, RCCD, UCR and other colleges and universities, to develop integrated and articulated curricula that provide students with seamless Pathways through high school, and all the way to and through universities and colleges. Partnerships with arts and entertainment companies will be developed and promoted to strengthen the demand for graduates and enhance economic development in the Inland Empire region.

**Mission**

The mission of the Coil School for the Arts (CSA) is to provide students authentic, integrated, innovative, and industry-relevant training that will allow students to pursue their own artistic endeavors and to utilize artistic means to raise awareness of social justice and civil liberties in our culturally diverse community. The broad scope of the curriculum integrating academic, arts and technology courses infuses educational experiences leading to the most advanced levels of artistic, technical, aesthetic, and reflective skills needed to be creative in a knowledge and career-based economy.

**Program**

CSA is composed of five departments including:
> 1) Music with sub-specialties including, but not limited to Chamber Singers; Wind Ensemble; Jazz Ensemble; Guitar Ensemble, Marching Tigers; and Symphony Orchestra;
> 2) Dance with subspecialties including, but not limited to Performing Art in Dance; and Choreography;
> 3) Theater with sub-specialties including, but not limited to Acting; Musical Theater; Technical Theater; and script development;
> 4) Fine Arts with sub-specialties including, but not limited to Painting; Ceramics; and Sculpture; and
> 5) Film Television and Video department.

The new CSA facility will play a vital role in providing vital artistic outreach services to the community as well as serve as a vital training facility by allowing students to perform with professionals in the field.

The vision, mission, and program statements represent a framework for future planning for the Division of Fine and Performing Arts and the Coil School of the Arts.

Furthermore, "industry standards" developed from the National Association of Schools of Music, National Association of Art and Design, National Association of Schools of Theatre, and the National Association of Schools of Dance will assist in the development of future program reviews and strategic planning. This includes further development of the purpose, size and scope of the programs and departments, as well as planning for financial, physical, technological, and human resources. Plans will also be developed that strengthen and establish area Pathways for student success and community engagement for the school of the Arts.

# Culinary

**Vision**

The Riverside City College Culinary Academy provides students with an outstanding foundation for a career in culinary arts by utilizing in-depth academic training and practical hands-on experience in an intensive program to prepare, empower, and instill students with professional and practical skills necessary in many phases of the food service industry. As the culinary program makes its way to its new home downtown it is the intension of the staff and faculty to maintain its high standards while it looks to the future on the foundation of the past. This involves expanding the program in order to accommodate the needs of our future students the district and the community.

In order to achieve this vision, the faculty needs to recommend additional courses and programs, which will eventually expand to a full hospitality management associate degree program. To begin with Culinary can offer courses that already exist that provide concentrated areas of study that are not required to graduate from the culinary arts certificate program. These courses include studies in baking, garde manger, wine and food pairing, international cuisine and the art of classical and contemporary sauce making. Other courses that can be offered include one in Catering and in Culinology®, as defined by the RCA, is the blending of the culinary arts and the science of food.

In addition, certificate programs can be offered to accommodate a specific segment like baking and pastry. Baking and Pastry has become a popular and necessary segment of our industry. Another certificate program that can be considered is an evening program in culinary arts.

**Hospitality Management**

Many of the preliminary courses already mentioned and are within the current program will lead to an articulation agreement with Cal Poly Pomona. From there our students can complete their goal in achieving a bachelor's degree in Hospitality Management.   In order to implement the portion of culinary arts vision, the program anticipates needing more than $500,000 in funds.

**Program:**

The new, state of the art culinary facility located in downtown Riverside will house four kitchens (including a multi-media rich demonstration kitchen), a dining area, multi-purpose classrooms/board room with media integration for presentations and other uses, offices and conference rooms and a rooftop pavilion for assembly, dining or other uses.  The new location and facility brings new vitality to the existing academic program and will provide greater exposure within the business community located downtown.  Likewise, the new location will allow students participating in the program to be closer to the main campus and in turn have better access to support services, other peers and additional classes at the college.

**Facility:**

The Culinary Arts new facility will house district offices on the second and third floors.  While it supports the consolidated district operations with shared facilities and services, it poses a unique challenge with respect to the ongoing maintenance of the building and the costs associated with it.  For example, will the college or the district be responsible for the utilities and custodial costs?  Will they be shared?  It will be important to keep the integrity of the academic program intact despite any community or district expectation that might exist pertaining to the hours of operation or type of services provided by the academy.

# Programs, Clubs, Activities

As part of a commitment to a culture of engagement and a positive qualitative experience for students at RCC, the college supports and encourages students to participate in activities that lead to civic and personal responsibility. These activities support equity, retention, and success goals in many ways. (See appendix B).

The vision for this plan is to continue to support the rich array of clubs, programs, and activities offered by the college and further enhance them by connecting them—where applicable—to Pathways and by

creating student engagement centers based on program of study/ area of interest.  The college will support student professional organizations connected with the Pathways.

# RCC's Institutional Effectiveness Infrastructure

Institutional Effectiveness, a broad term referring to a wide variety of functions, outlines a construct or model for the college to monitor the efficiency and integrity of all its activities.  These functions include using data to inform decision making, regularly and rigorously assess student learning to improve student success, and evaluate the processes, systems, and structures the college uses to ensure effective and efficient use of its resources and the quality of its instructional programs.   The ACCJC Standard I currently includes three primary areas of focus:  the Mission, Assuring Academic Quality and Institutional Effectives, and Institutional Integrity. The Institutional Effectiveness Leadership Council—supported by the Office of Institutional Effectiveness, the Assessment Committee, and the Program Review Committee, and the Metrics and Methods Committee—has the responsibility to ensure that the college has ongoing and sustained improvement in all the areas identified in ACCJS Standard I

Historically, data analysis has been a primary function of Institutional Effectiveness and the office responsible for this role was traditionally called Institutional Research.  As higher education organizations — and accreditation and federal reporting requirements—have evolved, the Institutional Research function has been partnered with planning, program review, academic assessment, and process evaluation and improvement.  This expanded function creates a more robust and integrated construct to support student learning and success.  As indicated above, the college plans to support this integration perhaps by adding a Vice President of Institutional Effectiveness and by expanding the Office of Institutional Effectiveness.

As the functions of Institutional Effectiveness have become more complex, several different models have been offered to help define and document the organizational roles supported by Institutional Effectiveness.  L. Dee Fink provides a conceptual framework of Institutional Effectiveness (Fink, 1997).  The framework includes clear and measurable educational goals to provide the vision for the organization, supported by assessment, policies and procedures, structures, and programs.

At a strategic level, the Office of
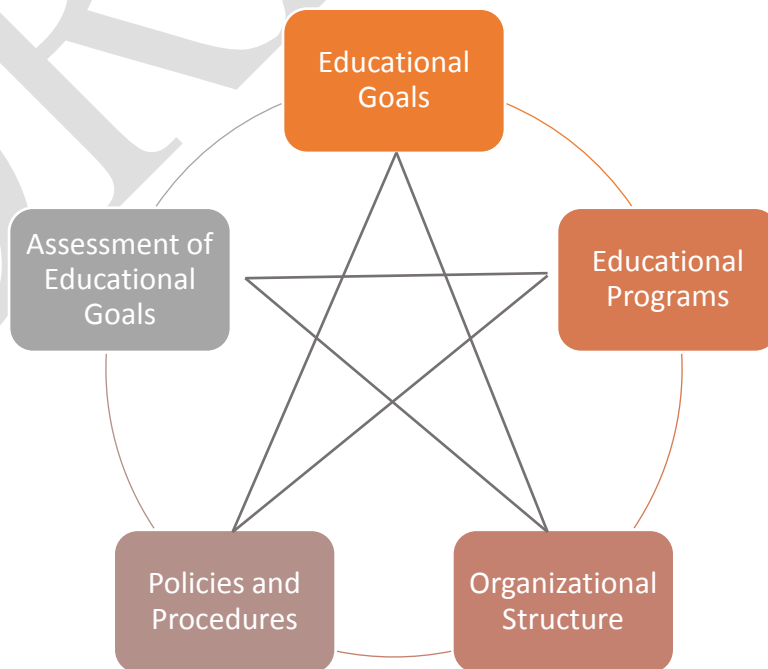
Institutional Effectiveness works with the strategic planning leadership councils and instructional, administrative, and student services units to establish well-defined policies, procedures, and processes that advance the strategic plan and support the college's educational goals. Operationally, Institutional Effectiveness helps the organization monitor, evaluate, and assess its progress by providing contextualized data support as well as supporting academic assessment.

The Office of the Vice-President of Institutional Effectiveness integrates and coordinates the work of those parts of the college community who share responsibility for Institutional Effectiveness through their charges:

- The Office of Institutional Effectiveness (OIE) plays the lead role in producing and using quantitative data. It also supports Institutional Effectiveness Leadership Council by providing data, projections, and research.
- The Institutional Effectiveness Leadership Council (IE-LC) promotes increased efficiency, effectiveness, accountability, and transparency through the revision and monitoring of processes, including Program Review. It also works to improve communication across the college so that the institution has a shared understanding if its strengths and weaknesses and sets appropriate policies in compliance with ACCJC Standard I.
  - o The program review cycle will provide a framework in which programs and disciplines, Student Services, and Administrative Services can have substantive conversations about not just individual courses as they update curriculum, but conversations about program learning outcomes, about curriculum design/ structure and sequencing. These are conversations that go beyond revising student learning outcomes for a particular course but involve more holistic discussions about how to get students not just through a course, but through a program and successfully meet their educational goals.
- The Riverside Assessment Committee (RAC) supports instructional and non-instructional assessment at the course, program, and institutional levels. The RAC works closely with the IE-LC to incorporate on-going assessment into the five-year program-review and planning process.
- The Educational Planning Oversight Committee provides guidance and leadership for the mid-term and long-term vision and educational goals of the college and coordinates, documents, and reports on the college activities to meet the accreditation standards and eligibility requirements.

Operationally, the Office of Institutional Effectiveness will continue to support on-going assessment to improve student success, access, and organizational effectiveness and efficiency. It uses both quantitative and qualitative methods to assess instructional and non-instructional efforts. The OIE plays a foundational role in encouraging and supporting the use of metrics to support assessment and decision making at all levels of the organization. To be most effective and useful, the OIE provides data with training and support on how to use the data meaningfully. This training and support allows the college community to use data in a way that informs decision making and that allows them to develop meaningful strategies to address improve student success and completion.

Working with the Educational Planning Oversight Committee, the OIE and the IE-LC will help the college to set strategic planning goals and to create, update, and revise the Strategic Plan. The OIE will provide on-going support by reporting on progress the college makes to achieve Key Performance Indicators (KPI's). These KPI's help the organization track progress by monitoring the operational initiatives tied to all the Strategic Planning Goals (Student Success, Student Access, Institutional

Effectiveness, Resource and Learning Environment Development, and Community Engagement). See the College's Strategic Plan Report for specifics regarding these goals, targets, and KPI's.

The Office of Institutional Effectiveness provides support to college and state-wide initiatives, including the College Success Scorecard and the Student Equity Plan. The Student Equity Plan—monitored, evaluated, and assesses each year--is revised every five years and includes substantial detail about student access and success by many different student characteristics, including gender, race/ethnicity, socio-economic status, disability, and veteran status. Institutional Effectiveness provides the data which informs the conversations about where the college is making progress with respect to equity and where the college's efforts might be re-focused.

## Mapping Statewide Initiatives:
### California Community Colleges Student Success Framework

As college and district needs and accreditation, state, and federal reporting requirements continue to evolve, the responsibilities of the different organizational structures supporting Institutional Effectiveness may need to change. However, one fundamental principle will remain unchanged: the organizations supporting Institutional Effectiveness will systematically and substantially support data-driven decision making focused on helping students meet their educational goals.

**Reference**

Fink, L. D. (1997) *Creating Significant Learning Experiences*. San Francisco, CA. Jossey-Bass.

# Resources: Sustainable Development

Resources include financial, human, technological, facilities resources as well as the resources of the college's academic and student services programs. The Educational Master Plan drives the allocation of resources at the college. Resource plans must be evaluated in light of how they integrate with and support college initiatives and programs outlined in the Educational Master Plan and in the strategic plans that implement the master plan. Allocation of resources to new programs must be evaluated in light of how such programs contribute to student needs, student success and completion, and existing college programs supporting these goals. Ultimately, the direction of growth or reduction in course offerings and academic programs will not only be dependent on the availability of resources, but will be directed by student success as the key strategic goal of the college.

Over the long term, the college needs to look beyond apportionment for additional resource streams, developing an active resource generation strategy.

The key strategies the college will pursue over the life of this plan include actively pursuing grant opportunities, increasing the number of international students (which will also necessitate a revitalization of the ESL program), rental of college facilities, and green energy saving initiatives. Leveraging state

monies that become available for green or water conservation projects will help the college become a model for sustainability in the community and will in the long term, will result in cost-savings that can be

re-invested in academic programs and initiatives.  The college will continue to aggressively pursue grants to fund initiatives designed to improve student completion and success and will also work to find ways to institutionalize the most successful of these strategies/ services supported by these grants beyond the funding period of the grant itself.  The Grants Advisory Board will assist in the pursuit of, application for, and implementation of these grants.

# Integrated Planning for the Allocation of Resources

Vision

The Business Services Office will facilitate informed decision making with campus constituents regarding institutional resources in order to maintain financial strength, capacity and viability for our current and future students.

Goals

Riverside City College's Financial Plan provides the College with information to use its financial resources to achieve its mission, to improve academic quality, to support and sustain student learning programs and services, and to improve institutional effectiveness.  The plan includes actual historical data for Fiscal Years 2012-13 through 2014-15, budgeted data for Fiscal Year 2015-16 and projections for Fiscal Years 2016-17 through 2019-2020. In addition, this plan contains data most pertinent to the decision making process, including aspects of the local, state and national economies that will influence resource availability and expenditure demands. Although the primary focus is the Unrestricted General Fund, (Fund 11) summary data for all funds is provided in numerous sections of this plan.

Riverside City College' Student Success Pathways Initiative (Appendix A), the centerpiece of the College's Educational Master Plan and strategic planning activity, and will drive resource allocations that support and enhance student success and completion. With the college strategic planning leadership councils assuming both strategic and operational responsibilities as part of their charge, this will allow for the development of realistic resource plans for improvement, and measure the relevance that disciplines and departments contribute to the College's strategic planning goals.

College wide comprehensive program review will drive the initiatives that support the pathways for student success and completion. The leadership councils will work to monitor, assess, and evaluate program planning documents, to prioritize requests, and to accept and integrate each college unit's planning activities into the college strategic planning process. The results of program review will meaningfully inform institutional planning, resource allocation, and decision making at the college.

It is important to note that the challenge of increased service demands and limited opportunities for new resources creates a clear incentive to examine institutional processes and priorities in order to meet the delivery of premier educational services. The college's approach to fiscal stability will need to be strategic in resource allocations and take into account the inherent volatility of the state's revenue structure and uncertainty about the future course of the economy. As a result the development of sustainable and varied resources must be pursued in an aggressive fashion to support the strategic goals of the college [  ].

## Learning Environment

Human Resources:  Critical to sustaining a vibrant learning environment for students is the hiring of more full-time faculty to provide the instruction and advising necessary for student success.  Over the life of this plan, the college will make significant advances (identified as measurable targets in human resources strategic planning documents) towards improving the 75:25 ratio of full- to part-time faculty.

Physical Environment: To support current initiatives designed to improve equitable student access, completion and success, the college will need to allocate resources to supporting students' learning environment.  This includes student engagement centers to support the Pathways leveraging all existing and new facilities resources as well as outdoor spaces that can be used to facilitate student engagement.  The vision of this plan is creating engagement centers for each of the Pathways and re-introducing the Tiger's Den as an informal space for engagement among all members of the college community.

Furthermore, the college needs to address the challenge of having support services scattered across the campus and often separate from the academic disciplines they serve.  For example, English and Foreign Languages are both housed in the Quad, but the Writing and Reading Center is in MLK and the foreign language lab in the Digital Library.  The vision is to plan facilities use and allocation to both accommodate anticipated growth and to make sure that academic support for courses in a particular discipline/division are housed with that discipline/ division—to centralize classes and academic support for divisions.  This will require careful facilities planning, especially as the Quad already struggles to provide adequate space for all the courses in the Humanities and Social Sciences.

IT/AV:  maintenance and regular upgrade of technology resources is essential to maintaining a vibrant and competitive learning environment.

Professional Development:  Learning environment not just for students but for faculty, staff, too—so a culture of ongoing, continuous learning modeled in all parts of the college community is essential.

# Community Engagement

Riverside City College (RCC) actively pursues and maintains partnerships with the community's academic organizations, fostering communication and collaboration to increase educational achievement at all levels.  In addition, RCC works with local businesses to align educational programs to community job opportunities and provides programs and services to enrich the community.

**Educational Partnerships**

Riverside City College has a history of collaboration with the unified school districts in its service area, as evidenced by the Rubidoux Early College High School (RECHS) program.  RECHS was established in fall 2006, as a partnership between the Jurupa Unified School District (JUSD) and the Riverside Community College District (RCCD) and was originally funded by a grant from the James Irvine Foundation. RECHS students begin their college coursework in their junior year and complete their high school diploma while earning college credit at the same time.  In fall 2014, RCC has initiated efforts to

establish an Early College pilot program with Riverside Unified School District (RUSD). Pilot program areas include a Science, Technology, Engineering, and Mathematics (STEM Pathway), Law School Pathway, and Teacher Education Pathway. In winter 2015, RCC hosted a meeting with the superintendents and principals from JUSD, RUSD, and Alvord Unified School Districts (AUSD) to discuss additional ways in the high schools and RCC can collaborate to further student preparation, success and completion. Future planned meetings include counselor-to-counselor meetings and collaborations among discipline faculty to collaborate on content of both math and English courses between the high school and RCC.

Completion Counts, Riverside's partnership to raise college graduations rates by 2020, is another example of RCC's collaboration with the community. This citywide initiative is driven by:

> City of Riverside City College
>
> Riverside City College
>
> Alvord Unified School District
>
> Riverside Unified School District
>
> Riverside County Office of Education
>
> University of California Riverside City College
>
> Greater Riverside Chambers of Commerce

Through Completion Counts, RCC provided a two-year completion guarantee for eligible graduates of Alvord and Riverside Unified School Districts from the graduating classes of 2012 and 2013. The Completion Counts efforts and experiences provided valuable information and best practices for RCC to develop the Pathways Initiative. This Initiative provides high school graduates the opportunity to complete pre-collegiate level courses in math and English in one year and to pursue one-year certificates and two-year contracts for students on various educational pathways to degrees and ultimately transfer or entry into the workforce. Moreover, RCC, RUSD, and AUSD continue to collaborate on curricular efforts in mathematics and English, offering courses developed jointly by AUSD, RUSD, and RCC faculty so that high school students can move seamlessly from high school to college courses in mathematics and English. Efforts are under way to expand this program to JUSD. In addition, the Inland Library Roundtable offers another venue for extending and deepening educational partnerships in the community.

Developing Early College programs with all RCC's feeder high schools and continuing to monitor, assess, and refine these collaborations will aid the college's efforts to streamline pathways from high school, through RCC, onto the completion of BA/BS degrees or employment, and into professional programs.

In summer 2015, RCC offered a Summer Bridge Program that provides incoming high school students with an in-depth orientation to college and opportunities through Jump Start and guaranteed enrollment in classes to advance from pre-college to college-level in mathematics and English, all efforts to accelerate remediation. More than ____ students enrolled in the math and English classes for the summer 2015 session. The college plans to rigorously assess the results of these programs and to adjust offerings on the

basis of such assessment as it continues to work to reduce the time for remediation through strategic use of summer and winter sessions for incoming students.

In fall, 2015, RCC, in collaboration with UCR and RUSD, were awarded a California Math and Science Partnership grant which will provide $1.6 million over three years to focus on K-6 math and science education. The focus of the grant is to enhance the teaching of science to elementary and middle school teachers, thereby improving the teaching and learning of science in the elementary and middle school students. Working with the four-year universities in seeking grant funding opportunities have supported greater collaboration between the four-year institutions that are in our geographic region and RCC, particularly with UCR and CSUSB. Improving student success and retention in STEM, in the Arts and Humanities, as well as enhancing student equity is the core focus of the various collaborative grants with our neighboring comprehensive and research universities.

**Industry and Business Partnerships**

A knowledgeable workforce is critical for a progressive global economy. RCC is cognizant of the federal and state initiatives to provide funding to community colleges in the support and training of the workforce of tomorrow. To that end, RCC has worked collaboratively with unified school districts, businesses and the Riverside Greater Chambers of Commerce to develop curricula to provide training in a variety of

In the area of Career and Technical Education (CTE), RCC has a myriad of outreach programs with the unified school districts. For example, in fall 2015, RCC will offer a welding course at Nueva Vista High School in JUSD. This course will provide a pathway for students into RCC's welding program. RCC's Automotive Technology program is working with the Corona-Norco Unified School District (CNUSD) to provide a pathway from high school into the automotive associate degree program. RCC's Automotive program is also partnering with other community college districts and the Riverside Transit Authority to establish an alternative fuels and green initiatives regional program.

Riverside City College is an active participant in the CTE Enhancement Funds Desert-Inland Empire Regional Consortium. In 2014, this Consortium received nearly 4 million dollars in one-time funds to develop, enhance, retool, and expand CTE offerings that build upon existing community college regional capacity to respond to regional labor market needs.

Riverside City College engages with various community businesses through its CTE Advisory Committee. The College also engages with various licensing entities in Cosmetology, Automotive, CISCO, and Welding.

Riverside City College is an active participant in the AB86- About Students Adult Education consortium. The consortium consists of members: Riverside City College, Moreno Valley College, Norco College, RCCD Economic Development, RUSD, AUSD, JUSD, CNUSD, Moreno Valley Unified School District, Val Verde Unified School District, and partners, Desert Regional Consortium, International Brotherhood of Electrical Workers, Department of Public Services, Workforce Investment Board, and Riverside County Office of Education. The Riverside Community College District About Students Consortium received $435, 294 for its planning phase. The Governor proposed an additional $500 million for the Adult Education Block Grant for 2015-2016. The AB86 legislative requirements and Consortium objectives address five program areas:

Elementary and secondary education basic skills

English as a Second Language and workforce preparation

Education programs for adults with disabilities

Short-term career technical education programs

Programs for apprentices

RCC will work to leverage these funds and partnerships to support college goals of reducing time for remediation and increasing completion/ success in Basic Skills and CTE.

**Community Outreach**

RCC serves the community in many other ways providing arts and athletics events attended by many community members. The athletic venues at RCC have served as the central location for city-wide events, as well. Moreover, the college hosts speakers, workshops, conferences and competitions of interest to the community. Community education courses are offered to meet the needs of the community members. Senior citizen education courses are offered at various locations throughout the year. RCC is the exemplar of a community's college.

# Conclusion

The key themes of this Educational Master Plan are equitable access, completion, and success supported by sustainable development and stewardship of resources in order to maintain and further enhance a vibrant and engaged learning community. The college is committed to ongoing assessment, evaluation, and recalibration through an emphasis on dialogue and collaboration supported by data and a lean and effective institutional structure.

The cycles of strategic planning will allow the college a structured format in which to engage in data analysis to measure progress toward goals and determine adjustments and next steps to ensure sustained progress in improving student access, completion, and success.

# Glossary of Terms

Throughout the Educational Master Plan, reference will be made to certain words or terms. The glossary that follows, though not fully complete, includes the definition of most of the key words or terms used throughout the Plan.

**Accounting Methods:**

    **DSCH -** Daily student contact hours, a daily average of all credit and non-credit hours, Positive Attendance and Independent Studies.

    **Independent Study -** All hybrids/online and Work Experience classes fall under this accounting method.

    **Positive Attendance** – The actual hours of attendance accounting based on an actual count of enrolled students present at each class meeting, and applies to: a) Short Term Credit Courses scheduled to meet fewer than five days; b) Irregularly Scheduled Credit Courses that meet irregularly with respect to the number of days of the week and the number of hours the course meets on the scheduled days; c) Open Entry/Open Exit Courses, where students may enroll at varying times, progress at varying paces, and receive varying units of credit with or without regularly scheduled hours; d) In-service Training Courses, regardless of length, for police, fire, corrections and other criminal justice system occupations.

    **WSCH -** Weekly student contact hours, a weekly average of all credit and non-credit hours including daily student contact hours (DSCH), Positive Attendance and Independent Studies.

**Accreditation** – "Accreditation is both a status and a process. As a status, accreditation provides public notification that an institution or program meets standards of quality set forth by a regional accrediting agency. As a process, accreditation reflects the fact that in achieving recognition by the accrediting agency, the institution or program is committed to self-study and external review by one's peers in seeking not only to meet standards but to continuously seek ways in which to enhance the quality of education and training provided." http://www.apa.org/support/education/accreditation/description.aspx#

Accreditation has two fundamental purposes:
  1) To assure the quality of the institution, and
  2) To encourage institutional improvement.
 (http://www.accjc.org/faq_on_accreditation.htm)

    RCC is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), a part of the Western Association of Schools and Colleges (WASC). RCC accreditation information and documents can be found at http://www.rcc.edu/about/president/Accreditation/Pages/Accreditation.aspx

**Action Plan** – A way to translate strategies into actions by making them operational (i.e., putting them into action). RCC's action plans include strategic directions, planned activities, timelines, performance

indicators, benchmarks, resources, responsible leads, outcomes, and assessment of the outcomes to determine the effectiveness of the implementation and attainment of goals so that adjustments can be made when appropriate.

**ADT –** Associate Degree for Transfer. These degrees can be either AA or AS depending on the major. The list of current ADTs can be found in the college catalog under curricular patterns: http://www.rcc.edu/departments/Pages/College-Catalog.aspx

**AOC** – Assessment, Orientation, and Counseling that is required for all new students and dependent upon their educational goal and program of study.

**Area of Emphasis (AOE) –** In 2007, the State Chancellor's Office formally asserted that GE compilation degrees are out of compliance. In order to ensure compliance, disciplines across the Riverside Community College District collaborated to develop "areas of emphasis" that allow students to focus their study in a way that makes academic sense, but does not align with a specific major at a receiving institution. Students who intend to transfer to a bachelor's degree-granting institution can choose from one of eight areas of emphasis, as described in the graduation requirements of the College Catalog, to fulfill many lower division major requirements while taking additional transferable courses in closely related areas of study.

**Budget Allocation Model (BAM) -** This District model is the mechanism for allocating resources to the colleges based on district level planning outcomes, e.g. operating cost for new facilities; new faculty positions; enrollment efficiency and recognizes additional budget needed to support collective bargaining agreements and other contractual obligations.

**Baseline Data** – A set of data which serves as a basis for comparison with subsequently acquired data.

**Benchmark** – A standard against which performance can be measured or assessed. A benchmark may be a national or statewide standard; it may be based on internal prior years' data or performance of comparable institutions in areas that are critical to the attainment of RCC's goals and objectives.

**Block Scheduling –** a method of scheduling students in specific courses over multiple semesters. This method enrolls students in several courses per semester over several semesters with the goal of helping students understand a pathway for degree or certificate completion and also more easily allowing courses to be scheduled, planned, and filled.

**Cal Grant Recipient --** A student who receives a Cal Grant (State need-based grant) during their first year of enrollment. While four-year colleges often have students with a "CAL A" grant, Community Colleges often only have "CAL B" grant recipients because the student is reserving the substantial portion of the CAL A for their subsequent enrollment.

**CCSEQ** – Community College Student Experience Questionnaire RCC administered this national survey in 2004 and 2006.

**CCSFE** – Community College Survey of Faculty Engagement. See CCSSE below.

**CCSSE** – Community College Survey of Student Engagement. RCC periodically administers this survey. It is combined with the Community College Survey of Faculty Engagement (CCSFE). The results of

these two surveys are used to inform faculty, administrators, staff, and students about behaviors and preferences of our students and faculty.  The survey is managed by the University of Texas, Austin.  **Chancellor-Approved Certificate –** a certificate awarded after complete a number of units.  Generally, state-approved certificates require at least 18 units.  **(Would like to link survey reports/ results here—they aren't currently on the strategic planning website)**

**C-ID** - A supranumber, a faculty-driven system to assign numbers to significant transfer courses, and a response to needs of transfer partners and their transfer initiatives. Each C-ID number identifies a lower-division, transferable course commonly articulated between the California Community Colleges and universities (including Universities of California, the California State Universities, as well as with many of California's independent colleges and universities). While C-ID's focus is on courses that transfer, some disciplines may opt to develop descriptors for courses that may not transfer to UC or CSU.

**Cohort** — A specific group of students established for tracking purposes.  These students share a start term and may also share other distinguishing characteristics (e.g. enrollment in a Completion Counts program, etc.).  The initial cohort is the denominator for other outcomes calculations including persistence, completion, and graduation rates.  By identifying students by cohort, we are able to compare these rates across different cohorts.

**Committee –** Groups whose charges tend to be primarily operational.

**Common Core Curriculum –** The district has committed to a common or single student contract across the district which enables our students to take classes at any of the three colleges in a seamless manner.  This has also resulted in the sharing of curriculum and common course outlines of record for a substantial part of our curriculum; for example, English 1A, 1B, Math 35, 1A, 1B, His 7, Bus 10, Mus 19, etc. In other words, if more than one college "share" a course, they also share the same course outline of record ensuring that the course content and student learning outcomes for the course are the same at each college.

**Comprehensive Program Review –** Prior to 2015-2016, Comprehensive (Instructional) Program Review was part of RCCD's overall planning and institutional effectiveness process.  The CIPR was a collaborative goal-setting and assessment process designed to assist faculty, staff, and administrators across the district with improving and refining student learning. Disciplines across the three colleges, departments, and interdisciplinary programs underwent program review every four years as part of a process that results in a comprehensive assessment of the disciplines' contributions to institutional effectiveness.  Beginning in 2015-2016, RCC is implementing a revised program review process.  This process includes disciplines, departments, and units for non-instructional as well as instructional organizations.   The revised program review process is aligned with the College's five-year strategic planning cycle.  During the first year of the process, each discipline, department, and unit will set goals with specific targets, aligned with the College's Strategic Planning goals.  Each year the process will be assessed, evaluated, and revised as necessary as each discipline, department, and unit progresses through the five year strategic plan.  Importantly, fiscal planning is being included as part of the revised process.

**Counselors –** faculty who work with students to develop Student Educational Plans (SEP's), provide academic guidance, and facilitate students' understanding of the responsibilities of college.

**Council –** Groups whose charges tend to be primarily strategic.

**CTE –** Career & Technical Education

**CurricuNet** – web-based software used to record curriculum information including course descriptions, Student Learning Outcomes, etc.  In order to be considered an official course or SLO, the information must be current and approved as in CurricuNet.

**Direct Assessment** – This method of assessment uses evidence of student learning to facilitate conversations about student success.

**District - Riverside Community College District.**

**District Strategic Plan** – Provides long term direction for advancing the mission of the District. Can be found at
http://www.rccd.edu/administration/educationalservices/ieffectiveness/Pages/StrategicPlanning.aspx

**District Strategic Themes** – RCCD's strategic themes are Student Access, Student Success, Service to the Community, Organizational and Professional Development, Financial Resource Development, and System Effectiveness. The College goals are aligned to the District Themes.

**Educational & Facilities Master Plans** – Comprehensive plans for the College developed using broad-based input from all constituencies, including educational master planning, facilities planning, financial planning and projections. These plans have been developed to provide guidelines and parameters for the implementation of programs and activities relating to the future of the College. The goal of the Master Plans is to assist the College in projecting the educational programs, support services and facilities that will be needed through the year 2024. RCC's Educational and Facilities Master Plans can be found at
http://www.rcc.edu/riverside/files/RiversideMP.pdf (They are also on the Accreditation website.)

**Effective Service Area or Service Area - A geographical area that defines the service population for the institution. Riverside City College has** defined the effective service area as the geographical area that encompasses the six feeder unified school districts (USD): Alvord, Corona-Norco, Jurupa, Moreno Valley, Riverside, and Val Verde. This service area represents the boundaries of voters approving funds for Measure C, a 2004 successful bond measure, from which the Riverside City College has benefited. For some Office of Institutional Research external scan reports, RCC's service area may also be defined as Riverside County or Riverside and San Bernardino County.  Most often this is because data such as demographic projections or labor market and job projections cannot be based on the service areas defined by school districts, but instead must be based on a geographic region as developed by the agency reporting demographics or labor market information.

**Efficiency vs. Effectiveness** – Efficiency is a measurement of quantity – how many FTES, how many WSCH, etc.  Effectiveness is a measurement of quality.  A process can be efficient but not effective (a life-preserver made of concrete—made efficiently using minimal resources but not something that would be effective at preventing drowning).  A process can be effective but not efficient (a class of only five students taught be a full-time instruction.  They all passed but the "cost" of the course is very high).

**ESL –** English as a Second Language


**External Scan** <span style="color:blue">**(insert link)**</span>

**First Generation --** This characteristic is collected and recorded at time of admissions.  It is self-defined by the student.  First Generation students are those who are in the first generation of their families to attend college.  If a student has an older sibling or cousin who is attending college already, they are still considered first generation.

**FTEF -** Full-time equivalent faculty

**FTES -** Full-time equivalent students

**General Education Learning Outcome (GESLO) --** General Education assessment measures the skills and knowledge the College expects students to demonstrate upon completion of an A.A. or A.S. degree. The Academic Senate empowers the Riverside Assessment Committee to direct the assessment process of these GESLO's. Recommendations are brought to the Academic Senate for approval.  GESLO's are set by each College.

**Goals –**The College has set Strategic Planning Goals promote student success and institutional effectiveness through the 2015-2020 Strategic Planning period. These goals are what the College needs to achieve to ensure its success and the success of its students.
      RCC's Strategic Planning Goals are:
      Student Success
      Student Access
      Institutional Effectiveness
      Resource and Learning Environment Development
      Community Engagement

**GPA -** Grade point average of a credit enrolled student – a mark ranging from 0.00 to 4.00 that determines the cumulative grade ranking of student taking multiple courses.

**Hybrid** - Any time a face to face seat time for one class is replaced by an online environment. Note that the definition for hybrid may be different for measuring other institutional standards.

**Institutional Effectiveness Leadership Council (IE-LC)** - One of RCC's four Leadership Councils: Institutional Effectiveness Leadership Councils.

**Institutional Effectiveness Partnership Initiative (IEPI)** - The Institutional Effectiveness Partnership Initiative (IEPI) is a collaborative effort to help advance the institutional effectiveness of California Community Colleges and, in the process, significantly reduce the number of accreditation sanctions and audit issues. Most importantly, IEPI will enhance the system's ability to effectively serve students. An important focus of the grant is to draw on the exceptional expertise and innovation from within the system in advancing best practices and avoiding potential pitfalls.  This initiative began in summer, 2015.  More information can be found at http://www3.canyons.edu/Offices/IEPI/index.html

**Institutional Learning Outcome (ILO) -** Institution-level assessment is assessment of Institution Learning Outcomes. These outcomes are set by each College. For RCC, the Strategic Planning Goals are also the College's ILO's.

**Instructional Program Review** – *This is the definition prior to Fall 2014. See Program Review entry for UPDATED Definition* -- Instructional Program review consists of the two parts below and the intrinsic purpose of this review process is to help instructional units clarify and achieve their goals and to align those goals with strategic planning.

> **Comprehensive Instructional Program Review (CIPR) -** Comprehensive (Instructional) Program Review occurs approximately every four years (based on a rotation in which ¼ of the units report each year), focuses on each discipline's courses, pedagogy, assessment plan, and future goals and objective related to the improvement of student learning

> **Annual Instructional Program Review/Unit Plan Update** – asks each discipline to address its needs for resources (faculty, space, equipment, etc.) on each college and to provide a report on outcomes assessment activities each year.

**Integrated Academic Support**—the integrated web of services—Counseling, Library, Educational Advisors, Faculty Advisors, Supplemental Instruction, tutoring, engagement centers—all designed to provide support necessary for students to succeed in the classroom

**Internal Scan**  (insert link)

**International Student** – To be considered an International Student, the student must be enrolled and on an F1 or J1 Visa. Students are identified as this using the MIS SB06 code "5" Student Visa.

**IPEDS** – Integrated Postsecondary Enrollment Data System. This national database provide similar information to Datamart. As with Datamart, reporting to IPEDS is managed by the District.

**Key Performance Indicator (KPI)** – KPIs are used to measure different operational and strategic aspects of the College. KPI's include the Nine Metrics required by the State Community College Chancellor's Office as well as those required by the Institutional Effectiveness Partnership Initiative. While many KPI's are quantitative, qualitative metrics are also included as RCC's operational and strategic KPI's. Additionally, RCC is measuring Input and Environment metrics as well as Outcomes metrics following Alexander Astin's Theory of Involvement I-E-O Model. (Bresciani, 2009)

**Lab -** A session conducted under immediate supervision (line of sight) of the instructor of record in a laboratory, computer-laboratory, studio, shop, or other activity setting with students engaged in various scientific, technical, artistic, athletic, vocational, or other Instructional activities.

**Lecture/Web Enhanced/Face-to-Face -** A session conducted under immediate supervision (line of sight) of the instructor of record using lecture, discussion, collaborative or experiential learning, that may also include incidental use of visual aids, various media, site visits, etc. at the instructor's discretion.

**Locally Approved Certificate –** a certificate awarded to a student upon a completion of a series of specified courses. Locally-approved certificates generally require fewer units (fewer than 18) for completion than certificates approved by the California Community College State Chancellor's Office.

**Metrics –** this is a general term use to describe measurements. In higher education, these measurements of can be measurements of inputs, environment, processes, procedures, and outcomes. Metrics may be qualitative as well as quantitative.

**Mission** – the fundamental purpose of an organization.

**Office of Institutional Effectiveness (OIE)** – An administrative unit at the College, headed by the Dean of Institutional Effectiveness. The OIE integrates program review, assessment, and research to enable the College to report on and analyze the effectiveness of its programs and services. While there is a close relationship between the OIE and the IE-LC, the two organization have different priorities and operational and strategic activities.

**Online** - Session under supervision of instructor, not available by line of sight, using the Internet without the immediate involvement of the instructor. At RCC, online classes are asynchronous, meaning that students can participate in class but do not have a specific time where everyone has to be in the virtual classroom at the same time.

**Operational** – This is the actual demonstration of a process in operation or action. How the college will achieve its goals and strategies; the concrete actions or steps to implement a plan.

**Pathways Initiative**—the structure RCC is implementing to "decongest" the system, giving students clearer and more streamlined paths to their educational goals. In its basic outline, it includes the three major pathways: Basic Skills, CTE, and Transfer. Within each, depending on a students needs and goals, course paths are offered to make it possible for a student to complete in a timely fashion. The vision is of a 1 + 2+ 2: 1 year to remediate, become college ready, then 2 years at RCC and 2 more to complete a BA. The college is resolved to reduce time to completion. Pathways also include pathways to professional school and through the Honors program.

**Pell Grant Recipient --** A student who receives a Pell Grant (federal, need-based grant) during their first year of enrollment. Pell Grant is used as a proxy for identifying students with low Socio-Economic Status (SES).

**Persistence** – academic measurement meaning a student is enrolled in a subsequent major term (Fall or Spring). It can be measured as 2 term persistence (enrolled in the immediate subsequent term), 3 term persistence (enrolled the term in the next calendar year e.g. fall to fall or spring to spring), 4 semester persistence etc. When measuring persistence for 3 or more terms, a student is counted as persisted if they are enrolled, regardless of whether or not they were enrolled in the immediate prior term (e.g. a student can be enrolled in fall, not enrolled in the subsequent spring term, and then re-enrolled in the next fall term and thus counted as persisting to the 3 term).

**Plan or Educational Master Plan -** Shall mean, unless otherwise referred to in a generic or titled reference, the 2009-2014 RCC - Riverside City College Educational Master Plan.

**Planned Activities** – The concrete steps/actions towards the implementation of a strategy.

**Program** - An educational program is defined in Title 5, section 55000(g), as "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." Credit programs include associate degrees (AA/AS), associate degrees for transfer (AA-T/AS-T), certificates of achievement that require 18 or more semester units, and certificates of achievement that require 12 to fewer than 18 or more semester units. Non-credit programs include course sequences in Career Development and College Preparation (CDCP) that lead to certificates of completion or certificates of competency, and Adult High School Diploma.

**Program Learning Outcome (PLO)** – Program Learning Outcomes (PLOs) are defined by faculty and reflect the skills and knowledge a student will gain through the sequenced curriculum. Often, PLOs are informed by a licensure or certification exam. The program assessment process is designed to align course-level SLOs and curriculum requirements with PLOs.  PLO assessment results inform conversations and decision at the discipline, department, and College levels.   PLO's are the same throughout the District.

**Program Review and Plan (PRAP)**   (insert link to new documents/ website)

**Report Card** – An annual report on progress towards achievement of goals and strategies, including KPIs and other performance indicators. (insert link to the website)

**Resource Development & Administrative Services Leadership Council (RDAS)** –  One of RCC's four Leadership Councils.

**Retention** – academic measurement meaning a student has completed a course, regardless of whether or not the student has passed.  This is often measures as a percentage of the total section who completed the course.

**Rubric** - A scoring tool that lists the criteria for a piece of work, or "what counts." It also articulates gradations of quality for each criterion, from excellent to poor.
(http://learnweb.harvard.edu/alps/thinking/docs/rubricar.htm)

**Service Area Outcome (SAO)** – These are outcomes for non-instructional units at RCC.  NOTE: ACCJC is currently using the acronym SAO as Student Achievement Outcome

**SPR -** Student participation rate, the number of students attending the College per 1,000 total population in the service area.

**Standard -** For a student achievement measure (e.g., course success), the percentage below which the college does not intend to fall.  Operationally, the college is defining this as the mean of the past five years for a particular achievement measure.

**Strategic Planning** - Strategic planning is an organization's process of defining its direction and making decisions on allocating its financial and human resources to pursue this direction.  RCC's strategic planning process consists of: Review and update Mission, Vision, and Values Analyze data, identify issues, Share vision and goals with stakeholders and College Councils, Develop strategies,

planned activities, performance indicators and benchmarks, identify resources, Assign responsibilities, Implement plan, Assessment, and Annual Report Card—revise and update.

**Strategic Planning Councils Constitution & Bylaws** – Provide direction and procedures related to how RCC conducts strategic planning. Can be found at
http://www.rcc.edu/riverside/riversidestp/files/ConstitutionBylawsfinal070810.pdf

**Strategic Direction** – A further refinement of a strategy to assist in developing concrete actions or steps to implement the strategy.

**Strategic Planning Executive Council (SPEC)** – The SPEC consists of 2 Co-chairs (the College President or designee and the Academic Senate President or designee) and the Joint Chairs of the SPLCs, for a total of 18 members. The SPEC meets monthly.

**Strategic Planning Leadership Council (SPLC) -** RCC has four SPLCs. Each SPLC and examples from its charge are listed below. The complete charges can be found in the Strategic Planning Councils Constitution & Bylaws.

> Student Access and Support Leadership Council (SAS)
> Academic & Career/Technical Programs & Instructional Support Leadership Council (ACTPIS)
> Resource Development and Administrative Services Leadership Council (RDAS)
> Institutional Effectiveness Leadership Council (IE-LC)

**Strategic Planning Website** – RCC's strategic planning web site address is
http://www.rcc.edu/about/president/strategic-planning/Pages/Strategic-Planning.aspx

**Strategy** -A combination of the goals the college is aspiring to achieve and the policies, procedures, and actions it is taking to achieve them.

**Student Access and Support Leadership Council (SAS)** – One of RCC's four Leadership Councils.

**Student Educational Plan (SEP)** – All incoming students are required to complete an online SEP before enrolling in courses.

**Student Learning Outcome (SLO)** – Course-level assessment measures student learning for a particular course. Each SLO must be assessed at least once during each Program Review cycle. SLOs are approved by the College's Curriculum Committee and appear on the Course Outline of Record (COR) within CurricUNET. It is important to emphasize that course-level assessment is a measure of what students have learned in the course regardless of who was teaching it. Assessment results are used by faculty in the discipline to inform activities, to review and improve CORs, and to implement changes to instruction to improve student learning. Course-level SLO's are the same throughout the District. All academic courses and all Student Services Support Programs have student learning outcomes. Each course's SLO must be assessed at least once during a program review cycle. The Academic Senate for California Community Colleges (ASCCC) defines student learning outcomes as:

> Student learning outcomes (SLOs) are the specific observable or measurable results that
> are expected subsequent to a learning experience. These outcomes may involve

knowledge (cognitive), skills (behavioral), or attitudes (affective) that provide evidence that learning has occurred as a result of a specific course, program activity, or process. An SLO refers to an overarching outcome for a course, program, degree or certificate, or student services area (such as the library). SLOs describe a student's ability to synthesize many discreet skills using the higher level thinking skills and to produce something that asks them to apply what they've learned. (ASCCC SLO Terminology Glossary, 2010, pg 13).

**Student Success**
Student success is defines several ways including:
- Retention – this is a course-level metric defined as the student is enrolled at the end of a course
- Success – this is a course-level metric defined as a student passing a course. The metric for his is MIS SX04 with a grade of A, B, C, or P
- Persistence – student enrolled in subsequent semester (Primary semesters – Fall & Spring)
    o If a student persists through 3 terms, that is considered a MOMENTUM POINT
- Graduation – receive a certificate or diploma
- Completion

**Student Success Plan** – a formal plan written and submitted to the state – SSS. (Insert link)

**Student Equity Plan** – a formal plan written and submitted to the state. (Insert link)

**Success Rate** – Of all credit enrollments, the rate at which students completed courses with a grade (MIS data field SX04) of A, B, C, or P.

**Target -** The percent by which the college is striving to improve a particular student achievement measure. Operationally, the college defines this as the standard deviation based on the past five years' data for a particular achievement measure.

**Technology Master Plan** – A document that establishes goals and objectives related to technology acquisitions and use and to support the realization of the college's vision and mission. (insert link)

**The Nine Metrics –** metrics developed by the State Chancellor's Office to track and report on operational aspects of a Community College. They include Student Success, Equity in Completion, Student Services, Efficiency, and Student Access metrics.

**TMC -** Transfer Model Curriculum (TMC), introduced as Senate Bill 1440 (SB 1440) and signed into legislation on September 29, 2010 as the Student Transfer Achievement Reform Act (Ed Code 66745-66749), represents collaboration between California Community Colleges and the California State University (CSU) system on the creation of an Associate in Arts Transfer Degree (AA-T) and an Associate in Science Transfer (AS-T) Degree. Students are granted an associate degree for transfer once they have met specific general education and major requirements for the degree. Upon completion of the associate degree, the student is eligible for transfer with junior standing into the CSU system.

**TCO**—Total Cost of Ownership

**TOP CODE -** Taxonomy of Programs & Services code format that the state requires for submission of funding requests and for comparing/evaluating one college to another via a standardized set of curricular criteria.

**TracDat –** web-based software used to record and track assessment and program review activities

**Unit Plan -** See Annual Instructional Program review/Unit Plan Update

**Unit Plan Review Committee (UPRC)** –The UPRCs review unit plans from their respective areas, develop rubrics to prioritize requests, and provide recommendations for annual resource allocations to the BPC. The 3 UPRCs are: Academic & Career / Technical Programs & Instructional Support, Student Services, and Administrative Support.

**Values** - Beliefs that are shared among the stakeholders of an organization.

**Vision** - Defines the desired or intended future state of an organization or enterprise in terms of its fundamental objective and/or strategic direction.

**Web-Enhanced --** Same as Face-to-Face, the session enhanced by internet or website links to facilitate learning. Note that no seat time is replaced.

**Work Experience -** Session where students enroll for work experience credits as defined in Title 5, Section 55256.5 for learning that occurs at a job learning station as defined in Section 55257.

**Glossary References**

Academic Senate for California Community Colleges [ASCCC] (2010). *SLO Terminology Glossary:  A Resource for Local Senates.*  Sacramento, CA.  2010.

Bresciani, M.; Moor Gardner, M.; and Hickmott, J.  (2009). *Demonstrating Student Success.*  Stylus.
Moore Gardner, M.; Kline, K.; and Bresciani, M. (Ed.). (2014). *Assessing Student Learning in the Community and Two-Year College.*  Sterling, VA:  Stylus Publishing, LLC.

# Appendices

## A. Best practices for student engagement

Best practices should be continuously reviewed and revised based on what's working and changes in environment/ culture, etc.

Implementing proven and exploring innovative means of fostering a culture of reciprocal and relevant engagement are therefore at the core of this plan.—so yes, keep a statement—and put the rest/ revised in a best practices appendix.

1. Multiplying opportunities for students to work throughout campus as well as to serve as peer role models, tutors, guides, partners, or mentors in various forms connects to the college, to each other, and encourages giving back to the community.

2. Various engagement centers projects to create a vibrant agora are being contemplated to invite and facilitate cordial encounters between students, faculty, and students and faculty – among them the revival of the 'Den', an amphitheater like corner of our central quad, is already under review to offer students and faculty an opportunity to meet and chat around good coffee and healthy snacks.

3. A Faculty Advising model is piloted by our English and Reading faculty to test and identify best practices to support basic skills students before it is implemented throughout all disciplines.

4. Professional development programs and opportunities for Faculty are going to be multiplied to facilitate their understanding of the challenges new generations of students encounter and increase their engagement. Trainings on: awareness of specific reasons for failures among African-American and Hispanic students and strategies to remedy them, 21$^{st}$ century pedagogical tools, changes in cognitive skills, andragogy principles, social media as they appear, are examples mentioned in preliminary discussions among the members of our educational master plan committee and faculty. Other topics will emerge from regular formal surveys by our professional development committee.

Symposia highlighting the faculty's various interests, brown bag events, alumni round tables, conferences from outside scholars are planned to be institutionalized to envelop students in a supportive environment, enhance the intellectual climate, provide venues for the faculty to showcase their expertise and motivate all members of the learning community to congregate and excel.

## B. Student Life and Organizations

In addition to organizations and programs such as the **Youth Education Motivation Program** (YEMP) and **Hispanas Organized for Political Equity** (HOPE), RCC offers a broad variety of resources for students to refine their skills or explore new interests.

The **Associated Students of Riverside City College** houses campus clubs and organizations which are the driving force of many activities at the college. There are more than 70 clubs and organizations representing a variety of academic and career pursuits, as well as special interests. Clubs and organizations each have their own purpose which promote objectives such as philanthropy, community service, equity, co-curricular, and leadership development. Some of the clubs/organizations include: Active Minds, Alpha Gamma Sigma, Art Club, Business Leaders of Tomorrow, Gender & Sexual Awareness, International Club, LDSSA, Model United Nations, Music, Science & Engineering, Student Government, Student Nurses Organization, and Theatre and Dance. For more information and a listing of club and organization information please visit http://www.rcc.edu/arscc/Pages/clubs.aspx

Some programs aim towards higher academic achievement. The **Puente Project**, for instance, has been on the Riverside City College campus for more than twenty-four years. It is the most successful retention and transfer program in the history of the college and one of the few that serves, primarily, the Latino student population and community. The **Ujima Project** is a student success program which utilizes faculty mentors to work with students to develop leadership skills and establish benchmarks for their academic success. The program components include an academic learning community, a student club and mentoring and counseling individually and collectively through benchmark activities. The Ujima Project utilizes an approach to student engagement, retention and success that is infused with African cultural traditions. The **RCCD Honors Program** offers an enriched academic experience for highly motivated students aiming to transfer to a four-year university or college. Honors students take selected classes in the Honors Program, such as Political Science, Biology, English, Statistics, Anthropology, Art Appreciation, Dance Appreciation, Economics, Humanities, Sociology, Art History, and Speech Communication. They can take advantage of smaller class sizes, more emphasis on writing and discussion, and access to undergraduate research conference. The Honors Program has a dedicated study center, a designated honors counselor, and opportunities to take workshops and go on field trips with other RCC students. The **STEM Program** at Riverside City College consists of over 600 students and faculty from Science, Technology, Engineering, and Mathematics. The STEM Program offers monthly seminars from professional scientists, STEM Shop Talks which are interactive seminars where presenters interact and work with students one-on-one, monthly movie nights featuring STEM related films of interest, as well as a number of contests open to all RCC students such as the Boat Race and the Wind-Turbine Contest (with UCR). STEM students have performed independent research in nanotechnology, computer science, engineering, biology, atmospheric chemistry, and other STEM areas. Others have interned for the USDA, Forest Service, as well as state and local regulatory agencies over the last five years.

Artistic exploration and enrichment are made accessible in many ways. RCC offers a comprehensive musical and academic program for its music students, including **Jazz and Wind Ensemble, a world-famous Marching Band, Symphony Orchestra, Percussion Ensemble, Chamber Singers, Vocal Jazz Ensemble and Guitar Ensemble**. The **RCC Theatre Program** has a wide variety of classes to train students in all areas of Theatre and prepare them for transfer to the University level. With participation in the Kennedy Center American College Theatre Festival, students gain access to national competitions,

forums, festivals and professional internships which are necessary for furthering their careers in the industry. The **RCC Musical Theatre Ensemble** has been referred to as one of the top training programs in the country by the Kennedy Centers American College Theatre Festival. On the literary side, RCC students publish **MUSE**, an award-winning literary journal. For each edition, students learn the theory and practice of literary publishing and begin to work as editors, content curators, and designers. Students also have opportunities to meet with editors and authors from other small presses and periodicals. MUSE features poetry, short fiction, literary nonfiction, and artwork by RCC students alongside emerging and established writers and artists within the region and across the world.

Integrated academic support is also supported by the skills labs on campus. Students can also hone their writing and communications skills at the **Writing and Reading Center** which promotes literacy across the disciplines by providing academic support and both human and material resources to succeed in writing and reading. The **Center for Communication Excellence** (CCE) is a lab setting in which student tutors trained in Communication Studies provide content-specific support to all RCC students in regard to communication skills related to any of their courses at RCC. Similar labs exist for foreign languages, math, and CIS.

RCC students also have the opportunity to work for a mature, award winning newspaper. They create and present their work to the public in print and online editions of **Viewpoints**. Students can practice their passion for storytelling, digital photos and online videos. Some of them have served full-time with U.S. senators and in the White House as photographers.

Life at RCC also has international dimensions, which support the general education outcomes related to global awareness. Many programs offered give students a chance to broaden their horizons, one of them is the **International Education/Study Abroad**. It is considered one of the finest study abroad opportunities in the United States. In fact, it is known nationally as the "Riverside Model". RCC Study Abroad program allows students to take Riverside Community College District courses while enabling them to experience a different life and culture, earn transferable college credit, and develop an expanded world view toward becoming global citizens. RCC students have spent spring semesters in Oxford, England, Beijing, China and Dublin, Ireland; fall semesters in Florence, Italy; and summer programs in Guanajuato, Mexico, San Jose, Costa Rica, Salamanca, Spain, Paris, France, Prague, Czech Republic, Budapest, Hungary, Poland, Greece, Turkey, Morocco, Kenya and Spain. **International students** are also a valuable addition to the RCC culture. They represent over 50 countries and bring the global perspectives vital for our local students' multicultural awareness. (See Appendix ___ on Student Life and Organizations).

1. Clubs –The Associated Students of Riverside City College houses campus clubs and organizations which are the driving force of many activities at the college. There are more than 70 clubs and organizations representing a variety of academic and career pursuits, as well as special interests. Clubs and organizations each have their own purpose which promote objectives such as philanthropy, community service, equity, co-curricular, and leadership development. Some of the clubs/organizations include: Active Minds, Alpha Gamma Sigma, Art Club, Business Leaders of Tomorrow, Gender & Sexual Awareness, International Club, LDSSA, Model United Nations, Music, Puente, Science & Engineering, Student Government, Student Nurses Organization, and Theatre and Dance. For more information and a listing of club and organization information please visit http://www.rcc.edu/arscc/Pages/clubs.aspx

2. Muse

RCC MUSE is the award-winning literary journal produced by RCC students through English 17. For each edition, students learn the theory and practice of literary publishing and begin to work as editors, content curators, and designers. Students also contextualize their efforts by studying other 2 and 4-year college literary magazines (e.g. *Chaffey Review, Superstition Review),* and have opportunities to meet with editors and authors from other small presses and periodicals. MUSE features poetry, short fiction, literary nonfiction, and artwork by RCC students alongside emerging and established writers and artists within the region and across the world.

3. Honors

The RCCD Honors Program offers an enriched academic experience for highly motivated students aiming to transfer to a four-year university or college. Honors students take selected classes in the Honors Program, such as Political Science, Biology, English, Statistics, Anthropology, Art Appreciation, Dance Appreciation, Economics, Humanities, Sociology, Art History, and Speech Communication. They can take advantage of smaller class sizes, more emphasis on writing and discussion, and access to undergraduate research conference. The Honors Program has a dedicated study center, a designated honors counselor, and opportunities to take workshops and go on field trips with other RCC students. All of our courses meet General Education Requirements and are fully articulated. RCC honors students who complete the Honors Program (5 honors classes) can apply for priority transfer admission to area schools such as UCLA, UC Irvine, Cal Poly Pomona, and UCR.

4. Writing and Reading Center

The Writing and Reading Center promotes literacy across the disciplines by providing academic support to students enrolled in English, Reading, and ESL classes and by providing content-area reading and writing instruction through ILA-800. We serve approximately 4,000 students per sixteen-week semester. To support these students, the WRC is open Monday through Thursday 8:00 a.m. to 7:00 p.m. and Friday 8:00 a.m. to 3:00 p.m., and provides students with both human and material resources to succeed in writing and reading. Human resources include faculty from the English and ESL disciplines; reading paraprofessionals, who support reading classes in the WRC; peer tutors trained in our College Reading and Learning Association-certified training program; and lab aides. Material resources include computers and research and word processing, software, and textbooks.

5. Puente

**Program History:** Co-sponsored by the California Community Colleges and the University of California, the Puente Project has improved the transfer rate of thousands students from all ethnicities and backgrounds for over 30 years. Puente, which means bridge in Spanish, has increased the number of underserved students who enroll in four-year colleges and universities, earn college degrees, and eventually return to the community as mentors and leaders to future generations.

The Puente Project has earned national recognition as one of ten programs honored with an "Innovations in American Government Award," sponsored by the Ford Foundation, the Council for Excellence in Government, and the John F. Kennedy School of Government at Harvard University.

The Puente Project has been on the Riverside City College campus for more than twenty-four years. It is the most successful retention and transfer program in the history of the college and one of the few that serves, primarily, the Latino student population and community. Puente is open to all students.

**Overview:** The Puente Project is an academic and community leadership program designed to transfer community college students to four-year colleges and universities and have them return to the community as role models.  The project meets its goals in the following manner:

- A one-year student cohort/learning community pairing English 50 and Guidance 45 the first semester and English 1A and Guidance 46 second semester
- The cohort is team taught by an English professor and Guidance Counselor/Professor trained, as a team, at UC Berkeley.
- Each student is assigned a personal mentor from the community who has been successful in his or her academic endeavors.  The mentors meet regularly with their students throughout the academic year, and assignments in the English and Guidance classes incorporate writing assignments as part of these meetings.
- Students remain with the same instructor, counselor, and mentor for the entire academic year
- The composition and guidance classes strictly adhere to the Course Outline of Record and Student learning objectives.  However, the classes use Chicano/Latino literature as foundation for writing and discussion.

**Program Benefits:**  Puente Project students:

- Develop college level reading, writing, and critical thinking skills
- Meet and network with community professionals
- Learn strategies for success in college and life
- Make university contacts and visit universities
- Participate in culturally enriching activities on and off campus

**Numbers to Consider:**

At Riverside City College

- In English 50, Basic English Composition, Puente students have an 83.3% success rate compared to 75.5% for non-Puente students
- Puente students progress to English 1A, Freshman Composition, at a rate of 75.4% compared to 40.6% for non-Puente students
- Puente students have an 86.3% success rate in English 1A compared to 83.7% for non-Puente students
- Among Latinos at Riverside City College, Puente students have a 83.6% success rate in English 50 compared to 73.3% for non-Puente Latino students
- Puente students progress to English 1A at a rate of 77.2% compared to non-Puente Latino students at 38.6%
- Puente students have an 86.3% success rate in English 1A compared to 81.7% for non-Puente Latino students

- More than eight in ten, or 83%, of Puente students remain enrolled in college one year after participating in Puente. By comparison, 69% of all Riverside college students maintained enrollment continuity.

A larger, statewide perspective

- Latinos comprise nearly 34% of the labor force but only 8% have bachelor's degrees
- Nearly 75% of Latino students begin their higher education in the community college system. Yet, only 12.6% transfer to the University of California and 17.9% go on to the California State University

However,

- Puente sends 66% of its participants to four-year colleges and universities consistently each year
- Puente students stay in school and accomplish their academic goals at a higher rate than non-Puente students – 92% vs. 60%
- Puente students successfully complete their English classes at a higher rate than non-Puente students – 80% vs. 51%

6. Ujima

The Ujima Project is a student success program which utilizes faculty mentors to work with students to develop leadership skills and establish benchmarks for their academic success. The program components include an academic learning community, a student club and mentoring and counseling individually and collectively through benchmark activities. The Ujima Project utilizes an approach to student engagement, retention and success that is infused with African cultural traditions. The Swahili name means "collective work and responsibility." The program has a campus home called H.O.M.E. Room (Hope, Opportunity, Mentoring, Education) where club activities, counseling appointments and workshops take place. Successful outcomes are connected to course retention and success, enrollment persistence, mentoring, leadership, life planning, and developing an understanding of the community college culture and its services.

7. Viewpoints

The Journalism program at Riverside City College offers an Associate Degree in Journalism as well as an Area of Emphasis in Communication, Media, and Languages. Its students, who win many national, state, and regional awards, employ ethical principles and practical skills when they create and present their work to the public in print and online editions of Viewpoints, the student newspaper. Journalism students at RCC are encouraged to serve the public, and they excel in storytelling with text, digital photos and online videos. Graduates of the program are prepared to transfer to universities and to work with news media and in related fields. Graduates have worked with a variety of news media and have served full-time with U.S. senators and in the White House as photographers.

8. Center for Communication Excellence

The Center for Communication Excellence (CCE) at Riverside City College is a lab setting in which student tutors trained in Communication Studies provide content-specific support to ALL RCC students

in regard to communication skills related to ANY of their courses at RCC. In addition to the CCE's free tutoring services, patrons of the CCE can utilize the Center's following resources: whisper room (noise cancelling room), communication studies textbooks, computers, & independent study areas. The CCE's student tutors and resources are available four days a week, Monday through Thursday 9:00 AM to 4:00 PM in the Martin Luther King (MLK) building, room 221. Each semester the CCE serves approximately 500 students.

9. STEM

The STEM Program at Riverside City College consists of over 600 students and faculty from Science, Technology, Engineering, and Mathematics. To support our STEM students and faculty, the RCC STEM Center is open five days a week and provides all RCC students with a study space, tutoring, computers, textbooks, and helpful faculty and staff to assist. The STEM Center also serves as a meeting place for the many STEM related clubs on campus, guest speakers from academia/industry/military, and STEM counselors from four-year academic institutions. We have monthly seminars from professional scientists, STEM Shop Talks which are interactive seminars where presenters interact and work with students one-on-one, monthly movie nights featuring STEM related films of interest, as well as a number of contests open to all RCC students such as the Boat Race and the Wind-Turbine Contest (with UCR). In 2013-14, over 15 of our outstanding students were selected from a national student pool to participate in National Science Foundation (NSF) or other federally funded Research Experiences for Undergraduates (REU) on a national level including Howard University, University of California – Berkeley, University of California – Riverside. These students performed independent research in nanotechnology, computer science, engineering, biology, atmospheric chemistry, and other STEM areas. Over 10 students have interned for the USDA, Forest Service, as well as state and local regulatory agencies over the last five years. Also, our STEM faculty have collaborated with research institutions across the world to develop research projects in alternative energy, K-12 education methods and pedagogy, and biological sciences.

10. Student Government / ASRCC

11. Study Abroad

There are many programs offered through the Riverside Community College District that give students a chance to broaden their horizons. One such program that promotes our students to excel is International Education/Study Abroad. It is considered one of the finest study abroad opportunities in the United States. In fact, it is known nationally as the "Riverside Model".

Our Study Abroad program allows students to take Riverside Community College District courses while enabling them to experience a different life and culture, earn transferable college credit, and develop an expanded world view toward becoming global citizens. Historically, we have offered spring semesters in Oxford, England, Beijing, China and Dublin, Ireland, fall semester in Florence, Italy, and summer programs in Guanajuato, Mexico, San Jose, Costa Rica, Salamanca, Spain, Paris, France, Prague, Czech Republic, Budapest, Hungary, Poland, Greece, Turkey, Morocco, Kenya and Spain.

A study abroad experience changes a student's life. Former study abroad students are now attending the London School of Economics, Oxford University, as well as schools for Art Restoration in Florence, the University of Rome, University of Florence and Charles University in Prague, Czech Republic. They are living many different countries and establishing careers all over the world. Compared to four-year universities, RCCD's study abroad programs are offered at an excellent price, usually one-third to one-half of the cost at four-year colleges. Any financial aid for which a student qualifies may be applied to

study abroad program costs.  All programs include roundtrip airfare, living accommodations, some meals, excursions, museum and gallery visits and special events.

Our International Education/Study Abroad program philosophy is as follows: At the Riverside Community College District, International Education provides studies and activities that encourage a student to learn, to understand, and care about the world beyond his or her community and to transcend culturally conditioned, ethnocentric perspectives, perceptions and behaviors. Studying abroad should not only increase one's knowledge; it should also enhance one's wisdom and affinity with humanity.

12. International Students

The Center for International Students & Programs (CISP) is responsible for all (nearly 400) international students attending RCC/D schools from over 50 countries. From their very first inquiry until they complete their program, CISP is where the world's students gathers on the RCC campus. Staff are trained to help students with admissions, registration, academic advising, career goals, immigration and transfer strategies for the completion of their bachelor's degree. In addition, both international and local students often gather in in our lobby to see friends, work on homework, surf the net, or just relax on one of our couches.

In addition to caring for the international students who are attending RCC/D currently, CISP is responsible for increasing RCC/D's footprint in the world through a variety of popular social media sites such as Naver, We Chat, Line, QQ as well as Google and Facebook. We also are responsible for international marketing and promotion through education fairs, school visits, and participation in a variety of government programs. We also build targeted partnerships and engage the RCC alumni all over the world.

13. Bands and ensembles

RCC offers a comprehensive musical and academic program for its music students, including:
Great performing ensembles: From our three award winning Jazz Ensembles to our amazing Wind Ensemble, world-famous Marching Band, Symphony Orchestra, Percussion Ensemble, Chamber Singers, Vocal Jazz Ensemble and Guitar Ensemble, there are outstanding musical experiences available for serious music students.
A comprehensive program in music theory and music literature for all transferring music majors: Our theory program is an intensive and complete course of study in Fundamentals and in Music Theory I, II, and III, which prepares RCC students to successfully transfer to the university setting and to do well on their transfer placement exams in music theory, ear training, sight-singing and keyboard skills.

14. Theater and Performance Riverside

The RCC Theatre Program has a wide variety of classes to train students in all areas of Theatre and prepare them for transfer to the University level.  With participation in the Kennedy Center American College Theatre Festival, students gain access to national competitions, forums, festivals and professional internships which are necessary for furthering their careers in the industry.
Musical Theatre/Performance Riverside

The RCC Musical Theatre Ensemble has been referred to as one of the top training programs in the country by the Kennedy Centers American College Theatre Festival.

Our vision of preparing and Integrating young artists into professional theatre like Performance Riverside has garnered many students the skills and experience necessary for furthering their careers in this industry.

# C. Enrollment Management Data

## 1. FTES Data by Course Type

Percent of Total FTES by Course Type

| Course Classification | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
|---|---|---|---|---|---|
| **Transfer** | 55.7% | 56.3% | 56.0% | 56.2% | 57.2% |
| **Transfer &  CTE** | 18.6% | 18.7% | 18.4% | 18.3% | 18.0% |
| **CTE** | 9.7% | 9.6% | 10.5% | 9.9% | 8.9% |
| **Basic Skills** | 6.3% | 5.6% | 4.8% | 5.3% | 5.6% |
| **Course Below Transfer Not Classified** | 9.1% | 9.0% | 9.9% | 9.9% | 9.8% |
| **Not Classified** | 0.5% | 0.6% | 0.4% | 0.5% | 0.5% |

Source:  RCCD Enrollment Management Dashboard
Includes Residential and Non Residential FTES.  Extracted on August 31st, 2015

| | **2008-2009 Actual** | | | **2013-2014 Actual** | | | |
|---|---|---|---|---|---|---|---|
| **Department** | **SEC** | **WSCH** | **RESIDENT FTES** | **SEC** | **WSCH** | **TOTAL FTES** | **RESIDENT FTES** |
| Applied Technology | 268 | 35,662 | 1096.16 | 200/215 | 32178 | 1005.20 | 995.58 |
| Art | 157 | 16,274 | 494.90 | 107/132 | 17,098 | 534.24 | 522.05 |
| Behavioral Sciences | 344 | 48,318 | 1469.07 | 256/258 | 33,600 | 1049.52 | 1029.24 |
| Business Admin/Info Sys Tech | 512 | 36,772 | 1115.15 | 335 | 38,086 | 1189.48 | 1148.40 |
| Chemistry | 82 | 13,940 | 412.37 | 32/61 | 14,768 | 461.20 | 448.42 |
| Communications Studies | 146 | 13,007 | 396.10 | 139 | 11,955 | 373.45 | 362.85 |
| Cosmetology | 53 | 17,610 | 544.30 | 38/40 | 13,506 | 421.89 | 420.68 |
| Counseling | 93 | 3535 | 104.62 | 55 | 2099 | 65.54 | 60.70 |
| Early Childhood Education | 76 | 8018 | 246.08 | 72/76 | 8,454 | 264.09 | 262.27 |
| Economics, Geo., Pol. Sci. | 126 | 16,796 | 504.32 | 105/112 | 14,152 | 442.12 | 415.45 |
| English & Media Studies | 608 | 87,754 | 2624.04 | 491/504 | 66,514 | 2077.85 | 1950.73 |
| History/Humanities/Philosophy | 217 | 28,002 | 851.58 | 161/164 | 22,409 | 700.09 | 686.57 |
| Kinesiology | 460 | 39,370 | 1196.75 | 257/293 | 30,149 | 941.65 | 909.19 |
| Library & Learning Resources | 11 | 208 | 6.33 | 5 | 180 | 5.62 | 5.44 |
| Life Sciences | 156 | 29256 | 887.14 | 79/111 | 23,321 | 728.37 | 715.79 |
| Mathematics | 391 | 61,638 | 1864.71 | 292/294 | 56,782 | 1773.68 | 1704.15 |
| Nursing | 179 | 25,117 | 768.79 | 79/163 | 22,551 | 704.42 | 701.08 |
| Performing Arts | 417 | 34,762 | 1058.39 | 269/343 | 34,134 | 1066.33 | 1032.22 |
| Physical Science | 83 | 11,347 | 340.87 | 78/80 | 8,088 | 252.64 | 244.43 |
| Senior Citizen Education | 315 | 7,364 | 228.58 | 57 | 1,419 | 44.26 | 43.21 |
| World Languages | 171 | 25,241 | 762.13 | 123 | 19,320 | 603.60 | 590.69 |
| **TOTAL:** | **4865** | **560,001** | **16,972.58** | **3230/3560** | **470,778** | **14,705.55** | **14,249.14** |

*Note: Communication Studies was part of the English & Media Studies in 2008-09. The 2008-09 data reflects English without the speech discipline.*

*The second number for 2013-14 section counts include cross-listed courses; the first number does not. The section numbers for 2008-09 include cross-listed courses.*

For the Kinesiology department, physical-education courses are not included in the FTES or student success rate numbers but all other kinesiology courses are included. Nursing courses are included in STEM. Business, marketing, and accounting courses are included in the social sciences category for the purposes of this analysis. For a listing of which courses are included in each classification see Enrollment Management Appendix C.

## 2. Degrees / Certificates Awarded

| | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 |
|---|---|---|---|---|---|
| **Associate of Science** | **880** | **685** | **733** | **622** | **650** |
| **Associate of Arts** | **895** | **759** | **947** | **914** | **908** |
| **Certificate 30 to 60 Units** | **391** | **369** | **386** | **334** | **299** |
| Accounting Technician | 30 | 18 | 20 | 10 | 15 |
| Administrative Assistant | 1 | 2 | 0 | 0 | 0 |
| Applied Digital Media & Printing | 0 | 0 | 0 | 6 | 5 |
| Athletic Coach | 1 | 2 | 6 | 2 | 0 |
| Auto Body | 0 | 6 | 0 | 0 | 0 |
| Automotive Technology-Automotive Body Repair | 0 | 0 | 4 | 6 | 5 |
| Building Inspection Technology | 11 | 2 | 0 | 0 | 0 |
| Bus Admin-Management Concentration | 0 | 0 | 11 | 11 | 7 |
| Bus Admin-Marketing Concentration | 0 | 0 | 3 | 2 | 6 |
| Bus Admin-Real Estate Concentration | 0 | 0 | 5 | 4 | 3 |
| Business | 32 | 10 | 14 | 15 | 14 |
| Business Administration - Banking & Finance | 0 | 0 | 0 | 0 | 1 |
| Business Management | 30 | 11 | 7 | 6 | 8 |
| Child Development: Special Education | 2 | 11 | 8 | 6 | 5 |
| CIS: Microcomputer Software Specialist | 7 | 9 | 0 | 0 | 0 |
| CIS-Computer Applications | 0 | 0 | 2 | 5 | 6 |
| Cosmetology | 51 | 77 | 74 | 100 | 102 |
| Culinary Arts: Restaurant Management | 12 | 16 | 9 | 0 | 0 |
| Dental Assisting | 7 | 3 | 0 | 0 | 0 |
| Dental Laboratory Technology | 1 | 1 | 0 | 0 | 0 |
| Early Childhood Development | 22 | 22 | 24 | 16 | 17 |
| Emergency Medical Technology/Paramedic | 21 | 1 | 0 | 0 | 0 |
| Executive Office Professional | 0 | 0 | 3 | 3 | 1 |
| Graphic Comm Technology: Computer Imaging & Composit | 12 | 6 | 15 | 0 | 0 |
| Liberal Arts | 82 | 109 | 141 | 119 | 69 |
| Licensed Vocational Nursing | 34 | 47 | 0 | 0 | 0 |
| Marketing | 4 | 9 | 0 | 0 | 0 |
| Multimedia Studies: Visual Design Specialty | 1 | 0 | 1 | 0 | 0 |
| Nursing-Vocational Nursing | 0 | 0 | 33 | 20 | 33 |
| Primary Care Associate | 21 | 0 | 0 | 0 | 0 |
| Real Estate | 6 | 4 | 0 | 0 | 0 |
| Retail Merchandising | 0 | 2 | 1 | 0 | 2 |
| Teacher Aide | 2 | 0 | 3 | 1 | 0 |
| Welding Technology | 1 | 1 | 2 | 2 | 0 |

| | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 |
|---|---|---|---|---|---|
| **Certificate 19 to 30 Units** | **336** | **155** | **163** | **143** | **136** |
| Administration of Justice | 0 | 1 | 19 | 13 | 12 |
| Administration of Justice | 92 | 16 | 0 | 1 | 0 |
| Architecture | 8 | 0 | 0 | 0 | 0 |
| Athletic Trainer: Sports Medicine | 0 | 0 | 2 | 2 | 1 |
| Automotive Electronics Technology | 16 | 16 | 19 | 15 | 10 |
| Automotive Technology-Automotive Trim & Upholstery | 0 | 0 | 3 | 7 | 3 |
| Automotive Technology-Mechanical | 0 | 0 | 18 | 14 | 16 |
| Automotive Trim & Upholstery | 0 | 6 | 0 | 0 | 0 |
| Civil Engineering Technology | 3 | 0 | 1 | 0 | 0 |
| Community Interpretation | 30 | 6 | 2 | 1 | 1 |
| Community Social Services | 25 | 10 | 3 | 3 | 1 |
| Computer Studies | 6 | 9 | 5 | 2 | 6 |
| Cosmetology | 2 | 0 | 3 | 0 | 0 |
| Culinary Arts: Restaurant Management | 0 | 0 | 19 | 22 | 14 |
| Design Technology | 8 | 1 | 0 | 1 | 0 |
| Fire Academy | 35 | 2 | 0 | 0 | 0 |
| Fire Service Technology | 16 | 5 | 0 | 0 | 1 |
| Interpreter Preparation Program | 7 | 14 | 0 | 0 | 0 |
| Logistics and Materials Transportation | 12 | 1 | 0 | 0 | 0 |
| Media Communications: Perf & Prod Broadcast Media | 5 | 9 | 7 | 3 | 5 |
| Medical Assisting | 27 | 2 | 0 | 0 | 0 |
| Photography | 6 | 11 | 13 | 7 | 10 |
| Physical Education - Fitness | 7 | 11 | 6 | 4 | 6 |
| Residential and Light Commercial HVAC & R | 30 | 35 | 33 | 32 | 39 |
| Retail Merchandising | 1 | 0 | 0 | 0 | 0 |
| Sign Language Interpreting | 0 | 0 | 10 | 16 | 11 |

| | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 |
|---|---|---|---|---|---|
| **Certificate 6 to 18 Units** | **1400** | **395** | **657** | **466** | **426** |
| Administration of Justice | 1 | 5 | 11 | 8 | 9 |
| Administrative Assistant | 19 | 13 | 25 | 12 | 15 |
| Administrative Office Manager | 0 | 0 | 0 | 1 | 2 |
| Applied Design: Two-dimensional | 1 | 0 | 0 | 0 | 0 |
| Business: Banking & Finance | 0 | 0 | 1 | 0 | 0 |
| Certified Nursing Assistant | 0 | 134 | 138 | 103 | 113 |
| Computer Networking | 23 | 40 | 48 | 40 | 29 |
| Computer Programmer: Database Mgmt Systems | 0 | 0 | 5 | 6 | 3 |
| Computer Science: Embedded Systems | 13 | 8 | 16 | 7 | 10 |
| Computer Studies | 0 | 6 | 8 | 9 | 6 |
| Corrections | 18 | 0 | 0 | 0 | 0 |
| Cosmetology | 11 | 7 | 17 | 18 | 19 |
| Design Technology | 25 | 1 | 1 | 0 | 0 |
| Early Childhood Development | 595 | 118 | 213 | 123 | 140 |
| Early Childhood Education: Infant & Toddler | 0 | 0 | 2 | 2 | 1 |
| Emergency Medical Technology | 344 | 0 | 0 | 0 | 0 |
| Family Research Studies (Genealogy) | 1 | 0 | 0 | 0 | 0 |
| ForensicsTechnology | 43 | 20 | 58 | 38 | 21 |
| Gemology | 0 | 0 | 0 | 0 | 1 |
| Graphic Design | 29 | 29 | 47 | 36 | 22 |
| Industrial Technology | 2 | 0 | 0 | 0 | 0 |
| International Trade | 5 | 11 | 16 | 9 | 12 |
| Legal Office Assistant | 0 | 0 | 18 | 9 | 9 |
| Media Communications: Perf & Prod Broadcast Media | 4 | 2 | 12 | 8 | 2 |
| Medical Assisting | 226 | 0 | 0 | 0 | 0 |
| Music | 12 | 1 | 21 | 10 | 4 |
| Network Technology | 2 | 0 | 0 | 0 | 0 |
| Registered Nursing | 26 | 0 | 0 | 0 | 0 |
| Welding Technology | 0 | 0 | 0 | 27 | 8 |

| | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 |
|---|---|---|---|---|---|
| **Certificate Less than 6 Units** | **124** | **8** | **7** | **1** | **0** |
| Administrative Assistant | 3 | 0 | 0 | 0 | 0 |
| Architecture | 29 | 0 | 0 | 0 | 0 |
| Community Planning & Economic Development | 57 | 0 | 0 | 0 | 0 |
| Community Social Services | 13 | 8 | 2 | 1 | 0 |
| Computer Networking | 12 | 0 | 1 | 0 | 0 |
| Computer Studies | 10 | 0 | 4 | 0 | 0 |

*Figure 12: Degrees and Certificates Awarded*

| | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 |
|---|---|---|---|---|---|
| Associate of Science (A.S.) degree | 880 | 685 | 733 | 622 | 650 |
| Associate of Arts (A.A.) degree | 895 | 759 | 947 | 914 | 908 |
| Certificate requiring 30 to < 60 semester units | 278 | 334 | 386 | 334 | 299 |
| Certificate requiring 18 to < 30 semester units | 237 | 144 | 163 | 143 | 136 |
| Certificate requiring 6 to < 18 semester units | 929 | 353 | 657 | 466 | 426 |
| Other Credit Award, < 6 semester units | 71 | 8 | 7 | 1 | 0 |
| **Total** | **3,290** | **2,283** | **2,893** | **2,480** | **2,419** |

**Degree and Certificate Completion and Transfer**

This metric is often one of the most used metrics for framing a College's success. Figures 13, 14, and 15 show these metrics. Note that if a student receives a degree and a certificate, they are counted in both categories. If they receive a degree and transfer in that same year, they are counted in both categories.

*Figure 13: Degrees awarded, certificates awarded, and transfers to 4 year Colleges / Universities*

| | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 |
|---|---|---|---|---|---|
| Certificates | 1,515 | 839 | 1,213 | 944 | 861 |
| Degrees | 2,290 | 1,922 | 2,229 | 2,013 | 1,993 |
| Transfer* | 4,592 | 5,233 | 4,744 | 4,642 | 5,153 |
| *Total Enrollment* | *34,708* | *29,770* | *26,959* | *25,268* | *26,281* |
| % Certificates | 4% | 3% | 4% | 4% | 3% |
| % Degrees | 7% | 6% | 8% | 8% | 8% |
| % Transfer | 13% | 18% | 18% | 18% | 20% |

*\*Transfer numbers are derived from National Student Clearinghouse reports for enrollment in a four year institution. The year is the start year of their first enrollment at the institution. The numbers exclude students who are enrolled in post-undergraduate programs (masters, PhD, DM, etc.).*

## 3. Distribution by Course Type/ Area

*Figure 17: FTES by Course Classification*
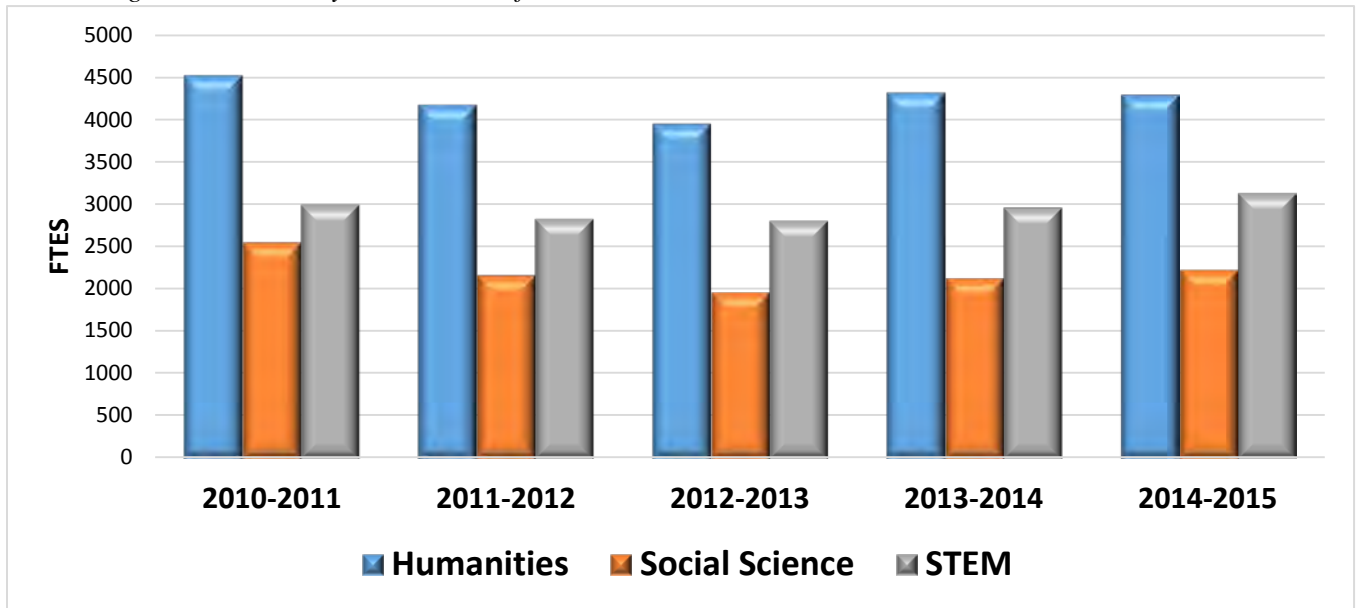


Source: RCCD Enrollment Management Dashboard
Includes Residential and Non Residential FTES. Extracted on August 31st, 2015

*2014-2015 RCC FTES by Department*



Riverside City College Educational Master Plan 2015-2025
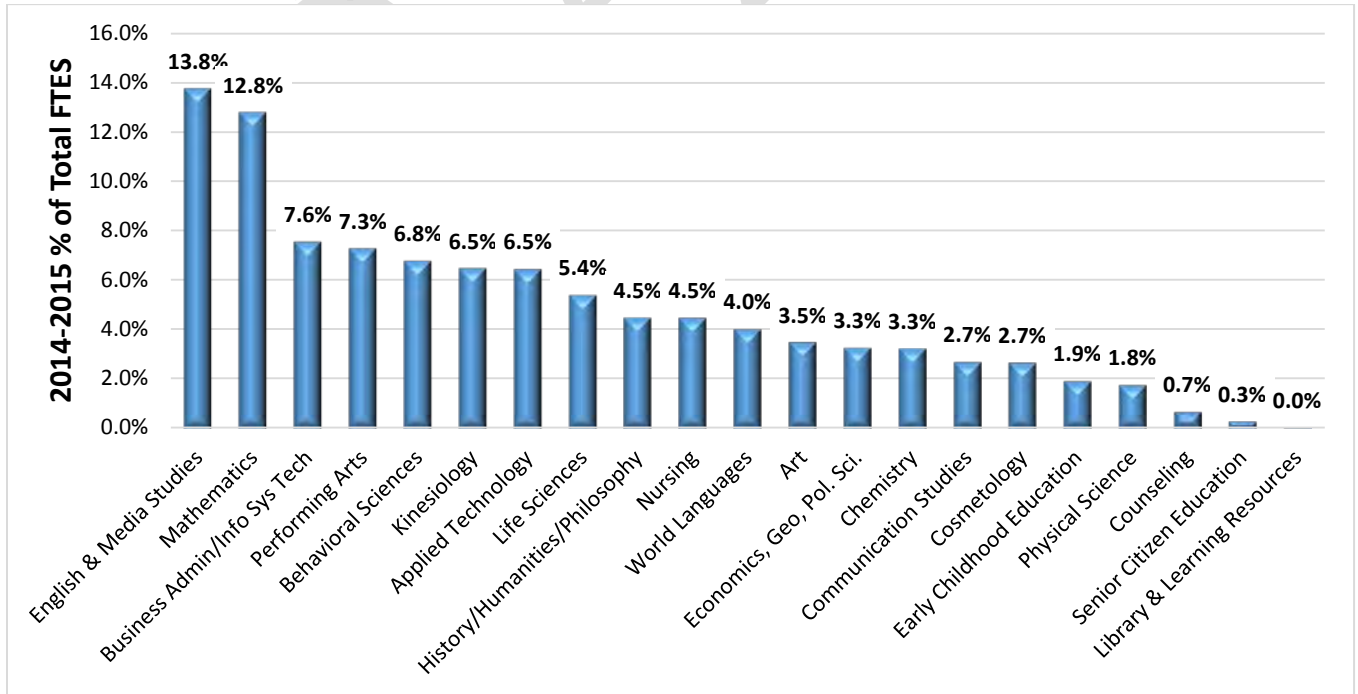
# Agenda Item (VIII-E-1)

| | |
|---|---|
| Meeting | 3/15/2016 - Regular |
| Agenda Item | Committee - Facilities (VIII-E-1) |
| Subject | Land Use Covenant for the Groundwater Monitoring Wells Compliance Project with the Department of Toxic Substances Control |
| College/District | Norco |
| Funding | College Allocated Measure C Funds |
| Recommended Action | It is recommended that the Board of Trustees approve the Land Use Covenant with the Department of Toxic Substances Control. |

## Background Narrative:

On June 21, 2011, the Board of Trustees approved the initial budget of $100,000 for the purpose of locating and re-constructing the original (3) Water Monitoring Wells located at the Norco College. At the August 20, 2013 meeting, the Board of Trustees approved the request to augment the initial budget in an amount of $417,660 to continue efforts to bring the Monitoring Wells into compliance. On November 19, 2013, the Board approved an agreement for the five-year groundwater sampling/monitoring program with DUDEK, in an amount not to exceed $135,213.

RCCD has worked in conjunction with DTSC, and has reviewed the LUC. The Board of Trustees is now being requested to approve the attached Land Use Covenant (LUC). From this point forward, Norco College will be responsible for maintaining and implementing the requirements of this on-going LUC.

Prepared By: Irving Hendrick, Interim President, Norco College
        Beth Gomez, Vice President, Business Services (Norco)
        Chris Carlson, Chief of Staff & Facilities Development
        Bart Doering, Facilities Development Director

## Attachments:

Land Use Covenant

SPACE ABOVE THIS LINE RESERVED FOR RECORDER'S USE

## COVENANT TO RESTRICT USE OF PROPERTY

## ENVIRONMENTAL RESTRICTION

Re: County of Riverside APNs 126-020-002 and 129-210-005, Riverside Community College District, Norco College, DTSC Site Code No. 400202

This Covenant and Agreement ("Covenant") is made by and between Riverside Community College District (the "Covenantor"), the current owner of property situated in the City of Norco, County of Riverside, State of California, described in Exhibit "A" and depicted in Exhibit "B," attached, (the "Property"), and the Department of Toxic Substances Control (the "Department"). Pursuant to Civil Code section 1471, the Department has determined that this Covenant is reasonably necessary to protect present or future human health or safety or the environment as a result of the presence on the land of hazardous materials as defined in Health and Safety Code section 25260. The Covenantor and Department, collectively referred to as the "Parties," hereby agree, pursuant to Civil Code section 1471 and Health and Safety Code section 25355.5 that the use of the Property be restricted as set forth in this Covenant; and the Parties

Page 1

further agree that the Covenant shall conform with the requirements of California Code of Regulations, title 22, section 67391.1.

## ARTICLE I
## STATEMENT OF FACTS

1.1.    Property Location.   The Property that is subject to this Covenant, totaling approximately 142.63 acres, is more particularly described and depicted in the attached Exhibits "A" and "B". The Property is located in the area now generally bounded by Third Street in the southwestern portion of the property, residential housing to the west and south, US Naval Surface Warfare Center to the north, and commercial properties to the east and southeast.  The eastern property boundary is approximately 867 feet west of Hamner Avenue.   The Property is also generally described as Riverside County Assessor's Parcel Nos.126-020-002 and 129-210-005.

A limited portion of the Property is more particularly depicted in Exhibit "C," and referred to as the "Landfill."  The Landfill is located beneath portions of paved Parking Lots "A" and "B" that are inside Parcel No. 126-020-002 and a portion of Third Street. Geophysical data indicates that the Landfill covers an area of approximately 16,000 square feet.  The portion of the Landfill that contains wastes is located approximately 50 feet southwest of monitoring well MW-1, approximately 50 feet north of monitoring well MW-2 and approximately 100 feet north of monitoring well MW-3.  This area has not been more specifically defined.

A limited portion of the Property, totaling approximately 6.45 acres, is more particularly described in the attached Exhibit "D" as "Phase II" and depicted  in the attached Exhibit "E" as "Phase 2" and referred to as the "Kennedy Middle College High School (KMCHS) Site."

1.2.    Site History. Historically, the Property was owned by the Navy. Navy activities at the Property involved hazardous material use and disposal.  In 1980, the Property was

part of a larger parcel of land transferred by the Navy to the General Services Administration. The Covenantor acquired the Property from the General Services Administration in 1984.

In April 1989, Covenantor's environmental evaluation of these activities identified a potential for chemical residue contamination at the former hospital incinerator, a nearby landfill (i.e., the Landfill), ordinance storage buildings, ordinance burn pit and nearby landfill, building remnants and aboveground fuel storage tanks. Limited previous site sampling indicated elevated concentrations of antimony, cadmium, copper, lead, silver and zinc, as well as dioxins and furans. Polychlorinated biphenyls (PCBs) volatile organic compounds, semi-volatile compounds, naphthalene, and organochlorine pesticides were also detected.

In December 1989, the Department approved Covenantor's plan to begin construction of the Norco College campus on the western portion of the Property, based upon Covenantor's agreement that construction would only occur in areas where excavation had started and no contamination had been encountered.

1.3. Remediation of Property. Suspected locations of hazardous substances on the eastern portion of the Property have been investigated and remediated under the Department's oversight. These areas include the former Navy hospital incinerator, an adjacent ash pile, and a landfill area. Between June 1989 and August 1990, the Covenantor investigated these areas and conducted cleanup under the Department's oversight pursuant to plans approved by the Department.

In July 1989, Covenantor sampled test pits in refuse trenches in the landfill east and south of the incinerator and extending south beneath the proposed alignment of Third Street. Waste encountered in the test pits included beverage bottles, medical supplies, glass, metals, office supplies, ceramic dishes, wood, wire, roofing construction materials, plastic bottles, styrofoam, steel pipes, concrete, asphalt, incinerator ash, metal cans and containers, metal sheets and pieces of broken sinks and toilets. A layer

of inert refuse material consisting of incinerator ash, medicine bottles, medical supplies, construction debris, and wood existed at depths varying between three feet and seven feet below ground surface in the explored trench. Laboratory analytical results indicated that concentrations of copper, lead, and zinc in a sample collected from trench LFT-7 exceeded 10 times the corresponding Soluble Threshold Limit Concentrations for hazardous waste pursuant to Article 11, Title 22 of the California Administrative Code. The concentration of lead in the sample exceeded the corresponding Total Threshold Limit Concentration for that substance pursuant to the previously mentioned citation. From geophysical data this landfill area was estimated to be approximately 400 by 400 square feet with maximum debris depth to be about 8 feet. Based on the results of this investigation, the Covenantor removed the buried debris and excavated the soil surrounding the hazardous soil sample to a depth of approximately four feet below the bottom of the buried landfill material.

During the grading for Third Street In June 1990, approximately 25 tons of waste and impacted soil found in a test pit in Third Street were excavated, classified as hazardous waste, and transported to a hazardous waste facility in Utah for disposal. Approximately 250 tons of waste materials (similar to the waste encountered in the test pits) were removed and placed over existing landfill waste in a location on the Property north of the excavation for Third Street. Most of this waste was placed on the portion of the Property to be used by Norco College. The remainder was placed on the part of the Property to be leased to Kennedy High School. The Landfill was covered with about 20 feet of clean soil and the surface paved with asphalt for use as a parking lot. Post-cleanup monitoring of groundwater in the area of the remediated landfill was required to detect any release of hazardous substances from the Landfill. Three monitoring wells were installed and an initial set of samples was obtained and analyzed.

In 2003 Corona-Norco Unified School District completed a Preliminary Endangerment Assessment (PEA) on the site now occupied by KMPMS. The PEA consisted of a soil vapor survey, soil borings, and four off-site surface soil samples for purposes of determining background heavy metals concentrations. Methane and hydrogen sulfide

were not detected in the soil gas samples, and eight volatile organic compounds (VOC) in soil gas concentrations that did not require remediation. Although no semi-volatile organic compounds were found in the native soil, two of these substances, di-n-butyl phthalate and phenol were detected in fill material. Dioxins and furans were detected in a sample from fill material in concentration of 33.8 picograms per gram (as converted equivalent to 2,3,7,8-TCDD equivalents). The concentrations of 16 heavy metals exceeded background with lead detected at 1,000 mg/kg in the fill material.

Based on the PEA, a removal action at the portion of the Site now occupied by KMPHS was completed in March 2005 in compliance with a Removal Action Workplan approved by DTSC. The removal action consisted of excavating non-hazardous overlying fill material that posed a risk to human health in excess of one in one-million. A total of 4,107.04 tons of impacted soil was removed and disposed at the Waste Management Kettlemen Hills hazardous waste facility in Kettlemen City, California. A total of 3,567.22 tons of overlying non-hazardous fill materials were removed and disposed of at the Azusa Land Reclamation facility in Azusa, California.

After the KMPHS removal action was completed, 36 confirmation samples were collected and analyzed for arsenic, lead, cadmium, PCBs, and dioxins/furans. Because detected arsenic and cadmium concentrations are comparable to the background samples, these substances were not considered in the recalculation of the post removal action Site risk. Lead was detected at concentrations below its cleanup goal and the incremental risk associated with residual Aroclor-1254 PCB, dioxin, and furan was considered within the acceptable risk management range defined by the National Contingency Plan.

In 2011, the Covenantor and the Department entered into a Voluntary Cleanup Agreement (VCA) in accordance with Health and Safety Code section 25355.5(a)(1)(C). Pursuant to the VCA, the Covenantor, under the Department's oversight, conducted additional ground water monitoring in the area of the remediated landfill. Contaminants detected in the groundwater include arsenic, barium, chromium, vanadium, toluene, 1,1-

dichloroethene, methylene chloride, chloroform, perchlorate, tetrachloroethylene and trichloroethylene. In 2013, the Department determined that the groundwater monitoring well network was not suitable for detecting a release of hazardous substances from the landfill. As a result, groundwater monitoring has been discontinued.

Hazardous substances, including antimony, cadmium, copper, lead, silver, zinc, dioxins, and furans remain at the Property above levels acceptable for unrestricted land-use. Additionally, the Property has not been fully surveyed and characterized to determine if other hazardous substances above levels acceptable for unrestricted land-use also remain in soils, soil gases or groundwater.

1.4   Basis for Environmental Restrictions. Not all areas of potential contamination on the Property have been identified and characterized. As a result of the presence of hazardous substances, which are also hazardous materials as defined in Health and Safety Code section 25260, at the Property, the Department has concluded that it is reasonably necessary to restrict the use of the Property in order to protect present or future human health or safety or the environment, and that this Covenant is required as part of the Department-approved remedy for the eastern portion of the Property described above. The Department has also concluded that the Property, as remediated and when used in compliance with the Environmental Restrictions of this Covenant, does not present an unacceptable risk to present and future human health or safety or the environment from exposures to hazardous substances in soils or groundwater.

Except for the 6.45 acres of the Property occupied by KMPHS, environmental investigations of the Property to date have not included evaluation of the potential exposure to occupants of existing enclosed structures from hazardous substances in soil gases. Should any future environmental investigation show that such potential exposure presents an unacceptable health risk to such occupants, this Covenant shall be amended or an additional Covenant executed, as necessary, to prohibit further occupancy of existing enclosed structures, or condition further occupancy on the implementation of appropriate vapor mitigation measures.

## ARTICLE II
## DEFINITIONS

2.1.    Department. "Department" means the California Department of Toxic Substances Control and includes its successor agencies, if any.

2.2.    Environmental Restrictions. "Environmental Restrictions" means all protective provisions, covenants, restrictions, requirements, prohibitions, and terms and conditions as set forth in this Covenant.

2.3.    Improvements. "Improvements" includes, but is not limited to: buildings, structures, roads, driveways, improved parking areas, wells, pipelines, or other utilities.

2.4.    Lease. "Lease" means lease, rental agreement, or any other document that creates a right to use or occupy any portion of the Property.

2.5.    Occupant. "Occupant" or "Occupants" means Owner and any person or entity entitled by ownership, leasehold, or other legal relationship to the right to occupy any portion of the Property.

2.6.    Owner. "Owner" or "Owners" means the Covenantor, and all successor in interest including heir and assignee, who at any time hold title to all or any portion of the Property.

## ARTICLE III
## GENERAL PROVISIONS

3.1.    Runs with the Land. This Covenant sets forth Environmental Restrictions that apply to and encumber the Property and every portion thereof no matter how it is improved, held, used, occupied, leased, sold, hypothecated, encumbered, or conveyed except as stated otherwise in this paragraph 3.1. This Covenant: (a) runs with the land

pursuant to Health and Safety Code section 25355.5 and Civil Code section 1471; (b) inures to the benefit of and passes with each and every portion of the Property, (c) is for the benefit of, and is enforceable by the Department, and (d) is imposed upon the entire Property, excepting therefrom the 6.45 acres occupied by the Corona-Norco Unified School District as KMCHS, or unless expressly stated as applicable only to a specific portion thereof.

3.2.    Binding upon Owners/Occupants.  This Covenant: (a) binds all owners of the Property, their heirs, successors, and assignees; (b) and the agents, employees, and lessees of the Owners and the Owners' heirs, successors, and assignees. Pursuant to Civil Code section 1471, all successive Owners of the Property are expressly bound hereby for the benefit of the Department;  this Covenant, however, is binding on all Owners and Occupants, and their respective successors and assignees, only during their respective periods of ownership or occupancy except that such Owners or Occupants shall continue to be liable for any violations of, or non-compliance with, the Environmental Restrictions of this Covenant or any acts or omissions during their ownership or occupancy.

3.3.    Incorporation into Deeds and Leases.  This Covenant shall be incorporated by reference in each and every deed and Lease for any portion of the Property.

3.4.    Conveyance of Property.  The Owner  and any new Owner shall provide Notice to the Department not later than 30 calendar days after any conveyance or receipt of any ownership interest in the Property (excluding Leases, and mortgages, liens, and other non-possessory encumbrances). The Notice shall include the name and mailing address of the new Owner of the Property and shall reference the site name and site code as listed on page one of this Covenant. The Notice shall also include the Assessor's Parcel Number(s) noted on page one. If the new Owner's property has been assigned a different Assessor's Parcel Number, each such Assessor's Parcel Number that covers the Property must be provided.  The Department shall not, by reason of this Covenant, have

authority to approve, disapprove, or otherwise affect proposed conveyance, except as otherwise provided by law or by administrative order.

3.5.    Costs of Administering the Covenant to be paid by Owner. The Department has already incurred and will in the future incur costs associated with this Covenant. Therefore, the Covenantor hereby covenants for the Covenantor and for all subsequent Owners that, pursuant to California Code of Regulations, title 22, section 67391.1(h), the Owner agrees to pay the Department's costs in administering, implementing and enforcing this Covenant.

# ARTICLE IV
## RESTRICTIONS AND REQUIREMENTS

4.1.    Prohibited Uses. The Property shall not be used for any of the following purposes  without prior written approval by the Department:

(a)    A residence, including any mobile home or factory built housing, constructed or installed for use as residential human habitation;

(b)    A hospital for humans;

(c)    A public or private school for persons under 18 years of age, except for such KMCHS or other high school students who take courses on the College campus.

(d)    A day care center for children.

4.2    Prohibited Construction. Construction of any new enclosed structure to be used for any purpose is prohibited without the Department's written approval of the vapor intrusion evaluation described in this section 4.2.

Prior to construction of any new enclosed structure  to be used for any purpose, the Owner shall determine if incorporation of vapor mitigation engineering controls or design alternatives ("Vapor Mitigation") is necessary and identify any related post-construction operation and maintenance requirements. A reduction in potential risk

can be achieved through engineering controls or other design alternatives that meet the specifications set forth in DTSC's "Guidance for the Evaluation and Mitigation of Subsurface Vapor Intrusion to Indoor Air" and "Final Vapor Intrusion Mitigation Advisory, Revision 1," both dated October 2011, and any future revisions.

Prior to occupancy of any new enclosed structure to be used for any purpose, the Owner shall obtain the Department's written approval that any necessary vapor mitigation system has been properly constructed and is operating successfully.

4.3.    Other Prohibited Activities.  The following activities shall not be conducted at the Property:

(a)    Drilling for water, oil, or gas without prior written approval by the Department.

(b)    Extraction or removal of groundwater without a Groundwater Management Plan pre-approved by the Department in writing.

(c)    Activity that may alter, interfere with, or otherwise affect the integrity or effectiveness of, or the access to, any investigative, remedial, monitoring, operation or maintenance system (e.g., cap, vapor extraction system, monitoring system, groundwater extraction system) or activity required for the Property without prior written approval of the Department.

4.4.    Soil Management.  Soil management activities at the Property are subject to the following requirements in addition to any other applicable Environmental Restrictions:

(a)    No activities that will disturb the soil at or below 4 feet below grade (e.g., excavation, grading, removal, trenching, filling, earth movement, mining, or drilling) in developed areas of the Property shall be allowed at the Property without a Soil Management Plan pre-approved by the Department in writing.

(b)     No activities that will disturb the soil (e.g., excavation, grading, removal, trenching, filling, earth movement, mining, or drilling) in undeveloped areas of the Property shall be allowed at the Property without a Soil Management Plan pre-approved by the Department in writing.

(c)     Any soil brought to the surface by grading, excavation, trenching or backfilling shall be managed in accordance with all applicable provisions of state and federal law.

(d)     The parking lots and any other areas that cover the Landfill shall be operated and maintained to ensure they constitute an adequate barrier to human exposure to the buried wastes.

4.5.     Access for Department.  The Department shall have reasonable right of entry and access to the Property for inspection, remediation, monitoring, and other activities as deemed necessary by the Department in order to protect human health or safety, or the environment.

4.6.     Access for Implementing Operation and Maintenance.  The  entity or person responsible for implementing the operation and maintenance activities, if any, shall have reasonable right of entry and access to the Property for the purpose of implementing such operation and maintenance activities until the Department determines that no further operation and maintenance is required.

4.7.     Inspection and Reporting Requirements.  The Owner shall conduct an annual inspection of the Property verifying compliance with this Covenant, and shall submit an annual inspection report to the Department for its approval by January 15th of each year.  The annual inspection report must include the dates, times, and names of those who conducted the inspection and reviewed the annual inspection report.  It also shall describe how the observations were performed that were the basis for the statements and conclusions in the annual inspection report (e.g., drive by, fly over, walk in, etc.).  If any violation is noted, the annual inspection report must detail the steps taken to return to compliance.  If the Owner identifies any violations of this Covenant

during the annual inspections or at any other time, the Owner must within 10 calendar days of identifying the violation (a) determine the identity of the party in violation; (b) send a letter advising the party of the violation of the Covenant; and (c) demand that the violation cease immediately. Additionally, a copy of any correspondence related to the violation of this Covenant shall be sent to the Department within 10 calendar days of its original transmission.

## ARTICLE V
## ENFORCEMENT

5.1.    Enforcement. Failure of the Owner or Occupant to comply with this Covenant shall be grounds for the Department to require modification or removal of any Improvements constructed or placed upon any portion of the Property in violation of this Covenant. Violation of this Covenant, such as failure to submit (including the submission of any false statement), a record or report to the Department, shall be grounds for the Department to pursue administrative, civil, or criminal actions, as provided by law.

## ARTICLE VI
## VARIANCE, REMOVAL, AND TERM

6.1.    Variance from Environmental Restrictions. Any person, may apply to the Department for a written variance from any of the Environmental Restrictions imposed by this Covenant. Such application shall be made in accordance with Health and Safety Code section 25223.

6.2    Removal of Environmental Restrictions.. Any person may apply to the Department to remove any of the Environmental Restrictions imposed by this Covenant or terminate the Covenant in its entirety. Such application shall be made in accordance with Health and Safety Code section 25224.

6.3    Term. Unless ended in accordance with paragraph 6.2, by law, or by the Department in the exercise of its discretion, this Covenant shall continue in effect in perpetuity.

<div align="center">ARTICLE VII
MISCELLANEOUS</div>

7.1.    No Dedication Intended. Nothing set forth in this Covenant shall be construed to be a gift or dedication, or offer of a gift or dedication, of the Property, or any portion thereof to the general public or anyone else for any purpose whatsoever.

7.2.    Recordation. The Covenantor shall record this Covenant, with all referenced Exhibits, in the County of Riverside within 10 calendar days of the Covenantor's receipt of a fully executed original.

7.3.    Notices. Whenever any person gives or serves any Notice ("Notice" as used herein includes any demand or other communication with respect to this Covenant), each such Notice shall be in writing and shall be deemed effective: (a) when delivered, if personally delivered to the person being served or to an officer of a corporate party being served, or (b) five calendar days after deposit in the mail, if mailed by United States mail, postage paid, certified, return receipt requested:

To Owner:          Riverside Community College District
                   Attn:   Chris Carlson
                   4800 Magnolia Ave.
                   Riverside, CA 92506

     And

                   General Counsel
                   Riverside Community College District
                   4800 Magnolia Ave.
                   Riverside, CA 92506

To Department:        Department of Toxic Substances Control

Brownfields and Environmental Restoration Program

Attn:   John E. Scandura

Branch Chief

5796 Corporate Avenue

Cypress, CA 90630

Any party may change its address or the individual to whose attention a Notice is to be sent by giving written Notice in compliance with this paragraph.

7.4.    Partial Invalidity. If this Covenant or any of its terms are determined by a court of competent jurisdiction to be invalid for any reason, the surviving portions of this Covenant shall remain in full force and effect as if such portion found invalid had not been included herein.

7.5.    Statutory References. All statutory or regulatory references include successor provisions.

7.6.    Incorporation of Exhibits. All exhibits and attachments to this Covenant are incorporated herein by reference.

[Signatures appear on following page(s)]

IN WITNESS WHEREOF, the Parties execute this Covenant.

Covenantor:     Riverside Community College District

By:             _____

Title:          Michael Burke, Ph.D. Chancellor

Date:           _____


Department of Toxic Substances Control:

By:             _____

Title:          John E. Scandura

                Branch Chief

                Brownfields and Environmental Restoration Program


Date:           _____

# EXHIBIT "A"-LEGAL DESCRIPTION

RIVERSIDE COMMUNITY COLLEGE DISTRICT

NORCO COLLEGE

That portion of Sections 12 and 13, Township 3 South, Range 7 West, in the Rancho La Sierra per Map Book 6 at Page 70, Riverside County, California, described as follows:

BEGINNING at the most Northerly corner of that certain land as described by Quitclaim Deed recorded June 24, 1985, as Instrument No 136773, Official Records of Riverside County, California, also being the most Northerly corner of said certain land, as shown by map of Record of Survey on file in Book 76 of Records of Survey, at Page 29 thereof, Records of said County;

Thence S.82°48'35" W., a distance of 401.46 feet;

THENCE S.10°00'23"W., a distance of 394.21 feet;

THENCE S.16°16'52"W., a distance of 563.46 feet;

THENCE S.54°55'37"W., a distance of 501.78 feet;

THENCE S.34°50'42"W., a distance of 206.17 feet;

THENCE S.19°35'59"W., a distance of 309.37 feet;

THENCE S.09°43'46"E., a distance of 221.38 feet;

THENCE S.82°13'37" W., a distance of 50.33 feet;

THENCE N.63°22'16"W., a distance of 766.13 feet;

THENCE N.22°02'17"E., a distance of 24.00 feet to a tangent curve concave Southwesterly, having a radius of 294.87 feet;

THENCE Northwesterly along said curve through a central angle of 22°11'08", an arc length of 114.18 feet;

THENCE N.00°08'51"W., a distance of 562.13 feet to a tangent curve concave Southwesterly, having a radius of 639.93 feet;

THENCE Northwesterly along said curve through a central angle of 18°53'43", an arc length of 211.04 feet;

# EXHIBIT "A"-LEGAL DESCRIPTION
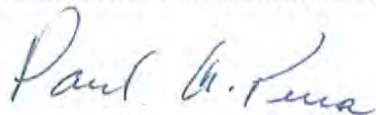
RIVERSIDE COMMUNITY COLLEGE DISTRICT
NORCO COLLEGE

THENCE  N.86°25'21"W., a distance of 857.15 feet;

THENCE  S.00°05'21"E., a distance of 773.69 feet;

THENCE  S.89°53'27"W., a distance of 622.62 feet;

THENCE  S.00°00'16"W., a distance of 1479.32 feet;

THENCE  S.89°58'20"E., a distance of 2041.03 feet;

THENCE  S.00°00'16"W., a distance of 60.00 feet;

THENCE  S.89°58'20"E., a distance of 1155.53 feet;

THENCE  N.07°30'30"E., a distance of 1621.18 feet;

THENCE N.01°12'49"E., a distance of 1362.28 feet, to **THE POINT OF BEGINNING.**

The above described land contains 142.83 acres, more or less.

See "Exhibit B" attached hereto and made a part hereof, by this reference.

This Legal Description was prepared by me or under my supervision in
Conformance with the requirements of the Land Surveyors Act

_____          09-23-2015
Paul A. Perea, L.S. 6199                  Date
License Expires 03/31/16

# EXHIBIT "B"-MAP
## (TO ACCOMPANY EXHIBIT "A"-LEGAL DESCRIPTION

SCALE: 1"=600'

FOURTH ST.

RECORD OF SURVEY 131/73

S.10°00'23"W.–394.21'

S.82°48'35"W. 401.46'

N.86°25'21"W.–857.15'

S.00°05'21"E.–773.69'

R=639.93'
DELTA=18°53'43"
L=211.04'

S.16°16'52"W. 563.46'

POINT OF BEGINNING

N.01°12'49"E. 1362.28'
1775.90'

N.00°08'51"W. 562.13'

S.89°53'27"W. 622.62'

R=294.87'
DELTA=22°11'08"
L=114.18'

S.54°55'37"W. 501.78'

N.22°02'17"E. 24.00'

S.34°50'42"W. 206.17'

1479.32'

N.63°22'16"W.–766.13'

S.19°35'59"W. 309.37'

RECORD OF SURVEY 76/29

S.09°43'46"E. 221.38'

AREA=142.63 ACRES

S.00°00'16"W.

QUIT CLAIM DEED PER INST.
NO. 136773 RECORDED 06-24-1985

S.82°13'37"W. 50.33'

N.07°30'30"E. 1621.18'

HAMNER AVENUE

S.00°00'16"W. 60.00'

867.43'

BELGIAN DR.

S.89°58'20"E.     2041.03'

S.89°58'20"E.–1155.53'

TR. 23507
MB 259/1-3

TR. 23507-2
MB 250/16-18

TR. 23507-1
MB 240/87-89

TR. 23507-1
MB 240/87-89

TR. 2994

INDIAN HORSE

CABALLEROS RD.

MB 50/97-98

INDIAN HORSE DR.

PACIFIC AVE.

PAR. A
PAR. B
PAR. C
PAR. D

PM 72-20
PM 5/90

PAR. 1
PAR. 2
PAR.3

P.M. 66/2
P.M. 19/58-59

MOUNTAIN AVE.

# Exhibit C

## The Landfill



Note: Yellow line depicts former Landfill area.

**EXHIBIT "D"**

**Riverside Community College - Norco Campus**

**Corona-Norco Unified School District**

Kennedy High School Phase I and II

Those p0 liions of Sections 12 and 13, Township 3 South, Range 7 West, in the Rancho La Sierra, on file in Book 6 of Maps, Page 70 thereof, Records of Riverside County, California, as conveyed to Riverside Community College Disttict by Quitclaim Deed recorded June 24, 1985 as Instrument No. 136773, Official Records of Riverside County, and as shown by map of Record of Survey on file in Book 76 of Record of Surveys, Page 29, Records of Riverside County, being described as follows:

<u>PHASE I:</u>

**COMMENCING** at the Southeast corner of said Record of Survey;

Thence N.07°30'30"E. along the easterly line of said Record of Survey, a distance of 690.21 feet, to the centerline of 3'd Street as shown by map of Record of Survey on file in Book 91 of Record of Surveys, Page 100, Records of said Riverside County, said centerline being a curve concave southerly and having radius of 1000.00 feet;

Thence along the southwesterly prolongation of said curve along a curve concave southeasterly, having a radius of 1000.00 feet, through an angle of 03°58'59" and an arc length of 69.52 feet, the initial radial line bears N.05°54'37"W.;

Thence N.09°53'36"W., a distance of 43.00 feet, to a curve concentric with and 43.00 northwesterly of said last mentioned curve;

Thence southwesterly along said concenttic curve, concave southeasterly, having a radius of 1043.00 feet, through an angle of 12°31'14" and an arc length of 227.92 feet;

Thence S.67°35'10"W., a distance of 313.89 feet, to the **POINT OF BEGINNING**;

Thence S.67°35'10"W., a distance of 755.53 feet;

Thence southwesterly along a tangent curve, concave northwesterly, having a radius of 957.00 feet, through an angle of 03°16'23" and an arc length of 54.67 feet;

**Thence N.09°48'55"W., a distance df 43683 reef;'** '  -      - ' '   -- ''' '''

Thence N.80°11'0S"E., a distance of 732.53 feet, to a line which bears N.22°24'50"W. from the Point of Beginning;

Thence S.22°24'50"E. along said line, a distance of 268.10 feet, to the Point of Beginning.

The above described parcel of land contains 6.18 acres, more or less.

## PHASE II:

COMMENCING at the Southeast corner of said Record of Survey;

Thence N.07°30'30"E. along the easterly line of said Record of Survey, a distance of 690.21 feet, to the centerline of 3'd Street as shown by map of Record of Survey on file in Book 91 of Record of Surveys, Page 100, Records of said Riverside County, said centerline being a curve concave southerly and having radius of 1000.00 feet;

Thence along the southwesterly prolongation of said curve along a curve concave southeasterly, having a radius of 1000.00 feet, through an angle of 03°58'59" and an arc length of 69.52 feet, the initial radial line bears N.05°54'37"W.;

Thence N.09°53'36"W., a distance of 43.00 feet, to a curve concentric with and 43.00 notthwesterly of said last mentioned curve, being the POINT OF BEGINNING;

Thence southwesterly along said concenttic curve, concave southeasterly, having a radius of 1043.00 feet, through an angle of 12°31'14" and an arc length of 227.92 feet;

Thence S.67°35'10"W., a distance of 313.89 feet;

Thence N.22°24'50"W., a distance of 517.00 feet;

Thence N.67°35'10"E., a distance of 540.00 feet, to a line which bears N.22°24'50"W. from the Point of Beginning;

Thence S.22°24'50"E. along said line, a distance of 541.80 feet, to the Point of Beginning.

The above described parcel of land contains 6.45 acres, more or less.

**KCT CONSULTANTS, INC.**
Prepared Under the Supervision of:

_____
Marissa Crowther,   PLS 6152

Date:

# EXHIBIT E



Phase 2
Area = 6.45 Acres

Phase 1
Area = 6.18 Acres

Rancho La Sierra
MB 6/70

Por. Sec. 12
T. 3 S., R. 7 W.

Por. Sec. 13
T. 3 S., R. 7 W.

RS 76/29

RCC-Norco O.R. 6-24-85
Inst No. 128172

3rd Street
(Private)

POB Phase 1

POB Phase 2

Point of Commencement
SE Corner RS 76/29

E'ly Line RS 76/29

3rd Street
Inst No. 166078, O.R. 5-7-90
RS 91/100

Public Road

N05°54'37"W(R)

R=1000.00'

N09°53'36"W(R)
43.00'

L=69.52'
R=1000.00'
Δ=03°58'59"

Δ=03°58'59"

N07°30'30"E
690.21'

S22°24'50"E
541.80'

N67°35'10"E
540.00'

L=227.92'
R=1043.00'
Δ=12°31'14"

S67°35'10"W
513.89'

N22°24'50"W
248.90'

517.00'

288.10'

43'

S8011'05"W
732.53'

N67°35'10"E
755.53'

43'

Δ=03°16'23"
L=54.67'
R=957.00'

S09°48'55"E
436.83'

S19°08'27"E(R)

SCALE: 1"=200'
N

## EXHIBIT "B"

Sheet 1 of 1

Scale: 1"=200'

August 2002

WO    1038-25

CORONA - NORCO U.S.D.
KENNEDY HIGH SCHOOL

KCT CONSULTANTS, INC.
Civil Engineers - Surveyors - Planners

Prepared under the supervision of:

MARISSA CROWTHER,    PLS 6152    DATE

State of California

County of _____

On _____ before me,

_____

*(space above this line is for name and title of the officer/notary),*

personally appeared _____, who

proved to me on the basis of satisfactory evidence to be the person(s) whose name(s)

is/are subscribed to the within instrument and acknowledged to me that he/she/they

executed the same in his/her/their authorized capacity(ies), and that by his/her/their

signature(s) on the instrument the person(s), or the entity upon behalf of which the

person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the

foregoing paragraph is true and correct.

WITNESS my hand and official seal,

_____ (seal)

Signature of Notary Public

State of California

County of _____

On _____ before me,

_____

*(space above this line is for name and title of the officer/notary),*

personally appeared _____, who

proved to me on the basis of satisfactory evidence to be the person(s) whose name(s)

is/are subscribed to the within instrument and acknowledged to me that he/she/they

executed the same in his/her/their authorized capacity(ies), and that by his/her/their

signature(s) on the instrument the person(s), or the entity upon behalf of which the

person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the

foregoing paragraph is true and correct.

WITNESS my hand and official seal,

_____ (seal)

Signature of Notary Public

# Agenda Item (VIII-E-2)

| | |
|---|---|
| Meeting | 3/15/2016 - Regular |
| Agenda Item | Committee - Facilities (VIII-E-2) |
| Subject | Agreement Amendment 1 for the Dr. Charles A. Kane Student Services and Administration Building with The Vinewood Company, LLC |
| College/District | Riverside |
| Funding | College Allocated Measure C Funds |
| Recommended Action | It is recommended that the Board of Trustees approve Agreement Amendment 1 for the Dr. Charles A. Kane Student Services and Administration Building project at Riverside City College for additional inspection services with The Vinewood Company, LLC in the amount not to exceed $11,268. |

## Background Narrative:

On November 18, 2014, the District entered into an agreement with The Vinewood Company, LLC in the amount of $193,352 for the Dr. Charles A. Kane Student Services and Administration Building at Riverside City College. The original contract and project duration was to cover a period from November 19, 2014 to July 9, 2016.

It is requested that the Board of Trustees approve Agreement Amendment 1 in the amount not to exceed $11,268 for extended and overtime services of the agreement between the District and The Vinewood Company, LLC for the Dr. Charles A Kane Student Services and Administration Building at Riverside City College. This amendment would bring the total cost of inspection services rendered by The Vinewood Company, LLC to $204,620. No change in the term of the agreement is requested.

Cost for the requested amendment is within the project budget approved by the Board of Trustees and no augmentation of the project budget is required.

Prepared By: Wolde-Ab Isaac, President, Riverside
Mazie Brewington, Vice President, Business Services (Riv)
Chris Carlson, Chief of Staff & Facilities Development
Laurens Thurman, District Consultant

## Attachments:

Amendment 1_The Vinewood Company LLC

FIRST (1) AMENDMENT TO AGREEMENT
BETWEEN
RIVERSIDE COMMUNITY COLLEGE DISTRICT
AND
THE VINEWOOD COMPANY LLC
*(Riverside City College Student Services Building - DSA IOR Services)*

This document amends the original agreement between the Riverside Community College District and The Vinewood Company LLC, which was originally approved by the Board of Trustees on November 18, 2014.

The agreement is hereby amended as follows:

Additional compensation of this amended agreement shall not exceed $11,268, including reimbursable expenses, totaling agreement to $204,620.  The term of this agreement shall remain the same.

Payments and final payment shall coincide with original agreement.

Additional scope of work shall be provided in Exhibit I, attached.

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

IN WITNESS WHEREOF, the parties hereto have executed this Amendment as of the date written below.

THE VINEWOOD COMPANY, LLC

By: _____
    Howard E. Mason Jr.
    Managing Member/Principal in Charge
    1854 Vinewood Street, Suite 180
    La Verne, CA  91750

RIVERSIDE COMMUNITY COLLEGE DISTRICT

By: _____
    Aaron S. Brown
    Vice Chancellor
    Business and Financial Services

Date: _____

Date: _____

# Exhibit I


The Vinewood Company LLC
*Celebrating Service to Education Since 1980*

February 11, 2016

Laurens Thurman
Riverside City College
4800 Magnolia Ave
Riverside, California 92506

Subject:   Contract # C-0004827, DSA Inspection Services for the Riverside City College, Student Services & Administration Building Project Additional Service Request #1. This Additional Service Request is due to the necessity of weekend and holiday work to keep the project on schedule and due to the delay in the installation of the elevator.

Provide all reports required by the Division of the State Architect. All reports will be copied to Riverside City College, their Architect in responsible charge and their Construction Management team.

Inspection services will be provided at a basic hourly rate of **$78.00.** All inspections performed timely in conjunction with the contractors progress is the basis of this proposal. The **$78.00** per hour rates applies to services performed during normal business hours Monday through Friday, excluding holidays. Services that are required in excess of eight (8) hours per day Monday through Friday will be billed at a rate of **$117.00** per hour through (12) hours, **$156.00** per hour, Thereafter. The **$117.00** per hour rate applies to services required on Saturday, excluding holidays. All work on weekends is hourly with no minimum charge is stipulated for all service requirements on Saturday. **$156.00** per hour for all work in excess of 12 hours required on Saturdays. A rate of **$156.00** per hour will apply to services required on Sundays and holidays.

The current balance for Inspection Services through January 31, 2016 is **$23,686.00**. The total projected amount to be billed is **$34,954.00**.

**We respectfully request $11,268.00 be added to the contract to cover these additional costs.**

Respectfully Submitted,

John Beekton
The Vinewood Company LLC

Approved By _____

Riverside City College PM

# Agenda Item (XII-A)

| | |
|---|---|
| Meeting | 3/15/2016 - Regular |
| Agenda Item | Business From Board Members (XII-A) |
| Subject | California Community College Trustees (CCCT) Board of Directors Election - 2016 |
| College/District | District |
| Funding | n/a |
| Recommended Action | Recommend that the Board of Trustees vote to fill the eight vacancies on the CCCT Board. |

## Background Narrative:

The election of the members of the CCCT Board of Directors takes place between March 10 - April 25, 2016. There are eight (8) seats up for re-election on the board. All those nominated for election are listed on the attachment for your consideration.

Prepared By: Chris Carlson, Chief of Staff & Facilities Development

## Attachments:

CCCT Board Election 2016

**COMMUNITY COLLEGE LEAGUE**
OF CALIFORNIA

DATE: February 26, 2016

TO: California Community College Trustees
California Community College District Chancellors/Superintendents

FROM: Larry Galizio, President/CEO

SUBJECT: CCCT BOARD ELECTION — 2016

Pursuant to the CCCT Board Governing Policies, the election of members of the CCCT board of the League will take place between March 10 and April 25. This year there are eight (8) seats up for re-election on the board.

Each community college district governing board shall have one vote for each of the eight seats on the CCCT board. Only one vote may be cast for any nominee or write-in candidate. The eight candidates who receive the most votes will serve a three-year term.

The 15 trustees who have been nominated for election to the board are listed on the enclosed sheet in the Secretary of State's random drawing order of February 12, 2016. This mailing includes the one official ballot to which each community college district is entitled, candidate statements, and biographical sketches of each candidate. Candidates' statements and bios will also be available on the League's website (www.ccleague.org).

Please remember that:

*1) ballots must be signed by the board secretary and board president or vice-president and include the name of your district; and*

*2) ballot return envelopes must have no identifying information or signatures.*

Although it is not required, you may want to send your ballots via certified mail as we will not have the ability to confirm receipt. Official ballots must be signed and returned to the CCCT Elections Committee, League office, with a **postmark dated no later than April 25**. A self-addressed return envelope is enclosed for your convenience. Faxed or emailed ballots will **not** be accepted. The ballots will be opened and counted by three tellers appointed by the CCCT board president with the results announced at the CCCT Annual Conference, April 29 – May 1 in Desert Springs.

If you have any questions on the CCCT board election, please contact Judy Centlivre at the League office at (916) 444-8641.

Attachments:
List of Candidates
CHANCELLORS/SUPERINTENDENTS (GOVERNING BOARD OFFICES) ONLY:
Official Ballot and Return Envelope
Candidates' Biographic Sketches and Statements

# 2016 CCCT Board Election
## Candidates Listed in Secretary of State's
## Random Drawing Order of February 12, 2016

1. Mary Figueroa, Riverside CCD
2. *Susan "Sue" M. Keith, Citrus CCD
3. *Linda S. Wah, Pasadena Area CCD
4. Loren Steck, Monterey CCD
5. T. J. Prendergast III, South Orange County CCD
6. Carmen Avalos, Cerritos CCD
7. Kenneth A. Brown, El Camino CCD
8. *Sally W. Biggin, Redwoods CCD
9. *Louise Jaffe, Santa Monica CCD
10. Marianne Tortorici, Victor Valley CCD
11. Andra Hoffman, Los Angeles CCD
12. *Jerry D. Hart, Imperial CCD
13. *Cy Gulassa, Peralta CCD
14. Barbara Gaines, Antelope Valley CCD
15. Shaun Giese, Lassen CCD

    * Incumbent

# Agenda Item (XII-B)

| | |
|---|---|
| Meeting | 3/15/2016 - Regular |
| Agenda Item | Business From Board Members (XII-B) |
| Subject | Update from Members of the Board of Trustees on Business of the Board |
| College/District | District |
| Information Only | |

**Background Narrative:**

Members of the Board of Trustees will briefly share information about recent events/conferences they attended since the last meeting including any updates regarding the following assigned associations:
- Association of Community College Trustees (ACCT)
- Association of Governing Board of Universities and Colleges (AGB)
- California Community College Trustees and Legislative Network (CCCT)
- Community College League of California (CCLC)
-Latino Trustees Association
- Inland Valleys Trustees and CEO Association
- African-American Organizations Liaison Riverside Branch - NAACP
- Hispanic Chambers of Commerce: Corona, Moreno Valley and Riverside
- Chambers of Commerce: Corona, Moreno Valley, Norco and Riverside
- Riverside County School Boards Association
- Riverside County Committee on School District Organization
- Alvord Unified School District Ad-Hoc Committee


Prepared By: Chris Carlson, Chief of Staff & Facilities Development
                     Jeanie Fortin, Executive Administrative Assistant

**Attachments:**

None.

# Agenda Item (XIII-A)

| | |
|---|---|
| Meeting | 3/15/2016 - Regular |
| Agenda Item | Closed Session (XIII-A) |
| Subject | Pursuant to Government Code Section 54957, Public Employee Discipline/Dismissal/Release |
| College/District | District |
| Funding | n/a |
| Recommended Action | To be Determined |

## Background Narrative:

None.

Prepared By: Terri Hampton, Vice Chancellor, HR and Employee Relations

## Attachments:

None.