



**Board of Trustees - Regular Meeting
Board of Trustees Governance Committee,
Teaching and Learning Committee, Planning and
Operations Committee, Facilities Committee and
Resources Committee
Tuesday, January 09, 2018 6:00 PM
District Office, Board Room, 3801 Market Street,
Riverside, CA 92501**

ORDER OF BUSINESS

Pledge of Allegiance

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

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

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

I. COMMENTS FROM THE PUBLIC

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

II. PUBLIC HEARING (NONE)

III. CHANCELLOR'S REPORT

- A. [Chancellor's Communications](#)
Information Only

IV. BOARD COMMITTEE REPORTS

- A. Governance (None)

- B. Teaching and Learning

1. [Proposed Curricular Changes](#)

The Committee to review the proposed curricular changes for inclusion in the college catalogs and in the schedule of class offerings.

2. [Proposed 2019 - 2020 Academic Calendar](#)

The Committee to review the proposed academic calendar for 2019-2020.

3. [2017-2019 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program for Moreno Valley College](#)

The Committee to review the Basic Skills, Student Equity, and Student Success and Support Program Integrated Plan for Moreno Valley College for 2017-2019.

4. [2017-2019 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program for Norco College](#)

The Committee to review the Basic Skills, Student Equity, and Student Success and Support Program Integrated Plan for Norco College for 2017-2019.

5. [2017-2019 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program for Riverside City College](#)

The Committee to review the Basic Skills, Student Equity, and Student Success and Support Program Integrated Plan for Riverside City College for 2017-2019.

C. Planning and Operations

1. [Ground Lease for Corrections Platform Training Facility at Ben Clark Public Safety Training Center with County of Riverside](#)

The Committee to review the Ground Lease for the Corrections Platform Training Facility at Ben Clark Public Safety Training Center with County of Riverside.

2. [Ground Lease for Educational Center at Ben Clark Public Safety Training Center with County of Riverside](#)

The Committee to review a Ground Lease for the Educational Center at Ben Clark Public Safety Training Center with County of Riverside.

3. [Funding Allocation and Agreement for Riverside City College Facilities Master Plan Update with Gensler](#)

The Committee to review the allocation of \$500,000 from Measure C Funds for the Facilities Master Plan Update; and 2) agreement for the Facilities Master Plan Update with Gensler

D. Resources

1. [Selection of Barnes & Noble College Booksellers, LLC to provide Bookstore Operation Services for Riverside City College, Norco College and Moreno Valley College](#)

The Committee to review the selection of Barnes & Noble College Booksellers, LLC to provide Bookstore Operation Services for Riverside City College, Norco College and Moreno Valley College.

E. Facilities

1. [Architectural Services Agreement for the Student Services Development Project with HPI Architecture](#)

The Committee to review the agreement with HPI Architecture in the amount of \$1,415,942 for architectural services for the Student Services Development Project.

2. [Special Inspection and Material Testing Agreement for the O.W. Noble Administration Building Demolition & Parking Lot Construction Ph.I & Ph.II Project with Koury Engineering & Testing, Inc.](#)

The Committee to review the Special Inspection and Material Testing Agreement for the O.W. Noble Administration Building Demolition and Parking Lot Construction Ph.I & Ph.II Project for geotechnical and material testing services to be provided by Koury Engineering & Testing, Inc. in the amount not to exceed \$19,733.20.

V. OTHER BUSINESS (NONE)

VI. CLOSED SESSION

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

Recommended Action to be Determined.

VII. ADJOURNMENT

Agenda Item (III-A)

Meeting 1/9/2018 - Committee
Agenda Item Chancellor's Report (III-A)
Subject Chancellor's Communications
College/District District
Information Only

Background Narrative:

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

Prepared By:
Heidi Gonsier, Executive Administrative Assistant

Attachments:

None.

Agenda Item (IV-B-1)

Meeting	1/9/2018 - Committee
Agenda Item	Committee - Teaching and Learning (IV-B-1)
Subject	Proposed Curricular Changes
College/District	District
Funding	
Recommended Action	It is recommended that the Board of Trustees approve the proposed curricular changes for inclusion in the college catalogs and in the schedule of class offerings.

Background Narrative:

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

Prepared By: Wolde-Ab Isaac, Chancellor
Heidi Gonsier, Executive Administrative Assistant

Attachments:

[Proposed Curricular Changes](#)

1. New Courses

College Course Title

The course below is part of the Title 5 Cooperative Grant. The grant is in cooperation with Cal State San Bernardino and may be taken as an elective by students wanting to transfer to Cal State.

N ART-62 Digital Storytelling

The courses below are designed to increase students' employability by focusing on skills and knowledge that can be applied directly in many fields as well as self-employment.

R BUS-100 Entrepreneurial Mindset

R BUS-101 Business Success Seminar

R BUS-102 Solopreneurs: Personal Finance and QuickBooks
Quickstart

R BUS-105 Business Skills: Professional Presence

R BUS-106 Business Skills: Customer Experience

R BUS/CAT-107 Business Skills: Professional Self-Management

R CIS-22B Linux Operating System Administration II

The course below will be required in the recently approved Construction Management certificate and degree.

N CON-80 Construction Scheduling

The courses below will assist students in gaining knowledge and skills specific to specialized careers helping them to prepare for employment and transfer.

M HMS-20 Medical Social Work

M HMS-69 Careers in Social Work – Entry Level Employment Career
Planning in Human Services

The courses below are designed for Engineering pathways students. ENE-62 and MAT-42 will focus specifically on math skills needed in the engineering field

N ENE-40 Material Science and Engineering

N ENE-41 Engineering Graphics

N	ENE-62	Math for Automated Systems
N	MAT-42	Algebra for Statistics and Liberal Arts

2. Major Course Modifications

<i>College</i>	<i>Course</i>	<i>Title</i>
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The courses below are being modified to update texts, objectives, and content/relevance to the field.

N	ELE-10	Survey of Electronics
N	ELE-25	Digital Techniques
N	ELE-28	MultiSim CAD & PCB Design/Fab
N	ELE-77	Electrical Theory for Electricians
N	ELE-91	Fundamentals of Solar Energy
MNR	MKT-20	Principles of Marketing
R	MKT-30	Fashion Marketing
MNR	MKT-40	Advertising

3. Course Deletions

<i>College</i>	<i>Course</i>	<i>Title</i>
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The courses below have not been offered in some time and/or are a part of programs which are no longer being offered in the district.

R	CUL 40	Professional Waitstaff Training
R	CUL 45	Cognizant Cuisine: Delicious Decisions for Better Living
M	HET 82	Phlebotomy Technician
M	HET 86	Acute Care Nurse Assistant
M	HET 87	Restorative Nurse Assistant

4. New State/Locally Approved Certificates/Degrees

<i>Type</i>	<i>College</i>	<i>Title</i>
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The program below is being proposed as a fast-paced, hands-on program which will lead to employability

Local Certificate	N	Full Stack Web Development
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The programs below are being proposed as the indicated fields are expected to grow in the next several years.

A.S. Degree	N	Electrician
Local Certificate	N	Green Technician
A.S. Degree & Cert.	N	Industrial Automation
A.S. Degree	N	Supply Chain Automation

5. State/Locally Approved Certificate/Degree Discontinuance

<i>Type</i>	<i>College</i>	<i>Title</i>
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The programs below are being discontinued according to the program discontinuance process (applicable students have been notified, courses have been taught out, etc.).

Program Discontinuance	R	Systems Development Analysis (CE806)
Program Discontinuance	R	Relational Database Technology (CE816)
Program Discontinuance	R	E-Commerce (CE807)
Program Discontinuance	R	Virtual Assistant (CE677)
Program Discontinuance	R	Banking Operations (CE625)
Program Discontinuance	R	Computer Applications (AS728/AS728B/AS728C/CE728)
Program Discontinuance	R	Retail Management/Western Association of Food Chains (WAFC) (AS536/CE536)
Program Discontinuance	R	Office Fast Track (CE812)

Agenda Item (IV-B-2)

Meeting	1/9/2018 - Committee
Agenda Item	Committee - Teaching and Learning (IV-B-2)
Subject	Proposed 2019 - 2020 Academic Calendar
College/District	District
Funding	
Recommended Action	It is recommended that the Board of Trustees approve the proposed academic calendar for 2019-2020.

Background Narrative:

Presented for the Board's review and consideration is the proposed District Academic Calendar for 2019-2020. The calendar has been developed in accordance with Article IX of the agreement between the District and the RCCD Faculty Association CCA/CTA/NEA. This proposed calendar has summer, fall, winter and spring sessions.

Prepared By: Wolde-Ab Isaac, Chancellor

Attachments:

[Proposed 2019 - 2020 Academic Calendar](#)

RIVERSIDE COMMUNITY COLLEGE DISTRICT

2019-2020 ACADEMIC CALENDAR

June 2019						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July 2019						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2019						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2019						
S	M	T	W	TH	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2019						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2019						
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2019						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2020						
S	M	T	W	TH	F	S
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12	13	14	15	16	17	18
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26	27	28	29	30	31	

February 2020						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2020						
S	M	T	W	TH	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2020						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020						
S	M	T	W	TH	F	S
					1	2
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29*	30
31						

June 2020						
S	M	T	W	TH	F	S
	1	2	3	4	5**	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

*May 29- Day Classes Meet/Evening Final Exams for Classes Meeting **Friday late afternoon and Evenings Only**
 June 5- Morning and **early Afternoon Final Exams and Evening Commencement

- Required Day/New Faculty Aug 20
- FLEX Days
Fall: August 21, 22, and 23
Spring: February 7
- Part- Time Orientation to be arranged by College
- Legal Holiday/Day of Observance
- Final Exams
Fall: December 8-14
Spring: May 29 (eve) - June 5 (morn)
- Commencement (June 5)
- Summer Session 2019
June 17-July 25 (6 weeks)
Weekend Classes- June 22- July 21
- Fall 2019
August 26-December 14
Weekend Classes-August 31-December 8
- Winter Session 2020
January 2- February 6 (6 weeks)
Weekend Classes- January 4- February 2
- Spring 2020
February 10- June 7
Weekend Classes February 22- May 31
- Classes not in Session

Agenda Item (IV-B-3)

Meeting	1/9/2018 - Committee
Agenda Item	Committee - Teaching and Learning (IV-B-3)
Subject	2017-2019 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program for Moreno Valley College
College/District	Moreno Valley
Funding	N/A
Recommended Action	It is recommended that the Board of Trustees approve the Basic Skills, Student Equity, and Student Success and Support Program Integrated Plan for Moreno Valley College for 2017-2019.

Background Narrative:

Presented for the Board's review is a report that provides an overview of the Basic Skills, Student Equity, and Student Success and Support Program Integrated Plans for Moreno Valley College. The California Community Chancellor's Office has been undergoing an effort to integrate Basic Skills Initiative (BSI), Student Equity Program (SE), and Student Success and Support Program (SSSP). These programs were selected as a starting point because they have the same ultimate goal of increasing student success and overlap between the programs. A review of the relevant sections of California Education Code and the California Code of Regulations, Title 5, as well as previous program plans and guidance, resulted in three documents; Integrated Plan for 2017-19, an Integrated Budget Plan for 2017-2018, and revised Expenditure Guidelines. The Integrated Plan meets legislative requirements and complies with statutory and regulatory requirements associated with receiving BSI, SE, and SSSP funds. The documents also assist the college in integrating and aligning student success efforts, and reflect the focus at the CCCC on supporting colleges as they work to increase student success rates and close achievement gaps. The Integrated Plan is due to the California Community College Chancellor's Office by January 31, 2018.

Prepared By: Robin Steinback, President, Moreno Valley College
Dyrell Foster, Vice President, Student Services (MVC)
Michael P. Wong, Dean, Student Services

Attachments:

[20171220 MVC_BSI_SE_SSSP_Integrated_Plan_2017-2019](#)
[MVC-AA17-12ss17-04-BSI_SE_SSSP_Integrated_Budget_Plan_2017-2018 20171220](#)
[MVC Student Equity Plan Executive Summary 2017-2019](#)



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part I – Deadlines and Important Information

- Submission deadline: **December 1, 2017**
- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.
- Integrated fiscal reports will be required on an annual basis.
- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.
- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.
- Identify one individual and an alternate to serve as the point of contact for your college.

PROGRAM INTEGRATION

The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. In coming years, the Chancellor's Office intends to pursue changes in Education Code and title 5 regulations to achieve even greater integration and alignment of the three programs in subsequent planning cycles.

Plans are to be developed in consultation with students, staff, administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by December 1, 2017. A separate plan must be submitted for each college in the district.

DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges. The Chancellor's Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Although you are not required under this plan to submit your data, analysis, and each goal you set, Education Code requires that you analyze data and develop goals to address the following and to retain that information as part of your institutional records:

- Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact using one of the Chancellor's Office-approved methodologies. Education Code requires that colleges analyze data for the following student groups and, if appropriate, develop subgroup-specific goals: current or former foster youth, students with disabilities, low-income students, veterans, American Indian or Alaskan Native, Asian students, black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race, and more than one race.
- Success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show (1) the number of students successfully transitioning to college-level mathematics and English courses, and (2) the time it takes students to successfully transition to college-level mathematics and English courses.

In addition, the following data should inform your planning:

- Trends for incoming students related to engagement in the following activities: (1) orientation, (2) assessment, and/or (3) education planning.
- The number of students on academic or progress probation, referred to follow-up interventions or services, and successfully moved from probation—disaggregated into the student groups that must be included in your disproportionate impact analysis.
- The number of noncredit CDCP certificates awarded, if applicable.
- Noncredit course success data, such as the percentage of students earning a grade of pass (P) or satisfactory progress (SP), if applicable.
- The number of students who transition from noncredit to credit.



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part II – Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS

Questions 1 & 2 focus on what you **have accomplished during the 2015-16 planning cycle.**

1. Assess your college’s previous program efforts:
 - a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

Goal	Progress
<p>Provide at least an abbreviated student education plan (SEP) to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.</p>	<p>Continued to require an abbreviated education plan prior to enrollment for all new students.</p>
<p>Provide orientation, assessment for placement, and counseling, advising, and other education planning services to all first-time students.</p>	<p>Replaced the old online orientation with a new online orientation that includes new pre-assessment information and provides the technology to add interactive elements and multimedia.</p> <p>Replaced the Assessment Specialist staff position with a new Test Placement Coordinator to allow the college’s assessment efforts to function more independently and to better streamline students’ assessments so that they can participate in counseling and register for classes the same day that they assess.</p> <p>Expanded access to in-person, face-to-face, “one stop” orientation experiences for students to be able to complete orientation, assessment, counseling, and registration in one day, as well as to establish contact with peer leaders and to attend breakout presentations about transfer, completion, and career exploration. The college created the program in 2015, providing 5 programs in 2016 serving 400 students, increasing it to 26 programs planned in 2017-18, occurring prior to each enrollment period, and serving approximately 700 students year to date.</p> <p>Created and filled a new PT Permanent Enrollment Services Assistant in Assessment to meet the need for</p>



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

	<p>evening and weekend testing, and for on-site testing at local high schools.</p> <p>Expanded overall testing by 9.6% over the previous year, which included an increase in evening and weekend assessments.</p> <p>Hosted an annual educational summit in Fall 2015, Spring 2016, Spring 2017, and Fall 2017 bringing together high school and college faculty, staff, and administrators to identify strategies to better prepare students for the transition into and through Moreno Valley College.</p> <p>Assigned a counselor to each of the college's 6 comprehensive local high schools.</p> <p>Outreach staff, Assessment staff, and Counseling faculty conducted workshops at local comprehensive high schools on application, orientation, assessment, and educational planning, resulting in an increase in students assessed at the high schools from 224 to 390, a 70% increase.</p> <p>Expanded hosting of assessments at Ben Clark Training Center to increase the overall capacity of assessment and to increase access for students in the Public Safety CTE programs, resulting in an increase in students assessing at that location from 102 to 177, a 70% increase.</p> <p>Provided Multiple Measures Assessment, as part of the Multiple Measures Assessment Pilot, beginning with all new direct matriculant students in the Fall 2016 cohort. Implemented Multiple Measures Assessment in all subsequent assessments beginning November 2016.</p> <p>Implemented a new assessment policy to allow students to reassess after one year or after an intervention experience that included successfully completing a basic skills class.</p>
<p>Provide students with any assistance needed to define their course of study and to develop a Comprehensive SEP by the end of the third term but no later than completion of 15 units.</p>	<p>Supported district-wide efforts to create a new online student educational planning tool. These tools are still being implemented through a process of testing involving representatives from Counseling, District Information Technology, and Academic Affairs.</p> <p>Expanded and improved the informational campaign targeted at students who are still missing their comprehensive educational plans by sending emails, voicemail messages, and hard copy letters to all students approaching the 15 unit/3 semester limit every semester. Developed a structured schedule of 86</p>



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

	<p>basic skills, STEM, and Honors classroom presentations, 32 information tables staffed by counselors, and 30 student success workshops for common student needs with the intention of promoting the importance of student educational planning. Workshop presentations were conducted by Counseling faculty and timed around the expected lulls that occur between high-demand periods throughout the year to more efficiently use counselor time to support student success without reducing student access to appointments.</p>
<p>Provide follow-up services to at-risk students who are enrolled in basic skills courses and have not identified an educational goal or course of study, or students on academic or progress probation.</p>	<p>Identified key target points in students' educational careers in which there is a need for student service contacts in order to reach students at critical points throughout their careers at MVC. Students receive mailers or other communication from the college at these points encouraging contact with a counselor or other support.</p> <p>Developed and implemented 15 student success workshops taught by Counseling faculty each semester for students referred by the college's Early Alert program and for students on Academic Standing (probation and dismissal).</p> <p>Developed a new dismissal appeal process for students on academic probation and dismissal by providing students with updated educational plans, priority access to counselors, and, for students on academic probation for the first time, encouragement to attend two student success workshops and a meeting with a counselor before enrolling the following semester.</p> <p>Hired a Student Financial Services Counselor to provide personalized support to students at-risk of losing financial aid based on recent changes to the Board of Governor's Waiver eligibility and to support at-risk students.</p>
<p>Increase the number of veterans enrolled by enhancing outreach efforts and enrollment services.</p>	<p>Participates in targeted outreach efforts targeted at veterans and military active duty personnel including an annual community Veterans Expo event hosted at the March Air Force Base that took place April 2017. Established a "one stop" center for veteran students that offers multiple student services in one location to new and continuing students, including enrollment services, counseling, academic adjustments, and VA benefit resources. Last year 611 veteran and</p>



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

	<p>dependent students utilized veteran services at the center.</p> <p>Collaborated with Moreno Valley College’s Outreach Department to attend community organized events sponsored for veterans to increase awareness of attending college after military life.</p>
<p>Increase the number of students with disabilities enrolled by enhancing outreach efforts and enrollment services.</p>	<p>Added to staffing at DSS by hiring 4 new associate faculty DSS Counseling faculty and one additional DSS Counseling faculty member shared between DSS and Veteran’s Services to participate in all outreach activities by visiting each of the 6 local comprehensive high schools’ special education departments in order to encourage students to attend the college and to use disability support services.</p> <p>Established and hosted DSS advisory committee meetings which met in March 2016, October 2016, and October 2017 to facilitate expanded collaboration with our local K-12 partners.</p>
<p>Increase enrollment of women, African-Americans, Asians, and low income students in Public Safety Education and Training (PSET) programs by targeted outreach activities and marketing efforts.</p>	<p>Hired a part-time outreach specialist in Public Safety Education and Training to conduct activities targeting disproportionately impacted subpopulations, including women, African Americans, Asian Pacific Islanders, and low-income students. With the addition of this staff member the PSET programs added 11 additional outreach activities, often in partnership with county-wide agencies such as the Riverside County Sheriff’s Department.</p>
<p>Increase enrollment in CTE programs for disproportionately impacted subpopulations in each respective program through targeted outreach activities and marketing efforts.</p>	<p>Focused on enhanced collaboration and revised activities between the college’s outreach department and the CTE programs. Led by the CTE Dean, collaborated to increase enrollment activities for Student Equity targeted student populations.</p> <p>Hired a CTE outreach specialist.</p>
<p>Increase the rate of successful course completion for African American students by providing adequate staffing to increase the number of students who are served by the Umoja Program.</p>	<p>Hired a tenure track Umoja Counselor/Coordinator to implement activities to increase the number of students served by the Umoja program and the rate of successful course completion for African American students. The Umoja Coordinator organized a Umoja Summer Bridge in Summer 2017, in collaboration with First Year Experience (FYE), and Umoja learning community/transfer pathways for Umoja students.</p> <p>Additionally, the Umoja Coordinator presented “Kick Off for Success Week” workshops to be held during the first 3 weeks of every Fall and Spring semester and 15</p>



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

	<p>extra educational, motivational and leadership development workshops per semester. The Umoja Coordinator led the college’s hosting for the first time of the Historically Black Colleges and University College Caravan at MVC in Spring 2017.</p> <p>Committed to the creation of a well-organized Umoja program by establishing a dedicated Umoja office in the Science & Technology Building in which the Umoja Counselor/Coordinator will be located in that area to provide a one-stop program office and a stronger sense of community for Umoja students.</p>
<p>Increase the rate of successful course completion for foster youth by developing a one-stop center for foster youth that includes access to academic counseling and referrals to on-campus and off-campus services.</p>	<p>Hired a full-time educational advisor for foster youth who implemented one stop services such as outreach activities, matriculation, enrollment services, advising, and tutoring services as well as referrals to off-campus foster youth services. Over 90 former foster youth have been served since last year through the efforts of the new Guardian Scholars Educational Advisor.</p> <p>Hired 2 Guardian Scholars peer mentors to provide additional matriculation assistance and campus information to newly enrolled foster youth.</p> <p>text-based behavioral interventions to help develop successful college-going habits to over 90 MVC Guardian Scholar students.</p> <p>Provided financial incentives to Guardian Scholar students to complete Career Technical Education (CTE) certificates. Guardian Scholar Students who complete a CTE certificate while in the program receive \$1000 stipend, and if a student completes at least 40 hours of work experience within that CTE field, they receive an additional \$500. As of Summer 2017, 5 MVC students have completed these certificates. The goal of Guardian Scholars is to help at least 15 students each year to complete certificates across RCCD, but cost savings have been identified within the Guardian Scholars grant that can potentially help more.</p> <p>Co-enrolled students into the college’s FYE program and the EOPS program to provide ongoing structured academic and financial support to foster youth students.</p> <p>Committed to developing a “one-stop” program office space for foster youth to increase access to counseling, a study space, and technological and tutorial services.</p>
<p>Increase the rate of successful course completion for</p>	<p>Hired 4 associate faculty counselors and one additional associate faculty counselor shared</p>



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<p>students with disabilities by enhancing access to academic counseling and specialized tutoring sessions, and providing academic success workshops before midterms and finals on test preparation and study skills.</p>	<p>between DSS and Veteran’s Services to assist in academic counseling and approve academic adjustments, to provide 20 workshops each year on study skills, time management, and test taking skills, and to serve the needs of more students with disabilities. As a result of the additional counselors, wait time for appointments was reduced by 1-2 weeks depending on the semester. This year wait times for appointments have been eliminated to no more than three days out.</p> <p>DSS hired a senior interpreter dedicated to the college to replace one who was shared with another college and a part time administrative assistant to ensure accurate tracking of student use of services and to safeguard confidentiality of student records. DSS also converted a part time disability specialist to full time to increase staffing to two specialists in order to fulfill accommodations.</p> <p>Conducted an annual training – planned to be increased to twice per year – for the existing tutoring centers and arranged for additional tutoring for students with disabilities requiring extra support.</p> <p>Collaborated with Veterans Resource Center to introduce Veteran Academic Support Services (VASS) by combining staff and a dedicated part time veteran counselor who meets Disabled Student Programs & Services (DSPS) counselor minimum qualifications. DSS and Veterans Resource Center plan to collaborate during the 2017-2019 plan period by increasing awareness of Disability Support Services within the veteran population, adding counseling services through the hiring of additional associate faculty, hosting veteran student orientations to take place prior to each semester, and increasing awareness among veteran students with disabilities of on-campus and community resources in order to increase course completion.</p>
<p>Increase the rate of successful course completion for male students of color by implementing an annual male students of color success conference focusing on habits of mind, identity development, personal and</p>	<p>Student Services hosted two student success conferences for male students of color on April 22, 2016 and October 21, 2016 in which over 200 students participated. The conferences provided students with the tools and specific strategies to address the following topics: growth mindset, self-advocacy, focus, mitigating distractions, time management, and study skills, to increase success in the classroom by</p>



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<p>professional development, and mentoring.</p>	<p>understanding how to effectively take notes and to study for exams.</p> <p>The Umoja program, under the auspice and affiliation of the African-American Male Educational Network Development (A2MEND), established a Student Chapter of A2MEND in fall 2017. The charter provides a student support structure that seeks to establish an affirming environment where African American male students and other men of color are able to thrive. The aim of the A2MEND student organization is to improve academic success and to develop culturally competent servant student leaders. The Student Chapter of A2MEND is further designed to develop competent life skills, reaffirm the value of the African/African American cultural traditions, create awareness around issues of social justice, build grit, promote professionalism, and foster a culture of positive peer pressure. The Student Chapter of A2MEND will provide educational, cultural, social, and intellectual programs that promote positivity and brotherhood among its members.</p>
<p>Increase successful course completion in Math by utilizing innovative strategies such as redesigning curriculum to combine two courses into one and implementing strategies to increase student enrollment in the 2nd half of accelerated 8-week course sequences.</p>	<p>Piloted a redesigned math course to increase successful course completion in math by redesigning math curriculum.</p> <p>Discontinued the pilot to redesign the math curriculum to combine two courses as a result of the college's implementing multiple measures and alternative placement strategies.</p> <p>Implemented MMAP to increase the number of students placing into college-level math.</p> <p>Increased sections of accelerated math to shorten the math sequence.</p> <p>MVC Math faculty and local K-12 high school faculty met annually at the Education Summit Fall 2016 and again Fall 2017 to ensure curriculum alignment and increase successful course completion in math.</p>
<p>Increase successful course completion in English by exploring successful alternative pathways and through ongoing collaboration with K-12 high school partners.</p>	<p>Implemented MMAP to increase the number of students placing into college-level English.</p> <p>Increased sections of accelerated English to reduce the English sequence.</p> <p>Redesigned the English sequence to reduce the time students spend in remediation by offering only courses one level below transfer rather than two and three levels below.</p>



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	<p>Implemented a series of quarterly meetings between MVC English faculty and local K-12 high school faculty to ensure curriculum alignment and increase successful course completion in English. MVC and HS faculty attendance increased over 2 years from 8 to 53.</p>
<p>Explore alternative math pathways for non-STEM majors.</p>	<p>Math faculty implemented planning for a STATWAY course in order to explore alternative math pathways for non-STEM college majors.</p> <p>Piloted a contextualized math statistics course for Human Services majors in order to facilitate degree completion and transfer for Career Technical Education students, as part of the college’s Basic Skills Student Outcomes and Transformation Grant.</p>
<p>Develop and implement an FYE program with specific academic pathways that target identified disproportionately impacted students in basic skills--math, English, reading, and ESL.</p>	<p>Hired an FYE director in Summer 2016.</p> <p>Staffed and implemented a fully functioning FYE program, including a staff consisting of a full time Student Success Coach in Spring 2016, 2 Matriculation and Educational Support Associates, and 15 FYE Peer Leaders in order to enroll and support 500 disproportionately impacted subgroups through high school outreach.</p> <p>Provided free tuition and books to 332 FYE students as part of a “college promise” initiative currently serving 500 students to increase access and enrollment in the program.</p> <p>Sponsored 3 parent nights at local HS Unified School Districts (an increase by 1 over the previous year) and 5 high school visits promoting College Promise, FYE, and MVC, making contact with about 2,500 HS seniors.</p> <p>Initiated coordination with the Associate Dean for Academic Support to provide Supplemental Instruction (SI) and embedded tutoring support services to FYE students in order to increase students’ success in the program.</p> <p>Initiated the development of specific academic pathways by collecting information on student majors and committing to the adoption of guided pathways planned in 2017-2019. Will continue planning by FYE and stakeholders to develop academic pathways for impacted basic skills students in math, English, reading, and ESL in 2017-2019.</p>
<p>Conduct training and professional development opportunities for faculty and staff involved in the delivery</p>	<p>In collaboration with the college’s Basic Skills Initiative, implemented training and professional development opportunities for faculty and staff involved in basic</p>



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<p>of basic skills instruction to support the success of target student populations with specialized needs; include incentives for adjunct faculty to attend.</p>	<p>skills instruction were made available via the Basic Skills Initiative work group. Provided professional development opportunities for part- and full-time English faculty participating in the year-long, 4-session training series “Pathways to Success,” designed to increase instructor awareness of equity gaps in course completion rates throughout the English sequence and to train instructors in acceleration principles, culturally responsive teaching, and asset-based pedagogy.</p>
<p>Develop use of new multiple measures and alternative placement strategies for placement in math, English, reading, and ESL.</p>	<p>Developed and piloted a multiple measures and alternative placement strategies (MMA) for incoming students participating in the college's FYE program. Expanded the piloted MMA program for 81 FYE students to include all 1,600 incoming students to the college in 2017.</p>
<p>Conduct a “Jump Start” basic skills English, reading, math, and ESL remediation program for new students during the summer, prior to enrollment in the fall semester. After completing “Jump Start,” students will have option to re-take college assessment test.</p>	<p>Implemented a "jump start" FYE Summer Bridge program for 118 students in 2017, allowing students placing below college level in Math and English but who successfully complete Math and English workshops to place into the next highest course in the Math and English sequence. 23 students successfully completed the jump start and were advanced to the next highest course. Continued the practice of enhanced course offerings in the Summer Program by incorporating Guidance-48 College Success Strategies as a required summer class for the jump start students.</p>
<p>Expand the Supplemental Instructor (SI) program to provide support to basic skills, ESL, and other gateway courses.</p>	<p>Hired an SI Coordinator in 2016 Increased student access to SI in basic skills courses, including math, English, reading, and ESL, by increasing basic skills sections supported by SI from 18 in 2015 to 27 in 2017. Initiated plans for a more coordinated and systematic approach to offering SI to students in basic skills or other gateway courses and those enrolled in FYE, especially students taking Math, English, Reading, and ESL.</p>
<p>Provide adequate staffing and support to the Writing and Reading Center (WRC) and the Math Center to enhance outreach and use of academic support services.</p>	<p>Expanded WRC hours to Saturdays in 2017. Initiated a “one-stop” tutorial center in 2017 where students can access resources such as computers and printing as well as tutoring services in English and math.</p>



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<p>Enhance Early Alert Program and academic progress monitoring, particularly for students enrolled in basic skills and/or ESL courses, to ensure adequate referrals and effective interventions in a timely manner to support student success.</p>	<p>The college has an early alert program that is available to students in all classes. The program relies upon faculty to identify students in need of support, and includes identifying students and referring them to counseling, office hours, or other academic support services and programs. The program has not been enhanced to specifically address the success needs of special academic programs such as Dental Hygiene, basic skills, or ESL.</p>
<p>Develop a certificate of merit for students who complete the ESL sequence; promote the certificate.</p>	<p>Developed a certificate of merit for students who have completed the ESL sequence. Developed outreach, in the form of presentations, school site application workshops, and campus tours, to the Moreno Valley Adult School, the Val Verde Parent Engagement Center, and district and school parent groups (ELAC).</p>
<p>Enhance existing categorical or special population programs, such as CalWorks, DSS, Puente, Umoja, and SSS/TRiO (ACES) by developing academic learning communities to foster student engagement and success and to increase the number of students who obtain a degree and/or certificate.</p>	<p>Developed and integrated learning communities into special program practices to foster student engagement and success. Developed a Guardian Scholars program to increase the success of foster youth. Expanded the Umoja program learning community to include a second cohort of 35 additional students. Increased the Puente program’s English course offerings to ensure students successfully completing the one-year program were transfer-ready.</p>
<p>Establish a MVC Career & Transfer Center (CTC); conduct career and transfer fairs; provide presentations; classroom orientations, and information seminars to increase transfer rates.</p>	<p>Established a Career and Transfer Center that includes computers for students to access on-line resources, staffing to support students and show them how to use the resources, and access to a full time counselor. Hired a full time counselor to coordinate and implement activities. Changed the Career and Transfer Counselor Coordinator from long term temporary faculty to tenure track faculty. Purchased Symplicity Career Connect, an on-line job search and career exploration resource. The Career and Transfer Counselor Coordinator organized two transfer fairs in Fall 2016 and Spring 2017, and a career fair in Spring 2017, in collaboration with the CTE Job Placement Coordinator. The Career Transfer Center sponsored 2 extended workshops on job interview skills for 60 total students</p>



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	<p>in Fall and Spring 2017, and workshops on transfer topics throughout the year presented by a combination of MVC Counseling faculty and representatives from four-year colleges and universities.</p> <p>The Career Transfer Center sponsored the college’s annual Transfer Celebration in May 2017 for 100 transferring students, and their families and guests. The Career Transfer Center sponsored weekly visits by representatives from four year colleges and universities, and arranged individual appointments for students to meet with the representatives.</p>
<p>Conduct focused workshops by the Career & Transfer Center for targeted student groups, such as Guardian Scholars (Foster Youth), Veterans, CalWorks, ACES (SSS/TRiO), Disability Support Services, Puente, Renaissance Scholars Program/Umoja; and conduct informational workshops for students’ families to educate them about college and transfer processes/opportunities.</p>	<p>Targeted students in special programs, such as Guardian Scholars (Foster Youth), Veterans, CalWorks, ACES (SSS/TRiO), Disability Support Services, Puente, and Umoja, to attend transfer events and workshops and serve as transfer “ambassadors” to increase transfer awareness in groups identified as disproportionately impacted.</p>
<p>Provide support for college and university tours for categorical and special population programs to collaborate, such as Guardian Scholars (Foster Youth), Veterans, CalWorks, ACES (SSS/TRiO), Disability Support Services, Puente, and Umoja.</p>	<p>The Umoja Coordinator organized a HBCU College tour in August 2015 and took 30 MVC students to visit 5 Historically Black Colleges and Universities in Atlanta, GA.</p> <p>The Puente Program sponsored a tour of Northern California four year universities in Spring 2017, student attendance at the UCLA Transfer Conference in Fall 2016 and a tour of UC Riverside in Fall 2016.</p> <p>TRIO/ACES coordinated 14 tours of 4 year colleges and universities.</p>
<p>Target undecided students to complete career inventories or to enroll in a career exploration course or workshop.</p>	<p>Explored ways to increase the opportunity for undecided students to complete career inventories or career exploration workshops in a more systematic fashion which would allow for more students to receive the services.</p>
<p>Develop a Dream Center for students who qualify for the Dream Act (AB 540) to assist with the financial aid</p>	<p>Committed to the development of a Dream Center with combined efforts within Student Services. The college’s Welcome Center and Student Financial Services currently work together to assist undocumented students with enrolling in the college and applying for</p>



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<p>application process and the transition to college.</p>	<p>financial aid through AB540. At this time no formal program, staffing, or dedicated space exists. However, for the upcoming 2017-19 plan period the college expects to continue the development of Dream Center program operations and has formally included a Dream Center in the college’s capital improvement plans, which are currently in the approval stage.</p>
<p>Increase support for low-income students by providing student success workshops and counseling to students who are at risk of losing financial aid; initiate mandatory intervention workshops and counseling for students who are on academic probation warning/dismissal.</p>	<p>Hired a full-time Financial Aid Counselor to collaborate with staff and counseling faculty to conduct classroom presentations and student success workshops focusing on Satisfactory Academic Progress to maintain financial aid and achieve academic success.</p> <p>Sent e-mail notifications and letters to 2,642 students on financial aid encouraging them to meet with a counselor and complete or update their comprehensive student education plans in order to minimize loss of financial aid.</p> <p>Implemented Financial Aid TV (FATV), a service that provides online Financial Aid and Satisfactory Academic Progress interactive counseling videos for students who are receiving, have lost, or are at risk of losing their financial aid. The videos are shown on screens hanging above the waiting area for Student Financial Services and Admissions and Records, so all students can view the videos while they are waiting in line.</p> <p>Continued to require Satisfactory Academic Progress counseling for students who need to appeal their financial aid.</p> <p>Informed all students on academic probation of opportunities to complete the online probation workshop, meet with counselors, and complete or update their CSEP.</p> <p>Required 341 students on academic dismissal to complete an online workshop on dismissal and student success, and to meet with a counselor.</p> <p>The Financial Aid counselor met monthly with the Student Financial Services Director to develop intervention strategies for improving students’ academic standing.</p>
<p>Provide campus and community resources for low-income students with unexpected “life” circumstances, such as a food</p>	<p>Provided campus and community resources for low-income students experiencing unexpected circumstances, including students in need of food, housing, income, health, and other non-academic services.</p>



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<p>pantry and access to various health care opportunities.</p>	<p>Career and Technical Education launched a Food Bank beginning in Fall 2017 for some categorically based students, especially foster youth, veterans and students with disabilities. The Clothing Closet officially opened in November 2017 for students who need professional attire for job interviews and others who might be entirely without clothes in which to live on a regular basis. Human Services students (Work Study and Volunteers) staff these operations through a combination of Federal Work Study and volunteer work under the supervision of Human Services faculty.</p>
<p>Establish and develop comprehensive, ongoing, college-wide basic skills/ESL activities that promote success through pre-transfer level courses.</p>	<p>Expanded students' access to the Writing and Reading Center (WRC) to include Saturdays in 2017.</p> <p>Increased student access to SI in basic skills courses, including math, English, reading, and ESL, by increasing basic skills sections supported by SI from 15 to 27 sections per year.</p> <p>Renewed the Library's subscription to Credo Information Literacy Courseware to provide faculty with online resources for integrating information literacy skills into their courses and assess the information literacy general education student learning outcome that has been incorporated into the relevant course outlines of record.</p> <p>Developed accelerated courses in reading and math: REA 90, that focuses on academic reading, prepares students for the types of reading they can expect to encounter in their content courses, and to meet the graduation reading competency requirement in one semester; and MAT 37, that provides an accelerated pathway through the Math sequence for non-STEM majors.</p>
<p>Provide extensive staff development opportunities to support services and instruction in Basic Skills/ESL and general effective teaching practices.</p>	<p>7 Reading faculty members (both full and part-time) as well as the Reading paraprofessional participated in the Accelerated Reading Collaboration and Training during the 2016-17 year.</p> <p>Provided support for 6 faculty to attend the Reading Apprenticeship Conference in San Mateo.</p> <p>Provided support for a faculty member to attend the Reading Apprenticeship Workshop in Math/Statistics in Santa Clarita in Spring 2017.</p> <p>Provided support for 5 faculty to complete the introductory Reading Apprenticeship 101 online course and for a faculty to complete the Campus Coach online course.</p>



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	<p>Provided professional development for 9 English faculty from WRC attending the California Acceleration Project and follow-up Community of Practice meetings in order to share experiences, develop, and strengthen accelerated courses.</p> <p>Provided a more prescriptive semi-annual training program for 17 SI leaders to improve services provided to students.</p> <p>Initiated steps to integrate College Reading and Learning Association’s International Tutor Training Certification for our tutors in Tutorial Services, Math Center, and Writing and Reading Center by developing a new tutor training course to be offered in Winter 2018. This course will be required for all tutors and by summer 2018 any student wishing to work as a tutor in Tutorial Services will be required to have this course prior to applying, or taken concurrently in their first term of hire.</p>
<p>Implement an ongoing “culture of evidence” that validates and supports the Basic Skills/ESL Program</p>	<p>Utilized the scheduling and assessment reporting software WOnline for Writing and Reading Center scheduling, data collection, and reporting to better serve more students and track student performance. Developed a web-based check-in system for SI sessions that improves data collection.</p> <p>Collected and analyzed course success and retention rates for students who participated in SI compared to students who did not and examined the relationship between the number of times students participated in SI and their course success and retention rates as well as progression to the next course in the sequence, GPA, credits completed, and persistence to transfer level courses.</p> <p>Collected, monitored, and analyzed Institutional Research data on the persistence and success rates of accelerated courses such as English 80.</p>
<p>Develop and implement pre and post enrollment support activities for Basic Skills/ESL students.</p>	<p>Shifted the order of matriculation steps from Assessment-Orientation-Counseling to Orientation-Assessment-Counseling so that pre-assessment information could be included in the online orientation that new students take before they can enroll in any courses.</p> <p>Expanded students’ access to Writing and Reading Center tutors through addition of Saturday hours, and an additional evening hour every day.</p> <p>Provided SI to 27 Basic Skills classes.</p>



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b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)

Successful:

- We are already a year into our integrated planning process. This decision was made internally, vetted entirely through our shared governance process, and the joint committee has had time to dialogue about our goals
- Various planning committees have approached initiatives as an opportunity to intentionally reduce silos.
- Start-up status makes it easier to roll out new initiatives and change processes
- Some initiatives have overlapped to create synergies in implementation
- Possible additional reasons that arise from data from #1

Unsuccessful:

- Lack of integration with college strategic planning
- Activities not tied directly to overall initiative goals, assessment does not show how individual activities move the various needles
- Reduction in SSSP outcomes may be tied to reduction in enrollment over the last year
- Lack of funding (for example, to scale up and systematize SI)

c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
<p><i>Example:</i></p> <p><i>Increase completion and persistence through the English Developmental Sequence</i></p>	<p><i>Provide extended orientation and assessment prep courses/workshops</i></p>	<p><i>Provide extended orientation and assessment prep courses/workshops</i></p> <p><i>Redesign the dev. ed. sequence</i></p>	<p><i>Pilot prep courses through the first year programs or specific bridge programs</i></p> <p><i>Redesign the dev. ed. Sequence</i></p>
<p>FYE and Summer Bridge</p>	<p>Supported high school based counseling, assessment, orientation to</p>	<p>Funded FYE Director, staff, and operations</p>	<p>Professional development that supported development of</p>



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	<p>prepare students to enter the college and be successful in the first year</p> <p>Funded and supported development of Summer Bridge workshops in Guidance</p> <p>Summer counseling appointments for students to start educational planning</p>	<p>Funded and supported development of Summer Bridge workshops in Math, English, and Guidance</p>	<p>FYE and Summer Bridge content</p>
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2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor's Office will use this information to assist in dissemination of effective practices to other colleges.

Since 2016, Moreno Valley College has been focused on improving student success and closing achievement gaps in the area of completion of basic skills coursework, beginning at Assessment and Placement, and continuing into the classroom. Although implementation and assessment are not complete, the college's participation in the Multiple Measures Assessment Pilot (MMAP) and the creation of accelerated coursework in English and Math deserve special attention.

Moreno Valley College's initial implementation of MMAP began in Spring 2016 when the college focused its MMAP efforts on new, incoming direct matriculants who could both self-report on their high school GPA and grades in the highest level of math and English taken in high school and verify the report with an academic transcript. Using MMAP, a team assessed 804 students, 81 of whom were students enrolled in the college's FYE program. Unfortunately, the initial implementation was complicated by a communication breakdown. Of the 804 students assessed, only the 81 students in the FYE program received their MMAP results in time to enroll in the appropriate courses. The remaining 723 students did not receive the results of their MMAP placement until Fall 2016 when some students were already taking courses the MMAP results determined they did not need. For this reason, course completion rates for the 804 students assessed were not available until Fall 2017. Of the 81 students who were assessed using MMAP, 32 percent of the students enrolled in college-level math and 62 percent enrolled in college-level English classes. Prior to their MMAP assessment, 0 percent had placed into college-level math and 44 percent had placed into college-level English. The figures are similar for the whole cohort of 804 students. Based on the standardized test alone (AccuPlacer), 1 percent of students assessed placed into a transfer-level math course, with 36 percent placing one level below transfer, 23 percent placing two levels below, and almost 4 out of 10 students placing three levels below. When assessed using MMAP, by contrast, 47 percent of students placed directly into a transfer-level math course with 21 percent placing into one level below, 19 percent placing two levels below, and 1 out of 10 students placing three levels below transfer. A similar pattern is evident in students' placement into English. Using AccuPlacer alone, 1 in 10 students placed into the transferable college-level course. Using MMAP as a placement mechanism, however, 64 percent place into transfer-level English. Because MVC's English discipline had shortened the English sequence prior to MMAP implementation, the remaining 36 percent of students will place one level below the transfer course. The combination of reassessing course sequence and MMAP implementation is allowing students to access transfer-level courses in a much faster pace than years past.

Since the initial implementation, MMAP guidelines were programmed into the district testing instrument and MVC decided to expand the MMAP assessment from only first-time direct matriculants to all students, expanding the cohort to 1,300 students. For both math and English, MMAP marks a dramatic difference, enabling students to enroll into a transfer-level course sooner than they would have otherwise. These increases in transfer-level placement in both English and math are hoped to translate into more students successfully completing transferable courses by Spring 2018 and support the decrease of time-to-degree, time-to-certificate, time-to-transfer, and altogether time-to-completion. (Source: MVC Office of Institutional Effectiveness, March 2, 2017).



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Besides implementing MMAP, Moreno Valley College has also redesigned the developmental math and English sequence by increasing offerings of accelerated courses in math and English. English has also reduced the number of courses in the English sequence and developed an English 1A corequisite.

In 2015-16, the English department offered 22 sections of its accelerated English course, a 6-unit course allowing students testing one, two, or three-courses below the transferable, college-level English 1A course to take only one below-college English course before enrolling in English 1A. In addition to offering the accelerated course, the English department voted to discontinue course offerings in two and three levels below (English 60A and 60B), reducing its remedial pipeline to only one basic skills course, from which students could take the one-level below English 50, for those testing into one-level below or the one-level below English 80 for those testing into one, two, or three-levels below English 1A. In 2016-17, the English department's decision to no longer offer its two and three-level below courses increased demand for its accelerated English 80 course, and English offered a total of 26 sections of accelerated English for the year, an increase of 4 sections from the previous academic year. Math experienced a similar increase in accelerated classes in 2016-17. In Fall 2016, math offered an additional 4 sections of accelerated math beyond that offered in Spring 2016, and in Spring 2017, math offered 3 accelerated pre-statistics sections—for a total of 8 accelerated sections in 2016-17, an increase of 6 sections from the previous year.

In addition to increasing its accelerated course offerings, English developed a co-requisite transfer-level English 1A support class (English 91) that would allow students to bypass the traditional sequence of remediation and complete college-level English in one semester. The Professional Development Coordinator compiled and reviewed empirical data on co-requisite models. An English 1A co-requisite Course Outline of Record is now moving through the Curriculum Committee and is expected to be offered in Fall 2018. The support course co-requisite for English 1A, English 91, will eliminate the pipeline for those students opting in, thus dramatically reducing the amount of time students spend in remedial English.

FUTURE PLANS

Questions 3-8 address the 2017-19 planning cycle.

3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. For example:
 - Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.
 - Closing achievement gaps for disproportionately impacted groups.
 - Improving success rates in degree attainment, certificate attainment, and transfer.
 - Improved identification of and support for students at-risk for academic or progress probation.



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- Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness
- Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)

Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills.

Complete the table on the next page. Add rows as needed to list all five goals.



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Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
<p><i>Example:</i> Increase completion and persistence through the English Developmental Sequence</p>	<p>Provide extended orientation and assessment prep courses/workshops</p>	<p>Provide extended orientation and assessment prep courses/workshops</p> <p>Redesign the dev. Ed. sequence</p>	<p>Pilot prep courses through the first year programs or specific bridge programs</p> <p>Redesign the dev. Ed. sequence</p>	<p><input type="checkbox"/> Access</p> <p><input checked="" type="checkbox"/> Retention</p> <p><input type="checkbox"/> Transfer</p> <p><input checked="" type="checkbox"/> ESL/Basic Skills Completion</p> <p><input type="checkbox"/> Degree & Certificate Completion</p> <p><input type="checkbox"/> Other: _____</p>
<p>Implement a process to extend access to all students a Comprehensive Student Educational Plan (CSEP) after completing 15 units of degree applicable coursework or prior to the third semester of enrollment, whichever comes first.</p>	<p>Continue to support creation of district-wide online CSEP tool.</p> <p>Expand and improve the informational campaign targeted at students who are still missing their CSEP.</p> <p>Develop CSEP completion process that begins at Orientation and continues structured meetings and referrals until it is completed.</p> <p>Use “intrusive counseling” services such</p>	<p>Integrate CSEP process into College Promise, Summer Bridge, FYE, Umoja, Guardian Scholars, and other special population program plans.</p> <p>Continue to provide Transition to Success One-Stop programs that are aligned with Summer Bridge as part of the FYE and College Promise program.</p> <p>Contribute toward expansion and improvement of Career Transfer Center toward a robust service for students.</p>	<p>Develop and implement an intervention program for students placing into basic skills courses in math, English, reading, and ESL, by increasing faculty use of Early Alert to promote students’ successful completion of transfer-level courses within three semesters.</p> <p>Increase the number of basic skills students who have educational plans by offering classroom presentations at all Basic Skills courses and developing flex activities for basic skills instructors about the</p>	<p><input type="checkbox"/> Access</p> <p><input type="checkbox"/> Retention</p> <p><input checked="" type="checkbox"/> Transfer</p> <p><input type="checkbox"/> ESL/Basic Skills Completion</p> <p><input checked="" type="checkbox"/> Degree & Certificate Completion</p> <p><input type="checkbox"/> Other: _____</p>



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

	<p>as “traveling counselors” to offer classroom presentations, staffed information tables, and student success workshops promoting the importance of student educational planning.</p> <p>Provide “New and alternative options” for completion of CSEP.</p> <p>Explore the possibility of registration incentives based on CSEP completion.</p> <p>Extend career exploration Guidance courses and Career exploration workshops opportunities to undecided major students.</p> <p>Identify key points in students’ educational journey to extend</p>	<p>Identify key points in students’ educational pathways in which there is a need for student services interventions in order to reach disproportionately impacted target population students at critical points throughout their studies at MVC to help facilitate completion and transfer.</p> <p>Develop the implementation of guided pathways to provide students clear and coherent educational maps that include specific course sequences, progress milestones, and outcomes.</p> <p>Conduct focused workshops by the Career & Transfer Center for Student Equity target populations, such as Guardian Scholars (Foster Youth),</p>	<p>importance of educational planning.</p>
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2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

	<p>student services contacts to reach all students at critical points throughout their enrollment at MVC.</p> <p>Continue to develop and improve student success workshops.</p> <p>Develop more interactive and effective on-line orientations for new students.</p> <p>Develop and implement an intervention program for students who place into basic skills courses.</p> <p>Improve process to communicate with students about which factors create success in college life.</p>	<p>Veterans, CalWORKS, ACES (SSS/TRIO), DSS, Puente, Umoja; and conduct informational workshops for students' families to educate them about transfer processes and opportunities.</p>		
<p>Decrease time in remediation.</p>	<p>Continue to develop and refine use of MMAP strategies for placement in</p>	<p>Continue to develop and refine use of MMAP strategies for placement in</p>	<p>Continue to develop and refine use of MMAP strategies for placement in</p>	<p><input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion</p>



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

	<p>math, English, reading, and ESL.</p> <p>Develop and implement a First-Year Experience program with specific academic pathways that target identified disproportionately impacted students in basic skills math and English.</p> <p>Provide orientation, outreach ambassadors, peer mentors, and special programs for student success.</p> <p>Develop assessment intervention program targeting students who place into basic skills courses, allowing for intervention and reassessment.</p>	<p>math, English, reading and ESL.</p> <p>Enhance the First-Year Experience program with specific academic pathways that target identified disproportionately impacted student populations in basic skills math and English.</p> <p>Expand the Supplemental Instructor (SI) program to provide support to basic skills, ESL, and other gateway courses and purposefully align SI with these course schedules.</p> <p>Conduct training and professional development opportunities for faculty and staff involved in the delivery of basic skills instruction to support the success of Student Equity target student populations with specialized needs; include incentives for</p>	<p>math, English, reading and ESL.</p> <p>Expand the development of new and existing accelerated courses in math, English, reading, and ESL, such as Math 37/Statway, including contextualized courses and the possible development of a co-requisite math course.</p> <p>Develop, implement, and support an English college-level co-requisite course for English 1A (English 91), including a faculty Community of Practice to train new instructors.</p> <p>Support programs designed to increase course completion among students placing below college level, such as FYE, by supporting the implementation of guided pathways or placement into specific academic pathways.</p> <p>Support SI and embedded tutoring in basic skills courses, in</p>	<p><input type="checkbox"/> Degree & Certificate Completion</p> <p><input type="checkbox"/> Other: _____</p> <p><input type="checkbox"/> _____</p>
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2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

		adjunct faculty to attend.	<p>math, English, reading, and ESL, for students placing below college level and, via MMAP, into college-level courses.</p> <p>Align basic skills courses in math, English, reading, and ESL, including college-level courses using MMAP, with academic support services such as tutorial services like the Math Lab and Writing and Reading Center.</p>	
Increase students that successfully complete degree applicable or transfer courses in English and math within the first 3 semesters of enrollment.	Continue to support creation of an online CSEP tool.	Support the increase in cohorts within special population programs and targeted student equity populations, including, Umoja, DSS, Puente, FYE, Guardian Scholars, Veterans, and programs for homeless and LGBTQ+ students, so more students can take advantage of course completion activities provided by these programs.	<p>Increase sections for accelerated courses in math, and English and sections for co-requisite English courses.</p> <p>Develop instructional supports and professional development opportunities such as Communities of Practice for accelerated or co-requisite courses in math, English, reading, and ESL, for teachers of basic skills and college-level courses using MMAP.</p> <p>Increase SI and</p>	<p><input type="checkbox"/> Access</p> <p><input checked="" type="checkbox"/> Retention</p> <p><input type="checkbox"/> Transfer</p> <p><input checked="" type="checkbox"/> ESL/Basic Skills Completion</p> <p><input type="checkbox"/> Degree & Certificate Completion</p> <p><input type="checkbox"/> Other: _____</p> <p><input type="checkbox"/> _____</p>



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

		<p>Add math to the curriculum of study in special population programs--for example, Puente concentrates on Guidance and English courses among other things. Since there is a low retention and success rate for students completing college-level math, adding math to these programs along with SI/tutoring should increase retention and success rates.</p>	<p>embedded tutoring in math, English, reading, and ESL courses for students placing in basic skills and, via MMAP, into college-level courses.</p> <p>Align math, English, reading, and ESL courses with academic support services, such as tutorial services like the Math Lab and Writing and Reading Center.</p>	
<p>Improve all student completion rates for certificates, degrees, and transfer by reducing known equity gaps.</p>		<p>Continue to improve and develop Veterans' one-stop center that includes access to on-campus and off-campus services.</p> <p>Continue to improve and develop foster youth one-stop center on campus that includes access to matriculation, counseling, and transfer support, and referrals to on-campus and off-campus services.</p>	<p>Provide instructional support and professional development in accelerated, asset-based, and culturally responsive pedagogy to instructors of basic skills courses and college-level courses using MMAP, including math, English, reading, and ESL.</p> <p>Support SI and embedded tutoring in math, English, reading, and ESL courses for students</p>	<p><input type="checkbox"/> Access</p> <p><input checked="" type="checkbox"/> Retention</p> <p><input type="checkbox"/> Transfer</p> <p><input checked="" type="checkbox"/> ESL/Basic Skills Completion</p> <p><input type="checkbox"/> Degree & Certificate Completion</p> <p><input type="checkbox"/> Other: _____</p> <p><input type="checkbox"/> _____</p>



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

		<p>Continue to increase the number of students served by the Umoja Program by improving student engagement through Summer Bridge, learning communities, a mentoring program, and culturally relevant programs.</p> <p>Continue to increase the number of basic skills and other Student Equity target population students served by the FYE Program.</p> <p>Increase the number of Student Equity target population students enrolled in Public Safety Education and Training (PSET) programs.</p> <p>Increase the number of Student Equity target population students</p>	<p>placing in basic skills and, via MMAP, into college-level courses</p> <p>Align math, English, reading, and ESL courses with academic support services such as tutorial services like the Math Lab and Writing and Reading Center.</p>	
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2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

		enrolled in Career Technical Education (CTE) programs.		
<p>Improve identification and follow up support for students at risk of non-completion of courses and programs of study.</p>	<p>Require students on academic or progress probation for the first time to complete the probation workshop, a student success workshop, and meet with a counselor.</p> <p>Require students going through a dismissal appeal to have an updated COMP-SEP made in the last 12 months.</p> <p>Extend prioritized access to counselors to students with out-of-date COMP-SEPs who are going through the dismissal appeal process.</p>	<p>Increase the number of Student Equity target population students participating in special programs that support course, degree and certificate completion, and transfer activities.</p> <p>Enhance Early Alert Program and academic progress monitoring, particularly for students enrolled in basic skills and/or ESL courses to ensure adequate referrals and effective interventions in a timely manner to support student success.</p>	<p>Incentivize instructor participation in the Early Alert process by offering instructions in how to do so and utilizing professional development hours/pay.</p> <p>Increase and prioritize, based on academic need, students access to SI and embedded tutoring in math, English, reading, and ESL courses for students placing in basic skills and, via MMAP, into college-level courses.</p> <p>Continue with informational counseling presentations directed specifically at students in basic skills math, English, reading, and ESL courses.</p>	<p><input type="checkbox"/> Access</p> <p><input checked="" type="checkbox"/> Retention</p> <p><input type="checkbox"/> Transfer</p> <p><input checked="" type="checkbox"/> ESL/Basic Skills Completion</p> <p><input type="checkbox"/> Degree & Certificate Completion</p> <p><input type="checkbox"/> Other: _____</p> <p><input type="checkbox"/> _____</p>

4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish your student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

based programs. (500 words max)

Moreno Valley College decided through its governance process in 2015-2016 to integrate its SSSP, Student Equity, and BSI committees into a single committee, and has been acting since then to have its practice match the formal structure. The integrated committee is led by a steering committee that includes representation from faculty, staff, administration, and students, including the former leadership of all three previous committees and representation from the college's Basic Skills Student Outcomes Transformation Grant (BSSOT) as well. Additionally, there is a Budget Work Group that includes representation from each of the former committees and the BSSOT. The integrated committee structure includes work groups for each of the core SSSP functions, student equity, FYE, BSI, and an additional work group that focuses on data collection and distribution.

In Spring 2017 the integrated committee held a planning retreat in which the committee chose the college's integrated strategic planning goals around Teaching and Learning <http://mvc.edu/files/mvc-integrated-strategic-plan-2015-2018.pdf> to drive forward and focus all three fund sources around a shared set of goals, objectives, and set of deliverables. Last year, the three distinct committees chose two goals that were intentionally directed toward the elimination of silos in planning: implementation of the Multiple Measures Assessment Pilot and the creation of the college's FYE program. Both of these projects have necessitated buy-in and participation from representatives from the former SSSP, Student Equity, and BSI committees. As planning continues, both of these projects will require continuous monitoring and improvement from all three funding sources to be successful.

In Spring 2017, the college's Strategic Planning Council hosted a college planning retreat to evaluate the existing Integrated Strategic Plan and again in Fall 2017 to begin writing the new two-year Integrated Strategic Plan that will guide the college in 2017-2019. Accordingly, the steering committee will revisit the goals of this plan at the midpoint of implementation in order to ensure that the integrated SSSP Student Equity, and BSI plan continues to be aligned with the larger college's Integrated Strategic Plan.

The role of the Data Work Group will also be critical to ensure coordination across student success and student equity based initiatives. The shared set of goals will be agreed to by the committee and maintained by the steering committee, and the shared set of metrics will drive and focus the committee's activities.

The integrated committee will also encourage committee participation from the responsible persons/parties relevant to the activities designed to meet its goals and track the progress of the activities by adding progress reports to the standing agenda of SSSP, Student Equity, and BSI Committees.

5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment (250 words max)

Moreno Valley College does not have noncredit offerings.



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

6. Describe your professional development plans to achieve your student success goals. (100 words max)
- Expand data analytic approach to enrollment management, student success, and reduction of disproportionate impact on targeted student populations.
 - Continue to develop and administer employee surveys on professional development need.
 - Recruit guest lecturers in best practices in instruction of basic skills courses, student success, and elimination of disproportionate impact.
 - Support innovation and creativity by sponsoring workshops for employees on how to request funds from integrated initiatives.
 - Continue to support local Educational Summits to bring together high school and college faculty and administrators to jointly ensure curriculum alignment and develop best practices in basic skills courses and counseling.
 - Provide Professional Development opportunities and training to instructors of basic skills classes in math, English, reading, and ESL to encourage buy-in and to implement and facilitate transformations.

7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)

Evaluation of progress toward meeting student success goals will be driven forward by the Data Work Group, and focused on data metrics that will also drive the integrated strategic plan of the larger college as a whole. For SSSP goals this year, the data work group chose to analyze the four core SSSP functions of completion of orientation, assessment, comprehensive and abbreviated student educational plans as students moved through the matriculation pipeline as a cohort. As the college is currently focused on enrollment growth, MIS data is also important to show overall growth in students beginning to progress toward enrollment, but the college is also interested in looking at the number of units enrolled, full time vs. part time status, and continuous enrollment from semester to semester. The college will continue to assess these metrics each term.

8. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)

The college will commit to coordinating with other colleges in the district by supporting collaboration among faculty, staff, and administrators on scale-able projects, including the following:

- Course Outlines of Record for an English corequisite are being developed jointly with Riverside City College's English department.
- Course outlines for Statway curricula are being developed jointly with Riverside City College's Mathematics department.



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

- Since 2015, the college has supported district-wide development of a shared online comprehensive student educational planning form and student planner.
 - Branching profiles and the MMAP design were jointly developed and implemented by all three colleges.
9. Using the document “BSI SE SSSP Integrated Budget Plan 2017-2018” and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.
<http://mvcsp.com/sse/Support%20Documentation/Draft%20MVC%20SSE%20Integrated%20Plan%20Budget%2020170928.pdf>
 10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college’s executive summary below:
<http://mvcsp.com/sse/Support%20Documentation/Draft%20MVC%20Student%20Equity%20Plan%20Executive%20Summary%202017-2019%2020171108.pdf>
 11. What support from the Chancellor’s Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?
 - Hands on regional workshops on integrated budget planning and management –aligning budgets with goals, transparency, coordinating committee leadership with budget group, representing budget objectives to various constituencies.
 - Continue to support webinars on best practices and illustrative programs that show significant gains in student success with efficient/effective use of funds.
 - Webinars and/or hands-on regional workshops on representation of data to various constituencies.
 - Increased funding to scale up effective strategies (such as assigning SIs to all math classes or hiring new faculty to serve as Puente or Umoja Coordinators to double the cohorts).
 - Metrics for measuring activities such as professional development that help increase faculty buy-in to justify funding for projects with a less direct effect on success indicators.
 12. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Point of Contact:

Name Michael Paul A. Wong
Title Dean, Student Services (Counseling)
Email Address michaelpaul.wong@mvc.edu
Phone (951) 571-6251

Alternate Point of Contact:

Name Dyrell Foster
Title Vice President, Student Services
Email Address dyrell.foster@mvc.edu
Phone (951) 571-6120

Part III – Approval and Signature Page

College: Moreno Valley College District: Riverside CCD

Board of Trustees Approval Date:

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor’s Office.

Chancellor/President Date Email Address

Chief Business Officer Date Email Address

Chief Instructional Officer Date Email Address



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Chief Student Services Officer

Date

Email Address

President, Academic Senate

Date

Email Address

Riverside CCD

Moreno Valley College

Planned Expenditures

Report planned expenditures by program allocation and object code as defined by the California Community Colleges (CCC) Budget and Accounting Manual.

Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate. Refer to program funding guidelines for more information.

Object Code	Category	Basic Skills Initiative	Student Equity	Credit SSSP	Credit SSSP - Match
1000	Academic Salaries				
	Counselor A*			\$ 99,130	
	Counselor B*			\$ 72,540	
	Counselor C*			\$ 86,680	
	Counselor D*			\$ 65,260	
	Counselors				\$ 398,302
	PT Counselors			\$ 83,875	\$ 143,901
	Faculty Salaries	\$ 46,404			\$ 19,804
	PT and Overload Academic Noninstructional Salaries	\$ 21,837			
	Umoja Counselor Coordinator		\$ 103,733		
	Director, First Year Experience (0.50)		\$ 65,465		
	Dean, Grants & Student Equity Initiatives (0.85)		\$ 95,458		
	Counselor/Coordinator, Career Transfer		\$ 65,597		
	Dean, Student Services (Counseling)				\$ 110,838
	Vice President, Student Services				\$ 15,310
	Dean, Student Services				\$ 21,014
	Student Activities Coordinator				\$ 14,701
	Associate Dean, Academic Support				

December 20, 2017

	Dean, Ben Clark Training Center				
	Dean, Institutional Effectiveness				\$ 38,694
	Director, Student Health Services				
2000	Classified and Other Nonacademic Salaries				
	Academic Evaluations Specialist A (0.11)*			\$ 7,656	
	Academic Evaluations Specialist B (0.35)*			\$ 22,740	
	Academic Evaluations Specialist C (0.50)*			\$ 30,672	\$ 30,672
	Academic Evaluations Specialist D (0.50)*			\$ 30,672	\$ 30,672
	Academic Evaluations Specialist E				\$ 47,520
	Senior Academic Evaluations Specialist (0.35)			\$ 19,224	
	Administrative Assistant III			\$ 60,756	
	Counseling Clerk I			\$ 50,316	
	Counseling Clerk II			\$ 43,980	
	Counseling Clerk III			\$ 28,080	\$ 28,074
	Enrollment Services Assistant A (0.48)			\$ 23,832	\$ 22,669
	Enrollment Services Assistant B (0.50)			\$ 24,828	
	Enrollment Services Assistant C			\$ 38,196	
	SSSP Assistant			\$ 78,696	
	Classified Noninstructional Salaries				
	Noninstructional Salaries Other				
	Student Workers*	\$ 113,735	\$ 33,491	\$ 10,382	\$ 20,000
	Instructional Aides				
	Test Placement Coordinator			\$ 37,368	\$ 55,615
	Customer Service Clerk, SFS (0.20)				
	Educational Advisor, Guardian Scholars		\$ 42,099	\$ 28,066	
	Administrative Assistant III		\$ 50,172		
	Outreach Specialist				
	SFS Outreach Specialist				
	Learning Center Assistant (0.49)		\$ 15,602		
	Institutional Research Specialist (0.49)		\$ 29,748		
	FYE Student Success Coach		\$ 70,020		
	Supplemental Instruction Coordinator		\$ 57,540		
	Tutorial Services Technician				\$ 65,278

December 20, 2017

	Director, Enrollment Services				\$	34,851
	Veterans Services Specialist				\$	69,119
	Institutional Research Specialist				\$	6,935
	Student Employment				\$	52,910
	Middle College HS Director				\$	58,029
	Application Support Technician				\$	36,431
	Therapeutic Counselor					
3000	Employee Benefits					
	Counselor A			\$	16,468	
	Counselor B			\$	40,825	
	Counselor C			\$	31,864	
	Counselor D			\$	36,887	
	Counselors				\$	99,045
	PT Counselors			\$	22,682	\$ 45,102
	Academic Evaluations Specialist A (0.11)			\$	3,770	
	Academic Evaluations Specialist B (0.35)			\$	14,748	
	Academic Evaluations Specialist C			\$	10,570	\$ 10,570
	Academic Evaluations Specialist D			\$	11,345	\$ 11,345
	Academic Evaluations Specialist E				\$	8,131
	Senior Academic Evaluations Specialist (0.35)			\$	14,107	
	Administrative Assistant III			\$	31,418	
	Counseling Clerk I			\$	25,254	
	Counseling Clerk II			\$	37,291	
	Counseling Clerk III			\$	20,236	\$ 18,300
	Enrollment Services Assistant A (0.48)			\$	9,935	\$ 4,480
	Enrollment Services Assistant B (0.50)			\$	511	
	Enrollment Services Assistant C			\$	36,472	
	SSSP Assistant			\$	40,212	
	Test Placement Coordinator			\$	41,433	\$ 13,547
	BSI Staff Benefits	\$	22,747			
	Umoja Counselor Coordinator		\$	33,701		
	Director, First Year Experience (0.50)		\$	21,968		
	Dean, Grants & Student Equity Initiatives (0.85)		\$	34,839		

December 20, 2017

	Counselor/Coordinator, Career Transfer		\$ 34,475		
	Customer Service Clerk, SFS (0.20)				
	Educational Advisor, Guardian Scholars		\$ 23,665	\$ 15,777	
	Administrative Assistant III		\$ 16,557		
	Outreach Specialist (0.40)				
	SFS Outreach Specialist				
	Learning Center Assistant (0.49)		\$ 437		
	Institutional Research Specialist (0.49)		\$ 6,987		
	FYE Student Success Coach (0.63)		\$ 16,838		
	Supplemental Instruction Coordinator		\$ 18,988		
	English Professor				\$ 4,211
	Dean, Student Services (Counseling)				\$ 40,625
	Vice President, Student Services				\$ 3,654
	Dean, Student Services				\$ 5,082
	Student Activities Coordinator				\$ 3,172
	Tutorial Services Technician				\$ 38,171
	Director, Enrollment Services				\$ 14,391
	Veterans Services Specialist				\$ 39,907
	Institutional Research Specialist				\$ 2,234
	Student Employment Specialist				\$ 37,324
	Dean, Institutional Effectiveness				\$ 1,053
	Middle College HS Director				\$ 26,665
	Application Support Technician				\$ 12,124
	Associate Dean, Academic Support				
	Dean, Ben Clark Training Center				
4000	Supplies & Materials				
	Office Supplies*		\$ 10,601	\$ 21,950	\$ 12,111
	Catering		\$ 7,000	\$ 9,322	\$ 300
	Copy Print*		\$ 6,000	\$ 9,000	\$ 1,500
	Postage	1000		\$ 1,000	\$ 105
	AccuPlacer Units			\$ 11,240	
	Reference Books and Materials				
	First Year Experience		\$ 7,311		

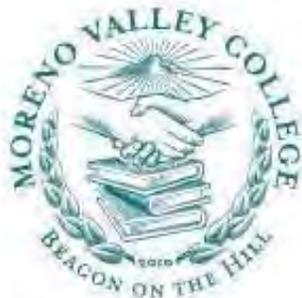
December 20, 2017

	Umoja		\$ 7,311		
	Career/Transfer		\$ 5,000		
	Equity Activities		\$ 19,500		
	Summer Initiatives		\$ 8,000		
	Materials	\$ 45,494	\$ 6,000		
	Innovative Practices	\$ 45,494			
5000	Other Operating Expenses and Services				
	Mileage		250	\$ 100	
	Computer Software Maintenance License				\$ 59,393
	Scan Tron Maintenance Agreement			\$ 2,248	
	Ellucian (Professional Services)			\$ 8,547	
	Ellucian			\$ 5,696	
	Hyland (Onbase)			\$ 6,006	
	SARS			\$ 4,800	
	Comevo			\$ 7,500	
	Symplicity (MVC Career Connect)			\$ 5,900	
	Computer Hardware/Repairs			\$ 3,200	
	Professional Development*	\$ 90,988	\$ 10,200	\$ 6,500	\$ 1,200
	Travel	\$ 45,494	\$ 15,000		
	Professional Services		3000		\$ 27,025
6000	Capital Outlay				
	Library Books and Subscriptions	\$ 22,747			
7000	Other Outgo				
	Program Totals	\$ 454,940	\$ 943,553	\$ 1,507,763	\$ 1,862,106
					Match
		BSI, SE, & SSSP Budget Total			

*Note: the text "Match" or "Mismatch" should appear at the bottom of each match column to assist in ensuring your allocation to match ratio is at least 1 to 1.

Moreno Valley College

2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program



**MORENO
VALLEY
COLLEGE**

Executive Summary

EXECUTIVE SUMMARY

Moreno Valley College has updated its Student Equity Plan and has integrated it with the college's Student Success and Support Program and Basic Skills Initiative. As affirmed in the initial student equity plan, Moreno Valley College frames its student equity challenges as an institutional problem. As we continue to move forward in implementing integrated strategies that will "move the needle," we also make the necessary time to understand our institution, from multiple perspectives, and target interventions to fix the "leaks" in MVC's systemic processes, practices, and policies. We firmly believe that the causes of students' success and failures are complex. Educational outcomes emerge from multiple processes that interact in and out of classrooms, on and off campus, and in the diverse personal lives of our students. Because these multiple processes exist, we continue focus on improving processes within our scope of responsibility. However, to make these improvements, we need to understand fully the perspectives of the end users—the students, faculty, and "front-line" staff members.

Focusing our interventions on the root causes of students' success and failures, we rely on two important resources: quantitative data and qualitative data. As we move forward in our integrated planning and implementing our integrated equity plan activities, we recognize we need to dig deeper into our research by disaggregating further the data to understand fully where our gaps lie so we can target specific interventions to address them. In gathering qualitative data, we seek to understand the end users' points of view by conducting interviews and holding focus group discussions. This process is on-going and will be a part of our college's integrated planning process in the future. We expect this on-going process to inform further our student equity plan, along with its integrated activities, strategies, interventions, and, ultimately, outcomes.

The philosophy of the Student Equity Plan at Moreno Valley College is that the institutional conditions that allow all students to reach their full potential must be created and sustained for the institution to achieve its equity goals. We recognize that without these conditions, few of the critical equity strategies identified in this plan will have a significant and long term impact on closing the equity gaps within our college. As a result, we plan to continue engaging the institution in assessment and conversations, about improving equitable practices within an institutional culture that values the importance of student equity and understands why this work matters.

The college's integrated 2017-2019 Student Equity Plan emanated from the institution's interest in assessing its previous student equity plan and implemented activities that intended to improve successful outcomes for all students. Inquire activities began by the Student Equity Workgroup in March 2017 guided by the knowledge of the California Community College Chancellor's Office (CCCCO) intent to integrate and align student success efforts among Student Equity, the Student Success and Support Program, and the Basic Skills Initiative. The workgroup identified, collected, reviewed and refined the results of the data reported on proportionality indices and success rates for various demographic subgroups of the college's student population. For this current Student Equity Plan both the evaluation component of the plan and the budget to support the plan provide detailed information regarding the activities to be conducted over

the next two years.

The Student Equity workgroup has worked diligently to collaborate with various constituent groups within the college community to ensure that the Student Equity planning process is inclusive, diverse and aligned with the college's Integrated Strategic Plan, as well as the Student Success and Support Plan, Basic Skills Initiative Plan, the Accreditation Self-Study, and department/area program reviews. To accomplish this the Student Equity Workgroup participates within the Student Success and Equity Steering Committee, comprised of key administrators, faculty, staff, and students, the purpose of the committee is to assist the Student Equity workgroup in negotiating the uneven paths to implementing the activities designed to reach the goals of the Student Equity Plan.

Campus Based Data

Moreno Valley College assessed the five student success indicators: Access, Course Completion, ESL/Basic Skills Completion, Degree and Certificate Completion, and Transfer with the following student ethnic and racial categories: American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, White, Some other race, and more than one race. In addition, students with the following characteristics were also assessed: males, females, students with disabilities, low-income students, veterans, and current or former foster youth.

Target Subgroups

Based upon the campus-based research, the following five subgroups are the college's primary target populations:

- African American/Black students
- Students with disabilities
- Hispanic/Latino students
- Current or former foster youth
- Veterans

The five subgroups mentioned above are disproportionately impacted in most areas of student success at MVC; low income students and males are disproportionately impacted within the some indicators as well. Targeted support within this plan is prioritized by focusing on the students who are underperforming in most areas and are historically underrepresented. Although the college has not yet conducted campus-based research for the following subgroups, homeless students and lesbian, gay, bisexual, and transgender (LGBTQ) students, the college will assess these groups in the coming year to determine if they are disproportionately impacted as well.

1 According to the US Census definitions, some other race includes all other responses not included in the "White," "Black or African American," "American Indian or Alaska Native," "Asian," and "Native Hawaiian or Other Pacific Islander" race categories. Multiracial, mixed, interracial, or other responses reported to the race question are included in this category. See http://quickfacts.census.gov/qfd/meta/long_RHI505210.htm for more detail on the 2010 US Census definition

Goal

The primary goal of this integrated plan is to build on the progress made through the previous plans implementation of new or expanded educational opportunities to the targeted subgroups of MVC's students who have been identified as being disproportionately impacted by their educational experiences at MVC. The intent of the new or expanded educational opportunities will be to eliminate the disproportionate impact experienced by the identified subgroups of students. A corollary to this goal is to maintain an annual review process, through the ongoing collaboration between the Student Success and Equity Committee and the Student Equity Workgroup to ensure that qualitative and quantitative efforts are made, involving the college community. Specific goals for each metric regarding student populations demonstrating disproportionate impact are as follows:

A. Access

White, male, veterans, and students with disabilities are the student populations in this metric that demonstrate disproportionate impact. The college seeks to implement a number of activities to increase diversity to reflect better the district's service area population. In addition, through examining our Career Technical Programs on campus, White, male, students with disabilities, and veterans are the student populations that demonstrate disproportionate impact. Moreno Valley College also has an off-site educational center, the MVC Ben Clark Training Center (BCTC), which offers Public Safety Education and Training (PSET) programs. Asian, African American/Black, female, students with disabilities, Latino, and low-income individuals comprise the student population that has experienced a disproportionate impact in access to the career technical education program PSET. The overall integrated goal is to implement a number of activities to increase diversity to reflect better the district's service area population at MVC's Ben Clark Training Center.

Access activities include:

- A1. Increase the number of veterans enrolled by enhancing outreach efforts and enrollment services.

- A2. Increase the number of students with disabilities enrolled by enhancing outreach efforts and enrollment services.

- A3. Increase enrollment of women, African-Americans, Asians, and low income students in Public Safety Education and Training (PSET) programs by targeted outreach activities and enhanced marketing efforts.

- A4. Increase enrollment in CTE programs for disproportionately impacted sub-populations in each respective program through targeted outreach activities and enhanced marketing efforts.

B. Course Completion

African American/Black, race unknown, current or former foster youth, Pacific Islander, homeless, LGBT and students with disabilities are the student populations in this metric that demonstrate disproportionate impact. Moreno Valley College also examined transfer course completion: African American/Black and former foster youth are the subgroups that are disproportionately impacted in this additional metric. The college seeks to create or expand a number of curricula changes, guided pathways, and to expand out-of-class engagement opportunities to increase course completion among these targeted groups at the college. Moreno Valley College also examined the persistence cohort (the number of students who enrolled in the first three consecutive primary semester terms) and 30+ units completed (the number of students who earned at least 30 units within six years of entry); African American/Black, foster youth, and unknown gender are the subgroups that are most disproportionately impacted in both of these metrics. The overall integrated goal is to increase students that successfully complete degree-applicable or transfer courses in math and English within the first 3 semesters of enrollment.

Course Completion activities include:

- B1. Increase the rate of successful course completion for African American students by increasing the number of student cohorts who are served by the UMOJA Program
- B2. Increase the rate of successful course completion for foster youth and homeless students by increasing the number of student cohorts who are served by the Guardian Scholars program.
- B3. Increase the rate of successful course completion for students with disabilities by increasing the number of student cohorts who are served by the Disability Support Services office.
- B4. Increase successful course completion in math and English by increasing sections for accelerated courses in math, and English and sections for co-requisite English courses and alignment with supplemental instruction or other academic support activities.
- B5. Increase supplemental instruction and embedded tutoring in math, English, reading, and ESL courses for students placing in basic skills and, via MMAP, into college-level courses
- B6. Develop instructional supports and professional development opportunities such as Communities of Practice for accelerated or co-requisite courses in math, English, reading, and ESL, for teachers of basic skills and college-level courses using MMAP
- B7. Explore adding math courses to the curriculum of study along with guidance and English courses in special population programs such as Umoja, Puente, and others.

C. ESL and Basic Skills Completion

The disproportionately impacted groups in basic skills course completion are African American/Black students, two or more races, current or former foster youth, homeless students, students with disabilities, LGBT students, and veterans. For remedial English and remedial math cohorts, defined by the number of students who successfully completed a transfer-level English or math class within six years of entry, African American/Black students are the only impacted subgroup for both English and math. For cohort groups in ESL, where students begin an ESL sequence below transfer level, and then successfully complete a transfer level English or ESL class, Hispanic/Latino students complete at a rate that is disproportionately less than other students. The college seeks to create a program that increases the percentage of enrolled students who complete basic skills and ESL classes and who subsequently complete a college-level math and/or English course. The overall integrated goal is to decrease time in remediation.

ESL and Basic Skills Completion activities include:

- C1. Enhance the First Year Experience program with specific academic pathways that target identified disproportionately impacted students in basic skills Math, English, reading, and ESL.
- C2. Conduct training and professional development opportunities for faculty and staff involved in the delivery of basic skills instruction to support the success of target student populations with specialized needs; include incentives for adjunct faculty to attend.
- C3. Continue to develop and refine use of Multiple Measures and Alternative Placement strategies for placement in math, English, reading and ESL.
- C4. Expand the development of new and existing accelerated courses in math, English, reading, and ESL, such as Math 37/Statway, including contextualized courses and the possible evaluation or development of a co-requisite math course.
- C5. Expand the Supplemental Instructor (SI) program to provide support to basic skills, ESL, and other gateway courses and purposefully align SI with these course schedules.
- C6. Enhance Early Alert Program and academic progress monitoring, particularly for students enrolled in basic skills and/or ESL courses to ensure adequate referrals and effective interventions in a timely manner to support student success.
- C7. Develop, implement, and support an English college-level co-requisite course for English 1A (English 91), including a faculty community of practice to train new instructors.

D. Degree and Certificate Completion

Hispanic/Latino and students with disabilities are the special populations in this metric that demonstrate disproportionate impact. The integrated goal is to increase the completion rates for degree or certificate completion of these groups.

Degree and Certificate Completion activities include:

- D1. Enhance existing categorical or special population programs, such as EOP&S/CARE, CalWorks, DSS, Puente, Guardian Scholars, UMOJA, FYE, and SSS/TRiO (ACES) by developing academic learning communities to foster student engagement and success and to increase the number of students who obtain a degree and/or certificate.
- D2. Develop the implementation of guided pathways for categorical or special population programs to provide students clear and coherent educational maps that include specific course sequences, progress milestones, and outcomes.
- D3. Integrate Comprehensive Student Educational Plan (CSEP) process into College Promise, Summer Bridge, FYE, Umoja, Guardian Scholars, and special population program plans.
- D4. Identify key points in students' educational pathways in which there is a need for student services interventions in order to reach disproportionately impacted target population students at critical points throughout their studies at MVC to help facilitate degree and certificate completion activities.

E. Transfer

Hispanic/Latino, students with disabilities, veterans and low-income students are the student populations in this metric that demonstrate disproportionate impact. The college seeks to create a college culture of transfer and to increase the number of students who earned an A.A./A.S. degree, a Chancellor's Office approved certificate, transferred to a 4-year institution, or achieved "Transfer prepared" status within six years of entry. The overall integrated goal is to implement a process to extend access to all students a Comprehensive Student Educational Plan (CSEP) after completing 15 units of degree applicable coursework or prior to the third semester of enrollment, whichever comes first.

Transfer activities include:

- E1. Integrate Comprehensive Student Educational Plan processes into College Promise, Summer Bridge, FYE, Umoja, Guardian Scholars, and special population program plans.
- E2. Contribute toward the expansion and improvement of the Career Transfer Center toward developing a robust service for students.
- E3. Conduct focused workshops by the Career & Transfer Center for targeted student groups, such as Guardian Scholars (Foster Youth), Veterans, EOPS/Care, CalWorks, ACES (SSS/TRiO), Disability Support Services, Puente, Umoja; and conduct informational workshops for students' families to educate them about transfer processes and opportunities.
- E4. Identify key points in students' educational pathways in which there is a need for student services interventions in order to reach disproportionately impacted target population students at critical points throughout their studies at MVC to help facilitate

transfer related activities.

- E5. Assess and develop improved processes for communicating with students what factors create success in college life.
- E6. Provide Transition to Success One-Stop programs that are aligned with Summer Bridge as part of the First Year Experience and College Promise program.
- E7. Develop the implementation of guided pathways to provide students clear and coherent educational maps that include specific course sequences, progress milestones, and outcomes.

Activities

A number of activities and related programs are presented in the plan. Specific activities target the seven subgroups— African American/Black students, students with disabilities, Hispanic/Latino students, current or former foster youth, homeless students, LGBT students, and veterans, including other groups of students at the college. The intent is to provide an opportunity for all students to benefit from the services and programs targeted for the subgroups, as the activities scale up to serve MVC's general student population.

The activities of programs designed for subgroups, such as Guardian Scholars (Foster Youth), Veterans, EOPS/Care, CalWorks, First Year Experience, ACES (SSS/TRiO), Disability Support Services, Puente, Umoja, will provide opportunities for students to have access to the college; some of these activities will address recruitment and outreach for these disproportionately impacted groups. Besides Access, activities have also been created or expanded to address subgroups who have not persisted in completing courses. Redesigning or compressing courses has been an important concern for faculty over the past several years, as they have either piloted, implemented, or planned to implement accelerated programs in English and math to facilitate students' completing their basic skills requirements or completing degree and certificate programs. Moreover, the development and implementation of guided pathways which will provide students with clear and coherent educational maps that include specific course sequences, progress milestones, and outcomes will aid students with completing degree and certificate programs and transfer.

Other activities include the expansion and enhancement the First Year Experience program with support staff to target identified disproportionately impacted students. Still other planned activities will involve expanding the career and transfer center and providing students with information and services to enhance transfer. Finally, implementing the array of activities to address the goals designated for the seven indicators will require that the college will continue to monitor all of the activities and continually to collect data from reviewing the progress of specific programs and services to developing policies and procedures that become a critical part of the college's strategic plan.

The 2017-2019 integrated Student Equity Plan will demonstrate its strategic involvement in implementing the identified activities and expected outcomes for the primary seven

subgroups— African American/Black students, students with disabilities, Hispanic/Latino students, current or former foster youth, homeless students, LGBT students, and veterans; along with a coordinated integration and alignment of student success efforts with the Student Success and Support Program and the Basic Skills Initiative.

Resources

Creating the integrated Student Equity Plan occurred as a result of contributions made by MVC's educational community. Besides the Student Equity budgeted allocation for 2017-18 of \$918,954 from the Chancellor's Office to the college, the SSSP and BSI budgets allocated from the Chancellor's Office have been integrated whereby funding to support certain aligned activities are supported between the three programs. Furthermore, programs and services in both the division of Instruction and Student Services have contributed and will contribute extensive resources to planning and implementing Student Equity Plan activities.

During the Summer 2017 session, faculty and staff worked together in workgroups to research and assess previous student equity plan activities and outcomes to help prepare for the development and completion of the SSSP, SEP and BSI integrated plan. A number of recommendations emanated from workgroups and committees, recommendations that have been included as new or revised goals, activities and as expected outcomes in this updated report. The Academic Senate, the college's Strategic Planning Committee, and Administrative Services have supported the Student Equity Plan and contributed or reallocated personnel or financial resources to help achieve the goals and activities of the Student Equity Plan to reach the expected outcomes of the activities presented in the Student Equity Plan. As discussed in the "Budget " section of the plan, equity resources received as part of this plan will be prioritized and distributed purposefully to increase equity outcomes for disproportionately impacted student populations at Moreno Valley College. Funds will be expended in accordance with the SSSP/SEP/BSI Expenditure Guidelines.

Contact Persons

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Andrew C. Sanchez, Ed.D., Co-chair, Student Equity Committee Dean of Grants and Equity Initiatives, Moreno Valley College, 16130 Lasselle St., Moreno Valley, 92551. Phone: (951) 571-6910, Email: andrew.sanchez@mvc.edu

Table 1: Disproportionately impacted subpopulations within Student Success Indicators

Student Characteristics	Access All MVC	Access CTE	Access All PSET	Overall Course Completion	Transfer Course Completion	ESL/Basic Skills Course Completion	Remedial English Cohort	Remedial Math Cohort	ESL Cohort	SPAR Cohort	Persistence Cohort	30+ Units Completed Cohort	Transfer Cohort
Asian			X										
African American/Black			X	X	X	X	X	X			X	X	
Hispanic/Latino									X	X			X
Two or More Races				X		X							
White	X	X									X		
Female			X										
Male	X	X											
Current or former foster youth				X	X	X							
Students with disabilities	X	X		X		X				X			X
Low-income students			X										X
Veterans	X	X				X							X

PLANNING COMMITTEE AND COLLABORATION

MVC's Student Equity Workgroup has worked diligently to collaborate with the college community to ensure that the integrated Student Equity planning process is inclusive, diverse and aligned with the college's Integrated Strategic Plan, as well as the Student Success and Support Plan, Basic Skills Initiative Plan, the Accreditation Self-Study, and department/area program reviews. A college-wide strategic planning retreat was held in January 2017 to review all of the college's planning processes and activities and to obtain suggestions and recommendations regarding the alignment of future planning efforts.

Based upon the CCCO's February 2017 BSI/SE/SSSP Integration Memo MVC's Student Equity Workgroup began the Student Equity Plan update and integration process. The committee invited faculty, staff, students, and administrators participating on the Student Success and Support Program (SSSP) committee, the Basic Skills Initiative Committee, and representatives from programs of the target populations, to serve on a Student Success and Equity Committee plan workgroup to participate in an integrated planning process during the late spring, summer, and fall of 2017. The committee indicated that the charge of the workgroup was to assist in assessing and revising the student equity plan, the student success and support plan, and the basic skills initiative plan, and to integrate those plans by identifying or expanding on specific activities and expected outcomes of goals to reduce the achievement gap of MVC's "targeted populations," as identified by college based data analysis. The workgroup also sent a campus-wide invitation to members of the campus community to participate in a late spring integrated planning retreat. Over 35 academic faculty and staff, student services representatives, administrators, and students were actively involved and met several times during July and August to examine data, to identify goals, and to develop activities to close equity gaps, where they existed. The Student Equity Workgroup hosted an equity planning retreat during the spring semester in April 2017, in which MVC faculty were invited to attend to review data and to evaluate the draft goals and activities; over 40 faculty participated in the planning summit. The integrated planning efforts of the workgroup and the faculty who participated in the retreat led to the development of the revised integrated Student Equity Plan. The plan was presented through the college governance process, including Associated Students at MVC (ASMVC), Academic Senate, and the College Strategic Planning Council (SPC). The plan was approved and adopted by the governing board of the RCCD Community College District on January 16, 2018.

The Student Equity Workgroup, Student Support and Success Program (SSSP) Committee, and Basic Skills Initiative Committee share membership. In an effort to align and integrate current and future plans and activities members from each group regularly report on the actions of their respective committees. The three groups have an integrated budget workgroup, chaired by the Vice President of Student Services, who has been a prominent member of all committees. All workgroups and committees coordinate their work with other campus planning groups and deliver reports of their work at each meeting of the Strategic Planning Council and the Accreditation Committee. Moreover, the SSSP plan goals have been included in department program review documents; the Student Equity Workgroup, likewise, will work with academic departments to include Student Equity goals in their review documents.

To ensure that the Student Equity Program, Student Success and Support Program, and the Basic

Skills Initiative integrate and coordinate the college's planning process, the Student Success & Equity Committee as the umbrella organization drives planning and integration efforts. In summer 2017 the college regularly convened workgroup meetings comprised of the co-chairs and administrative facilitators of the SSSP Committee, Student Equity Committee, and Basic Skills Committee to strengthen alignment between these three campus-wide initiatives. The college stakeholders from Instruction and Student Services, and leadership from each of the three planning committees' support this committee and the work that the committee seeks to achieve.

The purpose for this committee is to do the following:

- Align institutional goals and priorities for enhancing student success on campus
- Improve implementation of goals and objectives related to student success
- Align or leverage resources to have a greater impact on student success
- Minimize duplication of efforts and mitigate the "silo effect" to address student success
- Reduce the number of campus wide committees on which many of the same individuals currently serve.

Coordinating redundant tasks of committees and integrating the goals of the SE/SSSP/BSI Plan with other college-wide tasks, including the college's categorical programs, are college-wide concerns. Through its strategic planning process, the college established a workgroup whose charge is to examine the college's placement process and to explore alternative methods to determine a student's placement other than solely relying on an assessment test; in addition, one of the college's strategic goals is to ensure that all new students have a comprehensive student educational plan before enrolling in their second semester.

Engaging students in a First Year Experience program pathway has been a primary goal of planning for members of the Student Equity Committee. The strategies to develop and implement this program pathway, moreover, are the responsibility for both the Student Equity Workgroup and the SSSP Committee. Since student equity is affected by the awareness, actions and assumptions of individuals who are a part of every constituent group of the institution, Moreno Valley College has sought to create a well-rounded plan that is integrated with other college efforts, initiatives and strategic plans. One priority, demonstrated by the MVC's Student Equity Plan, is to ensure that both Academic Affairs and Student Services collaborate with each other and integrate, where appropriate, their tasks with each other's tasks. This priority is represented in the make-up of the Student Equity Workgroup, the workgroup co- chairs, as well as the integrated planning efforts that took place to enhance the development of the plan. In addition, the planning includes intentionally coordinating, supporting and enhancing the many effective programs and services currently in place that serve specific student populations and support student success. These programs include the following: Financial Aid, EOP&S/CARE, Disability Support Services, CalWORKs, Guardian Scholars (Foster Youth), Veterans Services, Umoja, Puente, and ACES/SSS TRiO. MVC is committed to enhancing existing programs that have demonstrated success while strengthening the collaboration between and among student support programs for designated student populations and central campus services that are in place to support all students. The college will ensure that programs and essential services are not duplicated; instead, the college will leverage resources appropriately to create equitable outcomes and to improve success for all students.

Integrated Student Equity Plan Workgroup Membership List

Member Name	Role	Organization(s) or Program(s) Represented
Andrew Sanchez, Co-Chair, Student Equity	Dean	Grants and Student Equity Initiatives
Adrian Sagrero	Student	ASMVC (Associated Students)
Ann Yoshinaga	Associate Dean	Public Safety Education and Training (PSET) - Ben Clark Training Center
Art Turnier	Dean	Public Safety Education and Training (PSET) - Ben Clark Training Center
Audrey Mae Hernandez, Co-Chair, Student Equity	Classified Staff	Administrative Assistant to the Dean of Grants and Student Equity Initiatives
Bonnie Montes	Faculty, Counselor/Coordinator	EOPS/CARE
Christopher Dech	Classified Staff	Guardian Scholars (Foster Youth)
Cordell Briggs, Co-Chair, Student Equity	Faculty	English
AnnaMarie Amezcuita	Dean	Academic Affairs
Dyrell Foster,	Vice President	Student Services
Edith Hymes	Student	Umoja Program
Edward Alvarez, Co-Chair, SSSP	Classified Staff	Assessment
Eugenia Vincent	Dean	Student Services
Frankie Moore	Faculty	Student Activities
Gertrude Lopez	Faculty, Counselor/Coordinator	Umoja Program
Jaime Rodriguez	Classified Staff	Institutional Research
Jeanette LaPorte	Faculty, Adjunct	English
Julio Gonzalez	Director	Middle College High School
Karen Flores	Student	President ASMVC (Associated Students)
Kari Richards-Dinger, Chair, BSI	Faculty	Math
Kathleen Farrell	Faculty, Adjunct	English
Kathryn Stevenson	Faculty	English
Kimberly Brooks	Classified Staff	Disability Support Services (DSS)
LaTonya Parker, President, Academic Senate	Faculty	Counseling
Micki Clowney	Director	ACES (SSS/TRiO)
Melissa Lopez	Student	ASMVC (Associated Students)
Melody Graveen	Dean	Career and Technical Education (CTE)
Michael Schwartz	Faculty	English
MichaelPaul Wong, Coordinator, SSSP	Dean	Counseling
Micki Clowney	Director	Upward Bound, Math and Science
Nicole Smith	Director	Disability Support Services (DSS)
Pamela Flory-Sanchez	Faculty	English
Robin Steinback, Co-Chair, Strategic Planning Council	President	Moreno Valley College
Sean Drake	Faculty	Math
Sheila Pisa	Dean	Institutional Research
Sonya Nyrop	Faculty	Reading
Terri Hawthorne	Faculty, Counselor/Coordinator	CalWORKs

Riverside CCD

Moreno Valley College

Planned Expenditures

Report planned expenditures by program allocation and object code as defined by the California Community Colleges (CCC) Budget and Accounting Manual.

Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate. Refer to program funding guidelines for more information.

Object Code	Category	Basic Skills Initiative	Student Equity	Credit SSSP	Credit SSSP - Match
1000	Academic Salaries				
	Counselor A*			\$ 99,130	
	Counselor B*			\$ 72,540	
	Counselor C*			\$ 86,680	
	Counselor D*			\$ 65,260	
	Counselors				\$ 398,302
	PT Counselors			\$ 83,875	\$ 143,901
	Faculty Salaries	\$ 46,404			\$ 19,804
	PT and Overload Academic Noninstructional Salaries	\$ 21,837			
	Umoja Counselor Coordinator		\$ 103,733		
	Director, First Year Experience (0.50)		\$ 65,465		
	Dean, Grants & Student Equity Initiatives (0.85)		\$ 95,458		
	Counselor/Coordinator, Career Transfer		\$ 65,597		
	Dean, Student Services (Counseling)				\$ 110,838
	Vice President, Student Services				\$ 15,310
	Dean, Student Services				\$ 21,014
	Student Activities Coordinator				\$ 14,701
	Associate Dean, Academic Support				

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	Dean, Ben Clark Training Center				
	Dean, Institutional Effectiveness				\$ 38,694
	Director, Student Health Services				
2000	Classified and Other Nonacademic Salaries				
	Academic Evaluations Specialist A (0.11)*			\$ 7,656	
	Academic Evaluations Specialist B (0.35)*			\$ 22,740	
	Academic Evaluations Specialist C (0.50)*			\$ 30,672	\$ 30,672
	Academic Evaluations Specialist D (0.50)*			\$ 30,672	\$ 30,672
	Academic Evaluations Specialist E				\$ 47,520
	Senior Academic Evaluations Specialist (0.35)			\$ 19,224	
	Administrative Assistant III			\$ 60,756	
	Counseling Clerk I			\$ 50,316	
	Counseling Clerk II			\$ 43,980	
	Counseling Clerk III			\$ 28,080	\$ 28,074
	Enrollment Services Assistant A (0.48)			\$ 23,832	\$ 22,669
	Enrollment Services Assistant B (0.50)			\$ 24,828	
	Enrollment Services Assistant C			\$ 38,196	
	SSSP Assistant			\$ 78,696	
	Classified Noninstructional Salaries				
	Noninstructional Salaries Other				
	Student Workers*	\$ 113,735	\$ 23,491	\$ 10,382	\$ 20,000
	Instructional Aides				
	Test Placement Coordinator			\$ 37,368	\$ 55,615
	Customer Service Clerk, SFS (0.20)				
	Educational Advisor, Guardian Scholars		\$ 42,099	\$ 28,066	
	Administrative Assistant III		\$ 50,172		
	Outreach Specialist				
	SFS Outreach Specialist				
	Learning Center Assistant (0.49)		\$ 15,602		
	Institutional Research Specialist (0.49)		\$ 29,748		
	FYE Student Success Coach		\$ 70,020		
	Supplemental Instruction Coordinator		\$ 57,540		
	Tutorial Services Technician				\$ 65,278

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	Director, Enrollment Services				\$	34,851
	Veterans Services Specialist				\$	69,119
	Institutional Research Specialist				\$	6,935
	Student Employment				\$	52,910
	Middle College HS Director				\$	58,029
	Application Support Technician				\$	36,431
	Therapeutic Counselor					
3000	Employee Benefits					
	Counselor A			\$	16,468	
	Counselor B			\$	40,825	
	Counselor C			\$	31,864	
	Counselor D			\$	36,887	
	Counselors				\$	99,045
	PT Counselors			\$	22,682	\$ 45,102
	Academic Evaluations Specialist A (0.11)			\$	3,770	
	Academic Evaluations Specialist B (0.35)			\$	14,748	
	Academic Evaluations Specialist C			\$	10,570	\$ 10,570
	Academic Evaluations Specialist D			\$	11,345	\$ 11,345
	Academic Evaluations Specialist E				\$	8,131
	Senior Academic Evaluations Specialist (0.35)			\$	14,107	
	Administrative Assistant III			\$	31,418	
	Counseling Clerk I			\$	25,254	
	Counseling Clerk II			\$	37,291	
	Counseling Clerk III			\$	20,236	\$ 18,300
	Enrollment Services Assistant A (0.48)			\$	9,935	\$ 4,480
	Enrollment Services Assistant B (0.50)			\$	511	
	Enrollment Services Assistant C			\$	36,472	
	SSSP Assistant			\$	40,212	
	Test Placement Coordinator			\$	41,433	\$ 13,547
	BSI Staff Benefits	\$	22,747			
	Umoja Counselor Coordinator		\$	33,701		
	Director, First Year Experience (0.50)		\$	21,968		
	Dean, Grants & Student Equity Initiatives (0.85)		\$	34,839		

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	Counselor/Coordinator, Career Transfer		\$ 34,475		
	Customer Service Clerk, SFS (0.20)				
	Educational Advisor, Guardian Scholars		\$ 23,665	\$ 15,777	
	Administrative Assistant III		\$ 16,557		
	Outreach Specialist (0.40)				
	SFS Outreach Specialist				
	Learning Center Assistant (0.49)		\$ 437		
	Institutional Research Specialist (0.49)		\$ 6,987		
	FYE Student Success Coach (0.63)		\$ 16,838		
	Supplemental Instruction Coordinator		\$ 18,988		
	English Professor				\$ 4,211
	Dean, Student Services (Counseling)				\$ 40,625
	Vice President, Student Services				\$ 3,654
	Dean, Student Services				\$ 5,082
	Student Activities Coordinator				\$ 3,172
	Tutorial Services Technician				\$ 38,171
	Director, Enrollment Services				\$ 14,391
	Veterans Services Specialist				\$ 39,907
	Institutional Research Specialist				\$ 2,234
	Student Employment Specialist				\$ 37,324
	Dean, Institutional Effectiveness				\$ 1,053
	Middle College HS Director				\$ 26,665
	Application Support Technician				\$ 12,124
	Associate Dean, Academic Support				
	Dean, Ben Clark Training Center				
4000	Supplies & Materials				
	Office Supplies*		\$ 10,601	\$ 21,950	\$ 12,111
	Catering		\$ 7,000	\$ 9,322	\$ 300
	Copy Print*		\$ 6,000	\$ 9,000	\$ 1,500
	Postage		\$ 1,000	\$ 1,000	\$ 105
	AccuPlacer Units			\$ 11,240	
	Reference Books and Materials				
	First Year Experience		\$ 7,311		

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	Umoja		\$ 7,311		
	Career/Transfer		\$ 5,000		
	Equity Activities		\$ 15,500		
	Summer Initiatives		\$ 8,000		
	Materials	\$ 45,494	\$ 3,000		
	Innovative Practices	\$ 45,494			
5000	Other Operating Expenses and Services				
	Mileage		\$ 250	\$ 100	
	Computer Software Maintenance License				\$ 59,393
	Scan Tron Maintenance Agreement			\$ 2,248	
	Ellucian (Professional Services)			\$ 8,547	
	Ellucian			\$ 5,696	
	Hyland (Onbase)			\$ 6,006	
	SARS			\$ 4,800	
	Comevo			\$ 7,500	
	Symplicity (MVC Career Connect)			\$ 5,900	
	Computer Hardware/Repairs			\$ 3,200	
	Professional Development*	\$ 90,988	\$ 5,200	\$ 6,500	\$ 1,200
	Travel	\$ 45,494	\$ 12,401		
	Professional Services		\$ 3,000		\$ 27,025
6000	Capital Outlay				
	Library Books and Subscriptions	\$ 22,747			
7000	Other Outgo				
	Program Totals	\$ 454,940	\$ 918,954	\$ 1,507,763	\$ 1,862,106
					Match
		BSI, SE, & SSSP Budget Total			

*Note: the text "Match" or "Mismatch" should appear at the bottom of each match column to assist in ensuring your allocation to match ratio is at least 1 to 1.

SUMMARY EVALUATION SCHEDULE AND PROCESS

With each goal and an associated set of activities to address the disproportionately impacted student populations at MVC, the plan provides an evaluation statement that identifies the method by which measurable outcomes for the goal and activities will be measured and achieved. Each measurable outcome will be based upon the five core indicators: access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer. The measurable outcomes were developed in consultation with the Student Equity Workgroup and the Office of Institutional Research.

The data collected by the Office of Institutional Research on the five core indicators have been shared with faculty and staff in key academic and student services programs. Faculty in the English and math disciplines, in particular, have used the campus-based data as a reference point to support their decisions in some cases and to augment theirs in other cases to review their approaches in revising, piloting, and re-designing accelerated programs. They have also reviewed research on First Year Experience and Acceleration programs to design activities for the Student Equity Plan. The results of reviewing in six-weeks the research literature on first year experience and accelerated programs in English and math have led to faculty and staff to focus on the appropriate core metrics required by the state for their disciplines. Collecting both quantitative and qualitative data and using Equity funds to support expanded or new initiatives in Student Equity will provide measurable outcomes that will move the college toward ameliorating academic achievement for disproportionately impacted students.

Other activities will be designed around increasing the number of students from categorical programs, such as EOPS/CARE, CalWorks, DSS, Puente, ACES, Veterans, and Umoja, to obtain degrees, certificates, or transfer. Based on the evaluation of previous student equity plan activities, beginning in spring 2018, some activities will include enhancing academic tutoring and purposefully aligning Supplemental Instruction with math and English, expanding program and college marketing strategies through the use of commercial services; later in fall 2018, other activities will include implementing workshops on financial aid for low-income students or students who are at risk of losing financial aid. Activities will also be designed to improve transfer for low-income, Hispanic/Latino, and male students, who experience a disproportionate impact.

Developing an institutional culture to target students in CTE and transfer programs will include establishing a career and transfer center, increasing CTE outreach, conducting careers and transfer fairs, and providing support for categorical and special population programs to collaborate with veteran, EOPS/CARE, CalWorks, First Year Experience, ACES, DSS, Puente, Umoja, and Foster Youth to plan and participate in college and university tours. Data will then be collected and analyzed to reveal the number of students who have completed a comprehensive educational plan by the time they would have completed 15 units or their third semester, whichever comes first. Finally, data will be collected and analyzed regarding those students who have been involved in a special program aligned summer bridge program for

disproportionately impacted student groups: the data will be reviewed and assessed each semester.

The faculty coordinator of the Student Equity Workgroup will collaborate with faculty, staff, administrators, and students of the Student Success and Equity Committee to achieve the goals of the Plan. Continuing into the Spring 2018 semester and Summer 2018, student services staff will increase outreach to feeder high schools, community veterans, and other special populations; program administrators and instructors in Public Safety Education and Training will engage in a variety of strategies, such as workshops, career fairs, and marketing advertisements, to increase enrollment of women, African-Americans, Asians, and low students in Public Safety Education and Training programs. The Office of Institutional Research will collect and analyze data to help inform decision-making, program development, and assessment. In the Summer 2018 session and continuing to 2019, Student Services staff and the Office of Institutional Research will coordinate their efforts to track the successful course completion for foster youth, African American students and low-income students completing the Assessment, Orientation, and Counseling (AOC) process. English faculty will continue to develop and expand their accelerated programs in basic skills.

Beginning in spring 2018, other activities will include providing workshops for students on test preparation and study skills and implementing an annual male students of color success conference each year to focus on habits of mind, identity development and mentoring. Data will be generated and analyzed related to the AOC process, the average number of units this targeted group of students enrolled and completed at the college. Similarly, activities, such as enhancing early alert programs, ensuring that students have access to support services, and implementing professional development training activities for faculty, will be implemented to address ESL and Basic Skills Completion and student equity for current and former foster youth, homeless students, African American/Black students, students with disabilities, LGBT students, and male and low-income students. These activities will be structured and aligned around high impact practices being implemented by special programs, such as the First Year Experience program and Umoja and around multiple measures and alternative placement strategies for students' placement in math, English, and ESL. Data will be collected and analyzed each semester to help inform decision-making, program development, and assessment.

Finally, the faculty coordinator will collaborate with the Student Success and Equity Committee, a core group of key administrators, faculty, staff, and students from across the campus who serve on the SSSP and BSI committees. The task of the committee will be to assist the Student Equity Workgroup in negotiating the uneven paths to implementing the activities designed to reach the goals of the integrated Student Equity Plan. An important function to be performed by the committee will be to support the committee in strategizing how to remove barriers so that students will earn degrees and certificates, and transfer to four-year institutions. The anticipated end result will be seeing "the needle move" as more students enter the college and have access to its programs and services, complete their educational goals, earn degrees and certificates, or transfer to four-year institutions.

EVALUATION SUMMARY - MATRIX

Indicator	Activity	Timeline for Evaluation	Measure	Who is Responsible /Informed?	Integration with Program Review
A. Access	<p>A1. Increase the number of veterans enrolled by enhancing outreach efforts and enrollment services.</p> <ol style="list-style-type: none"> 1. Conduct outreach to community veterans' centers and organizations to recruit veterans for enrollment at MVC 2. Conduct outreach to local military base to recruit veterans for enrollment at MVC 3. Conduct outreach to local VA to recruit veterans for enrollment at MVC 4. Provide adequate staffing and counseling support in the Veteran's Center to assist with outreach activities, orientation, and the student success and support activities for new students. 	<p>Baseline Fall 2017</p> <p>Follow up Fall 2018</p> <p>Follow up Fall 2019</p>	<ol style="list-style-type: none"> 1. Establish baseline enrollment data 2. Track numbers of veteran students who apply and enroll 3. Track veteran cohorts to monitor units attempted, units completed, and persistence data 4. Track year to year enrollment data 	<p>Veteran Center Coordinator; Dean of Student Services; IE Dean</p>	<p>Veterans' Services Program Review</p>
	<p>A2. Increase the number of students with disabilities enrolled by enhancing outreach efforts and enrollment services.</p> <ol style="list-style-type: none"> 1. Conduct outreach to local government and non-government organizations to target women, African-Americans, Asians, and low-income students in public safety 2. Conduct a career health and public safety day and other outreach activities at local high schools and public agencies to target women, African-Americans, Asians, and low-income students in public safety 	<p>Baseline Fall 2017</p> <p>Follow up Fall 2018</p> <p>Follow up Fall 2019</p>	<ol style="list-style-type: none"> 1. Establish baseline enrollment data 2. Track numbers of disabled students who apply and enroll 3. Track disabled student cohorts to monitor units attempted, units completed, and persistence data 4. Track year to year enrollment data 	<p>DSS Director; Student Services Dean; IE Dean</p>	<p>DSS Program Review</p>

Indicator	Activity	Timeline for Evaluation	Measure	Who is Responsible /Informed?	Integration with Program Review
	<p>3. Develop strategic marketing to include print and multi-media advertisements to target women, African-Americans, Asians, and low-income students in public safety by sending advertisements to local high schools, government and non-government organizations throughout the region</p> <p>4. Enhance recruiting efforts with the recruiting teams for all local Fire, EMS and Police departments throughout the region</p>				
A. Access	<p>A3. Increase enrollment of women, African-Americans, Asians, and low income students in Public Safety Education and Training (PSET) programs by targeted outreach activities and enhanced marketing efforts.</p> <p>1. Conduct outreach to local government and non-government organizations to target disabled persons for enrolment at MVC</p> <p>2. Enhance outreach efforts with local high schools within Moreno Valley Unified and Val Verde Schools Districts</p> <p>3. Develop strategic marketing to increase advertisements to incoming and current MVC students about the availability of DSS Office services</p>	<p>Baseline Fall 2017</p> <p>Follow up Fall 2018</p> <p>Follow up Fall 2019</p>	<p>1. Establish baseline enrollment data</p> <p>2. Track numbers of women, African-Americans, Asians, and low income students in Public Safety Education and Training (PSET) students who apply and enroll</p> <p>3. Track women, African-Americans, Asians, and low income students in Public Safety Education and Training (PSET) cohorts to monitor units attempted, units completed, and persistence data</p> <p>4. Track year to year enrollment</p>	PSET Chair; BCTC Dean; IE Dean	ADJ, FIT, EMS program review

	<p>A4. Increase enrollment in CTE programs for disproportionately impacted sub- populations in each respective program through targeted outreach activities and enhanced marketing efforts.</p> <ol style="list-style-type: none"> 1. Enhance outreach efforts with local high schools within Moreno Valley Unified and Val Verde Schools Districts 2. Develop strategic marketing to increase advertisements to incoming and current MVC students about CTE courses and programs 3. Develop strategic marketing to increase advertisements to local community about MVC CTE courses and programs 	<p>Baseline Fall 2017 Follow up Fall 2018 Follow up Fall 2019</p>	<ol style="list-style-type: none"> 1. Establish baseline enrollment data 2. Track numbers of CTE students who apply and enroll 3. Track CTE student cohorts to monitor units attempted, units completed, and persistence data 4. Track year to year enrollment data 	<p>CTE Chair; CTE Dean; IE Dean</p>	<p>CTE Program Review</p>
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Indicator	Activity	Timeline for Evaluation	Measure	Who is Responsible	Integration with Program Review
B. Course Completion	B1. Increase the rate of successful course completion for African American students by increasing the number of student cohorts who are served by the UMOJA Program Provide adequate staffing to increase the number of students served in the UMOJA/RSP by offering summer bridge, learning communities, a mentoring program, and culturally relevant programs, events, and activities	Baseline Fall 2017 Follow up Fall 2018 Follow up Fall 2019	1. Establish baseline enrollment data 2. Track numbers of foster youth who apply and enroll 3. Track foster youth cohorts to monitor units attempted, units completed, and persistence data 4. Track year to year enrollment data	Umoja Counselor/ Coordinator; Dean Student Services; IE Dean	Umoja Program Review
	B2. Increase the rate of successful course completion for foster youth and homeless students by increasing the number of student cohorts who are served by the Guardian Scholars program. Develop a foster youth one-stop center that includes access to academic counseling, matriculation, and referrals to on-campus and off-campus services; designate academic counselors, tutors, establish a Foster Youth Initiative, community partnership, and a student club.	Baseline Fall 2017 Follow up Fall 2018 Follow up Fall 2019	1. Establish baseline enrollment data 2. Track numbers of African American students who apply and enroll 3. Track African American students cohorts to monitor units attempted, units completed, and persistence data 4. Track year to year enrollment data	Ed Advisor Foster Youth; Dean Student Services; IE Dean	Foster Youth Services program Review
	B3. Increase the rate of successful course completion for students with disabilities by increasing the number of student cohorts who are served by the Disability Support Services office.	Baseline Fall 2017 Follow up Fall 2018 Follow up Fall 2019	1. Establish baseline enrollment data 2. Track numbers of disabled students who apply and enroll 3. Track disabled student cohorts to monitor units attempted, units completed, and persistence data 4. Track year to year enrollment data	Director, DSS; Dean Student Services; IE Dean	DSS Program Review

<p>B4. Increase successful course completion in math and English by increasing sections for accelerated courses in math, and English and sections for co-requisite English courses and alignment with supplemental instruction or other academic support activities.</p> <ol style="list-style-type: none"> 1. Develop a compressed Math 52/35 course to reduce redundancy, by offering Math 52 in the first eight week format, followed by Math 35 in the second eight format 2. Adopt STATWAY for non-STEM college-math pathway 3. Analyze cohorts of full-semester –length Math 52 and Math 35 and of English 60A, 60B, and 50 to compare with cohorts taking compressed Math52/35 fast track course and those cohorts taking English 60A/B, 60B/50 short term. 	<p>Baseline Fall 2017</p> <p>Follow up Fall 2018</p> <p>Follow up Fall 2019</p>	<ol style="list-style-type: none"> 1. Establish baseline enrollment data 2. Track numbers of BSI students who apply and enroll 3. Track BSI student cohorts to monitor units attempted, units completed, and persistence data 4. Track year to year enrollment data 	<p>Math & English dept. Chairs; Dean of Instruction; IE Dean of</p>	<p>Math & English Program Review</p>
<p>B5. Increase supplemental instruction and embedded tutoring in math, English, reading, and ESL courses for students placing in basic skills and, via MMAP, into college-level courses</p>	<p>Baseline Fall 2017</p> <p>Follow up Fall 2018</p> <p>Follow up Fall 2019</p>	<ol style="list-style-type: none"> 1. Establish baseline enrollment data 2. Track numbers of students who apply and enroll that need supplemental instruction. 3. Track supplemental instruction student cohorts to monitor units attempted, units completed, and persistence data 4. Track year to year enrollment data 	<p>Associate Dean, Instructional Support; Dean of Instruction; IE Dean</p>	<p>Instructional Program Review</p>

<p>B6. Develop instructional supports and professional development opportunities such as Communities of Practice for accelerated or co-requisite courses in math, English, reading, and ESL, for teachers of basic skills and college-level courses using MMAP</p>	<p>Baseline Fall 2017</p> <p>Follow up Fall 2018</p> <p>Follow up Fall 2019</p>	<ol style="list-style-type: none"> 1. Establish baseline enrollment data 2. Track numbers of students who apply and enroll that need supplemental instruction. 3. Track Community of Practice student cohorts to monitor units attempted, units completed, GPA, and persistence data 4. Track year to year enrollment data 	<p>Program Coordinators; Associate Dean, Instructional Support; Dean of Instruction; IE Dean</p>	<p>Instructional Program Review</p>
<p>B7. Explore adding math courses to the curriculum of study along with guidance and English courses in special population programs such as Umoja, Puente, and others.</p>	<p>Baseline Fall 2017</p> <p>Follow up Fall 2018</p> <p>Follow up Fall 2019</p>	<ol style="list-style-type: none"> 1. Establish baseline curriculum data 2. Track curriculum development progress 	<p>Program Coordinators; English Chair</p>	<p>Instructional Program Review</p>

Indicator	Activity	Timeline for Evaluation	Measure	Who is Responsible /Informed?	Integration with Program Review
C. ESL, Basic Skills completion	C1. Enhance the First Year Experience program with specific academic pathways that target identified disproportionately impacted students in basic skills Math, English, reading, and ESL	Baseline Fall 2017 Follow up Fall 2018 Follow up Fall 2019	<ol style="list-style-type: none"> 1. Establish baseline enrollment data 2. Track numbers of FYE students who apply and enroll 3. Track FYE student cohorts to monitor units attempted, units completed, GPA, and persistence data 4. Track year to year enrollment data 	FYE Director; Dean of Student Equity; IE Dean	FYE Program Review
	C2. Conduct training and professional development opportunities for faculty and staff involved in the delivery of basic skills instruction to support the success of target student populations with specialized needs; include incentives for adjunct faculty to attend.	Baseline Fall 2017 Follow up Fall 2018 Follow up Fall 2019	<ol style="list-style-type: none"> 1. Establish baseline professional development data 2. Track professional development training implementation progress 	Program Coordinators; PD Committee Co-chairs	Instructional and Student Services Program Reviews
	C3. Continue to develop and refine use of Multiple Measures and Alternative Placement strategies for placement in math, English, reading and ESL.	Baseline Fall 2017 Follow up Fall 2018 Follow up Fall 2019	<ol style="list-style-type: none"> 1. Establish baseline MMAP data 2. Track MMAP development progress 3. Analyze MMAP impact 	IE Dean; Dean of Counseling; Dean of Instruction; Math and English Chairs	Math, English and ESL Program Reviews; Student Services Program Reviews
	C4. Expand the development of new and existing accelerated courses in math, English, reading, and ESL, such as Math 37/Statway, including contextualized courses and the possible evaluation or development of a co-requisite math course.	Baseline Fall 2017 Follow up Fall 2018 Follow up Fall 2019	<ol style="list-style-type: none"> 1. Establish baseline course development data 2. Track course development implementation progress 	Dean of Instruction, Math and English Chairs; Program Coordinators	Math, English and ESL Program Reviews; Instructional Reviews

<p>C5. Expand the Supplemental Instructor (SI) program to provide support to basic skills, ESL, and other gateway courses and purposefully align SI with these course schedules.</p> <ul style="list-style-type: none"> • Develop a specific academic pathway within the FYE program for students enrolled in and ESL courses • Develop a certificate of completion/recognition for students who complete the ESL sequence; promote the certificate 	<p>Baseline Fall 2017 Follow up Fall 2018 Follow up Fall 2019</p>	<ol style="list-style-type: none"> 1. Establish baseline enrollment data 2. Track numbers of SI, ESI and BSI students who apply and enroll 3. Track SI, ESL and BSI student cohorts to monitor units attempted, units completed, and persistence data 4. Track year to year enrollment data 	<p>Program Coordinators; FYE Director; Associate Dean, Instructional Support; Dean of Instruction</p>	<p>FYE and Instructional Support Program Reviews</p>
<p>C6. Enhance Early Alert Program and academic progress monitoring, particularly for students enrolled in basic skills and/or ESL courses to ensure adequate referrals and effective interventions in a timely manner to support student success.</p>	<p>Baseline Fall 2017 Follow up Fall 2018 Follow up Fall 2019</p>	<ol style="list-style-type: none"> 1. Establish baseline enrollment data 2. Track numbers of SI, ESI and BSI students who use Early Alert 3. Track SI, ESL and BSI student cohorts to monitor units attempted, units completed, and persistence data success data 4. Track year to year success data 	<p>Math, English, ESL faculty, IE Dean; Dean of Counseling</p>	<p>Math, English, ESL program review; Counseling Program Review</p>
<p>C7. Develop, implement, and support an English college-level co-requisite course for English 1A (English 91), including a faculty community of practice to train new instructors.</p>	<p>Baseline Fall 2017 Follow up Fall 2018 Follow up Fall 2019</p>	<ol style="list-style-type: none"> 1. Establish baseline course development data 2. Track course development implementation progress 	<p>English faculty; Dean of Instruction</p>	<p>English Program Review</p>

Indicator	Activity	Timeline for Evaluation	Measure	Who is Responsible /Informed?	Integration with Program Review
D. Degree and Certificate Completion	<p>D1. Enhance existing categorical or special population programs, such as EOP&S/CARE, CalWorks, DSS, Puente, Guardian Scholars, UMOJA, FYE, and SSS/TRiO (ACES) by developing academic learning communities to foster student engagement and success and to increase the number of students who obtain a degree and/or certificate.</p>	<p>Baseline Fall 2017 Follow up Fall 2018 Follow up Fall 2019</p>	<ol style="list-style-type: none"> 1. Establish baseline enrollment data 2. Track numbers of EOP&S/CARE, CalWorks, DSS, Puente, Guardian Scholars, UMOJA, FYE, and SSS/TRiO (ACES) students who apply and enroll 3. Track EOP&S/CARE, CalWorks, DSS, Puente, Guardian Scholars, UMOJA, FYE, and SSS/TRiO (ACES) student cohorts to monitor units attempted, GPA, units completed, and persistence data 4. Track year to year enrollment and success data 	<p>Director of FYE; DSS Coordinator ; Director of TRiO; Dean of Student Services; Dean of Grants and Equity Initiatives; IE Dean</p>	<p>SSSP Program Review; Student Services Program Review</p>
	<p>D2. Develop the implementation of guided pathways for categorical or special population programs to provide students clear and coherent educational maps that include specific course sequences, progress milestones, and outcomes.</p>	<p>Baseline Fall 2017 Follow up Fall 2018 Follow up Fall 2019</p>	<ol style="list-style-type: none"> 1. Establish baseline guided pathways initiative development data 2. Track guided pathways initiative development implementation progress 	<p>VPAA</p>	<p>Instructional Program Review</p>

<p>D3. Integrate Comprehensive Student Educational Plan (CSEP) process into College Promise, Summer Bridge, FYE, Umoja, Guardian Scholars, and special population program plans</p>	<p>Baseline Fall 2017 Follow up Fall 2018 Follow up Fall 2019</p>	<ol style="list-style-type: none"> 1. Establish baseline CSEP data 2. Track numbers of CSEP completed through special programs 3. Track year to year CSEP data 	<p>Program Coordinators; FYE Director; Dean of Counseling</p>	<p>SSSP Program Review</p>
<p>D4. Identify key points in students' educational pathways in which there is a need for student services interventions in order to reach disproportionately impacted target population students at critical points throughout their studies at MVC to help facilitate degree and certificate completion activities.</p>	<p>Baseline Fall 2017 Follow up Fall 2018 Follow up Fall 2019</p>	<ol style="list-style-type: none"> 1. Establish baseline educational pathways initiative development data 2. Track educational pathways development implementation progress 	<p>Dean of Counseling</p>	<p>SSSP Program Review</p>

Indicator	Activity	Timeline for Evaluation	Measure	Who is Responsible /Informed?	Integration with Program Review
E. Transfer	E1. Integrate Comprehensive Student Educational Plan processes into College Promise, Summer Bridge, FYE, Umoja, Guardian Scholars, and special population program plans	Baseline Fall 2017 Follow up Fall 2018 Follow up Fall 2019	1. Establish baseline CSEP data 2. Track numbers of CSEP completed through special programs 3. Track year to year CSEP data	Program Coordinators; FYE Director; Dean of Counseling	SSSP Program Review
	E2. Contribute toward the expansion and improvement of the Career Transfer Center toward developing a robust service for students.	Baseline Fall 2017 Follow up Fall 2018 Follow up Fall 2019	1. Establish baseline CTC program data 2. Track numbers of CTC students who participate 3. Track CTC cohorts to monitor program service outcomes 4. Track year to year program data	CTC Coordinator; Dean of Counseling	Student Services Program Review
	E3. Conduct focused workshops by the Career & Transfer Center for targeted student groups, such as Guardian Scholars (Foster Youth), Veterans, EOPS/Care, CalWorks, ACES (SSS/TRiO), Disability Support Services, Puente, Umoja; and conduct informational workshops for students' families to educate them about transfer processes and opportunities.	Baseline Fall 2017 Follow up Fall 2018 Follow up Fall 2019	1. Establish baseline CTC program data 2. Track numbers of CTC students who participate 3. Track CTC cohorts to monitor program service outcomes	CTC Coordinator; Dean of Counseling	Student Services Program Review

<p>E4. Identify key points in students' educational pathways in which there is a need for student services interventions in order to reach disproportionately impacted target population students at critical points throughout their studies at MVC to help facilitate transfer related activities.</p>	<p>Baseline Fall 2017 Follow up Fall 2018 Follow up Fall 2019</p>	<ol style="list-style-type: none"> 1. Establish baseline educational pathways initiative development data 2. Track educational pathways development implementation progress 	<p>Dean of Counseling</p>	<p>SSSP Program Review</p>
<p>E5. Assess and develop improved processes for communicating with students what factors create success in college life.</p>	<p>Baseline Fall 2017 Follow up Fall 2018 Follow up Fall 2019</p>	<ol style="list-style-type: none"> 1. Establish baseline development data 2. Track implementation progress 	<p>Dean of Counseling</p>	<p>SSSP Program Review</p>
<p>E6. Provide Transition to Success One-Stop programs that are aligned with Summer Bridge as part of the First Year Experience and College Promise program.</p>	<p>Baseline Fall 2017 Follow up Fall 2018 Follow up Fall 2019</p>	<ol style="list-style-type: none"> 1. Establish baseline educational pathways initiative development data 2. Track educational pathways development implementation progress 	<p>Dean of Counseling; FYE Director</p>	<p>SSSP Program Review; FYE Program review</p>

<p>E7. Develop the implementation of guided pathways to provide students clear and coherent educational maps that include specific course sequences, progress milestones, and outcomes.</p>	<p>Baseline Fall 2017 Follow up Fall 2018 Follow up Fall 2019</p>	<ol style="list-style-type: none"> 1. Establish baseline guided pathways initiative development data 2. Track guided pathways initiative development implementation progress 	<p>VPAA</p>	<p>Instructional Program Review</p>
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Attachments

2014-15 Accounting of Student Equity Budget
Riverside CCD
Moreno Valley College

Object Code	Category	Total
1000	Academic Salaries: Position Title(s)	
	Counselor, hourly	\$ 81,211
	Academic Special Projects	\$ 32,895
	Counselor/Coordinator, Renaissance Scholarships Program	\$ 24,348
	Subtotal	\$ 138,454
2000	Classified and Other Nonacademic Salaries: Position Title(s)	Total
	Institutional Research Specialist OT	\$ 175
	Student Employees, hourly	\$ 57,250
	Assessment Specialist OT	\$ 1,977
	Administrative Asst III	\$ 6,258
	Educational Advisor	\$ 18,406
	Administrative Asst I	\$ 23,695
	Customer Service Clerk	\$ 10,932
	Student Financial Services Support Specialist OT	\$ 342
	Outreach Specialist OT	\$ 167
	Interpreter III, hourly	\$ 6,124
		Subtotal
3000	Employee Benefits	Total
		\$ 177
		\$ 11,143
		\$ 271
		\$ 18,295
		\$ 7,590
		\$ 4,256
	Subtotal	\$ 44,772
4000	Supplies & Materials	Total
	Commencement	\$ 4,460
	Copying and Printing	\$ 170
	Supplies & Materials	\$ 24,886
	Food	\$ 8,476
	Subtotal	\$ 37,992
5000	Other Operating Expenses and Services	Total
	Postage	\$ 7
	Professional Services	\$ 24,380
	Mileage	\$ 8
	Student Travel	\$ 44,956
	Travel	\$ 26,239
	Party/Equipment Rental	\$ 1,151
	Transportation Contracts	\$ 4,821
	Other Services	\$ 600
		Subtotal
7000	Other Outgo	Total
	Book Vouchers	\$ 4,957
	Subtotal	\$ 4,957
Grand Total		\$ 453,663

2015-16 Accounting of Student Equity Budget

Riverside CCD

Moreno Valley College

Object Codes	Category	Total
1000	Academic Salaries: Position Title(s)	
	Counselor/Coordinator, RSP	78,692
	Director, First Year Experience	85,310
	Associate Dean, Grants and College Support Programs/Project Director	99,209
	Counselor/Coordinator, Career Transfer	34,287
	Subtotal	\$ 297,498
2000	Classified and Other Nonacademic Salaries: Position Title(s)	Total
	Administrative Assistant III, Counseling	27,552
	Customer Service Clerk, Financial Aid	17,788
	Educational Advisor, Foster Youth	46,276
	Administrative Assistant II	22,579
	Outreach Services Supervisor	69,821
	Student Financial Services Outreach Specialist	9,440
	Learning Center Assistant	15,202
	Supplemental Instructional Coordinator	54,444
	Institutional Research Specialist	29,634
	Subtotal	\$ 292,736
3000	Employee Benefits	Total
	Counselor/Coordinator, RSP	23,010
	Director, First Year Experience	48,290
	Associate Dean, Grants and College Support Programs/Project Director	50,875
	Counselor/Coordinator, Career Transfer	8,772
	Administrative Assistant III, Counseling	10,615
	Customer Service Clerk, Financial Aid	7,792
	Educational Advisor, Foster Youth	49,124
	Administrative Assistant II	41,028
	Outreach Services Supervisor	52,622
	Student Financial Services Outreach Specialist	9,496
	Learning Center Assistant	713
	Supplemental Instructional Coordinator	49,512
	Institutional Research Specialist	800
Subtotal	\$ 352,649	
5000	Other Operating Expenses and Services	Total
	First Year Experience (Success Coaches)	9,010
	Professional Development	10,000
Subtotal	\$ 19,010	
Grand Total		\$ 961,893

2016-17 Accounting of Student Equity Budget
Riverside CCD
Moreno Valley College

Object Codes	Category	Total
1000	Academic Salaries: Position Title(s)	
	Counselor/Coordinator, RSP	93,496
	Director, First Year Experience	85,310
	Dean, Grants and Student Equity Initiatives	95,458
	Counselor/Coordinator, Career Transfer	71,509
	Subtotal	\$ 345,773
2000	Classified and Other Nonacademic Salaries: Position Title(s)	Total
	Customer Service Clerk, Financial Aid	9,539
	Educational Advisor, Foster Youth	45,312
	Administrative Assistant III, Grants & Equity	11,983
	Outreach Specialist	19,757
	Student Financial Services Outreach Specialist	47,196
	Learning Center Assistant	15,602
	Supplemental Instructional Coordinator	54,444
	Institutional Research Specialist	28,893
	Student Success Coach (FYE)	41,415
	Subtotal	\$ 274,141
3000	Employee Benefits	Total
	Counselor/Coordinator, RSP	27,424
	Director, First Year Experience	49,902
	Dean, Grants and Student Equity Initiatives	34,839
	Counselor/Coordinator, Career Transfer	17,844
	Customer Service Clerk, Financial Aid	3,623
	Educational Advisor, Foster Youth	23,296
	Administrative Assistant III, Grants & Equity	35,218
	Outreach Specialist	47,478
	Student Financial Services Outreach Specialist	35,630
	Learning Center Assistant	437
	Supplemental Instructional Coordinator	37,141
	Institutional Research Specialist	809
	Student Success Coach (FYE)	8,716
Subtotal	\$ 322,357	
5000	Other Operating Expenses and Services	Total
	First Year Experience	6,311
	Umoja	6,311
	Career/Transfer	4,000
	Equity Activities	500
	Professional Development	2,500
Subtotal	\$ 19,622	
Grand Total		\$ 961,893

Agenda Item (IV-B-4)

Meeting	1/9/2018 - Committee
Agenda Item	Committee - Teaching and Learning (IV-B-4)
Subject	2017-2019 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program for Norco College
College/District	Norco
Funding	N/A
Recommended Action	It is recommended that the Board of Trustees approve the Basic Skills, Student Equity, and Student Success and Support Program Integrated Plan for Norco College for 2017-2019.

Background Narrative:

Presented for the Board's review is a report that provides an overview of the Basic Skills, Student Equity, and Student Success and Support Program Integrated Plans for Norco College. The California Community Chancellor's Office has been undergoing an effort to integrate Basic Skills Initiative (BSI), Student Equity Program (SE), and Student Success and Support Program (SSSP). These programs were selected as a starting point because they have the same ultimate goal of increasing student success and overlap between the programs. A review of the relevant sections of California Education Code and the California Code of Regulations, Title 5, as well as previous program plans and guidance, resulted in three documents; Integrated Plan for 2017-19, an Integrated Budget Plan for 2017-2018, and revised Expenditure Guidelines. The Integrated Plan meets legislative requirements and complies with statutory and regulatory requirements associated with receiving BSI, SE, and SSSP funds. The documents also assist the college in integrating and aligning student success efforts, and reflect the focus at the CCCCO on supporting colleges as they work to increase student success rates and close achievement gaps. The Integrated Plan is due to the California Community College Chancellor's Office by January 31, 2018.

Prepared By: Bryan Reece, President Norco College
Monica Green, Vice President, Student Services (NC)
Dr. Gustavo Ocegüera, Dean Grants and Student Equity Initiatives

Attachments:

[Basic Skills, Student Equity, and Student Success and Support Program Integrated Plan for Norco College 2017-2019 Integrated Plans Presentation](#)



**Riverside Community College District
2017-2019 Integrated Plan
Executive Summary**

INTRODUCTION

Norco College is located in the city of Norco, approximately 40 miles east of Los Angeles and is one of three colleges within the historic Riverside Community College District (RCCD). Norco College serves over 13,000 students annually. In 2016-17, 76% of the total population was minority students and 58% were Hispanic. Over 59% of students receive need-based financial assistance; 40% are between the ages of 20-24; 75% attend part-time, and 54% are female.

The mission of Norco College is to “Serve our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration. We encourage an inclusive, innovate approach to learning and the creative application of emerging technologies. We provide foundational skills and pathways to transfer, career and technical education, certificates, and degrees.”

STUDENT EQUITY PHILOSOPHY

At Norco College, the faculty, staff, administration, and students are working collectively to ensure access and improve success for historically underserved students by approaching our pedagogical and organizational practices through an “equity-minded” lens. According to contributing members of the University of Southern California’s Center for Urban Education, “Equity-mindedness refers to the outlook, perspective, or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes, and are willing to assume personal and institutional responsibility for the elimination of inequity.”¹ By adopting an “equity-minded mode of thinking” as our method of examining student outcomes data and institutional practices, we are confident that the goals and activities in the integrated plan will address the inequitable outcomes we see of specific student groups.

STUDENT EQUITY GROUPS

In 2014, the governor and the legislature created new requirements specifying student

¹ “Contextual Problem Defining: Learning to Think and Act from the Standpoint of Equity”
by Pena, E.V., Bensimon, E.M. & Colyar, J. 2006

populations that must be addressed in equity plans. Colleges must address students in the following ethnic and racial categories, as defined by the 2010 Census:

American Indian or Alaska Native	Native Hawaiian or other Pacific Islander
Asian	White
Black or African American	Some other race
Hispanic or Latino	More than one race

Plans must also address students with the following characteristics:

Males	Students with disabilities
Females	Low-income students
Current or former foster youth	Veterans
LGBTQ+	Homeless students

Colleges must also conduct a disproportionate impact analysis of the student populations using the following student success indicators: access; course completion; ESL completion; basic skills English completion; basic skills math completion; degree completion; certificate completion, and transfer.

DISPROPORTIONATE IMPACT ANALYSIS FINDINGS

Research conducted by the Norco College Office of Institutional Effectiveness using the “80% Rule” identified many student groups who continue to demonstrate disproportionate impact (DI) across all student indicators. Data also revealed that females are outperforming their male counterparts across the majority of the success indicators. Within the male population, males of color, specifically African American, Hispanic, Filipino, and Pacific Islanders demonstrate the highest disproportionate impact. These groups represent over 50% of the male student population. Additionally, veterans and foster youth are not formally reflected as disproportionately impacted in the research due to their small sample size, but their extremely low numbers in the educational pipeline is a cause for concern at the college. A disproportionality impact analysis has not been completed for the LGBTQ+ student population because the data was recently made available by the Chancellor’s Office. While the California Community College Chancellor’s Office (CCCCO) collects information on sexual orientation and gender identity in student applications, the data provided may not accurately represent the current number of students who self-identify as LGBTQ+. Therefore, the college is investigating what types of data is collected locally to identify both LGBTQ+ students, as well as homeless students. A disproportionate impact analysis will be performed for these groups when more reliable data is available.

The table below provides a summary of the student groups identified as having disproportionate impact in one or more equity student success indicators according to the “80% Rule.”

EQUITY STUDENT SUCCESS INDICATORS	MALES	FEMALES
Access	Veteran Disability status White	Disability status White
Course Completion	Pacific Islander More than one race Foster youth	
ESL Completion	Low Income Hispanic	Hispanic
Basic Skills English Completion	African American Hispanic White Filipino Asian American Some other race	Hispanic African American White
Basic Skills Math Completion	African American Hispanic White	African American Hispanic White Disability status
Degree Completion	Asian American Filipino African American Some other Race Hispanic White Low income	Asian American Disability status Some other race
Certificate Completion	Asian American Filipino Hispanic White African American	African American Asian American Some other race Disability status
Transfer	Hispanic Disability status African American Filipino White	Hispanic Some other race White Disability status
<p><i>*Veteran and foster youth are not disproportionately impacted in most of the student indicators, but cohort numbers are extremely low.</i></p> <p><i>* LGBTQ+ and homeless student populations are not represented in this table.</i></p>		

GOALS AND ACTIVITIES

In the past three years, the college community has engaged in conversations about how to increase completion rate for all students, particularly for DI student populations. Faculty, staff, and administrators have attended student success conferences and student equity institutes, and have participated in many on campus professional

development opportunities focused on student success and equity. The college also organized planning retreats to discuss and bring attention to historically low completion rates. These efforts and trainings led to the development of the Completion Initiative (CI). Grounded in the national work of Complete College America and The Aspen Institute, the Completion Initiative was designed to address institutional barriers to degree completion, and restructure the means by which services are delivered to students. The Completion initiative is comprised of the following five strategies: guided pathways, faculty advisement, linking college to careers, organizing programs by schools, and developing models of student care. The components of the CI have brought about a high level of collaboration between matriculation, instruction, and student services. CI has also served as the overarching, comprehensive, and integrated student success initiative for the college. All ongoing student success efforts are being aligned to support the components of the Completion Initiative.

The Norco College 2017-2019 BSI/SE/SSSP Integrated Plan is designed to support existing efforts focused on student success. The plan’s goals and activities align with the goals of the Completion Initiative, the Basic Skills and Student Outcomes Transformation Program (BSSOTP), the Pathways to Transfer Title V grant, and the Strong Workforce Program to some extent. To ensure equity goals are not overlooked in the integrated plan, the college is committed to ensuring that many of the proposed activities are promoted and marketed primarily, but not exclusively to student groups with disproportionate impact.

The table below provides an overview of how the activities described in the Integrated Plan will serve student populations with disproportionate impact in each of the student equity success indicators.

STUDENT SUCCESS INDICATOR	GOAL	
ACCESS	Improve the number of veterans, foster youth, and students with disabilities who complete the onboarding process (application to census) to ensure distribution of the student population is reflective of the communities the college serves.	
	<table border="1"> <thead> <tr> <th data-bbox="506 1478 1422 1514">ACTIVITIES</th> </tr> </thead> <tbody> <tr> <td data-bbox="506 1514 1422 1906"> <ul style="list-style-type: none"> • Conduct targeted outreach activities in local high schools and service agencies to increase the number of DI students that complete the onboarding process • Offer financial aid workshops and provide one-on-one assistance to students from DI student populations to ensure they complete the financial aid application process • Promote and market one-stop-shop application to registration events to DI student populations • Identify opportunities to inform high school counselors about outreach efforts and transitional programs focused on DI student populations • Promote dual-enrollment opportunities, Summer Advantage, and </td> </tr> </tbody> </table>	ACTIVITIES
ACTIVITIES		
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	summer bridge programs to DI student populations
COURSE COMPLETION	GOAL
	Improve course completion rates of foster youth, pacific islanders, and students of more than one race
	ACTIVITIES
	<ul style="list-style-type: none"> • Provide tutoring in and outside of the classroom to DI students • Provide books, instructional supplies, embedded tutoring, and supplemental instruction to DI students enrolled in learning communities (Umoja, Puente, First Year Experience, Next Phase) • Provide strategies to develop students' affective, non-cognitive skills
ESL	GOAL
	Improve ESL completion rates of low income, Hispanic students
	ACTIVITIES
	<ul style="list-style-type: none"> • Provide direct support (books and instructional supplies) to low-income, DI students enrolled in ESL courses • Provide embedded tutoring and SI in ESL courses with the lowest success rates • Develop a peer mentoring program to support first year ESL students
BASIC SKILLS MATH	GOAL
	Improve the number of African American, Hispanic, and foster youth students who successfully complete basic skills math and transfer level math
	ACTIVITIES
	<ul style="list-style-type: none"> • Develop summer bridge programs to help first year DI students get a head start on completing basic skills math and participate in an introduction to college • Develop a first year experience program to support DI students enrolled in basic skills math • Increase the number of DI students enrolled in accelerated basic skills courses and support students with embedded tutoring and/or supplemental instruction. • Prioritize enrollment of DI students in math learning communities
BASIC SKILLS ENGLISH	GOAL
	Improve African American, Hispanic, and foster youth students who successfully complete basic skills English and transfer level English
	ACTIVITIES
	<ul style="list-style-type: none"> • Develop summer bridge programs to help first year DI students get a head start on completing basic skills English and participate in an introduction to college • Develop a first year experience program to support DI students enrolled in basic skills English • Support DI students enrolled in accelerated English courses by providing embedded tutoring and/or supplemental instruction • Provide intrusive counseling services in basic skills English courses

DEGREE AND CERTIFICATE COMPLETION, AND TRANSFER	GOAL
	Improve success rates in certificate attainment, degree attainment, and transfer of African American, Hispanic, Filipino, foster youth, veterans, and students with disabilities
	ACTIVITIES
ACTIVITIES THAT CROSS OVER MORE THAN ONE STUDENT SUCCESS INDICATOR	GOAL
	Offer trainings and professional development opportunities for faculty, staff, and administrators focused on promoting awareness and understanding of college diversity and equity
	ACTIVITIES
	<ul style="list-style-type: none"> • Offer faculty trainings and workshops on diversity and equity based pedagogical and curricular development strategies that can be implemented in the classroom to meet the academic needs of DI student groups • Sponsor cultural and educational events on campus to promote diversity • Hire consultants to assess institutional climate and to assist in developing, implementing, and evaluating equity-minded practices • Expand professional development opportunities for students, faculty, staff, and administrators to learn more about the needs of the LGBTQ+ student population • Provide financial support for Norco’s Food Pantry to help feed homeless students • Offer meal vouchers for homeless students • Collaborate with community organizations to identify short-term emergency housing for homeless students

RESOURCES BUDGETED FOR 2017-2018 STUDENT EQUITY ACTIVITIES

Norco’s 2017-2018 student equity funding allocation is \$754,299. This represents a small increase of \$3,861 above the 2016-2017 allocation. Current year funding will support personnel employed by the office of grants and student equity initiatives. Student equity funds are also being used to support a portion of personnel in other departments that are involved in implementing equity programs and activities. The plan to spend the 2017-18 allocation is below according to major budget categories.

SPENDING PLAN FOR 2017-2018 STUDENT EQUITY ALLOCATION		
Object Code	Category	Percentage
1000	Academic Salaries	
	Dean, Grants and Student Equity Initiatives	.75
	Umoja Counselor/Coordinator	.50
	Faculty Special Projects	
2000	Classified and Other Non-Academic Salaries	
	Student Success Coach (Men of Color Mentoring Program, Foster Youth, and First Year Experience Program)	1.00
	Student Success Coach (Umoja, Puente, Women’s Lean In Circle, LGBTQ+)	1.00
	Student Success Coach, Career Technical Education	.05
	Outreach and Recruitment Specialist for veterans and foster youth	.49
	Institutional Research Specialist	.50
	Grants Administrative Specialist	1.00
	Administrative Assistant	.50
	Peer Mentors (Umoja, Puente, Men of Color, First Year Experience, and Next Phase)	Hourly
	Subtotal	\$478,078
3000	Employee Benefits	\$228,510
4000	Supplies and Materials	
	Office Supplies	
	Books and instructional materials (Umoja, Puente, First Year Experience, Next Phase, CalWORKs, and foster youth)	
	Instructional materials	
	Outreach materials	
	Subtotal	\$34,711
5000	Other Operating Expenses	
	Food for trainings, events, planning meetings, and orientations	
	On-site professional development	
	Travel (staff and student travel)	
Subtotal	\$13,000	
6000	Capital Outlay	\$0
7000	Other Outgo	\$0
	Total 2017-18 Student Equity Allocation	\$754,299

ACCOUNTING OF STUDENT EQUITY BUDGET ALLOCATIONS

2014-2015 STUDENT EQUITY EXPENDITURES		
Object Code	Category	Percentage
1000	Academic Salaries	
	Dean, Grants and Student Equity Initiatives	.25
	Counselor, Student Support Services	.24
	Counselor, Student Support Services RISE	.29
	Faculty Coordinator, Umoja	.20
	Counselor, Umoja	.20
2000	Classified and Other Non-Academic Salaries	
	Student Success Coach-Umoja	Hourly
	Institutional Research Specialist	.50
	Veterans Student Specialist	.45
	Tutors	Hourly
	Subtotal	\$179,302
3000	Employee Benefits	\$39,936
4000	Supplies and Materials	
	Office Supplies	
	Books and instructional materials (Umoja and Puente)	
	Outreach materials	
	Subtotal	\$11,064
5000	Other Operating Expenses	
	Onsite Trainings (RP Group and UCLA's Grit Training Program)	
	Staff Travel (Center for Urban Planning Equity Institutes, RP Student Success Conferences, Veterans conferences)	
	Student Travel (Tour of HBCUs)	
	Subtotal	\$94,633
6000	Capital Outlay	\$0
7000	Other Outgo	\$0
	Total 2014-2015 Expenditures	\$324,935

ACCOUNTING OF 2015-2016 STUDENT EQUITY EXPENDITURES		
Object Code	Category	Percentage
1000	Academic Salaries	
	Dean, Grants and Student Equity Initiatives	.75
	Counselor, Umoja	.50
	Counselor-Student Support Services	Hourly
	Counselor-Student Support Services-RISE	Hourly
	Faculty Special Projects	
2000	Classified and Other Non-Academic Salaries	
	Student Success Coach-Men of Color Mentoring Program	Hourly
	Student Success Coach-Umoja	Hourly
	Outreach and Recruitment Specialist for veterans and foster youth	.49
	Institutional Research Specialist	.50
	Grants Administrative Specialist	1.00
	Administrative Assistant	.50
	Veterans Services Specialist	.15
	Tutors	Hourly
	Peer Mentors (Umoja and Men of Color)	Hourly
	Subtotal	\$340,789
3000	Employee Benefits	\$88,315
4000	Supplies and Materials	
	Office Supplies	
	Books and instructional materials (Umoja, Puente, FYE, Next Phase, CalWORKs, and foster youth)	
	Copying and printing	
	Outreach materials	
	Subtotal	\$105,575
5000	Other Operating Expenses	
	Professional Development Services	
	Consultants (UCLA's Grit Training Program)	
	Food for trainings, events, planning meetings, and orientations	
	Student Travel (Umoja statewide and regional conferences, A2MEND)	
	Staff Travel (RP conferences, veterans conferences, student equity institutes)	
	Subtotal	\$149,652
6000	Capital Outlay	\$0
7000	Other Outgo (educational supplies)	\$4,387
	Total 2017-18 Expenditures	\$688,718

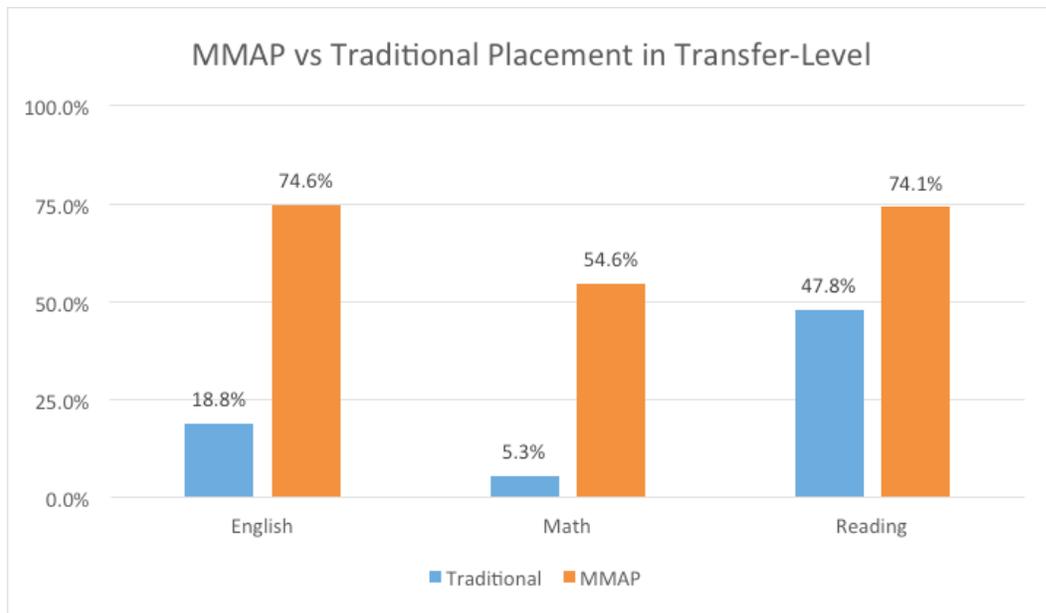
ACCOUNTING OF 2016-2017 STUDENT EQUITY ALLOCATION		
Object Code	Category	Percentage
1000	Academic Salaries	
	Dean, Grants and Student Equity Initiatives	.75
	Counselor- Umoja	.50
	Counselor-Student Support Services	Hourly
	Counselor-Student Support Services-RISE	Hourly
	Faculty Special Projects	
2000	Classified and Other Non-Academic Salaries	
	Student Success Coach (Men of Color Mentoring Program and Foster Youth)	1.00
	Student Success Coach-Umoja	1.00
	Student Success Coach-Career Technical Education	.05
	Outreach and Recruitment Specialist for veterans and foster youth	.49
	Institutional Research Specialist	.50
	Grants Administrative Specialist	1.00
	Administrative Assistant	.50
	Peer Mentors (Umoja, Men of Color)	Hourly
	Subtotal	\$394,285
3000	Employee Benefits	\$114,315
4000	Supplies and Materials	
	Office Supplies	
	Books and instructional materials (Umoja, Puente, First Year Experience, Next Phase, CalWORKs, EOPS, and foster youth)	
	Instructional materials	
	Outreach materials	
		Subtotal
5000	Other Operating Expenses	
	Food for trainings, events, planning meetings, and orientations	
	On-site professional development	
	Travel (staff and student travel)	
		Subtotal
6000	Capital Outlay	\$0
7000	Other Outgo	\$148
	Total 2016-17 Expenditures through 6-30-17	\$712,285
	Total 2016-17 Allocation	\$750,438
	Carry forward	\$38,153

ASSESSMENT OF PROGRESS MADE TO DATE

Basic Skills

The long-term goals listed in the 2015-16 Basic Skills Report are reflected in the 2017-2019 BSI/SE/SSSP Integrated Plan, which focuses on the successful completion and transition to transfer-level English and math. These goals are in line with the larger goals of BSI, which have been captured in the phrase “Get more students through the pipeline, and get them through quicker.” The Norco College BSI efforts have focused on improving the placement process by becoming a pilot college for the Multiple Measures Assessment Project (MMAP). MMAP is a collaborative effort led by the RP Group and Cal-PASS Plus to develop, pilot, and assess implementation of a statewide placement model using multiple measures, including high school achievement in math and English courses, as well as overall performance in high school captured by cumulative grade point average.

At present, MMAP has shown phenomenal impact in shortening the time it takes for students to successfully transition to transfer-level English and math. In the chart below, transfer-level placement is compared between MMAP and traditional placement. As can be seen by comparing the blue and orange bars, the ratio of students that place at transfer-level in English, math and reading have increased dramatically, sometimes as much as ten times the percentage of traditional methods. Finally, in following students into the courses taken immediately after placement, no significant difference was found in student success rates when comparing MMAP students to those placed by traditional means. This is great news since it indicates that MMAP is not placing students higher than their ability to perform successfully at transfer level.

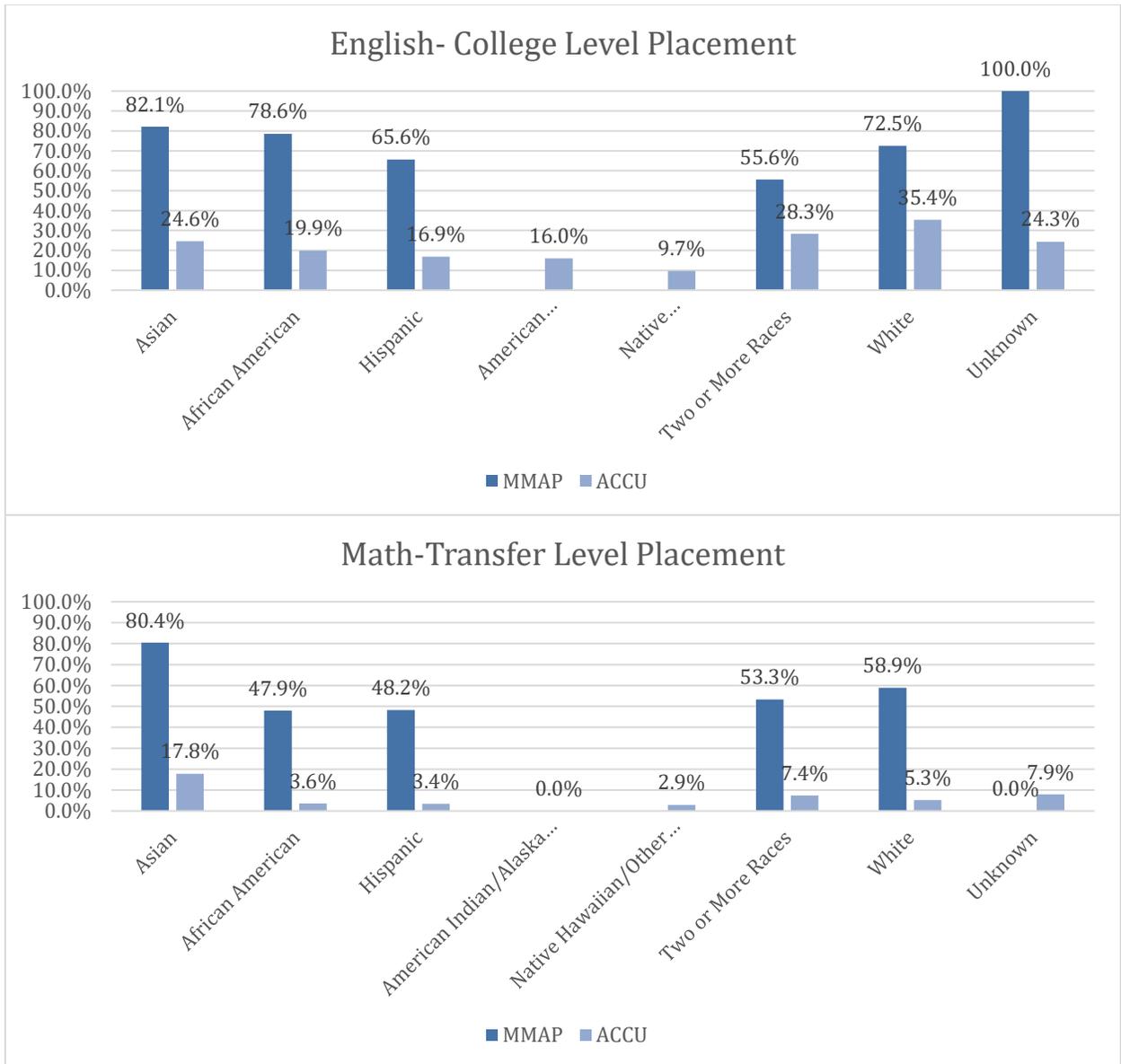


BASIC SKILLS ACCELERATION EFFORTS

Math faculty are also focused on shortening the basic skills sequence. They are in the process of refining the curriculum for Math 35SL and Math 52SL. Both courses were presented to the curriculum Technology Committee and were given approval to move forward to the Norco College Curriculum Committee. Presently, the Math faculty team has been advised to rewrite the co-requisite and prerequisites for Math 35SL and Math 52SL. The modifications include creating a 6-unit math52SL course and a 4-unit math 35SL course. Making the changes will eliminate the co-requisite and provide a clearer path for students that qualify for the courses

The English faculty has worked diligently on the single-semester English course (ENG-70) to replace a two semester developmental series and has moved through the college's curriculum processes. The course is now part of our 2017-2018 Catalog and is being offered for enrollment in Fall 2017. An Express Pathway of paired short-term Basic Skills classes was piloted with counseling support. In addition, faculty professional development pertaining to the pedagogy of acceleration in English is in process. The English faculty is also in the process of creating a Guidance Information Sheet for ENG 70 courses. A shared file for ENG 80 faculty is being created to share and discuss assignments, instructional ideas and explore the possibility of shared Final Portfolio Grading for ENG 80. An ENG 80 Handbook and Training for Norco College faculty and other ongoing exploration of Acceleration Training Methods (Fall 2017) are also in the planning stages from the English team.

One of the greatest areas of progress for student equity has been in placement of disproportionately impacted student groups into transfer level courses in English and math. As mentioned before, this was done in large part due to the impact of MMAP on the assessment process. In addition, it was found that students who were placed by MMAP did equally well as students in the same classes who were placed by other means. In disaggregating by ethnicity, we see that transfer-level placement outcomes for all groups were profoundly improved through the MMAP process. In many cases, the percentage of students in disproportionately impacted groups placed into transfer level was increased by three to four times the percentage placed by Accuplacer. For math, the transfer level increase was sometimes by a factor of 10 times the percentage of Accuplacer placement in transfer-level.



SSSP GOALS

Norco College faculty, staff, and administrators have maintained their commitment to the SSSP goals defined in the 2015-16 planning cycle through coordination of services, collaborative efforts, and personnel support. The SSSP goals and activities provide greater access and support throughout the matriculation process to improve delivery efficiency and quality to facilitate student success. SSSP is prioritizing core services to improve the onboarding experience for all matriculating students, with special attention to disproportionately impacted students. This commitment to student equity is manifest in targeted outreach and marketing to increase the participation of disproportionately impacted students in programs such as Summer Advantage and one-stop-shop events. The overarching goal is to improve access for all students, while also being mindful of student groups who experience additional barriers in onboarding.

The college has been able to improve the matriculation experience for students by rearranging the order of matriculation from Assessment-Orientation-Counseling to Orientation-Assessment-Counseling. Requiring students to complete orientation prior to assessment provides students the opportunity to understand the importance of placement and to encourage pre-assessment preparation. In order to ensure students have access to orientation, the college has transitioned to an online orientation and the creation of a pre-assessment video. Additionally, the college implemented the Multiple Measures Assessment Project (MMAP) to improve the accuracy of assessment and placement through an initial pilot in 2016-17 and moved to campus-wide adoption for the 2017-18 year. The college continues to address the needs of Counseling by providing all new students with an abbreviated student education plan as a required element of matriculation with the hiring of an additional Educational Advisor and increasing the number of full-time and adjunct Counseling faculty. The Educational Advisors also facilitate the follow-up services and support for students.

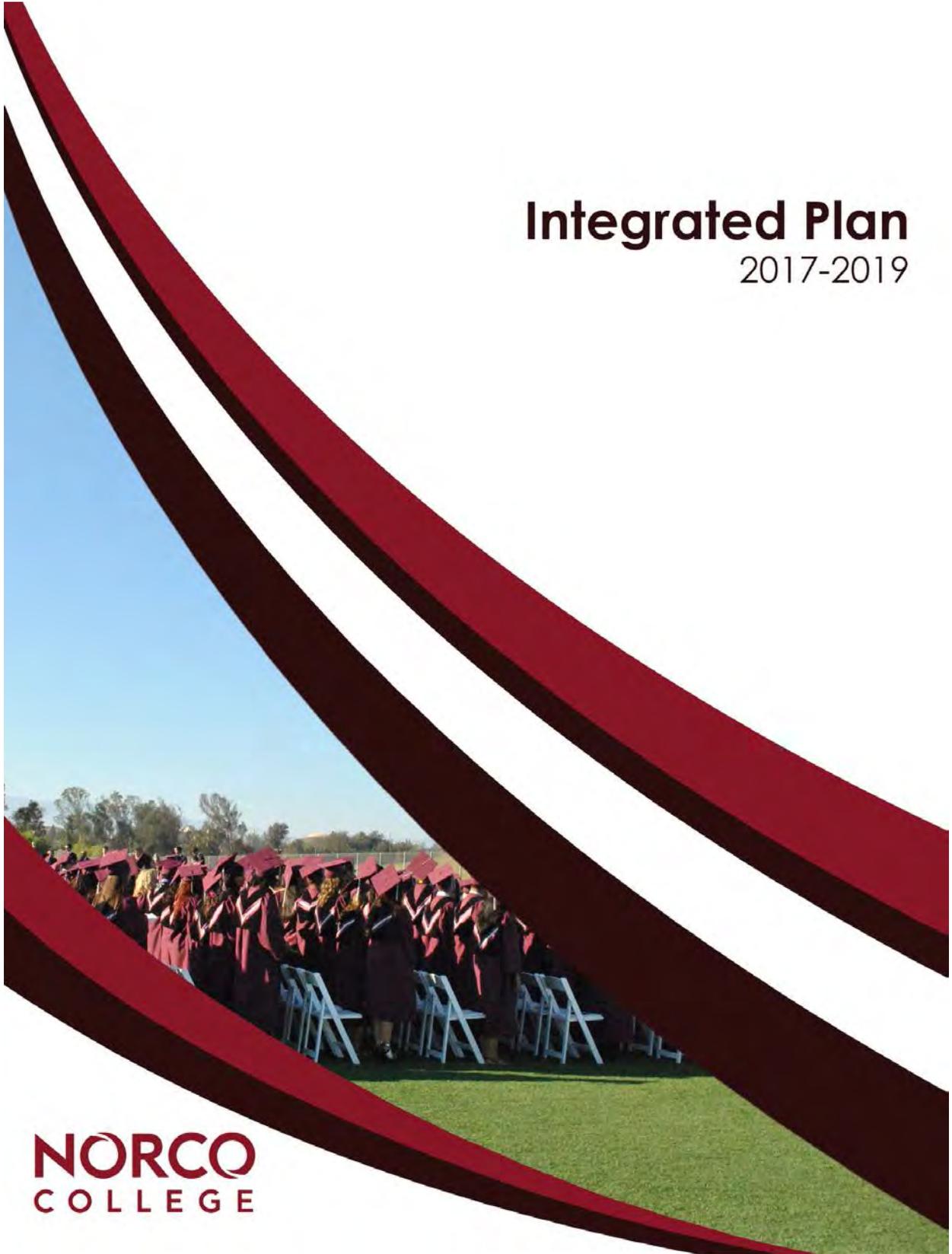
Notable accomplishments in the coordination of services and collaborative efforts include expansion of dual enrollment opportunities at two local area high schools, with on-site assessment and counseling, as well as assistance and support for dual enrollment students from application to registration. Additionally, Norco College continues to provide increased access to assessment through off-site placement testing throughout the local district high schools and at the California Rehabilitation Center. On-campus collaboration has been implemented through the Norco College Summer Advantage program, which provides an enhanced orientation and academic preparation experience for incoming students, as well as one-stop-shop days aimed at taking students from application to registration in one day.

As the college moves to campus wide implementation of guided pathways via the Norco College Completion Initiative, SSSP activities will work to support the restructuring of the institution to provide structured pathways and support for students, while simultaneously increasing capacity for targeted support of disproportionately impacted students. This includes the creation of student success teams organized by pathways to support students beginning in matriculation through the completion of their educational goal. These teams will include a designated Counselor, Faculty Advisor, Educational Advisors, and Peer Mentors. The 2017-18 adoption of an online platform for SEPs will assist success teams in tracking and monitoring student progress, and provide opportunities for intervention and support through core SSSP services.

Point of Contact	
Name	Dr. Gustavo Ocegüera
Title	Dean, Grants and Student Equity Initiatives
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Phone	951-739-7885

Integrated Plan

2017-2019



NORCO
COLLEGE



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part I – Deadlines and Important Information

- Submission deadline: **January 31, 2018**
- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.
- Integrated fiscal reports will be required on an annual basis.
- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.
- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.
- Identify one individual and an alternate to serve as the point of contact for your college.

PROGRAM INTEGRATION

The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. In coming years, the Chancellor's Office intends to pursue changes in Education Code and title 5 regulations to achieve even greater integration and alignment of the three programs in subsequent planning cycles.

Plans are to be developed in consultation with students, staff, administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by December 1, 2017. A separate plan must be submitted for each college in the district.

DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges. The Chancellor's Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Although you are not required under this plan to submit your data, analysis, and each goal you set, Education Code requires that you analyze data and develop goals to address the following and to retain that information as part of your institutional records:

- Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact using one of the Chancellor's Office-approved methodologies. Education Code requires that colleges analyze data for the following student groups and, if appropriate, develop subgroup-specific goals: current or former foster youth, students with disabilities, low-income students, veterans, American Indian or Alaskan Native, Asian students, black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race, and more than one race.
- Success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show (1) the number of students successfully transitioning to college-level mathematics and English courses, and (2) the time it takes students to successfully transition to college-level mathematics and English courses.

In addition, the following data should inform your planning:

- Trends for incoming students related to engagement in the following activities: (1) orientation, (2) assessment, and/or (3) education planning.
- The number of students on academic or progress probation, referred to follow-up interventions or services, and successfully moved from probation—disaggregated into the student groups that must be included in your disproportionate impact analysis.
- The number of noncredit CDCP certificates awarded, if applicable.
- Noncredit course success data, such as the percentage of students earning a grade of pass (P) or satisfactory progress (SP), if applicable.
- The number of students who transition from noncredit to credit.



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part II – Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS

Questions 1 & 2 focus on what you have accomplished during the 2015-16 planning cycle.

1. Assess your college’s previous program efforts:

- a. **In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.**

STUDENT SUCCESS AND SUPPORT PROGRAM	
Goal	Progress
Improve coordination among SSSP personnel at the College and within the District.	(In progress) SSSP faculty, staff, and administrators meet regularly to discuss best practices and push forth agenda items, including the implementation of a fully online Student Education Plan (SEP) platform to be used by the three colleges.
Increase partnership with local K-12 high schools.	(Achieved) SSSP has increased investment of counseling and staff resources towards the John F. Kennedy Middle College High School Partnership. SSSP is also providing assessment and counseling support for a new dual enrollment program that launched at Eleanor Roosevelt High School in fall 2017.
Improve quality of and access to new student orientation.	(Achieved) College-based online orientation was improved and is running with regular updates. Supplemental face-to-face orientation for Basic Skills and ESL students are offered regularly.
Increase preparation and access to assessment (placement exam).	(Achieved) Former matriculation order (Assessment, Orientation, and Counseling) was switched to Orientation, Assessment, and Counseling (OAC). Pre-assessment information is being provided in orientation and a college-based pre-assessment video was created by Assessment Center staff and is posted on the webpage. Placement exams are also being administered at local high schools to increase access.
Increase completion and persistence rates for all new students through an integrative foundational experience.	(Achieved) Provided resources to support Summer Advantage, a program for incoming college students that provided enhanced orientation, academic preparation, and interaction with faculty, staff, and administrators. This program helped increase



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

	participants' persistence rates and academic performance.
Improve accuracy of English and math placement for all students.	(Achieved) SSSP personnel helped pilot the Multiple Measures Assessment Project (MMAP). The pilot project improved overall placement for all students including placement for disproportionately impacted student groups. MMAP is now being used for all students and has resulted in improved accuracy of English and math for all students.
Increase students' completion of educational goals.	(In progress) Hired additional counselors to increase access to counseling services to develop comprehensive Student Education Plans. Deployed counselors to other areas of the campus, added evening counseling, and pilot of drop-in counseling to reduce inefficiencies with appointments.
Address the needs of at-risk student groups.	(In progress) Hired an Educational Advisor to provide follow-up services for at-risk students. The advisor provides one-on-one and group intervention workshops and makes counseling referrals as needed.
STUDENT EQUITY	
Goal	Progress
Improve access for veterans, students with disabilities, and foster youth.	<p>(In progress) An outreach specialist and student ambassadors were hired to provide dedicated outreach services to attract more foster youth, veterans, and students with disabilities. These staff members also improved the onboarding experience for these student groups by providing dedicated, one-on-one assistance to complete the enrollment process. Outreach staff was also involved in planning and implementing foster youth college days to expose foster youth in high school to educational opportunities and services available at Norco College.</p> <p>(Ongoing) Provided funding for veterans center personnel to attend conferences and trainings focused on how to attract and serve college veterans.</p>



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<p>Improve course completion rates of African American and Hispanic males, and foster youth.</p>	<p>(In progress) Student Equity has played an integral role in converting Norco’s T3P Program into an Umoja Program. The program’s components include highly structured learning communities in English, math, and guidance courses during the first two years in college. Student Equity has provided the necessary funding for a full time counselor, student success coach, embedded tutors, supplemental instruction, peer mentors, and books to support the learning communities. The program is now serving over 100 African American students, primarily first-time college students.</p> <p>(Ongoing) Student Equity has also provided embedded tutoring and supplemental instruction in courses with a high concentration of Hispanic males and foster youth with the goal of improving completion rates.</p> <p>(In progress) To further improve course completion rates of men of color, Student Equity provided funding for faculty to complete certificates on teaching community college men of color and in microaggressions. The certificates are delivered via on-line instruction through the Center for Organizational Responsibility and Advancement (CORA).</p>
<p>Improve basic skills completion rates of men of color, Hispanic and African American females, and foster youth.</p>	<p>(In progress) Provided tutoring, supplemental instruction, instructional supplies, and books for select accelerated basic skills courses, and learning communities that serve high concentrations of Hispanic and African American students. Student Equity personnel and outreach personnel helped to recruit students from DI groups for the Summer Advantage Program. Co-sponsored the implementation of Multiple Measures Assessment Project (MMAP) to help improve placement in English and math and shorten the time it takes students to complete basic skills. Under MMAP, placement of disproportionately impacted (DI) student groups has improved. Basic skills completion rates of men of color, Hispanic and African American females have risen.</p>



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

<p>Increase ESL completion, particularly of Hispanic and low income students</p>	<p>(Achieved) The ELS pipeline 5-year completion rate increased from 28.6% to 44.9%.</p>
<p>Improve degree and certificate completion, and transfer rates of disproportionately impacted students</p>	<p>(In progress) Student Equity provided funding for a Norco College team to participate in RP Group’s Leading From the Middle Academy. The team’s assignment was to explore how guided pathways has been implemented at other institutions and develop a plan of action to pilot guided pathways at Norco College with disproportionately impacted students. The team was successful in laying the groundwork for what later became one of the components of the Completion Initiative. In the process, Norco College was selected to participate in California’s Guided Pathways Project and also received a grant from the College Future’s Foundation to help with the costs to implement guided pathways. This project is on target to be fully launched in 2018-19.</p> <p>(Ongoing) Student Equity supplemented counseling services for student equity-related categorical programs and campus-based programs that promote degree and certificate completion, and transfer (Umoja, Puente, SSS/TRIO, and EOPS). Participants of these programs also received supplemental financial aid to purchase books and instructional supplies. Furthermore, Student Equity funded tours to four-year colleges and universities and co-sponsored on-campus transfer fairs and activities.</p>
<p>Conduct qualitative study of men of color</p>	<p>(Completed) A qualitative study was conducted to in 2015-16 to identify what type of challenges men of color students are faced with and how we can better support them to close equity gaps. The findings in this study led to the development and launch of a peer-mentoring program in fall 2016. The program is now on its second year and is serving over 50 men of color. The findings also helped identify the need to increase professional development opportunities for faculty on the topic of teach community college men of color. This type of training is now being offered in the form of a certificate through CORA.</p>



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Provide opportunities for students to attend conferences and events that promote transfer	(Ongoing) Provided financial support for Umoja students to attend annual and regional conferences. Provided financial support to send students and staff to the A2mend annual conference and the Latina Leadership Network Conference. Sponsored a tour for 30 students to visit HBCUs.
Offer trainings and professional development opportunities that promote awareness and understanding of college diversity and equity.	(Achieved) Sponsored a 3-day training on RP Group’s Student Support Redefined. Co-sponsored retreats for new faculty to gain a better understanding of equity gaps and equity-mindedness. Provided financial support to send teams of faculty, staff, and administrators to equity institutes offered by the Center for Urban Education (CUE). Provided financial support for faculty and staff to attend RP Group’s annual student success conferences. (Ongoing) Collaborated with Norco’s Legacy Committee and Read-to-Succeed Program to co-sponsor cultural and educational events focused on promoting awareness and understanding of college diversity. Events have included presentations by authors, community speakers, and cultural performers.
Develop Peer-to-Peer mentoring programs for African American and Hispanic males.	(Completed) Multiple peer-mentoring programs were established to support disproportionately impacted students, especially men of color. As of fall 2017, seven peer mentoring programs are operational and have been modeled after the men of color peer mentoring program.
BASIC SKILLS	
Goal	Progress
BSI: MMAP	(Completed) After multiple MMAP pilots were launched and assessed, the project is now fully operational and was used to assess all incoming fall 2017 students for the first time.
BSI: Acceleration in basic skills English	(Completed) Acceleration was achieved by consolidating two basic skills courses (English 60A & 60B) into one basic skills course (English 70).
BSI: Acceleration in basic skills mathematics	(In progress) Faculty are also developing curriculum to combine math 52 and math 35 into one, 6-unit course.



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b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet (100 words maximum)).

These programs have been successful in focusing the college community’s attention on low student completion rates and equity gaps. The college has also been successful in achieving collaboration between matriculation, instruction, and student services. Collaborative efforts to date have allowed the college to achieve some goals. However, to close equity gaps and improve overall completion rates, a higher-level collaboration is necessary. Multiple student success initiatives and grants with overlapping goals have hampered timely implementation of activities. Lack of campus wide integrated planning and coordination of multiple initiatives with overlapping goals also hampered our effectiveness in achieving set goals.

c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)

Goal	Activities in each program that serve the goal listed		
	SSSP	SE	BSI
Improve completion rates in basic skills English and math	<p>Provided Accuplacer test preparation material and workshops</p> <p>Provided funding support and personnel to plan and participate in the Summer Advantage Program</p>	<p>Recruited DI students for the Summer Advantage Program.</p> <p>Offered extended orientations for DI students who participated in Summer Advantage</p> <p>Recruited DI students for existing basic skills learning communities (Puente, Umoja)</p>	<p>Provided funding for faculty and staff to support Summer Advantage efforts</p> <p>Tracked students’ course taking patterns and persistence after participating in SA and provided data to all stakeholders</p>

2. Discuss one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor’s Office will use this information to assist in dissemination of effective practices to other colleges.

One of the most successful activities Norco College has implemented that has significantly increased basic skills math and English completion is the Summer Advantage Program. Summer Advantage is an intervention for graduating seniors in the Corona-Norco Unified



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School District who assessed one or more levels below college level math and English. Students in the program participate in intensive summer workshops involving brush-up sessions and are tested on materials they should already have covered in their high school course work. After a thorough evaluation of their work by faculty, students who demonstrated knowledge of critical concepts in English and math are allowed to advance up to three levels in each subject, reducing time in basic skills courses by as much as 3 semesters. In addition, program completers are required to attend a one-day orientation where they learn about Norco College requirements for certificates, degrees, transfer, categorical programs, and campus services. Parents are also invited to the one-day orientation. To help direct students towards a goal, Summer Advantage participants complete a 2-semester education plan with a counselor at the orientation. As an incentive for completing the program and orientation, students are given access to early registration for fall term. Student Equity and Basic Skills personnel also help place program completers in categorical or special funded programs to ensure they receive continued support during their first year in college.

Summer Advantage has a proven record in reducing the number of basic skills courses students are required to complete before reaching college level English and math. For example, 77.2% of 2016 Summer Advantage completers moved up 1 or 2 levels in basic skills English and 40.6% moved up 1 or 2 levels in basic skills math. The program has also played a significant role in increasing the percentage of students who enroll in English and math in the first semester. A total of 48.9% of 2016 program participants completed the English basic skills sequence in one academic year as compared to 18.9% of non-participants. In math, 23.4% completed the sequence in one year as compared to 8.3% of non-participants. Summer Advantage completers also achieved significantly higher fall-to-fall retention rates (72.3%) as compared to non-participants (56.6%).

Summer Advantage has served a significant cross section of disproportionately impacted students. The 2016 program served a total of 418 participants, 199 females (49.5%) and 207 males (47.6%) and 12 (2.9%) unreported. More than half of the male participants (139) were Hispanic, African American, or foster youth.

FUTURE PLANS

Questions 3-8 address the 2017-19 planning cycle.

3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. For example:

- Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to



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- college-level mathematics and English courses.
- Closing achievement gaps for disproportionately impacted groups.
 - Improving success rates in degree attainment, certificate attainment, and transfer.
 - Improved identification of and support for students at-risk for academic or progress probation.
 - Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness
 - Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)

Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills.

Complete the table on the next page. Add rows as needed to list all five goals.



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Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	SE	BSI	
<p>1.) Increase the percentage of students who complete the onboarding process (application to census)</p>	<p><i>Organize conferences for high school counselors to keep them informed about the onboarding process and initiatives</i></p> <hr/> <p><i>Provide application and assessment services in local high schools</i></p> <hr/> <p><i>Offer "one-stop shop" application to registration onboarding events</i></p> <hr/> <p><i>Promote dual enrollment opportunities</i></p> <hr/> <p><i>Offer financial aid/ FAFSA workshops for DI students and their parents</i></p> <hr/> <p><i>Increase in-person orientations for first-time college students and DI populations</i></p>	<p><i>Schedule onboarding workshops in local high schools and on campus for DI student groups</i></p> <hr/> <p><i>Provide individualized assistance with the onboarding process for DI students</i></p> <hr/> <p><i>Conduct targeted outreach activities to attract more veterans and foster youth</i></p> <hr/> <p><i>Provide support for Next Phase education program (incarcerated inmates)</i></p> <hr/> <p><i>Promote dual-enrollment opportunities for DI students</i></p>	<p><i>Coordinate implementation of Multiple Measures Assessment Project (MMAP)</i></p> <hr/> <p><i>Provide Accuplacer test-preparation workshops</i></p>	<p><input checked="" type="checkbox"/> Access</p> <p>Retention Transfer</p> <p>ESL/Basic Skills</p> <p>Course Completion</p> <p>Degree & Certificate Completion</p> <p>Other: _____</p>



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2.) Increase the percentage of DI students who successfully complete their first year of college and persist to second year	<p><i>Plan and implement Summer Advantage Program</i></p> <hr/> <p><i>Conduct targeted outreach activities increase the percentage of DI students who participate in Summer Advantage</i></p> <hr/> <p><i>Provide follow up services for DI students experiencing academic difficulties</i></p>	<p><i>Plan and implement summer bridge programs for 1st and 2nd year DI students</i></p> <hr/> <p><i>Provide financial support for learning communities for DI students (Umoja, Puente)</i></p> <hr/> <p><i>Identify training opportunities and strategies to help students build non-cognitive skills</i></p> <hr/> <p><i>Develop first year experience program for SA participants and DI students</i></p>		<p style="text-align: center;"><i>Access</i></p> <p><input checked="" type="checkbox"/> <i>Retention</i></p> <p style="text-align: center;"><i>Transfer</i></p> <p style="text-align: center;"><i>ESL/Basic Skills</i></p> <p><input checked="" type="checkbox"/> <i>Course Completion</i></p> <p><input checked="" type="checkbox"/> <i>Degree & Certificate Completion</i></p> <p style="text-align: center;"><i>Other: _____</i></p>
3.) Increase the percentage of students who successfully complete basic skills math and transfer level math	<p><i>Provide follow up services for DI students experiencing academic difficulty in math</i></p>	<p><i>Coordinate enrollments of DI students in designated math sections</i></p> <hr/> <p><i>Coordinate embedded tutoring and/or SI for designated math sections</i></p>	<p><i>Shorten the basic skills math course taking pattern</i></p> <hr/> <p><i>Organize learning communities by Schools and math placement with linked guidance courses</i></p> <hr/> <p><i>Implement</i></p>	<p style="text-align: center;"><i>Access</i></p> <p><input checked="" type="checkbox"/> <i>Retention</i></p> <p style="text-align: center;"><i>Transfer</i></p> <p><input checked="" type="checkbox"/> <i>ESL/Basic Skills</i></p> <p style="text-align: center;"><i>Course Completion</i></p> <p style="text-align: center;"><i>Degree & Certificate Completion</i></p>



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			<i>instructional strategies for helping students overcome math anxiety</i> <i>Designate math sections for DI students instruction</i>	<i>Other: _____</i>
4.) Increase the percentage of students who successfully complete basic skills English and transfer level English	<i>Provide follow up services for at-risk students experiencing academic difficulties</i>	<i>Develop Student Success Teams for English learning communities (faculty, counselors, student success coaches, and peer mentors)</i> <i>Support FYE participants with books and instructional materials</i>	<i>Increase offerings of ENG 70 accelerated course</i> <i>Provide SI and/or embedded tutoring for accelerated courses.</i> <i>Organize learning communities by Schools and math placement, with linked guidance courses</i> <i>Provide intrusive counseling services in basic skills English sections</i>	<i>Access</i> <input checked="" type="checkbox"/> <i>Retention</i> <i>Transfer</i> <input checked="" type="checkbox"/> <i>ESL/Basic Skills</i> <i>Course Completion</i> <i>Degree & Certificate Completion</i> <i>Other: _____</i>
5.) Improve success rates in certificate attainment, degree attainment, and transfer, particularly of DI students	<i>Form Student Success Teams for Schools (Faculty advisors, counselors, educational advisors, and peer mentors)</i> <i>Implement proactive academic and career advisement activities</i> <i>Promote "30 Units Per Year"</i>	<i>Assign Student Success Coaches to Success Teams</i> <i>Promote "30 Units Per Year" campaign within learning communities for DI students (Umoja, Puente, First Year Experience)</i> <i>Provide training on equity-minded instructional and non-instructional practices</i>		<i>Access</i> <i>Retention</i> <input checked="" type="checkbox"/> <i>Transfer</i> <i>ESL/Basic Skills</i> <i>Course Completion</i> <input checked="" type="checkbox"/> <i>Degree & Certificate Completion</i> <i>Other: _____</i>



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	<i>Implement Guided Pathways</i>			
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4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish you student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max).

The college will accomplish integration of matriculation, instruction, and student support because all stakeholders were involved in developing and vetting the goals and activities contained in our integrated plan. We implemented an inclusive process to develop our goals and activities to ensure that a high level of coordination across divisions and services will occur during the implementation phase. Furthermore, the goals and activities were developed to support and enhance Norco’s “Completion Initiative (CI)” and other initiatives. CI serves as an overarching umbrella for the college’s local, regional, and statewide success and equity initiatives. A review of 2010-2014 cohort data of all first-time students revealed that only 9.8 % of these students had completed a degree or certificate in four years. African Americans, African American males, Hispanics, part-time students, and older students were the lowest performing across all metrics. The 2015 Student Equity plan study further supported these findings. These data prompted the college community to launch CI. It is comprised of five interconnected components. The five components are: meta majors (Schools), guided pathways, faculty advisement, linking college work to careers, and developing models of student care. CI represents major shifts in the institution’s approach to supporting all students towards their goals of degree completion, and it is also designed to addresses inequities. The components are also designed to integrate matriculation, instruction, and student support services. Additionally, because CI is Norco’s overarching student success initiative, the college’s existing programs and grants such as Summer Advantage, Title V grants, the Basic Skills Transformation Grant, and Student Equity have aligned their activities to support CI components without losing focus on the needs of DI student groups.

The college has ensured coordination between student equity-related categorical programs and campus-based programs by including personnel from these programs in the development of the integrated plan. In Spring 2017, the SSSP/SE/BSI work groups were brought together to develop goals. Directors, coordinators, and staff members of EOPS, Umoja, Puente, FYE, Phoenix Scholars (foster youth), Veterans Center, Disability Resource Center, Learning Resource Center, CalWORKs, financial aid, TRIO, and directors of federal grants, serve on one or more of the work groups. These workgroups held joint, bi-monthly meetings to discuss the integrated plan’s requirements and to develop goals that are aligned with existing initiatives. In June 2017, these workgroups organized a retreat and invited additional faculty, staff, and administrators to help develop activities for each goal. Attendees were divided up into five groups by area of expertise and were asked to develop integrated activities for their assigned goal. Afterward,



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each group shared their proposed activities followed by questions and answers. The planning process implemented to develop Norco's integrated plan and activities was inclusive and it took into account extensive feedback and recommendations from faculty, staff, administrators from all divisions, including equity-related categorical programs.

5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment (250 words max).

Not applicable. Norco College does not currently offer noncredit courses.

6. Describe your professional development plans to achieve your student success goals. (100 words max)

The college will develop a comprehensive professional development plan for all employees. The plan's components may include on-going training on RP Group's Student Support (RE) defined, six success factors framework and Completion by Design. These trainings are aimed at helping colleges on how to deliver support both inside and outside the classroom for all students with a focus on equity. The plan may also include partnering with USC's Center for Urban Education (CUE) to implement the Equity Scorecard process, which helps uncover practices that contribute to equity gaps. CUE's services include on-going trainings and evaluation on equity-minded instructional and non-instructional practices.

7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)

The student success goals will be evaluated annually to analyze milestones and outcomes. All outcomes will be disaggregated by ethnicity, age, and gender. The first goal involves the onboarding process and measures numbers and percentages of students who move from application to census. The second goal is a calculation of the percentage of students who enroll in three consecutive semesters (fall-spring-fall). The third and fourth goals focus on new students that complete transfer-level English or math within one and two years from entering. The fifth goal calculates six-year rates for degree-, certificate-, and transfer-completion.

8. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)

District wide collaboration exists on several fronts. All colleges are now using the Multiple



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Measures Assessment Program (MMAP) for placement in English and math. Students may use their MMAP placement at all three colleges. The mathematics and English disciplines are continuing to collaborate on acceleration efforts to shorten the time it takes students to complete basic skills math and English. District wide coordination efforts are also underway to improve recruitment of foster youth and to develop a seamless matriculation process focused on improving their transition from high school to college.

9. Using the document “BSI SE SSSP Integrated Budget Plan 2017-2018” and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.

Object Code	Category	BSI	SE	Credit SSSP	Credit SSSP-Match	Non-Credit SSSP	Non-Credit SSSP-Match
1000	Academic Salaries	\$6,143	\$152,330	\$478,326	\$0	n/a	n/a
2000	Non-Academic Salaries	\$145,949	\$325,748	\$556,937	\$0		
3000	Benefits	\$50,000	\$228,510	\$404,493	\$0		
4000	Supplies/ Materials	\$15,000	\$34,711	\$40,632	\$0		
5000	Other Operating Expenses and Services	\$35,000	\$13,000	\$35,099	\$0		
6000	Capital Outlay	\$25,000	\$0	\$0	\$0		
7000	Other Outgo	\$0	\$0	\$0	\$0		
	Program Totals	\$277,092	\$754,299	\$1,515,487	\$0		
BSI, SE & SSSP Budget Total						\$2,546,878	

10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college’s executive summary below:

[Norco College 2017-2019 Integrated-Plan Executive-Summary](#)

11. What support from the Chancellor’s Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?



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- Webinars on effective, integrated planning implementation and assessment
- Due to the likelihood of similarities between colleges' IP activities, the Chancellor's Office should consider facilitating conference calls for practitioners to share their successes and to discuss the challenges they are likely to encounter during the implementation phase of the IP activities. To attract participants, conference calls should be focused on specific types of activities and marketed to certain audiences (i.e., coordinators, faculty, staff, or administrators).
- Workshops on data visualization would allow stakeholders to more easily understand student success and completion data. The RP Group is a leader in this area. The data visualizations illustrated in their publications allow audiences to easily interpret disproportionate impact, and student success outcomes.

12. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:

Point of Contact	
Name	Dr. Gustavo Ocegüera
Title	Dean, Grants and Student Equity Initiatives
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Phone	951-739-7885

Alternate Point of Contact	
Name	Dr. Tenisha James
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2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part III – Approval and Signature Page

College: Norco College

District: Riverside Community College District

Board of Trustees Approval Date: December 12, 2017 (pending)

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor's Office.

Dr. Bryan Reece
President

Date

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Mr. James Reeves
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Date

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Dr. Monica Green
Chief Student Services Officer

Date

Monica.Green@norcolleage.edu
Email Address

Ms. Peggy Campo
President, Academic Senate

Date

Peggy.Campo@norcolleage.edu
Email Address

**Integrated Budget Template: BSI, Student Equity, and SSSP
for fiscal reporting period July 1, 2017 - June 30, 2018**

Riverside CCD
Norco College

Planned Expenditures

Report planned expenditures by program allocation and object code as defined by the California Community Colleges (CCC) Budget and Accounting Manual. Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate. Refer to program funding guidelines for more information.

Object Code	Category	Basic Skills Initiative	Student Equity	Credit SSSP	Credit SSSP - Match	Noncredit SSSP	Noncredit SSSP - Match	
1000	Academic Salaries	\$ 6,143	\$ 152,330	\$ 478,326				
2000	Classified and Other Nonacademic Salaries	\$ 145,949	\$ 325,748	\$ 556,937				
3000	Employee Benefits	\$ 50,000	\$ 228,510	\$ 404,493				
4000	Supplies & Materials	\$ 15,000	\$ 34,711	\$ 40,632				
5000	Other Operating Expenses and Services	\$ 35,000	\$ 13,000	\$ 35,099				
6000	Capital Outlay	\$ 25,000	\$ -	\$ -				
7000	Other Outgo	\$ -	\$ -					
	Program Totals	\$ 277,092	\$ 754,299	\$ 1,515,487	\$ -	\$ -	\$ -	
					Mismatch		Match	
		BSI, SE, & SSSP Budget Total						\$ 2,546,878

*Note: the text "Match" or "Mismatch" should appear at the bottom of each match column to assist in ensuring your allocation to match ratio is at least 1 to 1.

INTEGRATED PLANS

**TEACHING & LEARNING BOARD
COMMITTEE MEETING**

JANUARY 9, 2018

Presented by:

Dr. Monica Green, Vice President Student Services, NC

Dr. Michael Paul A. Wong, Dean of Student Services (Counseling), MVC

Dr. Gustavo Ocegüera, Dean of Grants & Student Equity Initiatives, NC

Dr. Allison Douglas-Chicoye, Dean Student Success and Support Programs, RCC

BACKGROUND

- ❑ California Community Colleges Chancellor's Office has been undergoing an **effort to integrate student success initiatives**
- ❑ Basic Skills Initiative, Student Equity Program, and Student Success and Support Program were selected as a starting point
- ❑ All three programs are focused on student success and there is a strong potential for overlap
- ❑ The new planning document meets the requirements of the law, the needs of the Chancellor's Office, and encourages college wide integration

INTEGRATED PLAN DOCUMENTS

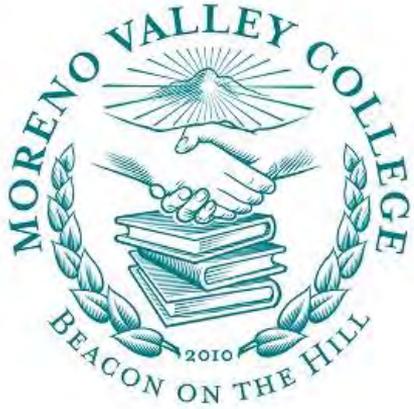
- ❑ Integrated Plan template - 12, short-answer questions and tables
- ❑ **Executive summary**
- ❑ Integrated Budget Plan for 2017-18 allocations
- ❑ Revised expenditure guidelines

INTEGRATED PLAN COMPONENTS

- 2-year plan (2017-2019)
- Questions 1 and 2 are focused on past efforts
- Questions 3-12 are focused on future plans
- Executive summary is focused on Student Equity
- LGBTQ+ and Homeless Students were added as additional populations** to be addressed under Student Equity

INTEGRATED PLAN REQUIREMENTS

- Plans must be **developed in consultation with students, staff, administrators, faculty, Academic Senate, and members of the community** as appropriate
- Data submittal is not required under this plan but colleges must retain data and analysis used to develop goals as part of institutional records
- Separate plan must be submitted for each college
- Must be approved by Board of Trustees
- Revised due date to the Chancellor's Office: January 31, 2018



MORENO VALLEY COLLEGE INTEGRATED PLAN 2017-19

2016-17 ACHIEVEMENTS

Multiple Measures Assessment Pilot & Accelerated Coursework

▶College Level

Math Placement

MMAP52.6%

Accuplacer2.2%

▶College Level

English Placement

MMAP74.1%

Accuplacer13.5%

- Creation of Accelerated English & Math Classes Leading to College Level
- Co-requisite Transfer Level English 1A Support Class
- Use of Accelerated English to Eliminate English Classes 2 and 3 Levels Below College Level

2017-19 INTEGRATED PLAN GOAL 1

COMPREHENSIVE STUDENT EDUCATIONAL PLAN (CSEP) FOR ALL STUDENTS AFTER COMPLETING 15 UNITS OF DEGREE APPLICABLE COURSEWORK OR PRIOR TO THE THIRD SEMESTER OF ENROLLMENT, WHICHEVER COMES FIRST

SSSP ACTIVITIES

- Informational campaign
- Intrusive Counseling
- Registration incentives

SE ACTIVITIES

- Transition to Success one-stop programs
- Targeted interventions for disproportionate student groups
- Develop guided pathways

BSI ACTIVITIES

- Intervention program for basic skills students
- Classroom presentations at BSI courses and Flex Activities for BSI Instructors

2017-19 INTEGRATED PLAN GOAL 2

DECREASE TIME IN REMEDIATION

SSSP ACTIVITIES

- Refine MMAP strategies for placement
- Continue to provide Peer Mentoring in Orientation, Outreach and FYE

SE ACTIVITIES

- Enhance First-Year Experience program with pathways for students with disproportionate impact
- Expand Supplemental Instruction
- Training for basic skills instructors

BSI ACTIVITIES

- Expand acceleration (ex: Math 37)
- Develop, implement and support an English co-requisite and communities of practice to train new instructors

2017-19 INTEGRATED PLAN GOAL 3

INCREASE STUDENTS SUCCESSFULLY COMPLETING DEGREE APPLICABLE OR TRANSFER COURSES IN ENGLISH AND MATH WITH THE FIRST THREE SEMESTERS OF ENROLLMENT

SSSP ACTIVITIES

- Support creation of an online CSEP tool

SE ACTIVITIES

- Add math to curriculum in special population programs (ex: Puente)
- Add math support to special population programs

BSI ACTIVITIES

- Increase sections for accelerated math and English & co-requisite English courses
- Develop instructional supports for basic skills courses

2017-19 INTEGRATED PLAN GOAL 4

IMPROVE ALL STUDENT COMPLETION RATES FOR CERTIFICATES, DEGREES, AND TRANSFER BY REDUCING KNOWN EQUITY GAPS

SE ACTIVITIES

- Improve and develop Veterans' one-stop center
- Improve and develop foster youth one-stop center, with access to matriculation, counseling, and transfer

BSI ACTIVITIES

- Provide professional development in culturally responsive pedagogy and basic skills
- Align basic skills courses with academic support services (ex: tutorial services)

2017-19 INTEGRATED PLAN GOAL 5

IMPROVE IDENTIFICATION AND FOLLOW-UP SUPPORT FOR STUDENTS AT RISK OF NON-COMPLETION OF COURSES AND PROGRAMS OF STUDY

SSSP ACTIVITIES

- Require probation students to complete a probation and student success workshop & meet with counselor
- Require updated CSEP for dismissal students

SE ACTIVITIES

- Enhance early alert and academic progress monitoring in order to provide effective interventions

BSI ACTIVITIES

- Incentivize instructor participation in Early Alert
- Increase and prioritize student access to academic support
- Counseling presentations in basic skills courses



NORCO COLLEGE **INTEGRATED PLAN** 2017-19

INTEGRATED GOAL PROGRESS

IMPROVE COMPLETION RATES IN BASIC SKILLS ENGLISH AND MATH

COLLEGE LEVEL ENGLISH PLACEMENT

African American Students:

Accuplacer19.9%

MMAP78.6%

Hispanic Students:

Accuplacer19.9%

MMAP78.6%

COLLEGE LEVEL MATH PLACEMENT

African American Students:

Accuplacer3.6%

MMAP47.9%

Hispanic Students:

Accuplacer3.4%

MMAP48.2%

Acceleration Efforts:

- English 70 was developed to replace English 60A & 60B
- New Basic Skills Sequence is English 70 and English 50
- Math courses are also being developed to reduce course-taking sequence to two terms

2017-19 INTEGRATED PLAN GOAL 1

INCREASE THE PERCENTAGE OF STUDENTS WHO COMPLETE THE ONBOARDING PROCESS (APPLICATION TO CENSUS)

ACTIVITIES

- High school counselor partnership & conference
- Multiple Measures Assessment Project
- “One-Stop Shop” application to registration onboarding events
- Expand dual enrollment opportunities
- Financial aid workshops for students and parents of DI groups
- Next Phase prison education program
- Outreach and recruitment of Veterans and Foster Youth
- Increase in-person orientations for first-time college students and DI populations

2017-19 INTEGRATED PLAN GOAL 2

INCREASE THE PERCENTAGE OF
DISPROPORTIONATELY IMPACTED STUDENTS
WHO COMPLETE THEIR FIRST YEAR OF COLLEGE
AND PERSIST TO SECOND YEAR

ACTIVITIES

- Summer Advantage Program
- Summer Bridge Programs
- First-Year Experience Program
- Second-Year Experience Program
- Identify strategies to build students' affective, non-cognitive skills

2017-19 INTEGRATED PLAN GOAL 3

INCREASE THE PERCENTAGE OF STUDENTS WHO SUCCESSFULLY COMPLETE BASIC SKILLS MATH AND TRANSFER LEVEL MATH

ACTIVITIES

- Organize cohort/learning communities by schools and DI groups, with linked guidance courses
- Shorten the time it takes students to successfully transition to college level math
- Implement instructional strategies for helping students to overcome math anxiety
- Designate math sections for DI students and support with embedded tutoring/SI

2017-19 INTEGRATED PLAN GOAL 4

INCREASE THE PERCENTAGE OF STUDENTS WHO SUCCESSFULLY COMPLETE BASIC SKILLS ENGLISH AND TRANSFER LEVEL ENGLISH

ACTIVITIES

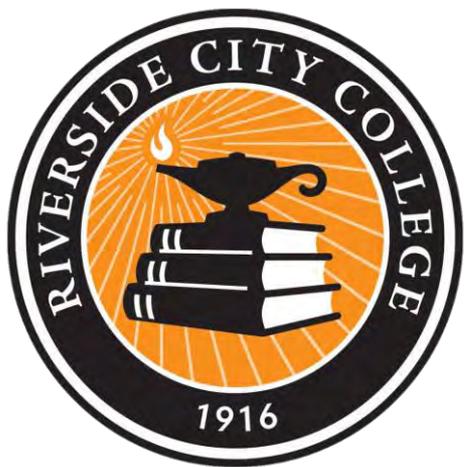
- Increase offerings of ENG 70 accelerated course
- Provide embedded tutoring/SI for accelerated courses
- Organize cohort/learning communities by schools and DI groups, with linked reading and guidance courses
- Provide intrusive counseling services in basic skills sections

2017-19 INTEGRATED PLAN GOAL 5

IMPROVE SUCCESS RATES IN CERTIFICATE ATTAINMENT, DEGREE ATTAINMENT, AND TRANSFER, PARTICULARLY OF DISPROPORTIONATELY IMPACTED STUDENTS

ACTIVITIES

- Form student success teams for each School (Faculty advisors, dedicated counselors, student success coaches, and peer mentors)
- Support proactive academic and career advisement activities
- Launch “30 units Per Year” campaign for traditional, first-time college students
- Support Guided Pathways activities
- Provide training for faculty, staff, and administrators on equity-minded instructional and non-instructional practices



**RIVERSIDE CITY
COLLEGE
INTEGRATED PLAN
2017-19**

INTERSECTION OF PREVIOUS PLANS

INCREASE BASIC SKILLS PERSISTENCE AND COMPLETION IN ONE YEAR OR LESS

SSSP Alignment

- CAP Learning Communities
- Supplemental Instruction for Basic Skills students

Equity Alignment

- Trained math and English faculty in basic skills courses in cultural proficiency, academic coaching, and discipline specific approaches
- Web-based tutoring

BSI Alignment

- Pilot Multiple Measures Assessment Project
- Expand accelerated course offerings

2017-19 INTEGRATED PLAN GOAL 1

INCREASE BASIC SKILLS COMPLETION RATE IN ONE YEAR OR LESS

ACTIVITIES

- Expand MMAP placement – Target 100%
- Provide additional summer bridge opportunities – Target 250 basic skills students
- Expand English and math acceleration – Target meet English and math basic skills student needs within year one
- Develop co-requisite models for entry-level classes in English and math
- Professional development for faculty who teach basic skills (ex: Carnegie Institute, California Acceleration Project)
- Completion of Comprehensive Student Educational Plans – Target 100% within first year

2017-19 INTEGRATED PLAN GOAL 2

INCREASE COMPLETION IN TWO YEARS OR LESS FOR STUDENTS ENTERING AT COLLEGE LEVEL

ACTIVITIES

- Goal Target: at least 50% of RCC Promise/Pathways Contract students for 2017-19 complete in 2 years
- Use the Guided Pathway Framework to provide Integrated Academic Support Teams for students on pathways and RCC Promise
- Implement technology for communication, student educational planner, and Early Alert

2017-19 INTEGRATED PLAN GOAL 3

INCREASE TRANSFER WITHIN TWO YEARS

ACTIVITIES

- Goal Target: at least 50% of RCC Promise/Pathways Contract students for 2017-19 transfer in 2 years
- Utilize Guided Pathways framework, including clear program maps and integrated academic support
- Support full-time students through RCC Promise
- Provide well-equipped and staffed Transfer and Career Center

2017-19 INTEGRATED PLAN GOAL 4

INCREASE LIVING WAGE CAREER PREPARATION

ACTIVITIES

- Goal Target: Increase enrollment in programs leading to living wage careers
- Provide opportunities for outreach including supporting events such as Welcome Day, Route to RCC, and Tiger Roar
- Provide well-equipped and staffed Transfer and Career Center to increase career exploration
- Develop CTE program maps leading to living wage jobs

2017-19 INTEGRATED PLAN GOAL 5

CLOSING EQUITY GAPS FOR DISPROPORTIONATELY IMPACTED GROUPS

ACTIVITIES

- Goal Target: Achieve proportionality indices of 1.0 for all groups
- Expand MMAP placement
- Increase English and math acceleration course offerings
- Explore new ways to support students academically, including STEM study group leader project for biology and math
- Encourage student use of integrated academic support in Engagement Centers
- Provide professional development in cultural competency
- Facilitate inclusion of targeted intervention strategies at the course and discipline level

THANK YOU

Agenda Item (IV-B-5)

Meeting	1/9/2018 - Committee
Agenda Item	Committee - Teaching and Learning (IV-B-5)
Subject	2017-2019 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program for Riverside City College
College/District	Riverside
Funding	N/A
Recommended Action	It is recommended that the Board of Trustees approve the Basic Skills, Student Equity, and Student Success and Support Program Integrated Plan for Riverside City College for 2017-2019.

Background Narrative:

Presented for the Board's approval is a report that provides an overview of the Basic Skills Initiative, Student Equity, and Student Success and Support Program Integrated Plan for Riverside City College. The California Community Chancellor's Office has been undergoing an effort to integrate the Basic Skills Initiative (BSI), Student Equity Program (SE), and Student Success and Support Program (SSSP). These programs were selected for integration as they share the goal of student success. The Integrated Plan meets legislative requirements and complies with statutory and regulatory requirements associated with receiving BSI, SE, and SSSP funds. The documents also assist the college in integrating and aligning student success efforts, and reflect the focus at the CCCC on supporting colleges as they work to increase student success rates and close achievement gaps. The Integrated Plan is due to the California Community College Chancellor's Office by January 31, 2018.

Prepared By: Irving Hendrick, Interim President, Riverside City College
Susan Mills, Vice President, Planning & Development (Riverside)
Allison Douglas-Chicoye, Dean, Student Success and Support

Attachments:

[2017-19 RCC Integrated Plan](#)

2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part II – Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS

Questions 1 & 2 focus on what you **have accomplished during the 2015-16 planning cycle.**

1. Assess your college’s previous program efforts:
 - a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

Goal	Progress
Implement Steps to Success Probation Pilot	On Track: Counselors implemented pilot in Spring 2017 to mentor probation students. Continuing implementation in Fall 2017.
Increase Foster Youth Services	On Track: RCC has implemented a Guardian Scholar program led by a counselor and is currently working with 111 students. This program is designed to provide students with the resources and tools that they need to be successful at the college level while understanding and addressing the unique challenges faced by Foster Youth. In 2016-2017, 68.7% of RCC’s Foster Youth participated in the Guardian Scholar Program.
Build the use of Faculty Advising	On Track: 3 Faculty Advisor Liaisons selected and trained. Fall 2017, these liaisons will create coordinated programs between Counselors, Educational Advisors, faculty advisors, and peer mentors to improve students’ integrated academic support. Have and will continue to provide trainings in consultation with counseling department.
Pilot the Student Success Summit	RCC hosted a Student Success Summit for more than 90 students. The goal was assisting student employees in their learning process as they become independent learners. Student employees attended including SI Leaders, tutors, embedded tutors, student ambassadors to name just a few.
Integrate Community for Academic Progress, CAP learning communities, with supplemental instruction,	On Track: CAP students’ success rates have been examined combined with SI and tutoring. This program has been adjusted to better fit the college’s needs with a reduced focus on basic skills and an increased focus on

<p>tutoring, and peer mentoring for basic skills students</p>	<p>co-curricular support for college-level English. Additional emphasis and intrusive interventions are needed to better support these college-level needs. Counseling has various learning communities including supplemental instruction such as Puente, Ujima, CAP and La Casa.</p>
<p>Pilot the use of embedded tutoring in developmental course sections</p>	<p>On Track: Four RCC tutors were embedded at high schools to increase student success rates in the RCC Intermediate Algebra course. These tutors provided support to students struggling in math, mentored college-bound students, and assisted teachers as embedded tutors.</p>
<p>Examine best practices for embedded tutoring, use of supplemental instruction, study group leaders, and web-based tutoring services that can provide outcomes that narrow the proportionality gaps for targeted student groups</p>	<ul style="list-style-type: none"> - Technology-based Smart Thinking tutoring pilot (will not be continued because the cost / benefit was not substantial) - Pilot of Persistence Plus web-based success coaching with Foster Youth. Persistence Plus is a 2-way text messaging service in which students are asked specific questions (e.g., how they are doing and feeling about school and their lives outside of school, what challenges they are facing) and feedback is provided to the Foster Youth program based on the responses of the students - Supplemental Instruction has been evaluated and revised to focus on low-success-rate courses. If students attend at least 6 SI sessions their success rates are higher than their peers; one focus of the program is encouraging more students to attend multiple sessions. - Embedded tutors for math pilot in high schools. 56.1% of students participating in the high school Intermediate Algebra program (including some who passed the high school course and some who didn't pass) subsequently enrolled at RCC. -
<p>Cultural Proficiency</p>	<p>On Track: 1st cohort of 40 faculty, administrators, and staff were trained. Several sessions and discussion groups were led throughout the college using these techniques to bring awareness and increase cultural proficiency college-wide.</p>

	<p>2nd cohort began September 7th, 2017 and is in-training through October. This cohort is mostly faculty – which provides additional support and leadership at the discipline level.</p>
<p>Train math and English faculty in basic skills courses in cultural proficiency, academic coaching, and discipline-specific approaches for English and math teaching of basic skills students in targeted groups</p>	<p>On Track:</p> <ul style="list-style-type: none"> -December's Topic of the Month was Cultural Proficiency and techniques, tips, and strategies were shared widely. - Training was conducted at Spring FLEX with faculty sharing how they are integrated Cultural Proficiency techniques into the classroom. - Faculty participated in 3CSN training and conferences. - Course Success data is disaggregated and widely discussed at the course, discipline, department, and college levels.
<p>Improve credit course completion for African Americans, Hispanic/Latinos, American Indian/Native Americans and Foster Youth</p>	<p>STEM group leaders pilot beginning Fall 2017. All group leaders are equity students and will receive training and support as well as part of this pilot. Historical data supports the success of the Puente model progression from ENG 50 to 1A. Accelerated courses such as ENG 80 and Math 37, and MMAP have increased the credit level success for disproportionately affected groups.</p>
<p>Improve degree and certificate completion for Pacific Islanders, Hispanic/Latinos, African Americans, American Indian/Alaskan Natives and Foster Youth</p>	<ul style="list-style-type: none"> - Pac Islanders – no change (very small sample size) - Hispanic – no change (very large sample size so difficult to “move the needle”) - African American – no change - American Indian – no change (very small sample size) - Foster Youth – no change <p>These are long-term metrics so creating change will likely take longer than a one-year review. Currently, the counseling department is working with Ujima, Puente, La Casa, TRIO, EOPS and Guardian Scholars. All students are required to have a comprehensive student educational plan and counseling contacts.</p>
<p>Improve transfer for Pacific Islanders, Hispanic/Latinos, Foster Youth, and Individuals with disabilities</p>	<ul style="list-style-type: none"> - Pac Islanders – no change (very small sample size) - Hispanic – no change (very large sample size so difficult to “move the needle”) - Foster Youth – no change - Individuals with disabilities – no change <p>These are long-term metrics so creating change will likely take longer than a one-year review. Currently the</p>

	counseling department is working with Ujima, Puente, La Casa, TRIO, EOPS and Guardian Scholars with assigned counselor/coordinator, educational advisors, tutors, All students are required to have a comprehensive student educational plan and counseling contacts. Counseling department supports the transfer center with resources in their coordination.
Pilot multiple measures assessment and placement	On Track: MMAP was piloted for Fall 2016 and begun full implementation in November 2016. All new RCC students are assessed using both the MMAP and test-based methodologies and placed based on their highest scores / placement levels.
Expand accelerated offerings	<p>On Track: The English and Media Studies department over the last two years has sent 11 faculty members to the California Acceleration Project trainings (six in 2016-17) for training in pedagogy and best practices for teaching pre-transfer students in an accelerated course. In 2016-17 the college also sent one faculty member from the 2015-16 group for additional training to lead workshops for interested English/ESL/Reading faculty here at RCC. The CAP trainings attended have helped form a team of acceleration educators within the department that is providing leadership and information on these issues. The college has provided resources, training, and networking to start developing a local training program. The college has also fostered conversations about acceleration which have contributed to the growth of current English 80 program, helped design plans embedded in the transformation grant, and expanded conversation for future curricular projects such as English 1A with a co-requisite support course which is in the formative stages of creating.</p> <ul style="list-style-type: none"> - During the primary terms, RCC's accelerated Math 37 has increased from 1 section to 2 sections. This course was also offered as a summer 8 week course in summer 2017 with very good success rates.

b. To what do you attribute your overall success or lack thereof? (100 words max.)

Initiatives have been successful – with small groups of students. RCC’s faculty and staff are working to be informed by research-based practices to implement and scale programs to increase overall student success and focus on a 1 year remediation timeline.

From an equity perspective, the college has been successful at focusing the conversation with faculty and co-curricular support systems and practices – and away from a student deficit model. As the college continues its progress on CA Guided Pathways, including integrated student support, the college is anticipating that student success – placing into and passing college-level Math and English within 2 years – will increase.

c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities.

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
Increase basic skills persistence and completion in 1 year or less	Integrate Community for Academic Progress, CAP learning communities, with supplemental instruction for basic skills students	<p>Examine best practices for embedded tutoring, use of supplemental instruction, study group leaders, and web-based tutoring services that can provide outcomes that narrow the proportionality gaps for targeted student groups</p> <p>Train math and English faculty in basic skills courses in cultural proficiency, academic coaching, and discipline-specific approaches for English and math teaching of basic skills students in targeted groups</p>	<p>Pilot multiple measures assessment and placement.</p> <p>Integrate embedded tutoring into developmental course sections</p> <p>Expand accelerated offerings</p>

2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor’s Office will use this information to assist in dissemination of effective practices to other colleges.

One strategy that RCC has implemented that is resulting in significant gains in student completion and closing of achievement gaps is basic skills acceleration.

Through its work with the California Acceleration Project, part of the California Community College Success Network (3CSN), RCC developed and offered English 80, Preparatory Composition, Reading 90, Accelerated Reading, and Math 37, a pre-statistics course, to shorten the time needed for remediation and to close equity gaps. The California Acceleration Project has shown that courses such as these reduce students' time in remediation by at least a semester; align remediation with college-level requirements; use high-challenge, high support pedagogy; and make no changes to transfer-level courses.

The table below shows RCC's accelerated remediation course enrollment by race/ethnicity compared with the college overall. For most of the courses, there is a higher percentage of enrollment for disproportionately affected students in these courses than in the college overall (green-shaded cells).

Pass rate for Accelerated Courses

Race/Ethnicity	2015-2016				Fall 2016		Fall 2016 Census Enrollment College Overall
	English 80		Math 37		English 80	Math 37	
	% Of Enrolled	Pass Rate	% Of Enrolled	Pass Rate	% Of Enrolled	% Of Enrolled	
Amer. Indian or Alaska Native	0.4%	100.0%	0.0%	N/A	0.5%	2.4%	0.3%
Asian	2.5%	33.3%	1.2%	100.0%	3.8%	2.4%	5.4%
Black or African American	17.2%	45.2%	17.3%	71.4%	18.5%	18.3%	7.8%
Hispanic	62.3%	56.6%	51.9%	71.4%	57.6%	65.9%	61.2%
International	0.4%	100.0%	0.0%	N/A	0.5%	0.0%	1.9%
Two or More	3.7%	66.7%	3.7%	100.0%	2.2%	0.0%	0.9%
Unknown	0.0%	N/A	0.0%	N/A	1.6%	0.0%	0.9%
White	13.5%	66.7%	25.9%	81.0%	15.2%	11.0%	19.9%
Overall		56.1%		75.3%	100.0%	100.0%	

RCC began offering English 80 (RCC's 6-unit accelerated preparation for college-level English), in 2015-2016. The tables below compare RCC English students' the course progression over the same period for 3 levels below versus the accelerated model. Students enrolling in the accelerated English course were three times more likely to successfully pass college-level English.

RCC Students Enrolled in ENG-60A in Summer / Fall 2015 tracked through Spring 2017 (2 years)			RCC Students Enrolled in ENG-80 in 2015-2016 tracked through Spring 2017 (2 years)		
	#	% of Original Cohort		#	% of Original Cohort
# ENG-60A Students	513	100%	# Enrolled in ENG-80	244	100%
# Enrolled in ENG-60B	234	45.6%	# Passed ENG-80	137	56.1%
# Passed ENG-60B	174	33.9%	# Enrolled ENG-1A	119	48.8%
# Enrolled in ENG-50	154	30.0%	# Passed ENG-1A	89	36.5%
# Passed ENG-50	120	23.4%			
# Enrolled ENG-1A	89	17.3%			
# Passed ENG-1A	71	13.8%			

Even when disaggregating the students by level of preparation, unprepared students (those placing 3 levels below college-level according to Accuplacer) enrolling in English 80 were three times more likely to pass college-level English, compared to those completing the traditional progression (33% versus 11%). Underprepared students (2 levels below college-level according to Accuplacer) who took English 80 passed college-level English at a 50% rate, versus a 33.8% pass rate for those who enrolled in traditional remediation.

Based on the data and experience of 2015-2016, an additional six faculty were trained to teach the class for the 2016-17 academic year and RCC enrolled 622 students in the accelerated course. With higher success rates and faster completion, English 80 is offering students an improved model for completing their college English requirement

For Math 37, (RCC's accelerated math) an additional seven faculty were trained to teach Math 37 (6-unit accelerated preparation for college-level math). In 2016-17, RCC enrolled 160 students in Math 37. Their success rate for the class was 68% in the fall and 54.7% in the spring. Of the 205 RCC students who passed Math 37, 174 (84.9%) have enrolled in another math course in the District. The pass rate for Math 12 – Statistics - is higher for those who have taken and passed Math 37 (56.9%) than for those students who have entered the course through a different path (51.7%).

RCC is also piloting an accelerated Reading course – REA-90. This course is designed to accelerate students through multiple levels of remedial reading. One REA-90 section was piloted in Fall 2016 with a 69% success rate. In Spring 2017, two sections had an overall 60% success rate. Fall 2017 also has 2 sections. Students enrolled in these courses will be tracked for subsequent success.

FUTURE PLANS

Questions 3-8 address the 2017-19 planning cycle.

3. Establish integrated student success goals to be completed/achieved by Jun 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. For example:

- Basic skills completion, including, but not limited to (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and (2) reducing the time it takes students to successfully transition to college-level mathematics and English courses
- Closing achievement gaps for disproportionately impacted groups
- Improving success rates in degree attainment, certificate attainment, and transfer
- Improved identification of and support for students at-risk for academic or progress probation
- Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness
- Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)

Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs.) Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills

Complete the table on the next page. Add rows as needed to list all five goals.

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
Increase basic skills completion in 1 year or less	Expand the use of MMAP placement Provide additional summer bridge opportunities. Provide opportunities for outreach including supporting	Expand the use of MMAP placement Provide additional summer bridge opportunities Expand English and Math acceleration	Expand the use of MMAP placement Provide additional summer bridge opportunities Expand English and Math acceleration Develop co-requisite models	Access Retention – increase retention by 1% per year. ESL/Basic Skills Completion. Remedial Rate (Scorecard) to 29% for Math, 42% for English,

	<p>events such as College Welcome Day, Route to RCC, Tiger Roar, etc.</p> <p>100% of first-time students complete a Comprehensive Student Education Plan within their first year of enrollment.</p> <p>Explore additional ways to ensure 100% of first-time freshmen complete Comprehensive SEP's within their first year of enrollment. This might include mandatory completion / block of registration. Counseling coordinated programs such as Puente, Ujima and EOPS</p>	<p>Develop co-requisite models for entry-level transfer classes in English and math</p> <p>Integrate academic support into basic skills courses (embedded tutoring, SI)</p> <p>Professional Development for faculty who teach students with basic skills needs in pedagogical best practices for their disciplines and in cultural proficiency and academic coaching.</p>	<p>for entry-level transfer classes in English and math</p> <p>Integrate academic support into basic skills courses (embedded tutoring, SI).</p> <p>Professional Development for faculty who teach students with basic skills needs in pedagogical best practices for their disciplines and in cultural proficiency and academic coaching.</p>	<p>and 31% for ESL for 2017-2018</p> <p>100% of first-time degree, transfer, or certificate-seeking freshmen complete a Comprehensive SEP within their first year of enrollment.</p>
<p>Increase degree completion in 2 years or less (for students entering at college level</p>	<p>Provide integrated academic support, including Counselors, Librarians, Educational</p>	<p>Provide integrated academic support, including Counselors, Librarians, Educational</p>	<p>Professional Development for faculty in pedagogical best practices for their disciplines and in cultural proficiency and</p>	<p>Retention – increase retention by 1% per year.</p> <p>Degree & Certificate Completion.</p>

<p>or having completed basic skills)</p>	<p>Advisors, Faculty Advisors, and Peers Mentors, along with tutoring and supplemental instruction</p> <p>Implement EduNAV, online student educational planning tool.</p> <p>Research appropriate student data systems for tracking and implementation of Guided Pathways (ie Starfish)</p> <p>Provide opportunities for outreach including supporting events such as College Welcome Day, Route to RCC, Tiger Roar, etc.</p>	<p>Advisors, Faculty Advisors, and Peers Mentors, along with tutoring and supplemental instruction.</p> <p>Professional Development for faculty in pedagogical best practices for their disciplines and in cultural proficiency and academic coaching.</p>	<p>academic coaching.</p>	<p>Completion Rate (Scorecard) overall Completion to 44% for 2017-2018.</p>
<p>Increase transfer within 2 years (for students entering at college level or having completed basic skills)</p>	<p>Provide integrated academic support, including Counselors, Librarians, Educational Advisors, Faculty</p>	<p>Provide integrated academic support, including Counselors and a mentor program for dismissal students; Provide library</p>		<p>Retention – increase retention by 1% per year.</p> <p>Transfer – increase the number of students immediately</p>

	<p>Advisors, and Peers Mentors, along with tutoring and supplemental instruction.</p> <p>Provide adequate facilities and budget for transfer and career center in order to on ramp students to appropriate Guided Pathways.</p> <p>Implement EduNAV, online student educational planning tool. This implementation requires extensive review and clarification of RCCD Degree Audit accuracy and ability to interface with EDUNAV, mapping default course plans, ADT curriculum maps, preferred electives, and career planning. As part of this implementation , revise the</p>	<p>support, including textbook collections on reserve for equity students and a digital journal collection supporting ethnic studies; Educational Advisors; Faculty Advisors; Librarians; and Peers Mentors, along with tutoring and supplemental instruction. RCC's pathways-specific and culturally-based engagement centers are providing space for hosting these integrated support services.</p> <p>CA Guided Pathways including a Promise Program is also designed to increase student support to get students to be full-time and graduate and / or transfer in 2 years.</p>		<p>enrolling in a four year college or university to 1702 for cohort subsequently enrolling in Fall 2018.</p>
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	<p>application and Program of Study options so that students are placed into correct pathway during onboarding.</p> <p>Provide opportunities for outreach including supporting events such as College Welcome Day, Route to RCC, Tiger Roar, etc.</p>			
<p>Increase living wage career preparation</p>	<p>Provide opportunities for outreach including supporting events such as College Welcome Day, Route to RCC, Tiger Roar, etc.</p> <p>Adequate facilities for career center to increase career exploration opportunities.</p> <p>Educational advisor to attend HS for application workshop/pathway clarity and Program of</p>	<p>Develop CTE program maps leading to living wage jobs</p> <p>RCC's pathways-specific and culturally-based engagement centers are providing space for hosting integrated support services.</p>	<p>Provide opportunities for extensive career exploration during a student's first year of enrollment.</p>	<p>Access</p> <p>Retention – increase retention by 1% per year.</p> <p>Degree & Certificate Completion. Completion Rate (Scorecard) overall Completion to 44% for 2017-2018. CTE (Scorecard) rate to 55% for 2017-2018.</p>

	<p>Study options within pathway.</p> <p>Increase partnerships with high schools, workforce agencies, and other community partners.</p> <p>Develop CTE program maps leading to living wage jobs.</p>			
<p>Closing equity gaps for disproportionately impacted groups</p>	<p>Expand the use of MMAP placement.</p> <p>Through CA Guided Pathways counseling and advising practices including case-management, create opportunities for targeted and focused instruction for career planning and linking student end-goals to course pattern needs. Help students clarify their paths based on their skills and goals.</p>	<p>Expand the use of MMAP placement</p> <p>Expand English and Math acceleration</p> <p>Provide faculty with professional development on cultural competency.</p> <p>Create STEM Group Leaders to provide multiple tutoring opportunities for STEM gateway courses. These group leaders will provide weekly tutoring sessions aligned with curriculum to provide</p>	<p>Expand the use of MMAP placement</p> <p>Expand English and Math acceleration</p> <p>Provide faculty with professional development on accelerated learning</p>	<p>Access</p> <p>Retention – increase retention by 1% per year.</p> <p>ESL/Basic Skills Completion. Remedial Rate (Scorecard) to 29% for Math, 42% for English, and 31% for ESL for 2017-2018</p> <p>Degree & Certificate Completion. Completion Rate (Scorecard) overall Completion to 44% for 2017-2018. CTE (Scorecard) rate to 55% for 2017-2018.</p>

	<p>Provide opportunities for outreach including supporting events such as College Welcome Day, Route to RCC, Tiger Roar, etc.</p>	<p>support for a large number of STEM students. Peer mentor pilot for Promise Students. These 33 Peer Mentors have been selected from disproportionately affected groups. They are receiving support and training to mentor first-time college students. This program's effectiveness will be evaluated and expanded in Spring 2018.</p> <p>Professional Development for faculty in pedagogical best practices for their disciplines and in cultural proficiency and academic coaching.</p> <p>Facilitate the inclusion of targeted intervention strategies at the course and discipline level. Institutionalize these practices by including</p>		
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		<p>specific prompts and conversations through RCC's robust Program Review and Planning process.</p> <p>RCC has identified achievement and engagement gaps for Pacific Islanders and Native American / Alaska Native students. One focus of 2017-2018 will be increased outreach and support for these students.</p>		
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4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish your student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max.)

Student support programs including EOPS, TRIO for Disabled students and Veterans, Foster Youth programs, and culturally-based engagement centers including La Casa, Ujima, and Puente, receive Equity funding as well as categorical funding. These programs provide integrated academic support with counseling faculty playing a key role. The support includes educational planning, advising, probation counseling, orientation, and student success workshops. Each of these programs has a dedicated director or coordinator to provide intensive, one-on-one caseload management for the participating students. This management ensures the integration of support across the matriculation, instruction, and co-curricular support activities. RCC is using lessons learned in these programs along with the CA Guided Pathways framework to identify best practices and assist in the design and scaling of integrated support efforts. These programs are the foundation of equity-focused programming. Targeted strategies for equity groups across all of the college's strategic planning goals are facilitated through the staff and faculty coordinators of these programs.

RCC has deans supporting Student Support, Academic and Support Services, and Academic Instruction. Regular meetings occur with these Deans to coordinate and facilitate student support and services. The college's organizational structure along with its Strategic Planning Council and Committee structure works to vertically integrate and horizontally align programs with college goals, strategies, and initiatives.

Many of RCC's co-curricular activities are centered in engagement centers with a dedicated counselor and professional educational advisors. Through regular meetings with the Dean of Student Success and Support, educational advisors share best practices, discuss opportunities for improvement, work to integrate and coordinate activities to leverage resources, facilitate engagement, and create more shared experiences for students across campus.

Engagement Centers are also providing space to integrate academic support. Counselors are providing counseling services and faculty are hosting office hours in the centers. The Outreach Librarian is holding office hours in the La Casa, Ujima, and Writing and Reading Centers. Supplemental Instruction and tutoring sessions occur in the centers. The centers host guest speakers, cultural events, academic workshops, and social activities promoting a community of scholars. Collectively, these programs demonstrate the effects of education on students' potential for success and for strengthening their communities.

The centers support learning through book availability, book vouchers, and peer mentors. In particular, many of the peer mentors and educational advisors have experience with categorical programs. They also receive training on student support, including categorical program availability and the importance of providing students

opportunities for help. Some of these programs also have learning communities – paired courses with English / Math / Guidance/ and an array of general education electives.

5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment (250 words max.)

RCC has not received SSSP non-credit funding. However, the college plans to develop non-credit offerings in basic skills and CTE, and hence, will provide core SSSP services to noncredit students once the curriculum is developed and offered.

6. Describe your overarching professional development plans to achieve your students success goals. (100 words max.)

Professional development will center on the college's key strategy of "Completion Counts through Pathways." RCC's Guided Pathways Team will frame college re-design with particular emphasis on creating program maps. A key focus for 2017-19 is building integrated academic support teams for programs (counselor, faculty advisor, educational advisor). Professional development will include training on integrated academic support models, Guided Pathways, faculty advising, EduNAV, and change management. Equity teams will continue to participate in workshops and conferences and train additional faculty in cultural proficiency. Additional faculty will be trained in models of accelerated learning and the college will continue to support discipline-based (and discipline-integrated) strategies for closing the equity gap.

7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college (100 words max.)

Bi-annually, RCC monitors placement data and course success tracking remediation efforts. RCC also tracks students longitudinally, analyzing momentum points including passing college-level English and math as well as 15 unit and 30 unit completion. Next steps are incorporating the celebration of student achievement for these points.

Annually at a dashboard level, students are categorized based on their academic courses into Basic Skills, CTE, or Transfer. As the college continues its initiatives, the proportion of basic skills students should be reduced over time with a corresponding increase in transfer and CTE students.

8. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max.)

One mechanism for coordinating efforts is through district-wide academic discipline meetings. Faculty across the district discuss and work together on issues of curriculum (acceleration, co-requisite courses) and placement (MMA). A district-wide committee is facilitating the implementation of EduNAV. Norco College and RCC are participating in the California Guided Pathways Project, and all three colleges are collaborating on their pathways work. The Institutional Effectiveness Teams from the three colleges meet regularly to discuss and coordinate data collection and analyses. Plans include a 3-College Equity Summit.

9. Using the document “BSI SE SSSP Integrated Budget Plan 2017-2018” and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals. See attached budget plan. The link to the budget plan:
<http://www.rcc.edu/about/president/strategic-planning/Action%20Plan%20Documents/Integrated%20Plan%20Budget%202017-19%20%28BSISESSSP%29%2011.16.17.pdf>
10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Link to executive summary:
[http://www.rcc.edu/about/president/strategic-planning/Action%20Plan%20Documents/StudentEquityPlanExecutiveSummary%20FA17 Dec-2-2017.pdf](http://www.rcc.edu/about/president/strategic-planning/Action%20Plan%20Documents/StudentEquityPlanExecutiveSummary%20FA17%20Dec-2-2017.pdf)

Contacts:

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Allison Douglas-Chicoye, Dean of Student Success and Support, 951-222-8038
Allison.Douglas-Chicoye@rcc.edu

11. What support from the Chancellor’s Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization,

etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?

Additional training through webinars or workshops on how best to reconcile the integrated plan with the continued development and monitoring on three separate budgets would be helpful. As this integrated plan is purposefully more concise, to what extent does the college need to have its own internal, more detailed plans and data tracking for each funding source?

Contacts:

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Allison.Douglas-Chicoye@rcc.edu

Susan Mills, Vice President, Planning & Development, 951-328-3738

Susan.Mills@rcc.edu

12. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:

Contacts:

Allison Douglas-Chicoye, Dean of Student Success and Support, 951-222-8038

Allison.Douglas-Chicoye@rcc.edu

Susan Mills, Vice President, Planning & Development, 951-328-3738

Susan.Mills@rcc.edu

Planned Expenditures

Report planned expenditures by program allocation and object code as defined by the California Community Colleges (CCC) Budget and Accounting Manual. Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate. Refer to program funding guidelines for more information.

Object Code	Category	Basic Skills Initiative FY17-18	Student Equity FY17-18	Credit SSSP FY17-18	Total FY17-18
1000	Academic Salaries	\$ 64,504	\$ 315,257	\$ 921,217	\$ 1,300,978
2000	Classified and Other Nonacademic Salaries	\$ 192,197	\$ 682,493	\$ 1,175,346	\$ 2,050,036
3000	Employee Benefits	\$ 69,895	\$ 318,434	\$ 794,153	\$ 1,182,482
4000	Supplies & Materials	\$ 22,834	\$ 50,000	\$ 158,831	\$ 231,665
5000	Other Operating Expenses and Services	\$ 17,583	\$ 267,889	\$ 63,532	\$ 349,004
6000	Capital Outlay	\$ 2,279	\$ 20,000	\$ 31,766	\$ 54,045
7000	Other Outgo	\$ 175,000	\$ 300,000	\$ 31,766	\$ 506,766
	Totals FY17-18	\$ 544,292	\$ 1,954,073	\$ 3,176,610	\$ 5,674,975

*SSSP 17-18: State has provided allocation based on the last year allocation and may change later on.

Student Equity Plan Executive Summary

Riverside City College

2017 - 2019

“Each one, reach one.”

Riverside City College begins with a basic equity principle—*don't lose the student*. RCC is committed to establishing an effective, campus-wide culture of outreach to its students. The college will surround students in targeted equity groups with the academic, instructional, self-affirming direct support they may need in order to become engaged in campus life, maintain successful enrollments in courses and to ultimately receive degrees and certificates and transfer to colleges and universities in a timely manner. Counselors, educational advisors, faculty and peer mentors will be trained to work together as Integrated Support Teams for Student Equity with a caseload of students along discipline, departmental and/or program lines or according to a student's participation in a campus equity program. When the college makes this intentional outreach its mission, then all of the administrators, faculty, and staff become responsible for students' successful completion of their educational goals. Through intrusive and deliberate support services, students

1. will be guided into RCC's "1+2+2" educational pathways;
2. will become engaged in academic and equity activities within a supportive campus community; and
3. will be provided many opportunities to explore their unique academic and professional interests in the best traditions of Riverside City College.

Institutional Alignment, Priorities and Target Groups

Due to diligent efforts and significant restructuring within its Strategic Planning Councils, the college has embedded student equity into all aspects of planning, program development, assessment, and evaluation. As a result, addressing Student Equity at RCC is now one of three strategic goals: Student Equity, Student Access and Student Success. RCC's [California Guided Pathways Project](http://www.rcc.edu/about/president/strategic-planning/Pages/Pathway.aspx) (<http://www.rcc.edu/about/president/strategic-planning/Pages/Pathway.aspx>), called Completion Counts through Pathways, embeds themes of Innovative Practices and Student Equity from matriculation through graduation and transfer through a two or three year path to completion for students on Basic Skills, CTE and Transfer paths. The college's processes, divisions, and organizational reporting structures are being integrated with the four pillars of pathways: Clarity, Intake, Support and Learning. No matter their pathway, the college is simultaneously embarking on Promise Programs for students entering RCC fully at college-level (based on English and Math placement whether through Accuplacer or Multiple Measures) or those students who need to complete just one basic skill course to reach college-level. The principles underlying these Promise Programs, indeed the college's entire Pathways structure, are the foundational Student Equity strategies: cultural proficiency, integrated academic support, targeted interventions based on disaggregated student equity data, and discipline-based pedagogical practices for improved student outcomes at the curricular level.

In summary, this strategic alignment ensures that the responsibility for the implementation of strategies to combat proportional inequities for students in target equity groups rests not within one division nor within the hands of one group of administrators. Achieving Student Equity at RCC is reliant upon the intentional and collaborative efforts of all of its dedicated faculty, academic support and student services professionals, staff and administrators. Faculty though, are the linchpin of this plan. Faculty are not just responsible for the students in their majors. They are not just responsible for the students in their respective classrooms on any given day. With Student Equity embedded into the Pathways structure and the Promise initiative, faculty become key members of the support teams that guide students through advising, mentoring, career and personal development. Faculty are also responsible for implementing best practices in pedagogy and curriculum design to increase student success and decrease disproportionate achievement gaps. And, as participants, along with students, in cultural proficiency retreats, mentoring and leadership development, interacting in Engagement Centers and other extracurricular activities—faculty and students alike will have opportunities to cultivate relationships outside of classroom walls.

The RCC Student Equity Plan will mirror the California Guided Pathways model by prioritizing strategies and activities to narrow the proportionality gap for targeted student groups on the Student Success Indicators of Course Completion, ESL and Basic Skills Completion, and Degree and Certificate Completion. The targeted student groups for this plan are primarily African American, Native Alaskan/American Indian, Native Hawaiian/Pacific Islander, Students with Disabilities, Hispanic students, and Foster Youth. These groups were consistently among the groups with the widest or most persistent proportionality gaps across success indicators.

Previous Funding Years and Progress.

RCC's previous years' budgets were guided by the six goals explained on the following pages. The RCC Student Equity Committee has evolved considerably in its management of the state allocations for Student Equity beginning in 2014-2015. The implementation of Integrated Planning for 2017-2018 and beyond has been beneficial as a tool that provides clarity in reviewing previous efforts and in thinking ahead to more fully intertwine the efforts of student support programs and services funded by SSSP, BSI, and Student Equity. The Student Equity committee is better situated now as an intentional programming body that is integrated with the college planning structure. The Student Equity Committee is led by a faculty chair who works closely with the Vice President of Planning and Development, the Dean of Student Success and Support, the Dean of Institutional Effectiveness and the academic deans of the divisions of Career and Technical Education, Fine and Performing Arts, Math and Sciences and Languages, Humanities and Social Sciences.

The Student Equity budgets for 2014-2015, 2015-2016 and 2016-2017 included the establishment of an Office of Equity Support to develop equity focused trainings, support for professional development and to support faculty and staff requests for activities directed toward students in the targeted equity groups. The budgets also provided support for RCC's established programs and services for equity students, such as Puente and Ujima. The committee budgeted for strategies, programs and activities within the required Student Equity Plan budget categories: Outreach, Student Services/Categoricals, Research and Evaluation, Student Equity Coordination

and Planning, Curriculum/Course Development or Adaptation, Professional Development, Instructional Support and Direct Student Support. The Student Equity Plan was written to overlay RCC goals for student equity onto these established categories. What follows are the foundational principles from previous years' plans and strategy highlights:

1. ***Understand students and the root causes of student underachievement.*** Through inquiry, the college will research best practices and support professional development opportunities that will aid faculty and staff to be able to identify and implement processes to address systemic institutional barriers that impede student success. The college must put students at the center of the inquiry and assess students' phenomenological experiences through qualitative sources.
 - RCC hired the RP Group to conduct male students of color focus groups in March 2017. The resulting report was widely shared and discussed. Participating students' feedback is informing how faculty interact with students and in alignment with the California Guided Pathways, helping to frame RCC's redesign of Integrated Academic Support.
 - Riverside City College is tracking students' progress and outcomes disaggregated in many different ways including gender, race/ethnicity, full-time/part-time, special populations (students with disabilities, foster youth, veterans, athletes, etc.). Course outcome data including an institutional set standard for course success has been distributed at the academic discipline level to inform conversations about student success including equity-focused discussions. As part of this discussion, RCC is using the State Equity Plan's Proportionality Index to frame discussions about student success. Equity presentations to increase awareness of equity achievement gaps were included in Fall 2015 and Spring 2016 FLEX days.
 - RCC has fully implemented Multiple Measures Placement beginning with a piloting of MMAP in Summer 2016. The college is tracking and reporting on the success of these students including disaggregating by equity categories to better understand student success and implement targeted interventions as needed.
2. ***Support professional development for internal capacity building.*** In order to reframe the conversation about student success away from the student-deficit model towards a model of institutional change and curricular and pedagogical renewal, the Student Equity Plan supported activities that would help shape an equity-minded dialogue of student success and engage faculty to view their curriculum through new lenses. In support of this goal, the Student Equity plan supported attendance at relevant meetings, conferences and colloquiums, participation in working groups and communities of practice and dissemination of available research literature in order to support the development of instructionally-centered, discipline-based strategies to narrow the equity gap for targeted student groups.

Curriculum and Pedagogy:

- Multiple Measures and Cultural Proficiency Retreat – September 2016. Coincided with the initial data outcomes from RCC’s summer piloting of using Multiple Measures for student placement into college-level math and English. Attended by fifty math and English faculty, Student Equity committee members and several academic deans, the purpose of the retreat was to examine current placement data and have frank discussions about constraints upon equitable outcomes resulting from high-stakes placement tests. The Cultural Proficiency segment of the retreat was to share strategies with faculty of how to use a cultural proficiency lens to consider institutional barriers that will be needed to overcome resistance to changes that will come from placing more first-time, first-generation students directly into college-level math and English courses.
- Supported by a Student Equity mini-grant, eight math faculty attended the 2017 Carnegie Math Pathways Forum – a multi-day conference designed to provide training and best practices for math acceleration primarily for non-STEM students. Based on an analysis of course registration, RCC’s acceleration courses have a higher representation of our targeted equity groups versus the college’s overall population. The Math Department has now developed a working group to develop curricular changes and address math course sequencing for better alignment with college pathways leading to shorter remediation and reduction in time to transfer.
- Through its work with the California Acceleration Project, part of the California Community College Success Network (3CSN), more than twelve RCC faculty have attended 3CSN training. The college has developed and offered English 80, Preparatory Composition, and Math 37, a pre-statistics course, to shorten the time needed for remediation and to close the equity gap. The California Acceleration Project has shown that courses such as these reduce students’ time in remediation by at least a semester; align remediation with college-level requirements; use high-challenge, high support pedagogy; and make no changes to transfer-level courses. For most of the acceleration courses, there is a higher percentage of enrollment for disproportionately affected students in these courses than in the college overall.
- Student Equity funding supported a Student Equity Retreat in Fall 2015 for the Library and Learning Support Division. The faculty and staff developed a plan to establish a Student Equity Collection to be used by students, faculty, and staff in the Salvatore G. Rotella Digital Library and Learning Resources Center. This collection, along with books on the subject of student equity, diversity and cultural proficiency in higher education, included an expansion of the main collection of books by and/or about the identified Student Equity groups. Seed money was also provided to broaden the library’s data bases for resources for ethnic studies courses, software for students to evaluate career interests and digital tutoring services. Working with the coordinators of campus student equity programs, the library hosts course textbooks on reserve for a book lending program. Finally, one of the most significant outcomes of

the Student Equity efforts of the library is the hiring of a full-time Outreach Librarian in Fall 2017.

Organizational Capacity-building:

Confronting deficit-mindsets and reviving the institutional culture anew is the purpose of internal capacity building.

- In Spring 2016, a core group of forty faculty, staff, and administrators participated in three multi-day Cultural Proficiency workshops creating a Champions for Change cohort. These workshops focused on training the group how to use tools and techniques including equity-minded inquiry to change internal perceptions from a deficit-minded “it’s the students’ fault” to an equity minded “how we can change the policies and practices that perpetuate equity gaps.” With the final training completed in October 2016, the Cultural Proficiency Champions for Change cohort is now a cadre of trained facilitators with tools and strategies to encourage equity-minded discussions about student success, focusing on discipline and department level assessment and program review and planning.
- RCC’s second Champions for Change cohort began training in September 2017. This group is largely made up of faculty, which will continue to encourage implementation of techniques in the classroom.
 - Since the 2014-15 budget year, the college has offered numerous workshops offering interpretation of disaggregated Student Equity data and its significance for faculty and staff in their program planning. An interactive session on cultural proficiency was also facilitated during the faculty’s Flex Days in February 2017 and August 2017.
 - Trained faculty and staff have incorporated the principles into their teaching and services, have led discussions at department meetings, college brown bags and division retreats and student leadership retreats. RCC will be assessing the college-wide knowledge of cultural proficiency and equity in Spring 2018.
- Communities of Practice: *Growth Mindset* and *Whistling Vivaldi*.
 - The Growth Mindset working group, Spring 2016, led to five faculty being trained in Growth Mindset practices through 3CSN in Fall 2016. Two faculty leads conducted a series of workshops for student leaders in Summer 2016 and Summer 2017. In Fall 2017, trained student GRIT/Mindset Ambassadors now go into classrooms to conduct cognitive science exercises with their peers.
 - The *Whistling Vivaldi* group read and discussed the landmark Claude Steele book discussing the concept of stereotype threat. The challenge to understand how this impacts what occurs in the classroom is part of the ongoing dialogue at RCC in support of cultural and pedagogical change for equitable student outcomes.

- Participation in programs sponsored by the University of Southern California Center for Urban Education (CUE): Equity funding allowed more than seven faculty, administrators, and staff to attend USC Center for Urban Education: Equity Institute for Men of Color in Community Colleges in April 2017 and twelve faculty, staff and administrators to attend the Equity in Faculty Hiring Institute in October 2017. CUE is well-known for its current research on systemic barriers to student equity. In its April 14, 2017 research publication titled, “Supporting Men of Color in Community Colleges: An Examination of Promising Practices and California Student Equity Plans,” which was presented at the April CUE meeting, RCC was acknowledged for its explicit commitment to devising success strategies for male students of color. The report states:
 - *Riverside City College stood out for numerous reasons: (a) it allocated the greatest amount of funding toward basic skills support for males of color; (b) it specifically named African American and Latino males as the target groups; (c) the activity specifically addressed providing specific support for basic skills; and (d) it was very specific in mentioning the use of high school transcripts to evaluate placement in English and math, a strategy which we assume is intended to supplement or substitute for the use of traditional placement tests.*¹
 - CUE institutes are working meetings for teams from the participating schools to identify challenges and barriers to student equity and develop goals to eliminate them. Participation in the Fall 2017 Equity in Hiring institute resulted in several changes to language in current open faculty job postings that asserts that candidates should value and provide evidence of demonstrated commitment to equity-mindedness as a requirement for the position.

- Equity funding allowed more than twenty faculty, administrators, and staff to attend the Riverside County Office of Education Excellence in Equity conference in 2016 and 2017. This conference brought in nationally renowned speakers with expertise in issues of Student Equity, Access and Success. The RCOE also hosts single and multi-day retreats which are facilitated working sessions on addressing systemic barriers to equitable outcomes for all students. Participating with the Riverside County Office of Education equity conferences and retreats allows RCC to leverage its resources for faculty development—one of RCC’s key Student Equity goals—and expose faculty and administrators to the current best practices for addressing Student Equity at large public institutions.

- Additional capacity-building engagements include the following:
 - i. Male Minority College Consortium Workgroup – June 2015
 - ii. UC Riverside Diversity in Higher Education event – Summer 2015
 - iii. Student Equity/SSSP Coordinator training September 2015, 2016
 - iv. California Community College League Student Equity Summit – March 2016

¹ Community College Equity Assessment Lab, San Diego State University and Center for Urban Education, University of Southern California, “Supporting Men of Color in Community Colleges: An Examination of Promising Practices and California Student Equity Plans, 2017: California Futures Foundation.

- v. A2MEND Conference – March 2016 and March 2017
- vi. 3CSN Building Leadership Networks Conference on Equity – April 2017

3. ***Provide support for instructors*** in Basic Skills courses, but also across the college in Transfer and CTE Pathways, in ***pedagogical training for learner-centered strategies for teaching adult students (andragogy) and for targeted student populations.***

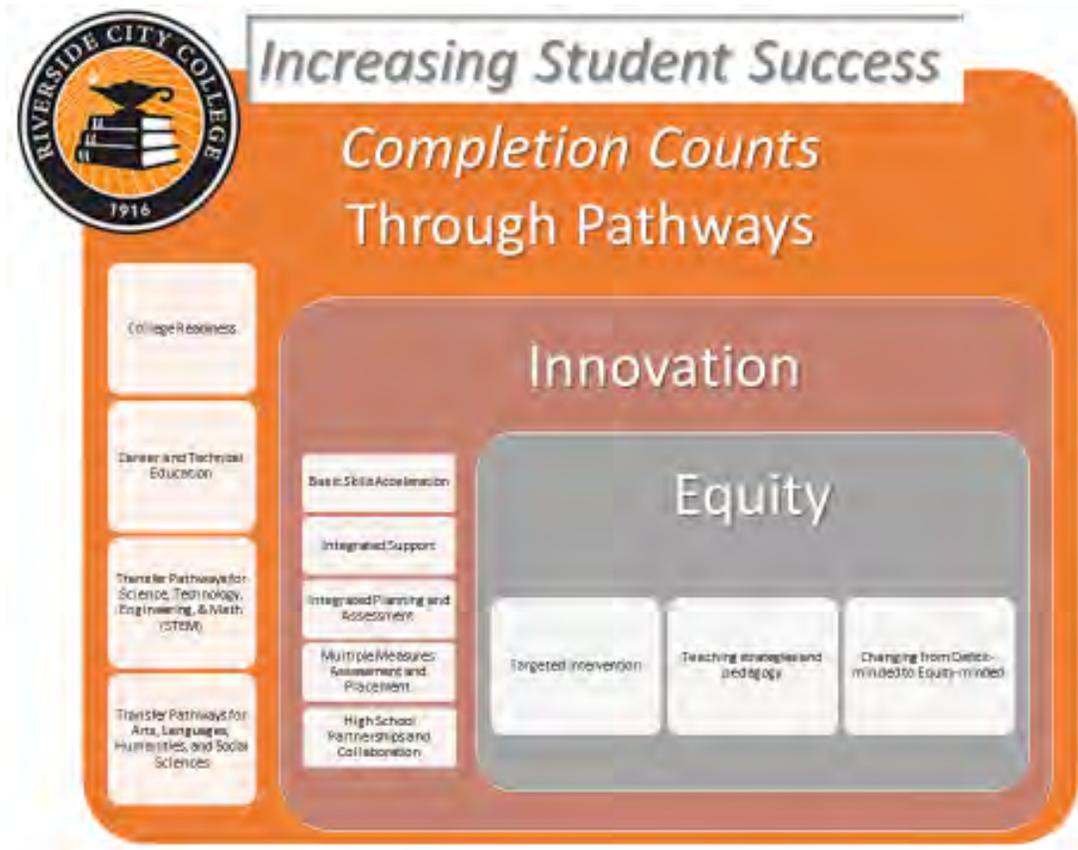
- In Spring 2016, Dr. Andrew Wall, a recognized scholar in adult education, presented a workshop on strategies for teaching adult learners. Through student equity, we are exploring the development of best practices for teaching strategies best suited for adult students. While the percentage of traditional-aged first-time college students has increased upward from 30% over the last few years, a significant majority of our students over the past two school years, (55% - 68%) are between the ages of 20-39. Some of these are also first-time students. Additionally, we have a program of adult education, for non-traditionally-aged students, housed within our CTE Division. In alignment with practices of cultural proficiency, equity-minded instruction and principles of Guided Pathways, andragogy suggests that 1) adults need to be involved in the planning and evaluation of their instruction; 2) experience (including mistakes) provides the basis for learning activities; 3) adults are most interested in learning subjects that have immediate relevance to their job or personal life; 4) adult learning is problem-centered rather than content-oriented. RCC supports innovation in classroom teaching. The incorporation of proven best practices for classrooms populated by adult learners should result in improvement in course success rates and increased degree certificate and degree attainment.
- In Spring 2016, Dr. Todd Zakrajsek, co-author of the book, *The New Science of Learning* was brought to campus for a day where he met with faculty, the college president, academic deans and students to discuss his research and for students to share, in a very engaging presentation, how the brain works and how to align the brain with their studies. The book is being used as part of a project in the math department to develop a pedagogy for the basic skills math courses which is more adaptable to how students learn.
- Student Equity hosted a group of 12 faculty, staff and students to participate in the Black Minds Matter webinar series in Fall 2017. The eight week course is taught by Professor Luke Wood in the Graduate School of Education at San Diego State University. The course focuses on best practices for teaching and providing institutional support to African American male college students. Student Equity is preparing to host a similar series of webinars in Spring 2018 focused on Hispanic students.

RCC's commitment to improving outcomes for our students is enhanced by continued and ongoing professional development for college-wide and discipline-specific pedagogies and andragogy suitable for today's learners. RCC will support faculty-driven strategies that have

been developed as a result of inquiry and analysis of data and training per discipline/program expectations.

4. **Facilitate** ongoing **engagement of equity students and cultivate faculty-student interaction** in order to develop skills and understanding of multiculturalism, cultural proficiency and respect. Foster the value of and celebrate and support diverse students as individuals and as members of our college community deserving of an equitable educational experience.
 - Student-based activities include:
 - Historically Black Colleges and Universities Tours in Fall 2015, Fall 2016, and Fall 2017. These tours align with the Chancellor's HBCU Transfer Agreements, increase awareness of four year opportunities beyond CSU and UC systems and promote better understanding of transfer requirements and therefore motivate students to complete their coursework leading to increased success and engagement, degree attainment and transfer.
 - Direct student support through meal tickets, gas cards, book vouchers and lending library. Research shows that community college students with economic challenges outside of the classroom sometimes have an effect on course success. Some of these challenges could be mitigated by support for books, meals and transportation aid.
 - Student leadership and personal development through GRIT and Growth Mindset training, New Science of Learning training, HOUSE Method of Student Empowerment, cultural proficiency. Over 200 students have been trained in several cohorts beginning in Summer 2016. These students use the tools as Supplemental Instruction leaders, peer mentors and student government and club leaders. Student Equity will continue to support these trainings as they contribute to increased engagement and course success both for the trained students and the students with whom they work as peer mentors and student leaders.
 - Purchasing books by authors (or on the topics of speakers) who come to campus for public lectures and providing the opportunity for students to meet the authors and get autographs contributes to an intellectually rich campus environment. Student Equity supported the appearance and purchase of books by the authors and scholars, Victor Villasenor and Elizabeth Hinton in Spring 2017.
 - On-going support of specific programs designed to provide targeted intervention:
 - Foster Youth/Guardian Scholars program was expanded with the support of Student Equity. The program now has a full-time program specialist to provide assistance to the increased number of self-identified former foster youth attending RCC.
 - EOPS hired an African American male counselor in Fall 2016 to engage in outreach activities. The program has seen an increase in the number of African American male students participating in EOPS. EOPS works closely with Ujima and La Casa to continue to support equity efforts in reaching and supporting male students of color.

- Ujima Project, with Student Equity support, has expanded the number and frequency of classes in its learning communities, hired a part-time counselor to create Student Educational Plans, lead workshops and teach a guidance course in the learning communities. Student Equity funds also provided for the hiring of an educational advisor for Ujima who provides program support to track student success and coordinate programs in its designated engagement center called the HOME Room. The program has expanded from fewer than 100 students to about 400 students in all facets of the program today.
 - Puente Project, with student equity support, was able to provide time for its program faculty to prepare for courses and program planning over the summer term.
 - La Casa is a Latino student-focused engagement center supported by Student Equity. The engagement center serves over 400 students and has a full-time educational advisor to track student success and counselors to create Student Educational Plans for students enrolled in the program. In Spring 2017, La Casa took students to a Latino Student Leadership Conference in northern California.
5. ***Integrate and embed student equity goals*** into the college’s strategic planning and program planning documents.
- RCC has placed Student Equity at the core of its Completion Counts through Pathways guided pathways architecture.



- RCC is assessing and evaluating student achievement at the course as well as outcomes level include disaggregating by the equity categories. Program Review and Planning for all academic disciplines now includes a prompt about student equity activities. Program Review and Plans from the last two review cycles indicate that faculty are actively identifying and discussing equity gaps at course and program levels and developing strategies to close these gaps. For example, in mathematics, an analysis of course outcomes showed that African American students did slightly better in the hybrid math course with cognitive science lessons built into the curriculum. (The New Science of Learning project) That course is now attached to the Ujima Project learning community. Another example is that the Humanities and Philosophy disciplines noted the lower success rates of equity students in their survey courses and wrote a job announcement for a combined faculty position in Humanities and Philosophy with an emphasis in nonwestern thought and cultures.

6. ***Operationalize Student Equity principles:*** Promote institutionalization of equity goals:

1. “Each one, Reach One” is the motto of the Student Equity Committee, which calls for a campus-wide commitment to improved interpersonal contact with students.
2. Expect that each proposed strategy and activity ‘moves the needle’ for the target group(s). This calls for the pertinent question of “who does this program help and how” to be asked of each proposed Student Equity initiative and strategy.
3. Analyze campus policies and practices, programs and equity strategies and activities from the perspective of whether or not they reinforce or change systemic inequities.
 - i. Over time, campus conversations across various shared governance bodies revealed that many students are simply unaware of the wealth of programs and services that are offered in support of student success. With the creation of three faculty advisor liaisons, the college is cultivating a new practice of intentional faculty-student interaction. In Fall 2017, the faculty liaisons have hosted student-faculty meet and greets, major information sessions and have instated college-wide weekly “five-minute advising” memos that go out to the entire campus with pertinent college information to share with students in class and in their respective service areas.

In summary, the efforts and capacity for fulfilling the goals of the Student Equity Plan are supported by the college’s work to embed principles of equity in the college structure, planning, integrated academic support, and through significant ongoing professional development. The college is deeply committed to recognizing and addressing issues of equity and inclusion for all members of our college community. The faculty chair for Student Equity, Dean of Student Success and Support, Student Equity Committee members, and trained faculty, staff, and students, all promote a culture of equity and are supporting the implementation of the necessary infrastructure for a broader college-wide appraisal of student equity needs and ongoing evaluation of progress. Importantly, these faculty, administrators, and staff are modeling and

advocating for equity-mindedness on campus. The Office of Institutional Effectiveness, the Vice President of Planning and Development and the college Strategic Planning Councils provide leadership in the dissemination of student equity data to all disciplines, departments and programs. The Student Equity Committee takes the lead in developing, offering and disseminating information about opportunities for off campus and campus-wide dialogues about equity-related issues and concerns. The Student Equity Plan envisions a shift in awareness for each member of the campus community in each of our respective roles that we can effectively collaborate and coordinate efforts to ensure equitable outcomes for all RCC students. A review of student equity expenditures over the past few years revealed that almost two thirds (62%) of Student Equity funding has provided Professional Development including guest speakers, conference opportunities, facilitated workshops and presentations, and equity-sponsored activities retreats for faculty, staff, and student groups. Given the focus, as described over the preceding pages of this summary, we can see that this focus was effectively put into practice. Nevertheless, we commit in the next phase of our Student Equity planning to reverse the proportion from professional development to programmatic spending from in order to broaden funding for programmatic development, student services and support. Our campus dialogues, professional development and facilitated trainings regarding student equity best practices will continue, however we believe that we will have a significant number of faculty, staff and administrators who have become fluent and engaged in the practice of cultural proficiency and equity-mindedness in the years to come. They will be our campus leads in the continual transformation of the campus culture.

Appendix A includes details of the initial targets of the 2016 Student Equity Plan, action plans, and the current status of selected metrics.

2017-2019 Integrated Planning, Guided Pathways and Student Equity

The Student Equity Committee is proud of its accomplishments with respect to the expressed mission of the 2016-2018 Student Equity Plan. Based on lessons learned, the committee has further streamlined its goals for student equity and even more closely aligned the goals with the college's new organizational structure including the California Guided Pathways framework. Therefore, the 2017-2019 Student Equity Plan's goals and budget are interwoven with those of the Integrated Plan and support RCC's Completion Counts through Pathways and the college's Promise of a two or three year Associates Degree for transfer to a college or university and/or a certificate in a designated program.

Based on the assessment of the six over-arching goals and outcomes discussed in the preceding section, the Student Equity Committee has decided to dedicate its efforts in the following four areas for the 2017-2019 planning document: Integrated Academic Support, Professional Development for Faculty and Staff and Student Leadership Development, Student Equity Program Support, and Support for Discipline-based Strategies to address student equity. These will be discussed on the following pages.

- It is important to note that these four categories also align with the four pillars of the California Guided Pathways model designed to restructure and reframe organizational programs and services for student success. The Pathways Pillars are:
 - i. Clarify the Path (Clarity)—students need colleges to provide more clarity of academic course, program and career information to allow them to make decisions about what to major in and then what courses to take for the kinds of careers they are seeking;
 - ii. Enter the Path (Intake)—students need colleges to provide intentional and deliberate counseling and advising that will get them quickly onto the right path to achieve their educational goals;
 - iii. Stay on the Path (Support)—students need academic support, faculty advising, extra-curricular support through workshops and campus activities that will engage them and help them sustain momentum to successful graduation, transfer and degree and certificate attainment; and,
 - iv. Ensure Learning (Learning)—students need faculty who are immersed in sound pedagogy and who utilize andragogic tools that are discipline-specific, whose curriculum is evaluated through a lens of cultural proficiency, and who are committed to equitable outcomes. Continual course and program level assessments are keys to ensuring that relevant learning takes place in the classroom.

1. Integrated Academic Support for Guided Pathways (*Clarity, Intake, Support and Learning*) will involve teams that consist of a faculty lead, a dedicated counselor, an educational advisor and several peer mentors to track student progress, engage students, provide intentional and deliberate engagement activities, assess student learning and provide academic support services to facilitate students’ persistence and success rates in their courses and programs. This will encompass strategies and activities that contribute to increasing student access and success across all of the equity indicators: access, basic skills (math, English and ESL), credit course/transfer course, degree and certificate attainment, transfer.

- Such strategies and activities include targeted outreach activities; targeted career exploration opportunities; embedded support for acceleration and co-curricular courses; continued development and refinement of accelerated courses, especially for basic skills.
- Specific programs to be continued with this current plan include:
 - RISERS for continuing equity students
 - Supplemental Instruction and Study Group Leaders
 - Grit and Mindset Ambassadors
 - Educational Advisors in the Engagement Centers for each Division: LHSS, STEM, FPA and CTE
- New initiatives include:

- Peer Mentoring for the Promise
- Access to Promise for students enrolled in basic skills
- STEM Student Equity Study Group Leadership and Development for bottleneck math and science courses
- Faculty Advising Liaisons in each Division

2. **Professional Development for Faculty, Staff and Students** (*Clarity, Intake, Support and Learning*). The Student Equity Plan supports ongoing professional development in order to reach the following goals.

a. *Goals for professional development for faculty and staff include:*

- For RCC to have an equity-minded campus culture that cultivates faculty and staff awareness of and attentiveness to the practice of cultural proficiency, who are knowledgeable about the college student equity outcomes data, who will develop curriculum, employ innovative teaching strategies, provide services and create policies that promote student equity and remove barriers to student success. The college will continue to explore student needs and experiences and effectively communicate with faculty, staff and administrators the research-based best practices for student success and insights gained directly from students through focus groups and the like for continual enhancement of strategies for student success. Supported activities include:
 - i. Dissemination and facilitated discussion of materials and information about best practices for increasing student success in complex organizations that are undergoing changing demographics and changing organizational structures; training in how to lead conversations about change; and support for developing strategies for implementation of successful organizational practices for student success within disciplines, departments, divisions, and programs.
 - ii. Research and professional development in the leading discipline-specific pedagogical methods and curriculum for 21st century teaching, learning, and preparation of equity students for the 21st century workforce and civic participation.

b. *Goals for professional development for students include:*

- Develop a model for a campus-wide practice of training peer advocate/peer mentors/peer leaders and student assistants in college knowledge and customer service, academic coaching, tutoring, leadership and self-empowerment, cultural proficiency, Grit and Mindset (cognitive science) and social justice. These trained peer advocates will be further trained in the specific knowledge and goals within

the programs and service areas to which they are assigned and where they will work with peers as part of the Integrated Support Teams for student success.

c. *Cultural Proficiency*

- RCC is a leader among community colleges in its work on cultural proficiency whose essential elements are to assess the current institutional culture, value diversity, manage—yet adapt to – the dynamics of difference and to institutionalize reimagined cultural practices and institutional knowledge. RCC is utilizing theories of change leadership through its trainings for faculty, staff, and administration and its “train the trainer” approach to achieve a culturally proficient and equity-minded college campus. RCC will continue to focus on the practice of cultural proficiency, which allows the college to view policies and practices through a lens that identifies unnecessary barriers to student success. The practices also guide development of institutional capacity to produce and then maintain the systemic changes that will narrow and ultimately close access and education gaps, reduce and eliminate disproportionate student outcomes, and increase engagement and well-being for every student. Through its “train the trainer” approach, RCC is developing its own cadre of Champions for Change faculty, administrators, and staff prepared to offer professional development workshops on cultural proficiency and growth mindsets.

3. **Support Designated Student Equity Programs** (*Support and Learning*)

Continue to support identified Student Equity Programs as they have a rich history that demonstrate successful outcomes at rates higher than those for similar students who are not participants in these programs. Most of RCC’s Student Equity programs provide a launching pad for students to become more fully engaged in the broader campus community. Many of the practices included in Integrated Academic Support are common in these Student Equity programs (listed below) —chief among them are intentional and deliberate faculty and /or staff interaction with students in an extra-curricular context (outside of class and often in a comfortable and welcoming campus “home”). With dedicated faculty coordinators, counselors or educational advisors or program coordinators, and plenty of peer support, these programs have supportive staff who know students’ needs beyond the classroom. The programs’ efforts are focused on coordinating support for students—with faculty and staff and the students themselves—in order to help students address those needs so that they can be successful in their courses. Extra-curricular services and support are often required as part of participation in these programs, and most of these programs have a campus home which we call Engagement Centers. Innovation and targeted activities for all of the Student Equity outcomes are key to the success of these programs.

- La Casa, Puente, Ujima, HOME Room, Guardian Scholars, Foster Youth, Disabled Resource Center, Veterans, EOPS

- Learning Communities – Community for Academic Progress, Ujima, La Casa, Puente
- Professional development for faculty and staff in the best practices of these programs as the college moves to scaling up the interventions that work best for successful student outcomes.

4. Student Equity Mini-Grants (*Intake, Support and Learning*)

While integrated academic support suggests a “whole college” approach that addresses the “whole student,” the primary mission of the college is to produce an outcome: student attainment of a degree or certificate and transfer to a four year college or university or job placement. RCC’s California Guided Pathways framework is premised upon the idea that we will support students in these attainments, and while student support services are essential to the improving the outcomes, the most significant factor in student success comes at the course level—students must attend class, successfully meet the student learning outcomes, learn the content for foundational and applied purposes, and earn successful passing grades.

RCC must acknowledge and support the faculty and their discipline expertise in order to increase success rates and to narrow equity gaps. The college encourages faculty to innovate, critique, debate, hold courageous conversations about the equity outcomes revealed in their disaggregated data, and then to rethink, deconstruct and recreate curriculum based on pedagogies grounded in the best practices for successful student outcomes in their respective disciplines. The same holds true for some of the faculty-led committees and councils devoted to student success and equity such as the Guided Pathways Workgroup and the College Readiness sub-committee. Mini-grants, given out annually for one-two semester projects, will support small pilots that can be scaled up within departments, programs, and disciplines.

Success Indicators and Equity Goals

The Riverside City College Student Equity Committee used the proportionality index as the method to determine equitable outcomes for the student populations. RCC’s target student populations for each data element were the groups that measured less than 1.0. Towards this end, the goal of the RCC Student Equity Plan is to bring each of these student groups to a 1.0 proportionality index over a period of five years. Once the proportionality gap reaches 1.0 for all student groups then the focus of the college equity efforts will be to sustain those gains and to direct focus to the Student Success and Support plan in order to raise achievement across each target population.

Upon analysis of the five measures presented in the Student Equity Plan, African American, Native American, Pacific Islander and Former Foster Youth are the groups of students that consistently have the largest proportionality gaps across all Success Indicators. Analysis is

grouped by Access, Course Completion, and Student Outcomes metrics using RCC’s Scorecard cohorts. RCC compared Fall 2014 and Fall 2016’s data to look at progress.

Access (Table 1 below)

For access, RCC’s student population closely resembles the population of Riverside County. In Fall 2014 and Fall 2015, student gender and ethnicity/race composition were similar. As with most institutions of higher education, women are a larger proportion of the student body at RCC. In terms of race and ethnicity, the student equity population percentage ratios increased for Asian/Pacific Islander students from 6.3% to 7.1%, for Hispanics from 57.3% to 59.3%, for Veterans from 1.4% to 2.3%, and for American Indian/Native Alaskan from 0.3% to 0.4%. The ratios decreased for African American from 8.5% to 7.9%, for students with disabilities from 7.3% to 5.0% and from 21.3% to 21.1% for white students. American Indians, white students, males and students with disabilities are all underrepresented with regard to their population in our local service area.

Table 1: Student Demographics between Fall 2014 and Fall 2015 RCC Student

Target Populations	Service Area Population Census 2010	% of Population 2010 Census	2015			2016		
			# Enrolled Fall 2014	% of Total Fall 2014	Proportionality Index	# Enrolled Fall 2015	% of Total Fall 2015	Proportionality Index
Asian*	133,170	6.1%	1,180	6.3%	1.03	1,345	7.1%	1.16
African American	130,823	6.0%	1,590	8.5%	1.42	1,501	7.9%	1.32
Hispanic	995,257	45.5%	10,717	57.3 %	1.26	11,243	59.3%	1.30
American Indian / Native Alaskan	10,931	0.5%	50	0.3%	0.60	71	0.4%	0.75
Two or More ¹	48,110	2.2%	750	4.0%	1.82	550	2.9%	1.32
White	869,068	39.7%	3,974	21.3 %	0.54	4,005	21.1%	0.53
Unknown	3,682	0.2%	150	0.8%	4.00	242	1.3%	6.38
Total	2,189,641	100.0%	18,690	100.0 %		18,957	100.0%	1.00
Females	1,089,576	49.8%	10,407	55.7 %	1.12	10,645	56.2%	1.13
Males	1,100,065	50.2%	8,192	43.8 %	0.87	8,163	43.1%	0.86
Total	2,189,641	100.0%	18,690	100.0 %	1.00	18,957	100.0%	1.00
Foster Youth			152	0.8%		181	1.0%	
Individuals with Disabilities	32,682	5.6%	1,357	7.3%	1.3	940	5.0%	0.89
Veterans	11,629	2.2%	262	1.4%	0.6	443	2.3%	1.06
Low-Income			6,266	33.5 %		5,935	31.3%	
Total	2,189,641	100.0%	18,690	100.0 %	1.00	18,957	100.0%	1.00

Note: *Census combines Native Hawaiian / Pacific Islander with Asian

Fall 2015 to Fall 2016 Success:

Course Completion (Credit, Basic skills, CTE, and Transferable enrollment) by ethnicity, race and special population

Fall 2015 and Fall 2016 student enrollment data were examined and compared for progress for these metrics indicated in Table 2 below.

- Increased CTE course success proportionality indices are indicated for both African American and Pacific Islander student populations, improving from .79 to .84 and .70 to .82 respectively.
- From Fall 2015 to Fall 2016 American Indian students showed increases in three of four success measures for: credit, CTE, and transferable enrollments. However, American Indian students in 2016 had a significant equity gap in basic skills course success (0.61) that wasn't present in 2015 (1.07). The number of American Indian students increased from 50 to 71, though a small percentage of the total student population, this was a 40% increase in students in this particular group. Further examination of those basic skills placements should help us understand the decline in basic skills student success from 2015 to 2016.
- From Fall 2015 students to Fall 2016 there was improvement for students with disabilities in basic skills course success though the index of .82 is still below the desired level.
- Foster youth students had similar proportionality indices between 2015 and 2016 for credit, CTE and basic skills enrollment; though a decreased success rate in the transfer course proportionality index from 1.28 to 0.88 calls for further review. Like American Indian students, this population has grown (from 152 to 181) and further scrutiny of these data should help us understand this decline.

Table 2: Comparison of 2015 and 2016 Proportionality Indices using Student Enrollment Data

	African-American		Hispanic		American Indian		Pacific Islander		DSPS		Veterans		Foster Youth	
	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016
Success in credit enrollment	0.85	0.85	0.97	0.97	0.81	0.98	0.95	0.92	0.99	0.95	0.95	1.00	0.84	0.81
Success in basic skills enrollment	0.83	0.81	1.01	1.00	1.07	0.61	0.83	0.83	0.66	0.82	0.72	1.14	0.53	0.56
Success in CTE enrollment	0.79	0.84	0.98	0.98	0.95	1.13	0.70	0.82	1.03	1.00	0.98	1.03	0.82	0.82
Success in transferable enrollment	0.85	0.87	0.96	0.97	0.79	1.07	0.98	0.91	0.85	0.98	0.96	0.97	1.28	0.88

Fall 2016 Success:

Course Completion (Credit, Basic skills, CTE, and Transferable enrollment) by ethnicity, race and special population and disaggregated by gender (Table 3 below)

As RCC has continued to examine the data, disaggregating by gender as well as race/ethnicity it is important to better understand student success patterns and target approaches to better meet student needs. For many of the equity groups, disaggregating by gender has allowed RCC to identify an equity gap which might have been “masked.” This analysis is one of the critical pieces of data which informed RCC’s decision to conduct focus groups in Spring 2016 in order to gain actionable information on what male minority students see as barriers to their success and what is supporting their success at the college.

- For Fall 2016, the indicators for American Indian or Alaska Native students were at proportional levels – although when disaggregated by gender, male American Indian or Alaska Native student success in CTE enrollments are well below proportionality at .62.
- African American student course success stubbornly remains in the .8 range; however, for African American males in basic skills, the proportionality index is .63 revealing that African American males are performing lower than African American females. This confirms as well, that in combination with the indication for American Indian males and for Pacific Islander males, there should be continued focus on effective strategies for teaching and providing support services to male students of color, especially in the area of basic skills.
- For Pacific Islander students, both males and females were disproportionality unsuccessful in basic skills (.49 and .73 respectively) and Pacific Islander females along with African American females lagged behind their peers on all indicators—below 1.0 and disproportionate to their representation. These groups will continue to be a focus of RCC’s on-going equity efforts.

Table 3: Fall 2016 Proportionality Indices using Student Enrollment Data

	PROPORTIONALITY INDEX BY GROUP Fall 2016 Data (for Fall 2017 report)															
	Gender-Unknown	African-American	Hispanic	American Indian or Alaska Native	Pacific Islander	African-American		Hispanic		Native American		Pacific Islander	DSPS	Veterans	Foster Youth	
						Female	Male	Female	Male	Female	Male	Female	Male			
Success in credit enrollment	● 0.97	● 0.86	● 0.96	● 1.02	● 0.92	● 0.88	● 0.83	● 0.98	● 0.95	● 1.04	● 1.00	● 0.81	● 1.01	● 1.00	● 1.01	● 0.73
Success in basic skills enrollment	● 0.78	● 0.75	● 1.00	● 1.24	● 0.68	● 0.84	● 0.63	● 1.05	● 0.92	● 1.39	● 0.97	● 0.73	● 0.49	● 0.88	● 0.84	● 0.43
Success in CTE enrollment	● 0.87	● 0.85	● 0.98	● 0.94	● 0.95	● 0.89	● 0.81	● 1.02	● 0.96	● 1.17	● 0.62	● 0.78	● 1.08	● 1.01	● 0.96	● 0.70
Success in transeable enrollment	● 1.02	● 0.86	● 0.96	● 0.98	● 0.95	● 0.88	● 0.85	● 0.97	● 0.95	● 0.94	● 1.02	● 0.87	● 1.01	● 1.08	● 0.83	● 0.46

Student Outcomes metrics using Score Card data

(ESL, Basic Skills ENG, Basic Skills Math, 30 units, SPAR, CTE, and Transfer)
(Table 4 below)

Scorecard 2015 data (2008-2009 cohort) were used for RCC 2015 Proportionality indices and Score Card 2016 (2009-2010 cohort) were used for RCC 2016 Proportionality indices.

The cohort course-level data indicate movement in student outcomes, though because cohort outcomes are based on six year graduation rates, the full impact of strategies implemented in 2015-2017 won't be fully realized for several more years, especially for completion and transfer. In the meantime, RCC notes the following:

Hispanic Students

- Completion and Transfer continue to be the measures in which Hispanic students fall below proportionality, .85 and .81 respectively. When disaggregated by gender, Hispanic males rates are slightly lower than Hispanic females for completion: .82 for males and .87 for females, but considerably lower for transfer: .75 for males and .86 for females. Our student focus groups revealed that Hispanic males felt family pressure to work and provide for families more than male students in other racial/ethnic groups. The Guided Pathways model, when fully implemented, will assist students in career development and academic success and that focus, along with the built in support and guidance for staying on track to graduation and completion, may yield significant results for narrowing this proportionality gap.

African American Students

- There was upward movement for 30 unit completion for African American students. African American females saw significant improvement from 2015 to 2016 from .77 (considerably below proportionality) in 2015 to .98 in 2016.
- The CTE completion indices also improved from 0.68→0.97. Again, when further disaggregated by gender, the improvement in this indice for African American females went from .79 in 2015 to .92 in 2016.
- The Basic Skills English indices also moved upward for African American females, from .66 in 2015 to .84 in 2016.
- On each of the measures mentioned above, the proportionality indices for African American males actually decreased slightly: 30 unit completion, .87→.84, CTE completion, .53→.52, Basic Skills English, .67→.62.
- Why are African American females responding to initiatives while African American male students are not? Overall, for African American male students, five of six proportionality indices were lower than 0.8 and one index was lower than 0.9.
- As noted in previous sections, though the cohort data is yet to determine the full impact of our student equity strategies, it does currently indicate that attention must continue to be devoted to determining the academic success needs of male students of color at the college and developing strategies to narrow this persistent outcomes gap. There is real opportunity for institutional change here.

American Indian and Pacific Islander Students

American Indians and Pacific Islander students in the 2009-2010 cohort (2016 Score Card data) had a much wider proportionality gap than African American and Pacific Islander students in the 2008-2009 cohort (2015 Score Card data).

- American Indian students had five 2016 Proportionality indices which were lower than 0.8 (Basic Skills English, Basic Skills Math, 30-Units, Completion, and Transfer). However, 2016 CTE proportionality index improved from 0.83 to 1.16.
- For Pacific Islander students in 2016, all seven proportionality indices lower than 0.8 whereas in 2015, the 30 unit completion and basic skills English completion indices were > 1.0.
- Between the two cohorts, the total numbers of American Indian students decreased from 21 to 6 and the total number of Pacific Islander students decreased from 28 to 19. These populations are too small from which to be able to draw any statistical conclusions. Though, due to the small number in this cohort, RCC has the opportunity to provide intrusive support for these students in a way that would have a significant impact on their success.

Special populations: Students with Disabilities, Veterans, Foster Youth

- Students with Disabilities (.70→.78) and Foster Youth (.36→.56) showed improvement on the transfer indices, though they still fall below .8. Veterans declined from 1.15 in 2015 to .87 in 2016.
- Students with Disabilities and Foster Youth also had declines in Basic Skills Math falling below .8 for both groups.
- Foster Youth improved in 30 unit course completion from .82 in 2015 to .95 in 2016. However, in five out of seven proportionality indices, Foster youth students had a proportionality index lower than 0.8.
- Student Equity supports a program specialist for Foster Youth and tutoring and support services for Students with Disabilities. RCC will need to further evaluate the activities in these support programs in order to determine what strategies will lead to increased success for the students.

Table 4: Comparison of 2015 and 2016 Proportionality Indices using Score Card Data

	African-American		Hispanic		American Indian or Alaska Native		Pacific Islander		African-American				Hispanic			
	2015	2016	2015	2016	2015	2016	2015	2016	Female (2015)	Female (2016)	Male (2015)	Male (2016)	Female (2015)	Female (2016)	Male (2015)	Male (2016)
ScoreCard-30-units Completion	0.82	0.91	0.96	0.97	0.99	0.26	1.20	0.49	0.77	0.98	0.87	0.84	1.00	0.96	0.90	0.98
ScoreCard-ESL	5.01	0.67	0.93	0.91	0.00	0.00	0.00	0.00	5.01	2.00	0.00	0.00	0.88	0.96	1.03	0.85
ScoreCard-Basic Skills English	0.67	0.74	0.94	0.95	1.29	0.28	1.43	0.45	0.66	0.84	0.67	0.62	1.03	0.98	0.82	0.92
ScoreCard-Basic Skills Math	0.72	0.68	0.95	0.93	1.05	0.73	0.70	0.40	0.69	0.76	0.74	0.58	0.98	0.97	0.90	0.87
ScoreCard-Completion (SPAR)	0.94	0.92	0.89	0.85	0.93	0.40	0.79	0.13	0.96	1.07	0.91	0.75	0.93	0.87	0.82	0.82
ScoreCard-CTE Rate	0.68	0.97	1.00	0.96	0.83	1.16	0.27	0.69	0.79	0.92	0.53	0.52	0.99	1.05	1.00	0.89
ScoreCard-Transfer	1.15	0.97	0.82	0.81	1.01	0.56	0.75	0.18	1.15	1.12	1.14	0.75	0.86	0.86	0.78	0.75

*Fewer than 5 African Americans enrolled in ESL in 2016 skewing ScoreCard ESL data.

	DSPS		Veterans		Foster Youth	
	2015	2016	2015	2016	2015	2016
ScoreCard-30-units Completion	1.03	1.07	0.98	1.04	0.82	0.95
ScoreCard-ESL	1.31	1.31	2.70	2.51		2.00
ScoreCard-Basic Skills English	0.95	0.91	1.18	1.20	0.72	0.47
ScoreCard-Basic Skills Math	1.11	0.75	1.44	1.34	0.81	0.49
ScoreCard-Completion (SPAR)	0.94	0.90	1.34	0.99	0.44	0.47
ScoreCard-CTE Rate	1.01	1.12	1.39	1.08	0.76	0.57
ScoreCard-Transfer	0.70	0.78	1.15	0.87	0.36	0.56

As noted in RCC’s 2015 Student Equity plan, the student equity data has informed substantive campus-wide discussions about student equity. The college has **prioritized ESL and Basic Skills Completion, Course Success, Degree and Certificate Completion and Transfer** as the

key success indicators for the Student Equity Plan of Riverside City College. Using California Guided Pathways to help frame our matriculation processes, RCC is continuing to emphasize the importance of deliberate and intrusive advising, mentoring and discipline-focused pedagogy that supports academic engagement and course success for all students. A key initiative for the implementation of this framework is the campus student engagement centers where integrated academic student support takes place within a primarily academic or cultural context. These centers serve as important places for students in targeted groups to get support for intellectual and personal development. Additionally, the reform of English and math college-level course placement reform, with the implementation of MMAP, is also showing positive results for equity students. Basic Skills placement has disproportionately impacted students in target groups; so this Student Equity Plan supports alternatives to placement, such as GPA as a proxy for placement tests, accelerated courses, and multiple measures models as strategies to reduce the proportionality gaps, decrease time spent in remediation and shorten the time spent and units taken prior to graduation and transfer.² As RCC continues to implement Guided Pathways, the placement processes that reduce the students' time for remediation and the introduction of strategies such as co-curricular courses, embedded tutoring, and integrated academic support in order to increase success in basic skills courses for those who truly need it, The college will see the further narrowing of the equity gaps and continuous improvement to reach the college goal of 1.0 proportionality for all students.

Finally, with regard to male students, while as a group they may be also included in any of the targeted racial/ethnic categories, it will be well worthwhile to pursue equity approaches that consider the unique barriers male students face in achieving academic success at RCC. Some of the qualitative data from the RP Group-led focus groups has already been discussed throughout this document. A sample of the summary recommendations align with the four Guided Pathways pillars as well. Among these are:

- *Examine college/district policies that create barriers for students to access academic supports offered within the college.*
 - This plan has noted that culturally proficient institutions should always reflect upon the policies and practices that present barriers to student access and success. The college has enacted the five-minute advising model to provide monthly information items about college programs, services and upcoming activities and deadlines for all faculty to share with students at the beginning of each class period; and the coordination of integrated support teams for student support will also address this institutional reflection on how to improve our student support services for increased student success.
- *Robustly engage students in the design, development, and testing of communication strategies regarding resources available to support their success.*
 - RCC's commitment to professional development for faculty, especially in the use and skills of andragogic practices for student learning should help here. This

² John Hetts, Ken Sorey et al, "Multiple Measures for Assessment and Placement," RP Group White Paper, September 12, 2014.

recommendation supports the premise that adult learners should be more involved in the process and tools of their learning.

- *Foster social connections with other students.*
 - Student Engagement Centers, the commitment to training student leaders and peer mentors and providing opportunities for student retreats supports this recommendation
- *Regularly capture student feedback that can be used to inform and modify processes, practices, and policies throughout the institution.*
 - As noted previously, the college intends to institutionalize the practice of gaining feedback from students about their experiences and expectations as a means to inform our practice.

Strategies and Next Steps

Strategically, the mission and vision of the RCC Student Equity Plan is to align with the Guided Pathways framework, operationalized at RCC as *Completion Counts through Pathways*.

- 1) RCC's Champions for Change cohorts – embedded in many of the administration and instructional departments – will facilitate a culture of equity-mindedness through supporting inquiry and research plans, supporting professional development and providing access to training and literature that fosters a healthy understanding of and respect for the tools and practices that sustain student equity as a valued aspect of the overall college mission. This will occur through ongoing Cultural Proficiency in-service training on Flex days, in campus committees and at staff retreats.
- 2) The Student Equity Plan recognizes the value of *dedicated equity programs* that provide support for targeted student groups within a cultural/group context where support is based first on what experiences they bring to college and then on how to use their personal capacity to become successful in an institutional educational environment that many are experiencing as first generation college students. The Equity programs at RCC are **Ujima Project, Puente Program, Disability Resource Center, Veterans, Foster Youth, and EOPS**. They address academic support needs of identified student equity groups. Recent data (2015) shows promising results for African American students enrolled in classes in the Ujima Project Learning Communities and who also utilize the academic support services that are based in the HOME Room student engagement center. Overall, African American Ujima students have higher persistence and retention rates than those who are not associated with Ujima. Data from student athletes indicates that they also perform at levels much higher, on all measures (basic skills, credit course, completion and transfer) than non-athlete students. Both of these examples indicate that the integrated academic support model, especially as it pertains to students having a campus “home” and support from campus personnel who know the students as a complete person, is a proven model for student success. The challenge is to scale up these best practices to provide that level of support for all students.

- 3) The Student Equity Plan systematizes a *partnership of Student Equity with Strategic Planning Councils and Guided Pathways workgroups* (CTE, College Readiness, Transfer Pathways) and individual departments and disciplines in order to support and collegially strategize how to implement pedagogical and curricular approaches to increasing equitable outcomes for the targeted student groups.

RCC’s primary principle (and admonition) for Student Equity is, *do not lose students*. RCC does this with a philosophy of “Each One, Reach One.” The efforts presented in the integrated plan as well as for specifically targeted equity activities outlined here in this Executive Summary will be directed toward the prioritized success indicators for Student Equity: Course Completion, especially strategies intended to keep students from falling out at the critical 30 unit mark; ESL and basic skills completion—focusing on multiple measures for placement into college-level English and math; and degree and certificate completion and transfer. RCC is committed to narrowing the proportionality gap through intensive and deliberate outreach to students in the targeted groups and will focus in the coming years in the following ways:

Three – Five year plan is to focus on Equity in Access and Equity in Success:

- 2017-2018
 - a. Strengthen targeted efforts to increase Native American / Alaska Native and Pacific Islander / Native Hawaiian student success
 - b. Scale up successful pilots and small programs
 - c. Make adjustments to pilots and programs based on evaluation and assessment
 - d. Ongoing:
 - i. Measure and evaluate equity outcomes
 - ii. Research, Professional Development and Training
 - iii. Ongoing equity-minded intervention and support mechanisms for targeted students in basic skills, CTE and degree completion and transfer programs.
 - iv. Student outreach
 - v. Coordination with categorical programs to make best use of resources, staff time and programmatic responsibilities.
 - vi. Workshop and retreat planning
 - vii. Support for the equity Student Engagement Centers.
 - viii. Rigorous student tracking and reporting using educational advisors and counselors.

- 2018-2019
 - a. Assess processes, monitor milestones, and evaluate targets
 - b. Scale up successful pilots and small programs
 - c. Make adjustments to programs based on evaluation and assessment
 - d. Ongoing:
 - i. Measure and evaluate equity outcomes
 - ii. Research, Professional Development, and Training

- iii. Ongoing equity-minded intervention and support mechanisms for targeted students in basic skills, CTE, and degree completion and transfer programs.
- iv. Student outreach
 - v. Coordination with categorical programs to make best use of resources, staff time and programmatic responsibilities.
 - vi. Workshop and retreat planning
- vii. Support for the equity Student Engagement Centers.
- viii. Rigorous student tracking and reporting using educational advisors and counselors.

Appendix A: Target Status

Goal: Credit Course Completion

Target Population(s)	2015 Report Gap	Goal	Status & Current Activities	Funding and Point of Contact
African American, Hispanic, American Indian / Native American, and Foster Youth for Credit Course Completion	55.2% success rate for African Americans in Credit Course Completion, Fall 2014.	Narrow this gap by helping 50 more African American students each semester pass their credit courses by the end of Fall 2019.	Activities: <ul style="list-style-type: none"> - Research and Evaluation - Instructional Support Activities (SI, etc.) - Professional Development (Cultural Proficiency Training) - Curriculum / Course Development or Adaptation - Student Equity Coordination / Planning - Outreach - Student Services - Direct Student Support (books, vouchers, etc.) 	Activities addressing these gaps are funded through the Equity allocation – Wendy McEwen, Dean, Office of Institutional Effectiveness will have the responsibility of tracking and reporting on these metrics.
	52.6% success rate for American Indian / Native American in Credit Course Completion, Fall 2014.	Narrow this gap by helping 5 more American Indian / Native American students each semester pass their credit courses by the end of Fall 2017.	56.5% success rate for African Americans in Credit Course Completion Fall 2016. 66.9% success rate for American Indian / Native American in Credit Course Completion Fall 2016.	

Target Population(s)	2015 Report Gap	Goal	Status & Current Activities	Funding and Point of Contact
	62.9% success rate for Hispanic in Credit Course Completion, Fall 2014.	Narrow this gap by helping 70 more Hispanic students each semester pass their credit courses by the end of Fall 2019.	63.3% success rate for Hispanic in Credit Course Completion Fall 2016.	
	54.5% success rate for Foster Youth in Credit Course Completion, Fall 2014	Narrow this gap by helping 10 more Foster Youth each semester pass their credit courses by the end of Fall 2019.	48.0% success rate for Foster Youth in Credit Course Completion Fall 2016.	

Goal: Transfer Course Completion

Target Population(s)	2015 Report Gap	Goal	Status & Current Activities	Funding and Point of Contact
B.2 African American, American Indian / Native American, and Students with Disabilities	55.3% success rate for African American, Transfer Course Completion Fall 2014	Narrow this gap by helping 50 more African American students each semester pass their credit courses by the end of Fall 2019.	Activities: <ul style="list-style-type: none"> - Research and Evaluation - Faculty Development - Instructional Support Activities - Curriculum / Course Development or Adaptation - Outreach - Student Equity Coordination / Planning - Student Services or other Categorical Programs - Direct Student Support 57.2% success rate for African American,	Activities addressing these gaps are funded through the Equity allocation – Wendy McEwen, Dean, Office of Institutional Effectiveness will have the responsibility of tracking and reporting on these metrics.

Target Population(s)	2015 Report Gap	Goal	Status & Current Activities	Funding and Point of Contact
	51.7% success rate for American Indian / Native American, Transfer Course Completion Fall 2014	Narrow this gap by helping 5 more American Indian / Native American students each semester pass their credit courses by the end of Fall 2017.	Transfer Course Completion Fall 2016. 64.8% success rate for American Indian / Native American, Transfer Course Completion Fall 2016.	
	55.4% success rate for Students with Disabilities, Transfer Course Completion Fall 2014	Narrow this gap by helping 20 more Students with Disabilities each semester pass their credit courses by the end of Fall 2019.	82.4% success rate for Disabilities, Transfer Course Completion Fall 2016.	

Goal: Basic Skills Course Completion

Target Population(s)	2015 Report Gap	Goal	Status & Current Activities	Funding and Point of Contact
African Americans	26% success rate for English Basic Skills courses and 17.9% success rate for Math Basic Skills Courses, Fall 2014	Narrow this gap by helping 10 more African American students progress through Basic Skills courses by the end of Fall 2018.	Activities: <ul style="list-style-type: none"> - Research and Evaluation - Faculty Development - Curriculum / Course Development or Adaptation - Instructional Support Activities - Student Equity Coordination / Planning - Outreach 	Activities addressing these gaps are funded through the Equity allocation – Wendy McEwen, Dean, Office of Institutional Effectiveness will have the responsibility of tracking and reporting on these metrics.

Target Population(s)	2015 Report Gap	Goal	Status & Current Activities	Funding and Point of Contact
			<ul style="list-style-type: none"> - Student Services - Direct Student Support <p>38.5% success rate for English Basic Skills courses and 28.7% success rate for Math Basic Skills Courses, Fall 2016</p>	
Hispanic	36.3% success rate for English Basic Skills courses and 23.4% success rate for Math Basic Skills Courses, Fall 2014	Narrow this gap by helping 10 more Hispanic students progress through Basic Skills by the end of Fall 2018.	51.4% success rate for English Basic Skills courses and 42.2% success rate for Math Basic Skills Courses, Fall 2016	Activities addressing these gaps are funded through the Equity allocation – Wendy McEwen, Dean, Office of Institutional Effectiveness will have the responsibility of tracking and reporting on these metrics.
Foster Youth	28.0% success rate for English Basic Skills courses and 20.0% success rate for Math Basic Skills Courses, Fall 2014	Narrow this gap by helping 5 more Foster Youth progress through Basic Skills by the end of Fall 2018.	22.2% success rate for English Basic Skills courses and 45.5% success rate for Math Basic Skills Courses, Fall 2016	Activities addressing these gaps are funded through the Equity allocation – Wendy McEwen, Dean, Office of Institutional Effectiveness will have the responsibility of tracking and reporting on these metrics.

Goal: Degree and Certificate Completion

Target Population(s)	2015 Report Gap	Goal	Status & Current Activities	Funding and Point of Contact
Pacific Islander	32.1% for degrees and 14.3% for certificates, 2014	Narrow this gap by increasing the completion for Pacific Islanders by 2 more each year for the next four cohort	Activities: <ul style="list-style-type: none"> - Research and Evaluation - Faculty Development 	Activities addressing these gaps are funded through the Equity allocation – Wendy McEwen, Dean, Office of Institutional Effectiveness will

Target Population(s)	2015 Report Gap	Goal	Status & Current Activities	Funding and Point of Contact
		years. Spring 2019.	<ul style="list-style-type: none"> - Curriculum / Course Development or Adaption - Student Equity Coordination / Planning - Outreach - Student Services - Direct Student Support <p>5.3% (SPAR 6 year rate) for Completion and 37.5% for certificates for 2009-2010 cohort</p>	have the responsibility of tracking and reporting on these metrics.
Hispanic / Latino	36.2% for degrees, 2014	Narrow this gap by increasing the completion for Hispanic/Latinos by 20 more each year for the next four cohort years. Spring 2019.	35.1% (SPAR 6 year rate) for Completion and 51.7% for certificates for 2009-2010 cohort	Activities addressing these gaps are funded through the Equity allocation – Wendy McEwen, Dean, Office of Institutional Effectiveness will have the responsibility of tracking and reporting on these metrics.
American Indian / Alaskan Native	38.1% for degrees and 43.8% for certificates, 2014	Narrow this gap by increasing the completion for American Indian / Alaskan Native by 1 more each year for the next 3 cohort years. Spring 2018.	16.7% (SPAR 6 year rate) for Completion and 62.5% for certificates for 2009-2010 cohort	Activities addressing these gaps are funded through the Equity allocation – Wendy McEwen, Dean, Office of Institutional Effectiveness will have the responsibility of tracking and reporting on these metrics.

Target Population(s)	2015 Report Gap	Goal	Status & Current Activities	Funding and Point of Contact
African American	35.5% for certificates, 2014	Narrow this gap by increasing the completion for African Americans by 8 more each year for the next 4 cohort years. Spring 2019.	38.0% (SPAR 6 year rate) for Completion and 52.5% for certificates for 2009-2010 cohort	Activities addressing these gaps are funded through the Equity allocation – Wendy McEwen, Dean, Office of Institutional Effectiveness will have the responsibility of tracking and reporting on these metrics.
Foster Youth	17.9% for degrees and 40.0% for certificates, 2014	Narrow this gap by increasing the completion for Foster Youth by 3 more each year for the next 3 cohort years. Spring 2018.	19.4% (SPAR 6 year rate) for Completion and 30.8% for certificates for 2009-2010 cohort	Activities addressing these gaps are funded through the Equity allocation – Wendy McEwen, Dean, Office of Institutional Effectiveness will have the responsibility of tracking and reporting on these metrics.

Goal: Transfer

Target Population(s)	2015 Report Gap	Goal	Status & Current Activities	Funding and Point of Contact
Pacific Islander	21.4%, 2014	In partnership with Degree and Certificate Completion, narrow this gap by increasing the completion for Pacific Islanders by 2 more each year for the next four cohort years. Spring 2019.	Activities: <ul style="list-style-type: none"> - Research and Evaluation - Student Services or other Categorical Programs - Student Equity Coordination / Planning 5.3% Transfer for 2009-2010 cohort (6 year rate)	Activities addressing these gaps are funded through the Equity allocation – Wendy McEwen, Dean, Office of Institutional Effectiveness will have the responsibility of tracking and reporting on these metrics.

Target Population(s)	2015 Report Gap	Goal	Status & Current Activities	Funding and Point of Contact
Hispanic / Latino	23.4%, 2014	In partnership with Degree and Certificate Completion, narrow this gap by increasing the completion for Hispanic/Latinos by 20 more each year for the next four cohort years. Spring 2019.	24.1% Transfer for 2009-2010 cohort (6 year rate)	Activities addressing these gaps are funded through the Equity allocation – Wendy McEwen, Dean, Office of Institutional Effectiveness will have the responsibility of tracking and reporting on these metrics.
Foster Youth	10.3%, 2014	In partnership with Degree and Certificate Completion, narrow this gap by increasing the completion for Foster Youth by 3 more each year for the next 3 cohort years. Spring 2018.	10.3% Transfer for 2009-2010 cohort (6 year rate)	Activities addressing these gaps are funded through the Equity allocation – Wendy McEwen, Dean, Office of Institutional Effectiveness will have the responsibility of tracking and reporting on these metrics.
Individuals with Disabilities	19.9%, 2014	Narrow this gap by increasing the completion for Individuals with Disabilities by 5 more each year for the next four cohort years. Spring 2019.	19.9% Transfer for 2009-2010 cohort (6 year rate)	Activities addressing these gaps are funded through the Equity allocation – Wendy McEwen, Dean, Office of Institutional Effectiveness will have the responsibility of tracking and reporting on these metrics.

Agenda Item (IV-C-1)

Meeting	1/9/2018 - Committee
Agenda Item	Committee - Planning and Operations (IV-C-1)
Subject	Ground Lease for Corrections Platform Training Facility at Ben Clark Public Safety Training Center with County of Riverside
College/District	Moreno Valley
Funding	Title V Grant
Recommended Action	It is recommended that the Board of Trustees approve the Ground Lease for the Corrections Platform Training Facility at Ben Clark Public Safety Training Center with County of Riverside.

Background Narrative:

Moreno Valley College (MVC) is the educational training partner at Ben Clark Public Safety Training Center with the County of Riverside (Sheriff and CalFire). To advance the training programs to serve the needs of the partners, MVC applied for, and received a Title V Grant to development a corrections training platform facility.

The ground lease will provide access and control of approximately 5,000 square feet of property near the mat rooms to construct a 4,800 square foot facility. The facility will be a double height pre-fabricated metal building, consistent to the type of buildings located in the area; to house the scenarios of all aspects of corrections training. The double height of the facility will permit a second level "cat walk" system to be included to permit observational training, direction and captures. The ground level will include cells, intake desk, day rooms, shower/restroom areas, and control pod. These rooms will mimic correctional facilities with concrete walls, but an open ceiling to permit the observation and training.

The programming of the facility has been developed and approved by the partners. In order to construct the facility, a ground lease from the county to the district is needed. The ground lease will provide for access and control of the land for development and operation for the duration of the grant. At the end of the grant, all assets are turned over to the County, with the District retaining access for training through an agreed to schedule (which will be in an operational agreement). The terms of the agreement are for \$1 annually.

Prepared By: Chris Carlson, Chief of Staff & Facilities Development
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Attachments:

[Site Plan BCTC Platform](#)
[Floor Plan BCTC Platform](#)
[Ground lease BCTC Platform](#)

Exhibit A



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 Rancho Mirage, CA 92270
 760/328.5280
 WWW.HOLTARCHITECTS.NET

CONSULTANTS



PLATFORM SCENARIO
 TRAINING BUILDING
 11TH STREET
 RIVERSIDE, CA 92518

Client



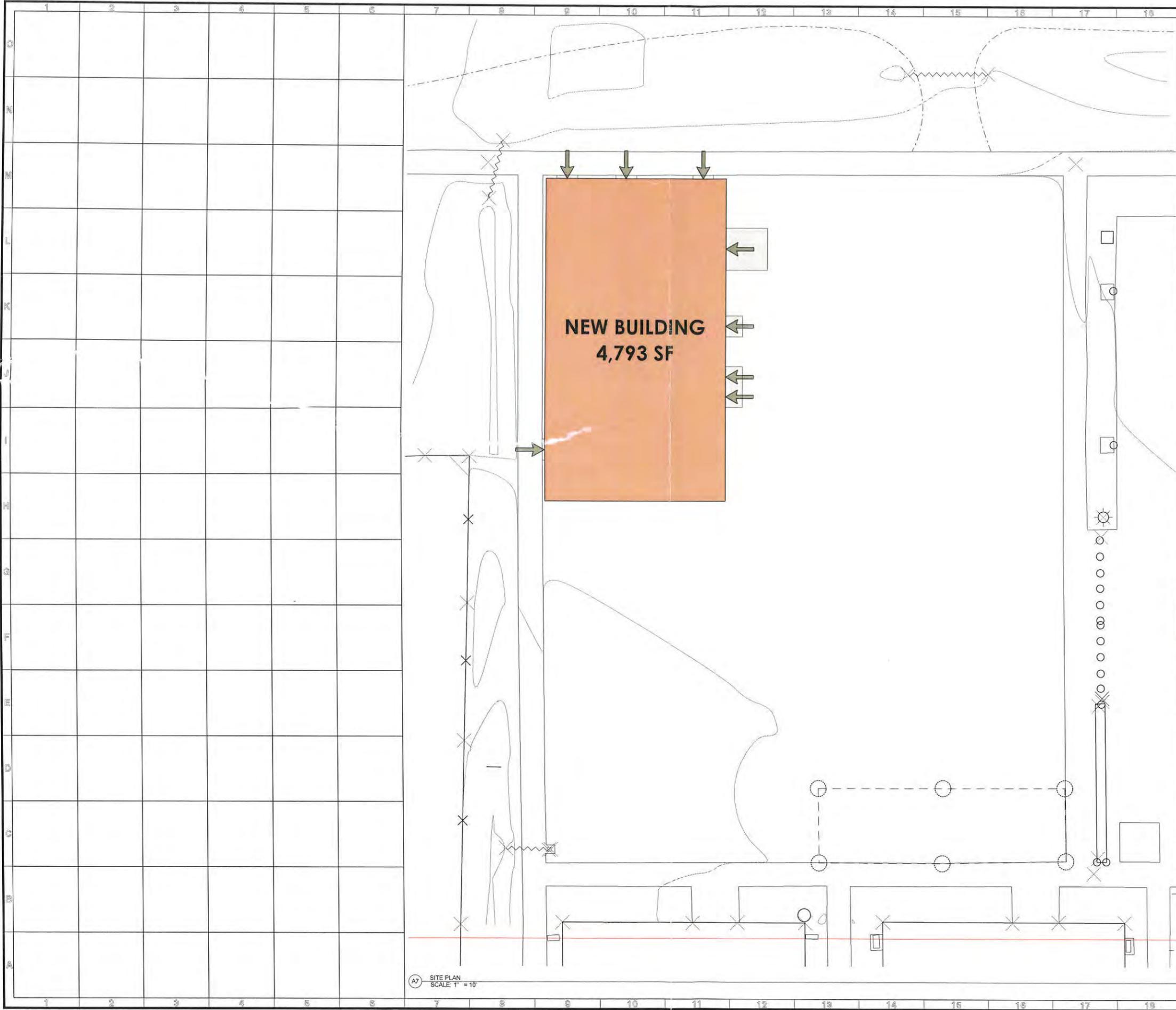
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PROJECT NO: RCD.002
 DRAWN BY: MA
 CHK'D BY:
 ORIGINAL DATE: 08-02-2017

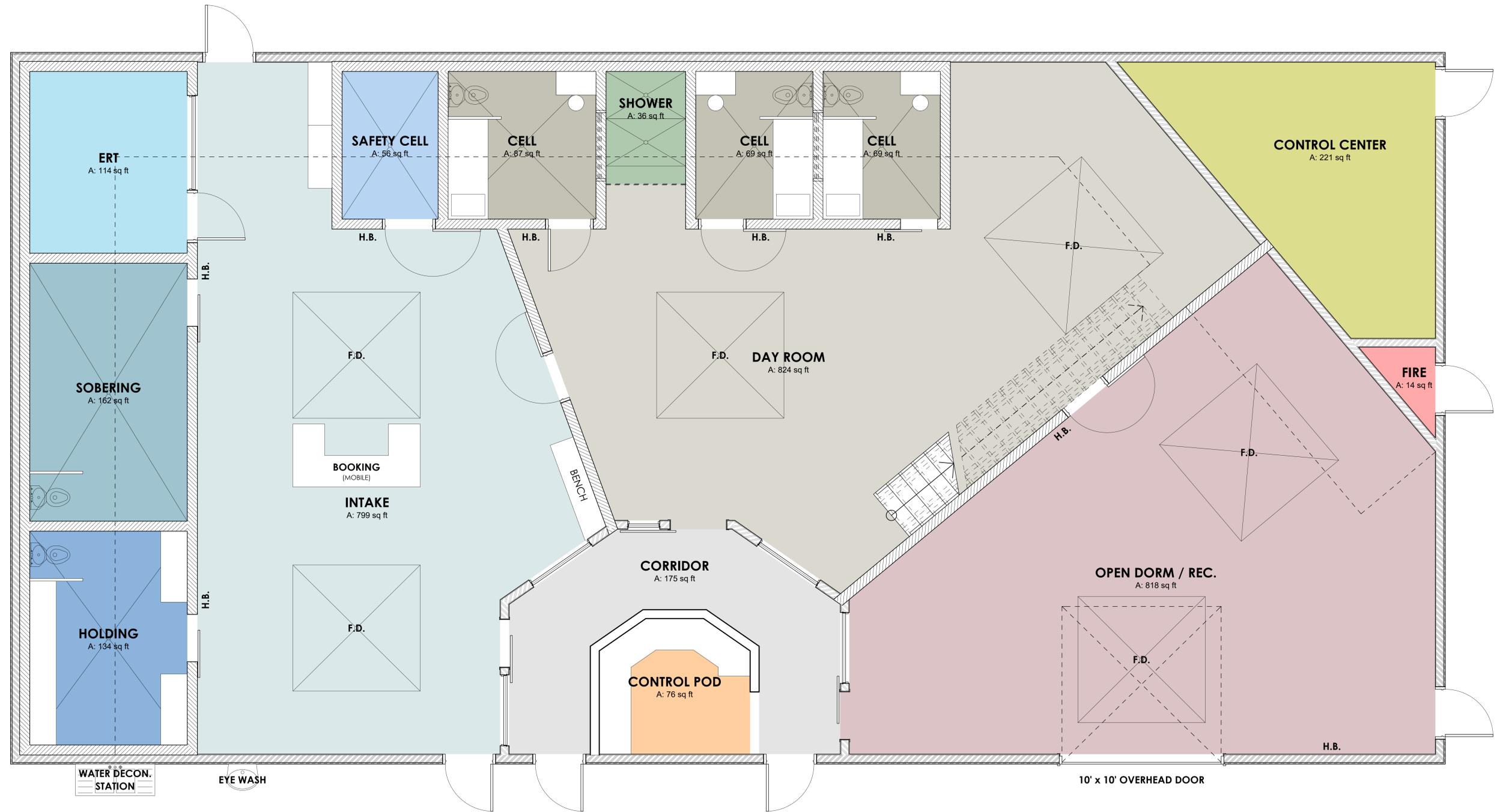
SHEET TITLE
SITE PLAN

AS-100

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A7 SITE PLAN
 SCALE: 1" = 10'



BUILDING: 90' L x 45' D
TOTAL: 4,050 SF

GROUND LEASE

Riverside Community College District (Ben Clark Public Safety Training Center, Platform Scenario Training Building, Riverside County, California)

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GROUND LEASE

(Ben Clark Public Safety Training Center, Platform Scenario Training Building
Riverside County, California)

THIS GROUND LEASE, ("Lease"), is made as of the _____ day of _____, _____, 2018 (the "Effective Date") and between the County of Riverside, a political subdivision of the State of California, as Lessor, ("County"), and the Riverside Community College District, as Lessee, ("District"). The County and District may sometimes collectively be referred to as the "Parties".

WHEREAS, County is the owner of record of that certain real property, located, in the unincorporated area of Riverside County, State of California, consisting of approximately 4,793 square feet, as shown in Exhibit "A", attached hereto and by this reference incorporated herein; and,

WHEREAS, The real property was formerly part of March Air Force Base and the conveyance, by Quitclaim Deed dated December 16, 1999, as shown on Exhibit "B," attached hereto and by this reference incorporated herein, to the County from the United States of America, acting by and through the Secretary of the Air Force, and was made through a federal land transfer provision known as a Public Benefit Conveyance, for the purposes of operating and developing a public safety training center, now commonly referred to as the Ben Clark Public Safety Training Center ("BCTC"); and,

WHEREAS, the District through its Moreno Valley College ("College"), which is an open admissions college, is the education partner for public safety education training center since 1953 in partnership with the County of Riverside, on behalf of the Sheriff's Department and Fire Department providing public safety training for law enforcement and fire technology programs; and,

, Whereas the County owns and operates the Ben Clark Public Safety Training Center; and

WHEREAS, the District desires to lease a portion of BCTC to secure a leasehold interest in that portion of the real property at BCTC to be eligible and receive state and local funding pursuant to a Title Five Grant to construct a Platform Scenario Training Facility (“the Building”) that will support the educational mission of the College as partner in BCTC as a Public Safety Training Center;

NOW THEREFORE, for good and valuable consideration, the receipt and adequacy of which are hereby acknowledged, the County and District hereby agree as follows:

The County leases to the District, and District leases from the County the property described below for the terms and upon the covenants and conditions set forth in this Lease.

1. **Property Description.** The real property hereby leased consists of that certain parcel generally located at the Ben Clark Public Safety Training Center, East of Davis Avenue and North of 11th Street in the unincorporated area of Riverside County, California, (“Property,”) consisting of approximately 4,793 square feet for the purpose of planning and installing a manufactured building for use as an educational facility, together with all roads, rights of way and easements and appurtenances, whether public or private, reasonably required for the use contemplated by the parties, as set forth on the attached site plan and incorporated into this Ground Lease as Exhibit “A”.

2. **Use.**

(a) The Property is leased hereby for the exclusive purpose of constructing, maintaining and operating the Project which consists of a Platform Scenario Training Building and interior improvements, consisting of approximately four thousand seven hundred ninety three (4,793) square feet for Public Safety and Correctional Training purposes, as shown on the floor plan designated on Exhibit “A-1.”

(b) The Property shall not be used for any other purpose without first obtaining the written consent of County, which consent shall be at the absolute discretion of County as determined by its Board of Supervisors.

(c) District shall provide the Platform Scenario Training Building to County for training purposes at no charge to County.

(d) District and County shall cooperate in the establishment of a schedule for the use of the facility by the Parties for training purposes during the term of this Ground Lease Agreement. In addition, the Parties shall cooperate in the establishment of a schedule for the use of the facility for training purposes after the expiration date of this Agreement.

3. Term.

(a) The term of this Lease shall be for a period , commencing on the “Effective Date” of this Ground Lease Agreement, and expiring on September 30, 2020 (the “Ground Lease Expiration Date”).

(b) Commencing the date after the Ground Lease Expiration Date, October 1, 2020, title to the Building, included but not limited to the building, interior and exterior improvements, and all improvements constructed by District pursuant to this Ground Lease Agreement shall transfer to the County of Riverside, and this Ground Lease shall automatically terminate. County shall not take title to District’s personal property and equipment, which shall remain in the name of District.

4. Rent.

The Parties agree that the consideration for this Ground Lease Agreement will be the amount of one dollar (\$1.00) payable by District to County and shall be payable upon execution of this Agreement, and District’s contribution of the Building and improvements which shall vest in the County of Riverside at the expiration of the Ground Lease Term.

5. Deleted. This Section Intentionally Deleted.

6. Deleted. This Section Intentionally Deleted.

7. Title.

(a) The County represents and warrants that the leasehold interest in the Property shall be subject only to those exceptions as set forth in the preliminary title report (Preliminary Title Report, herein) attached hereto as Exhibit "D" and by this reference made a part of this Ground Lease. Said leasehold interest shall be insured by a title insurance company acceptable to County and District, and the cost of a policy of title insurance shall be paid by District.

(b) In the event County cannot deliver an insurable Leasehold interest as set forth in Sub-paragraph 7(a) above, this Ground Lease may be terminated at the option of District. Notification by District to terminate this Ground Lease shall be in writing.

8. On-Site Improvements.

(a) District, at its expense, shall construct, or cause to be constructed, to the Property, the Project as herein defined, including landscaping, roadways, walkways, and utility improvements. Subject to the provisions of Paragraph 17 herein, construction of the Project shall commence within a reasonable period of time, (a) at such time as District has obtained the required approvals from all governmental and regulatory agencies, including the Permits, and (b) District shall diligently pursue the completion of the construction of the Project within a reasonable period following commencement of construction of the Project. No less than ten (10) days before beginning construction of the Project, District shall give County written notice thereof so that County can post a Notice of Non-Responsibility.

(b) The Project shall be a manufactured building including all interior improvements, and built-on-site construction. All site plans, landscape plans, building elevations, building materials and colors, sign plans and all other plans and specifications related to the construction of the Facility shall be submitted to the County Economic Development Agency ("EDA") Project Management Office prior to commencement of any construction activities for review and comment by the County, any comments shall be submitted by County to the District in writing.

(c) Within thirty (30) days following the completion of the Facility and any other improvements, District shall submit to County EDA (1) a complete set of "As-Built" drawings showing every detail, latent or otherwise, of such improvements, alterations and fixtures, including, but not limited to, electrical circuitry and plumbing; and (2) copies of lien waivers from all contractors, subcontractors, suppliers and materialmen involved in construction of the Facility.

(d) Title to all buildings, structures and improvements that now, or may from time to time constitute a part of the Premises including, all carpets, draperies, partitions, machinery, personal property, equipment and fixtures that are now, or may from time to time be, used, or intended to be used in connection with the Premises shall be and remain with District until the termination of this Ground Lease Agreement as set forth in Section 3(b). Upon termination of the Ground Lease Agreement, title to all such property, buildings, structures and interior/exterior improvements and all machinery, equipment and fixtures shall pass to and vest in County without cost or charge to it.

(e) District shall have the right at any time and from time to time during the Term to make such improvements to the Premises and such changes and alterations, structural or otherwise, to any buildings, improvements, fixtures and equipment now or hereafter located on the Property as District shall deem necessary or desirable. In this event, District shall submit plans and specifications to County EDA for review and approval prior to commencing any work.

(f) District shall be responsible for site preparation to accommodate the building and all improvements.

9. Off-Site Improvements.

(a) It is understood by the parties hereto that sewer, water, telephone, gas and electrical utilities are available nearby the Property, but may not reach the Property. Therefore, in order for the on-site improvements required in Paragraph 8 herein to be fully usable and operational, District, at its expense, shall extend and/or

connect or cause to be extended and/or connected, to such on-site improvements such utility service facilities that may be required or desired by District in the use, operation and maintenance of such on-site improvements. After such extensions and/or connections have been made, District shall be responsible for payment for the use of such utility services.

(b) The off-site improvements referred to in Sub-Paragraph 9(a) above shall be completed prior to or at the same time the on-site improvements are completed as provided in Paragraph 8 herein.

10. Right of Access. District shall have right of access to the site over the non-public dedicated roadways adjacent to the property for the purpose of completing the onsite and offsite improvements and to operate the facility during the term of this Ground Lease.

11. Cooperation.

(a) County shall cooperate with District and otherwise exercise its best efforts to assist Lessee in expediting the processing of on-site and off-site improvements to be constructed upon, within or in connection with the Property. Notwithstanding anything to the contrary contained herein, nothing in this Ground Lease shall be deemed to constitute a waiver by County of its police powers. District acknowledges and agrees that it must comply with all government laws and regulations affecting development to the Property.

(b) Any easements required by third parties for utilities to serve the Property shall be submitted to County, in writing, for its approval, which approval shall not be unreasonably withheld. Any and all costs associated with the preparation and recordation of any such easements required by third parties shall be borne solely by District.

12. County's Reserved Rights. The Property is accepted by District subject to those existing easements or other encumbrances or other matters of record described in the Preliminary Title Report, and County shall have the right to enter upon

the Property and to install, lay, construct, maintain, repair and operate such sanitary sewers, drains, storm water sewers, pipelines, manholes, connections, water, oil and gas pipelines, and telephone and telegraph power lines and such other facilities and appurtenances necessary or convenient to use in connection therewith, over, in, upon, through, across and along the Property or any part thereof. County also reserves the right to grant franchises, easements, rights of way and permits in, over and upon, along or across any and all portions of said Property as County may elect; provided, however, that no right of the County provided for in this Paragraph shall be so executed as to interfere unreasonably with District's rights and use hereunder. County shall cause the surface of the Property to be restored to its original condition (as it existed prior to any such entry) upon the completion of any construction by County or its agents. Any right of County set forth in this Paragraph shall not be exercised unless a prior written notice of thirty (30) days is given to District: provided, however, in the event such right must be exercised by reason of emergency, then County shall give Lessee such notice in writing as is reasonable under the existing circumstances. Notwithstanding anything to the contrary contained herein, County agrees that all sanitary sewers, storm drains, pipelines, manholes, water and gas mains, electric power lines, transformers and conduits, cabling, telephone lines and other communications equipment and facilities utilized in connection with utility services (collectively "Utility Lines") to be located at or on the Property shall be placed underground and in a manner which does not interfere with the Facility or its use. Any easement, license, right-of-way, permit or other agreement entered into by the County pursuant to this Paragraph 12, including but not limited to the installation, operation, maintenance, repair and replacement of Utility Lines, shall require the easement holder to maintain the easement and equipment located therein at its sole cost. County agrees to use best efforts to minimize any interference to Lessee's business caused by County's exercise of its rights hereunder.

13. Maintenance. District shall, during the Term, at its own cost and

expense and without any cost or re-expense to County: Keep and maintain all buildings and improvements now or, hereafter located on the Property and all appurtenances thereto in good and neat order and repair and shall allow no nuisances to exist or be maintained therein. District shall likewise keep and maintain the grounds, sidewalks, roads and parking, and landscaped areas in good and neat order and repair. County shall not be obligated to make any repairs, replacements or renewals of any kind, nature or description whatsoever to the Premises or any buildings or improvements now or hereafter located thereon, and District hereby expressly waives all right to make repairs at County's expense under sections 1941 and 1942 of the California Civil Code, or any amendments thereof; and

(a) Comply with and abide by all federal, state, county, municipal and other governmental statutes, ordinances, laws and regulations affecting the Premises, all buildings and improvements now or hereafter located thereon, or any activity or condition on or in the Premises.

(b) District agrees that it will not commit or permit waste upon the Premises other than to the extent necessary for the purpose of constructing and erecting thereon other improvements.

14. Inspection of Property. County, through its duly authorized agents, shall have, at any time during normal business hours, the right to enter the Property for the purpose of inspecting, monitoring and evaluating the obligations of Lessee hereunder and for the purpose of doing any and all things which it is obligated and has a right to do under this Lease. County shall provide District with a 24 hour notice prior to inspection of property.

15. Quiet Enjoyment. District shall have, hold and quietly enjoy the use of the Property so long as it shall fully and faithfully perform the terms and conditions that it is required to do under this Ground Lease.

16. Compliance With Government Regulations. District shall, at District's sole cost and expense, comply with the requirements of all local, state and federal

statutes, regulations, rules, ordinances and orders now in force or which may be hereafter in force, pertaining to the Property.

17. Termination by County. County shall have the right to terminate this Lease:

(a) In the event District has not completed the planning and construction, and occupied the building by **September 30, 2020**.

(b) In the event District commences any voluntary proceeding under the Bankruptcy laws of the United States, or Lessee fails to terminate any involuntary proceeding under said bankruptcy laws within ninety (90) days from the commencement thereof.

(c) In the event that District makes a general assignment, or District's interest hereunder is assigned involuntarily or by operation of law, for the benefit of creditors.

(d) In the event District fails or refuses to perform, keep or observe any of District's duties or obligations hereunder, provided, however, that Lessee shall have thirty (30) days in which to correct District's breach or default after written notice thereof has been served on District by County unless the nature of default or breach is such that more than thirty (30) days are required. District shall have such additional time as is reasonably required to remedy, provided remedy has commenced within the thirty (30) day period, and is diligently completed.

18. Termination by District. In addition to its rights to terminate elsewhere in this Lease, District shall have the right to terminate this Ground Lease in the event County fails to perform, keep or observe any of its duties or obligations hereunder; provided, however, that County shall have thirty (30) days in which to correct its breach or default after written notice thereof has been served on it by District; provided, however, if the breach or default is of a nature that requires more than thirty (30) days to correct, such efforts as are necessary to make such corrections shall begin within said thirty (30) day period and shall be diligently prosecuted to completion thereafter;

provided further, however, that if after thirty (30) days County fails to correct or commence to correct such breach, District shall have the option to correct the default and County shall reimburse District for any related costs. If any breach or default is not corrected after the time set forth herein, District may elect to terminate this Lease in its entirety or as to any portion of the Property affected thereby.

19. Limitations on Termination. Notwithstanding anything to the contrary contained in this Lease, County agrees that if District shall be in default under this Lease, except as to any default pursuant to Sub-Paragraphs 17 (a) and (b), the County will not exercise any right of termination without first providing District and any encumbrancers (described in Paragraph 25 below) with written notice of any default and an opportunity to cure such default. Any such cure shall be completed within thirty (30) days of the date of County's notice of such default, provided however, if the breach is of a nature that requires more than thirty (30) days to cure, such cure shall begin within said thirty (30) day period and shall be diligently prosecuted to completion thereafter. If any default remains uncured after the time set forth herein, County may exercise any and all rights or remedies at law or in equity, including, but not limited to:

(a) The right, without terminating this Lease or relieving District of any obligations hereunder, and with process of law, to re-enter the Property, take possession thereof, remove all persons therefrom, other than those present under existing subleases, and occupy or lease the whole or any part thereof for and upon terms and conditions and for such rent as County may deem proper, and to collect said rent or any other rent that may thereafter become due and payable. District agrees to reimburse County any reletting the costs and expenses County may incur by reason thereof. Should County relet the Property under the provisions of this Paragraph, it may execute any such lease either in its own name or in the name of the District, but the District hereunder shall have no right or authority whatsoever to collect any rent from such tenant. The proceeds of any such reletting shall be first applied to the payment of the costs and expenses of reletting the Property including alterations and

repairs which County, in its sole discretion, deems reasonably necessary and advisable and reasonable attorneys' fees incurred by County in connection with the retaking of the said Property and such reletting and, second, to the payment of any indebtedness, other than rent, due hereunder owing from District to County. County shall not be deemed to have terminated this Ground Lease, the District's right to possession of the leasehold or the liability of the District to pay rent thereafter to accrue, or District's liability for damages under any of the provisions hereof by any such re-entry or by any action in unlawful detainer or otherwise to obtain possession of the Property, unless County shall have notified District in writing that it has so elected to terminate this Ground Lease. District covenants that the service by County of any notice pursuant to the unlawful detainer statutes of the State of California and the surrender of possession pursuant to such notice shall not (unless County elects to the contrary at the time of or at any time subsequent to the service of such notice and such election is evidenced by a written notice to District) be deemed to be a termination of this Ground Lease or of the District's right to possession thereof. Nothing herein contained shall be construed as obligating County to relet the whole or any part of the Property. In the event of any entry or taking possession of the Property as aforesaid, County shall have the right, but not the obligation, to remove therefrom all or any part of the personal property located therein and may place the same in storage at a public warehouse at the expense and risk of the owner or owners thereof. County shall not, by any re-entry or other act, be deemed to have accepted any surrender by District of the Property or District's interest therein, or be deemed to have otherwise terminated this Ground Lease, or to have relieved District of any obligation hereunder, unless County shall have given District express written notice of County's election to do so as set forth herein; or

(b) The right to terminate District's right to possession of the Property by any lawful means, in which case this Lease shall terminate and District shall immediately surrender possession of the Property to County. In such event, County

shall be entitled to recover from District, in addition to any other obligation which has accrued prior to the date of termination:

(i) The worth at the time of award of the unpaid rent which had been earned at the time of termination;

(ii) The worth at the time of award of the amount by which the unpaid rent which would have been earned after termination until the time of award exceeds the amount of such rental loss that Lessee proves could have been reasonably avoided;

(iii) The worth at the time of award of the amount by which the unpaid rent for the balance of the term after the time of award exceeds the amount of such rental loss that Lessee proves could be reasonably avoided; and

(iv) Any other amount necessary to compensate County for all the detriment proximately caused by Lessee's failure to perform its obligations under this Lease or which in the ordinary course of things would be likely to result therefrom, including, but not limited to, the cost of recovering possession of the Property; real estate brokerage commissions and other expenses of reletting, including necessary renovation and alteration of the Property, reasonable attorneys' fees and any other reasonable costs.

The "worth at the time of award" of the amounts referred to in subparagraphs (i) and (ii) above shall be computed by allowing interest thereon at eight per cent (8%) per annum. The worth at the time of award of the amount referred to in subparagraph (iii) above shall be computed by discounting such amount at one (1) percentage point above the discount rate of the Federal Reserve Bank of San Francisco at the time of award; or

(c) Pursue any other remedy now or hereafter available to County under the laws or judicial decisions of the State of California, including, without limitation, the remedy provided in California Civil Code, Section 1951.4, and laws amendatory to said section, to continue this Lease in effect.

(d) County shall be under no obligation to observe or perform any covenant of this Ground Lease on its part to be observed or performed which accrues after the date of any default by District hereunder. In any action of unlawful detainer commenced by County against Lessee by reason of any default hereunder, the reasonable rental value of the Property for the period of the unlawful detainer shall be deemed to be the amount of rent and other sums required to be paid hereunder for the same period. District hereby waives any right of redemption or relief from forfeiture under Sections 1174 or 1179 of the California Civil Code of Civil Procedure, or under any other present or future law, in the event District is evicted or County takes possession of the Property by reason of any default by Lessee hereunder. The various rights and remedies reserved to County herein, including those not specifically described herein, shall be cumulative, and, except as otherwise provided by California law in force and effect at the time of the execution hereof, County may pursue any or all of such rights and remedies, whether at the same time or otherwise.

(e) No delay or omission of County to exercise any right or remedy shall be construed as a waiver of any such right or remedy or of any default by District hereunder.

(f) The subsequent acceptance of rent hereunder by County shall not be deemed to be a waiver of any preceding breach by District of any term, covenant or condition of this Ground Lease, other than the failure of District to pay the particular rental so accepted, regardless of County's knowledge of such pre-existing breach at the time of acceptance of such rent.

20. Eminent Domain. If any portion of the Property shall be taken by eminent domain and a portion thereof remains which is usable by District for any of the purposes set forth in Paragraph 2 herein, this Ground Lease shall, as to the part taken, terminate as of the date title shall vest in the condemnor, or that date prejudgment possession is obtained through a court of competent jurisdiction, whichever is earlier, and the rent payable hereunder shall abate pro rata as to the part taken; provided,

however, in such event County reserves the right to terminate this Ground Lease as of the date when title to the part taken vests in the condemnor or as of such date of prejudgment possession. If all of the Property is taken by eminent domain or such part be taken so that the remaining Property or any portion thereof are rendered unusable for the purposes set forth in Paragraph 2 herein, then at the election of District this Ground Lease, or that portion of the remaining Property rendered unusable, shall terminate. If a part or all of the Property be so taken, the compensation awarded upon such taking shall be paid to the parties hereto in accordance with the values attributable to their respective interests in such eminent domain proceedings.

21. Insurance. District shall, during the term of this Ground Lease:

(a) Workers' Compensation. Procure and maintain Workers' Compensation Insurance, in full compliance with the Workers' Compensation and Occupational Disease Laws of all authorities having jurisdiction over the Property. Such policy shall include Employer's Liability and Occupational Disease coverage, with limits not less than One Million Dollars (\$1,000,000) per occurrence. Policy shall be endorsed to provide a "Borrowed Servant Endorsement, Alternate Employer Endorsement, or Additional Insured Endorsement" naming the County of Riverside as an additional insured. Policy shall provide a Waiver of Subrogation in favor of the County.

(b) Commercial General Liability Insurance: Procure and maintain comprehensive general liability insurance coverage that shall protect Lessee from claims for damages for personal injury, including, but not limited to, accidental and wrongful death, as well as from claims for property damage, which may arise from District's use of the Property or the performance of its obligations hereunder, whether such use or performance be by District, by any subcontractor, or by anyone employed directly or indirectly by either of them. Such insurance shall name County as an additional insured with respect to this Ground Lease and the obligations of District

hereunder. Such insurance shall provide for limits of not less than Two Million Dollars (\$2,000,000) per occurrence.

(c) Procure and maintain fire and extended coverage on the improvements, alterations and fixtures to be constructed and installed upon the Property in an amount not less than the full replacement value of such improvements, alterations and fixtures. Such insurance shall name County as an additional insured with respect to this Ground Lease and the obligations of Lessee hereunder.

(d) Cause its insurance carrier(s) to furnish County by direct mail Certificate(s) of Insurance showing that such insurance is in full force and effect, and County is named as an additional insured with respect to this Lease and the obligations of District hereunder. Further, said Certificate(s) shall contain the covenant of the insurance carrier(s) that thirty (30) days written notice shall be given to County prior to modification, cancellation or reduction in coverage of such insurance. In the event of any cancellation in coverage or any reduction or modification in coverage such that such insurance coverage fails to comply in all material respects with this Paragraph 21, then District shall be deemed in default under this Ground Lease, unless the County receives prior to the effective date of such cancellation, modification or reduction in coverage another certificate from another insurance carrier of District's choice evidencing that the insurance required herein is in full force and effect. District shall not take possession or otherwise use the Property until County has been furnished Certificate(s) of Insurance as otherwise required in this Paragraph 21.

22. District's Insurance. District shall provide a policy of insurance, and or a program of self-insurance coverage through a JPA, or any combination thereof.

23. County's Reserved Rights -- Insurance. County reserves the right to require that District adjust the monetary limits of insurance coverage as required in Paragraph 21 herein every fifth (5th) year during the term of this Ground Lease or any extension thereof, subject to ninety (90) days written notice to District of such adjustment, in the event that County reasonably determines that the then existing

monetary limits of insurance coverage are no longer consistent with those monetary limits of insurance coverage generally prevailing in the western Riverside County area for facilities comparable to the Property; provided, however, that any adjustment shall not increase the monetary limits of insurance coverage for the preceding five (5) years in excess of fifty percent (50%) thereof.

24. Hold Harmless.

(a) Except as otherwise provided herein, District represents that it has inspected the Property, accepts the condition thereof in its "AS-IS" condition and fully assumes any and all risks incidental to the use thereof. County shall not be liable to District, its agents, employees, subcontractors or independent contractors for any personal injury or property damage suffered by them which may result from hidden, latent or other dangerous conditions in, on, upon or within the Property unknown to the County, its officers, agents or employees.

(b) District shall indemnify and hold County, its officers, agents, employees and independent contractors free and harmless from any liability whatsoever, based or asserted upon any act or omission of District, its officers, agents, employees, subcontractors and independent contractors for property damage, bodily injury, or death (Lessee's employees included) or any other element of damage of any kind or nature, relating to or in any way connected with or arising from its use, occupancy or operation of the Property, and District shall defend, at its expense, including attorney fees, County, its officers, agents, employees and independent contractors in any legal action based upon such alleged acts or omissions.

(c) The specified insurance limits required in Paragraph 21 herein shall in no way limit or circumscribe District's obligations to indemnify and hold County free and harmless herein.

25. Right to Encumber/Right to Cure.

(a) District's Right to Encumber: Notwithstanding any other provision contained herein, County does hereby consent to and agree that District may

encumber or assign, or both, for the benefit of an Encumbrancer (defined below), this Ground Lease, the leasehold estate of District and the Facility and related improvements constructed by District by a deed of trust, mortgage or other security-type instrument, herein called trust deed, but only to the extent necessary to assure the repayment of the financing of the construction and operation of the Facility by District (including any conversion of the construction loan to permanent financing), and in connection with such encumbrance the prior written consent of County shall not be required:

(i) To a transfer of this Ground Lease at foreclosure under the trust deed, judicial foreclosure, or an assignment in lieu of foreclosure or in connection with the Encumbrancer's exercise of any remedy provided in the deed of trust; or

(ii) To any subsequent transfer by the Encumbrancer if the Encumbrancer is the purchaser at such foreclosure sale or is the assignee under an assignment in lieu of foreclosure; provided, however, that in either such event the Encumbrancer promptly gives notice to County in writing of any such transfer, setting forth the name and address of the transferee, the effective date of such transfer, and a copy of the express agreement of the transferee assuming and agreeing to perform all of the obligations under this Lease, together with a copy of the document by which such transfer was made.

For purposes of this Ground Lease, an "Encumbrancer" shall mean an established bank, savings and loan association, insurance company or other entity which provides tax exempt bond financing or other institutional financing.

Any Encumbrancer or other transferee who succeeds to District's interest under this Lease shall be liable to perform the obligations and duties of District under this Ground Lease. Any subsequent transfer of this leasehold hereunder, except as provided for in Sub-Paragraph 25(a)(ii) above, shall be subject to Paragraph 17 herein.

District shall give County prior notice of any such trust deed, and shall accompany such notice with a true copy of the trust deed and a note secured thereby. Except as described in this Paragraph 25, District shall not permit any other liens or encumbrances on the Property or its interest therein without the County's prior written consent.

26. Free From Liens. District shall pay, when due, all sums of money that may become due for any labor, services, material, supplies, or equipment, alleged to have been furnished or to be furnished to District, in, upon, or about the Property, and which may be secured by a mechanics', materialmen's or other lien against the Property of County's interest therein, and will cause each such lien to be fully discharged and released at the time the performance of any obligation secured by such lien matures or becomes due; provided, however, that if District desires to contest any such lien, it may do so, but notwithstanding any such contest, if such lien shall be reduced to final judgment, and such judgment or such process as may be issued for the enforcement thereof is not promptly stayed, or if so stayed, and said stay thereafter expires, then and in such event, District shall forthwith pay and discharge said judgment.

27. Estoppel Certificates.

(a) District and County, at any time and from time to time during the term of this Ground Lease, and any extension thereof, and within forty five (45) days after request, in writing, have been given by the other party, shall execute, acknowledge and deliver to the requesting party a statement in writing certifying that this Ground Lease is unmodified and in full force and effect. The statement shall also include the dates to which the rent and any other charges have been paid in advance, that there are no defaults existing or that defaults exist and the nature of such defaults. It is intended that such statement as provided in this Paragraph 27 may be relied upon by any prospective encumbrancer as assignee of the Property or improvements thereon or both or all or any portion or portions of District's interest under this

Paragraph 27.

(b) A party's failure to execute, acknowledge and deliver on request of such statement described in Sub-Paragraph 27(a) above within the required time shall constitute acknowledgment by such party to all persons entitled to rely on such statement that this Lease is unmodified and in full force and effect and that the rent and other charges have been duly and fully paid to and including the respective due dates immediately preceding the date of the notice or request and shall constitute a waiver, with respect to all persons entitled to rely on such statement of any defaults that may exist before the date of such notice.

28. Binding on Successors. The parties hereto, their assigns and successors in interest, shall be bound by all the terms and conditions contained in this Lease, and all of the parties hereto shall be jointly and severally liable hereunder.

29. Waiver of Performance. No waiver by County at any time of any of the terms and conditions of this Lease shall be deemed or construed as a waiver at any time thereafter of the same or of any other terms or conditions contained herein or of the strict and timely performance of such terms and conditions.

30. Severability. The invalidity of any provision in this Lease as determined by a court of competent jurisdiction shall in no way affect the validity of any other provision hereof.

31. Venue. Any action at law or in equity brought by either of the parties hereto for the purpose of enforcing a right or rights provided for by this Lease shall be tried in a court of competent jurisdiction in the County of Riverside, State of California, and the parties hereby waive all provisions of law providing for a change of venue in such proceedings to any other county.

32. Attorneys' Fees. In the event of any litigation, mediation or arbitration between District and County, including, without limitation, such an action brought pursuant to District's bankruptcy, to enforce any of the provisions of this Ground Lease or any right of either party hereto, the unsuccessful party to such litigation, mediation or

arbitration agrees to pay to the successful party all costs and expenses, including reasonable attorneys' fees, incurred therein by the successful party, all of which shall be included in and as a part of the judgment or ruling rendered in such litigation, mediation or arbitration.

33. Notices. Any notices required or desired to be served by either party upon the other shall be addressed to the respective parties as set forth below:

<u>COUNTY</u>	<u>LESSEE</u>
County of Riverside	Riverside Community College District
Economic Development Agency	Moreno Valley College
3403 Tenth Street Suite 500	16130 Lasselle Street
Riverside, CA 92501	Moreno Valley, CA 92551-2045

and

Riverside Community College District Office
Facilities Planning and Development
3801 Market Street
Riverside CA 92501

or to such other addresses as from time to time shall be designated by the respective parties. Notices must be in writing and will be deemed to have been given when personally delivered, sent by facsimile with receipt acknowledged, deposited with any nationally recognized overnight carrier that routinely issues receipts, or deposited in any depository regularly maintained by the United States Postal Service, postage prepaid, certified mail, return receipt requested, addressed to the party for whom it is intended at its address set forth above.

34. Permits, Licenses and Taxes. District shall secure, at its expense, the Permits, and District shall pay prior to delinquency all fees, taxes and penalties levied against the Property or required by any authorized public entity. Failure to pay such sums in a timely manner shall be a material default hereunder.

35. **Paragraph Headings.** The Paragraph headings herein are for the convenience of the parties only, and shall not be deemed to govern, limit, modify or in any manner affect the scope, meaning or intent of the provisions or language of this Lease.

36. **County's Representative.** County hereby appoints the Assistant County Executive Officer/EDA as its authorized representative to administer this Lease.

37. **District's Representative.** District hereby appoints the President of Moreno Valley College and/or Chief of Staff & Facilities Development as its authorized representative to administer this Ground Lease.

38. **Acknowledgment of Memorandum of Lease.** Upon execution of this Lease by the parties hereto, a memorandum of this Lease in a form acceptable to County and District shall be acknowledged by County and District in such a manner that it will be acceptable by the County Recorder for recordation purposes, and thereafter, District shall cause such memorandum of this Ground Lease to be recorded in the Office of the County Recorder of Riverside County forthwith and furnish County with a conformed copy thereof.

39. **Agent for Service of Process.** For the purpose of designating an Agent for service of process, the following is hereby designated as Agent to accept on behalf of the District; Office of General Counsel, 3801 Market Street, Third Floor, Riverside CA 92501. It is expressly understood and agreed that in the event District is not a resident of the State of California or it is an association or partnership without a member or partner resident of the State of California, or it is a foreign corporation, then in any such event, District shall file with County's Assistant County Executive Officer/EDA, upon its execution hereof, a designation of a natural person residing in the State of California, giving his or her name, residence and business addresses, as its agent for the purpose of service of process in any court action arising out of or based upon this Ground Lease, and the delivery to such agent of a copy of any process in any such action shall constitute valid service upon District. It is further

expressly understood and agreed that if for any reason service of such process upon District's General Counsel is not feasible, then in such event District may be personally served with such process out of this County and that such service shall constitute valid service upon District. It is further expressly understood and agreed that District is amenable to the process so served, submits to the jurisdiction of the Court so obtained and waives any and all objections and protests thereto.

40. Notification of Taxability of Possessory Interest. The Property herein granted by County to District may create a possessory interest, subject to property taxation. In the event District's interest in the Property, including the Facility and related improvements, become subject to the payment of property taxes levied on such interest, District (and not County) shall be solely responsible for the payment of such property taxes. District asserts and Lessor acknowledges that District is a governmental agency and may be exempt from paying possessory interest taxes. District will do all things reasonably necessary and appropriate to secure and maintain said tax exemption during the term of this Lease. District shall reimburse County for any property of possessory taxes on the premises (excluding special assessments or other ad valorem assessments) that may become due and payable during the Ground Lease because of District's failure to file a timely exemption. County shall cooperate with District in filing District's exemption notices. Said cooperation shall not be unreasonably withheld.

41. Toxic Materials.

(a) The County warrants that to the best of its knowledge there are no hazardous substances located on or within the Property.

(b) Restrictions on Lessee; Hazardous Substances. District shall not cause or permit any Hazardous Substance to be used, stored, generated, or disposed of on or in the Property by District, District's agents, employees, contractors or invitees, without first obtaining County's written consent, which consent may not be unreasonably withheld. Materials considered hazardous that are used in the ordinary

course of business may be used as regulated by law. If Hazardous Substances are used, stored, generated, or disposed of on or in the Property, or if the Property becomes contaminated in any manner during the term hereof, District shall indemnify, defend, and hold harmless the County from any and all claims, damages, fines, judgments, penalties, costs, liabilities, or losses (including, without limitation, a decrease in value of the Property or the Facility, and any and all sums paid for settlement of claims, attorneys', consultants', and experts' fees) arising during or after the term of this Ground Lease and arising as a result of such contamination by District. This indemnification includes, without limitation, any and all costs incurred because of any investigation of the site or any cleanup, removal, or restoration mandated by a federal, state, or local agency or political subdivision. In addition, if District causes or permits the presence of any Hazardous Substance on the Property and this results in contamination, District shall promptly, at its sole expense, take any and all necessary actions to return the Property to the condition existing before the presence of any such Hazardous Substance on the Property, provided, however, that District shall first obtain County's approval for any such remedial action.

(c) As used herein, "Hazardous Substance" shall include, but not be limited to, substances defined as "hazardous substances," "hazardous materials," or "toxic substances" in the Comprehensive Environmental Response, Compensation and Liability Act of 1980, as amended, 42 U.S.C. Section 9601, et seq.; the Hazardous Materials Transportation Act, 49 U.S.C. Section 1801, et seq.; the Resource Conservation and Recovery Act, 42 U.S.C. Section 6901, et seq.; and those substances defined as "hazardous wastes" in Section 25117 of the California Health and Safety Code or as "hazardous substances" in Section 25316 of the California Health and Safety Code; and in the regulations adopted in publications promulgated pursuant to said laws.

42. Exhibits Incorporated By Reference. All Exhibits attached hereto are incorporated into and made a part of this Lease by reference to them herein.

43. **Entire Ground Lease.** This Ground Lease is intended by the parties hereto as a final expression of their understanding with respect to the subject matter hereof and as a complete and exclusive statement of the terms and conditions thereof and supersedes any and all prior and contemporaneous leases, agreements and understandings, oral or written, in connection therewith. This Lease may be changed or modified only upon the written consent of the parties hereto.

44. **Execution by District.** This Lease shall not be binding on District until it is approved by District's Board of Trustees and signed by the Vice Chancellor of Business and Financial Services.

45. **Execution by County.** This Ground Lease shall not be binding or consummated until its approval and execution by the County's Board of Supervisors.

DATED: _____

Riverside Community College District

By: _____
Aaron Brown
Vice Chancellor, Business & Financial Services

COUNTY OF RIVERSIDE

By: _____
John Tavaglione, Chairman
Board of Supervisors

ATTEST:
Kecia Harper-Ihem
Clerk of the Board

By: _____
Deputy

APPROVED AS TO FORM:

Greg Priamos, County Counsel

By: _____

Thomas Oh
Deputy County Counsel

Agenda Item (IV-C-2)

Meeting	1/9/2018 - Committee
Agenda Item	Committee - Planning and Operations (IV-C-2)
Subject	Ground Lease for Educational Center at Ben Clark Public Safety Training Center with County of Riverside
College/District	Moreno Valley
Funding	Measure C
Recommended Action	It is recommended that the Board of Trustees approve a Ground Lease for the Educational Center at Ben Clark Public Safety Training Center with County of Riverside.

Background Narrative:

Riverside Community College District (RCCD) has been in partnership with the County of Riverside for public safety education training since 1952. First, through Riverside City College and then offered from the Moreno Valley campus. The goal of the District has been to have the Ben Clark Public Safety Training Center (BCTC) be an education center of Moreno Valley. Many steps have been taken over the past several years to prepare for this endeavor.

Towards this effort in January 2010 Moreno Valley College (MVC) was accredited as the 111th college in California. In March of that same year, the RCCD Board of Trustees adopted Resolution Number 40-09/10 Authorizing Establishment of an Educational Center. On June 16, 2010, RCCD sent a Letter of Intent issued to the State Chancellors Office, to have BCTC designated as an education center of MVC. That same month, due to the state budget crisis a moratorium on Centers by State Chancellor's Office was announced.

In recognition of advancing the goals and understanding of the partners for BCTC, the Board of Trustees and the Board of Supervisors of the County of Riverside entered into a Memorandum of Agreement (MOA) in September 2010. The MOA outlined implementation elements to make a center come to fruition. A draft ground lease was in the works for several months negotiated between the lead staff for each agency on real estate matters; and the county cleared the ground lease in April 2012, but it was not processed at the time. The lease included performance measures dependent upon state funding, and the state funding eligibility would be contingent upon MVC receiving center status for BCTC, which could not be met at the time.

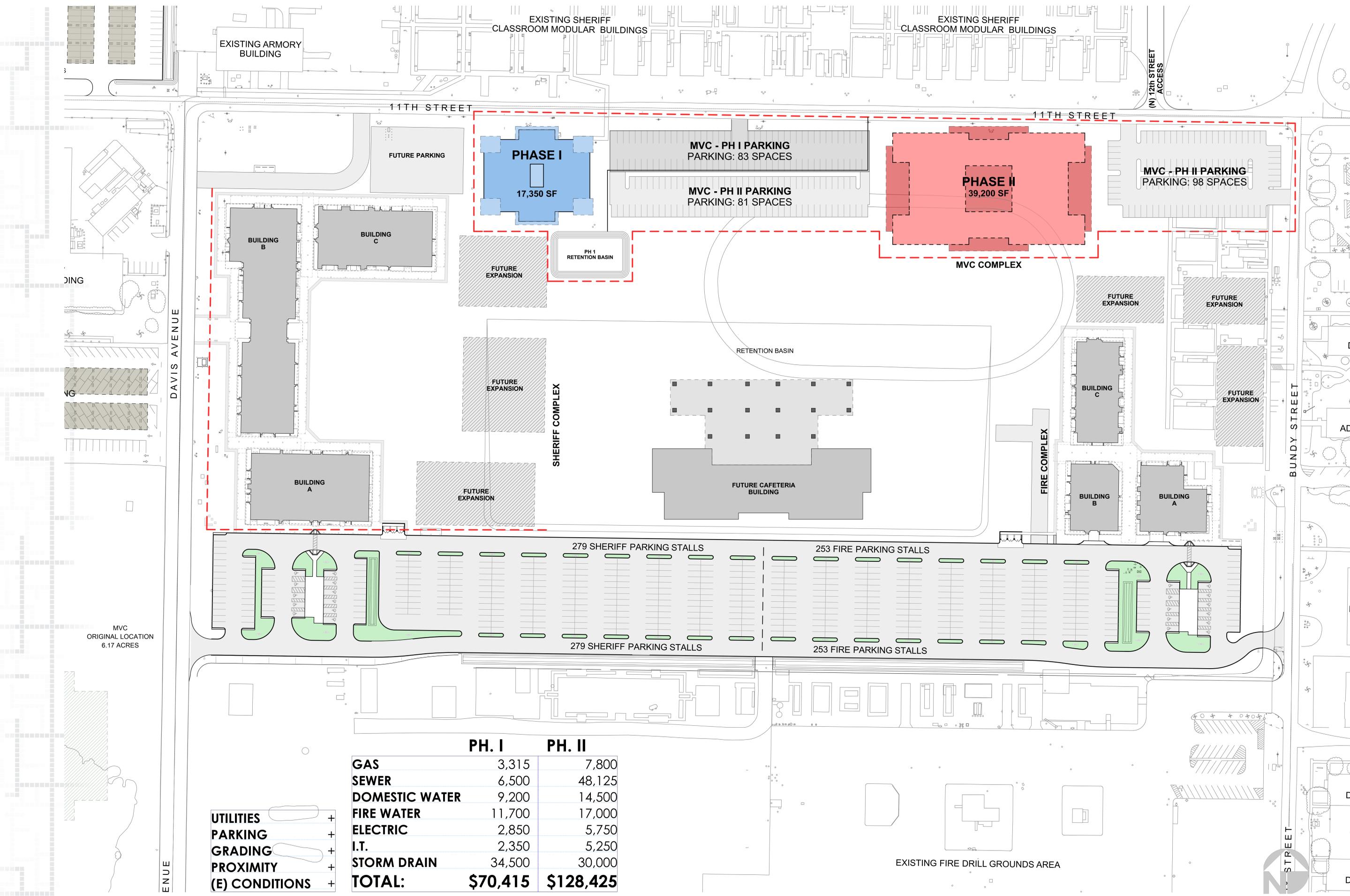
Since then, the State Chancellor's Office has lifted the moratorium on Education Centers, and both the County of Riverside along with Moreno Valley College have updated master plans for facilities development; with the MVC plan linked to its educational master plan, including BCTC. The partnership has reviewed options for siting a Phase I planning facility to be located at BCTC. The key in identifying a Phase I ground lease location, is to be able to develop prior to the county's development plans, while not impacting existing facilities the county needs to utilize until such time their facility plans are able to proceed; and to minimize the costs of infrastructure development for this initial construction phase.

Several options were reviewed and the planned based upon a planning matrix from the college's master plan, done in detail with the county partners. The ground lease prepared is for 2.01 acres to advance a nearly 20,000 square foot facility, as a Phase I. The detailed planning matrix is in the attachments, and there is a Phase II outlined for future development. The ground lease is for 49-years, which will provide a possessory interest the District needs to construct and build, and apply for Center Status. The ground lease is needed as the County is prohibited for sale of the property, since it is surplus property from the realignment of March Air Force Base to March Air Reserve Base. Additionally, the provisions of the grant deed restrictions by the Air Force must be complied, which includes public safety training and education.

Prepared By: Chris Carlson, Chief of Staff & Facilities Development
Robin Steinback, President, Moreno Valley College
Carlos Lopez, Interim Vice President, Academic Affairs
Arthur Turnier, Dean of Instruction PSET, BCTC
Nathaniel Jones, Vice President, Business Services (MVC)

Attachments:

[BCTC Property Planning Location](#)
[BCTC Planning Matrix](#)
[BCTC Phase I Site Plan](#)
[BCTC Ground Lease Performance Measures](#)
[BCTC Ed Center Ground Lease](#)



MVC ORIGINAL LOCATION
6.17 ACRES

- UTILITIES +
- PARKING +
- GRADING +
- PROXIMITY +
- (E) CONDITIONS +

	PH. I	PH. II
GAS	3,315	7,800
SEWER	6,500	48,125
DOMESTIC WATER	9,200	14,500
FIRE WATER	11,700	17,000
ELECTRIC	2,850	5,750
I.T.	2,350	5,250
STORM DRAIN	34,500	30,000
TOTAL:	\$70,415	\$128,425

Meeting: Ben Clark Training Center Partners Meeting

Present: Ben Clark Public Safety Training Center Partners

Cody Eaves, Riverside County Fire Department/CalFire
Dan Florez, Riverside County Sheriff's Department
Patty Knudson, Riverside County Sheriff's Department
Ginette Lillibridge, Riverside County Sheriff's Department
Robert Peebles, Riverside County Sheriff's Department
Robert Petersen, Riverside County Fire Department/CalFire
Jim Wilson, Riverside County Sheriff's Department
Rick Young, Riverside County Sheriff's Department

Moreno Valley College (MVC):

Bob Fontaine, Faculty, Emergency Medical Services, MVC-BCTC
Dyrell Foster, Vice President, Student Services
Normand Godin, Vice President, Business Services
Sandra Mayo, President
Larry Mercadante, Dean of Instruction, Career and Technical Education
Robin Steinback, Vice President, Academic Affairs
Ann Yoshinaga, Associate Dean, Public Safety Education & Training

MVC Planning Team:

Sheryl Sterry, Senior Educational Facilities Planner, HMC Architects
Jim Wurst, Principal, HMC Architects

Project Name: Moreno Valley College
Comprehensive Master Plan

Project # 5004-012-000

DISCUSSION:

WELCOME & REVIEW OF MEETING MINUTES

President Sandra Mayo reviewed the purpose of the meeting and both she and Robin Steinback, Vice President, Academic Affairs, emphasized the importance of MVC's partnership with the Riverside County Sheriff's Department and Riverside County Fire Department/CalFire. Sandra introduced Larry Mercadante, who is serving as interim Dean of Instruction, Career & Technical Education, a recently created position that will enable the college to increase their focus on nurturing the partnership and administering the public safety training programs at MVC - BCTC. Sandra Mayo introduced Dyrell Foster, recently hired as Vice President of Student Services.

MVC CMP – MVC BCTC RECOMMENDATIONS

HMC Architects presented the proposed recommendations for the MVC - BCTC from the draft MVC Comprehensive Master Plan. MVC plans for the following actions.

1. Enter into a long-term ground lease and operational agreement with Riverside County
2. Apply for education center status to be eligible for state funding
3. Plan for local RCCD funding of the initial building phase
4. Apply for state capital outlay funding and operational funding

FUTURE FACILITIES NEEDS

1. **BCTC Building Program**: The building program was established through discussions within the Riverside County Partners during the BCTC Partners meetings held on September 16 and 22, 2014. See the attached Building Program, Moreno Valley College Ben Clark Training Center.
 - a. **Riverside County Facilities**: The Building Program includes the lists of spaces and functions that have been designed for the Sheriff's Department and Fire Department facilities. The lists indicate the spaces for which shared use with MVC - BCTC is intended.
 - i. **Sheriff's Facility**
 - ii. **Fire Department Facility**
 - b. **MVC-BCTC Facility**: The proposed Building Program for the MVC - BCTC lists spaces that are needed in addition to the shared County facilities.
2. **Phased Implementation**: The MVC - BCTC Building Program comprises two building phases.
 - a. **Center Status**: This initial phase will provide for immediate needs. This phase was sized to be funded by MVC's Measure C funds.
 - b. **Future Needs**: This phase will house functions that are needed, but may be deferred in the short-term. It provides space for future growth. It will be constructed when additional funding becomes available.
3. **Program Requirements for Center Status**: The following elements are required in state recognized education centers and are planned for the MVC - BCTC. These elements are included in the Memorandum of Agreement between the County Supervisors and the RCCD Board of Trustees.
 - a. Access to student services
 - b. On-site administration
 - c. Access to the general student population
 - d. Offering of general education courses

4. MVC-BCTC Center Location:

- a. The MVC Comprehensive Master Plan references the Riverside County Ben Clark Training Center Conceptual Master Plan and recommends locating the MVC - BCTC facilities in the same precinct where the Sheriff's Department and Fire Department facilities will be built. The recommendations note that specific locations of buildings and site improvements will be determined through discussions with the County Partners during the programming and design phase.

5. Discussion:

- a. The County Partners noted that the western portion of the precinct will be closer to the majority of the permanent and temporary parking stalls and will be less used than the parking on the eastern portion.
- b. Permanent parking was not planned with MVC - BCTC needs. The College will address their parking needs when planning for their facilities.
- c. The Riverside Sheriff's Department Partners expressed agreement with the draft recommendations for the MVC - BCTC, but noted that, as law enforcement officers, they have concerns with access to the general education student population. In response, it was noted that students enrolled or interested in the public safety programs would constitute the majority coming to the BCTC. In addition, the Memorandum of Agreement between the County Supervisors and the RCCD Board of Trustees includes the intent to enter into an operating agreement, which would potentially address such concerns.
- d. Commercial land uses that are being planned to the north of the BCTC may result in commercial trucks traffic on BCTC roads near the proposed facilities and should be considered during implementation.
- e. The County Partners expressed their agreement with the draft recommendations. They requested two weeks' time to confer with their leadership and issue their formal comments.

NEXT STEPS

The Riverside County BCTC Partners will provide their formal comments on the proposed MVC Comprehensive Master Plan facilities recommendations. Receipt of these comments is anticipated by mid-February 2015.

The above notes document our understanding of items discussed in the above-referenced meeting. Unless notice to the contrary is received, the notations will be considered acceptable and HMC will proceed with work based on these understandings. Any discrepancies should be brought to our attention within seven (7) working days of receipt

Submitted by,



Sheryl Sterry
Senior Educational Facilities Planner, HMC Architects
sheryl.sterry@hmcarchitects.com

Attachments

- MVC - Ben Clark Training Center slide presentation
- BCTC Building Program, Moreno Valley College Ben Clark Training Center
 - Fire Department Facility
 - Sheriff's Department Facility
 - MVC-BCTC Facility

Distribution by Moreno Valley College

Cc Benedetta Del Vecchio, Brett Leavitt, Jim Wurst (HMC)
Eva Conrad (Whitehall Place)

File MM-MI
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BUILDING PROGRAM

Moreno Valley College
Ben Clark Training Center

September 22, 2014 BCTC Partners Meeting

FIRE DEPARTMENT FACILITY

Space Code	Type of Space	Shared?	Stations	Quantity	Total Stations	Building	Description
100s	Classroom				534		
	Traditional Classroom	Yes	36	5	180	Fire Bldg A	Rms 105, 116, 117, 118, 119. Rms 116-119 partition-able into one 114 station classroom.
	EMS Classroom	Yes	28	4	112	Fire Bldg B	Rms 100, 103, 115, 116. 115 and 116 partition-able into one 56 station classroom.
	EMS Classroom	Yes	38	1	38	Fire Bldg B	Rm 112
	Academy Classroom	Yes for 1 of 2	42	2	84	Fire Bldg C	Rm 104, 107. Tiered.
	Traditional Classroom	Yes	30	4	120	Fire Bldg C	Rms 108, 109, 119, 120,
210-255	Labs				85		
	EMS Labs	Yes		7	-	Fire Bldg B	Rms 101, 102, 104, 107, 108, 113, 114. Directly connected to EMS classrooms.
	Driving Simulators	Access Issue	13	1	13	Fire Bldg A	Rm 110
	Computer Lab	Access Issue	36	1	36	Fire Bldg A	Rm 111
	Science Classroom	Access Issue	36	1	36	Fire Bldg C	Rm 121
300s	Office (including Student Services)				-		
400s	Library/LRC/Tutorial				-		
530-535	AV/TV (Distance Learning)				3		
	Video Lab	No	3	1	3	Fire Bldg A	Rms 106, 107
520-525	PE/Fitness (Multi-purpose)				69		
	Gym/Multi-Purpose	MVC staff only		1	-	Fire Bldg C	Rm 111
	Women's Lockers/Shower	MVC staff only	32	1	32	Fire Bldg C	Rms 112, 113, 114
	Men's Lockers/Shower	MVC staff only	37	1	37	Fire Bldg C	Rms 115, 116, 117
630-635	Food Service/Bookstore				32		
	Student Lounge	Yes	1			Fire Bldg A	Rm 114
	Lounge	Yes	1			Fire Bldg A	Rm 104
	Breakout (dining room)	Yes	8	4	32	Fire Bldg C	Rms 100, 101, 102, 103.
670-690	Multi-purpose				-		
	Other				-		

BUILDING PROGRAM

Moreno Valley College
Ben Clark Training Center

September 22, 2014 BCTC Partners Meeting

SHERIFF'S FACILITY

Space Code	Type of Space	Shared?	Stations	Quantity	Total Stations	Building	Description
100s	Classroom				1,098		
	AOT Classroom	Yes	36	4	144	Sheriff Bldg A	Rms 100, 101, 102, 103
	AOT Classroom	Yes	48	4	192	Sheriff Bldg A	Rms 104, 105, 106, 107
	AOT Classroom	Yes	24	2	48	Sheriff Bldg A	Rms 108, 112
	AOT Classroom	Yes	50	2	100	Sheriff Bldg A	Rms 110, 111
	AOT Classroom	Yes	256	1	256	Sheriff Bldg A	Rm 115 partition-able in two sections of 126 stations
	Classroom	Yes	24	2	48	Sheriff Bldg B	Rms 129, 132
	Classroom	Yes	30	2	60	Sheriff Bldg B	Rms 136, 137
	Academy Classroom	Yes	70	2	140	Sheriff Bldg C	Rms 100, 103. Tiered.
	Academy Classroom	Yes	55	2	110	Sheriff Bldg C	Rms 101, 102. Tiered.
210-255	Labs				32		
	Driving Simulators	No	20	1	20	Sheriff Bldg B	Rm 131
	Force Options Simulators	No	32	1	32	Sheriff Bldg B	Rm 130
300s	Office (including Student Services)				180		
	AOT Offices	No	1	47	47	Sheriff Bldg B	Rm 113, 47 workstations
	AOT Private Office	No	1	8	8	Sheriff Bldg B	Rms 104, 105, 114, 115, 116, 117, 118, 119
	AOT Conference	No	1	20	20	Sheriff Bldg B	Rm 112
	Academy Offices	No	1	21	21	Sheriff Bldg C	Rm 309
	Academy Private Office	No	1	4	4	Sheriff Bldg C	Rm 110, 111, 112, 113, 114
	Testing Room	No	80	1	80	Sheriff Bldg C	Rm 104
400s	Library/LRC/Tutorial						
530-535	AV/TV (Distance Learning)						
520-525	PE/Fitness (Multi-purpose)						
	Men's Recruit Locker Room	Access Issue		1		Sheriff Bldg B	
	Women's Recruit Locker Room	Access Issue		1		Sheriff Bldg B	
	Men's Staff Locker Room	No		1		Sheriff Bldg B	
	Women's Staff Locker Room	No		1		Sheriff Bldg B	
630-635	Food Service/Bookstore						
670-690	Multi-purpose						
	Other						

BUILDING PROGRAM

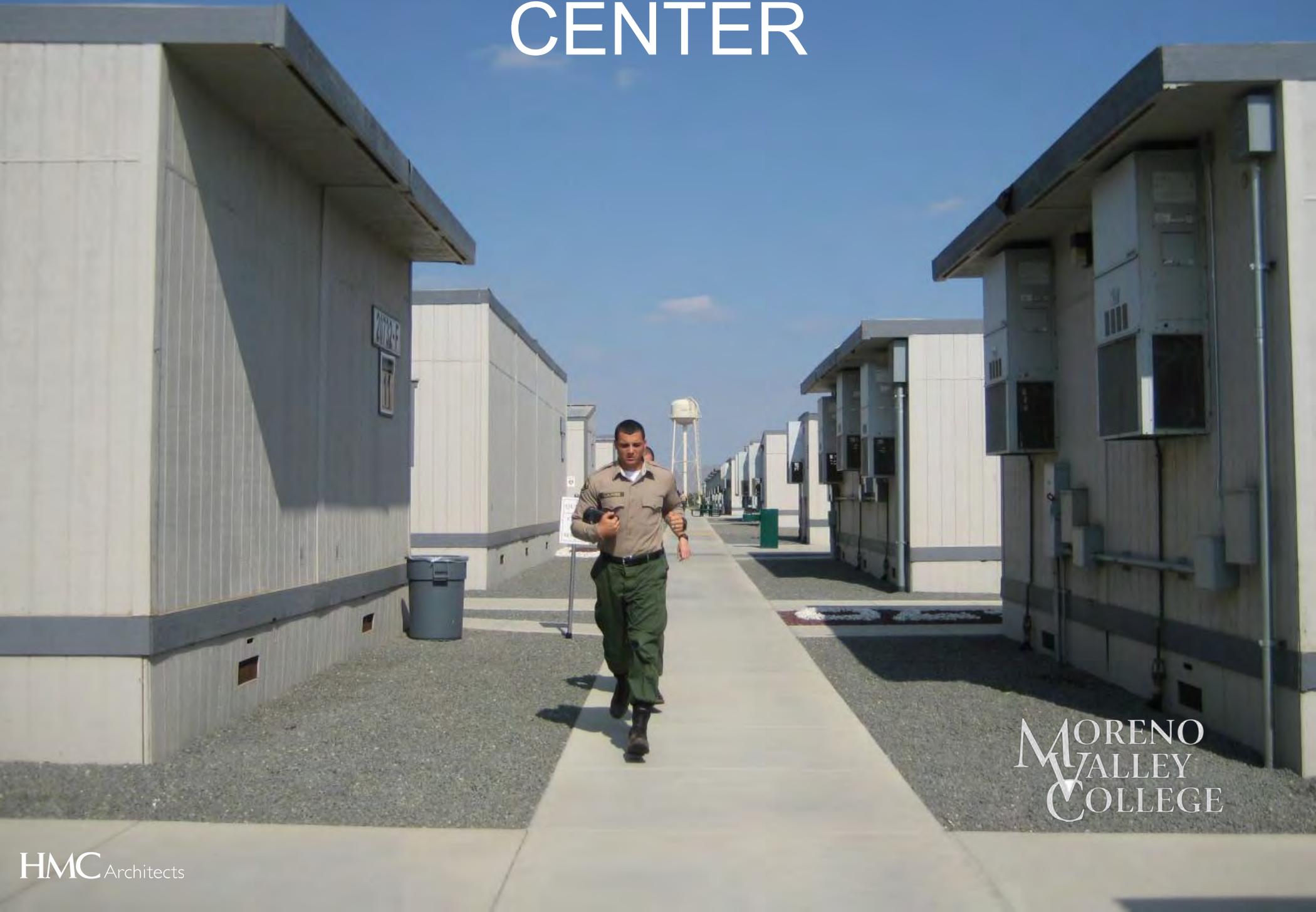
Moreno Valley College
Ben Clark Training Center

1/26/2015

Space Code	Type of Space	Total	Center Status	Future Needs	Remarks
100s	Classroom	15,500	2,500	13,000	
	General Classrooms	1,500		1,500	50-seat Flex Classroom
	General Classrooms	1,500		1,500	50-seat Flex Classroom
	General Classrooms	1,500		1,500	50-seat Flex Classroom
	General Classrooms	1,500		1,500	50-seat Flex Classroom
	General Classrooms	1,500		1,500	50-seat Flex Classroom
	General Classrooms	1,500		1,500	50-seat Flex Classroom
	General Classrooms	1,500		1,500	50-seat Flex Classroom
	General Classrooms	1,000	1,000		35-seat Flex Classroom
	General Classrooms	1,000		1,000	35-seat Flex Classroom
	EMS Classroom	1,500	1,500		50-seat Flex Classroom
	EMS Classroom	1,500		1,500	50-seat Flex Classroom
210-255	Labs	6,800	1,400	5,400	
	Biology Lab	1,200		1,200	
	Anatomy/Physiology Lab	1,200		1,200	
	Chemistry Lab	1,200		1,200	Equipped for organic and inorganic chemistry
	Physics/Physical Sciences Lab	1,200		1,200	
	Lab Support	600		600	
	EMS Lab	200	200		Flexible lab for breakout sessions
	EMS Lab	200	200		Flexible lab for breakout sessions
	EMS Lab	200	200		Flexible lab for breakout sessions
	EMS Lab	200	200		Flexible lab for breakout sessions
	EMS Lab	200	200		Flexible lab for breakout sessions
	EMS Lab Support	400	400		Storage for EMS labs
300s	Office (including Student Services)	3,577	2,827	750	
	Administrative Offices				
	Dean	160	160		RCCD Std: Dean/Director PO
	Admin Assistant	150	150		Shared open office
	IDS/Scheduler	110	110		RCCD Std: Faculty PO (single occupancy)
	Associate Dean	121	121		RCCD Std: Manager/Dept. Chair/Supervision PO
	Financial Services & Facilities/Custodial	140	140		2-person PO. Potential future conference room.
	Technology Support (Micro/IMC)	110	110		RCCD Std: Faculty PO (single occupancy)
	Student Services Offices				
	Admissions & Records Clerk	100	100		RCCD Std: Large WS
	Matriculation/SSSP	110	110		RCCD Std: Faculty PO (single occupancy)
	Counselor	121	121		RCCD Std: Manager/Dept. Chair/Supervision PO
	Counselor	121	121		RCCD Std: Manager/Dept. Chair/Supervision PO
	Counseling Clerk	100	100		RCCD Std: Large WS
	Financial Aid	121	121		RCCD Std: Manager/Dept. Chair/Supervision PO
	EOPS/Care/CalWORKs	121	121		RCCD Std: Manager/Dept. Chair/Supervision PO
	DSP&S	121	121		RCCD Std: Manager/Dept. Chair/Supervision PO
	Health Office	121	121		RCCD Std: Manager/Dept. Chair/Supervision PO
	Faculty Offices				
	Faculty Offices (Full-time)	110	110		RCCD Std: Faculty PO (single occupancy)
	Faculty Offices (Full-time)	110	110		RCCD Std: Faculty PO (single occupancy)
	Faculty Offices (Full-time)	110	110		RCCD Std: Faculty PO (single occupancy)
	Faculty Offices (Full-time)	110	110		RCCD Std: Faculty PO (single occupancy)
	Faculty Offices (Full-time)	110		110	RCCD Std: Faculty PO (single occupancy)
	Faculty Offices (Full-time)	110		110	RCCD Std: Faculty PO (single occupancy)
	Faculty Offices (Full-time)	110		110	RCCD Std: Faculty PO (single occupancy)
	Faculty Offices (Full-time)	110		110	RCCD Std: Faculty PO (single occupancy)
	Faculty Offices (Full-time)	110		110	RCCD Std: Faculty PO (single occupancy)
	Faculty Offices/Space (Part-time)	250	250		Shared part-time faculty office
	Faculty Offices/Space (Part-time)	250		250	Shared part-time faculty office
	Faculty Support/Resource	250	250		RCCD Std: Large WS
	Supply Storage	60	60		
	Supply Storage	60		60	

Space Code	Type of Space	Total	Center Status	Future Needs	Remarks
400s	Library/LRC/Tutorial	3,310	2,910	400	
	Library	1,400	1,400		
	Librarian Office	110	110		RCCD Std: Faculty PO (single occupancy)
	Learning Resources/Tutoring Support	400	400		
	Writing Center Support	400		400	
	Computer Lab/Center	1,000	1,000		Includes Writing Ctr in Phase 1
530-535	AV/TV (Distance Learning)	1,000	-	1,000	
	AV/TV (Distance Learning)	1,000		1,000	
520-525	PE/Fitness (Multi-purpose)	1,700	1,200	500	
	Lockers/Showers	1,200	1,200		For EMS and Fire Tech students
	Weight Room	500		500	For EMS and Fire Tech students
630-635	Food Service/Bookstore	1,000	-	1,000	
	Student Lounge	1,000		1,000	Not included in Sheriff's facilities. Included in Fire Department facilities.
670-690	Multi-purpose	3,270	-	3,270	
	Large Tiered Multipurpose Space	2,400		2,400	RCCD Std: 96-seat Lecture Hall. Audio/visual. Distance learning/lecture capture. For classes, orientations, and specialize presentations.
	Medium Meeting Room	360		360	RCCD Std: Medium Conference Room
	Large Meeting Room	510		510	RCCD Std: Large Conference Room
	Other	1,950	350	1,600	
	Technology Room	200	200		RCCD Std: Building Distribution Frame
	Central Equipment Storage	1,000		1,000	
	Ambulance Storage Bay	600		600	
	Records Storage	150	150		
			PHASE 1	PHASE 2	
Total Assignable Area		38,107	11,187	26,920	
65% efficiency					
Gross Building Area		58,626	17,211	41,415	

MVC-BEN CLARK TRAINING CENTER



MORENO
VALLEY
COLLEGE

MVC-BCTC RECOMMENDATIONS

- **Enter into a long-term ground lease and operational agreement with Riverside County**
- **Apply for education center status to be eligible for state funding**
- **Plan for local RCCD funding of the initial building phase**
- **Apply for state capital outlay funding and operational funding**

In March of 2010, the RCCD Board of Trustees approved a resolution to seek state recognition of the MVC-Ben Clark Training Center as an education center. As RCCD and MVC moved toward the implementation of this resolution, the state imposed a moratorium on the recognition of new education centers. The moratorium has been lifted and MVC, RCCD, and Riverside County have renewed their commitment to seek and support center status.

The recommended steps to establish the MVC-BCTC as an education center and develop its facilities are summarized in the following list.

MVC-BCTC RECOMMENDATIONS:

- Enter into a long-term ground lease with Riverside County to support the future growth and expansion of the MVC-Ben Clark Training Center.
- Enter into an operational agreement with Riverside County.
- Apply for education center status in order to make MVC-Ben Clark Training Center eligible for state funding.
- Plan for local RCCD funding of the initial phase of development.
- Apply for state capital outlay funding in order to fund subsequent phases of development.

- **JOINT-USE OPPORTUNITIES**

- **PHASED IMPLEMENTATION**

- Center Status
- Future Needs

- **PROGRAM REQUIREMENTS FOR CENTER STATUS**

- Access to student services
- On-site administration
- Access to the general student population
- Offering of general education courses

JOINT-USE OPPORTUNITIES

Since 2010, when a site was first selected and a ground lease was pursued, Riverside County has established and begun to implement their Conceptual Master Plan for the Ben Clark Training Center. In order to restart the planning for MVC-BCTC site and facilities, it was important to understand the County's master plan and the joint-use opportunities that it affords. The MVC process included meetings attended by the Riverside County partners, MVC, and RCCD. The County partners that participated in these meetings represent the California Department of Forestry and Fire Protection/Riverside County Fire Department and the Riverside County Sheriff's

PHASED IMPLEMENTATION

Following these discussions, a master plan space program was developed to accommodate MVC-BCTC program needs. The MVC-BCTC Master Plan Space Program, which for functions required for state-recognized centers and elements described in the Memorandum of Agreement. The program for the initial Center Status phase provides for near-term needs and is scaled to support immediate implementation using available local funds. The program for Future Growth provides space to house functions that are needed in the long term, but may be deferred until additional funding is available.

PROGRAMMING REQUIREMENTS FOR STATE RECOGNITION OF EDUCATION CENTER STATUS FOR MVC-BCTC:

The Center Status phase of the MVC-BCTC space program provides space to meet the following requirements for center status.

- Access to student services
- On-site administration
- Access to the general student population
- Offering of general education courses

MVC-BEN CLARK TRAINING CENTER MASTER PLAN SPACE PROGRAM

Space Code	Type of Space	CENTER STATUS	FUTURE GROWTH
100s	Classroom	2,500	13,000
210-255	Labs	1,400	5,400
300s	Office (including Student Services)	2,827	750
400s	Library/LRC/Tutorial	2,910	400
530-535	AV/TV (Distance Learning)	-	1,000
520-525	PE/Fitness (Multi-purpose)	1,200	500
630-635	Food Service/Bookstore	-	1,000
670-690	Multi-purpose	-	3,270
	Other	350	1,600
	Total Assignable Area	11,187	26,920
	65% efficiency		
	Gross Building Area	17,211	41,415

S 89° 10' 16" E - 1268.35'

12th Street

12th Street

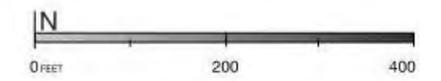
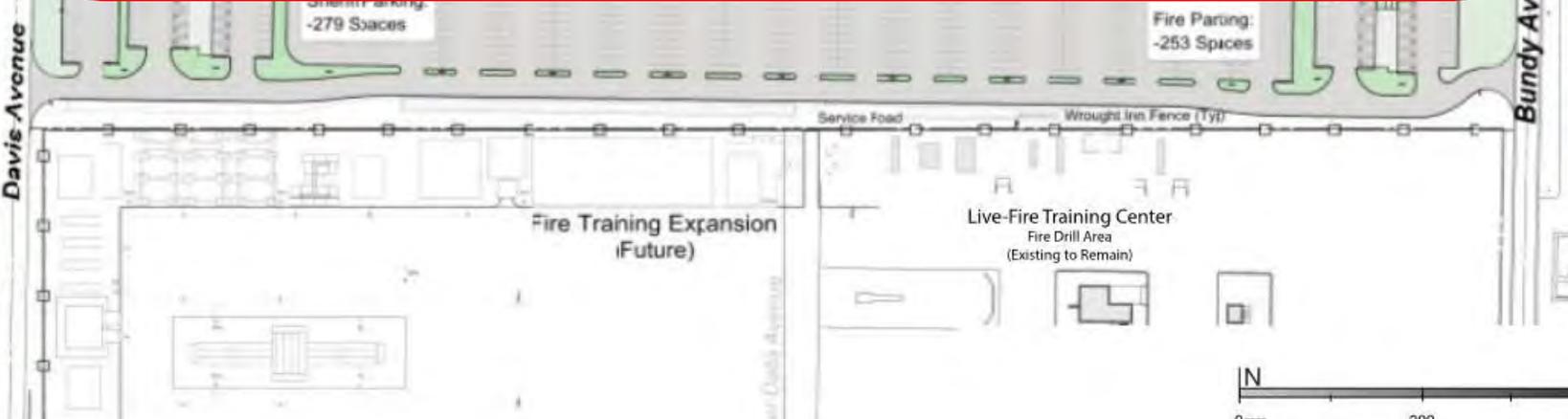
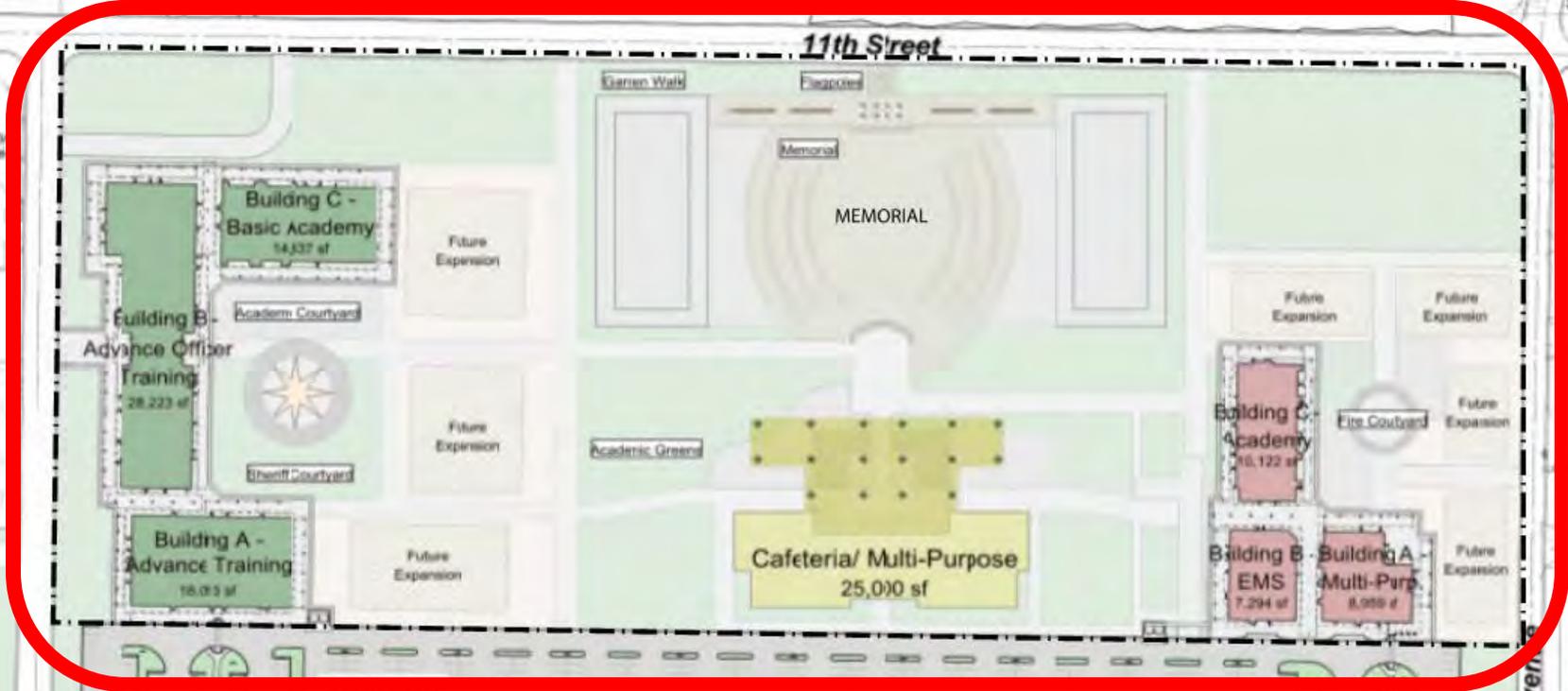
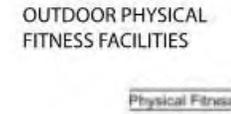
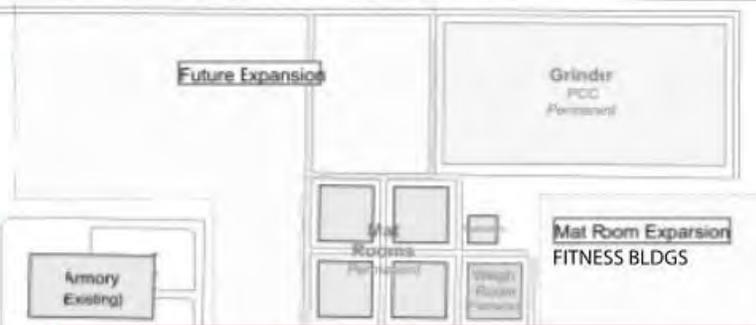
BEN CLARK TRAINING CENTER CONCEPTUAL MASTER PLAN

SHERIFF DEPARTMENT

COUNTY FIRE DEPARTMENT

SHARED SPACE

AREA OF CONSIDERATION FOR
GROUND LEASE



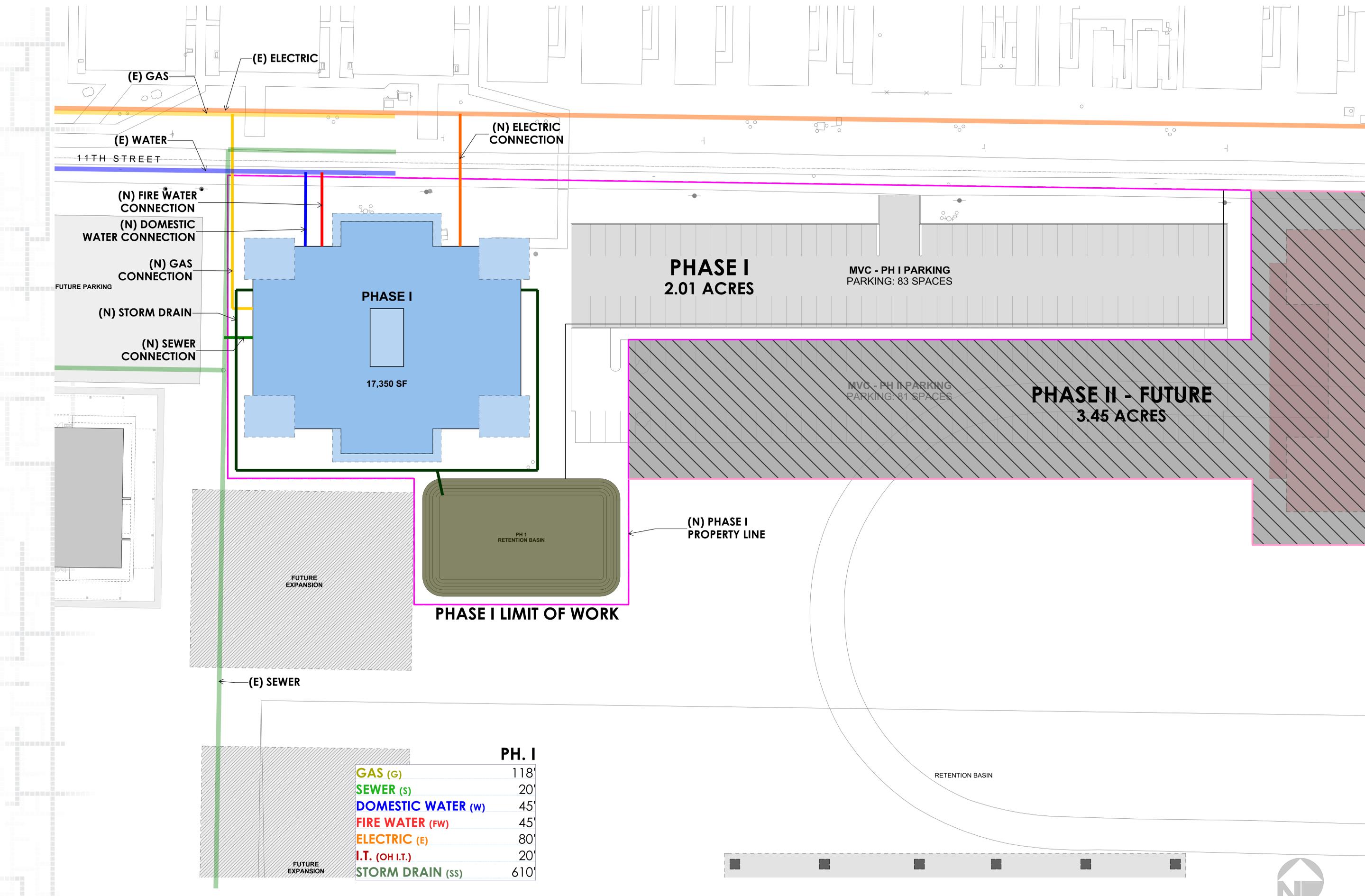


EXHIBIT "E"
PERFORMANCE MEASURES

LEASE EXECUTED	JANUARY 30, 2018
PROJECT PLANNING/DESIGN	JANUARY 30, 2021
DSA PLANNING/PERMITTING	JANUARY 30, 2022
CONSTRUCTION COMPLETION	JANUARY 30, 2024
OCCUPANCY	JUNE 30, 2024

GROUND LEASE

**Riverside Community College District
(Ben Clark Public Safety Training Center,
Riverside County, California)**

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	Relocation of Parking Lot; Revised Parcel Map and Legal Description	Exhibit "A-2"
9	Phase Two, Parcel Map and Legal Description	Exhibit "A-3"
	Quitclaim Deed from Air Force	Exhibit "B"
10	Memorandum of Agreement	Exhibit "C"
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12	Performance Measures	Exhibit "E"

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GROUND LEASE

(Ben Clark Public Safety Training Center, Riverside County, California)

THIS GROUND LEASE, ("Lease"), is made as of the _____ day of _____, _____, (the "Effective Date") and between the County of Riverside, a political subdivision of the State of California, as Lessor, ("County"), and the Riverside Community College District, as Lessee, ("District"). The County and District may sometimes collectively be referred to as the "Parties".

WHEREAS, County is the owner of record of that certain real property, located, in the unincorporated area of Riverside County, State of California, consisting of approximately 2.01 acres, as shown in Exhibit "A", attached hereto and by this reference incorporated herein; and,

WHEREAS, The real property was formerly part of March Air Force Base and the conveyance, by Quitclaim Deed dated December 21, 1999, as shown on Exhibit "B," attached hereto and by this reference incorporated herein, to the County from the United States of America, acting by and through the Secretary of the Air Force, and was made through a federal land transfer provision known as a Public Benefit Conveyance, for the purposes of operating and developing a public safety training center, now commonly referred to as the Ben Clark Public Safety Training Center ("BCTC"); and,

WHEREAS, the District through its Moreno Valley College ("College"), which is an open admissions college, is the education partner for public safety education training center since 1953 in partnership with the County of Riverside, on behalf of the Sheriff's Department and Fire Department providing public safety training for law enforcement and fire technology programs; and,

WHEREAS, the County has developed a master plan for the program, development and operation of the Ben Clark Public Safety Training Center; and,

WHEREAS, the Parties have entered into that certain Memorandum of Agreement dated September 21, 2010, provided as Exhibit "C", attached hereto and by this reference incorporated herein, whereby the parties memorialized their intent to facilitate the

establishment of BCTC as an public safety education center to the College and to develop facilities to house the educational services and required operations of the College; and,

WHEREAS, the District desires to lease a portion of BCTC to secure a leasehold interest in that portion of the real property at BCTC to be eligible and receive state and local funding to construct a training facility that will support the educational mission of the College as partner in BCTC as a Public Safety Training Center;

NOW THEREFORE, for good and valuable consideration, the receipt and adequacy of which are hereby acknowledged, the County and District hereby agree as follows:

The County leases to the District, and District leases from the County the property described below for the terms and upon the covenants and conditions set forth in this Lease.

1. **Property Description.** The real property hereby leased consists of that certain parcel located at the Ben Clark Public Safety Training Center, West of Davis Avenue and North of Larry Parrish Avenue in the unincorporated area of Riverside County, California, (“Property,”) consisting of approximately 2.01 acres, for the purpose of planning and constructing an educational facility and parking lot, together with all roads, rights of way and easements and appurtenances, whether public or private, reasonably required for the use contemplated by the parties. District agrees to complete survey and provide parcel map and legal description at project completion setting forth the precise acreage, which such parcel map and legal description (“Legal Description”) shall be incorporated into this Ground Lease as Exhibit “A-1.”

2. **Use.**

(a) The Property is leased hereby for the exclusive purpose of constructing, maintaining and operating the Project which consists of a law enforcement and emergency management response educational facility to include classrooms, administrative and student services of approximately seventeen thousand three hundred fifty (17,350) square feet plus an adjacent parking lot for Public Safety Training purposes, all herein defined as the “Phase One Project,” containing approximately 164 parking spaces, and as shown on the site plan designated on Exhibit “A.” As part of the Phase One Project, the Parties agree that County

shall have the right but not the obligation to relocate the parking lot to the north side of 11th Street at any time during the term of this Ground Lease at County's discretion and at County's sole cost and expense. In such event, the parcel map and legal description shall be revised and amended and incorporated into this lease as a revised Exhibit "A-2."

(b) The Property shall not be used for any other purpose without first obtaining the written consent of County, which consent shall be at the absolute discretion of County as determined by its Board of Supervisors.

(c) The County may elect to allow the District to plan and construct a second phase to this project, the "Phase Two Project," consisting of an approximate 30,200 square foot educational facility and also parking facilities. The proposed location for the Phase Two Project is as highlighted and set forth on the attached Exhibit "A-3" and consists of approximately 3.45 acres including building and parking lot. In the event the County elects to allow the District to plan and construct the Phase Two Project, County's formal approval of same will be contingent upon the Parties agreement to the Phase Two Project Scope of Work and all the terms and conditions of the additional Ground Leasing of the Phase Two Scope of Work which shall be memorialized in an amendment to the Ground Lease and approved by the County of Riverside Board of Supervisors and the District Board of Trustees.

3. Term.

(a) The term of this Lease shall be for a period of forty-nine (49) years, commencing on the "Effective Date" of this Ground Lease Agreement, and expiring at the end of the last day of the forty-ninth (49th) year.

(b) Any holding over by Lessee after the expiration of the term of this Lease shall be on a month to month basis strictly, and continuing tenancy rights shall not accrue to Lessee. During any such hold over period, Lessee shall be bound by all terms and conditions of this Lease.

(c) Option to Extend. County grants District one forty-nine (49) year option to renew the lease provided Lessee submits notice in writing to County at least six (6) months prior to the expiration date of this Ground Lease.

4. Rent.

The Ground Rent for Property for the term of the lease shall be one (\$1.00) per year and shall be prepaid by District in the amount of forty-nine (\$49.00) dollars upon execution of the lease by County. .

5. Option Rent. In the event District exercises the option to extend as per section 3, paragraph (c), rent for the extended option period shall be payable annually at a rate of \$1.00 a year.

6. Required Performance Measures. The Parties hereby agree to complete the Performance Measures as set forth in Exhibit "E".

7. Title.

(a) The County represents and warrants that the leasehold interest in the Property shall be subject only to those exceptions as set forth in the preliminary title report (Preliminary Title Report, herein) attached hereto as Exhibit "D" and by this reference made a part of this Ground Lease. Said leasehold interest shall be insured by a title insurance company acceptable to County and District, and the cost of a policy of title insurance shall be paid by District.

(b) In the event County cannot deliver an insurable Leasehold interest as set forth in Sub-paragraph 7(a) above, this Ground Lease may be terminated at the option of District. Notification by District to terminate this Ground Lease shall be in writing.

8. On-Site Improvements.

(a) District, at its expense, shall construct, or cause to be constructed, upon the Property, the Project as herein defined, including landscaping, roadways, walkways, and utility improvements. Subject to the provisions of Paragraph 17 herein, construction of the Project shall commence within a reasonable period of time, (a) at such time as District has obtained the required approvals from all governmental and regulatory agencies, including the Permits, and (b) District shall diligently pursue the completion of the construction of the Project within a reasonable period following commencement of construction of the Project.

No less than ten (10) days before beginning construction of the Project, District shall give County written notice thereof so that County can post a Notice of Non-Responsibility.

(b) The Project shall be of a permanent, built-on-site construction. All site plans, landscape plans, building elevations, building materials and colors, sign plans and all other plans and specifications related to the construction of the Facility shall be submitted to the County Economic Development Agency ("EDA") Project Management Office prior to commencement of any construction activities for review and comment by the County, any comments shall be submitted by County to the District in writing.

(c) Within thirty (30) days following the completion of the Facility and any other improvements, District shall submit to County EDA (1) a complete set of "As-Built" drawings showing every detail, latent or otherwise, of such improvements, alterations and fixtures, including, but not limited to, electrical circuitry and plumbing; and (2) copies of lien waivers from all contractors, subcontractors, suppliers and materialmen involved in construction of the Facility.

(d) Title to all buildings, structures and improvements that now, or may from time to time constitute a part of the Premises including, all carpets, draperies, partitions, machinery, equipment and fixtures that are now, or may from time to time be, used, or intended to be used in connection with the Premises shall be and remain with District until the termination of this Ground Lease Agreement. Upon termination of the Ground Lease Agreement, title to all such property, buildings, structures and interior/exterior improvements and all machinery, equipment and fixtures shall pass to and vest in County without cost or charge to it.

(e) District shall have the right at any time and from time to time during the Term to make such improvements to the Premises and such changes and alterations, structural or otherwise, to any buildings, improvements, fixtures and equipment now or hereafter located on the Property as District shall deem necessary or desirable. In this event, District shall submit plans and specifications to County EDA for review and comment prior to commencing any work.

(f) The Parties acknowledge and agree that a modular building(s) and improvements currently exist at the site which will require removal, and this Ground Lease Agreement is contingent upon removal of said building(s) and improvements by District at District's sole cost and expense, if required by County.

(g) Parties may elect to revise the provisions of this section and incorporate the changes into an Operating Agreement.

9. Off-Site Improvements.

(a) It is understood by the parties hereto that sewer, water, telephone, gas and electrical utilities are available nearby the Property, but they do not reach the Property. Therefore, in order for the on-site improvements required in Paragraph 8 herein to be fully usable and operational, District, at its expense, shall extend and/or connect or cause to be extended and/or connected, to such on-site improvements such utility service facilities that may be required or desired by District in the use, operation and maintenance of such on-site improvements. After such extensions and/or connections have been made, District shall be responsible for payment for the use of such utility services.

(b) The off-site improvements referred to in Sub-Paragraph 9(a) above shall be completed prior to or at the same time the on-site improvements are completed as provided in Paragraph 8 herein.

(c) Should the County have an overall facility infrastructure master plan and cost analysis developed prior to the District finalizing building plans for DSA submittal, District shall pay a prorata share not to exceed \$100,000 towards infrastructure, due at occupancy.

10. Right of Access. District shall have right of access to the site over the non-public dedicated roadways adjacent to the property for the purpose of

completing the onsite and offsite improvements and to operate the facility during the term of this Ground Lease.

11. Cooperation.

(a) County shall cooperate with District and otherwise exercise its best efforts to assist Lessee in expediting the processing of on-site and off-site improvements to be constructed upon, within or in connection with the Property. Notwithstanding anything to the contrary contained herein, nothing in this Ground Lease shall be deemed to constitute a waiver by County of its police powers. District acknowledges and agrees that it must comply with all government laws and regulations affecting development to the Property.

(b) Any easements required by third parties for utilities to serve the Property shall be submitted to County, in writing, for its approval, which approval shall not be unreasonably withheld. Any and all costs associated with the preparation and recordation of any such easements required by third parties shall be borne solely by District.

12. County's Reserved Rights. The Property is accepted by District subject to those existing easements or other encumbrances or other matters of record described in the Preliminary Title Report, and County shall have the right to enter upon the Property and to install, lay, construct, maintain, repair and operate such sanitary sewers, drains, storm water sewers, pipelines, manholes, connections, water, oil and gas pipelines, and telephone and telegraph power lines and such other facilities and appurtenances necessary or convenient to use in connection therewith, over, in, upon, through, across and along the Property or any part thereof. County also reserves the right to grant franchises, easements, rights of way and permits in, over and upon, along or across any and all portions of said Property as County may elect; provided, however, that no right of the County provided for in this Paragraph shall be so executed as to interfere unreasonably with District's rights and use hereunder. County shall cause the surface of the Property to be restored to its original condition (as it existed prior to any such entry) upon the completion of any construction by County or its agents. Any right of County set forth in this Paragraph shall not be exercised unless a prior written notice of thirty (30) days is given to District: provided, however, in the event such right must

be exercised by reason of emergency, then County shall give Lessee such notice in writing as is reasonable under the existing circumstances. Notwithstanding anything to the contrary contained herein, County agrees that all sanitary sewers, storm drains, pipelines, manholes, water and gas mains, electric power lines, transformers and conduits, cabling, telephone lines and other communications equipment and facilities utilized in connection with utility services (collectively "Utility Lines") to be located at or on the Property shall be placed underground and in a manner which does not interfere with the Facility or its use. Any easement, license, right-of-way, permit or other agreement entered into by the County pursuant to this Paragraph 12, including but not limited to the installation, operation, maintenance, repair and replacement of Utility Lines, shall require the easement holder to maintain the easement and equipment located therein at its sole cost. County agrees to use best efforts to minimize any interference to Lessee's business caused by County's exercise of its rights hereunder.

13. Maintenance. District shall, during the Term, at its own cost and expense and without any cost or re-expense to County: Keep and maintain all buildings and improvements now or, hereafter located on the Property and all appurtenances thereto in good and neat order and repair and shall allow no nuisances to exist or be maintained therein. District shall likewise keep and maintain the grounds, sidewalks, roads and parking, and landscaped areas in good and neat order and repair. County shall not be obligated to make any repairs, replacements or renewals of any kind, nature or description whatsoever to the Premises or any buildings or improvements now or hereafter located thereon, and District hereby expressly waives all right to make repairs at County's expense under sections 1941 and 1942 of the California Civil Code, or any amendments thereof; and

(a) Comply with and abide by all federal, state, county, municipal and other governmental statutes, ordinances, laws and regulations affecting the Premises, all buildings and improvements now or hereafter located thereon, or any activity or condition on or in the Premises.

(b) District agrees that it will not commit or permit waste upon the Premises other than to the extent necessary for the purpose of constructing and erecting thereon other

improvements.

14. Inspection of Property. County, through its duly authorized agents, shall have, at any time during normal business hours, the right to enter the Property for the purpose of inspecting, monitoring and evaluating the obligations of Lessee hereunder and for the purpose of doing any and all things which it is obligated and has a right to do under this Lease. County shall provide District with a 24 hour notice prior to inspection of property.

15. Quiet Enjoyment. District shall have, hold and quietly enjoy the use of the Property so long as it shall fully and faithfully perform the terms and conditions that it is required to do under this Ground Lease.

16. Compliance With Government Regulations. District shall, at District's sole cost and expense, comply with the requirements of all local, state and federal statutes, regulations, rules, ordinances and orders now in force or which may be hereafter in force, pertaining to the Property. The District shall be responsible to comply and provide a full CEAQ review once the actual project location and construction parameters are established. In addition, the District will be responsible to submit the necessary CEQA documentation to the County prior to construction and operation of the facility.

17. Termination by County. County shall have the right to terminate this Lease:

(a) In the event District has not completed the planning and construction, and occupied the building by June 30, 2024; unless mutually agreed to extend by both parties.

(b) In the event District commences any voluntary proceeding under the Bankruptcy laws of the United States, or Lessee fails to terminate any involuntary proceeding under said bankruptcy laws within ninety (90) days from the commencement thereof.

(c) In the event that District makes a general assignment, or District's interest hereunder is assigned involuntarily or by operation of law, for the benefit of creditors.

(d) In the event District fails or refuses to perform, keep or observe any of District's duties or obligations hereunder, provided, however, that Lessee shall have thirty (30) days in which to correct District's breach or default after written notice thereof has been served on District by County unless the nature of default or breach is such that more than

thirty (30) days are required. District shall have such additional time as is reasonably required to remedy, provided remedy has commenced within the thirty (30) day period, and is diligently completed.

18. Termination by District. In addition to its rights to terminate elsewhere in this Lease, District shall have the right to terminate this Ground Lease in the event County fails to perform, keep or observe any of its duties or obligations hereunder; provided, however, that County shall have thirty (30) days in which to correct its breach or default after written notice thereof has been served on it by District; provided, however, if the breach or default is of a nature that requires more than thirty (30) days to correct, such efforts as are necessary to make such corrections shall begin within said thirty (30) day period and shall be diligently prosecuted to completion thereafter; provided further, however, that if after thirty (30) days County fails to correct or commence to correct such breach, District shall have the option to correct the default and County shall reimburse District for any related costs. . If any breach or default is not corrected after the time set forth herein, District may elect to terminate this Lease in its entirety or as to any portion of the Property affected thereby.

19. Limitations on Termination. Notwithstanding anything to the contrary contained in this Lease, County agrees that if District shall be in default under this Lease, except as to any default pursuant to Sub-Paragraphs 17 (a) and (b), the County will not exercise any right of termination without first providing District and any encumbrancers (described in Paragraph 25 below) with written notice of any default and an opportunity to cure such default. Any such cure shall be completed within thirty (30) days of the date of County's notice of such default, provided however, if the breach is of a nature that requires more than thirty (30) days to cure, such cure shall begin within said thirty (30) day period and shall be diligently prosecuted to completion thereafter. If any default remains uncured after the time set forth herein, County may exercise any and all rights or remedies at law or in equity, including, but not limited to:

(a) The right, without terminating this Lease or relieving District of any obligations hereunder, and with process of law, to re-enter the Property, take possession

thereof, remove all persons therefrom, other than those present under existing subleases, and occupy or lease the whole or any part thereof for and upon terms and conditions and for such rent as County may deem proper, and to collect said rent or any other rent that may thereafter become due and payable. District agrees to reimburse County any reletting the costs and expenses County may incur by reason thereof. Should County relet the Property under the provisions of this Paragraph, it may execute any such lease either in its own name or in the name of the District, but the District hereunder shall have no right or authority whatsoever to collect any rent from such tenant. The proceeds of any such reletting shall be first applied to the payment of the costs and expenses of reletting the Property including alterations and repairs which County, in its sole discretion, deems reasonably necessary and advisable and reasonable attorneys' fees incurred by County in connection with the retaking of the said Property and such reletting and, second, to the payment of any indebtedness, other than rent, due hereunder owing from District to County. County shall not be deemed to have terminated this Ground Lease, the District's right to possession of the leasehold or the liability of the District to pay rent thereafter to accrue, or District's liability for damages under any of the provisions hereof by any such re-entry or by any action in unlawful detainer or otherwise to obtain possession of the Property, unless County shall have notified District in writing that it has so elected to terminate this Ground Lease. District covenants that the service by County of any notice pursuant to the unlawful detainer statutes of the State of California and the surrender of possession pursuant to such notice shall not (unless County elects to the contrary at the time of or at any time subsequent to the service of such notice and such election is evidenced by a written notice to District) be deemed to be a termination of this Ground Lease or of the District's right to possession thereof. Nothing herein contained shall be construed as obligating County to relet the whole or any part of the Property. In the event of any entry or taking possession of the Property as aforesaid, County shall have the right, but not the obligation, to remove therefrom all or any part of the personal property located therein and may place the same in storage at a public warehouse at the expense and risk of the owner or owners thereof. County shall not, by any re-entry or other act, be deemed to have

accepted any surrender by District of the Property or District's interest therein, or be deemed to have otherwise terminated this Ground Lease, or to have relieved District of any obligation hereunder, unless County shall have given District express written notice of County's election to do so as set forth herein; or

(b) The right to terminate District's right to possession of the Property by any lawful means, in which case this Lease shall terminate and District shall immediately surrender possession of the Property to County. In such event, County shall be entitled to recover from District, in addition to any other obligation which has accrued prior to the date of termination:

(i) The worth at the time of award of the unpaid rent which had been earned at the time of termination;

(ii) The worth at the time of award of the amount by which the unpaid rent which would have been earned after termination until the time of award exceeds the amount of such rental loss that Lessee proves could have been reasonably avoided;

(iii) The worth at the time of award of the amount by which the unpaid rent for the balance of the term after the time of award exceeds the amount of such rental loss that Lessee proves could be reasonably avoided; and

(iv) Any other amount necessary to compensate County for all the detriment proximately caused by Lessee's failure to perform its obligations under this Lease or which in the ordinary course of things would be likely to result therefrom, including, but not limited to, the cost of recovering possession of the Property; real estate brokerage commissions and other expenses of reletting, including necessary renovation and alteration of the Property, reasonable attorneys' fees and any other reasonable costs.

The "worth at the time of award" of the amounts referred to in subparagraphs (i) and (ii) above shall be computed by allowing interest thereon at eight per cent (8%) per annum. The worth at the time of award of the amount referred to in subparagraph (iii) above shall be computed by discounting such amount at one (1)

percentage point above the discount rate of the Federal Reserve Bank of San Francisco at the time of award; or

(c) Pursue any other remedy now or hereafter available to County under the laws or judicial decisions of the State of California, including, without limitation, the remedy provided in California Civil Code, Section 1951.4, and laws amendatory to said section, to continue this Lease in effect.

(d) County shall be under no obligation to observe or perform any covenant of this Ground Lease on its part to be observed or performed which accrues after the date of any default by District hereunder. In any action of unlawful detainer commenced by County against Lessee by reason of any default hereunder, the reasonable rental value of the Property for the period of the unlawful detainer shall be deemed to be the amount of rent and other sums required to be paid hereunder for the same period. District hereby waives any right of redemption or relief from forfeiture under Sections 1174 or 1179 of the California Civil Code of Civil Procedure, or under any other present or future law, in the event District is evicted or County takes possession of the Property by reason of any default by Lessee hereunder. The various rights and remedies reserved to County herein, including those not specifically described herein, shall be cumulative, and, except as otherwise provided by California law in force and effect at the time of the execution hereof, County may pursue any or all of such rights and remedies, whether at the same time or otherwise.

(e) No delay or omission of County to exercise any right or remedy shall be construed as a waiver of any such right or remedy or of any default by District hereunder.

(f) The subsequent acceptance of rent hereunder by County shall not be deemed to be a waiver of any preceding breach by District of any term, covenant or condition of this Ground Lease, other than the failure of District to pay the particular rental so accepted, regardless of County's knowledge of such pre-existing breach at the time of acceptance of such rent.

20. Eminent Domain. If any portion of the Property shall be taken by eminent domain and a portion thereof remains which is usable by District for any of the purposes set

forth in Paragraph 2 herein, this Ground Lease shall, as to the part taken, terminate as of the date title shall vest in the condemnor, or that date prejudgment possession is obtained through a court of competent jurisdiction, whichever is earlier, and the rent payable hereunder shall abate pro rata as to the part taken; provided, however, in such event County reserves the right to terminate this Ground Lease as of the date when title to the part taken vests in the condemnor or as of such date of prejudgment possession. If all of the Property is taken by eminent domain or such part be taken so that the remaining Property or any portion thereof are rendered unusable for the purposes set forth in Paragraph 2 herein, then at the election of District this Ground Lease, or that portion of the remaining Property rendered unusable, shall terminate. If a part or all of the Property be so taken, the compensation awarded upon such taking shall be paid to the parties hereto in accordance with the values attributable to their respective interests in such eminent domain proceedings.

21. Insurance. District shall, during the term of this Ground Lease:

(a) Workers' Compensation. Procure and maintain Workers' Compensation Insurance, in full compliance with the Workers' Compensation and Occupational Disease Laws of all authorities having jurisdiction over the Property. Such policy shall include Employer's Liability and Occupational Disease coverage, with limits not less than One Million Dollars (\$1,000,000) per occurrence. Policy shall be endorsed to provide a "Borrowed Servant Endorsement, Alternate Employer Endorsement, or Additional Insured Endorsement" naming the County of Riverside as an additional insured. Policy shall provide a Waiver of Subrogation in favor of the County.

(b) Commercial General Liability Insurance: Procure and maintain comprehensive general liability insurance coverage that shall protect Lessee from claims for damages for personal injury, including, but not limited to, accidental and wrongful death, as well as from claims for property damage, which may arise from District's use of the Property or the performance of its obligations hereunder, whether such use or performance be by District, by any subcontractor, or by anyone employed directly or indirectly by either of them. Such insurance shall name County as an additional insured with respect to this Ground Lease

and the obligations of District hereunder. Such insurance shall provide for limits of not less than Two Million Dollars (\$2,000,000) per occurrence.

(c) Procure and maintain fire and extended coverage on the improvements, alterations and fixtures to be constructed and installed upon the Property in an amount not less than the full replacement value of such improvements, alterations and fixtures. Such insurance shall name County as an additional insured with respect to this Ground Lease and the obligations of Lessee hereunder.

(d) Cause its insurance carrier(s) to furnish County by direct mail Certificate(s) of Insurance showing that such insurance is in full force and effect, and County is named as an additional insured with respect to this Lease and the obligations of District hereunder. Further, said Certificate(s) shall contain the covenant of the insurance carrier(s) that thirty (30) days written notice shall be given to County prior to modification, cancellation or reduction in coverage of such insurance. In the event of any cancellation in coverage or any reduction or modification in coverage such that such insurance coverage fails to comply in all material respects with this Paragraph 21, then District shall be deemed in default under this Ground Lease, unless the County receives prior to the effective date of such cancellation, modification or reduction in coverage another certificate from another insurance carrier of District's choice evidencing that the insurance required herein is in full force and effect. District shall not take possession or otherwise use the Property until County has been furnished Certificate(s) of Insurance as otherwise required in this Paragraph 21.

22. District's Insurance. District shall provide a policy of insurance, and or a program of self-insurance coverage through a JPA, or any combination thereof.

23. County's Reserved Rights -- Insurance. County reserves the right to require that District adjust the monetary limits of insurance coverage as required in Paragraph 21 herein every fifth (5th) year during the term of this Ground Lease or any extension thereof, subject to ninety (90) days written notice to District of such adjustment, in the event that County reasonably determines that the then existing monetary limits of insurance coverage are no longer consistent with those monetary limits of insurance coverage generally prevailing

in the western Riverside County area for facilities comparable to the Property; provided, however, that any adjustment shall not increase the monetary limits of insurance coverage for the preceding five (5) years in excess of fifty percent (50%) thereof.

24. Hold Harmless.

(a) Except as otherwise provided herein, District represents that it has inspected the Property, accepts the condition thereof in its "AS-IS" condition and fully assumes any and all risks incidental to the use thereof. County shall not be liable to District, its agents, employees, subcontractors or independent contractors for any personal injury or property damage suffered by them which may result from hidden, latent or other dangerous conditions in, on, upon or within the Property unknown to the County, its officers, agents or employees.

(b) District shall indemnify and hold County, its officers, agents, employees and independent contractors free and harmless from any liability whatsoever, based or asserted upon any act or omission of District, its officers, agents, employees, subcontractors and independent contractors for property damage, bodily injury, or death (Lessee's employees included) or any other element of damage of any kind or nature, relating to or in any way connected with or arising from its use, occupancy or operation of the Property, and District shall defend, at its expense, including attorney fees, County, its officers, agents, employees and independent contractors in any legal action based upon such alleged acts or omissions.

(c) The specified insurance limits required in Paragraph 21 herein shall in no way limit or circumscribe District's obligations to indemnify and hold County free and harmless herein.

25. Right to Encumber/Right to Cure.

(a) District's Right to Encumber: Notwithstanding any other provision contained herein, County does hereby consent to and agree that District may encumber or assign, or both, for the benefit of an Encumbrancer (defined below), this Ground Lease, the leasehold estate of District and the Facility and related improvements constructed by District

by a deed of trust, mortgage or other security-type instrument, herein called trust deed, but only to the extent necessary to assure the repayment of the financing of the construction and operation of the Facility by District (including any conversion of the construction loan to permanent financing), and in connection with such encumbrance the prior written consent of County shall not be required:

(i) To a transfer of this Ground Lease at foreclosure under the trust deed, judicial foreclosure, or an assignment in lieu of foreclosure or in connection with the Encumbrancer's exercise of any remedy provided in the deed of trust; or

(ii) To any subsequent transfer by the Encumbrancer if the Encumbrancer is the purchaser at such foreclosure sale or is the assignee under an assignment in lieu of foreclosure; provided, however, that in either such event the Encumbrancer promptly gives notice to County in writing of any such transfer, setting forth the name and address of the transferee, the effective date of such transfer, and a copy of the express agreement of the transferee assuming and agreeing to perform all of the obligations under this Lease, together with a copy of the document by which such transfer was made.

For purposes of this Ground Lease, an "Encumbrancer" shall mean an established bank, savings and loan association, insurance company or other entity which provides tax exempt bond financing or other institutional financing.

Any Encumbrancer or other transferee who succeeds to District's interest under this Lease shall be liable to perform the obligations and duties of District under this Ground Lease. Any subsequent transfer of this leasehold hereunder, except as provided for in Sub-Paragraph 25(a)(ii) above, shall be subject to Paragraph 17 herein.

District shall give County prior notice of any such trust deed, and shall accompany such notice with a true copy of the trust deed and a note secured thereby. Except as described in this Paragraph 25, District shall not permit any other liens or encumbrances on the Property or its interest therein without the County's prior written consent.

26. Free From Liens. District shall pay, when due, all sums of money that may become due for any labor, services, material, supplies, or equipment, alleged to have been

furnished or to be furnished to District , in, upon, or about the Property, and which may be secured by a mechanics', materialmen's or other lien against the Property of County's interest therein, and will cause each such lien to be fully discharged and released at the time the performance of any obligation secured by such lien matures or becomes due; provided, however, that if District desires to contest any such lien, it may do so, but notwithstanding any such contest, if such lien shall be reduced to final judgment, and such judgment or such process as may be issued for the enforcement thereof is not promptly stayed, or if so stayed, and said stay thereafter expires, then and in such event, District shall forthwith pay and discharge said judgment.

27. Estoppel Certificates.

(a) District and County, at any time and from time to time during the term of this Ground Lease, and any extension thereof, and within forty five (45) days after request, in writing, have been given by the other party, shall execute, acknowledge and deliver to the requesting party a statement in writing certifying that this Ground Lease is unmodified and in full force and effect. The statement shall also include the dates to which the rent and any other charges have been paid in advance, that there are no defaults existing or that defaults exist and the nature of such defaults. It is intended that such statement as provided in this Paragraph 27 may be relied upon by any prospective encumbrancer as assignee of the Property or improvements thereon or both or all or any portion or portions of District's interest under this Paragraph 27.

(b) A party's failure to execute, acknowledge and deliver on request of such statement described in Sub-Paragraph 27(a) above within the required time shall constitute acknowledgment by such party to all persons entitled to rely on such statement that this Lease is unmodified and in full force and effect and that the rent and other charges have been duly and fully paid to and including the respective due dates immediately preceding the date of the notice or request and shall constitute a waiver, with respect to all persons entitled to rely on such statement of any defaults that may exist before the date of such notice.

28. Binding on Successors. The parties hereto, their assigns and successors in interest, shall be bound by all the terms and conditions contained in this Lease, and all of the parties hereto shall be jointly and severally liable hereunder.

29. Waiver of Performance. No waiver by County at any time of any of the terms and conditions of this Lease shall be deemed or construed as a waiver at any time thereafter of the same or of any other terms or conditions contained herein or of the strict and timely performance of such terms and conditions.

30. Severability. The invalidity of any provision in this Lease as determined by a court of competent jurisdiction shall in no way affect the validity of any other provision hereof.

31. Venue. Any action at law or in equity brought by either of the parties hereto for the purpose of enforcing a right or rights provided for by this Lease shall be tried in a court of competent jurisdiction in the County of Riverside, State of California, and the parties hereby waive all provisions of law providing for a change of venue in such proceedings to any other county.

32. Attorneys' Fees. In the event of any litigation, mediation or arbitration between District and County, including, without limitation, such an action brought pursuant to District's bankruptcy, to enforce any of the provisions of this Ground Lease or any right of either party hereto, the unsuccessful party to such litigation, mediation or arbitration agrees to pay to the successful party all costs and expenses, including reasonable attorneys' fees, incurred therein by the successful party, all of which shall be included in and as a part of the judgment or ruling rendered in such litigation, mediation or arbitration.

33. Notices. Any notices required or desired to be served by either party upon the other shall be addressed to the respective parties as set forth below:

COUNTY

County of Riverside
Economic Development Agency
3403 Tenth Street Suite 500
Riverside, CA 92501

LESSEE

Riverside Community College District
Moreno Valley College
16130 Lasselle Street
Moreno Valley, CA 92551-2045

and
Riverside Community College District Office
Facilities Planning and Development
3801 Market Street
Riverside CA 92501

or to such other addresses as from time to time shall be designated by the respective parties. Notices must be in writing and will be deemed to have been given when personally delivered, sent by facsimile with receipt acknowledged, deposited with any nationally recognized overnight carrier that routinely issues receipts, or deposited in any depository regularly maintained by the United States Postal Service, postage prepaid, certified mail, return receipt requested, addressed to the party for whom it is intended at its address set forth above.

34. Permits, Licenses and Taxes. District shall secure, at its expense, the Permits, and District shall pay prior to delinquency all fees, taxes and penalties levied against the Property or required by any authorized public entity, including any possessory interest tax. Failure to pay such sums in a timely manner shall be a material default hereunder.

35. Paragraph Headings. The Paragraph headings herein are for the convenience of the parties only, and shall not be deemed to govern, limit, modify or in any manner affect the scope, meaning or intent of the provisions or language of this Lease.

36. County's Representative. County hereby appoints the Assistant County Executive Officer/EDA as its authorized representative to administer this Lease.

37. District's Representative. District hereby appoints the President of Moreno Valley College and/or Chief of Staff & Facilities Development as its authorized representative to administer this Ground Lease.

38. Acknowledgment of Memorandum of Lease. Upon execution of this Lease by the parties hereto, a memorandum of this Lease in a form acceptable to County and District shall be acknowledged by County and District in such a manner that it will be acceptable by the County Recorder for recordation purposes, and thereafter, District shall

cause such memorandum of this Ground Lease to be recorded in the Office of the County Recorder of Riverside County forthwith and furnish County with a conformed copy thereof.

39. Agent for Service of Process. For the purpose of designating an Agent for service of process, the following is hereby by designated as Agent to accept on behalf of the District; Office of General Counsel, 3801 Market Street, Third Floor, Riverside CA 92501. It is expressly understood and agreed that in the event District is not a resident of the State of California or it is an association or partnership without a member or partner resident of the State of California, or it is a foreign corporation, then in any such event, District shall file with County's Assistant County Executive Officer/EDA , upon its execution hereof, a designation of a natural person residing in the State of California, giving his or her name, residence and business addresses, as its agent for the purpose of service of process in any court action arising out of or based upon this Ground Lease, and the delivery to such agent of a copy of any process in any such action shall constitute valid service upon District . It is further expressly understood and agreed that if for any reason service of such process upon District's General Counsel is not feasible, then in such event District may be personally served with such process out of this County and that such service shall constitute valid service upon District. It is further expressly understood and agreed that District is amenable to the process so served, submits to the jurisdiction of the Court so obtained and waives any and all objections and protests thereto.

40. Notification of Taxability of Possessory Interest. The Property herein granted by County to District may create a possessory interest, subject to property taxation. In the event District's interest in the Property, including the Facility and related improvements, become subject to the payment of property taxes levied on such interest, District (and not County) shall be solely responsible for the payment of such property taxes. District asserts and Lessor acknowledges that District is a governmental agency and may be exempt from paying possessory interest taxes. District will do all things reasonably necessary and appropriate to secure and maintain said tax exemption during the term of this Lease. District shall reimburse County for any property of possessory taxes on the premises (excluding

special assessments or other ad valorem assessments) that may become due and payable during the Ground Lease because of District's failure to file a timely exemption. County shall cooperate with District in filing District's exemption notices. Said cooperation shall not be unreasonably withheld.

41. Toxic Materials.

(a) The County warrants that to the best of its knowledge there are no hazardous substances located on or within the Property.

(b) Restrictions on Lessee; Hazardous Substances. District shall not cause or permit any Hazardous Substance to be used, stored, generated, or disposed of on or in the Property by District, District's agents, employees, contractors or invitees, without first obtaining County's written consent, which consent may not be unreasonably withheld. Materials considered hazardous that are used in the ordinary course of business may be used as regulated by law. If Hazardous Substances are used, stored, generated, or disposed of on or in the Property, or if the Property becomes contaminated in any manner during the term hereof, District shall indemnify, defend, and hold harmless the County from any and all claims, damages, fines, judgments, penalties, costs, liabilities, or losses (including, without limitation, a decrease in value of the Property or the Facility, and any and all sums paid for settlement of claims, attorneys', consultants', and experts' fees) arising during or after the term of this Ground Lease and arising as a result of such contamination by District. This indemnification includes, without limitation, any and all costs incurred because of any investigation of the site or any cleanup, removal, or restoration mandated by a federal, state, or local agency or political subdivision. In addition, if District causes or permits the presence of any Hazardous Substance on the Property and this results in contamination, District shall promptly, at its sole expense, take any and all necessary actions to return the Property to the condition existing before the presence of any such Hazardous Substance on the Property, provided, however, that District shall first obtain County's approval for any such remedial action.

(c) As used herein, "Hazardous Substance" shall include, but not be limited to, substances defined as "hazardous substances," "hazardous materials," or "toxic

substances” in the Comprehensive Environmental Response, Compensation and Liability Act of 1980, as amended, 42 U.S.C. Section 9601, et seq.; the Hazardous Materials Transportation Act, 49 U.S.C. Section 1801, et seq.; the Resource Conservation and Recovery Act, 42 U.S.C. Section 6901, et seq.; and those substances defined as “hazardous wastes” in Section 25117 of the California Health and Safety Code or as “hazardous substances” in Section 25316 of the California Health and Safety Code; and in the regulations adopted in publications promulgated pursuant to said laws.

42. Exhibits Incorporated By Reference. All Exhibits attached hereto are incorporated into and made a part of this Lease by reference to them herein.

43. Entire Ground Lease. This Ground Lease is intended by the parties hereto as a final expression of their understanding with respect to the subject matter hereof and as a complete and exclusive statement of the terms and conditions thereof and supersedes any and all prior and contemporaneous leases, agreements and understandings, oral or written, in connection therewith. This Lease may be changed or modified only upon the written consent of the parties hereto.

44. Execution by District. This Lease shall not be binding on District until it is approved by District’s Board of Trustees and signed by the Vice Chancellor of Business and Financial Services.

45. Execution by County. This Ground Lease shall not be binding or consummated until its approval and execution by the County’s Board of Supervisors.

DATED: _____

Riverside Community College District

By: _____

Aaron Brown
Vice Chancellor, Business & Financial Services

COUNTY OF RIVERSIDE

By: _____
John Tavaglione, Chairman
Board of Supervisors

ATTEST:
Kecia Harper-Ihem
Clerk of the Board

By: _____
Deputy

APPROVED AS TO FORM:
Greg Priamos, County Counsel

By: _____
Thomas Oh
Deputy County Counsel

|

Agenda Item (IV-C-3)

Meeting	1/9/2018 - Committee
Agenda Item	Committee - Planning and Operations (IV-C-3)
Subject	Funding Allocation and Agreement for Riverside City College Facilities Master Plan Update with Gensler
College/District	Riverside
Funding	Measure C
Recommended Action	It is recommended the Board of Trustees approve 1) Allocation of \$500,000 from Measure C Funds for the Facilities Master Plan Update; and 2) Agreement for the Facilities Master Plan Update with Gensler

Background Narrative:

Riverside City College is planning to update its existing 2008/2012 Facilities Master Plan.

The Facilities Master Plan Update will include, but is not limited to:

- Integration of newly developed Educational Master Plan (2016) with the new Facilities Master Plan;
- Ensure that all major initiatives and current capital (state and locally funded) projects are included within the current Facilities Master Plan;
- Evaluate viability of existing parking resources, along with potential parking opportunities to support the College's vision and growth objectives; examine current and future vehicular circulation opportunities and strategies; Evaluate existing pedestrian pathways and circulation; recommend opportunities for improving circulation between the upper and lower campuses inclusive access, signage, and paths of travel;
- Evaluate and assess current building infrastructure; recommend replacement and mitigation strategies for physical resources to sustainably support future demands at RCC;
- Evaluate current athletic, student/community engagement centers and student services facilities infrastructure; recommend replacement and mitigation strategies for physical resources to sustainably support future demands of these programs at RCC;
- Recommend methodology to maximize state funding through the discrete sequencing of campus building planning, in collaboration with the District's State Specialist;
- Recommend methodology to plan for and maximize the competitiveness of the IPP and FPP process at the CCCC;
- Recommend and provide sequencing for long-term capital sustainable programs and initiatives;
- Recommend land acquisitions and/or future resources; provide research/strategies for demolition of structures no longer needed within the College's portfolio.

Gensler's Director of Higher Education has expertise in this area and experience with not only our recent construction projects (Kane Student Services and Administration), but also with the development of the current IPP for the renovation of the old Physical/Life Sciences facilities to new Business-Education-CIS/CTE Building. The firm's extensive knowledge in facilities master planning and development, along with a rich portfolio of leading facilities master plans across the state. Based on the recommendation of a committee of RCC faculty, staff and students along with members of the RCCD Facilities Development office, it is recommended to approve the agreement with Gensler.

The funding for this project would be from the college's allocation of Measure C. The contract would be for a not to exceed amount of \$500,000.

Prepared By: Irving Hendrick, Interim President, Riverside City College
Chip West, Interim Vice President, Business Services (RCC)
Chris Carlson, Chief of Staff & Facilities Development

Attachments:

[Selection Process Agreement with Gensler for RCC Master Plan Update](#)

Attachment - Selection Process

RFP Development Timeline:

- Initial RFP Development - July-August 2017
 - Stephen Ashby, TSS Classified Staff/CSEA & Co-Chair of RD&AS
 - Scott Blair, Faculty & Chair of Physical Resources Committee
 - Chris Carlson, Chief of Staff & Facility Development
 - Mehran Mohtasham, Assistant Director Facilities
 - Paul O'Connell, Faculty & Chair of RD&AS LC
 - Chip West, Interim Vice President of Business Services and Co-Chair of RD&AS LC
- Update & Approval from RCC Physical Resources Committee – September 19, 2017
 - Committee Members:
 - Scott Blair, Faculty & Chair of Physical Resources Committee
 - Mehran Mohtasham, Director, Facilities and Co-Chair
 - Stephen Ashby, Classified Staff (TSS) & CSEA
 - Daniel Gomez, Manager (Maintenance & Operations)
 - Jessica Hernandez, Student (ASRCC)
 - Jessica Kelvington, Faculty (Nursing)
 - Juan Lopez, Manager (Administrative Support Services)
 - Jim McCarron, Faculty (Kinesiology)
 - Paul O'Connell, Faculty (Automotive)
 - Steven Sigloch, Faculty (Kinesiology)
- Update & Approval from RCC Resource Development & Administrative Services (RD&AS) Leadership Council – October 19, 2017
 - Leadership Council:
 - Paul O'Connell, Faculty (Automotive) & Chair
 - Chip West, Interim Vice President of Business Services & Administrative Co-chair
 - Stephen Ashby, Classified Staff (TSS) & Classified Co-chair
 - Tucker Amidon, Faculty (English & Speech)
 - Sandy Baker, Dean (Nursing)
 - Scott Blair, Faculty (Astronomy)
 - Amber Casolari, Faculty (Economics)
 - Greta Cohen, Classified Staff (Disabled Student Services)
 - Monica Delgadillo, Faculty (Counseling)
 - Natalie Halsell, Classified Staff (LHSS)
 - Jennifer Lawson, Classified Staff (Theatre and Performing Arts)
 - Mary Legner, Faculty (Math)
 - Bill Manges, Classified Staff (TSS)
 - Jim McCarron, Faculty (Kinesiology)
 - Mehran Mohtasham, Director (Facilities, Maintenance & Operations)
 - Kimberly Reimer, Faculty (Nursing)
 - Jackie Robinson, Classified Staff (Counseling)
 - Patrick Scullin, Faculty (Applied Digital Media)
 - Ward Schinke, Faculty (Political Science)
- Approval from RCC Educational and Program Oversight Committee (EPOC) – November 2, 2017
 - Committee Members:
 - Kathleen Sell, Faculty (English) & Chair
 - Susan Mills, Vice President of Planning & Development & Co-Chair
 - Haley Ashby, Faculty (Library)
 - Stephen Ashby, Classified Staff (TSS)
 - Scott Blair, Faculty (Astronomy)
 - FeRita Carter, Vice President of Student Services
 - Debbie Cazares, Faculty (Early Childhood Education)
 - Carol Farrar, Vice President of Academic Affairs

- Maritzza Jeronimo, Student (ASRCC)
- Regina Miller, Classified Staff (Admissions)
- Tony Ortiz, Classified Staff (Outreach)
- Eduardo Perez, Faculty (Sociology)
- Tony Rizo, Classified Staff (TSS)
- Garth Schultz, Faculty (Counseling)
- Mark Sellick, Faculty (Political Science)
- Chip West, Vice President of Business Services
- Virginia White, Faculty (Biology)
- Presentation & Review by RCC Faculty Senate – November 6, 2017
- Approval from President’s Leadership Team (PLT) – November 8, 2017
 - PLT Members:
 - Wolde-Ab. Isaac, President
 - FeRita Carter, Vice President of Student Services
 - Carol Farrar, Vice President of Academic Affairs
 - Susan Mills, Vice President of Strategic Planning & Development
 - Chip West, Interim Vice President of Business Services

RFP Application Review & Interview Committee (Application Review – November 17, 2017, Interview – December 1, 2017)

- Stephen Ashby, Classified Staff (TSS)/CSEA Representative
- Scott Blair, Faculty (Astronomy)
- Chris Carlson, Chief of Staff and Facility Development
- FeRita Carter, Vice President of Student Services
- Michelle Daddona, Faculty (Kinesiology)
- Monica Delgadillo, Faculty (Counseling)
- Nathaniel Dominguez, Student (ASRCC)
- Jim McCarron, Faculty (Kinesiology)
- Mehran Mohtasham, Assistant Director (Facilities)
- Estrella Romero, Faculty (Speech & Communications)
- Mark Sellick, Faculty (Political Science)
- Chip West, Interim Vice President of Business Services

AGREEMENT BETWEEN
RIVERSIDE COMMUNITY COLLEGE DISTRICT

And

GENSLER

THIS AGREEMENT is made and entered into on the 17th day of January, 2018, by and between GENSLER hereinafter referred to as "Consultant" and RIVERSIDE COMMUNITY COLLEGE DISTRICT, hereinafter referred to as the "District."

The parties hereto mutually agree as follows:

1. Scope of services: Reference Exhibit I, attached.
2. The services outlined in Exhibit I will primarily be conducted at Consultant's office(s), and on site at Riverside City College.
3. The services rendered by the Consultant are subject to review by the President of Riverside City College or his/her designee.
4. The term of this agreement shall be from January 17th, 2018, to the estimated completion date of December 30, 2018, with the provision that the President of Riverside City College or his/her designee may extend the date without a formal amendment to this agreement with the consent of the Consultant.
5. Payment in consideration of this agreement shall not exceed \$500,000 including reimbursable expenses. Invoice for services will be submitted every month for the portion of services completed on a percentage basis. Payments will be made as authorized by the Vice President of Business Services, and delivered by U.S. Mail. The final payment shall not be paid until all of the services, specified in Exhibit I, have been satisfactorily completed, as determined by the President.
6. All data prepared by Consultant hereunder specific only to this project, such as plans, drawings, tracings, quantities, specifications, proposals, sketches, magnetic media, computer software or other programming, diagrams, and calculations shall become the property of District upon completion of the Services and Scope of Work described in this Agreement, except that the Consultant shall have the right to retain copies of all such data for Consultant records. District shall not be limited in any way in its use of such data at any time provided that any such use which is not within the purposes intended by this Agreement shall be at District's sole risk, and provided further, that Consultant shall be indemnified and defended against any damages resulting from such use. In the event the Consultant,

following the termination of this Agreement, desires to use any such data, Consultant shall make the request in writing through the office of the Chief of Staff and Facilities Development, who will obtain approval from the Board of Trustees before releasing the information requested.

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

Comprehensive general liability insurance coverage that shall protect District from claims for damages for personal injury, including, but not limited to, accidental or wrongful death, as well as from claims for property damage, which may arise from Consultant's activities as well as District's activities under this contract, in the amount of \$1,000,000 per person and \$3,000,000 per occurrence; such amount may be satisfied by a combination of primary and excess coverage.

Professional liability/errors and omission insurance in the amount of \$1,000,000; and

Workers' Compensation insurance in accordance with the laws of the State of California.

Such insurance except Professional Liability shall name District as an additional insured with respect to this agreement and the obligations of District hereunder. Contractor shall provide District with the required Certificate of Insurance within 10 days of signing this Agreement.

11. District may terminate this Agreement for convenience at any time upon written notice to Consultant, in which case District will pay Consultant in full for all services performed and all expenses incurred under this Agreement up to and including the effective date of termination. In ascertaining the services actually rendered to the date of termination, consideration will be given to both completed Work and Work in progress, whether delivered to District or in the possession of the Consultant, and to authorize Reimbursable Expenses. No other compensation will be payable for anticipated profit on unperformed services.
12. Consultant shall not discriminate against any person in the provision of services, or employment of persons on the basis of ethnic group identification, national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, ancestry, genetic information, sexual orientation, physical or mental disability, pregnancy, or any characteristic listed or defined in Section 11135 of the Government Code or any characteristic that is contained in the prohibition of hate crimes set forth in subdivision (1) of Section 422.6 of the California Penal Code, or any other status protected by law. Contractor understands that harassment of any student or employee of Riverside Community College District with regard to ethnic group identification, national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, ancestry, genetic information, sexual orientation, physical or mental disability, pregnancy, or any characteristic listed or defined in Section 11135 of the Government Code or any characteristic that is contained in the prohibition of hate crimes set forth in subdivision (1) of Section 422.6 of the California Penal Code, or any other status protected by law is strictly prohibited.
13. Consultant is an independent contractor and no employer-employee relationship exists between Consultant and District. Any and all local, state or federal taxes

that would be associated with the payment under this Agreement is to be paid solely by Consultant.

- 14. Neither this Agreement, nor any duties or obligations under this Agreement may be assigned by either party without the prior written consent of the other party.
- 15. The parties acknowledge that no representations, inducements, promises, or agreements, orally or otherwise, have been made by anyone acting on behalf of either party, which is not stated herein. Any other agreement or statement of promises, not contained in this Agreement, shall not be valid or binding. Any modification of this Agreement will be effective only if it is in writing and signed by the party to be charged.
- 16. This Agreement will be governed by and construed in accordance with the laws of the State of California.

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

M. Arthur Gensler Jr. & Associates, Inc.
("Gensler")

Riverside Community College District

Rob Jernigan
Managing Principal
500 S. Figueroa Street
Los Angeles, CA 90071

Aaron S. Brown
Vice Chancellor
Business and Financial Services

Date: _____

Date: _____

Exhibit 1



December 20, 2017

EXHIBIT 1

Chip West
Vice President Administrative Services
Riverside City College
4800 Magnolia Avenue
Riverside, CA 92506

Chip.West@rcc.edu

Subject: Riverside City College
Facilities Master Planning Services

Dear Chip:

M. Arthur Gensler Jr. & Associates, Inc. ("Gensler") is pleased to present our proposal for providing planning services to Riverside City College. Based on our understanding of your project goals we have outlined an approach to developing your Facilities Master Plan (FMP), that is participatory, integrated and resourceful.

We propose to work with your designated planning groups through a series of interactive meetings where we will review and evaluate information, explore a range of innovative planning concepts and select preferred options to be developed into final master plan recommendations. Such an approach will ensure that the values of the College community are an integral part of the planning process and that the resulting plan will have enhanced credibility and support due to the shared "authorship".

The FMP recommendations will be integrated with the development of your 2018 FYCP, IPPs and FPPs to maximize opportunities to leverage state funding and to meet your July 1st 2018 deadline to the Chancellor's Office.

Based on our discussions, we have developed a proposed scope of work, compensation and schedule for these planning efforts.

A. SCOPE OF WORK

The following is an outline of the activities that will occur in each of the 5 planning steps:

1. PREPARE

- Meet with President's Leadership Team (PLT) to coordinate planning process and confirm the following:
 - Project Goals / Measures of Success
 - Planning participants (task force, consulted groups, informational groups)
 - Collection of educational planning data (format, baseline and forecast years)
 - Project schedule and meeting dates



- Coordinate with College and District representatives to collect information including:
 - Existing site and building plans
 - Infrastructure plans
 - Enrollment and WSCH data (baseline and forecast)
 - Class schedules (for classroom utilization dashboard)
 - *As comprehensive 'List of Information Needed' will be provided*
 - Coordinate with IT and Research staff to collect data elements selected
- 2. ANALYZE**
- Conduct site visits with key personnel
 - Analyze existing site and facilities (including land use, functional zoning, vehicular and pedestrian circulation, open spaces and sustainability opportunities)
 - ❖ **FMP Work Group Meeting**
 - Review planning process and parameters
 - Discuss project goals / measures of success
 - Discuss and validate analysis of existing conditions
 - Identify key issues to address in FMP
 - ❖ **Consulted Group Meetings (multiple meetings over 2-3 days)**
 - Focused discussions for specific parts of the college/campus
 - Identify key issues to address in FMP
- 3. FRAME**
- Analyze educational planning data
 - Develop a master plan space program for each campus
 - Conduct classroom utilization study
 - ❖ **FMP Work Group Meeting**
 - Present Classroom Utilization Dashboard and discuss findings
 - Review FMP space program – for identified horizons
 - Develop Facilities Planning Principles
 - ❖ **Sustainability Workshop**
 - Present analysis and benchmarks
 - Establish goals
 - Discuss priorities
- 4. EXPLORE**
- Explore options for future development
 - Develop conceptual diagrams for review and discussion
 - ❖ **FMP Work Group Meeting**
 - Discuss draft development concepts
 - Review and evaluate preliminary options
 - Select preferred options for each campus



5. RECOMMEND

- Develop preliminary recommendations
- Define primary and secondary effects
- Draft phasing and implementation plans
- Coordinate strategies to maximize state funding opportunities
 - ❖ **FMP Work Group Meeting**
 - Review preliminary recommendations
 - Discuss implementation and funding strategies
 - Define primary and secondary effects
- Develop draft FMP recommendations
 - ❖ **Campus Forums**
 - ❖ **Board Workshop**
 - Share draft FMP recommendations
- Develop final FMP recommendations
- Prepare draft FMP document for college review
 - ❖ **FMP Work Group Meeting**
 - Review FMP recommendations
 - Discuss draft implementation plans
 - Present overview of draft FMP document
- Collect comments and finalize FMP document
 - ❖ **Board Presentation**
 - Present 2018 Facilities Master Plan for review and approval

B. ASSUMPTIONS

This proposal includes the following assumptions:

- Estimated number of meetings:
 - Up to 3 PLT meetings
 - Up to 8 FMP Work Group meetings
 - Up to 25 Consulted Group meetings (grouped into multiple days)
 - 1 Sustainability Workshop
 - 3 Campus forums
 - 2 Board presentations
- Specialty consultants included:
 - Landscape
 - Civil
 - Infrastructure Engineering
 - IT / Security
 - Traffic Engineering
 - Cost Estimator



C. DELIVERABLES

At the conclusion of the planning process, we will provide the following deliverables:

- **FACILITIES MASTER PLAN**
 - 25 printed FMP documents
 - 1 unbound printed document for reproduction by college
 - PDF file of the master plan document for printing and web posting

D. COMPENSATION

Gensler's proposed fee for the services described above is:

DISCIPLINE	Firm	Estimated Fee
Facilities Planning	Gensler	\$ 220,000
Signage + Wayfinding	Gensler	\$ 50,000
Landscape	TBD	\$ 70,000
Traffic	TBD	\$ 15,000
Infrastructure / MEP / Civil	TBD	\$ 75,000
IT/Security	TBD	\$ 20,000
Cost Estimating	TBD	\$ 10,000
		\$ 460,000
Reimbursable Expense Allowance*		\$ 40,000
	Total Contract Amount:	\$ 500,000

* Assumes 25 printed copies of final document

E. SCHEDULE

Our team is prepared to begin work immediately and to conduct this planning process through the spring and fall semesters to maximize opportunities for engagement with your campus community.

Chip, we look forward to collaborating with you on this important project. If you have any questions, or would like to discuss our proposal in more detail, I can be reached on my mobile line at 949.648.4496.

Sincerely,

Deborah Shepley, AIA, LEED® AP
Principal
Gensler



Agenda Item (IV-D-1)

Meeting	1/9/2018 - Committee
Agenda Item	Committee - Resources (IV-D-1)
Subject	Selection of Barnes & Noble College Booksellers, LLC to provide Bookstore Operation Services for Riverside City College, Norco College and Moreno Valley College
College/District	District
Funding	N/A
Recommended Action	It is recommended that the Board of Trustees authorize the selection of Barnes & Noble College Booksellers, LLC to provide Bookstore Operation Services for Riverside City College, Norco College and Moreno Valley College.

Background Narrative:

Staff engaged in a Request for Proposal (RFP) process for the purpose of selecting a provider of bookstore operation services for Riverside City College, Norco College and Moreno Valley College. RFP's were provided to two (2) vendors and an advertisement was published on April 20, 2017 in the Press-Enterprise.

Proposals were received from Barnes & Noble College Booksellers, LLC and Follett Higher Education group, Inc. A request was made to the colleges to appoint representatives to form a contract review committee to evaluate the proposals. The committee included District and College representatives comprised of the following members:

- Majd Askar – Director Business Services – District
- Melissa Elwood – Controller – District
- Patrick Pyle – General Counsel – District
- Melissa Griffith – Purchasing Specialist – District
- Chip West – Interim, VP of Business Services – RCC
- Susan Mills – VP, Planning & Development - RCC
- Mark Sellick – Assoc. Professor, Political Science – RCC
- Micherri Wiggs – Assoc. Professor, Communication Studies – RCC
- FeRita Carter – VP, Student Services - RCC
- Paul O'Connell - Asst. Professor, CTE, Auto Tech – RCC
- Cheryl Ruzak – Director, Food Services – RCC
- Sherrie DiSalvio –Financial & Technical Analyst – RCC
- James Reeves – Interim VP, Business Services – NC
- Jan Muto – Assoc. Professor, Community Studies – NC
- Odili Barrios – Assist. Manger, Food Service – NC
- Nathaniel Jones –VP, Business Services -MVC
- David Bobbitt – Financial & Technical Analyst – MVC
- Julie Hlebasko – Asst. Manager, Food Services – MVC

Proposals were evaluated through meetings and email correspondence. Each proposal was evaluated based on criteria consisting of: the ability to provide required services; pricing; book buyback program; refund policies; compensation; facility renovation; and overall quality of the proposal. The committee concluded that the cost proposals were economically comparable and that continuity of services to students and faculty was the key determining factor in selecting the bookstore operations provider.

Based on a detailed review of the proposals and evaluation of criteria established by the Contract Review Committee, the committee recommends Barnes & Noble College Booksellers, LLC to provide bookstore operation services for Riverside City College, Norco College and Moreno Valley College for a contract term of five (5) years, beginning February 1, 2018 and ending January 31, 2023.

In exchange for the right to be the exclusive vendor of bookstore services, Barnes & Noble College Booksellers, LLC guarantees the following:

- First Year of Contract - 13.5% of all gross sales up to \$6,000,000 plus 14.5% of all gross sales over \$6,000,000 OR guaranteed amount of \$1,000,050, whichever is greater
- Each Subsequent Year - 13.5% of all gross sales up to \$6,000,000 plus 14.5% of all gross sales over \$6,000,000 OR guaranteed amount that is equal to 90% of the calculated sales commission of the immediately preceding year, whichever is greater
- One-time signing bonus of \$400,000
- \$18,000 for annual textbook scholarships
- A total of \$150,000 to Riverside Community College District for college store enhancements and improvements
- \$5,000 annual donation to the District Foundation
- A total of \$150,000 towards the College Promise Program at Riverside City College & Moreno Valley College, and the Dual Enrollment Program at Norco College
- 25 most used textbooks donated to each college library annually

Barnes & Noble College Booksellers, LLC will sell textbooks as follows:

- New textbooks at no greater than the publisher's list price or a 25% gross margin on net priced books
- Used textbooks will be 25% off new print book price
- eTextbooks up to 60% off new print book price
- Rentals will average 50% off new print book price
- Course packs and custom products priced at up to a 30% gross margin
- Price Match Program which ensures that students get the best prices available on their course materials by providing price matching on textbooks advertised or offered from local brick-and-mortar bookstores or online retailers (i.e. Amazon)
- Buyback Program , which allows students to sell unwanted textbooks back to the bookstores for up to 50% cash back off the textbook purchase price

Prepared By: Aaron Brown, Vice Chancellor, Business and Financial Services
Nathaniel Jones, Vice President, Business Services (MVC)
Raymond West, Interim, Vice President, Business Services
James Reeves, Interim Vice President, Business Services

Attachments:

[01092018_Presentation - District-wide Bookstore Services](#)
[01092018_Barnes & Noble Agreement](#)

DISTRICT-WIDE BOOKSTORE SERVICES

**Current Contract Term:
December 1, 2012 -November 30, 2017
extended to January 31, 2018**

Contract Review Committee

- ▶ Majd Askar - Director Business Services - District
- ▶ Melissa Elwood - Controller - District
- ▶ Patrick Pyle - General Counsel - District
- ▶ Melissa Griffith - Purchasing Specialist - District
- ▶ Chip West - Interim, VP of Business Services - RCC
- ▶ Susan Mills - VP, Planning & Development - RCC
- ▶ Mark Sellick - Assoc. Professor, Political Science - RCC
- ▶ Micherri Wiggs - Assoc. Professor, Communication Studies - RCC
- ▶ FeRita Carter - VP, Student Services - RCC
- ▶ Paul O'Connell - Asst. Professor, CTE, Auto Tech - RCC
- ▶ Cheryl Ruzak - Director, Food Services - RCC
- ▶ Sherrie DiSalvio - Financial & Technical Analyst - RCC
- ▶ James Reeves - Interim VP, Business Services - NC
- ▶ Jan Muto - Assoc. Professor, Community Studies - NC
- ▶ Odili Barrios - Assist. Manger, Food Service - NC
- ▶ Nathaniel Jones - VP, Business Services - MVC
- ▶ David Bobbitt - Financial & Technical Analyst - MVC
- ▶ Julie Hlebasko - Asst. Manager, Food Services - MVC

Request for Proposal Timeline

- ▶ Committee Review/Edits RFP 2/13/2017, 2/27/2017, 4/18/2017
- ▶ Ad #1 4/20/2017
- ▶ Conference 4/27/2017
- ▶ Bidder questions 5/10/2017
- ▶ Due Date 5/24/2017
- ▶ Committee RFP Review 9/28/2017
- ▶ Contract Negotiations 9/28/2017 - 11/8/2017

Committee Assessment

- ▶ Two Proposals received - Barnes & Noble College and Follett
- ▶ Committee agreed that the cost proposal analysis prepared showed that the proposals were economically comparable
- ▶ Continuity of services to students and faculty were an important factor
- ▶ Issues and concerns raised by faculty were addressed
- ▶ Performance clause included in B&N agreement
- ▶ Opportunities to keep cost down include course packs and price matching program offered by B&N
- ▶ Perform annual review identified by performance indicators



Questions?

**Agreement for Bookstore Services
between
Riverside Community College District
and
Barnes & Noble College Booksellers, LLC**

1. Engagement of Barnes & Noble:

Riverside Community College District hereby engages Barnes & Noble College Booksellers, LLC (“Barnes & Noble”) to operate and provide services for the bookstore of Riverside Community College District (the “Bookstore”) on the terms and subject to the conditions set forth herein, and Barnes & Noble hereby accepts such engagement. The parties agree that the persistence and retention of students is in the best interest of students, the District and Barnes & Noble.

2. Term, Amendment and Notices:

This agreement shall govern the relationship between Riverside Community College District and Barnes & Noble with regard to the Bookstore for the period February 1, 2018 through January 31, 2023.

No change, modification or amendment of this agreement shall be valid unless the same shall be in writing and signed by both parties hereto. All notifications shall be sent to the following individuals by certified mail: Aaron S. Brown, Vice Chancellor, Business and Financial Services, Riverside Community College District, located at 3801 Market Street, Riverside, CA 92501 and Denise Nakakihara, Regional Manager, Barnes & Noble College, located at 25401 Hugo Road, Laguna Niguel, CA 92677.

Riverside Community College District and Barnes & Noble shall have the right to terminate this Agreement at any time by giving one hundred and twenty (120) days written notice to the other party.

3. Riverside Community College District Shall Provide to Barnes & Noble at Riverside Community College District’s Expense:

- a) Heat, light, utilities, and air conditioning as is reasonably required for operation of the Bookstore.
- b) Office equipment (including computer equipment and safes), furniture and fixtures, file cabinets, telephone equipment and wiring, telephone service (including campus telephones and campus telephone service), and office machines currently available for Bookstore use.
- c) All repairs and maintenance for the building and the physical structure in which the Bookstore is located, as well as mechanical and HVAC systems; provided, however, that Barnes & Noble shall be responsible for any and all repairs and construction covered by the insurance policies required by this Agreement or otherwise required as a result of the acts or omissions of Barnes & Noble or its officials, officers, employees and agents, in which case the cost of repairs shall be paid by Barnes & Noble. Such repairs will be made, as the District decides in its sole discretion, either by the District or by an independent contractor, and the District shall invoice Barnes & Noble. Such invoice shall be paid to the District along with Barnes & Noble’s next normal payment to the District. In making repairs, the District will avoid jeopardizing Barnes & Noble’s business operations to the extent feasible, but Barnes & Noble understands, acknowledges and agrees that some inconvenience and disruption will occur, and Barnes & Noble will hold the District free and harmless from any and all

claims, causes of action, injuries, costs or other damages of any kind associated with such inconveniences or disruptions.

- d) Trash removal, and extermination services for the Bookstore.
- e) All debit or credit card or other financial services made available by Riverside Community College District to its students. Payments for charge sales will be guaranteed by the District and are payable within 30 days of invoice.
- f) The placement of an electronic link to the Bookstore's web site on College home pages.

4. Environmental Matters:

To the best of its knowledge, Riverside Community College District is not aware of any health or environmental problems which currently exist or are likely to develop in the building or physical facility which houses the Bookstore. Riverside Community College District shall be responsible for remedying promptly any health or environmental problem at the Bookstore, other than those caused by Barnes & Noble, and notifying Barnes & Noble accordingly.

5. Barnes & Noble Shall Provide to Riverside Community College District at Barnes & Noble's Expense:

All operating expenses of the Bookstore including those related to:

- a) Employees, including payroll and payroll system costs, training, and employee benefits.
- b) Bill paying and accounting, including sales tax collection, reporting and payment for merchandise sold, except any property or municipal taxes on the Bookstore.
- c) Office equipment maintenance and repair.
- d) General custodial services. Barnes & Noble must maintain good, standard housekeeping practices relative to store front windows and other glass, sweeping, dusting, disposal of trash and the keeping of aisles free of obstacles. Material Safety Data Sheets (MSDS) for any chemicals used or stored within the Bookstore Facilities must be submitted to the College Facilities Manager on or before the first date they are brought onto the campus. A master set of MSDS shall be maintained in the Facilities Office. Additional, MSDS information shall be posted where chemicals are stored and/or used.
- e) Loss prevention services.
- f) Long distance telephone services, through a vendor selected by Barnes & Noble.

6. Insurance:

Barnes & Noble shall procure at its own expense, and maintain during the existence of this agreement, the following policies of insurance in connection with the operation of the Bookstore:

- a) Worker's Compensation and Employer's Liability Insurance and such other insurance as may be required under applicable state statutes.

- b) Comprehensive General Liability Insurance subject to \$3,000,000 limits.
- c) Property Damage Liability Insurance in the amount of \$1,000,000.
- d) Motor Vehicle Liability Insurance with limits of \$100,000 per person, \$300,000 per occurrence, and \$50,000 property damage.

At the request of Riverside Community College District, Barnes & Noble shall obtain and deliver certificates evidencing such insurance from its insurers. Barnes & Noble shall save Riverside Community College District harmless from claims which may arise in connection with the operation of the Bookstore facilities specified herein and sales of products or performance of any service under this contract or injuries or death caused by Barnes & Noble vehicles on the Bookstore premises, except for claims caused by Riverside Community College District or any of its employees, agents or representatives, for which Riverside Community College District shall save Barnes & Noble harmless.

Original Certificates of Insurance, with the required endorsement, shall be delivered to the District Risk Management department within 30 days of signing this document.

Barnes & Noble's insurance policies for the Bookstore shall name Riverside Community College District as an additional insured, but only with respect to liability arising out of operations performed for such insured by or on behalf of the insured. These policies shall be primary and noncontributing with any insurance carried by Riverside Community College District.

7. Compliance with all Laws:

Barnes & Noble shall comply with all laws, ordinances, rules, orders, and regulations of federal, state and municipal governments, and of any and all of their departments, divisions, bureaus, and subdivisions, applicable to the operation of the Bookstore.

8. Non-Discrimination

Barnes & Noble shall not discriminate against any person in the provision of services, or employment of persons on the basis of ethnic group identification, national origin, religion, age, gender, gender identity, gender expression, race, color, ancestry, genetic information, sexual orientation, physical or mental disability, or any characteristic listed or defined in Section 11135 of the Government Code or any characteristic that is contained in the prohibition of hate crimes set forth in subdivision (1) of Section 422.6 of the California Penal Code, or any other status protected by law. Barnes & Noble understands that harassment of any student or employee of Riverside Community College District with regard to ethnic group identification, national origin, religion, age, gender, gender identity, gender expression, race, color, ancestry, genetic information, sexual orientation, physical or mental disability, or any characteristic listed or defined in Section 11135 of the Government Code or any characteristic that is contained in the prohibition of hate crimes set forth in subdivision (1) of Section 422.6 of the California Penal Code, or any other status protected by law is strictly prohibited.

9. Management and Staff:

Barnes & Noble shall staff the Bookstore with experienced and qualified managerial and clerical personnel. During peak "rush" periods, Barnes & Noble shall utilize sufficient additional employees at

the Bookstore to avoid unnecessary lines and to expedite making educational materials available to students.

- a) Riverside Community College District Bookstore personnel shall continue service only so long as their work and personal behavior are acceptable to Barnes & Noble and Riverside Community College District. Barnes & Noble will comply with written requests by Riverside Community College District to remove or reassign store personnel, including Bookstore managers, for good cause.

10. Staff Relations, Wages, and Benefits:

Barnes & Noble shall be responsible for the wages and benefits of all of its employees at the Bookstore. Barnes & Noble has the right to set its own wages and benefits. Barnes & Noble will employ students of Riverside Community College District at the Bookstore whenever reasonably possible.

11. Calendar of Operating Hours:

Barnes & Noble shall maintain a schedule of operating hours and weeks of business for the Bookstore in accordance with the official Riverside Community College District calendar and in mutual agreement with Riverside Community College District in meeting the needs of the students, faculty and staff. Bookstore hours will be extended during each registration period, during the first two weeks of the fall and spring semesters, and the first week of each summer session.

12. Book Orders and Deadlines:

Barnes & Noble shall fill orders for books and required supply items from term to term in accordance with textbook and supply adoptions by the faculty. The Bookstore manager shall be given notice by the faculty or authorized department designees of the textbook and supply adoptions for all courses offered as follows:

- a) On or before October 1 for the spring semester.
- b) On or before March 1 for the summer sessions.
- c) On or before April 1 for the fall semester.

Instructional materials, including textbooks and course packs, will be made available for all courses requesting such not later than the first day of class each semester, provided the deadlines for ordering such material are met.

Instructional materials shall be made available in quantities equal to course capacities, or in quantities to be mutually agreed-upon by the parties based upon historical course sell-through figures.

Barnes & Noble will guarantee and provide the number of textbooks required when the textbook adoption is received at least 30 days before the start of classes and there are no issues outside Barnes & Noble's control, such as out-of-print titles, over-enrollments, added sections, foreign titles, etc. Should this guarantee not be met for causes within their control, Barnes & Noble will provide each student affected by an out-of-stock issue a \$10.00 gift card. Additional textbooks will be provided by 2nd day air at Barnes & Noble's sole expense when the out-of-stock situation was within their control. This out-of-

stock policy will be advertised by Barnes & Noble.

Barnes & Noble shall be responsible, at its cost and expense, for contacting in a timely manner all faculty members for their textbook and supply adoptions. Riverside Community College District shall not be responsible for compiling, nor shall it maintain, a list of such adoptions.

13. Evaluation:

An annual performance evaluation will be conducted each year by the parties to review agreed-upon key performance indicators. The ability to meet the demand for course materials will be considered a key performance indicator for Bookstore operations and included as part of this annual assessment. A critical outcome of the annual performance review will be a recommendation to continue the agreement each year to the conclusion of the five-year agreement, or to seek additional proposals to provide Bookstore services.

14. Services Expected:

Barnes & Noble shall operate the Bookstore as an independent contractor and with its own credit and preferred vendors, with the facility and equipment agreed upon. Services of the Bookstore shall include the following:

- a) The Bookstore shall be Riverside Community College District's exclusive on-campus and off-campus, online/eCommerce and distance education seller of all required, recommended or suggested course materials and supplies, including books, course packs, custom publishing, computer software, textbook rentals, and materials published or distributed electronically. Riverside Community College District shall not contract with any third party to provide any services outlined herein, whether on-campus or off-campus, through eCommerce sites, hyperlinks to alternative sources or otherwise endorsed or supported by Riverside Community College District.
- b) The Bookstore shall be designated the exclusive agent to accept all campus debit card and financial aid transactions for Bookstore merchandise typically sold in college bookstores. Payments for charge sales will be guaranteed by Riverside Community College District and are payable within 30 days of invoice date.
- c) The Bookstore shall also be Riverside Community College District's exclusive "on-campus" and Internet seller of other items typically sold in college bookstores, such as books in addition to those described in (a) above, educational supplies, notebooks, stationery, desk and room accessories, gift items, class and alumni rings and jewelry, and clothing, including any and all such items bearing a Riverside Community College District emblem, logo, insignia or other identifying mark.
- d) Riverside Community College District acknowledges and agrees any attempt to circumvent Barnes & Noble by entering into an agreement, partnership, joint venture, memorandum of understanding, or any other verbal or written arrangement with a third party could materially and detrimentally impact the revenue stream of this agreement and the assumptions and circumstances on which this agreement is based. In such event, the guarantee shall be eliminated immediately and the parties agree to discuss the renegotiation of the financial terms of the agreement.
- e) Barnes & Noble will have first right of refusal for other retailers that would directly compete with

Barnes & Noble's academic retailing program.

- f) The Bookstore shall be the exclusive agent for the rental and/or sale of graduation caps and gowns and commencement invitations.
- g) The Bookstore shall also have a non-exclusive right to sell convenience store items such as food, health and beauty items, and other sundries; provided, however, that the stocking and sale of food or drink products by Barnes & Noble which directly competes with the District's provision of food services or its separate contract(s) for beverage and snack vending machine service for students, staff, and visitors shall be approved in writing by the District in advance. The vending services include hot and cold drinks, fruit juices, snack food items and some cold food items such as sandwiches. Any dispute regarding food or drink sales through the Bookstores shall be arbitrated by the District's representative whose decision shall be final.
- h) Barnes & Noble will provide custom publishing services for Riverside Community College District. Such services will include the development of course packs for faculty members, securing the appropriate copyright clearances, printing and binding of course packs and distribution and sale of the course packs in the Bookstore. Complimentary desk copies of course packs will be provided to faculty members.
- i) Barnes & Noble shall provide special book order services for students, faculty, and staff and make every effort to obtain the earliest possible delivery of such books.
- j) Barnes & Noble shall provide charge sales for supplies for Riverside Community College District departments and offices. Payments for such charge sales shall be guaranteed by Riverside Community College District and payable within 30 days.
- k) Barnes & Noble will allow full-time faculty and staff of Riverside Community College District a 10% discount on all merchandise available at the Bookstore except adopted textbooks, special orders, sale books, class and alumni rings, computer software, periodicals, discounted merchandise, computer hardware, stamps, health and beauty aids, food snacks, and beverages.
- l) Barnes & Noble will offer a 20% discount on all authorized departmental purchases except adopted textbooks, special orders, sale books, class and alumni rings, computer software, periodicals, discounted merchandise, computer hardware, stamps, health and beauty aids, food snacks, and beverages.
- m) A 10% discount will be extended to ASB Card Holders on emblematic clothing and gift purchases.
- n) If Riverside Community College District accepts advertising for any of its materials or publications that it distributes or makes available to its students, including without limitation any course offering list, or if Riverside Community College District permits tabling or other third-party promotional activities at any event sponsored by Riverside Community College District or located on the Riverside Community College District campus, Riverside Community College District agrees that:
 - (1) it shall give the Bookstore reasonable advance notice of the deadline for placing such advertising or participating in such tabling or other promotional activities;

- (2) the Bookstore shall have the right to place its desired advertising in such materials and to participate in such tabling or other promotional activities; and
- (3) Under the Freedom of Speech laws, Barnes & Noble understands that Riverside Community College District must allow used book sellers on District premises for the purpose of marketing used books. Said marketing will not involve the actual sale of any used books on District property, but it will include the distribution of flyers, pamphlets or other marketing materials to the students in each College's designated free speech/public forum areas.

15. Booklist:

In the course of providing the services contracted for in this contract, Barnes & Noble collects certain information from the faculty on its Course Book Information forms. Barnes & Noble also creates a computer database containing, among other things, course book information. These forms and the database are Barnes & Noble's proprietary information, created at substantial cost and expense to Barnes & Noble and used in connection with its business, the retail sale of textbooks.

Should Riverside Community College District require any information that may be contained within the forms or the database either for its educational purposes, or in order to comply with any public records request where no exemption is available (such as an exemption for commercial information), Riverside Community College District understands that it will be responsible for collecting that information from the faculty.

Subject to the "exclusive campus bookseller provision" set forth above, nothing set forth in this paragraph shall be construed to limit in any manner the right of any other off-campus vendor to use its own course book information form to obtain this information from the faculty.

16. Used Book Purchase and Resale:

Barnes and Noble shall buy books from Riverside Community College District faculty, staff and students at the following prices:

- a) When the Bookstore has been notified that the book will be used at Riverside Community College District the following semester: 50% of the customer's purchase price (provided the book is a good used copy) until the Bookstore has filled its quota.
- b) In the absence of such notification, or if the book will not be used for the following semester, or is to be replaced shortly by a revised edition according to an announcement of the publisher, the book will be purchased at the wholesale price.
- c) Used books in good condition will be sold by Barnes & Noble at 25% less than the new selling price.

17. Refunds and Exchanges:

Barnes & Noble shall offer refunds and exchanges as follows:

- a) Textbooks

The Bookstore will issue refunds in the original form of payment for textbooks purchased at the Bookstore if returned in the original condition, with an original receipt and within the first week of classes. Within 30 days of the first day of classes, textbooks will be refunded with an original receipt and with a valid proof of add/drop.

b) General Reading Books, Medical and Specialty Reference Books, Software, Audio, Video, & Small Electronics

The Bookstore will issue refunds in the original form of payment if returned in the original condition, with an original receipt and within fourteen (14) days of purchase. Opened software, audio books, DVDs, CDs, music and small electronics may not be returned for a refund but can be exchanged for the same item if defective.

c) All Other Merchandise

The Bookstore will issue refunds in the original form of payment any time during the semester for other merchandise purchased at the Bookstore if returned in the original condition and with the original receipt. If without a receipt, a store credit will be issued at the current selling price.

Refunds or Exchanges will not be issued for the following items: food and beverages, unwrapped loose leaf books, activated eBooks, custom course materials, outlines, study guides, school guides, magazines and prepaid cards.

18. Policy Posting:

Barnes & Noble shall post conspicuously and without equivocation Bookstore policies concerning refunds, buybacks, and exchanges.

19. Repurchase of Inventory (On hand):

Riverside Community College District shall repurchase, or require a successor contractor to purchase, Barnes & Noble's inventory at cost in the event of cancellation of this Agreement, in the same manner as purchased by Barnes & Noble.

Should school change logo or contracted athletic apparel provider/licensee, school will either give Barnes & Noble six months written notice or will allow Barnes & Noble to automatically deduct from commissions due the cost of unsold emblematic merchandise.

20. Repurchase of Inventory (Outstanding rentals):

In the event of cancellation of this Agreement, Riverside Community College District shall purchase, or require a successor contractor to purchase, Barnes & Noble's rental inventory outstanding at the time of the transition, at the buyback value (50% of the retail price).

21. Sales Markup Basis:

Barnes & Noble represents that the sale markup basis at the Bookstore will be as follows:

- a) New textbooks will be sold at no greater than (i) the publisher's list price or (ii) a 25% gross margin on net priced books, inclusive of restocking fees, return penalties and freight surcharges. Net priced books are defined as books purchased from publishers that do not have a publisher's suggested list price or when the publisher's discount to the bookstore is less than 20%.
- b) Used textbooks will be sold at 25% less than the new selling price. Select used titles will be further discounted through the Flex Used Pricing program to give students additional savings options by taking advantage of Barnes & Noble's rental returns inventory.
- c) Course packs and textbooks purchased from publishers with restrictive or non-returnable text policies as well as single use products will be priced at up to a 30% gross margin.
- d) Barnes & Noble will be setting rental fees for each title, and any given title's fee may vary as a percentage of the retail selling price. New books will typically rent between 35-50% off and used books between 50-80% off. Students will have the option to buy rentals at the end of the term at discounted prices.
- e) eTextbooks are priced up to 60% off the new print book selling price.
- f) Trade books, paperbacks, technical and reference books will be sold at publishers' list prices.
- g) School supplies and other merchandise will be priced at or below manufacturers' suggested retail prices or locally competitive prices.
- h) The Price Match Program provides for price matching on textbooks advertised or offered from a local brick and mortar bookstore or online retailer (such as Amazon or bn.com), but excludes online marketplaces like "other sellers" on Amazon and bn.com, as well as peer-to-peer pricing. Under the Price Match Program, price matching will continue to be honored through the first week of classes allowing students to shop online early and buy with confidence. For any student that comes in after the first week of classes, Barnes & Noble will continue to do a price match on that same day. Any price difference will continue to be refunded to the student via their original form of payment. The Price Match Program includes purchase (used and new) and rental pricing, provided the rental term period is comparable. Other conditions to this program include: (1) the textbook must be in stock and available for immediate shipment at the local competitor or online retailer at the time of the price match request; (2) additional membership discounts and offers cannot be applied to the refund; (3) the price advertised must be for the exact book, edition and format, including all accompanying materials like workbooks and CDs, offered at the Bookstore; (4) the original receipt must be provided to show if the textbook was rented or purchased, along with the price; (5) digital titles, access codes and special orders are excluded; (6) price matching applies to items of the same condition and type; and (7) there is one price match per title.

Barnes & Noble shall, upon request, provide proof of conformity to pricing policies as specified herein.

22. Guaranteed Payment / Percentage of Sales:

On an annualized basis, Barnes & Noble will pay Riverside Community College District the following guaranteed payment or the applicable percentage of gross sales at the Bookstore, whichever is greater.

Contract Year Guaranteed Amount Year 1 \$1,000,050

Barnes & Noble will provide a guaranteed amount in all future years of this agreement that will be an amount equal to ninety percent (90%) of the calculated sales commission on gross sales of the immediately preceding year.

Or:

13.5% of all gross sales up to \$6,000,000 and 14.5% of all gross sales over \$6,000,000

In any contract period that is less than a complete year; the payments shall be based on the percentage of gross sales at the Bookstore.

(Gross sales shall be defined as all collected sales at the Bookstore, including textbook rentals and all sales from Bookstore websites, less voids, refunds, sales tax, discounted departmental sales, handling fees associated with non-return of rental textbooks, campus debit card fees, discounted faculty/staff sales, pass-through income, merchandise sales at less than a 20% initial gross margin, and other merchandise mutually designated as non-commissionable. When Barnes & Noble sells digital content as an agent, Barnes & Noble's agency fee shall be the applicable gross sales for such digital content, and such agency fee shall be included as part of gross sales.)

If annual gross sales of the Bookstore shall materially decline as a result of declining enrollment (i.e., decrease 5% or more), public legislation, other conflicting campus agreements, material changes in school policies or the business model of the industry, such as digital books, sales directly from the publisher, or other reasons outside of the control of Barnes & Noble, Riverside Community College District agrees to negotiate in good faith with Barnes & Noble an appropriate reduction in the payments set forth above.

During any period of major construction when the Bookstore is meaningfully disrupted by construction, Barnes & Noble will pay the school according to the percentage formula only.

23. Payment Schedule:

Applicable guaranteed payments as set forth above hereof shall be made monthly by Barnes & Noble to Riverside Community College District and shall be paid within thirty (30) days after the close of the month in which they were earned. The final payment for any year shall be made within thirty (30) days after the end of the applicable contract year, and will include any adjustments required by the percentage of gross sales formula set forth above.

Each payment shall be accompanied by a detailed statement of its computation and Barnes & Noble shall furnish supporting documentation to Riverside Community College District upon request.

24. Restricted Annual Donation:

Barnes & Noble will commit \$150,000 toward the College Promise Program at Riverside City College and Moreno Valley College and the Dual Enrollment Program at Norco College. This support will be provided in payments of \$30,000 each contract year.

25. Library Book Donation

Barnes & Noble will provide to each college library 1 textbook of the top 25 most used textbooks for the fall and spring semester.

26. Scholarships

To demonstrate deep commitment to Riverside Community College District, Barnes & Noble will offer \$18,000 for annual textbook scholarships to be awarded at the discretion of Riverside Community College District.

27. Unrestricted District Foundation Donation:

Barnes & Noble will annually make a \$5,000 donation to the District Foundation to show support for District events.

28. Signing Bonus:

Barnes & Noble will provide a \$400,000 signing bonus to be used at the discretion of Riverside Community College District. Barnes & Noble will provide \$200,000 upon execution of the new contract and an additional \$200,000 on the first day of contract year 3 in 2020. Barnes & Noble will amortize this investment on a straight-line basis over the 5-year period of this agreement. Should Riverside Community College District cancel or fail to renew this agreement before the end of that period, then Riverside Community College District shall reimburse Barnes & Noble for any amount of the investment not yet amortized.

29. Renovations:

Barnes & Noble will spend up to \$150,000 for touch-ups, enhancements and improvements to the Bookstore. Barnes & Noble will amortize this investment on a straight-line basis over the 5-year period of this agreement. Should Riverside Community College District cancel or fail to renew this agreement before the end of that period, then Riverside Community College District shall reimburse Barnes & Noble for any amount of the investment not yet amortized. No modifications, renovations or improvements shall be made to the existing Bookstores facilities, nor shall additional partitions or fixtures be installed in said facilities, without the prior written consent of the District. Any modification, renovation or improvement made pursuant to or during the term of this Agreement shall become the property of the District upon termination or expiration of the Agreement, and Barnes & Noble shall not be entitled to any reimbursement or compensation of any kind for the cost or expense thereof. If possible, all modifications, renovations or improvements made during the term of this Agreement shall be made at a time during the school year that is mutually convenient to both parties.

30. Final Approval of Renovations:

In order to provide the best possible service for Riverside Community College District's students, faculty and other customers, final approval and necessary alterations of any Bookstore plans will be granted to Barnes & Noble to ensure they meet with Barnes & Noble's minimum operational and retailing standards.

31. Force Majeure:

Barnes & Noble and Riverside Community College District shall be excused for the period of any delay in performance of any obligations hereunder when prevented from doing so by the wrongful or negligent acts or omissions of the other party or by causes beyond either party's control, which shall include all labor disputes, civil disturbance, reasonably unforeseeable weather conditions, war, invasions, military or usurped power, sabotage, governmental regulations or controls (including bona fide delays in obtaining building and similar permits and approvals), fires or other casualty, or acts of God.

32. Access to Point of Sale (POS) Financial and Accounting Information:

Riverside Community College District shall be provided access, with sufficient notice, to the Bookstore accounting records. This may include sales information captured by the POS system. This will be done in compliance with PCI guidelines that protect card holder information. Store POS reports are available by register. All POS activity is verified daily by the Home Office Sales Audit system. In addition, all registers have:

- a) Transaction number controls with further security level restrictions by cashier type.
- b) Electronic Journal, receipt and detail tape provisions, with required PCI protection.
- c) Display window for customer viewing.

33. Benefit and Binding Effect:

This agreement shall be binding upon and shall inure to the benefit of Riverside Community College District and Barnes & Noble and their successors and assigns.

34. Headings; Interpretation:

The headings used in this agreement are for convenience only and do not constitute substantive matter to be considered in construing its terms. The use in this agreement of the terms "include", "includes", "including", and "such as" shall be deemed in all cases to be followed by the words "without limitation".

When used in this agreement Riverside Community College District includes all segments of the institution including all alumni, athletic and academic departments.

35. Severability:

The presence in the text of this agreement of any clause, sentence, provision, paragraph or article held to be invalid, illegal or ineffective by a court of competent jurisdiction shall not impair, invalidate or nullify the remainder of this agreement. The effect of any such holding shall be confined to the portion so held invalid.

36. Confidentiality:

Each party agrees that the financial and other terms of this agreement shall be kept confidential and such terms may be disclosed to a third party only as required by law, including any public record disclosure

law (but only after giving effect to all applicable exemptions), or as necessary to perform the terms of this agreement.

37. Records

- a) **Auditable Records.** Barnes & Noble shall maintain complete and accurate account books and records in connection with its performance of the Agreement as may be reasonably required by the District, including adequate cash register detail to support reports of gross sales and those related to all costs and expenses incurred under this Agreement. All such records shall be clearly identifiable. Such books and records shall be available locally or be made readily accessible with reasonable notice. Barnes & Noble shall provide the District with notice in writing of the location, by address, of all such books and records and the name of the custodian thereof. Barnes & Noble shall, at any reasonable time during the term of this Agreement, and for two (2) years following its termination or expiration, allow access for this examination and audit of its records pertaining to the performance of the Agreement, and shall, upon request by the District, produce and exhibit all such records.
- b) **Purchasing Records.** The District shall have complete access to the purchasing records of Barnes & Noble in order to evaluate the quality and quantity of the merchandise supplied.
- c) **Separate Records.** Barnes & Noble shall maintain separate bookkeeping records for its operations at each College.
- d) **Monthly Financials.** Barnes & Noble shall prepare and maintain a monthly financial report of operations in a form acceptable to the District, and shall provide such report to the District within thirty (30) days after the end of that month. The monthly report should be sufficiently detailed as to show: College location; gross sales for the reported month and year-to-date category; exclusions from gross sales for the reported month and year-to-date by category; net sales for the reported month and year-to-date by category; totals for the primary location for the reported month and year-to-date; totals for all locations for the reported month and year-to-date; and cumulative agreement year-to-date information. Two (2) copies of the monthly report shall be submitted – one to the Vice Chancellor, Business and Financial Services and one to the District's representative.
- e) **Daily Records.** The District shall have access to daily sales and deposit records upon request.
- f) **Audited Statements.** Barnes & Noble shall provide audited annual operating statements prepared by an independent certified public accountant, showing the amount of the annual gross sales, as herein defined, together with credit and allowance accounts for the preceding fiscal year. Barnes & Noble shall provide the audited statements to the District within ninety (90) days after the end of its fiscal year.
- g) **Book Sales.** Barnes & Noble shall maintain statistics on used book sales. Upon request, Barnes & Noble shall submit to the District a report showing the percentage breakdown by College of new book sales and used book sales for the preceding semester, as well as a comparison of these results with the two (2) preceding academic years. While the District may make its request at any time, either before or after the end of any semester, Barnes & Noble shall have a reasonable time following the end of the reported semester to prepare the report; provided, however, this time shall in no event be longer than forty-five (45) days following completion of the reported semester.

IN WITNESS WHEREOF, the parties hereto have set their hands as at the day and year written below.

Riverside Community College District

By: _____

Name: Aaron S. Brown

Title: Vice Chancellor, Business and Financial Services

Date: _____

Barnes & Noble College Booksellers, LLC

By: _____

Name: Denise Nakakihara

Title: Regional Manager

Date: _____

Agenda Item (IV-E-1)

Meeting	1/9/2018 - Committee
Agenda Item	Committee - Facilities (IV-E-1)
Subject	Architectural Services Agreement for the Student Services Development Project with HPI Architecture
College/District	Moreno Valley
Funding	College Allocated Measure C Funds
Recommended Action	It is recommended that the Board of Trustees approve the agreement with HPI Architecture in the amount of \$1,415,942 for architectural services for the Student Services Development Project.

Background Narrative:

On January 25, 2016, the District issued a Request for Proposals (RFP) for Architectural Design Services for the remodel and modernization of the Moreno Valley College Student Services Building. Fourteen (14) responses were received from various companies. On May 5 and 6, 2016, after all proposals were screened by a panel, comprised of the Chief of Staff & Facilities Development, the Facilities Development Director, the MVC Vice President of Student Services, the MVC Facilities Director, and MVC Health Services Supervisor, eight (8) firms were selected to be interviewed. After presentations and discussion, it was then decided by the screening committee to bring back three (3) firms for a final presentation with specific items to be addressed. Based on the final three (3) presentations which took place on June 28, 2016, HPI Architecture was selected by the screening committee. On December 13, 2016, the Board of Trustees approved an agreement with HPI in the amount not to exceed \$57,950 to perform a Feasibility Study to determine how to proceed with the project. On December 12, 2017, the Board of Trustees approved the Student Services Development Project and the budget allocation in the amount of \$11 Million.

At this time, it is requested that the Board of Trustees approve the agreement with HPI Architecture for Architectural Services for Phase II of the Moreno Valley College Student Services Development Project in the amount of \$1,415,942, including reimbursable expenses. Detailed costs, which are within the approved project budget, are outlined in Exhibit I of the attached agreement.

Prepared By: Robin Steinback, President, Moreno Valley College
Nathaniel Jones, Vice President, Business Services (MVC)
Chris Carlson, Chief of Staff & Facilities Development
Bart Doering, Facilities Development Director

Attachments:

[HPI_Architectural Services Agreement](#)

ARCHITECTURAL SERVICES AGREEMENT BETWEEN
RIVERSIDE COMMUNITY COLLEGE DISTRICT
AND
HPI ARCHITECTURE

This AGREEMENT is made and entered into on January 17, 2018, by and between the RIVERSIDE COMMUNITY COLLEGE DISTRICT, hereinafter referred to as “DISTRICT”, and HPI ARCHITECTURE, hereinafter referred to as “ARCHITECT”. This AGREEMENT shall include all terms and conditions set forth herein. The DISTRICT and the ARCHITECT are sometimes referred to herein individually as a “PARTY” and collectively as the “PARTIES”. This AGREEMENT is made with reference to the following facts:

WHEREAS, DISTRICT desires to obtain architectural services for Student Services Development Project, hereinafter referred to as “PROJECT”, located at Moreno Valley College, 16130 Lasselle Street, Moreno Valley, California in the DISTRICT; and

WHEREAS, ARCHITECT understands that \$11,000,000.00 in funding for this PROJECT is a condition precedent to the effectiveness of this AGREEMENT. If funding is not received for the PROJECT, this AGREEMENT is void except to the extent services have been rendered pursuant to DISTRICT authority; and

WHEREAS, ARCHITECT is fully licensed to provide architectural services in conformity with the laws of the State of California.

NOW, THEREFORE, the parties hereto agree as follows:

ARTICLE I – ARCHITECT’S SERVICES AND RESPONSIBILITIES

1. The ARCHITECT’s services shall consist of those services performed by the ARCHITECT and ARCHITECT’s employees and ARCHITECT’s consultants as enumerated in Articles II and III of this Agreement.

2. The ARCHITECT’s services shall be performed in a manner which is consistent with professional skill and care and the orderly progress of the work. The ARCHITECT represents that he/she will follow the standards of his/her profession in performing all services under this Agreement. Upon request of the DISTRICT, the ARCHITECT shall submit for the DISTRICT’s approval a schedule for the performance of the ARCHITECT’s services. The schedule may be adjusted as the PROJECT proceeds by mutual written agreement of the parties and shall include allowances for time required for the DISTRICT’s review and for approval by authorities having jurisdiction over the PROJECT. The time limits established by this schedule shall not, except for reasonable cause, be exceeded by the ARCHITECT.

3. The schematic design, design development and construction document services covered by this agreement shall be completed and submitted to the Division of the State ARCHITECT for review and approval on or before October 2018.

ARTICLE II – SCOPE OF ARCHITECT’S SERVICES

1. The ARCHITECT’s services include those described in this Article and include structural, civil, mechanical and electrical engineering and landscape architecture services and any other services necessary to produce a reasonably complete and accurate set of Construction Documents defined as including, but not limited to, the following: The agreement between DISTRICT and contractor awarded the PROJECT (“Contractor”), general and supplementary conditions of the contract between DISTRICT and contractor, drawings, specifications, addenda and other documents listed in the agreement, and modifications issued after execution of the DISTRICT and Contractor Contract.

2. The ARCHITECT shall assist the DISTRICT in obtaining required approvals from governmental agencies responsible for electrical, gas, water, sanitary or storm sewer, telephone, public utilities, as well as the Division of the State Architect (DSA).

3. The ARCHITECT shall be responsible for determining the capacity of existing utilities, and/or for any design or documentation required to make points of connection to existing utility services that may be located on or off the PROJECT site and which are required for the PROJECT.

4. The ARCHITECT shall provide a PROJECT description which includes the DISTRICT’s needs, program and the requirements of the PROJECT prior to preparing preliminary designs for the PROJECT.

5. The ARCHITECT shall provide a written preliminary evaluation of the DISTRICT’s PROJECT schedule and construction budget requirements. Such evaluation shall include alternative approaches to design and construction of the PROJECT, evaluation and application of Educational specification requirements under Education Code Section 17251 and under Title 5, California Code of Regulations Section 14000 *et seq.*

6. The ARCHITECT shall provide planning surveys, site valuations and comparative studies of prospective sites, buildings or locations.

7. The ARCHITECT shall attend regular PROJECT coordination meetings between the ARCHITECT, its Consultants, the DISTRICT’s representative(s), and other Consultants of the DISTRICT during PROJECT development.

8. The ARCHITECT shall make revisions in Drawings, Specifications, the PROJECT Manual or other documents when such revisions are necessary due to the ARCHITECT’s failure to comply with approvals or instructions previously given by DISTRICT, including revisions made necessary by adjustments in the DISTRICT’s program or PROJECT Budget.

9. The ARCHITECT shall provide services required due to programmatic changes in the PROJECT including, but not limited to, size, quality, complexity, method of bidding or negotiating the contract for construction.

10. The ARCHITECT shall provide services in connection with the work of a construction manager or separate consultants retained by DISTRICT.
11. The ARCHITECT shall provide detailed estimates of construction costs at no additional cost to DISTRICT as further described in Articles V and VI.
12. The ARCHITECT shall provide detailed quantity surveys which provide inventories of material, equipment or labor.
13. The ARCHITECT shall provide analyses of DISTRICT ownership and operating costs for the PROJECT.
14. The ARCHITECT shall provide interior design and other services required for or in connection with graphics and signage. All other interior design services are addressed under Article III as an additional service.
15. The ARCHITECT shall visit suppliers, fabricators, and manufacturers' facilities such as for carpet, stone, wood veneers, standard or custom furniture, to review the quality or status of items being produced for the PROJECT.
16. The ARCHITECT shall cooperate and consult with DISTRICT in use and selection of manufactured items on the PROJECT, including, but not limited to, paint, hardware, plumbing, mechanical and electrical equipment, fixtures, roofing materials, and floor coverings. All such manufactured items shall be standardized to DISTRICT's criteria to the extent such criteria do not interfere with PROJECT design and are in compliance with the requirements of Public Contract Code §3400.
17. The ARCHITECT shall certify to the best of its information pursuant to 40 Code of Federal Regulations §763.99(a)(7), that no asbestos-containing material was specified as a building material in any construction document for the PROJECT and will ensure that contractors provide DISTRICT with a certification that all materials used in the construction of any school building are free from any asbestos-containing building materials ("ACBM's"). ARCHITECT shall include statements in specifications that materials containing asbestos are not to be included. This certification shall be part of the final PROJECT submittal.
18. The ARCHITECT shall consider operating or maintenance costs when selecting systems for the DISTRICT. The ARCHITECT shall utilize grants and outside funding sources and work with the DISTRICT to utilize and consider funding from grants and alternative funding sources.
19. The ARCHITECT shall prepare for and make formal presentations to the Governing Board of DISTRICT, attend public hearings and other public meetings. In addition, ARCHITECT shall attend and assist in legal proceedings that arise from errors or omissions of the ARCHITECT.

20. The duties, responsibilities and limitations of authority of the ARCHITECT shall not be restricted, modified or extended without written agreement between the DISTRICT and ARCHITECT.

21. The ARCHITECT shall comply with all federal, state and local laws, rules, regulations and ordinances are applicable to the PROJECT.

22. The ARCHITECT shall have access to the work at all times.

23. Schematic Design Phase

a. The ARCHITECT shall review the program furnished by the DISTRICT to ascertain the requirements of the PROJECT and shall review the understanding of such requirements with the DISTRICT.

b. The ARCHITECT shall prepare, for approval by the DISTRICT, Schematic Design Documents consisting of drawings and other documents illustrating the scale and relationship of PROJECT components, codes, rules and regulations which are applicable to these documents. The ARCHITECT shall prepare the Schematic Design Documents to comply with the requirements of all governmental agencies having jurisdiction over the PROJECT including, but not limited to, the Division of State Architect (DSA) and the local Fire Department.

c. The ARCHITECT shall prepare schematic design studies and site utilization plans leading to a recommended solution together with a general description of the PROJECT for approval by the DISTRICT.

d. If directed by the DISTRICT at the time of approval of the schematic design, the Construction Documents shall be prepared so that portions of the work of the PROJECT may be performed under separate construction contracts, or so that the construction of certain buildings, facilities, or other portions of the PROJECT may be deferred. Alternate construction schemes made by the DISTRICT subsequent to the Schematic Design Phase shall be provided as an additional service pursuant to Article III unless the alternate construction scheme arises out of the PROJECT exceeding the estimated Budget constraint as a result of the ARCHITECT's services under this agreement.

e. ARCHITECT shall submit a list of qualified engineers for the PROJECT for the DISTRICT's approval in conformance with Article XII. ARCHITECT shall ensure that each engineer places his or her name, seal and signature on all drawings and specifications prepared by said engineer.

f. The ARCHITECT shall investigate existing conditions or facilities and verify drawings of such conditions or facilities.

g. The ARCHITECT shall perform Schematic Design Services to keep the PROJECT within all Budget and scope constraints set by the DISTRICT, unless otherwise modified by written authorization by the DISTRICT.

h. The ARCHITECT shall submit to the DISTRICT a written estimate of the construction cost to reflect actual plan scope at the conclusion of each development phase, in conformance with Articles V and VI and shall advise the DISTRICT, in writing, of any adjustments to the estimate of Construction Cost.

24. Design Development Phase (Preliminary Plans)

a. Upon approval by the DISTRICT of the services set forth in Article II, paragraph 23, the ARCHITECT shall prepare Design Development Documents for approval by the DISTRICT. Such documents shall consist of site and floor plans, elevations, cross sections, and other documents necessary to depict the Design of PROJECT, and shall outline specifications to fix and illustrate the size, character and quality of the entire PROJECT as to the program requirements, landscapes, architecture, civil, structural, mechanical, and electrical systems, materials, and such other essentials as may be appropriate. The ARCHITECT shall prepare the Design Development Documents to comply with the requirements of all governmental agencies having jurisdiction over the PROJECT, including, but not limited to Division of the State Architect (DSA) and the local Fire Department.

b. The ARCHITECT shall establish an estimated PROJECT Construction Cost.

c. The ARCHITECT shall perform Design Development Services to keep the PROJECT within all Budget and scope constraints set by the DISTRICT, unless otherwise modified by written authorization by the DISTRICT.

25. Construction Document Phase (Final Plans)

a. The ARCHITECT shall prepare, from the Design Development Documents approved by the DISTRICT, Construction Documents in an AutoCAD and PDF format acceptable to the District and specifications setting forth, in detail, the requirements for the construction of the entire PROJECT in conformity with all applicable governmental and code requirements, including, but not limited to, the requirements of the DSA and local Fire Department having jurisdiction over the PROJECT. The Construction Documents shall show all the work to be done, the materials, workmanship, finishes, and equipment required for the PROJECT.

b. The ARCHITECT shall prepare and file all documents required for and obtain the required approvals of all governmental agencies having jurisdiction over the PROJECT, including the DSA, local Fire Department, City Design Review (CDR), County Health Department, Department of Public Works, and others which may have jurisdiction over the PROJECT. The DISTRICT shall pay all fees required by such governmental authority. ARCHITECT shall, whenever feasible, establish beforehand the exact costs due to governmental

agencies and submit this cost information to DISTRICT so payments may be prepared. ARCHITECT shall not charge a mark-up on costs associated with governmental agency fees when the ARCHITECT pays such fees for the DISTRICT.

c. The ARCHITECT shall immediately notify the DISTRICT of adjustments in previous estimates of the PROJECT Construction Cost arising from market fluctuations or approved changes in scope or requirements.

d. If the estimated PROJECT Construction Cost exceeds the Budget constraint, the ARCHITECT shall make all necessary design revisions at no cost to the DISTRICT to comply with the Budget and scope set by the DISTRICT in conformance with Articles V and VI, unless otherwise modified by written authorization of the DISTRICT.

26. Bidding & Award Phase

a. The ARCHITECT, following the DISTRICT's approval of the Construction Documents and of the latest estimate of Construction Cost, shall assist the DISTRICT in obtaining bids and awarding the Contract for the construction of the PROJECT.

b. The ARCHITECT shall prepare all necessary bidding information and bidding forms required by the DISTRICT and shall assist the DISTRICT in preparing the Contractor's contract and general conditions, including providing plans or specifications, which include a requirement that the Contractor provide operation manuals and adequate training for the DISTRICT in the operation of mechanical, electrical, heating, air conditioning and other systems installed by the Contractor, all of which shall be part of the bid documents prepared by the ARCHITECT.

c. The ARCHITECT shall print and distribute necessary bidding information, general conditions of the contract, and supplemental general conditions of the contract, and shall assist the DISTRICT's legal advisor in the drafting of proposal and contract forms.

d. The ARCHITECT shall deposit a reproducible set of Construction Documents and specifications at a reprographics company specified by DISTRICT for the bid and for printing of additional sets of plans and specifications during the PROJECT. IN addition, ARCHITECT shall provide DISTRICT with an AutoCAD diskette file.

e. If the lowest bid exceeds the Budget for the PROJECT, the ARCHITECT, in consultation with and at the direction of the DISTRICT, shall provide such modifications in the Construction Documents as necessary to bring the cost of the PROJECT within its Budget as set forth in Articles V and VI.

27. Construction Phase

a. The Construction Phase will commence with the award of the Construction Contract to Contractor.

b. The ARCHITECT shall reproduce fifteen (15) full size sets of contract documents and all progress prints for the DISTRICT's and consultants' use at the ARCHITECT's expense. The remaining sets are to be provided as reimbursable expenses in conformance with Article XI.

c. The ARCHITECT shall provide technical direction to a full time PROJECT inspector employed by and responsible to the DISTRICT as required by applicable law. The ARCHITECT shall advise the Contractor in the preparation of a marked set of prints indicating dimensioned location of buried utility lines (record drawings) which shall be forwarded to the DISTRICT upon completion of the PROJECT.

d. The ARCHITECT will endeavor to secure compliance by Contractor with the contract requirements, but does not guarantee the performance of Contractor's contracts.

e. The ARCHITECT shall provide general administration of the Construction Documents, including, but not limited to, periodic visits at the site as ARCHITECT deems necessary to render architectural observation which is distinguished from the continuous personal inspection of the PROJECT inspector (in no case shall the number of visits be less than once every week); make regular reports as may be required by governing agencies; keep the DISTRICT informed of the progress of construction; answer RFI's and review submittals promptly to maintain project schedule; review schedules and shop drawings for compliance with design; approve substitution of materials, equipment, and the laboratory reports thereof subject to DISTRICT knowledge and approval; maintain construction accounts; prepare change orders for written approval of the DISTRICT; examine Contractor's applications for payment and issue certificates for payment in amounts approved by the ARCHITECT and DISTRICT; provide a color schedule of all materials in the PROJECT for DISTRICT's review and approval; determine date of completion of the PROJECT; make final punch-list inspection of the PROJECT; assemble and deliver to the DISTRICT written guarantees, instruction books, diagrams, and charts required of the Contractor; and issue the ARCHITECT's certificate of completion and final certificate for payment. ARCHITECT shall not be compensated any fee for work required as a result of any error or omission. Errors shall be charged to the ARCHITECT at 100% of corrective cost, while omissions shall be charged at a rate of 20% of the corrective cost.

f. The ARCHITECT, as part of his/her basic services, shall advise the DISTRICT of any deficiencies in construction following the acceptance of the work and prior to the expiration of the guarantee period of the PROJECT.

g. The ARCHITECT shall be the interpreter of the requirements of the Construction Documents and advise the DISTRICT as to the performance by the Contractor there under.

h. The ARCHITECT shall make recommendations to the DISTRICT on claims relating to the execution of and progress of the work and all matters and questions relating thereto. The ARCHITECT's recommendations in matters relating to artistic effect shall be consistent with the intent of the Construction documents.

i. The ARCHITECT shall advise the DISTRICT to reject work which does not conform to the Construction Documents. The ARCHITECT shall promptly inform the DISTRICT, whenever, in the ARCHITECT's opinion, it may be necessary, to stop the work to avoid the improper performance of the agreement. The ARCHITECT has authority to require additional inspection or testing of the work in accordance with the provisions of the Construction Documents, whether work is fabricated, installed or completed.

j. The ARCHITECT shall not issue orders to the Contractor that might commit the DISTRICT to extra expenses or otherwise amend the Construction Documents without first obtaining the written approval of the DISTRICT.

k. The ARCHITECT shall be the DISTRICT's representative during construction and shall advise and consult with the DISTRICT. The ARCHITECT shall have authority to act on behalf of the DISTRICT only to the extent provided in this agreement unless otherwise modified in writing.

l. The ARCHITECT shall at no additional cost provide services made necessary by defect or deficiencies in the work of the Contractor which through reasonable care should have been discovered by the ARCHITECT and promptly reported to the DISTRICT and Contractor, but which ARCHITECT failed to do.

m. The ARCHITECT shall review and certify the amounts due the Contractor. The ARCHITECT's certification for payment shall constitute a representation to the DISTRICT, based on the ARCHITECT's observations and inspections at the site, that the work has progressed to the level certified, that quality of the work is in accordance with the Construction Documents and that the Contractor is entitled to payment in the amount certified.

n. The ARCHITECT shall review and approve or take other appropriate action upon Contractor's submittals of shop drawings, product data, and samples for the purpose of checking for conformance with the Construction Documents. The ARCHITECT's action shall not delay the work, but should allow for sufficient time in the ARCHITECT's professional judgment to permit adequate review.

o. The ARCHITECT shall prepare change orders with supporting documentation and data for the DISTRICT's review in accordance with the Construction Documents, and may authorize minor changes in the work not involving an adjustment in the contract sum or an extension of time. The ARCHITECT shall promptly evaluate and make written recommendations regarding Contractor's proposals for possible change orders in order to maintain project schedule and resolve claims. ARCHITECT shall, at ARCHITECT's expense, prepare a set of reproducible record drawings, as well as AutoCAD and PDF versions, acceptable to the District, showing significant change in the work made during construction based on marked-up prints, drawings, addenda, change orders, RFI responses, show drawings, and other data furnished by the Contractor to the ARCHITECT.

p. The ARCHITECT shall inspect the PROJECT to determine the date or dates of final completion, receive and forward to the DISTRICT for the DISTRICT's review all written warranties and related documents required by the Construction Documents and issue a final certificate for payment upon Contractor compliance with the requirements of the Construction Documents.

q. The ARCHITECT shall provide written evaluation of the performance of the Contractor under the requirements of the Construction Documents when requested in writing by the DISTRICT.

r. The ARCHITECT shall provide services in connection with evaluating substitutions proposed by the Contractor and making subsequent revisions to drawings, specifications and other documentation resulting there from.

s. The ARCHITECT shall be responsible for gathering information and processing forms required by applicable governing authorities, such as DSA closure with certification and local Fire Departments, in a timely manner and ensure proper PROJECT close-out.

t. The ARCHITECT shall evaluate and render written recommendations, within a reasonable time on all claims, disputes or other matters at issue between the DISTRICT and Construction Manager or Contractor relating to the execution or progress of the work as provided in the construction contract. Under no circumstances should this evaluation take longer than 20 calendar days from the date the claim is received by ARCHITECT.

u. The ARCHITECT shall prepare, in versions acceptable to the District, AutoCAD and PDF files of all as-built conditions in concert with item "o" above, at no additional cost.

v. Prior to start of construction, the following two documents are required:

- (i) Contract Information Form DSA-102.
- (ii) Inspector Qualification Record Form DSA-5 should be Submitted 10 days prior to the time of starting construction.

w. The ARCHITECT shall provide assistance in the utilization of equipment or systems such as testing, adjusting and balancing, preparation of operation and maintenance manuals, training personnel for operation and maintenance and consultation during operation.

28. PROJECT Close-Out

a. The ARCHITECT shall assure delivery of the following documents described below to the DSA for review prior to issuance of a "Certificate of Completion".

b. During the period the PROJECT is under construction the following documents are required:

- (i) Copies of the Inspector of Record's semi-monthly reports.
- (ii) Copies of the laboratory reports on all tests or laboratory Inspections as returned and done on the PROJECT.

c. Upon completion of construction of the PROJECT, the following reports are required:

- (i) Copy of the Notice of Completion.
- (ii) Final Verified Report Form DSA-6A/E certifying all work is 100% complete from the ARCHITECT, Structural Engineer, Mechanical Engineer and Electrical Engineer.
- (iii) Final Verified Report Form DSA-6 certifying all work is 100% Complete from the Contractor or Contractors, Inspector of Record and Special Inspector(s).
- (iv) Verified Reports of Testing and Inspections as specified on The approved drawings and specifications, i.e., Final Laboratory Report, Welding, Glued-Laminated Timber, etc.
- (v) Weighmaster's Certificate (if required by approved drawings And specifications).
- (vi) Copies of the signature page of all Addenda as approved by DSA.
- (vii) Copies of the signature pages of all Deferred Approvals as Approved by DSA.
- (viii) Copies of the signature page of all Change Orders as Approved by DSA.
- (ix) Verification by the I.O.R. that all items noted on any "Field Trip Notes" have been corrected.

ARTICLE III – ADDITIONAL ARCHITECT'S SERVICES

1. ARCHITECT shall notify the DISTRICT in writing of the need for additional services required due to circumstances beyond the ARCHITECT's control. ARCHITECT shall obtain written authorization from the DISTRICT before rendering such services. Compensation

for such services shall be negotiated and approved in writing by the DISTRICT. Such services shall include:

- a. Making material revisions in drawings, specifications or other documents when such revisions are required by the enactment or revision of laws, rules or regulations subsequent to the preparation and completion of the Construction Documents.
- b. Preparing drawings, specifications and other documentation and supporting data, and providing other services in connection with Change Orders required by causes beyond the control of the ARCHITECT which are not the result of the direct or indirect negligence, errors or omissions on the part of ARCHITECT.
- c. Providing consultation concerning replacement of work damaged by fire and furnishing services required in connection with the replacement of such work.
- d. Providing services made necessary by the default of the Contractor, which does not arise directly or indirectly from negligence, errors or omissions of ARCHITECT.
- e. If the DISTRICT requests the PROJECT be let on a segregated basis after the completion of Design Development where segregation does not arise from ARCHITECT exceeding the estimated budget constraint, then plan preparation and/or contract administration work to prepare the segregated plans is an extra service subject to prior negotiation and DISTRICT approval.
- f. Providing contract administration services after the construction contract time has been exceeded through no fault of the ARCHITECT, where it is determined that the fault is that the Contractor, and liquidated damages are collected therefore. The ARCHITECT's compensation is expressly conditioned on the lack of fault of the ARCHITECT and payment will be made upon collection of liquidated damages from the Contractor. Payment of the ARCHITECT shall be made from collected liquidated damages.
- g. Providing any other services not otherwise included in this AGREEMENT or not customarily furnished in accordance with generally accepted architectural practice.

2. If authorized in writing by DISTRICT, ARCHITECT shall provide one or more PROJECT Representatives to assist in carrying out more extensive representation at the site than is described in Article II. The PROJECT Representative(s) shall be selected, employed and directed by the ARCHITECT, and the ARCHITECT shall be compensated therefore as agreed by the DISTRICT and ARCHITECT. Through the observations of such PROJECT Representative(s), the ARCHITECT shall endeavor to provide further protection for the DISTRICT against defects and deficiencies in the work, but the furnishing of such PROJECT representation shall not modify the rights, responsibilities or obligations of the ARCHITECT as described elsewhere in this AGREEMENT. Such services shall be negotiated and approved in writing by the DISTRICT.

ARTICLE IV – DISTRICT’S RESPONSIBILITIES

1. The DISTRICT shall provide to the ARCHITECT information regarding requirements for the PROJECT, including information regarding the DISTRICT’s objectives, schedule, budget constraints as well as any other criteria provided by the DISTRICT.

2. Prior to the Schematic Design Phase, the ARCHITECT shall prepare a current overall budget for the PROJECT, including the construction cost for the PROJECT. The budget shall be based upon the DISTRICT’s objectives, schedule, budget constraints and any other criteria that are provided to the ARCHITECT pursuant to Article IV, Paragraph 1 above. The DISTRICT shall approve the budget prepared by the ARCHITECT pursuant to this Paragraph and this shall be the “Budget” for the PROJECT as set forth in this AGREEMENT.

3. The DISTRICT shall notify the ARCHITECT of administrative procedures required and name a representative authorized to act on its behalf. The DISTRICT shall promptly render decisions pertaining thereto to avoid unreasonable delay in the progress of the PROJECT. The DISTRICT shall observe the procedure of issuing any orders to Contractors only through the ARCHITECT.

4. The DISTRICT shall give prompt written notice to the ARCHITECT if the DISTRICT becomes aware of any fault or defect in the PROJECT or nonconformance with the Construction Documents. However, the DISTRICT’s failure or omission to do so shall not relieve the ARCHITECT of ARCHITECT’s responsibilities under Title 21, Title 24, and the Field Act hereunder. The DISTRICT shall have no duty to observe, inspect or investigate the PROJECT.

5. The proposed language of certifications requested of the ARCHITECT or ARCHITECT’s consultants shall be submitted to the ARCHITECT for review and approval at least fourteen (14) days prior to execution.

ARTICLE V – COST OF CONSTRUCTION

1. During the Schematic Design, Design Development and Construction Document Phases, Construction Cost (“Construction Cost”) shall be reconciled against the DISTRICT’s Budget for the PROJECT.

2. PROJECT Construction Cost as used in this agreement means the total cost to the DISTRICT of all work designed or specified by the ARCHITECT, including work covered by approved change orders and/or alternates approved by the DISTRICT, but excluding the following: Any payments to ARCHITECT or consultants, for costs of inspections, surveys, tests, and landscaping not included in PROJECT.

3. When labor or material is furnished by the DISTRICT below its market cost, the Construction Cost shall be based upon current market cost of labor and new material.

4. The Construction Costs shall be the acceptable estimate of construction costs of the DISTRICT as submitted by the ARCHITECT until such time as bids have been received, whereupon it shall be the bid amount of the lowest responsible responsive bidder.

5. Any Budget or fixed limit of construction cost shall be adjusted if the bidding has not commenced within ninety (90) days after the ARCHITECT submits the Construction Documents to the DISTRICT, to reflect changes in the general level of prices in the construction industry between the date of submission of the Construction Documents to the DISTRICT and the date on which bids are sought for the PROJECT.

6. If the lowest bid received exceeds the Budget:
- a. The DISTRICT may give written approval of an increase of such fixed limit;
 - b. The DISTRICT may authorize rebidding of the PROJECT within a reasonable time.
 - c. If the PROJECT is abandoned, the DISTRICT may terminate this AGREEMENT in accordance with Article VIII, Paragraph 2;
 - d. The DISTRICT may request the ARCHITECT prepare, at no additional cost, deductive change packages acceptable to the District that will bring the PROJECT within the Budget; or
 - e. The DISTRICT may request the ARCHITECT cooperate in revising the PROJECT scope and quality as required to reduce the construction cost.

7. If the DISTRICT chooses to proceed under Article V, paragraph 6(e), the ARCHITECT, without additional charge, agrees to redesign until the PROJECT is brought within the Budget set forth in this agreement. Redesign does not mean phasing or removal of parts of the PROJECT unless agreed in writing by the DISTRICT. Redesign means redesign of the PROJECT with all its component parts to meet the Budget set forth in this AGREEMENT.

ARTICLE VI – ESTIMATE OF PROJECT CONSTRUCTION COSTS

1. Estimates referred to in Article II shall be prepared on a square foot/unit cost basis, or more detailed computation if deemed necessary by the DISTRICT, considering prevailing construction costs and including all work for which bids will be received. It is understood that the PROJECT Construction Cost is affected by the labor and/or material market as well as other conditions beyond the control of the ARCHITECT or DISTRICT.

2. The ARCHITECT shall review the estimate at each phase of the ARCHITECT's services. The ARCHITECT shall provide the DISTRICT with a written evaluation of the estimate at each phase of the ARCHITECT's services. The ARCHITECT's written evaluations shall, among other things, evaluate how the estimates compare to the Budget. If such estimates are in excess of the Budget, the ARCHITECT shall revise the type or quality of construction to

come within the budgeted limit at no additional cost to the DISTRICT. ARCHITECT's initial budget and scope limitations shall be realistic and be reviewed with the DISTRICT prior to formalization.

3. The ARCHITECT, upon request of the DISTRICT, shall prepare a detailed estimate of construction costs at no additional cost.

ARTICLE VII – ARCHITECT'S DRAWINGS AND SPECIFICATIONS

1. All documents including, but not limited to, plans, drawings, specifications, record drawings, models, mock-ups, renderings and other documents (including all computer file and/or AutoCAD files) prepared by the ARCHITECT or the ARCHITECT's Consultants for this PROJECT, shall be and remain the property of the DISTRICT pursuant to Education Code Section 17316 for the purposes of repair, maintenance, renovation, modernization or other purposes as they relate to the PROJECT. The DISTRICT, however, shall not be precluded from using the ARCHITECT's or ARCHITECT's Consultant's documents enumerated above for the purposes of additions, alignments or other development on the PROJECT site.

ARTICLE VIII – TERMINATION

1. This AGREEMENT may be terminated by either party upon fourteen (14) days written notice to the other party in the event of a substantial failure of performance by such other party, including insolvency of ARCHITECT, or if the DISTRICT should decide to abandon or indefinitely postpone the PROJECT.

2. In the event of a termination based upon abandonment or postponement by DISTRICT, the DISTRICT shall pay to the ARCHITECT for all services performed and all expenses incurred under this AGREEMENT supported by documentary evidence, including payroll records, and expense reports up until the date of the abandonment or postponement plus any sums due the ARCHITECT for Board approved extra services. In ascertaining the services actually rendered hereunder up to the date of termination of this AGREEMENT, consideration shall be given to both completed work and work in process of completion and to complete and incomplete drawings and other documents whether delivered to the DISTRICT or in the possession of the ARCHITECT. In the event termination is for a substantial failure of performance, all damages and costs associated with the termination, including increased consultant and replacement ARCHITECT costs shall be deducted from payments to the ARCHITECT.

3. In the event a termination for cause is determined to have been made wrongfully or without cause, then the termination shall be treated as a termination for convenience in accordance with Article VIII, Paragraph 4 below, and ARCHITECT shall have no greater rights than it would have had if a termination for convenience had been claimed, requested or recovered by ARCHITECT.

4. This AGREEMENT may be terminated without cause by DISTRICT upon fourteen (14) days written notice to the ARCHITECT. In the event of a termination without

cause, the DISTRICT shall pay to the ARCHITECT for all services performed and all expenses incurred under this AGREEMENT supported by documentary evidence, including payroll records, and expense reports up until the date of notice of termination plus any sums due the ARCHITECT for Board approved extra services. In ascertaining the services actually rendered hereunder up to the date of termination of this AGREEMENT, consideration shall be given to both completed work and work in process of completion and to complete and incomplete drawings and other documents whether delivered to the DISTRICT or in the possession of the ARCHITECT. In addition, ARCHITECT will be reimbursed for reasonable termination costs through the payment of 3% beyond the sum due the ARCHITECT under this paragraph through 50% completion of the ARCHITECT's portion of the PROJECT and if 50% completion is reached, payment of 3% of the unpaid balance of the contract to ARCHITECT as termination cost. This 3% payment is agreed to compensate the ARCHITECT for the unpaid profit ARCHITECT would have made under the PROJECT on the date of termination and is consideration for entry into this termination for convenience clause.

5. In the event of a dispute between the parties as to performance of the work or the interpretation of this AGREEMENT, or payment or nonpayment for work performed or not performed, the parties shall attempt to resolve the dispute. Pending resolution of this dispute, ARCHITECT agrees to continue the work diligently to completion. If the dispute is not resolved, ARCHITECT agrees it will neither rescind the AGREEMENT nor stop the progress of the work, but ARCHITECT's sole remedy shall be to submit such controversy to determination by a court having competent jurisdiction of the dispute, after the PROJECT has been completed, and not before.

ARTICLE IX – AUDIT OF ACCOUNTING RECORDS OF THE ARCHITECT

Architect shall maintain, on a generally recognized accounting basis, auditable books, records, documents, and other evidence pertaining to direct personnel, costs and expenses in this Agreement. These records shall be maintained for a period of at least three (3) years after final payment has been made, subject to any applicable rules, regulations or statutes.

District's authorized representative(s) shall have access, with reasonable notice, to any books, documents, papers, electronic data, and other records which they determine to be pertinent to this Agreement for performing an audit, evaluation, inspection, review, assessment, or examination. These representative(s) are authorized to obtain excerpts, transcripts, and copies, as they deem necessary.

Should Architect disagree with any audit conducted by District, Architect shall have the right to employ a licensed, Certified Public Accountant (CPA) to prepare and file with District a certified financial and compliance audit that is in compliance with generally-accepted government accounting standards of related services provided during the term of this Agreement. Architect shall not be reimbursed by District for such an audit.

In the event Architect does not make available its books and financial records at the location where they are normally maintained, Architect agrees to pay all necessary and reasonable expenses, including legal fees, incurred by District in conducting any audit.

ARTICLE X – COMPENSATION TO THE ARCHITECT

The DISTRICT shall compensate the ARCHITECT in an amount not to exceed \$1,378,952.00 and is as follows:

1. ARCHITECT change orders fees are paid as approved by the DISTRICT Board. If a change order is approved without ARCHITECT fee, no fee will be paid to the ARCHITECT unless negotiated prior to commencing change order work.

2. Payment to the ARCHITECT will be as follows:

Schematic Design:	10% of estimated Architect Fee as set forth in Exhibit "I".
Design Development:	20% of estimated Architect Fee as set forth in Exhibit "I".
Construction Documents:	35% of estimated Architect Fee, to be paid monthly Based on actual level of completion, as set forth in Exhibit "I".
D.S. A. Approval:	7% of estimated Architect fee as set forth in Exhibit "I".
Bidding Phase: (Board Approval)	3% of estimated Architect fee as set forth in Exhibit "I".
Construction Admin:	23%, of estimated Architect fee, to be paid monthly based on actual level of completion, based on accepted bid.
DSA Closure with Certification:	2% of estimated Architect fee as set forth in Exhibit "I".
TOTAL THROUGH RECORDATION OF NOTICE OF COMPLETION	100% of actual Architect Fee based on accepted bid.

3. When ARCHITECT's Fee is based on a percentage of construction cost and any portions of the PROJECT are deleted or otherwise not constructed, compensation for those portions of the PROJECT shall be payable to the extent actual services are performed, in accordance with the schedule set forth in Article X, Paragraph 2, based on the Bid Price.

4. To the extent that the time initially established for the completion of ARCHITECT's services is exceeded or extended through no fault of the ARCHITECT,

compensation for any services rendered during the additional period of time shall be negotiated and subject to prior approval by DISTRICT Board. Assessment and collection of liquidated damages from the Contractor is a condition precedent to payment for extra services arising from Contractor-caused delays.

5. Expenses incurred by the ARCHITECT and ARCHITECT's employees and Consultants in the interest of the PROJECT shall have prior DISTRICT written approval before they are incurred and records of such expenses shall be provided to DISTRICT for the DISTRICT's review.

ARTICLE XI – REIMBURSABLE EXPENSES

1. Reimbursable expenses are in addition to compensation for basic and extra services, and shall be paid to the ARCHITECT at one and one-tenth (1.1) times the expenses incurred by the ARCHITECT, the ARCHITECT's employees and Consultants for the following specified items:

a. Approved reproduction of drawings and specifications in excess of the copies provided by this AGREEMENT, which includes sets of construction documents and all progress prints.

b. Fees advanced for securing approval of authorities having jurisdiction over the PROJECT.

2. Reimbursable expenses are estimated to be \$36,990.00, and this amount shall not be exceeded without the prior written approval of the DISTRICT.

3. Reimbursement for fees and other expenses, except for construction administration services associated with delay caused solely by the Contractor, shall be made to the ARCHITECT as incurred. Reimbursable expenses shall not include:

- a. Travel expenses;
- b. Check prints;
- c. Prints or plans or specifications made for ARCHITECT's Consultants and all progress prints;
- d. Preliminary plans and specifications;
- e. ARCHITECT's consultants' reimbursables;
- f. Models or mock-ups
- g. Meetings with cities, planning officials, fire departments, the DSA, State Allocation Board or other public agencies.

ARTICLE XII – EMPLOYEES AND CONSULTANTS

1. The ARCHITECT, as part of the ARCHITECT's basic professional services, shall furnish the necessary services of landscape architect, structural, mechanical, electrical, civil and

traffic engineers to complete the PROJECT. All consultant services shall be provided at the ARCHITECT's sole expense.

2. The ARCHITECT shall submit, for written approval by the DISTRICT, the names of the consultant firms proposed for the PROJECT. Nothing in this AGREEMENT shall create any contractual relation between the DISTRICT and any Consultants employed by the ARCHITECT under the terms of this AGREEMENT.

3. ARCHITECT's consultants shall be licensed to practice in California and have relevant experience with California school design and construction during the last five (5) years. If any employee or consultant of the ARCHITECT is not acceptable to the DISTRICT, then that individual shall be replaced with an acceptable, competent person at the DISTRICT's request.

4. The construction administrator, or field representative, assigned to this PROJECT by ARCHITECT shall be licensed as a California ARCHITECT and able to make critical PROJECT decisions in a timely manner and shall be readily available and provide by phone, facsimile and through correspondence, design direction and decisions when the construction administrator is not at the site.

ARTICLE XIII – MISCELLANEOUS

1. The ARCHITECT shall make a written record of all meetings, conferences, discussions and decisions made between or among the DISTRICT, ARCHITECT and Contractor during all phases of the PROJECT and concerning any material conditions in the requirements, scope, performance and/or sequence of the work. The ARCHITECT shall provide a copy of such record to the DISTRICT.

2. To the fullest extent permitted by law, ARCHITECT agrees to indemnify and hold DISTRICT harmless from all liability arising out of:

a. Workers' Compensation and Employer's Liability. Any and all claims under Workers' Compensation acts and other employee benefit acts with respect to ARCHITECT's employees or ARCHITECT's subcontractor's employees arising out of ARCHITECT's work under this AGREEMENT;

b. General Liability. Liability arising out of, pertaining to, or relating to the negligence, recklessness, or willful misconduct of the ARCHITECT for damages related to (1) death or bodily injury to person; (2) injury to, loss or theft of property; (3) any failure or alleged failure to comply with any provision of law; or, (4) any other loss, damage or expense arising under either (1), (2), or (3) above, sustained by the ARCHITECT or the DISTRICT, or any person, firm or corporation employed by the ARCHITECT or the DISTRICT upon or in connection with the PROJECT, except for liability resulting from the sole or active negligence, or willful misconduct of the DISTRICT, its officers, employees, agents or independent ARCHITECTS who are directly employed by the DISTRICT.

c. Professional Liability. Liability arising out of, pertaining to, or relating to the professional negligence, recklessness, or willful misconduct of the ARCHITECT, which the ARCHITECT shall indemnify and hold the DISTRICT entirely harmless from and including any loss, injury to, death of persons or damage to property caused by any act, neglect, default or omission of the ARCHITECT, or any person, firm or corporation employed by the ARCHITECT, either directly or by independent contract, including all damages due to loss or theft, sustained by any person, firm or corporation including the DISTRICT, arising out of, or in any way connected with the PROJECT, including injury or damage either on or off DISTRICT property; but not for any loss, injury, death or damages caused by sole or active negligence, or willful misconduct of the DISTRICT.

d. The ARCHITECT, at its own expense, cost, and risk, shall defend any and all claims, actions, suits, or other proceedings that may be brought or instituted against the DISTRICT, its officers, agents or employees, on account of, or founded upon any cause, damage or injury identified here in Article XIII, Section 2, and shall pay or satisfy any judgment that may be rendered against the DISTRICT, its officers, agents or employees in any action, suit or other proceedings as a result thereof.

3. ARCHITECT shall purchase and maintain policies of insurance with an insurer or insurers qualified to do business in the State of California and acceptable to DISTRICT which will protect ARCHITECT and DISTRICT from claims which may arise out of or result from ARCHITECT's actions or inactions relating to the AGREEMENT, whether such actions or inactions be by themselves or by any subcontractor or by anyone directly or indirectly employed by any of them, or by anyone for whose acts any of them may be liable. The aforementioned insurance shall include coverage for:

a. The ARCHITECT shall carry Workers' Compensation and Employers Liability Insurance in accordance with the laws of the State of California. However, such amount shall not be less than ONE MILLION DOLLARS (\$1,000,000).

b. Commercial general and auto liability insurance with limits of not less than ONE MILLION DOLLARS (\$1,000,000) combined single limit, bodily injury and property damage liability per occurrence, including:

1. Owned, non-owned and hired vehicles;
2. Blanket contractual;
3. Broad form property damage;
4. Products/completed operations; and,
5. Personal injury.

c. Professional liability insurance, including contractual liability, with limits of ONE MILLION DOLLARS (\$1,000,000) per claim. Such insurance shall be maintained during the term of this AGREEMENT and renewed for a period of at least five (5) years thereafter and/or at rates consistent with the time of execution of this AGREEMENT adjusted for inflation. Failure to maintain professional liability insurance is a material breach of this AGREEMENT and grounds for immediate termination.

d. Valuable Document Insurance. The ARCHITECT shall carry adequate insurance on all drawings and specifications as may be required to protect the DISTRICT in the amount of its full equity in those drawings and specifications, and shall file with the DISTRICT a certificate of that insurance. The cost of that insurance shall be paid by the ARCHITECT, and the DISTRICT shall be named as an additional insured.

e. Each policy of insurance required in b. above shall name DISTRICT and its officers, agents and employees as additional insureds; shall state that, with respect to the operations of ARCHITECT hereunder, such policy is primary and any insurance carried by DISTRICT is excess and non-contributory with such primary insurance; shall state that no less than thirty (30) days' written notice shall be given to DISTRICT prior to cancellation; and shall waive all rights of subrogation. ARCHITECT shall notify DISTRICT in the event of material change in, or failure to renew, each policy. Prior to commencing work, ARCHITECT shall delivery to DISTRICT certificates of insurance as evidence of compliance with the requirements herein. In the event ARCHITECT fails to secure or maintain any policy of insurance required hereby, DISTRICT may, at its sole discretion, secure such policy of insurance in the name of and for the account of ARCHITECT, and in such event ARCHITECT shall reimburse DISTRICT upon demand for the cost thereof.

f. In the event that ARCHITECT subcontracts any portion of ARCHITECT's duties, ARCHITECT shall require any such subcontractor to purchase and maintain insurance coverage for the types of insurance referenced in Article XIII 3 (a)(b)(c)(d), in amounts which are appropriate with respect to that subcontractor's part of work which shall in no event be less than \$500,000 per occurrence.

4. ARCHITECT, in the performance of this AGREEMENT, shall be and act as an independent contractor. ARCHITECT understands and agrees that ARCHITECT and all of ARCHITECT's employees shall not be considered officers, employees or agents of the DISTRICT, and are not entitled to benefits of any kind or nature normally provided employees of the DISTRICT and/or to which DISTRICT's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. ARCHITECT assumes the full responsibility for the acts and/or omissions of ARCHITECT's employees or agents as they relate to the services to be provided under this AGREEMENT. ARCHITECT shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes for the respective ARCHITECT's employees.

5. In the event that this project includes the repair or replacement of more than 25% of a roof, then, in accordance with Public Contracts Code, §3006, ARCHITECT will complete the CERTIFICATION OF FINANCIAL RELATIONSHIP DISCLOSURE, which is attached hereto as Attachment B, and return it with the signed copy of this Agreement.

6. ARCHITECT shall not discriminate against any person in the provision of services, or employment of persons on the basis of ethnic group identification, national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, ancestry,

genetic information, sexual orientation, physical or mental disability, pregnancy, or any characteristic listed or defined in Section 11135 of the Government Code or any characteristic that is contained in the prohibition of hate crimes set forth in subdivision (1) of Section 422.6 of the California Penal Code, or any other status protected by law. ARCHITECT, its employees and agents, understands that harassment of any student or employee of Riverside Community College District with regard to ethnic group identification, national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, ancestry, genetic information, sexual orientation, physical or mental disability, pregnancy, or any characteristic listed or defined in Section 11135 of the Government Code or any characteristic that is contained in the prohibition of hate crimes set forth in subdivision (1) of Section 422.6 of the California Penal Code, or any other status protected by law is strictly prohibited.

7. Nothing contained in this AGREEMENT shall create a contractual relationship with or a cause of action in favor of any third party against either the DISTRICT or ARCHITECT.

8. The DISTRICT and ARCHITECT, respectively, bind themselves, their partners, officers, successors, assigns and legal representatives to the other party to this AGREEMENT with respect to the terms of this AGREEMENT. ARCHITECT shall not assign this AGREEMENT.

9. This AGREEMENT shall be governed by the laws of the State of California.

10. Each of the PARTIES have had the opportunity to, and have to the extent each deemed appropriate, obtained legal counsel concerning the content and meaning of this AGREEMENT. Each of the PARTIES agrees and represents that no promise, inducement or agreement not herein expressed has been made to effectuate this AGREEMENT. This AGREEMENT represents the entire AGREEMENT between the DISTRICT and ARCHITECT and supersedes all prior negotiations, representations, or agreements, either written or oral. This AGREEMENT may be amended or modified only by an agreement in writing signed by both the DISTRICT and the ARCHITECT.

11. The rule of construction that any ambiguities are to be resolved against the drafting party shall not be employed in the interpretation of this AGREEMENT.

The parties, through their authorized representatives have executed this AGREEMENT as of the day and year written below.

HPI ARCHITECT

RIVERSIDE COMMUNITY COLLEGE
DISTRICT

By: _____
Lawrence A. Frapwell
President
115 – 22nd Street
Newport Beach, CA 92663

By: _____
Aaron S. Brown
Vice Chancellor
Business and Financial Services

Date: _____

Date: _____

COST SUMMARY

FIXED FEE

Architectural Fixed Fee:

HPI Architecture to perform design, design development, construction documents and construction observation based on a fixed fee structure in an amount not to exceed \$1,378,952.00

Reimbursable Expenses:

Reimbursable expenses are in addition to the fixed fee structure, and shall be paid in an amount not to exceed \$36,990.00

Total Cost: \$1,415,942.00

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Exhibit I

ARCHITECTURE PLANNING INTERIORS



PROPOSAL FOR ARCHITECTURAL SERVICES

December 13, 2017

Chris Carlson
Chief of Staff and Facilities Development
Riverside Community College District
3801 Market Street
Riverside, CA 92501

Project: **Moreno Valley College – Student Services**

Dear Chris:

Thank you for the opportunity to submit this proposal for professional architecture and engineering services. The following is intended to define our Project Understanding, Scope of Architect's Services and Proposed Compensation for the referenced project.

PARTIES TO AGREEMENT

CLIENT: Riverside Community College District (District)
Facilities Planning and Development
3801 Market Street, 3rd Floor
Riverside, CA 92501
Contact: Chris Carlson, Chief of Staff and Facilities Development

ARCHITECT: The Hill Partnership, Inc.
dba HPI Architecture (HPI)
115 22nd Street
Newport Beach, CA 92663
Contact: Lawrence A. Frapwell, President.

FORM OF AGREEMENT

It is assumed for purposes of this proposal that the services enumerated below will be provided pursuant to a District standard form of agreement ("Agreement") with all open issues to be negotiated to the mutual satisfaction of both parties.

PROJECT UNDERSTANDING

Project Scope

This Proposal is intended to be consistent with the Project Scope defined under the 2017 Feasibility Study (Programming, Assessment and Conceptual Design) conducted by HPI. The Project consists of the renovation and/or repurposing of portions of the existing Student Services and Library Building as well as the addition of a new Welcome Center Building at Moreno Valley College to provide enhanced services to both new and continuing students.

The Project is as follows:

- Creating a new Welcome Center building of approximately 17,450 GSF focused on providing "front end" services. Site Improvements are based on the *Infrastructure Upgrade Project - Utility Program* dated June 22, 2010.

The Project scope is as defined in the 2017 Feasibility Study and attached Exhibit A.

- Renovation / repurposing of portions of the existing Student Services and Library Building to provide services to continuing students.

It is the District / College Intent to limit the extent of renovation to architectural tenant improvements and limited redistribution of existing MEP services as necessary to support the architectural changes. No structural improvements are anticipated.

The Project scope is as defined in the 2017 Feasibility Study and attached Exhibit B.

Project Budget

For purposes of this proposal, the established Project Construction Budget is as follows:

- Existing Services Building Remodel: \$2,245,421.00
- New Welcome Center: \$10,044,262.00
 - Site Improvements based on *Infrastructure Upgrade Project - Utility Program* dated June 22, 2010: \$1,121,502.00

The above budgets are per the construction cost estimates prepared as part of the 2017 Feasibility Study.

Project Schedule

The anticipated schedule assumes the following:

- Initiation of services in January 2018
- It is understood the existing Student Services Remodel and new Welcome Center Building will be prepared as two separate drawing sets; however, the development of SD-CD will be concurrent.
- It is understood the DSA processing and approval will be treated as two separate projects.
- It is understood the New Welcome Center will be constructed first. It is assumed construction will commence October 2019 with a total construction duration not to exceed twelve months.
- It is understood the Existing Student Services Building Remodel will be constructed approximately two months after completion of the New Welcome Center with a total construction duration not to exceed twelve months.

SCOPE OF ARCHITECT'S SERVICES

Basic Services

HPI's Basic Services shall be consistent with a District Standard Architectural Services Agreement and for purposes of this proposal shall be inclusive of normal Architectural, Structural, Mechanical (HVAC and Plumbing), Electrical, Fire Alarm, Fire Sprinkler, Site Civil Engineering, Landscape Architecture, and Cost Estimating as further defined below:

Existing Student Services Building Remodel

- Civil Engineering
 - Limited to preparation of a grading, paving and striping plan for accessible path of travel to existing parking lot located to the west of the facility.
- Structural Engineering
 - Limited to anchorage of architectural tenant improvements and MEP equipment as required.
- Mechanical / Plumbing / Electrical & Fire Alarm Engineering
 - Scope of work as defined in the 2017 Feasibility Study.
- Fire Protection
 - Scope limited to revisions to existing partial system (first floor) as required.
- Cost Estimating
 - Provide cost estimates at the following milestones: SD, DD and 100% CD
 - Cost estimates will be presented in a Systems format.

New Welcome Center Building

- Civil Engineering
- Landscape Architecture
- Structural Engineering
- Mechanical / Plumbing / Electrical & Fire Alarm Engineering
 - Scope of work as defined in the 2017 Feasibility Study
- Fire Protection
- Cost Estimating
 - Provide cost estimates at the following milestones: SD, DD, 50% CD and 100% CD
 - Cost estimates will be presented in a Systems format.

Specialty Consultant Services

Specialty Consultant Services shall be inclusive of the following:

Existing Student Services Building Remodel

- Technology Consulting Services
- Acoustic Consulting Services
 - Limited to acoustic recommendations of new M/P/E systems and sound isolation recommendations.

New Welcome Center

- Technology Consulting Services
- Security Consulting Services
- Acoustic Consulting Services

Limits of Service and Specific Exclusions

Basic and Specialty Consulting Services specifically exclude the following:

- Exterior Improvements at the Existing Student Services Remodel scope. No exterior work is anticipated or included beyond the scope described above.
- Landscape Architecture at the Existing Student Services Remodel scope.
- Foundation and Geological Investigations and Reports / Geotechnical Engineering

A project Geotechnical report will be required for the design effort. District will be responsible for engaging and providing for the services of a geotechnical consultant, as soon as practical, to ensure the geotechnical report is approved with adequate time to incorporate its findings prior to submittal to DSA of the required Evaluation and Design Criteria Report.

- Sampling and Testing of Materials

District will be responsible for engaging and providing for the services of the necessary testing laboratories, inspectors, and contractors to perform the material sampling and testing. The scope of these services will be defined upon completion and acceptance of the Evaluation and Design Criteria Report.
- Special Inspections of specific construction methods where required by code or structural drawings.
- Inasmuch as the remodeling and/or rehabilitation of existing structures requires that certain assumptions be made by HPI regarding existing conditions, and because some of these assumptions may not be verifiable without the District expending additional sums of money or destroying otherwise adequate or serviceable portions of the structure the District agrees to bear all costs, losses and expenses, including the cost of HPI's Additional Services as mutually agreed prior to commencement of Additional Services, arising from the discovery of concealed

or unknown conditions in the existing structure, or from any deficiencies or inaccuracies in any information or documentation relative to concealed conditions furnished to HPI by the District.

- Boundary, topographic and utility surveying. It is understood the District will provide a topographic, boundary and utility survey for the impacted area including identification of any easements or other development restrictions. HPI will coordinate with the District to define the extent of such surveys however HPI shall be entitled to rely upon surveys provided by the District. HPI's services specifically exclude any field verification, supplemental surveying, potholing and/or sonic surveys to confirm the location of above grade features or below grade locations, sizes and elevations which may be required for design and engineering of hardscape, utility and other site improvements.

- Hazardous Materials

HPI's professional services specifically exclude any actions related to the abatement, replacement, or removal of any environmentally hazardous product, material or process including those containing asbestos, and/or lead paint existing in the facility. Notwithstanding these provisions, it is understood the District will retain the services of an independent contractor to survey and document environmentally hazardous materials. HPI will coordinate its services with the findings of the independent contractor and shall coordinate with the independent contractor and District to include the findings and related work within the bid package for construction. HPI shall be entitled to rely upon the completeness and accuracy of the information provided by the independent contractor and shall assume no responsibility or liability for the accuracy or completeness of the information provided by the independent contractor.

- Design and engineering of off-site utilities and other improvements within the public right-of-way.
- Design and engineering for extension, improvement or relocation of the following campus backbone utilities and services: storm drain, water (domestic, fire, irrigation), sanitary sewer, electrical, IT/ low voltage systems and gas.
- Upgrade/modification/replacement of existing main electrical and mechanical equipment.
- Upgrades to equipment or interconnections between existing central plants.
- Investigations / field observations of existing conditions or facilities are limited to readily observable conditions.
- Emergency generator
- Traffic consulting and engineering
- Vibration consulting and isolation of structural borne noise. Acoustic services are limited to those as outlined above and do not include vibration measurements, design of building structure to meet low or specific vibration requirements, or review of mechanical noise transfer to the property line including an emergency generator.
- Implementation of proposed Master Plan Amendment related to parking lot reconfiguration
- Swing Space / Provision of improvements and/or remodel of other campus spaces for temporary

occupancy

- Move Management
- Selection and Specification of Furniture, Fixtures and Equipment (FF&E)
 Design and/or specification of moveable furniture, fixtures and equipment are specifically excluded. Should such services be required they shall be provided as Supplemental Services. Specification of Audio Visual equipment is included as a part of the Audio Visual consulting services defined above.
- Signage and Graphics (except code required signage)
- Preparation of 'As-Built' drawings
- Sustainable Design (LEED) consulting and commissioning
- DSA and any other jurisdictional filing and processing fees
- Post occupancy evaluations
- Third Party Commissioning

PROPOSED COMPENSATION

HPI proposes to provide the Services indicated above on a total fixed fee basis of **One Million Three Hundred Seventy Eight Thousand Nine Hundred Fifty Two Dollars (\$ 1,378,952.00)** as outlined below:

Existing Student Services Building Remodel

Basic Services

HPI proposes to provide the basic services described above on a fixed fee basis of Three Hundred Fourteen Thousand Three Hundred Fifty Nine Dollars **(\$314,359.00)**.

- Architectural..... \$ 189,146.00
- Civil..... \$ 5,500.00
- Structural..... \$ 15,400.00
- M/P/E & FA..... \$ 86,900.00
- Fire Protection..... \$ 2,013.00
- Cost Estimating..... \$ 15,400.00

Specialty Consulting Services

HPI proposes to provide the supplemental consulting services on a fixed fee basis of Forty Eight Thousand One Hundred Three Dollars **(\$48,103.00)**, as follows:

- Acoustic Consulting \$ 27,423.00
- AV / IT \$ 20,680.00

Cost by Phase

Schematic Design Phase	10%	\$ 36,246.20
Design Development Phase	20%	\$ 72,492.40
Construction Document Phase	35%	\$ 126,861.70
DSA Processing/Approval	7%.....	\$ 25,372.34
Bidding Phase	3%.....	\$ 10,873.86
Construction Admin. Phase	23%	\$ 83,366.26
Project Close-Out / Certification	2%	\$ 7,249.24

New Welcome Center

Basic Services

HPI proposes to provide the basic services described above on a fixed fee basis of Eight Hundred Four Thousand Dollars **(\$804,000.00)**.

- Architectural..... \$ 441,253.00
- Civil..... \$ 50,600.00
- Landscape..... \$ 27,500.00
- Structural..... \$ 66,000.00
- M/P/E & FA..... \$ 167,200.00
- Fire Protection..... \$ 8,052.00
- Cost Estimating..... \$ 43,395.00

Specialty Consulting Services

HPI proposes to provide the supplemental consulting services on a fixed fee basis of Ninety Seven Thousand Seven Hundred Ninety Dollars **(\$97,790.00)**, as follows:

- Acoustic Consulting \$ 27,500.00
- AV / IT / Security Consulting..... \$ 65,340.00
- SWPPP.....\$ 4,950.00

Site Improvements

HPI proposes to provide the site Improvement scope on a fixed fee basis of One Hundred Fourteen Thousand Seven Hundred Dollars **(\$114,700.00)**, as follows:

- Architectural..... \$ 30,000.00
- Civil..... \$ 20,900.00
- M/E/P..... \$ 63,800.00

The above identified fee assumes the site utility design is generally consistent with the 2017 Feasibility Study.

Cost by Phase

Schematic Design Phase	10%.....	\$ 101,649.00
Design Development Phase	20%.....	\$ 203,298.00
Construction Documents	35%.....	\$ 355,771.50
DSA / Agency Approval	7%.....	\$ 71,154.30
Bidding Phase	3%.....	\$ 30,494.70
Construction Admin. Phase	23%.....	\$ 233,792.70
Project Close-Out / Certification	2%.....	\$ 20,329.80

HPI proposes an estimated allowance as broken down below for approved reimbursable expenses as defined in the Agreement. Reimbursable expenses are in addition to compensation for the services outlined above. Allowable reimbursable expenses shall be in accordance with HPI's Standard Hourly Rates (Exhibit C).

- Existing Student Services Building Remodel: \$9,430.00
- New Welcome Center: \$27,560.00

We at HPI are excited about this opportunity of continuing to provide our professional services to the Riverside Community College District and Moreno Valley College.

Sincerely,
HPI Architecture



Lawrence A. Frapwell, Architect
President

Enclosures:

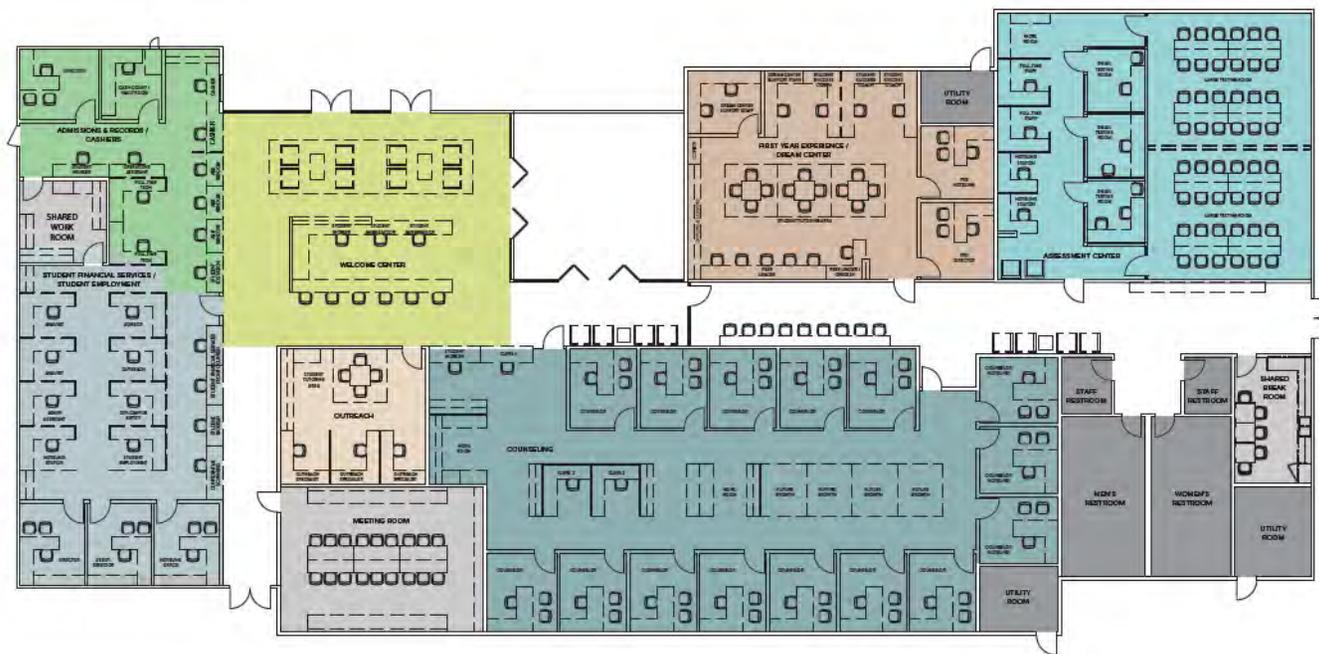
- Exhibit A – New Welcome Center Building
- Exhibit B – Existing Student Services Building Remodel
- Exhibit C – 2017 Hourly Fee Rate Schedule

EXHIBIT A



EXISTING SITE - BUILDING LIMIT OF WORK LINE
MORENO VALLEY COLLEGE • STUDENT SERVICES • NOVEMBER 2017





NEW CONSTRUCTION : FIRST FLOOR - PROPOSED PLAN
MORENO VALLEY COLLEGE • STUDENT SERVICES • NOVEMBER 2017 • SCALE 1/16"=1'-0"



Moreno Valley College: Student Services: Program

Department Space Requirement Space ASF Goal	96								ASF / Stations							Total ASF	Total ASF / Department	Office Suite Multiplier of 0.75	Actual Suite	
	Student Work Station	Work Station	Staff Office	Counselor	Director Office	Dean Office	VP office	Other	Student Work Station	Work Station	Staff Office	Counselor	Director Office	Dean Office	VP Office					Other
									36	64	64	120	125	150	175					
First Year Experience / Dream Center																				
Director					1								126				126	981	1,308	1,344
Student Success Coach			3							57							171			
FYE Hoteling Station			1								121						121			
Peer Leaders (6-8) / Student Check In	1								142								142			
Dream Center Support Staff (2)		1								105							105			
Dream Center Support Staff (1)			1							57							57			
Tutoring Tables								3								64	192			
Storage / Work Room								1								67	67			
Outreach																				
Outreach Specialist			3								58						174	290	387	440
Student Ambassador (6-8 part time)	2								0							0				
Study Tables								1								64	64			
Storage / Work Room								1								52	52			
Admissions & Records																				
Director - (Jaime)					1								124				124	781	1,041	881
Staff (Full Time Tech)		2							54								108			
Counter Space								3								42	126			
Student ID Station								1								51				
Cashier- counter								2								42	84			
Cash Count / Vault Room								1								95	95			
Storage / Work Room operations assistant								1								160	160			
Student Worker / Hotel	1	1							42	42							42			



Moreno Valley College: Student Services: Program

Department Space Requirement Space ASF Goal	96								ASF / Stations								Total ASF	Total ASF / Department	Office Suite Multiplier of 0.75	Actual Suite	
	Student Work Station	Work Station	Staff Office	Counselor	Director Office	Dean Office	VP office	Other	Student Work Station	Work Station	Staff Office	Counselor	Director Office	Dean Office	VP Office	Other					
									36	64	64	120	125	150	175						
Student Financial Services (Financial Aid) & Student Employment																					
Director					1								120				120	1043		1,391	1,419
Assistant Director					1								118				118				
HOTELING STATION				1								120					120				
FA Counselor																					
Small Meeting Space																					
Analyst		2								54							108				
Work Stations:		5								54							270				
1 advisor																					
1 Outreach																					
1 Off Campus Entity																					
1 Admin Assistant																					
1 Hoteling Station																					
Counter Space								3								51	153				
Counter (Confidential Scanning)								1								70	70				
Storage								1								30	30				
Student Employment				1							54						54				
Student Workers	2								0								0				
Counseling																					
Counselor				12								118					1416	2507		3,343	3,677
Hoteling - Counselor				3								118					354				
Counter		2								66							132				
Clerk 1																					
Student Worker																					
Clerk 2		1								54							54				
Clerk 3		1								54							54				
Work Room / Storage								1								281	281				
Future Work Station		4								54							216				

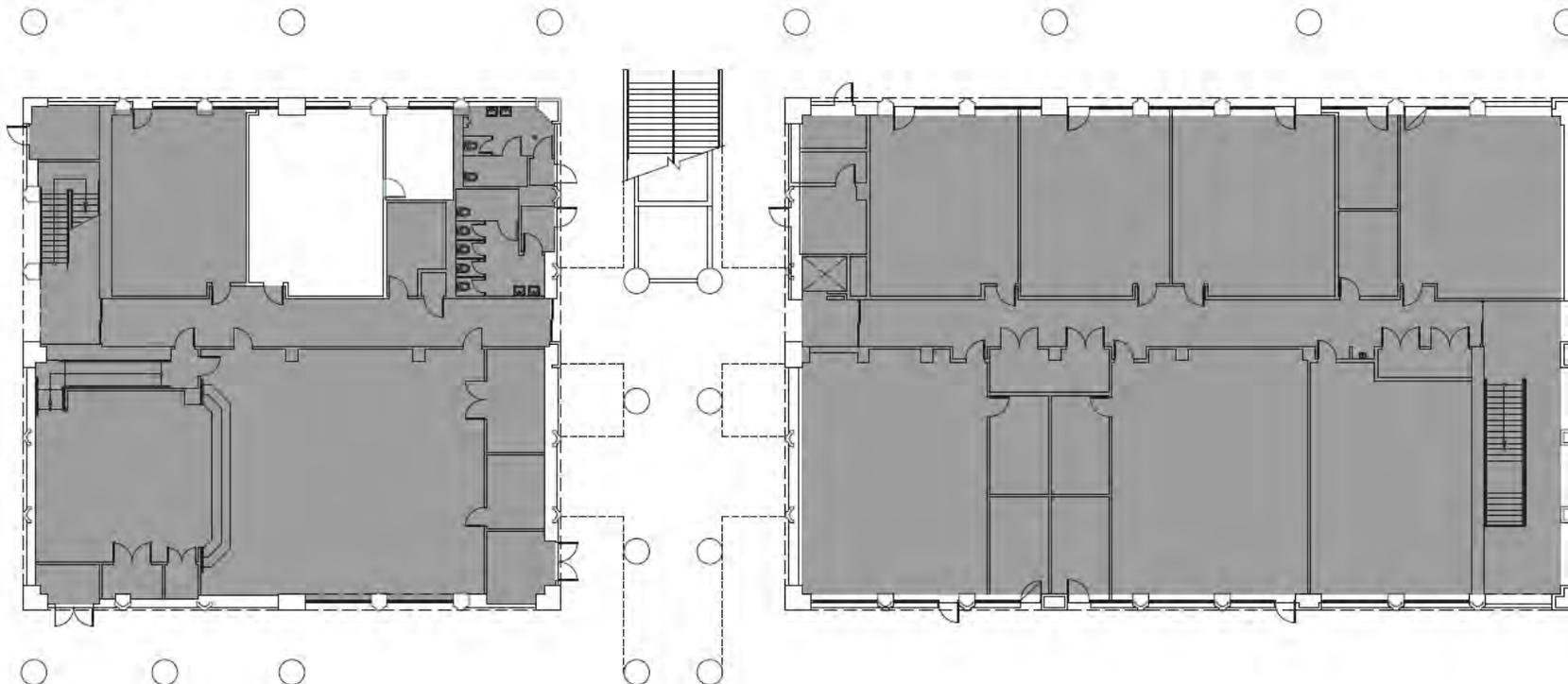


Moreno Valley College: Student Services: Program

Department Space Requirement Space ASF Goal	96									ASF / Stations							Total ASF	Total ASF / Department	Office Suite Multiplier of 0.75	Actual Suite
	Student Work Station	Work Station	Staff Office	Counselor	Director Office	Dean Office	VP office	Other	Student Work Station	Work Station	Staff Office	Counselor	Director Office	Dean Office	VP Office	Other				
									36	64	64	120	125	150	175					
Assessment Center																			2,021	1,886
Assessment Center Staff			2														108	1516		
Hoteling station		2								36	54						72			
Counter - Check in / Seating																	84			
Small Testing Rooms										3							80			240
Large Testing Room										1							473			473
Large Testing Room										1							485			485
Storage / Work Room										1							54			54
Welcome Center																			1,151	863
Open Computers (6)										1							121			121
Seating 1										1							248			248
Seating 2										1							69			69
Seating 3 / Laptop Bar										1							127			127
Counter, including College										1							298			298
Receptionist + 2 Student Stations																				
Other																			1,175	881
Meeting Room										1							663			663
Break Room										1							218			218
ASF Total																			11,816	11,351
TOTAL	GSF @ 65% Efficiency																		18,178	17,463



EXHIBIT B



LEGEND

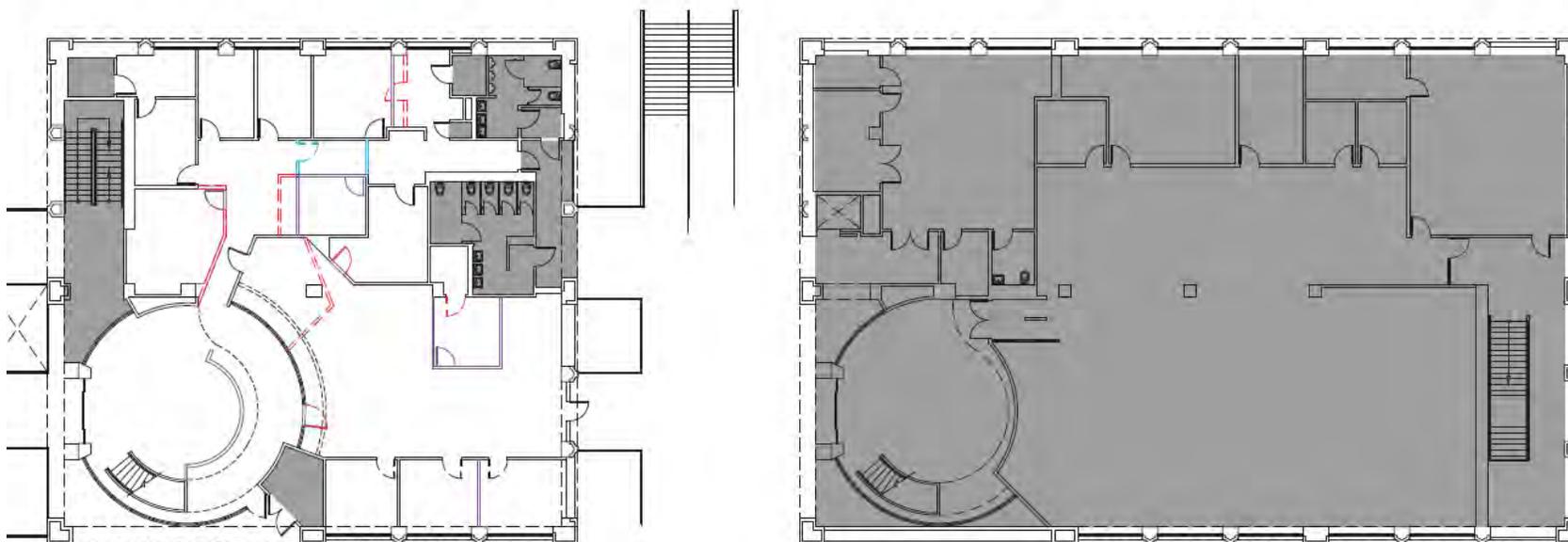
- NEW WALL / DOOR
- WALL / DOOR TO BE REMOVED (NON-CERTIFIED)
- WALL / DOOR TO BE REMOVED (ELECTIVE)
- EXISTING SPACE (NOT IN SCOPE AS PROGRAM AREA)



RENOVATION : FIRST FLOOR - MODIFICATIONS

MORENO VALLEY COLLEGE - STUDENT SERVICES - NOVEMBER 2017 - SCALE: 1/16"=1'-0"



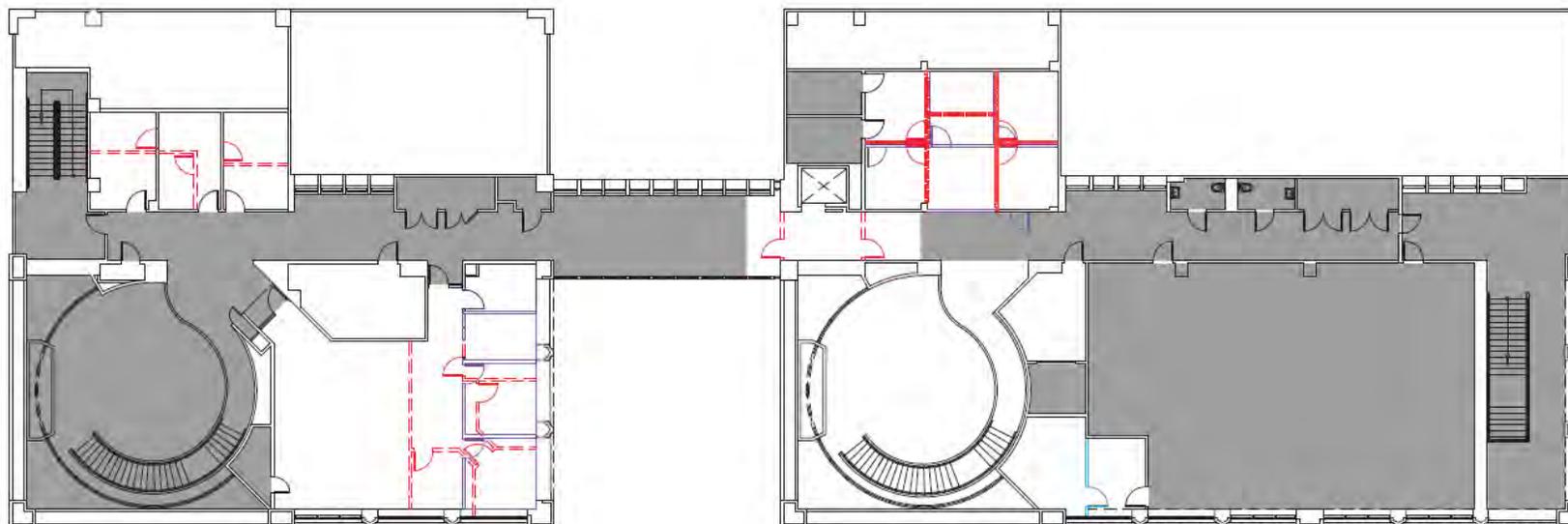


- LEGEND**
- NEW WALL / DOOR
 - WALL / DOOR TO BE REMOVED (NON-CERTIFIED)
 - WALL / DOOR TO BE REMOVED (ELECTIVE)
 - EXISTING SPACE (NOT IN SCOPE AS PROGRAM AREA)



RENOVATION : SECOND FLOOR - MODIFICATIONS
MORENO VALLEY COLLEGE • STUDENT SERVICES • NOVEMBER 2017 • SCALE: 1/16"=1'-0"





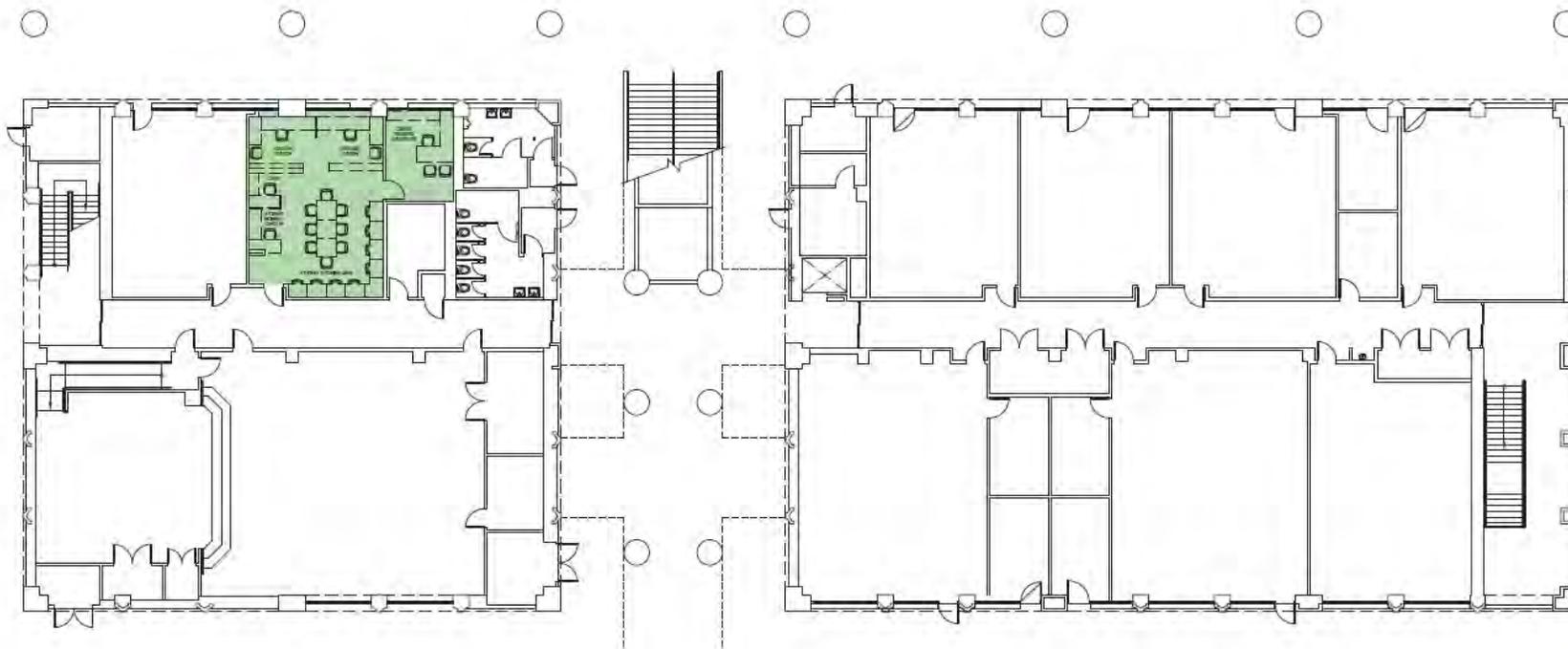
- LEGEND**
-  NEW WALL / DOOR
 -  WALL / DOOR TO BE REMOVED (NON-CERTIFIED)
 -  WALL / DOOR TO BE REMOVED (ELECTIVE)
 -  EXISTING SPACE (NOT IN SCOPE AS PROGRAM AREA)



RENOVATION : THIRD FLOOR - MODIFICATIONS

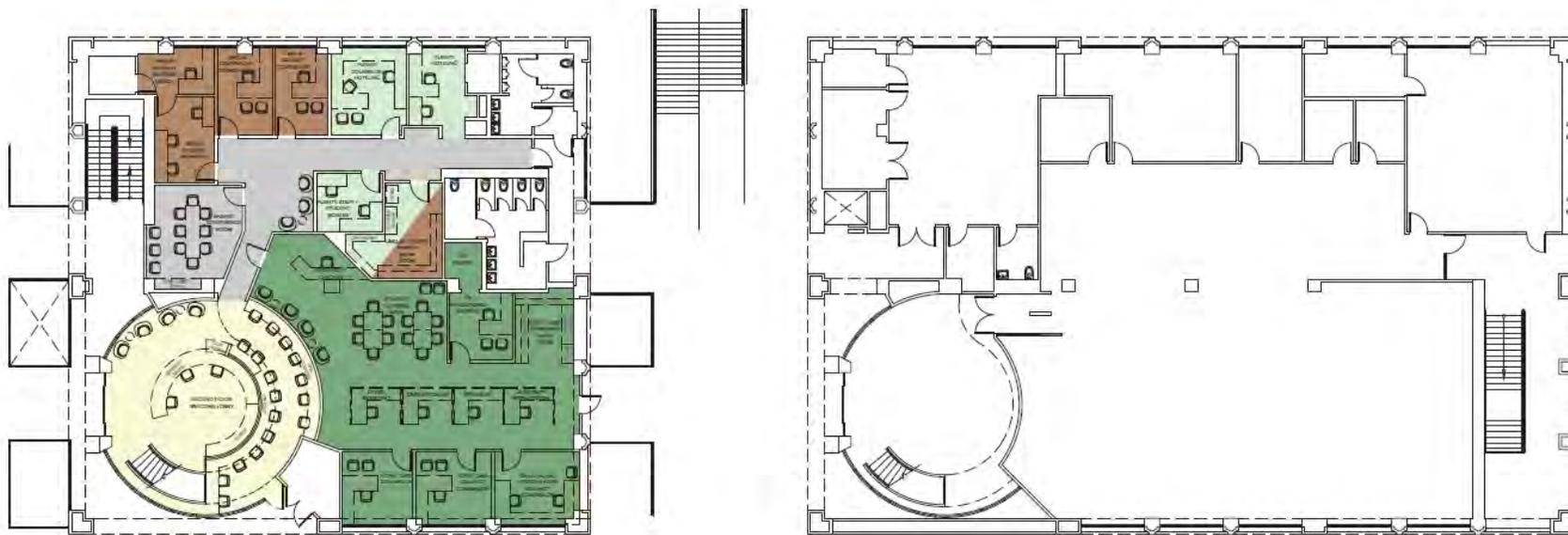
MORENO VALLEY COLLEGE • STUDENT SERVICES • NOVEMBER 2017 • SCALE: 1/16"=1'-0"





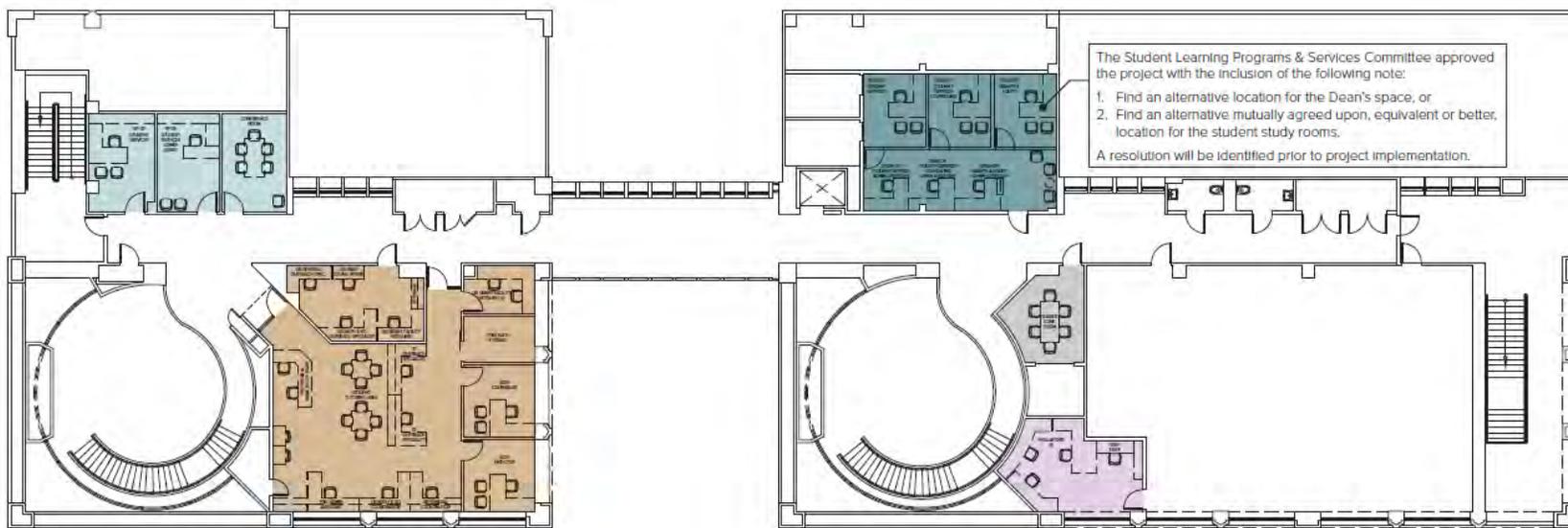
RENOVATION : FIRST FLOOR - PROPOSED PLAN
MORENO VALLEY COLLEGE • STUDENT SERVICES • NOVEMBER 2017 • SCALE 1/16" = 1'-0"





RENOVATION : SECOND FLOOR - PROPOSED PLAN
MORENO VALLEY COLLEGE • STUDENT SERVICES • NOVEMBER 2017 • SCALE 1/16"=1'-0"





RENOVATION : THIRD FLOOR - PROPOSED PLAN

MORENO VALLEY COLLEGE • STUDENT SERVICES • NOVEMBER 2017 • SCALE 1/16"=1'-0"



Department	96								ASF / Stations							Total ASF	Total ASF / Department	Actual Suite
	Student Work Station	Work Station	Staff Office	Counselor	Director Office	Dean Office	VP office	Other	Student Work Station	Work Station	Staff Office	Counselor	Director Office	Dean Office	VP Office			
Space Requirement									36	64	64	120	125	150	175			
Space ASF Goal																		
Evaluators / SSSP (Student Success & Support Program (Formerly Matriculation)																		
Evaluators (3 Stations)		1								200						200	254	254
SSSP Staff							1								54	54		
TRIO Programs: ACES (Academic Counseling & Educational Support) / UB General / UB Math & Science / Talent Search																		
ACES Counselor				1								124				124	1005	1,502
ACES Director					1								125			125		
ACES TRIO Federal Work Study Staff								1							78	78		
ACES TRIO Suite Storage								1							80	80		
UB/General Coordinator			1								48					48		
Coordinator - UB MS			1								48					48		
Grant Facility - Hoteling station (2 stations)		1								82						82		
Grant Facility - Hoteling station (1 Station)			1								36					36		
UB/Math & Science Outreach Specialist		1								35						35		
UB/General Outreach Specialist		1								29						29		
UB Grad Counselor Intern		1								20						20		
Open Computers							2								15	30		
Student Tutoring Area							2								64	128		
Storage							1								46	46		
TS Talent Search Outreach Specialist		2								48						96		

Department	96								ASF / Stations						Total ASF	Total ASF / Department	Actual Suite
	Space Requirement	Student Work Station	Work Station	Staff Office	Counselor	Director Office	Dean Office	VP office	Other	Student Work Station	Work Station	Staff Office	Counselor	Director Office			
Space ASF Goal									→ 36	64	64	120	125	150	175		
UMOJA / Puente																	1,175
UMOJA	Counselor / Coordinator			1								124					124
	Adjunct Counselor			1								120					120
	Student Success Coach		1							80							80
	Student Workers (4-5)	1								134							134
	Umoja/Puente Shared Workroom							1							181		181
Puente	Puente Staff / Student Worker			1								100					100
	Puente Hoteling (2)		1									123					123
	Conselor / Hoteling Station (2)			1								170					170
VP and Dean's Suite																	893
Deans	Dean of Student Services					1								112			112
	SS Admin Assistant		1							36							36
	Dean of Student Services, Counseling (Dr. Wong)					1								112			112
	SSC Admin Assistant		1							36							36
	Dean of Grants & Equity Services (Dr. Sanchez)					1								112			112
	DGES Admin Assistant		1							36							36
VP	VP Student Services						1								147		147
	VP Admin Assistant		1								149						149
	VP Conference Room							1								153	153
EOPS / CARE / Guardian Scholars (Foster Youth)																	1,769
	EOPS Counselor			1								134					134
	EOPS / GS Adjunct Counselor - Hoteling Station (2 stations, 1 office)			2								79					158
	EOPS Specialist		1							48							48
	CARE Specialist		1							48							48
	EOPS Office Assistant		1							48							48
	Reception / Check in							1							64		64
	Seating							1							64		64
	Student Tutoring							1							256		256
	Work Room							1							108		108



Department Space Requirement Space ASF Goal	96								ASF / Stations							Total ASF	Total ASF / Department	Actual Suite
	Student Work Station	Work Station	Staff Office	Counselor	Director Office	Dean Office	VP office	Other	Student Work Station	Work Station	Staff Office	Counselor	Director Office	Dean Office	VP Office			
GS Educational Advisor				1					36	64	64	120	125	150	175	114		
EOPS Adjunct Counselor				1								114				143		
GS Pantry								1								41		
GS Growth		1								48						48		
Career Transfer Center																	737	
Career Transfer Counselor				1								150				150		659
Hoteling Station - Visiting Institutions		2								75						150		
Clerk		1								45						45		
Check in / Student Worker	1								36							36		
Lobby / Resource Center(Computer Stations, Open Table(s))								1								252		
Storage / Work Stations								1								26		
Renovated Building Welcome Lobby (2nd Floor)																	860	
Reception / Check-In								1								257		617
Laptop Bar								1								161		
Open Computers								1								120		
Seating								1								79		
Common Spaces																	380	
Conference Room (3rd Floor)								1								153		380
Conference Room (2nd Floor)								1								227		
First Floor (Circulation & Other)								1								0		
ASF Total																	6,114	7,570





EXHIBIT C
HPI
STANDARD HOURLY RATES
January 1, 2017 - December 31, 2017

Staff Rates:	<u>Position</u>	<u>Hourly Rate*</u>
	Senior Principal	\$220.00
	Principal	\$200.00
	Senior Designer	\$175.00
	Project Manager	\$160.00
	Construction Administrator	\$160.00
	Project Architect	\$150.00
	Designer	\$145.00
	Job Captain	\$135.00
	Drafting Technician	\$ 115.00
	Clerical	\$ 95.00
Overtime / Weekend:	Over time/ weekend rates will be Invoiced at 1.5 times the hourly rates identified above.	
Consultants:	Allowable reimbursables such as plotting, printing, photocopying, delivery, postage, travel expenses incurred under this agreement will be billed at cost plus 10% mark-up.	

*Rates subject to annual review and adjustment.

Agenda Item (IV-E-2)

Meeting	1/9/2018 - Committee
Agenda Item	Committee - Facilities (IV-E-2)
Subject	Special Inspection and Material Testing Agreement for the O.W. Noble Administration Building Demolition & Parking Lot Construction Ph.I & Ph.II Project with Koury Engineering & Testing, Inc.
College/District	Riverside
Funding	College Allocated Measure C Funds
Recommended Action	It is recommended that the Board of Trustees approve the Special Inspection and Material Testing Agreement for the O.W. Noble Administration Building Demolition and Parking Lot Construction Ph.I & Ph.II Project for geotechnical and material testing services to be provided by Koury Engineering & Testing, Inc. in the amount not to exceed \$19,733.20.

Background Narrative:

On March 18, 2014, the Board of Trustees approved a pre-qualification list of ten (10) firms for Special Inspection and Materials Testing Services for eligibility for hire on an individual basis as needed to execute projects. Four proposals were requested from firms from the approved list for geotechnical and material testing services for the O.W. Noble Administration Building Demolition and Parking Lot Construction Ph.I & Ph.II Project at Riverside City College.

At this time it is requested that the Board of Trustees approve the agreement with Koury Engineering & Testing, Inc. in the amount not to exceed \$19,733.20 to provide special inspection and testing services for the RCC Project. Detailed scope of work is outlined in Exhibit I, on the attached agreement.

Prepared By: Chris Carlson, Chief of Staff & Facilities Development
Bart Doering, Facilities Development Director

Attachments:

[Agreement_Koury Engineering and Testing](#)

**INSPECTOR SERVICES AGREEMENT
RIVERSIDE COMMUNITY COLLEGE DISTRICT
AND
KOURY ENGINEERING & TESTING, INC.**

This agreement is made and entered into this 17th day of January, 2018, between Riverside Community College District, on behalf of the Riverside City College, hereinafter referred to as “DISTRICT”, and Koury Engineering & Testing, Inc., hereinafter referred to as “INSPECTOR”, do hereby contract and agree as follows:

(A) The INSPECTOR shall at all times be qualified and approved by the Division of the State Architect, Department of General Services, State of California, and shall at all times maintain proper qualifications, to perform the duties of and act as General Building Inspector on school building construction projects and modification of the type for which he/she agrees to perform inspection services.

(B) The INSPECTOR agrees to discharge the duties of an inspector as specified in California Education Code Sections 17309 and 17311 and Sections 4-333 and 4-342 of Title 24 of the California Code of Regulations. These duties include, but are not limited to, the following:

(1) General. The INSPECTOR shall act under the direction of the architect and/or registered engineer.

(2) Duties. The general duties of the INSPECTOR in fulfilling his/her responsibilities are as follows:

(a) Continuous Inspection Requirement. The INSPECTOR must have actual personal knowledge, which is obtained by his or her personal and continuous inspection of the work of construction in all stages of its progress, as set forth in California Education Code Sections 17309 and 81141, that the requirements of the approved plans and specifications are being completely executed.

Continuous inspection means complete inspection of every part of the work. Work, such as concrete work or brick work which can be inspected only as it is placed, shall require the constant presence of the INSPECTOR. Other types of work which can be completely inspected after the work is installed may be carried on while the INSPECTOR is not present. In any case, the INSPECTOR must personally inspect every part of the work. In no case shall the INSPECTOR have or assume any duties which will prevent him/her from providing continuous inspection.

(b) Relations with Architect and Engineer. The INSPECTOR shall work under the general direction of the architect and/or registered engineer. All inconsistencies or seeming errors in the plans and

specifications shall be reported promptly to the architect and/or registered engineer for interpretation and instructions. In no case, however, shall the instruction of the architect and/or registered engineer be construed to cause work to be done which is not in conformity with approved plans, specifications, and change orders. Interpretations received by the INSPECTOR which cause deviations from the approved drawings and specifications shall be referred to the responsible architect for preparation of change orders to cover the required work.

(c) Job File. The INSPECTOR shall keep a file of approved plans and specifications (including all approved addenda or change orders) on the job at all times, and shall immediately return any unapproved documents to the architect for proper action. The inspector, as a condition of his employment, shall have, and maintain, on the job at all times, all codes and documents referred to in the plans and specifications.

(d) Inspector's Semimonthly Reports. The INSPECTOR shall keep the architect and/or registered engineer thoroughly informed as to the progress of the work by making semimonthly reports in writing as required in Section 4-342 of Title 24 of the California Code of Regulations.

(e) Inspector's Daily Report to District. The INSPECTOR shall keep the DISTRICT thoroughly informed as to the progress of the work by submitting daily reports in writing to the DISTRICT.

(f) Notifications to Division of the State Architect. The INSPECTOR shall notify the Division of the State Architect:

- (i) When work is started on the PROJECT (Ph.I & Ph.II).
- (ii) At least 48 hours in advance of the time when foundation trenches will be complete, ready for footing forms.
- (iii) At least 48 hours in advance of the first pour of concrete.
- (iv) When work is suspended for a period of more than two weeks.

(g) Construction Procedure Records. The INSPECTOR shall keep a record of certain phases of construction procedure including, but not limited to, the following:

- (i) Concrete pouring operations. The record shall show the time and date of placing concrete and the time and date of removal of forms in each portion of the structure.

(ii) Welding operations. The record shall include identification marks of welders, lists of defective welds, manner of correction of defects, etc.

(iii) Penetration under the last ten (10) blows for each pile when piles are driven for foundations.

All records of construction procedure shall be kept on the job until the completion of the work. All records kept by the INSPECTOR arising out of or in any way connected with the PROJECT (Ph. I & Ph.II) shall be and remain the property of the DISTRICT.

Audit. Inspector shall maintain auditable books, records, documents, and other evidence pertaining to costs and expenses in this Agreement. These records shall be maintained for a period of at least three (3) years after final payment has been made, subject to any applicable rules, regulations or statutes.

District's authorized representative(s) shall have access, with reasonable notice, to any books, documents, papers, electronic data, and other records which they determine to be pertinent to this Agreement for performing an audit, evaluation, inspection, review, assessment, or examination. These representative(s) are authorized to obtain excerpts, transcripts, and copies, as they deem necessary.

Should Inspector disagree with any audit conducted by District, Inspector shall have the right to employ a licensed, Certified Public Accountant (CPA) to prepare and file with District a certified financial and compliance audit that is in compliance with generally-accepted government accounting standards of related services provided during the term of this Agreement. Inspector shall not be reimbursed by District for such an audit.

In the event Inspector does not make available its books and financial records at the location where they are normally maintained, Inspector agrees to pay all necessary and reasonable expenses, including legal fees, incurred by District in conducting any audit.

(h) Deviations. The INSPECTOR shall notify the contractor, in writing, of any deviations from the approved plans and specifications which are not immediately corrected by the contractor when brought to his/her attention. Copies of such notice shall be forwarded immediately to the architect and/or registered engineer, and to the Division of the State Architect.

Failure on the part of the INSPECTOR to notify the contractor of deviations from the approved plans and specifications shall in no way relieve the contractor of any responsibility to complete the work covered by his/her contract in accordance with the approved plans and specifications and all laws and regulations.

(i) Verified Reports. The INSPECTOR shall make and submit to the Division of the State Architect verified reports pursuant to Section 3-342 of Title 24 of the California Code of Regulations. The INSPECTOR shall prepare and deliver to the Division of the State Architect detailed statements of fact regarding materials, operations, etc., when requested.

(j) Violations. Failure, refusal, or neglect on the part of the INSPECTOR to notify the contractor of any work which does not comply with the requirements of the approved plans and specifications, or failure, refusal, or neglect to report immediately, in writing, any such violation to the architect and/or registered engineer, to the DISTRICT, and to the Division of the State Architect shall constitute a violation of the Field Act and shall be cause for the Division of the State Architect to take action.

(k) Insurance. The INSPECTOR shall purchase and maintain policies of insurance with an insurer or insurers, qualified to do business in the State of California and acceptable to DISTRICT which will protect the INSPECTOR and DISTRICT from claims which may arise out of or result from the INSPECTOR's actions or inactions relating to the AGREEMENT, whether such actions or inactions be by themselves or by anyone directly or indirectly employed by any of them, or by anyone for whose acts any of them may be liable. The aforementioned insurance shall include coverage for:

(i) Worker's Compensation and Employers Liability Insurance in accordance with the laws of the State of California.

(ii) Comprehensive general and auto liability insurance with limits of not less than \$250,000 for contract amounts less than or equal to \$10,000 and limits of not less than \$500,000 for contract amounts greater than \$10,000 combined single limit, bodily injury and property damage liability per occurrence, including:

- a. Owned, non-owned and hired vehicles;
- b. Blanket contractual;
- c. Broad form property damage;
- d. Products/completed operations; and
- e. Personal injury.

(iii) Each policy of insurance required in (ii) above shall name DISTRICT and its officers, agents and employees as additional insureds; shall state that, with respect to the operations of the INSPECTOR hereunder, such policy is primary and any insurance carried by the DISTRICT is excess and non-contributory with such primary insurance; shall state that not less than thirty (30) days' written notice shall be given to DISTRICT prior to cancellation; and, shall waive all rights of subrogation. The INSPECTOR shall notify DISTRICT in the event of material change in, or failure to renew, each policy. Prior to commencing work, the INSPECTOR shall deliver to DISTRICT certificates of insurance as evidence of compliance with the requirements herein. In the event the INSPECTOR fails to secure or maintain any policy of insurance required hereby, DISTRICT may, at its sole discretion, secure such policy of insurance in the name of and for the account of the INSPECTOR, and in such an event, the INSPECTOR shall reimburse DISTRICT upon demand for the cost thereof.

(l) Assignment. INSPECTOR shall not assign or transfer this AGREEMENT or any interests of INSPECTOR herein without the prior written approval of the DISTRICT. Any such attempt by the INSPECTOR to assign or transfer this AGREEMENT or any of its interests herein without DISTRICT approval shall be void and of no force or effect. No individual person assigned to provide the services hereunder for the PROJECT may be changed or substituted without prior written consent of the DISTRICT. Such consent may be given or withheld in the DISTRICT's absolute discretion.

(m) Administration. The INSPECTOR shall produce, or shall hire the necessary independent contractors and/or consultants needed to produce, a clerically smooth product for the DISTRICT and for the INSPECTOR's routine correspondence with the DISTRICT. These clerical services shall be provided at no additional expense to the DISTRICT.

(n) Conflict of Interest. The INSPECTOR hereby represents, warrants and covenants that: (i) at the time of execution of this AGREEMENT, the INSPECTOR has no interest and shall not acquire any interest in the future, whether direct or indirect, which would conflict in any manner or degree with the performance of services under this AGREEMENT; and (ii) the INSPECTOR shall not employ in the performance of services under this AGREEMENT any person or entity having such an interest.

(C) Compensation. The DISTRICT agrees to pay the INSPECTOR a total not to exceed \$19,733.20 (includes \$10,000 allowance for additional work to be authorized by the District, and any unused funds returned to the District), for these services, payable

upon monthly billings submitted by the INSPECTOR. Such payments shall commence on January 17, 2018.

(D) The INSPECTOR agrees to discharge the duties as set out in this contract in a manner satisfactory to the Division of the State Architect and the Architect retained by the DISTRICT. The INSPECTOR shall devote each working day to the inspection of the O.W. Noble Administration Building Demolition & Parking Lot Construction Phase I and Phase II which has and will be referred to throughout this AGREEMENT as the "PROJECT (Ph. I & Ph. II)".

(E) Term of Contract.

(1) The term of this contract shall be from January 17, 2018 until June 30, 2018 or until one of the following occurs:

(a) The PROJECT (Ph. I & Ph.II) is completed;

(b) The PROJECT (Ph.I & Ph.II) is suspended or abandoned prior to completion as provided in Section (F) of this contract;

(c) Funding for the PROJECT (Ph.I & Ph.II) is not received or denied by the State Allocation Board or Office of Public School Construction; or

(d) The DISTRICT decides that the INSPECTOR's performance under the contract is unsatisfactory as provided in Section (F) of this contract.

(F) Termination. This AGREEMENT may be terminated by either party upon fourteen (14) days written notice to the other party in the event of a substantial failure of performance by such other party, including insolvency of the INSPECTOR; or if the DISTRICT should decide to abandon or indefinitely postpone the PROJECT (Ph. I & Ph. II).

(1) In the event of a termination based upon abandonment or postponement by DISTRICT, the DISTRICT shall pay INSPECTOR for all services performed and all expenses incurred under this AGREEMENT supported by documentary evidence, including payroll records, and expense reports up until the date of the abandonment or postponement plus any sums due the INSPECTOR for Board approved extra services. In ascertaining the services actually rendered hereunder up to the date of termination of this AGREEMENT, consideration shall be given to both completed work and work in process of completion and other documents whether delivered to the DISTRICT or in the possession of the INSPECTOR. In the event termination is for a substantial failure of performance, all damages and costs associated with the termination, including increased inspection and replacement costs shall be deducted from payments to the INSPECTOR.

(2) In the event a termination for cause is determined to have been made wrongfully or without cause, then the termination shall be treated as a termination for convenience in accordance with Paragraph (F)(3) below, and INSPECTOR shall have no greater rights than it would have had if a termination for convenience had been effected in the first instance. No other loss, cost, damage, expense or liability may be claimed, requested or recovered by INSPECTOR.

(3) This AGREEMENT may be terminated without cause by DISTRICT upon fourteen (14) days of written notice to INSPECTOR. In the event of a termination without cause, the DISTRICT shall pay INSPECTOR for all services performed and all expenses incurred under this AGREEMENT supported by documentary evidence, including payroll records, and expense reports up until the date of notice of termination plus any sums due the INSPECTOR for Board approved extra services.

(4) In the event of a dispute between parties as to performance of the work or the interpretation of this AGREEMENT, or payment or nonpayment for work performed or not performed, the parties shall attempt to resolve the dispute. Pending resolution of this dispute, the INSPECTOR agrees to continue the work diligently to completion. If the dispute is not resolved, the INSPECTOR agrees it will neither rescind the AGREEMENT nor stop the progress of the work, but the INSPECTOR's sole remedy shall be to submit such controversy to determination by a court having competent jurisdiction of the dispute, after the PROJECT (Ph. I & Ph. II) has been completed, and not before.

(H) Hold Harmless. To the fullest extent permitted by law, the INSPECTOR agrees to indemnify, defend and hold the DISTRICT entirely harmless from all liability arising out of:

(1) Any and all claims under Worker's Compensation acts and other employee benefit acts with respect to the INSPECTOR's employees or the INSPECTOR's subcontractor's employees arising out of INSPECTOR's work under this AGREEMENT; and

(2) Liability for damages for (a) death or bodily injury to person; (b) injury to, loss or theft of property; (c) any failure or alleged failure to comply with any provision of law or (d) any other loss, damage or expense arising under either (a), (b), or (c) herein this paragraph, sustained by the INSPECTOR or any person, firm or corporation employed by the INSPECTOR upon or in connection with the PROJECT, except for liability resulting from the sole or active negligence, or willful misconduct of the DISTRICT, its officers, employees, agents or independent consultants who are directly employed by the DISTRICT;

(3) Any loss, injury to or death of persons or damage to property caused by any act, neglect, default or omission of the INSPECTOR, or any person, firm or corporation employed by the INSPECTOR, either directly or by independent contract, including all damages due to loss or theft, sustained by any person, firm

or corporation including the DISTRICT, arising out of, or in any way connected with the PROJECT, including injury or damage either on or off DISTRICT property; but not for any loss, injury, death or damages caused by the sole or active negligence, or willful misconduct of the DISTRICT.

INSPECTOR, at INSPECTOR's own expense, cost, and risk, shall defend any and all claims, actions, suits, or other proceedings that may be brought or instituted against the DISTRICT, its officers, agents or employees on account of or founded upon any of the causes, damages or injuries identified herein Section H and shall pay or satisfy any judgment that may be rendered against the DISTRICT, its officers, agents or employees in any action, suit or other proceedings as a result thereof.

(I) Inspector shall not discriminate against any person in the provision of services, or employment of persons on the basis of ethnic group identification, national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, ancestry, genetic information, sexual orientation, physical or mental disability, pregnancy, or any characteristic listed or defined in Section 11135 of the Government Code or any characteristic that is contained in the prohibition of hate crimes set forth in subdivision (1) of Section 422.6 of the California Penal Code, or any other status protected by law. Inspector understands that harassment of any student or employee of Riverside Community College District with regard to ethnic group identification, national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, ancestry, genetic information, sexual orientation, physical or mental disability, pregnancy, or any characteristic listed or defined in Section 11135 of the Government Code or any characteristic that is contained in the prohibition of hate crimes set forth in subdivision (1) of Section 422.6 of the California Penal Code, or any other status protected by law is strictly prohibited.

(J) Nothing contained in this AGREEMENT shall create a contractual relationship with or cause of action in favor of any third party against either the DISTRICT or the INSPECTOR.

(K) The DISTRICT and the INSPECTOR, respectively, bind themselves, their partners, officers, successors, assigns and legal representatives to the other party to this AGREEMENT with respect to the terms of this AGREEMENT. The INSPECTOR shall not assign this AGREEMENT.

(L) This AGREEMENT shall be governed by the laws of the State of California.

(M) Each of the PARTIES have had the opportunity to, and have to the extent each deemed appropriate, obtained legal counsel concerning the content and meaning of this AGREEMENT. Each of the PARTIES agrees and represents that no promise, inducement or agreement not herein expressed has been made to effectuate this AGREEMENT. This AGREEMENT represents the entire AGREEMENT between the DISTRICT and INSPECTOR and supersedes all prior negotiations, representations or

agreements, either written or oral. This AGREEMENT may be amended or modified only by an agreement in writing signed by both the DISTRICT and the INSPECTOR.

(N) The rule of construction that any ambiguities are to be resolved against the drafting party shall not be employed in the interpretation of this AGREEMENT.

The parties, through their authorized representatives, have executed this AGREEMENT as of the day and year first written above.

Koury Engineering & Testing, Inc.
14280 Euclid Avenue
Chino, CA 91710

Riverside Community College District:

By: _____

By: _____

Bridget Sherman
Senior Project Manager

Aaron S. Brown, Vice Chancellor,
Business and Financial Services

Date: _____

Date: _____

Exhibit I



December 18, 2017

Bart Doering
Facilities Development Director
Riverside Community College District
Facilities Planning and Development
3801 Market Street
Riverside, CA 92501

Subject: **Construction Inspection & Material Testing**
 Koury Proposal No. 17-1035
 Riverside City College Noble Demo and Construction

Dear Bart Doering:

Koury Engineering & Testing submits this proposal for the Riverside City College Noble Demo and Construction project. Our proposal is based on the enclosed Estimated Budget Breakdown and Master Fee Schedule of Rates.

We are fully prepared and committed to respond to the needs of this project as well as the schedule for completion. Koury has two full-service geotechnical and materials testing laboratories located in Chino and Gardena. Koury is licensed by the Division of the State Architect (DSA), City of Los Angeles, Caltrans, MTA, ACE, AMRL, CCRL and AASHTO certified as an approved testing agency.

SCOPE OF SERVICES

Our project engineer reviewed the following documents for the "Riverside City College Parking Lots Improvement" project:

1. The project set of Plan for Riverside City College Parking Lots Improvement, provided by GHD Inc. dated Dec/2017.

Based on our review of the schedule, we understand that the project consists Riverside City College Parking Lots Improvement and concrete light pole bases.

Geotechnical aspects of this project consist of subgrade preparation for the flatworks, asphalt paving over compacted base.

During construction, Koury will provide geotechnical observation including material testing to verify that the work performed generally complies with the project's requirements, specifications and plans.

*O.W. Noble Administration Building Demolition & Parking Lot Construction Ph.I & Ph. II
Koury Engineering & Testing, Inc.*



Our proposed services include the following:

- Reviewing plans, reports and project specifications;
- Performance of periodic site visits and observation by Koury Engineering Staff for quality assurance purposes;
- Observing and testing compaction during grading operations, including removal and re-compaction of fills
- Documenting removal areas and depths
- Observing and testing compaction of subgrades for flatwork
- Performing required soil laboratory tests on retained samples from on-site and/or imported materials for fill placement as required by the soils report/project
- Observe, inspect, sample and test structural concrete placed at the project site including the placement of reinforcing steel used on site
- Observe, inspect, sample and test reinforcing steel used on project site
- Conduct batch plant inspection during concrete operation
- Preparing, upon receiving the client's written request, Koury will prepare one final report documenting our observations and tests during construction.

Koury realizes each client's project needs are different and upon request, we can provide the following services:

- Attend pre-construction meetings.
- Attend weekly meetings.
- Respond to Reviewing Agencies.

It is generally the client responsibility to provide us a complete (approved) set of drawings before commencement of the job. The drawings should bear the approval stamp of the reviewing agency (i.e. County, City, DSA, etc.). Furthermore, a copy of all "Soils Report Approval Letters" issued by the reviewing agency having jurisdiction over the project should be provided to us prior to the start date of the project.

At the time this proposal was prepared no detailed construction schedule was available. A more accurate estimate can be prepared when a final construction schedule is available.

The estimate is based on quantities and/or scales shown on the plans. The accuracy of the provided estimate can be affected by:

- Contractor's and subcontractor's efficiency and sequencing of events.
- Unexpected subsurface conditions.
- Amount of services required by the jurisdictional agency.
- Weather conditions and other unforeseen delays

Koury will not be responsible for any delay imposed to the project by unforeseen situation or by responding to reviewing agencies and/or probable lag time within reviewing agencies. Koury will strive to stay within the project's schedule and/or reduce the time of impact on the project.

ESTIMATED FEES

We propose to provide Construction Inspection & Material Testing in accordance with the attached Master Fee Schedule of Rates and Terms & Conditions. This proposal is not a "Not to Exceed" budget. Our service is based on time and material.

*O.W. Noble Administration Building Demolition & Parking Lot Construction Ph.I & Ph. II
Koury Engineering & Testing, Inc.*



Koury will utilize multi-licensed inspectors, whenever possible, to reduce project inspection costs. We will not exceed the estimated budget amount without prior notification. Koury provides monthly budget updates via email and with your invoice at no extra charge. We submit for your consideration our estimated budget in the amount of \$19,733.20.

SCHEDULING

Our services will be performed at the request of your authorized field representative, who will be responsible for coordinating our services within the construction schedule. We request at least 24-hours advance notice prior to the time of our services, in order to meet the project needs. However, we will make every attempt to provide personnel, providing the personnel are available, for last minute requests for an expedited fee.

Attached is our Koury Contact Listing, which provides you with our dispatch office hours, specific information required to schedule inspections, and contact telephone numbers. Please provide this listing to your authorized field representative.

CLOSURE

Our services will be performed in accordance with generally accepted professional engineering principles and practices. We make no other warranties, either expressed or implied. We carry General and Professional Liability Insurance, Worker's Compensation Insurance, and Auto Insurance, as required by law. A sample certificate can be provided at your request.

To provide authorization to proceed, please sign the attached Terms and Conditions and, forward a complete copy of this proposal with an original signature to our office prior to our first visit to the site.

Please do not hesitate to contact Bridget Sherman, Senior Project Manager, at (909) 606-6111 ext. 205 if you should have any questions or require additional information.

Regards,

Koury Engineering & Testing, Inc.



Bridget Sherman
Senior Project Manager
BridgetS@kouryengineering.com
www.kouryengineering.com



How to Request an Inspection

To request an inspection, please call before 2:00 pm the day prior to the inspection requirement. This will insure we can provide an inspector on the day & time you requested. All dispatch requests must be made through the Chino office only. Dial (909) 606-6111, and choose option 2. Dispatch hours are 7:00 am to 5:00 pm.

When calling for an inspection please have the following information available:

- Koury Project No. 17-1035
- Project name & address
- Project contact name and phone no.
- Type of inspection
- Inspection day and start time. Estimated duration (hours and/or days)
- If pour concrete, grout, mortar, etc... How many yards? Pour for slab, footings, etc?
- Special instructions or req'd tools? Torque test - socket size? Coring - diameter core?

Koury Engineering Contact Numbers

Contact	Phone Number
Corporate Office	(909) 606-6111 - Tel (909) 606-6555 - Fax
Dispatch Department 24-Hour Emergency Dispatch	(909) 606-6111 ext 497 (Option 2) (310) 713-4005 - Mobile
Material Testing Laboratory Chris Loera, Manager	(909) 606-6111 ext 501
Operations Raymond Roblero, Operations Mgr. Armen Gaprelian PE, GE, Managing Engineer	(909) 606-6111 ext 402 (310) 713-4005 - Mobile (909) 606-6111 ext 504
QA/QC Chris Loera, Manager	(909) 606-6111 ext 501 (310) 713-1222 - Mobile
Geotechnical Engineering Jacques B. Roy, PE, GE	(909) 606-6111 ext 706 (310) 320-0502 - Mobile
Accounts Receivable Andria Lopez, AR Supervisor	(909) 606-6111 ext 802
Senior Project Manager Bridget Sherman	(909) 606-6111 ext 205 (951) 741-7333- Mobile



Riverside City College Noble Demo and Construction

17-1035

Riverside City College Parking Lots Improvement: Proposal Prepared Using Project Plan Dec/2017

Description	Qty	Unit	Rate	Amount
Geotechnical Monitoring				
Soils Technician - Construction Observation and Testing				
Asphalt Compaction Testing	16	Hourly	\$ 80.00	\$ 1,280.00
Base Compaction Testing	16	Hourly	\$ 80.00	\$ 1,280.00
Curb & Gutter and Flatworks Subgrade Compaction Testing	16	Hourly	\$ 80.00	\$ 1,280.00
Nuclear Gauge	6	Daily	\$ 35.00	\$ 210.00
Mileage	180	Mile	\$ 0.54	\$ 97.20

LABORATORY SOILS TESTING

Geotechnical Laboratory Testing - Max Density, Sieve Analysis , etc.		Estimate		\$ 450.00
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TOTAL ESTIMATED GEOTECHNICAL MONITORING & TESTING FEES **\$ 4,597.20**

Materials Inspection

Concrete - Footings	16	Hourly	\$ 80.00	\$ 1,280.00
Concrete - Batch Plant	8	Hourly	\$ 80.00	\$ 640.00
Rebar Fabrication Plant - Tagging & Sampling	4	Hourly	\$ 80.00	\$ 320.00

TOTAL ESTIMATED INSPECTION FEES **\$ 2,240.00**

Laboratory Materials Testing

Concrete Cylinder Compression Tests	8	Sample	\$ 22.00	\$ 176.00
Rebar Bend & Tensile Tests	6	Sample	\$ 55.00	\$ 330.00
Mix Design Review	1	Mix	\$ 150.00	\$ 150.00

TOTAL ESTIMATED LABORATORY FEES **\$ 656.00**

PROJECT COORDINATION

Final Geotechnical Verified Report DSA-283	1	Report	\$ 1,000.00	\$ 1,000.00
Final Laboratory Verified Report DSA-281	1	Each	\$ 500.00	\$ 500.00
Senior Engineer	2	Hourly	\$ 130.00	\$ 260.00
Staff Engineer	2	Hourly	\$ 100.00	\$ 200.00
Project Manager - Field Supervisor	2	Hourly	\$ 95.00	\$ 190.00
Admin	2	Hourly	\$ 45.00	\$ 90.00

TOTAL PROJECT COORDINATION FEES **\$ 2,240.00**

Task Summary and Total Estimated Fees

Geotechnical Inspection Fees	\$ 4,597.20
Material Inspection Fees	\$ 2,240.00
Laboratory Testing Fees	\$ 656.00
Project Coordination	\$ 2,240.00
Contingency for Unforeseen Items	\$ 10,000.00
TOTAL	\$ 19,733.20



MASTER SCHEDULE OF FEES

Prevailing Wage

INSPECTORS

Materials Inspector	(Concrete, Masonry, Structural Steel and Welding, Fireproofing, Shotcrete)	\$	80.00	Per Hour
Building Inspector	(Wood Construction)	\$	80.00	Per Hour
Building Inspector	(MEP)	\$	80.00	Per Hour
Specialty Inspector	(Glu-Lam Beams/Trusses at Fab Shop/Med Gas/ Add. Specialty Inspections)	\$	Quote	Per Hour
Soils Inspector	(Soils, Asphalt, Piles)	\$	80.00	Per Hour
Soils Inspector	(LA Deputy Grading Inspector)	\$	95.00	Per Hour
Nuclear Gauge Equipment		\$	35.00	Per Day
Soils Inspector Mileage		\$	0.54	Per Mile
Soils Inspector Travel Time (portal to portal)				Equal to Rate of Service

NON-DESTRUCTIVE TESTING AND ADDITIONAL SERVICES

Lab Technician - 1 man & equipment (Torque, Pull, Pachometer, Schmidt Hammer, Coring)		\$	110.00	Per Hour
Asst. Lab Technician		\$	85.00	Per Hour
Non-Destructive Testing: UT, PT, MT		\$	95.00	Per Hour
Ground Penetrating Radar – Technician		\$	250.00	Per Hour
Utility Locating – Technician		\$	175.00	Per Hour
Asst. Technician - (GPR and Utility Locating)		\$	110.00	Per Hour
Radiography Technician		\$	115.00	Per Hour
Radiography Truck		\$	195.00	Per Shift
Radiography Film		\$	0.15	Per Sq/In
Non-Destructive Testing: Couplant and Dye Penetrant		\$	60.00	Per gallon
Parking (if necessary)				Cost Plus 20%
Travel Time		\$		Equal to Rate of Service
Mileage		\$	0.75	Per Mile

FIELD EQUIPMENT CHARGE AND CONSUMABLES

Equipment - Torque Wrench		\$	65.00	Per Day
Equipment - Skidmore Bolt Tension Calibrator		\$	150.00	Per Day
Equipment - Skidmore Bolt Tension Indicator		\$	65.00	Per Day
Equipment - Multiplier		\$	15.00	Per Day
Equipment - Schmidt Hammer		\$	40.00	Per Day
Equipment - Dry Film Thickness Gauge		\$	40.00	Per Day
Equipment - Non-Shrink Grout Mold 2" Cube		\$	25.00	Per Day
Equipment - Slab Moisture Test Kit (Per Kit)		\$	35.00	Per Day
Equipment - Tile Test Kit (Per Kit)		\$	35.00	Per Day
Equipment - Unit Weight Kit: scale, bucket, plate, mallet, rod		\$	20.00	Per Day
Equipment - Air-Entrainment		\$	20.00	Per Day
Equipment - Windsor Probe		\$	15.00	Per Day
Equipment - Truck Charge		\$	55.00	Per Day
Equipment - Epoch		\$	Quote	Per Day
Equipment - Coring		\$	Quote	Per Day
Equipment - Relative Humidity Probes		\$	55.00	Per Probe
Isotope Depletion 314		\$	18.00	Each
Hazardous Waste Disposal		\$	15.00	Each

LABORATORY HOURS AND TESTING SERVICES

Laboratory hours are 7:00 a.m. through 4:00 p.m., Monday through Friday. Break results available at 8:00 a.m.
 Additional charges will be made for off-hours, weekends or holidays as follows:

Off-hour Laboratory Operations per hour		\$	500.00	Per Hour
Saturday Laboratory Operations per hour		\$	500.00	Per Hour
Sunday or Holiday Laboratory Operations per hour		\$	750.00	Per Hour
Pick Up Sample Trip Charge (2 hour minimum)		\$	50.00	Per Hour
After Hours Pick Up Sample Trip Charge		\$	100.00	Per Hour

ASTM Physical Characteristics

SOIL AND AGGREGATE

C29	Unit Weight.....	\$	45.00	Each
D4829	Expansion Index	\$	95.00	Each
C117, D1140	#200 Wash	\$	50.00	Each
C136	Particle-Size Distribution - "Sieve" Analysis (retained on # 200 sieve)	\$	85.00	Each
D1140, D422	Particle-Size Distribution - Sieve Analysis + Hydrometer Combined	\$	185.00	Each
D4318	Atterberg Limits	\$	110.00	Each
D2435	Consolidation	\$	125.00	Each
D2419, CTM 217	Sand Equivalent Value of Soil and Fine Aggregate (Set of Three)	\$	75.00	Each Set
C127	Specific Gravity and Absorption (Coarse Aggregate).....	\$	65.00	Each
C128	Specific Gravity and Absorption (Fine Aggregate)	\$	95.00	Each
D854	Specific Gravity (Soil).....	\$	95.00	Each
D2216	Moisture Content.....	\$	15.00	Each
D2216	Moisture Content Quick #200	\$	30.00	Each
D3080	Direct Shear (3 Points).....	\$	200.00	Each
D3080	Direct Shear Remolded sample (3 points)	\$	280.00	Each
D1557-A,B	Maximum Density	\$	135.00	Each
D1557-C	Maximum Density	\$	145.00	Each
D2844, CTM 301	R-Value (3 Points).....	\$	300.00	Each
CTM 229	Durability Index (coarse & fine).....	\$	250.00	Each
CTM 229	Durability Index (coarse OR fine).....	\$	150.00	Each
C142	Clay Lumps & Friable Particles	\$	120.00	Each
D3744, CT 229	Durability Index for Coarse Aggregates	\$	150.00	Each

CHEMICAL PROPERTIES

CTM 643	Resistivity.....	\$	75.00	Each
CTM 643	pH	\$	50.00	Each
CTM 417	Sulphate.....	\$	60.00	Each
CTM 422	Chloride.....	\$	60.00	Each
CTM 643, 417, 422	Corrosivity Series.....	\$	185.00	Each

ASPHALT CONCRETE

C192	Review of Existing Mix Design.....	\$	150.00	Each
D136	Gradation of Extracted Sample.....	\$	70.00	Each
D1188	Unit Weight – Molded Specimen or Cores.....	\$	45.00	Each
D2726, D6926	Compacted Maximum Density – MARSHALL.....	\$	175.00	Each
D5581	Field Mix – Marshall – Stability Per Point.....			Quote

CONCRETE

C39	Concrete Cylinders Compression Test (6" x 12")	\$	16.00	Each
C469	Concrete Cylinder Compression Test with MOE (Modulus of Elasticity)	\$	350.00	Each
C495	Lightweight Fill Concrete (3" x 6").....	\$	16.00	Each
C42	Concrete Cores, 6" Max. Diameter, Includes Core Trim	\$	35.00	Each
C42	Shotcrete Cores, 6" Max. Diameter, Including Core Trim	\$	35.00	Each
C42	Guniting Cores, 6" Max. Diameter, Including Core Trim	\$	35.00	Each
C157	Grout Shrinkage (3 Bars – Four Readings, Up to 90 Days).....	\$	250.00	Set
C567	Unit Weight of Hardened Light Weight Concrete	\$	35.00	Each
C567	Unit Weight of Hardened Light Weight Concrete (Oven Dry).....	\$	100.00	Each
C567	Equilibrium Density of Hardened Light Weight Concrete	\$	150.00	Each
C884	Rapid Cure Concrete Cylinders (Boil Method).....	\$	40.00	Each
C157	Drying Shrinkage (3 Bars – Four Readings, Up To 90 Days)	\$	250.00	Set
C495	Lightweight Fill Concrete Density.....	\$	35.00	Each
C138	Density (Unit Weight) of Concrete.....	\$	30.00	Each Set
C173	Air Entrainment Test (Volumetric Method).....	\$	35.00	Each Set
C231	Air Entrainment Test (Pressure Method – Non Lightweight Aggregate).....	\$	35.00	Each Set
C78	Flexure Test 6" x 6" Beams	\$	85.00	Each
C496	Splitting Tensile 6" x 12" Cylinders	\$	85.00	Each
F1869	Measuring Moisture Vapor Emission Rate	\$	35.00	Each
F2170	Relative Humidity Probe.....	\$	55.00	Each
A815	Chemical Analysis.....	\$	300.00	Each
F2170	Relative Humidity	\$	55.00	Each
C42	In Laboratory Core Cutting.....	\$	50.00	Each

MASONRY

BLOCK

C780	Mortar Cylinders (2" x 4")	\$	16.00	Each
C109	Mortar Cubes (2" x 2").....	\$	16.00	Each
C1019	Grout Prisms (3" x 6")	\$	16.00	Each
C1314	Grouted Prisms Compression (Masonry Assemblage) Test ≤8" x 8" x 16"	\$	95.00	Each

C1314	Grouted Prisms Compression (Masonry Assemblage) Test >8" x 8" x 16"	\$	120.00	Each
C140	Moisture Content as Received each	\$	50.00	Each
C140	Absorption, 3 Required	\$	40.00	Each
C140	Measurements	\$	30.00	Each
C140	Compression ≤8" x 8" x 16", Qty 3 Required	\$	45.00	Each
C140	Compression >8" x 8" x 16" Qty 3 Required	\$	55.00	Each
C426	Linear Shrinkage, Qty 3 Required.....	\$	80.00	Each
C42	Masonry Core – Compression	\$	55.00	Each
C42	Masonry Core – Shear.....	\$	75.00	Each
C42	In Laboratory Core Cutting.....	\$	50.00	Each
BRICK				
C67	Compression.....	\$	40.00	Each
C67	Modulus of Rupture.....	\$	50.00	Each
C67	Absorption, Soak.....	\$	30.00	Each
C67	Absorption, Boil.....	\$	30.00	Each
C67	Absorption, Saturation Coefficient	\$	40.00	Each
C67	Initial Rate of Absorption	\$	40.00	Each
C67	Efflorescence	\$	55.00	Each
C67	Efflorescence with Mortar	\$	65.00	Each
STEEL REINFORCING				
A615/A706	Tensile No. 8 Bar and Smaller	\$	55.00	Each
A615/A706	Tensile No. 9 To 11 Bar.....	\$	55.00	Each
A615/A706	Tensile No. 14 Bar.....	\$	70.00	Each
A615/A706	Bend Test No. 8 Bar and Smaller.....	\$	55.00	Each
A615/A706	Bend Test No. 9 To 11 Bar	\$	55.00	Each
A615/A706	Bend No.14 Bar	\$	70.00	Each
A615/A706	Bend / Tensile Test No. 18	\$	250.00	Each
A706	Chemical Analysis.....	\$	300.00	Each
A615/A706	Deformation Compliance	\$	55.00	Each
A615/A706	Cut To Size (for testing).....	\$	10.00	Each
STEEL COUPLED WELDED REINFORCING				
A615/A706	Tensile No. 8 Bar and Smaller	\$	70.00	Each
A615/A706	Tensile No. 9 To 11 Bar.....	\$	80.00	Each
A615/A706	Tensile No. 14 Bar.....	\$	100.00	Each
A615/A706	Tensile No. 18 Bar.....	\$	275.00	Each
STRUCTURAL STEEL				
A370/F806	Bolt Tensile Test	\$	55.00	Each
A370/F806	Bolt Proof Test.....	\$	45.00	Each
A370/F806	Nut Proof Test	\$	45.00	Each
A370/F806	Nelson Stud Tensile Test	\$	115.00	Each
A370/F806	Metal Deck Tensile Test (formed sheet metal).....	\$	135.00	Each
E10	Brinell Hardness Test.....	\$	45.00	Each
E18	Rockwell Hardness Test.....	\$	45.00	Each
A370/F806	Coupon Tensile Test.....	\$	40.00	Each
A370/F806	Coupon Bend Test.....	\$	40.00	Each
A370/F806	Nut / Bolt / Washer Hardness Test	\$	45.00	Ea. Pc
A90	Metal Deck Coating.....	\$	115.00	Each
A370/F806	Machining & Preparation of Samples.....	\$	40.00	Each
PRESTRESS				
A416	Prestressed Strand (Yield / Tensile).....	\$	125.00	Each
	Sample Preparation (Grease Removal).....	\$	15.00	Each
FIREPROOFING				
UBC 43-8	Oven Dry Density	\$	45.00	Each
UBC 43-8	Adhesive/Cohesion Testing.....	\$	45.00	Each
ROOFING				
UBC 32-12	Tiles (Breaking Strength / Absorption)	\$	60.00	Each
	Mineral Shake – Flexural	\$	40.00	Each
	Mineral Shake – Absorption.....	\$	30.00	Each
	Tagging, Material Id and Sampling Tiles	\$	70.00	Per Hour
	Final Laboratory Roof/Tile Material Affidavit Report.....	\$	300.00	Each

FLOOR FLATNESS

Price Includes 1 technician and equipment

Floor Flatness (Under 10,000 ft)	\$	Quotation	
Floor Flatness Final Report	\$	200.00	Each
Additional Technician (if necessary)	\$	95.00	Per Hour

WELD PROCEDURE AND WELDER QUALIFICATIONS

Review Existing Welding Procedure Specification (WPS) report	\$	150.00	Each
Review Welding Procedure Qualification (PQR) report	\$	150.00	Each
Observe Welder Qualification (AWS/CWI)		See Materials	Inspector Rate
Weld Tensile Test Plate (1-inch thick or less)	\$	80.00	Each
Weld Bend Test Plate (1-inch thick or less)	\$	55.00	Each
Weld Macro Etch Plate (1-inch thick or less)	\$	70.00	Each
Weld Tensile Test Rebar #3 through #9	\$	90.00	Each
Weld Macro Etch Rebar #3 through #9	\$	70.00	Each
Weld Tensile Test Rebar #10 through #14	\$	125.00	Each
Weld Macro Etch Rebar #10 through #14	\$	110.00	Each
Weld Tensile Test Rebar #18	\$	275.00	Each
Weld Macro Etch Rebar #18	\$	180.00	Each
X-Ray Plate or Rebar in Laboratory (1-inch thick or less)	\$	150.00	Each

ENGINEERING AND PROFESSIONAL SERVICES

Senior Engineer/ Senior Geologist	\$	150.00	Per Hour
Staff Engineer/Geologist	\$	130.00	Per Hour
Project Manager / Field Supervisor	\$	95.00	Per Hour
Administration	\$	45.00	Per Hour
Drafter	\$	85.00	Per Hour
Test Technicians Lab – Materials	\$	85.00	Per Hour
Certified Payroll	\$	75.00	Per Week
Court Appearance (4-Hour Minimum)	\$	350.00	Per Hour
Preparation for Court, Consultation (in our Office)	\$	250.00	Per Hour
Preparation for Court, Consultation (Out of our Office, 4-Hour Minimum)	\$	250.00	Per Hour
Expert Witness Testimony (Corporate Officers and Engineers)		Quotation	
Deposition (portal to Portal, 4-Hour Minimum)	\$	275.00	Per Hour

REPORTS

Final Materials Compliance Report	\$	500.00	Each
Final Laboratory Verified Report (LVR) DSA-291 (Required for DSA Projects)	\$	500.00	Each
Final Special Inspection Verified Report (SIVR) DSA-292 (Required for DSA Projects)	\$	100.00	Each
Interim Report from Engineer	\$	500.00	Each
Review of Existing Mix Design, Determination of Proportions (3 Bus. Day Result)	\$	150.00	Each
Review of Existing Mix Design, Determination of Proportions (Same Day Result)	\$	300.00	Each
Report for Special Services / Off Site Testing	\$	200.00	Each
Final Grading / Compaction Report (Comprehensive)	\$	2,500.00	Each
Final Geotechnical Verified Report (GVR) DSA-293 (Required for DSA Projects)	\$	1,000.00	Each
Pad Certificate Report	\$	1,500.00	Each
Utility Trench Compaction Report	\$	2,500.00	Each
Wall Backfill Report	\$	1,500.00	Each
Monthly Interim In-Grading Report	\$	1,000.00	Each
Pile/Shoring Monitoring Report	\$	2,000.00	Each
Plan Review (Grading/ Foundation)	\$	1,000.00	Each
Extra Stamped Reports	\$	150.00	Each

MINIMUM HOURLY CHARGES

Minimum charges will apply for 2, 4 & 8 hour blocks defined as follows:

- 2-hour minimum: Inspector shows up, no work requested or performed
- 4-hour minimum: 1 to 4 hours.
- 8-hour minimum: Work over 4 hours.

Note: Less than 24-hour call-out notice may necessitate premium charges.

Charges For Service and Contract Terms Prevailing Wage Projects

The charges for services and General Terms and Conditions set forth below will govern the provision of services and will constitute the contract terms between the Owner or Owner's Representative (Client) and Koury Engineering and Testing, Inc (KET) unless the Client and KET have executed a written contract with respect to such services, in which case the terms and provisions of the written contract shall control.

1. Anticipated Costs

- 1.1. KET estimates a budget to assist the client with code required inspections and testing based upon information provided by the client. KET's ability to perform within the estimated budget depends heavily on the accuracy of the information provided, as well as the cooperation and assertiveness of client's management staff.
- 1.2. Project actual budget totals may vary. Estimated budget hours are based on 40 hours a week, 8 hours a day, Monday-Friday. Client shall monitor the percentage of work remaining to assure inspections and testing is not greater than the estimated budget and adjusts the contractor's labor and scheduling to maintain the work completion schedule.
- 1.3. A call scheduling inspection and testing beyond KET's estimated budget is deemed acceptance that Client will pay for additional services beyond KET's estimated budget.
- 1.4. Client recognizes and agrees that any "anticipated costs," "budget estimates," or the like that may be prepared by KET are NOT "guaranteed maximums," "lump sums," or "not-to-exceed totals". Client will be invoiced for all work performed and only for work performed based on KET's working conditions and hours as an attachment to their contract.
- 1.5. Client recognizes, if shop steel fabrication service is required, KET's estimate of hours, unless otherwise noted, is for one steel fabrication facility only.
- 1.6. Additionally, any weekly overtime hours, Saturday or Sunday, double shift, and/or night shift differential for shop steel inspection are NOT included in KET's proposal.

2. Minimum Charges

- 2.1. 2-hour minimum: Inspector shows up; no work requested or performed.
- 2.2. 4-hour minimum: 1 to 4 hours.
- 2.3. 8-hour minimum: Work over 4 hours.
- 2.4. NOTE: Less than 24 hour call-out notice may necessitate premium charges.

3. Working Hours

- 3.1. Regular Time: First 8 hours, Monday-Friday
- 3.2. Time and One-Half Hours: Hours over 8 -12 Monday-Friday, and first 12 Hours on Saturday; Double Time: All hours worked after 12, Monday-Saturday, Sunday, and Holidays.
- 3.3. KET observes the following holidays: New Year's Day, Memorial Day, Independence Day, Labor Day, Veterans Day, Thanksgiving Day, Day after Thanksgiving, and Christmas Day.
- 3.4. Overtime hours shall be billed in one hour increments. One half (.5) hour of overtime is billed as one (1) hour of overtime.
- 3.5. NOTE: Day shift hours are between 5:00am and 5:00pm.

4. Shift Differential

- 4.1. Second (Swing Shift)-Eight (8) hours will be charged for 7.5 hours worked. Time worked in excess of 7.5 hours will be billed at time and one-half rate.
- 4.2. Third (Graveyard Shift)-Eight (8) hours will be charged for 7 hours worked. Time worked in excess of 7 hours will be billed at time and one-half times the hourly rate.

5. Travel Time and Mileage

- 5.1. Travel time costs for soil monitoring and soil technicians will be invoiced at regular contracted billing rate.
- 5.2. Mileage costs for soil monitoring and soil technicians will be invoiced at \$0.54 per mile.
- 5.3. Portal-to-Portal travel time and mileage costs will apply for Engineers, Site Supervisors, Technicians (including Utility Locating and NDT) and Consultants at the contracted billing rate, mileage will be invoiced at \$0.54 per mile. Portal-to-Portal is recognized as KET's office to work site and return.
- ~~5.4. EXCLUDED - Projects within a 50 mile radius: Travel time costs for material inspectors/technicians will be invoiced at regular contracted billing rate.~~
- 5.5. For projects within a 100 mile radius: mileage costs for material inspectors/technicians will be invoiced at \$0.54 per mile after the first 50 miles. For projects in excess of 100 miles from a KET office, travel time and mileage will be charged in addition to hours worked from KET's closest office.

6. Scheduling and Cancellations

- 6.1. A 24-hour notice is required when scheduling an inspection or technician. If same day scheduling or scheduling after 2:00pm the preceding day is requested, a premium expedite fee of \$75 per inspector or technician will apply.
- 6.2. If inspection service is not canceled with KET's dispatch department by 2:00pm for the next day for ICC, LA City or LA County jurisdictions, a premium cancellation fee will apply at the rate of \$75 per inspector or technician.

7. Expedite Fee

- 7.1. All expedited and rush requests for, mix design reviews, WPS reviews, RFI responses, lab work, test results, report reviews, etc. will be charged an expedite fee at 1.5 times the Master Fee Schedule of Rates. Standard turn-around time is 5 business days.

8. Escalation Clause

- 8.1. The prices quoted below for all services will change July 1st each year in accordance with the wage listed by the Director of Industrial Relations which is tied to Operating Engineers Local 12. The charges for services set forth in this Schedule of Fees will be adjusted by changes in our general administrative and overhead expenses each year thereafter. These adjusted charges shall become the agreed upon basis for charges by Koury to the Client.

9. Certified Payroll

- 9.1. Certified payroll requests will have a processing fee applied for each project, billed at \$75 per payroll week.

10. Laboratory Testing

- 10.1. ~~EXCLUDED - Inspection unit rates do not include material sample laboratory testing & sample pick-up charges. A material sample pick-up charge will apply of \$7 per sample and 2-hour minimum pick-up charge at the rate of \$50 per hour.~~
- 10.2. A soils sample pick-up charge will be invoiced at regular billing rate with a 2-hour minimum.
- 10.3. Unless otherwise agreed, all samples or test specimens will be disposed of or destroyed upon completion of testing. If Client requires samples to be retrieved or stored, arrangements can be made at an additional cost. Quotation will be provided for such services.
- 10.4. Samples requiring more than one person to handle due to oversize or weight, will incur an extra handling charge. Quotation will be provided for such services.

11. Reimbursable Expenses

- 11.1. Outside Services performed by others and direct costs incurred on the Client's behalf, will be charged at cost plus 15%.
- 11.2. Project exclusive equipment or material will be invoiced at cost plus 15%.
- 11.3. Business licenses or inspection jurisdiction fees for project specific requirements will be invoiced at cost plus 15%.
- 11.4. If free parking is not available, parking charges will be charged to the Client at cost plus 15%.
- 11.5. Incidentals, including airfare, car rental, food, lodging, and parking, will be charged at cost plus 15% for out of area inspections unless provided by Client.

12. Terms of Payment

- 12.1. Client agrees invoices rendered for professional or technical services will be prepared bi-weekly and are due upon presentation.
- 12.2. All invoice errors or necessary corrections shall be submitted to KET within Fifteen (15) days of receipt of invoice; thereafter customer acknowledges invoice is correct and valid for payment due to KET.
- 12.3. Invoices will be deemed delinquent if not paid within thirty (30) days from date of invoice, and will be subject to a late payment charge of 1.5% of the invoice total for each month unpaid.
- 12.4. In the event, an attorney is needed for collection, Client is responsible for reimbursing attorney's fees and or court costs.
- 12.5. KET reserves the right to terminate services to a client without notice if client's account is past due more than thirty (30) days. Upon such termination of services, the entire amount accrued for all services performed shall immediately become due and payable to KET. Client waives any and all claims against KET, its subsidiaries, affiliates, servants, and agents in connection with termination of work/services pursuant to this agreement.

13. Insurance

- 13.1. KET carries all insurance required by law. Additional costs for waiver of subrogation, extra insurance certificates, coinsurance endorsements or additional insurance will be invoiced to the client at \$150 each.

14. Final Reports

- 14.1. When final report is required, KET must first review all inspection and material testing reports; KET will address and clear up any unresolved issues on these reports, typically with the Architect or Engineer of Record.
- 14.2. Depending on the project complexity and length of KET services performed, this process can require a minimum of ten (10) business days for completion. If there are exceptions, the final report review can require an extended length of time to complete.
- 14.3. Report fee is as negotiated per contract. An additional charge will incur for every report processed per permit number associated with the project. Engineer will be billed at \$150 per hour.
- 14.4. Client is required to send KET written request for all final project reports via fax, email, or US mail.
- 14.5. Final reports are as stated, but not limited to: Final Material Compliance Report and Final Grading / Compaction Report.
- 14.6. KET will release final report to client once account, including cost of final report, is paid in full.
- 14.7. Review of mix designs, WPS's, RFI's, interim reports, welder qualifications, etc. is subject to a standard turn-around time of 5 business days from date of request. Anything sooner than that will necessitate an expedite fee.

15. Service Authorization

- 15.1. Verbal request will be considered authorization to perform billable work. Client shall designate member(s) of staff who have authority to request services and notify KET in writing to their authorized representative. Otherwise all service requests are billable

16. Proposal Valid Duration

- 16.1. Proposed Master Fee Schedule of Rates, Terms & Conditions and General Conditions stated within are valid for 30 days from proposal date.

General Conditions

1. Indemnification

In the event of any claim against KET by any party other than Client, Client agrees to hold KET, including its shareholders, officers, directors, employees, agents, and representatives, free and harmless of any from, and to indemnify and defend KET against, any and all liability, claims, causes of action, demands, judgments, losses, damages, expenses, or cost (including, but not limited to, all costs and fees of litigation) of every kind, nature and description, including but not limited to, any and all demands arising by reason of injury or death to person or damage to property, real or personal, including loss of use thereof, economic loss or loss damages otherwise arising directly or indirectly out of the obligations herein undertaken, or out of operations conducted by client, however caused or alleged to have been caused, even if due to acts, errors, omissions or negligence, active, affirmative or passive of KET, except for such losses or damages arising out of or caused by the sole negligence or willful misconduct of KET.

2. Limitation of Liability

Client and KET agree to limit the liability, including but not limited to, for consequential damages, of KET, including its shareholders, officers, directors, employees, agents and representatives for any acts, errors, omissions, breaches of contract, or negligence, active, affirmative, passive, concurrent or sole, on the part of KET, arising directly or indirectly from the performance of the professional services under this agreement, to Client to \$10,000 or an amount equal to KET's fee, whichever is greater.

Client agrees and understands that, in order to provide the professional services requested at the agreed upon fees, this agreement does not provide full liability of KET losses or damages which may arise directly or indirectly under this agreement. Client further understands that should Client require KET to accept exposure to greater liability under this agreement, Client has the opportunity to negotiate in advance a higher limitation of liability, or to eliminate entirely such limit of liability, but that the higher fees commensurate with this higher risk of liability to KET shall be subject to agreement. Client agrees that this provision limiting KET's liability cannot be modified, altered, or varied except by written instrument signed by Client and KET.

Client understands and agrees that KET is not an insurer; that this agreement does not provide Client with insurance coverage by KET or anyone acting on its behalf; that all fees hereunder are based solely on the value of the professional services to be provided by KET; that insurance, if any, shall be obtained by Client at Client's sole expense.

3. Warranty of Authority to Sign

The person signing this contract warrants that he/she has the authority to sign on behalf of the client for whose benefit Consultant's services are rendered. If such person does not have such authority, he/she is personally liable for all breaches of this contract and that, in any action against him/her of such warranty, a reasonable attorney's fee shall be included in judgment rendered.

4. Dominant Terms

The terms and conditions of this Agreement shall take precedents over any terms and conditions which may appear in Client's purchase order, approval or acceptance. Any terms and conditions of Client's purchase order, approval or acceptance which are not identical to the terms and conditions of this Agreement are null and void, are not part of the agreement between KET and Client and are not binding upon KET. The terms and conditions of this agreement may not be varied or changed, nor any of its provisions waived, except by written agreement, signed by an authorized representative of KET. If Client's terms are different, a statement of worth will be provided with updated terms and conditions.



The Master Fee Schedule of Rates, Terms & Conditions and General Conditions set forth will be governed by State of California laws, provision of services and will constitute as contract agreement between Client and Koury Engineering & Testing, Inc. (KET) unless the Client and KET have executed a written contract with respect to such services, in which case the written contract shall control.

_____	_____
Client's Signature	Koury Representative Signature
_____	_____
Title	Title
_____	_____
Date	Date



Corporate Office: 14280 Euclid Ave
Chino, CA 91710

Branch Office: 17800 S. Main St. Ste. 302
Gardena, CA 90248



Agenda Item (VI-A)

Meeting	1/9/2018 - Committee
Agenda Item	Closed Session (VI-A)
Subject	Pursuant to Government Code Section 54957, Public Employee Discipline/Dismissal/Release
College/District	District
Funding	n/a
Recommended Action	To be Determined

Background Narrative:

None.

Prepared By:
Heidi Gonsier, Executive Administrative Assistant

Attachments:

None.