



**Board of Trustees - Regular Meeting
Board of Trustees Governance Committee,
Teaching and Learning Committee, Planning and
Operations Committee, Facilities Committee and
Resources Committee
Tuesday, October 02, 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. [Inland Empire Guided Pathways Region 9 Summit](#)
Information Only
 3. [District Strategic Plan Baseline Data - Selected Measures](#)
Information Only

- 4. [Report from District Strategic Planning Council Photonics Planning Meeting](#)
Information Only
- C. Planning and Operations
 - 1. [2015-2017 Clery Act Report](#)
Information Only
- D. Resources (None)
- E. Facilities (None)
- 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 10/2/2018 - 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: Wolde-Ab Isaac, Chancellor

Attachments:

None.

Agenda Item (IV-B-1)

Meeting	10/2/2018 - 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: Susan Mills, Vice Chancellor Education Services and Strategic Planning

Attachments:

[Proposed Curricular Changes](#)

Proposed Curricular Changes

Course_Proposal Type	Proposal Title	Course_Campus (Multi) Title	Course_Subject Code	Course Number	Course Title	Course Rationale
Course Deletion						
Course Deletion		Riverside City	ART	3	Art for Teachers	This class is not a required course or elective for any of our pathways, degree programs, or certificates in the Art discipline. It was created and offered as an elective in Early Childhood Education, but has not been able to fill in the last several years, as it is not required for any ECE degree. Rather than have it in our catalogue as part of the Art offerings, in consultation with ECE, we have decided to delete the class. ECE is directing students to other studio classes in its place that are required part of their certificate.
Course Deletion		Riverside City	ART	8	Mexican Art History	As part of program review, ART 13 and ART 14 were developed to be part of ADT pathways. The content from ART 8 were incorporated into the year sequence of ART 13/14. As a result, ART 8 has not been offered, and the proposal is to delete the course from RCC/RCCD inventory.
Course Deletion		Moreno Valley	CAT	60	Introduction to Microsoft Access	Course is inactive and not offered in the last 2 years. It is not on any program certificates. Two other CAT/CIS courses cover the introductory content.
Course Deletion		Norco	CAT	60	Introduction to Microsoft Access	Course is inactive and not offered in the last 2 years. It is not on any program certificates. Two other CAT/CIS courses cover the introductory content.

Proposed Curricular Changes

Course_Proposal Type	Proposal Title	Course_Campus (Multi) Title	Course_Subject Code	Course Number	Course Title	Course Rationale
Course Deletion		Riverside City	CAT	60	Introduction to Microsoft Access	Course is inactive and not offered in the last 2 years. It is not on any program certificates. Two other CAT/CIS courses cover the introductory content.
Course Deletion		Moreno Valley	FIT	C2C	Command 2C, High Rise Fire Tactics	This course has not been reviewed/revised since 2007. Title V requires all course outlines of record be reviewed/revised every six years with Career and Technical Education courses every two years. Therefore this course is out of compliance and needs to be revised.
Course Deletion		Moreno Valley	FIT	M1	Fire Management 1, Management/Supervision for Company Officers	This course has not been offered in 2 years. The curriculum is now covered, with more up to date content, in other courses.
Course Major Modification						
Course Major Modification		Riverside City	BUS	72	Quantitative Methods for Business	Update curriculum.
Course Major Modification		Riverside City	CUL	38	Advanced Culinary Arts	Update SLOs, bring course up to date.
Course Major Modification		Norco	MAN	77	Electrical Theory	modified to match the x-listed courses ELE/ELC-77.
New Course						
New Course		Riverside City	ADM	84A	Screen Printing	To align with print industry standards and to utilize the new press equipment the department has acquired, this course is being created.
New Course		Riverside City	ADM	84B	Screen Printing, Advanced	To align with print industry standards and to utilize the new press equipment the department has acquired, this course is being created.

Proposed Curricular Changes

Course_Proposal Type Proposal Title	Course_Campus (Multi) Title	Course_Subject Code	Course Course Number	Course Title	Course Rationale
New Course	Riverside City	ART	91	Art History of the Photographic Image	<p>This course creates an important bridge between two distinct programs at RCCD, Photo, a CTE skilled trade, and Art, an aesthetic program. It is important to explore photography development from evolving technological and technical processes, and understand why the “nature” of the medium has been subject to debate ever since its inception in 1839. Is photography document, art, or science? This courses designed to examine the use of photography for aesthetic, documentary, and “scientific” purposes, stylistic shifts in photography related to aesthetic interests, and interpretations of subject matter based on social and cultural concerns at specific moments in history.</p>
New Course	Riverside City	ART	92	Visual Description	<p>The Art Department met with UC Riverside's articulation officer for the Arts and the chair of the UCR Art History program to discuss a pathway for RCC students interested in art history. This class was mentioned as a necessary component of an undergraduate art education and we were strongly encouraged to develop this in our curriculum as part of our articulation agreement. The agreement is pending the approval of this type of class. This is not meant to be a replacement for an English class, rather like all art history coursework, English 1A will be highly recommended prior to taking this class.</p>

Proposed Curricular Changes

Course_Proposal Type	Proposal Title	Course_Campus (Multi) Title	Course_Subject Code	Course Course Number	Course Title	Course Rationale
New Course		Riverside City	ART	93	Rome: The Ancient City	A necessary class for our Art History students in their pathway to a UC.
New Course		Riverside City	BIO	40	Biometrics	As part of the STEM project, RCC was contacted by the California State Polytechnic University at Pomona to develop a transferable statistical application course, which is equivalent to their Biometrics course (BIO 211/211L). This course is designed for science majors where statistical analysis is fundamental to their research. CPP's course has a statistics and biology prerequisite, and this proposed course has both statistics (MAT 12) and majors-level biology (both BIO 11 and BIO 12) as prerequisites, in order to transfer.
New Course		Moreno Valley	GUI	47A	Introduction to Career Exploration	The counseling discipline created this course as a response to the demand of new students transitioning from high school and other new students undecided about their career pathway or college major. The students need to be knowledgeable in choosing a career pathway and college major for the purposes of creating a comprehensive student educational plan (CSEP) by completion of 15 semester units to align with Student Success and Support Programs (SSSP) plan and California Guided Pathways Project to significantly improve student outcomes.
Course Inclusion						

Proposed Curricular Changes

Course_Proposal Type Title	Course_Campus (Multi) Title	Course_Subject Code	Course Course Number	Course Title	Course Rationale
Course Inclusion	Norco	ENG	47	Inlandia: Regional Writing About the Inland Empire	Expands the transferable options at Norco college; plan to add the course to the AD-T in English; connects with civil engagement and supports emerging interest in communications.
Program Modification					
Program Modification AD-T	Norco			Spanish for Transfer	Remove SPA-1H, 2H, and 3N which were recently approved for exclusion from Norco College's inventory.

**PROGRAM OUTLINE OF RECORD
NEW DEGREE**

Associate in Arts in Spanish for Transfer Degree

College: N

SHORT DESCRIPTION OF PROGRAM

The Associate in Arts in Spanish for Transfer provides transfer majors with a strong foundation not only in the four basic language skills (listening comprehension, reading comprehension, speaking and writing), but also in the civilization and culture of Spain and Latin America. The degree emphasizes the acquisition of communicative competence and the development of intercultural awareness, appreciation and understanding. Additionally, the Spanish courses align well with preparation for transfer majors in related fields such as liberal arts, language arts and linguistics, and complement majors in international relations, political science, business, education, sociology and other areas of study at UC, CSU, and private colleges and universities.

PROGRAM LEARNING OUTCOMES:

Upon successful completion of this program, students should be able to:

- Demonstrate critical thinking skills in Spanish by interpreting and articulating ideas, questions, opinions and information at the high-intermediate level, both orally and in writing.
- Analyze the practices, products and perspectives of the Spanish-speaking countries and peoples throughout the world through a comparison of Hispanic cultures and their own.

Required Courses (20 units)		Units
SPA 1* / 1H *	Spanish 1 / Honors Spanish 1	5
SPA 2* / 2H *	Spanish 2 / Honors Spanish 2	5
SPA 3* or 3N *	Spanish 3 or Spanish 3N	5
SPA 4*	Spanish 4	5

List A: Select a minimum of one course (3 units)		Units
SPA 8*	Intermediate Conversation	3
SPA 11*	Spanish Culture and Civilization	3
SPA 12*	Latin American Culture and Civilization	3

Total Units **23**

*Courses may also be used to fulfill general education requirements for the CSUGE or IGETC pattern, please confer with a counselor.

Associate in Arts for Transfer Degree

The Associate in Arts in Spanish for Transfer degree will be awarded upon completion of coursework totaling 60 California State University (CSU) transferable units including the major requirements and the Intersegmental General Education Transfer Curriculum (IGETC) or California State University General Education (CSUGE) requirements with a minimum grade point average of 2.0. All courses in the major must be completed with a grade of "C" or better.

****Note 2:** If a student places out of any course and is not awarded units for that course, the student will have to take additional units to compensate for the course /units needed to reach at least 18 total units in

the major (per Title 5 regulations). Appropriate course substitutions may be from the List A or the courses listed below. Any other course substitution must be approved by the Spanish department.

*** **Note 3:** If a student took the AP Spanish Literature and Culture exam and obtained the score of 3, 4, or 5, 3 units of credit can be applied under List A.

ANT-2/2H	Introduction to Cultural Anthropology/Honors	CSU Area D
ANT-5	Cultures of Ancient Mexico	CSU Area D
ANT-8	Language and Culture	CSU area D
ART-13	Pre-Columbian Art History	CSU Area C1
ART-14	Latin American Art: Colonial to the Present	CSU Area C1
COM-12	Intercultural Communication	CSU Area D
GEG-2	Human Geography	CSU Area D
HIS-25	History of Mexico	CSU Area C2 or D
HIS-31	Introduction to Chicano/a Studies	CSU Area C2 or D
SOC-1/1H	Introduction to Sociology/Honors	CSU Area D
SOC-10	Race and Ethnic Relations	CSU area D

Agenda Item (IV-B-2)

Meeting 10/2/2018 - Committee
Agenda Item Committee - Teaching and Learning (IV-B-2)
Subject Inland Empire Guided Pathways Region 9 Summit
College/District District
Information Only

Background Narrative:

Presented for the Board's review is an update on the Guided Pathways Region 9 Summit planning. Information on the recently funded RCCD Planning Grant "Rethinking and Re-Engineering the Existing College Infrastructure to Ensure Student Success via Guided Pathways" is included.

Prepared By: Wolde-Ab Isaac, Chancellor
Susan Mills, Vice Chancellor Education Services and Strategic Planning

Attachments:

[IEGP Summit](#)

Guided Pathways Region 9 Summit

BOARD OF TRUSTEES TEACHING AND LEARNING
COMMITTEE MEETING

OCTOBER 2, 2018

RCCD | RIVERSIDE COMMUNITY
COLLEGE DISTRICT

MORENO VALLEY COLLEGE | NORCO COLLEGE | RIVERSIDE CITY COLLEGE

Guided Pathways Region 9 Summit Goal

Galvanize and support the 13 colleges in dissemination, adoption, and implementation of the Guided Pathways Framework to help each college rethink and re-engineer existing college infrastructure to ensure student success

Summit Participants

Barstow College

Chaffey College

Copper Mountain College

Moreno Valley College

Norco College

Riverside City College

Victor Valley College

Cerro Coso Community
College

College of the Desert

Crafton Hills College

Mt. San Jacinto College

Palo Verde College

San Bernardino Valley College

IEGP Summit Planning Group

Barstow College, Chaffey College, RCCD

College Presidents

Academic Affairs Vice Presidents

Academic Senate Presidents

Guided Pathways Faculty Leadership

Student Services Vice Presidents

College Futures Foundation

Growing Inland Achievement

Summit Topics

Making the Case for Guided Pathways

Guided Pathways Implementation Strategies

Sustainable Partnerships and Peer Mentoring

External Partnerships and Sustainable Financial Support

College Futures Foundation Planning Grant

RCCD was awarded a \$164,000 Planning Grant, “Rethinking and re-engineering the existing college infrastructure to ensure student success via Guided Pathways”

Principal Investigator: Dr. WoldeAb Isaac

Co-Principal Investigators:

Dr. Henry Shannon, Dr. Susan Mills, Dr. Eva Bagg

The funds will be utilized for planning and activities leading up to the Guided Pathways Region 9 Summit

Planning Grant Goal

Lay the foundations for and develop a fundable implementation plan that increases the speed of adoption and adaptation of the Guided Pathways framework to significantly increase student success (graduation, transfer, and employment) by participating colleges

Planning Grant Outcomes

Outcome 1: Knowledge of interest level and readiness of Region 9 colleges to participate in this project.

Outcome 2: Harnessing of timely implementation lessons learned among the three CA Guided Pathways colleges (Chaffey College, Norco College, and Riverside City College) to be shared across both experienced and new Guided Pathways colleges

Outcome 3: Detailed understanding of Guided Pathways framework by Region 9 colleges and understanding of common challenges and needs of Region 9 colleges

Outcome 4: Fundable implementation plan for submission to College Futures Foundation and other Foundations

Planning Activities

Meetings of IEGP Summit Planning Group – First meeting held on March 15, 2018 and second meeting held on August 10, 2018; third meeting planned in October

Gather common data on student outcomes from 13 colleges to support “Making the Case” and to serve as a baseline for the project

Region 9 peer-to-peer meetings (Presidents, Vice Presidents, Academic Senate Presidents, College Faculty Leaders, Deans, etc.) to share plans, progress, lessons learned, challenges, and refine future plans based on new knowledge attained

Updates to Boards of Trustees

IEGP Summit – tentatively end of February 2019

Develop implementation grant proposal

Questions??

Agenda Item (IV-B-3)

Meeting 10/2/2018 - Committee

Agenda Item Committee - Teaching and Learning (IV-B-3)

Subject District Strategic Plan Baseline Data - Selected Measures

College/District District

Information Only

Background Narrative:

Presented for the Board's review are baseline data for the District Strategic Plan. Selected measures include demographics, FTES, guided pathways momentum points, student educational plans, certificate and degree completion, and transfers.

Prepared By: Wolde-Ab Isaac, Chancellor
Susan Mills, Vice Chancellor Education Services and Strategic Planning

Attachments:

[District Strategic Plan Baseline Data](#)



District Strategic Plan Baseline Data – Selected Measures

**Riverside Community College District
Teaching & Learning Committee
October 2, 2018**



- Context
 - Baseline measures track progress toward institutional goals.
 - First attempt to collect a comprehensive set of measures.
 - Measures are aligned around access, success and equity.
 - Baseline measures provide a starting point for assessing process effectiveness and suggesting improvement.



Demographics- Student Count Academic Year

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
District	51,967	52,496	54,173	57,127	58,986
Moreno Valley	12,688	12,839	13,447	14,233	14,782
Norco College	13,014	13,045	13,337	13,957	14,629
Riverside	26,265	26,612	27,389	28,937	29,575

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Moreno Valley	24.4 %	24.5 %	24.8 %	24.9 %	25.1 %
Norco College	25.0 %	24.8 %	24.6 %	24.4 %	24.8 %
Riverside	50.5 %	50.7 %	50.6 %	50.7 %	50.1 %



Resident FTES by AY, 2013-14 through 2016-17

	2013-14	2014-15	Change from previous yr.	2015-16	Change from previous yr.	2016-17	Change from previous yr.	<i>Change 2014-2017</i>
RCC	14,058.41	14,768.99	5.1%	15,367.06	4.0%	16,120.48	4.9%	14.7%
MVC	6,188.18	6,553.40	5.9%	6,596.51	0.7%	6,533.46	-1.0%	5.6%
NC	6,153.68	6,337.64	3.0%	6,718.87	6.0%	6,998.40	4.2%	13.7%
Total	26,400.27	27,660.03	4.8%	28,682.44	3.7%	29,652.34	3.4%	12.3%



Demographics- Ethnicity - Student Count Academic Year

	Student Counts			Student Percentages		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
African-American	4,754	4,843	4,992	8.8 %	8.5 %	8.5 %
American Indian/Alaskan Native	181	173	170	0.3 %	0.3 %	0.3 %
Asian	2,868	2,923	3,024	5.3 %	5.1 %	5.1 %
Filipino	1,081	1,177	1,162	2.0 %	2.1 %	2.0 %
Hispanic	31,568	34,153	35,847	58.3 %	59.8 %	60.8 %
Multi-Ethnicity	1,680	1,396	1,235	3.1 %	2.4 %	2.1 %
Pacific Islander	205	205	222	0.4 %	0.4 %	0.4 %
Unknown	519	514	503	1.0 %	0.9 %	0.9 %
White Non-Hispanic	11,317	11,743	11,831	20.9 %	20.6 %	20.1 %



Demographics- Ethnicity – RCC Student Count Academic Year

	Student Counts			Student Percentages		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
African-American	2,327	2,339	2,371	8.5 %	8.1 %	8.0 %
American Indian/Alaskan Native	97	98	98	0.4 %	0.3 %	0.3 %
Asian	1,485	1,463	1,494	5.4 %	5.1 %	5.1 %
Filipino	503	570	571	1.8 %	2.0 %	1.9 %
Hispanic	15,935	17,340	17,969	58.2 %	59.9 %	60.8 %
Multi-Ethnicity	833	659	567	3.0 %	2.3 %	1.9 %
Pacific Islander	115	110	125	0.4 %	0.4 %	0.4 %
Unknown	350	357	377	1.3 %	1.2 %	1.3 %
White Non-Hispanic	5,744	6,001	5,973	21.0 %	20.7 %	20.2 %



Demographics- Ethnicity – MVC Student Count Academic Year

	Student Counts			Student Percentages		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
African-American	1,633	1,688	1,729	12.1 %	11.9 %	11.7 %
American Indian/Alaskan Native	38	38	44	0.3 %	0.3 %	0.3 %
Asian	538	534	539	4.0 %	3.8 %	3.6 %
Filipino	275	279	251	2.0 %	2.0 %	1.7 %
Hispanic	8,033	8,690	9,253	59.7 %	61.1 %	62.6 %
Multi-Ethnicity	440	405	353	3.3 %	2.8 %	2.4 %
Pacific Islander	46	55	59	0.3 %	0.4 %	0.4 %
Unknown	105	100	74	0.8 %	0.7 %	0.5 %
White Non-Hispanic	2,339	2,444	2,470	17.4 %	17.2 %	16.7 %



Demographics- Ethnicity – NC Student Count Academic Year

	Student Counts			Student Percentages		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
African-American	794	816	890	6.0 %	5.8 %	6.1 %
American Indian/Alaskan Native	46	37	28	0.3 %	0.3 %	0.2 %
Asian	845	926	991	6.3 %	6.6 %	6.8 %
Filipino	303	328	340	2.3 %	2.4 %	2.3 %
Hispanic	7,600	8,123	8,586	57.0 %	58.2 %	58.7 %
Multi-Ethnicity	407	332	315	3.1 %	2.4 %	2.2 %
Pacific Islander	44	40	38	0.3 %	0.3 %	0.3 %
Unknown	64	57	52	0.5 %	0.4 %	0.4 %
White Non-Hispanic	3,234	3,298	3,384	24.2 %	23.6 %	23.1 %



Demographics- Age Groups - Student Count Academic Year

	2013-14	2014-15	2015-16	2016-17	2017-18
19 or Less	14,272	14,901	15,755	16,616	17,886
20 to 24	21,022	20,807	21,075	22,036	21,901
25 and More	16,670	16,786	17,340	18,475	19,195
	2013-14	2014-15	2015-16	2016-17	2017-18
19 or Less	27.5 %	28.4 %	29.1 %	29.1 %	30.3 %
20 to 24	40.5 %	39.6 %	38.9 %	38.6 %	37.1 %
25 and More	32.1 %	32.0 %	32.0 %	32.3 %	32.5 %



Demographics- Age Groups – RCC Student Count Academic Year

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
19 or Less	7,374	7,715	8,212	8,676	9,265
20 to 24	10,710	10,528	10,720	11,156	11,101
25 and More	8,178	8,368	8,456	9,105	9,175
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
19 or Less	28.1%	29.0%	30.0%	30.0%	31.4%
20 to 24	40.8%	39.6%	39.1%	38.6%	37.6%
25 and More	31.1%	31.4%	30.9%	31.5%	31.1%



Demographics- Age Groups – MVC Student Count Academic Year

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
19 or Less	3,097	3,346	3,531	3,682	4,104
20 to 24	4,945	4,931	4,973	5,256	5,249
25 and More	4,646	4,561	4,941	5,295	5,419
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
19 or Less	24.4%	26.1%	26.3%	25.9%	27.8%
20 to 24	39.0%	38.4%	37.0%	36.9%	35.5%
25 and More	36.6%	35.5%	36.7%	37.2%	36.7%



Demographics- Age Groups – NC Student Count Academic Year

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
19 or Less	3,801	3,840	4,012	4,258	4,483
20 to 24	5,367	5,348	5,382	5,624	5,543
25 and More	3,846	3,857	3,943	4,075	4,598
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
19 or Less	29.2%	29.4%	30.1%	30.5%	30.7%
20 to 24	41.2%	41.0%	40.4%	40.3%	37.9%
25 and More	29.6%	29.6%	29.6%	29.2%	31.4%



Demographics- Gender Student Count Academic Year

	2013-14	2014-15	2015-16	2016-17	2017-18
Female	28,595	29,187	30,372	32,241	33,264
Male	23,137	23,037	23,414	24,444	25,243
Unknown	235	272	387	442	479
	2013-14	2014-15	2015-16	2016-17	2017-18
Female	55.0 %	55.6 %	56.1 %	56.4 %	56.4 %
Male	44.5 %	43.9 %	43.2 %	42.8 %	42.8 %
Unknown	0.5 %	0.5 %	0.7 %	0.8 %	0.8 %



Demographics- Gender RCC Student Count Academic Year

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Female	14,688	14,984	15,553	16,489	16,892
Male	11,473	11,493	11,637	12,217	12,408
Unknown	104	135	199	231	245
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Female	55.9 %	56.3 %	56.8 %	57.0 %	57.2 %
Male	43.7 %	43.2 %	42.5 %	42.2 %	42.0 %
Unknown	0.4 %	0.5 %	0.7 %	0.8 %	0.8 %



Demographics- Gender MVC Student Count Academic Year

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Female	6,962	7,202	7,585	8,206	8,664
Male	5,665	5,567	5,778	5,941	6,006
Unknown	61	70	84	86	102
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Female	54.9 %	56.1 %	56.4 %	57.7 %	58.7 %
Male	44.6 %	43.4 %	43.0 %	41.7 %	40.7 %
Unknown	0.5 %	0.5 %	0.6 %	0.6 %	0.7 %



Demographics- Gender NC Student Count Academic Year

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Female	6,945	7,001	7,234	7,546	7,684
Male	5,999	5,977	5,999	6,286	6,810
Unknown	70	67	104	125	130
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Female	53.4 %	53.7 %	54.2 %	54.1 %	52.5 %
Male	46.1 %	45.8 %	45.0 %	45.0 %	46.6 %
Unknown	0.5 %	0.5 %	0.8 %	0.9 %	0.9 %



Demographics-Foster Youth

Foster Youth	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Change 2013-2017
	482	360	409	694	841	74.5%
Asian	7	4	2	8	12	71.4%
African-American	122	93	112	162	156	27.9%
Hispanic	206	168	186	329	415	101.5%
American Indian/Alaskan Native	2	2	4	9	11	450.0%
Pacific Islander	0	2	1	2	5	
Multi-Ethnicity	38	27	21	32	33	-13.2%
White Non-Hispanic	101	63	82	152	208	105.9%
Unknown	6	1	1	0	1	-83.3%
Female	308	210	247	458	544	76.6%
Male	172	149	159	232	294	70.9%
Unk/NonRes	2	1	3	4	3	50.0%
Under 20	193	149	166	274	355	83.9%
20 - 24	224	185	193	266	281	25.4%
25 and Over	65	26	50	154	205	215.4%



Demographics-Foster Youth-RCC

Foster Youth	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Change 2013-2017
	206	163	189	387	456	121.4%
Asian	4	1		4	7	75.0%
African-American	44	33	45	82	80	81.8%
Hispanic	89	73	92	186	221	148.3%
American Indian/Alaskan Native	2	1	3	4	4	100.0%
Pacific Islander		2	1	2	1	
Multi-Ethnicity	19	21	9	22	20	5.3%
White Non-Hispanic	44	32	38	87	122	177.3%
Unknown	4		1		1	-75.0%
Female	118	93	108	245	287	143.2%
Male	88	69	79	139	166	88.6%
Unk/NonRes		1	2	3	3	
Under 20	86	77	86	155	194	125.6%
20 - 24	102	85	102	153	150	47.1%
25 and Over	18	1	1	79	112	522.2%



Demographics-Foster Youth-MVC

Foster Youth	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Change 2013-2017
	175	136	157	176	231	32.0%
Asian	2	1	2	2	2	0.0%
African-American	61	50	51	59	54	-11.5%
Hispanic	65	57	62	77	115	76.9%
American Indian/Alaskan Native		1	1	2	4	
Pacific Islander					3	
Multi-Ethnicity	13	3	10	7	9	-30.8%
White Non-Hispanic	34	24	31	29	44	29.4%
Unknown						
Female	119	79	102	123	160	34.5%
Male	55	57	54	53	71	29.1%
Unk/NonRes	1		1			-100.0%
Under 20	59	41	52	70	90	52.5%
20 - 24	81	71	57	57	78	-3.7%
25 and Over	35	24	48	49	63	80.0%



Demographics-Foster Youth-NC

	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>	<i>Change 2013-2017</i>
Foster Youth	101	61	63	131	154	52.5%
Asian	1	2		2	3	200.0%
African-American	17	10	16	21	22	29.4%
Hispanic	52	38	32	66	79	51.9%
American Indian/Alaskan Native				3	3	
Pacific Islander					1	
Multi-Ethnicity	6	3	2	3	4	-33.3%
White Non-Hispanic	23	7	13	36	42	82.6%
Unknown	2	1				-100.0%
Female	71	38	37	90	97	36.6%
Male	29	23	26	40	57	96.6%
Unk/NonRes	1			1		-100.0%
Under 20	48	31	28	49	71	47.9%
20 - 24	41	29	34	56	53	²⁰ 29.3%
25 and Over	12	1	1	26	30	150.0%



Demographics-Disabled Students

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	<i>Change 2013-2017</i>
Disabled Students	1922	1679	1909	1779	2014	4.8%
Asian	58	56	58	51	60	3.4%
African-American	300	215	245	216	259	-13.7%
Hispanic	867	810	963	965	1113	28.4%
American Indian/Alaskan Native	9	7	8	7	7	-22.2%
Pacific Islander	4	3	8	4	6	50.0%
Multi-Ethnicity	96	76	73	63	57	-40.6%
White Non-Hispanic	559	493	537	462	500	-10.6%
Unknown	29	19	17	11	12	-58.6%
Female	1026	951	1108	1048	1186	15.6%
Male	892	723	792	715	813	-8.9%
Unk/NonRes	4	5	9	16	15	275.0%
Under 20	440	314	397	464	574	30.5%
20 - 24	642	611	681	584	589	-8.3%
25 and Over	840	754	831	731	851	1.3%



Demographics-Disabled Students - RCC

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Change	2013-2017
Disabled Students	1367	1076	1266	1223	1446		4.8%
Asian	40	41	40	37	39		-2.5%
African-American	195	113	142	141	163		-16.4%
Hispanic	622	525	640	662	792		27.3%
American Indian/Alaskan Native	7	5	6	4	5		-28.6%
Pacific Islander	2	1	4	4	5		150.0%
Multi-Ethnicity	72	54	51	44	41		-43.1%
White Non-Hispanic	410	327	373	325	394		-3.9%
Unknown	19	10	10	6	7		-63.2%
Female	713	604	730	711	829		16.3%
Male	653	471	529	504	606		-7.2%
Unk/NonRes	1	1	7	8	11		1000.0%
Under 20	300	198	264	307	402		34.0%
20 - 24	476	397	443	402	437	22	-8.2%
25 and Over	591	481	559	514	607		2.7%



Demographics-Disabled Students - MVC

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	<i>Change</i>	<i>2013-2017</i>
Disabled Students	243	305	314	234	360		48.1%
Asian	9	8	11	8	13		44.4%
African-American	70	76	70	53	74		5.7%
Hispanic	103	145	155	122	211		104.9%
American Indian/Alaskan Native			1	1	2		
Pacific Islander	1		2				-100.0%
Multi-Ethnicity	12	11	10	13	10		-16.7%
White Non-Hispanic	45	59	62	34	46		2.2%
Unknown	3	6	3	3	4		33.3%
Female	143	179	191	151	230		60.8%
Male	99	126	123	82	126		27.3%
Unk/NonRes	1			1	4		300.0%
Under 20	45	52	48	55	99		120.0%
20 - 24	75	101	110	60	91		21.3%
25 and Over	123	152	156	119	170		38.2%



Demographics-Disabled Students - NC

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Change	2013-2017
Disabled Students	312	298	329	322	208		-33.3%
Asian	9	7	7	6	8		-11.1%
African-American	35	26	33	22	22		-37.1%
Hispanic	142	140	168	181	110		-22.5%
American Indian/Alaskan Native	2	2	1	2			-100.0%
Pacific Islander	1	2	2		1		0.0%
Multi-Ethnicity	12	11	12	6	6		-50.0%
White Non-Hispanic	104	107	102	103	60		-42.3%
Unknown	7	3	4	2	1		-85.7%
Female	170	168	187	186	127		-25.3%
Male	140	126	140	129	81		-42.1%
Unk/NonRes	2	4	2	7			-100.0%
Under 20	95	64	85	102	73		-23.2%
20 - 24	91	113	128	122	61		-33.0%
25 and Over	126	121	116	98	74		-41.3%



Demographics-Veterans

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Change 2013-2017
Veterans	730	712	944	1189	1568	115%
Asian	29	33	47	61	76	162%
African-American	116	84	140	164	212	83%
Hispanic	302	322	422	556	711	135%
American Indian/Alaskan Native	3	3	5	6	5	67%
Pacific Islander	1	3	4	6	9	800%
Multi-Ethnicity	31	36	42	39	46	48%
White Non-Hispanic	242	226	276	349	496	105%
Unknown	6	5	8	8	13	117%
Female	119	113	187	360	633	432%
Male	605	594	751	814	920	52%
Unk/NonRes	6	5	6	15	15	150%
Under 20	5	13	44	158	347	6840%
20 - 24	141	146	227	297	364	158%
25 and Over	584	553	673	734	857	47%



Demographics-Veterans-RCC

Veterans	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Change 2013-2017
	329	321	448	545	743	126%
Asian	13	12	18	24	36	177%
African-American	52	39	66	77	103	98%
Hispanic	146	139	204	249	326	123%
American Indian/Alaskan Native	1	2	3	3	4	300%
Pacific Islander		1	2	5	5	--
Multi-Ethnicity	14	19	19	16	18	29%
White Non-Hispanic	100	109	133	170	244	144%
Unknown	3		3	1	7	133%
Female	46	47	94	148	319	593%
Male	281	273	351	390	417	48%
Unk/NonRes	2	1	3	7	7	250%
Under 20	2	6	26	82	182	9000%
20 - 24	62	61	125	142	169	26 173%
25 and Over	265	254	297	321	392	48%



Demographics-Veterans-MVC

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Change 2013-2017
Veterans	242	232	284	369	430	78%
Asian	10	13	16	19	18	80%
African-American	51	32	53	61	80	57%
Hispanic	89	110	123	180	202	127%
American Indian/Alaskan Native	2	1	1	2	1	-50%
Pacific Islander		1	1	1	1	
Multi-Ethnicity	11	12	14	9	13	18%
White Non-Hispanic	77	60	72	92	113	47%
Unknown	2	3	4	5	2	0%
Female	55	49	64	133	171	211%
Male	185	181	218	231	253	37%
Unk/NonRes	2	2	2	5	6	200%
Under 20	2	1	9	45	86	4200%
20 - 24	40	50	61	80	80	100%
25 and Over	200	181	214	244	264	32%



Demographics-Veterans-NC

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Change 2013-2017
Veterans	159	159	212	275	395	148%
Asian	6	8	13	18	22	267%
African-American	13	13	21	26	29	123%
Hispanic	67	73	95	127	183	173%
American Indian/Alaskan Native			1	1		
Pacific Islander	1	1	1		3	200%
Multi-Ethnicity	6	5	9	14	15	150%
White Non-Hispanic	65	57	71	87	139	114%
Unknown	1	2	1	2	4	300%
Female	18	17	29	79	143	694%
Male	139	140	182	193	250	80%
Unk/NonRes	2	2	1	3	2	0%
Under 20	1	6	9	31	79	7800%
20 - 24	39	35	41	75	115	195%
25 and Over	119	118	162	169	201	69%



Demographics-Cal Promise Grants- RCCD

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Change 2012-2016
	22956	24496	25799	26101	25259	10.0%
Asian	1401	1458	1506	1411	1308	-6.6%
African-American	2741	2753	2744	2678	2430	-11.3%
Hispanic	12709	14499	15768	16587	16549	30.2%
American Indian/Alaskan Native	67	60	72	90	77	14.9%
Pacific Islander	77	76	92	97	97	26.0%
Multi-Ethnicity	874	993	1017	800	628	-28.1%
White Non-Hispanic	4530	4334	4414	4309	4080	-9.9%
Unknown	557	323	186	129	90	-83.8%
Female	13546	14367	15130	15448	15153	11.9%
Male	9302	10004	10544	10463	9911	6.5%
Unk/NonRes	108	125	125	190	195	80.6%
Under 20	6096	6743	7152	7545	7307	19.9%
20 - 24	9382	9973	10470	10328	9834	4.8%
25 and Over	7478	7780	8177	8228	8118	8.6%



Demographics-Cal Promise Grants- RCC

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Change 2012-2016
	11682	12721	13380	13659	13392	14.6%
Asian	661	702	722	702	687	3.9%
African-American	1335	1306	1296	1295	1214	-9.1%
Hispanic	6404	7550	8187	8752	8829	37.9%
American Indian/Alaskan Native	36	34	39	50	42	16.7%
Pacific Islander	44	48	54	51	53	20.5%
Multi-Ethnicity	443	520	538	410	312	-29.6%
White Non-Hispanic	2458	2384	2447	2332	2210	-10.1%
Unknown	301	177	97	67	45	-85.0%
Female	6877	7432	7815	8068	7992	16.2%
Male	4752	5227	5502	5487	5285	11.2%
Unk/NonRes	53	62	63	104	115	117.0%
Under 20	3230	3744	3986	4251	4150	28.5%
20 - 24	4787	5124	5321	5293	5130	7.2%
25 and Over	3665	3853	4073	4115	4112	12.2%



Demographics-Cal Promise Grants- MVC

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Change 2012-2016
	5502	5834	6457	6400	6145	11.7%
Asian	316	340	369	318	240	-24.1%
African-American	922	965	1006	959	853	-7.5%
Hispanic	3089	3465	3951	4061	4084	32.2%
American Indian/Alaskan Native	11	11	15	20	21	90.9%
Pacific Islander	13	10	17	28	21	61.5%
Multi-Ethnicity	244	254	281	225	196	-19.7%
White Non-Hispanic	799	731	771	752	704	-11.9%
Unknown	108	58	47	37	26	-75.9%
Female	3326	3500	3895	3895	3820	14.9%
Male	2156	2306	2529	2462	2288	6.1%
Unk/NonRes	20	28	33	43	37	85.0%
Under 20	1373	1401	1613	1643	1533	11.7%
20 - 24	2273	2459	2670	2571	2448	7.7%
25 and Over	1856	1974	2174	2186	2164	16.6%



Demographics-Cal Promise Grants- NC

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Change 2012-2016
	5772	5941	5962	6042	5722	-0.9%
Asian	424	416	415	391	381	-10.1%
African-American	484	482	442	424	363	-25.0%
Hispanic	3216	3484	3630	3774	3636	13.1%
American Indian/Alaskan Native	20	15	18	20	14	-30.0%
Pacific Islander	20	18	21	18	23	15.0%
Multi-Ethnicity	187	219	198	165	120	-35.8%
White Non-Hispanic	1273	1219	1196	1225	1166	-8.4%
Unknown	148	88	42	25	19	-87.2%
Female	3343	3435	3420	3485	3341	-0.1%
Male	2394	2471	2513	2514	2338	-2.3%
Unk/NonRes	35	35	29	43	43	22.9%
Under 20	1493	1598	1553	1651	1624	8.8%
20 - 24	2322	2390	2479	2464	2256	-2.8%
25 and Over	1957	1953	1930	1927	1842	32 -5.9%



Demographics-Pell Grants- RCCD

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Change 2012-2016
	10477	11622	12042	11626	11214	7.0%
Asian	600	620	660	600	563	-6.2%
African-American	1426	1489	1400	1371	1216	-14.7%
Hispanic	5809	6851	7370	7254	7213	24.2%
American Indian/Alaskan Native	23	31	39	37	37	60.9%
Pacific Islander	39	50	58	54	45	15.4%
Multi-Ethnicity	394	492	460	329	247	-37.3%
White Non-Hispanic	1992	1980	1985	1924	1852	-7.0%
Unknown	194	109	70	57	41	-78.9%
Female	6340	6967	7258	7059	6918	9.1%
Male	4085	4598	4716	4477	4204	2.9%
Unk/NonRes	52	57	68	90	92	76.9%
Under 20	3401	4034	4173	4219	4045	18.9%
20 - 24	3800	4220	4481	4148	3975	4.6%
25 and Over	3276	3368	3388	3259	3194	33 -2.5%



Demographics-Pell Grants- RCC

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Change 2012-2016
	6362	6880	6694	6446	6362	0.0%
Asian	361	349	340	319	306	-15.2%
African-American	780	815	704	694	631	-19.1%
Hispanic	3581	4100	4136	4022	4154	16.0%
American Indian/Alaskan Native	16	18	21	25	19	18.8%
Pacific Islander	27	36	38	33	27	0.0%
Multi-Ethnicity	247	290	268	182	138	-44.1%
White Non-Hispanic	1225	1213	1149	1140	1070	-12.7%
Unknown	125	59	38	31	17	-86.4%
Female	3898	4179	3995	3880	3903	0.1%
Male	2428	2670	2663	2515	2409	-0.8%
Unk/NonRes	36	31	36	51	50	38.9%
Under 20	2223	2592	2512	2556	2421	8.9%
20 - 24	2259	2444	2479	2251	2249	-0.4%
25 and Over	1880	1844	1703	1639	1692	34 -10.0%



Demographics-Pell Grants- MVC

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Change 2012-2016
	2257	2573	2820	2791	2540	12.5%
Asian	94	111	142	113	79	-16.0%
African-American	489	514	512	498	430	-12.1%
Hispanic	1217	1487	1716	1778	1653	35.8%
American Indian/Alaskan Native	4	6	7	7	11	175.0%
Pacific Islander	6	4	7	10	9	50.0%
Multi-Ethnicity	93	119	113	89	75	-19.4%
White Non-Hispanic	317	305	304	281	270	-14.8%
Unknown	37	27	19	15	13	-64.9%
Female	1385	1563	1762	1785	1648	19.0%
Male	865	996	1039	987	874	1.0%
Unk/NonRes	7	14	19	19	18	157.1%
Under 20	616	712	832	835	771	25.2%
20 - 24	869	1000	1051	1012	899	3.5%
25 and Over	772	861	937	944	870	35 12.7%



Demographics-Pell Grants- NC

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Change 2012-2016
	1858	2169	2528	2389	2312	24.4%
Asian	145	160	178	168	178	22.8%
African-American	157	160	184	179	155	-1.3%
Hispanic	1011	1264	1518	1454	1406	39.1%
American Indian/Alaskan Native	3	7	11	5	7	133.3%
Pacific Islander	6	10	13	11	9	50.0%
Multi-Ethnicity	54	83	79	58	34	-37.0%
White Non-Hispanic	450	462	532	503	512	13.8%
Unknown	32	23	13	11	11	-65.6%
Female	1057	1225	1501	1394	1367	29.3%
Male	792	932	1014	975	921	16.3%
Unk/NonRes	9	12	13	20	24	166.7%
Under 20	562	730	829	828	853	51.8%
20 - 24	672	776	951	885	827	23.1%
25 and Over	624	663	748	676	632	36 1.3%



Guided Pathways: Participation Momentum Points

	2013-14 (n=5,807)	2014-15 (n=5,689)	2015-16 (n=5,850)	2016-17 (n=6,285)
Number of First Time Ever in College Students	5,807	5,689	5,850	6,285
Average Number of Credits Attempted in Year One	17.6	17.6	18.2	20.0
Average Number of <u>Degree-Applicable</u> Credits Attempted in the Year One	14.7	14.4	14.9	16.8
Full-Time Students	25.8%	26.6%	25.8%	24.5%
Persisted from Term 1 to Term 2	63.1%	64.5%	64.8%	73.7%
College-Level Course Success Rate	71.1%	70.1%	71.8%	65.5%

Source: <https://www.calpassplus.org/Launchboard/GuidedPathways.aspx>. Local calculations for 2016-17



Guided Pathways: Participation Momentum Points-RCC

	2013-14 (n=3,155)	2014-15 (n=3,088)	2015-16 (n=3,103)	2016-17 (n=3,441)
Number of First Time Ever in College Students	3,115	3,088	3,103	3,441
Average Number of Credits Attempted in Year One	18.3	18.9	18.4	20.1
Average Number of <u>Degree-Applicable</u> Credits Attempted in the Year One	14.7	14.4	14.9	17.1
Full-Time Students	27.5%	28.8%	25.9%	24.4%
Persisted from Term 1 to Term 2	64.9%	66.0%	65.2%	74.5%
College-Level Course Success Rate	67.7%	68.7%	68.9%	64.8%

Source: <https://www.calpassplus.org/Launchboard/GuidedPathways.aspx>. Local calculations for 2016-17



Guided Pathways: Participation Momentum Points - MVC

	2013-14 (n=1,189)	2014-15 (n=1,209)	2015-16 (n=1,220)	2016-17 (n=1,287)
Number of First Time Ever in College Students	1,189	1,209	1,220	1,287
Average Number of Credits Attempted in Year One	17.0	16.1	17.1	18.7
Average Number of <u>Degree-Applicable</u> Credits Attempted in the Year One	13.5	12.3	13.2	15.0
Full-Time Students	22.4%	21.6%	23.6%	21.8%
Persisted from Term 1 to Term 2	58.8%	56.8%	57.0%	68.8%
College-Level Course Success Rate	76.7%	72.9%	74.6%	64.3%

Source: <https://www.calpassplus.org/Launchboard/GuidedPathways.aspx>. Local calculations for 2016-17



Guided Pathways: Participation Momentum Points - NC

	2013-14 (n=1,503)	2014-15 (n=1,392)	2015-16 (n=1,527)	2016-17 (n=1,557)
Number of First Time Ever in College Students	1,503	1,392	1,527	1,557
Average Number of Credits Attempted in Year One	17.5	17.9	19.2	20.8
Average Number of <u>Degree-Applicable</u> Credits Attempted in the Year One	14.9	14.8	15.8	17.4
Full-Time Students	25.1%	26.3%	27.2%	26.7%
Persisted from Term 1 to Term 2	62.9%	67.7%	70.0%	76.2%
College-Level Course Success Rate	73.6%	70.5%	75.5%	67.9%

Source: <https://www.calpassplus.org/Launchboard/GuidedPathways.aspx>. Local calculations for 2016-17



Guided Pathways: Transferable Math & English Momentum Points

	2013-14 (n=5,807)	2014-15 (n=5,689)	2015-16 (n=5,850)	2016-17 (n=6,285)
Successfully Completed Transfer-Level Math in Year One	7.1%	8.2%	8.4%	8.7%
Successfully Completed Transfer-Level English in Year One	14.3%	16.3%	19.1%	24.3%
Successfully Completed <u>Both</u> Transfer-Level English <u>and</u> Math in Year One	3.5%	4.6%	5.0%	6.2%

Source: <https://www.calpassplus.org/Launchboard/GuidedPathways.aspx>. Local calculations for 2016-17.



Guided Pathways: Transferable Math & English Momentum Points – RCC

	2013-14 (n=3,155)	2014-15 (n=3,088)	2015-16 (n=3,103)	2016-17 (n=3,441)
Successfully Completed Transfer-Level Math in Year One	6.9%	8.8%	7.4%	7.5%
Successfully Completed Transfer-Level English in Year One	12.8%	16.4%	15.4%	19.8%
Successfully Completed <u>Both</u> Transfer-Level English <u>and</u> Math in Year One	3.3%	5.2%	3.5%	4.9%

Source: <https://www.calpassplus.org/Launchboard/GuidedPathways.aspx>. Local calculations for 2016-17.



Guided Pathways: Transferable Math & English Momentum Points – MVC

	2013-14 (n=1,189)	2014-15 (n=1,209)	2015-16 (n=1,220)	2016-17 (n=1,287)
Successfully Completed Transfer-Level Math in Year One	4.2%	3.0%	4.3%	6.0%
Successfully Completed Transfer-Level English in Year One	15.3%	13.2%	20.7%	30.1%
Successfully Completed <u>Both</u> Transfer-Level English <u>and</u> Math in Year One	2.4%	1.7%	3.0%	4.7%

Source: <https://www.calpassplus.org/Launchboard/GuidedPathways.aspx>. Local calculations for 2016-17.



Guided Pathways: Transferable Math & English Momentum Points -NC

	2013-14 (n=1,503)	2014-15 (n=1,392)	2015-16 (n=1,527)	2016-17 (n=1,557)
Successfully Completed Transfer-Level Math in Year One	9.7%	11.4%	13.8%	13.6%
Successfully Completed Transfer-Level English in Year One	16.4%	18.8%	25.4%	29.2%
Successfully Completed <u>Both</u> Transfer-Level English <u>and</u> Math in Year One	4.9%	5.8%	9.7%	10.3%

Source: <https://www.calpassplus.org/Launchboard/GuidedPathways.aspx>. Local calculations for 2016-17.



Guided Pathways: First-Term Momentum Points

	2013-14 (n=5,807)	2014-15 (n=5,689)	2015-16 (n=5,850)	2016-17 (n=6,285)
Successfully Earned 6+ College Credits in First Term	34.9%	32.4%	34.8%	43.3%
Successfully Earned 12+ College Credits in First Term	9.2%	9.2%	10.0%	14.0%
Successfully Earned 15+ College Credits in First Term	2.6%	1.9%	1.8%	2.6%
Attempted 15+ Credits in the First Term	10.5%	8.8%	8.0%	7.7%



Guided Pathways: First-Term Momentum Points-RCC

	2013-14 (n=3,115)	2014-15 (n=3,088)	2015-16 (n=3,103)	2016-17 (n=3,441)
Successfully Earned 6+ College Credits in First Term	34.2%	33.9%	34.7%	44.0%
Successfully Earned 12+ College Credits in First Term	9.2%	10.4%	10.2%	13.4%
Successfully Earned 15+ College Credits in First Term	3.3%	2.8%	1.9%	2.5%
Attempted 15+ Credits in the First Term	13.2%	9.7%	7.4%	7.2%



Guided Pathways: First-Term Momentum Points-MVC

	2013-14 (n=1,189)	2014-15 (n=1,209)	2015-16 (n=1,220)	2016-17 (n=1,287)
Successfully Earned 6+ College Credits in First Term	32.9%	27.4%	30.0%	37.7%
Successfully Earned 12+ College Credits in First Term	8.0%	6.5%	7.1%	11.0%
Successfully Earned 15+ College Credits in First Term	1.3%	*	1.5%	1.4%
Attempted 15+ Credits in the First Term	6.7%	9.3%	8.9%	5.9%



Guided Pathways: First-Term Momentum Points-NC

	2013-14 (n=1,503)	2014-15 (n=1,392)	2015-16 (n=1,527)	2016-17 (n=1,557)
Successfully Earned 6+ College Credits in First Term	38.1%	33.3%	39.0%	46.6%
Successfully Earned 12+ College Credits in First Term	10.2%	9.0%	11.9%	17.7%
Successfully Earned 15+ College Credits in First Term	2.1%	1.5%	1.8%	3.7%
Attempted 15+ Credits in the First Term	7.9%	6.3%	8.3%	5.9%



Guided Pathways: First-Year Momentum Points

	2013-14 (n=5,807)	2014-15 (n=5,689)	2015-16 (n=5,850)	2016-17 (n=6,285)
Successfully Earned 15+ College Credits in Year One	24.5%	24.9%	26.4%	28.8%
Successfully Earned 24+ College Credits in Year One	10.3%	9.5%	10.5%	13.0%
Successfully Earned 30+ College Credits in Year One	4.1%	3.6%	4.3%	5.9%
Attempted 30+ Credits in Year One	14.6%	12.8%	14.2%	18.5%

Source: <https://www.calpassplus.org/Launchboard/GuidedPathways.aspx>. Local calculations for 2016-17



Guided Pathways: First-Year Momentum Points - RCC

	2013-14 (n=3,115)	2014-15 (n=3,088)	2015-16 (n=3,103)	2016-17 (n=3,441)
Successfully Earned 15+ College Credits in Year One	24.7%	27.7%	26.7%	28.8%
Successfully Earned 24+ College Credits in Year One	10.9%	12.0%	10.8%	13.0%
Successfully Earned 30+ College Credits in Year One	4.9%	5.4%	4.5%	6.2%
Attempted 30+ Credits in Year One	16.9%	17.7%	14.8%	20.1%

Source: <https://www.calpassplus.org/Launchboard/GuidedPathways.aspx>. Local calculations for 2016-17



Guided Pathways: First-Year Momentum Points-MVC

	2013-14 (n=1,189)	2014-15 (n=1,209)	2015-16 (n=1,220)	2016-17 (n=1,287)
Successfully Earned 15+ College Credits in Year One	22.0%	16.9%	20.8%	23.5%
Successfully Earned 24+ College Credits in Year One	9.1%	4.5%	6.7%	9.2%
Successfully Earned 30+ College Credits in Year One	2.6%	0.8%	2.8%	4.0%
Attempted 30+ Credits in Year One	13.0%	6.9%	11.1%	15.0%

Source: <https://www.calpassplus.org/Launchboard/GuidedPathways.aspx>. Local calculations for 2016-17



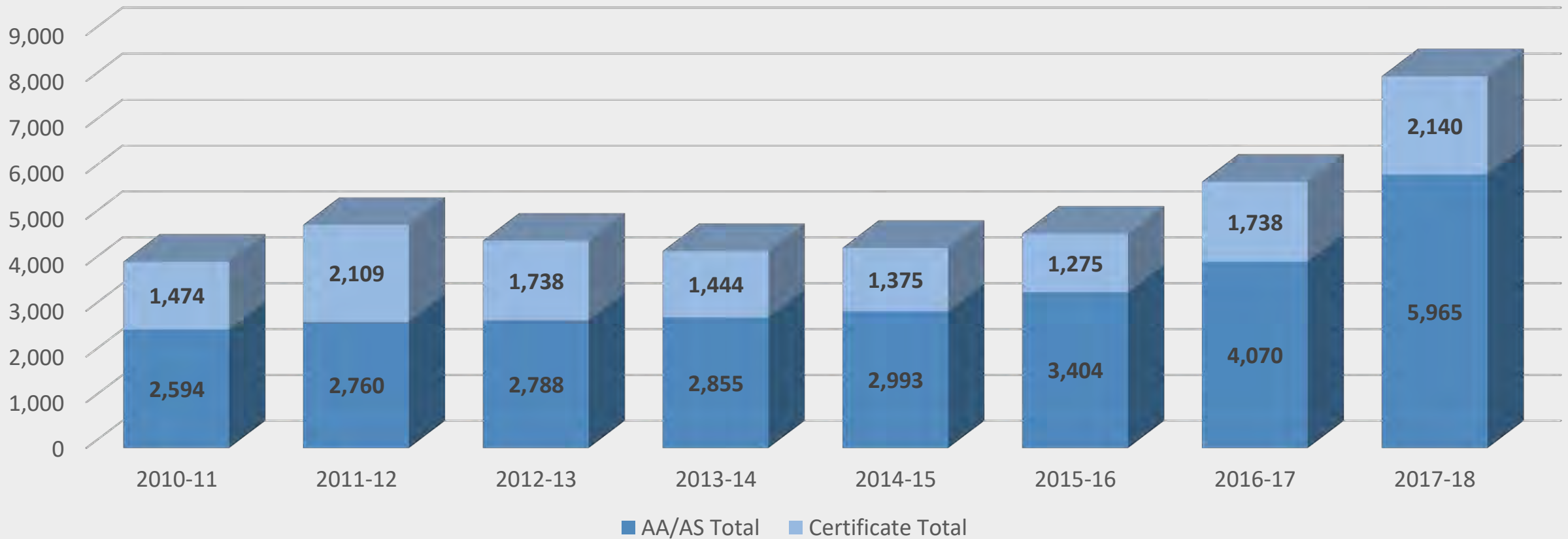
Guided Pathways: First-Year Momentum Points-NC

	2013-14 (n=1,503)	2014-15 (n=1,392)	2015-16 (n=1,527)	2016-17 (n=1,557)
Successfully Earned 15+ College Credits in Year One	25.9%	25.6%	30.4%	33.3%
Successfully Earned 24+ College Credits in Year One	10.2%	8.1%	12.8%	16.0%
Successfully Earned 30+ College Credits in Year One	3.5%	1.9%	5.1%	6.8%
Attempted 30+ Credits in Year One	11.3%	7.3%	15.5%	17.9%

Source: <https://www.calpassplus.org/Launchboard/GuidedPathways.aspx>. Local calculations for 2016-17



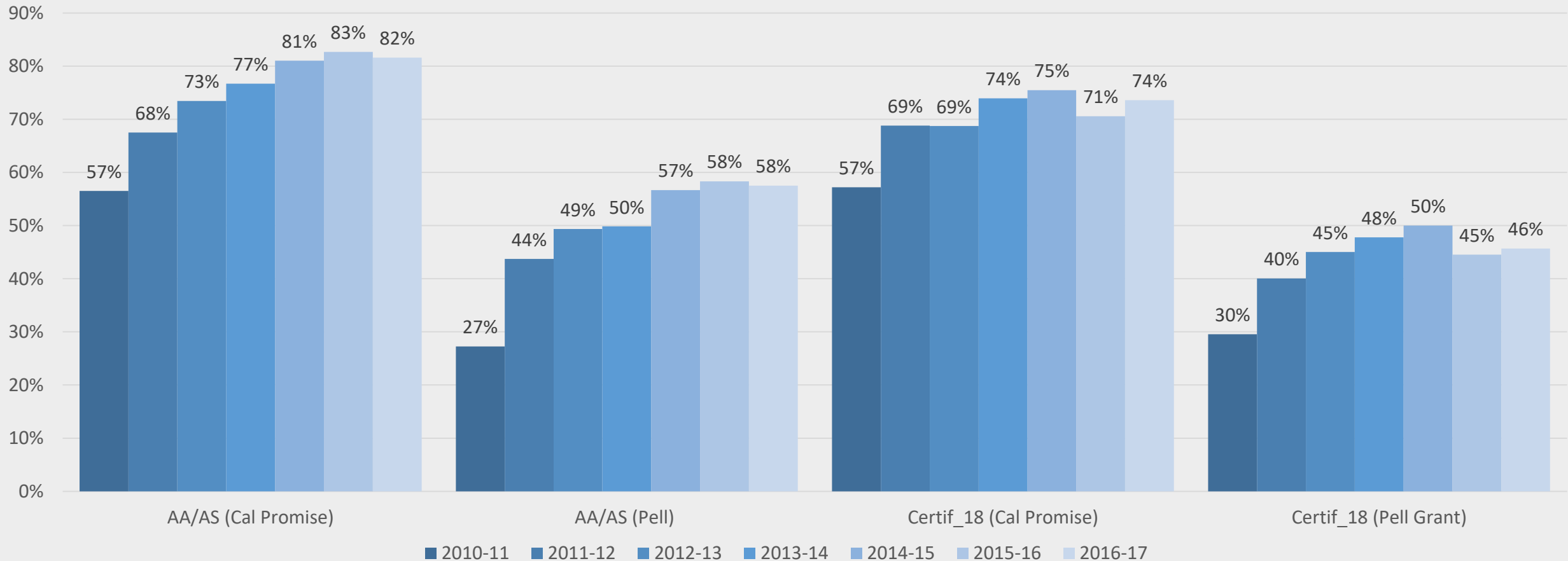
RCCD AA/AS Awards and Certificates



Source: CCCCO Data Mart, <http://datamart.cccco.edu/>



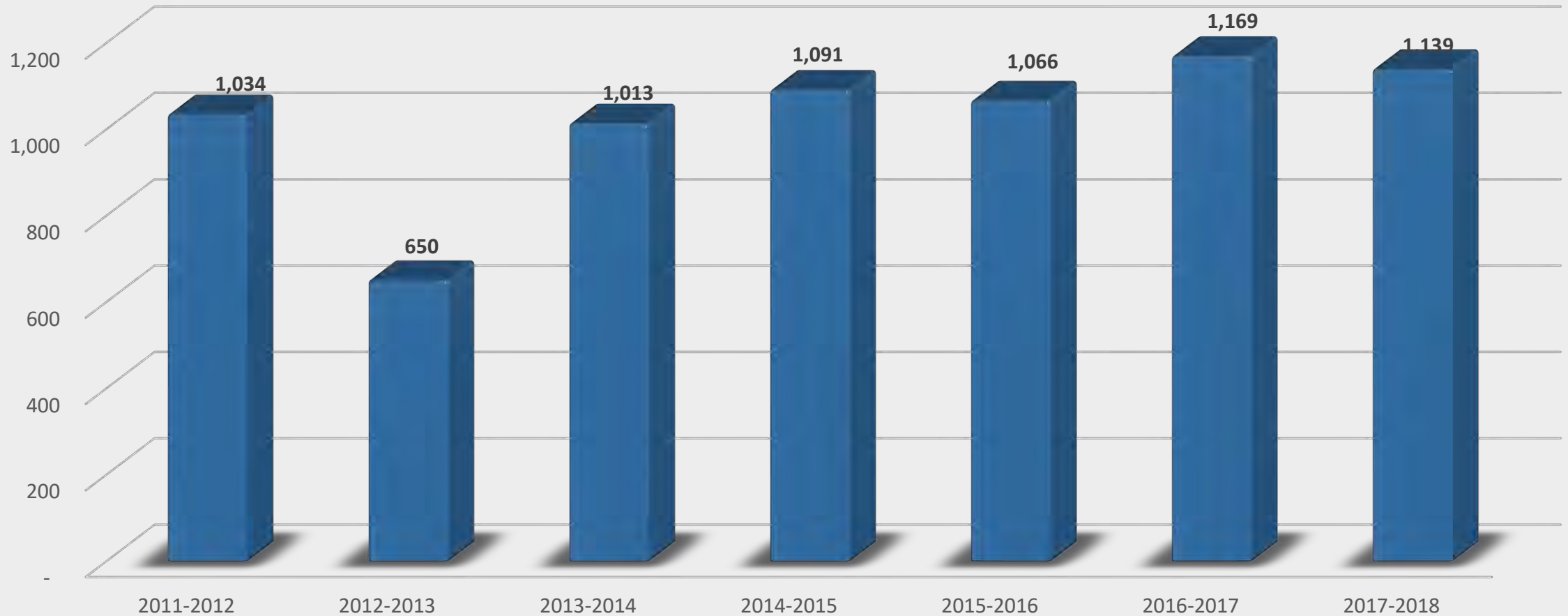
Percent of RCCD AA/AS Awards and Certificates also receiving California Promise or Pell Grants



Source: CCCCO MIS data elements, local calculation.

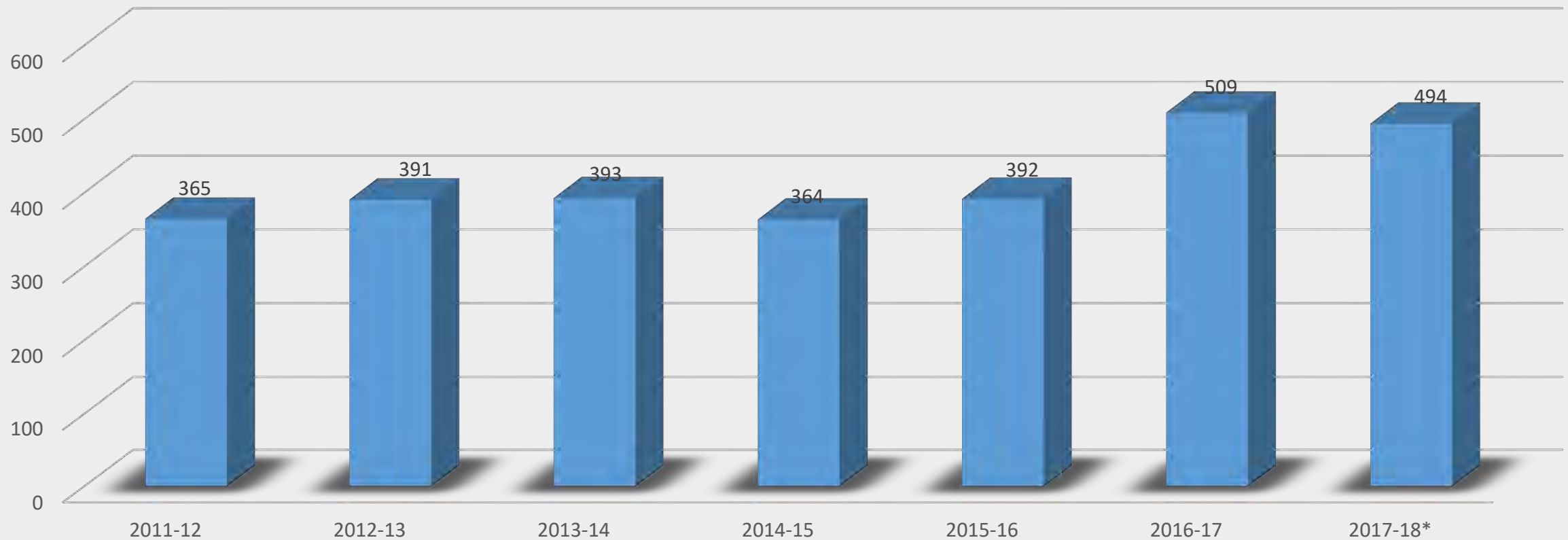


Total RCCD Transfers to any California State University campus





Total RCCD Transfers to any University of California campus



*For 2017-18, only fall enrollments were provided.



- Future Steps
 - Create targets for baseline measures and completion timelines.
 - Share progress with all college constituents.
 - Refine and augment measures, as needed.



District Strategic Plan Baseline Data – Selected Measures

End of presentation

Agenda Item (IV-B-4)

Meeting 10/2/2018 - Committee

Agenda Item Committee - Teaching and Learning (IV-B-4)

Subject Report from District Strategic Planning Council Photonics Planning Meeting

College/District District

Information Only

Background Narrative:

Presented for the Board's review is a report from the District Strategic Planning Council Photonics Planning meeting held on September 27, 2018.

Prepared By: Susan Mills, Vice Chancellor Education Services and Strategic Planning

Attachments:

None.

Agenda Item (IV-C-1)

Meeting 10/2/2018 - Committee
Agenda Item Committee - Planning and Operations (IV-C-1)
Subject 2015-2017 Clery Act Report
College/District District
Information Only

Background Narrative:

Federal Law, under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, requires educational institutions to record and disclose information related to criminal activity on or around campuses and other District-controlled facilities. The Clery Act further requires institutions to publish an annual report disclosing campus security policies and three (3) years of crime statistics. The annual report includes crime statistics, non-Clery calls for service activity, and Violence Against Women Act (VAWA) information. All of the safety information required by the Clery Act is provided in the report.

The format for the 2015-2017 Clery Act Report has been revised to be more user-friendly and easier to read than previous submissions, while still being fully compliant with the law. The new format also allows the police department to highlight its service-oriented philosophy and positive interactions with the college community.

The 2015-2017 Clery Act Report is submitted to the Board of Trustees for review and discussion.

Prepared By: Aaron Brown, Vice Chancellor, Business and Financial Services
Michael Simmons, Director, Risk Management, Safety & Police Services
Robert Gunzel, Chief of Police

Attachments:

[10022018_Annual Clery Act Report 2015-2017](#)
[10022018_Presentation – 2015-2017 Clery Act Report](#)



ANNUAL CLERY REPORT · 2015-2017

A GUIDE TO SAFETY & SECURITY IN THE RIVERSIDE COMMUNITY COLLEGE DISTRICT



MORENO VALLEY COLLEGE
NORCO COLLEGE
RIVERSIDE CITY COLLEGE

SAFE &
SECURE



CAMPUS SAFETY AND THE CLERY ACT

A safe campus is the top priority for the Riverside Community College District. This document is published in compliance with the “*Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.*” The “Clery Act” requires U.S. colleges and universities that participate in any federal student financial aid programs to disclose information about crime on and around their respective campuses.

Each participating institution’s annual report must do the following:

- Disclose the institutions campus security policies and three-year’s worth of specified crime and arrest statistics
- Be made available to students, faculty & staff and applicants for employment
- Provide information regarding certain institutions’ policies and procedures that are related to the Clery Act or the Violence Against Women Act (VAWA)
- Provide information regarding the institution’s emergency procedures
- Assure campus sexual assault victims of their rights

The U.S. Department of Education centrally collects and disseminates the statistics reported in the Annual Security Report at:

<https://ope.ed.gov/campusafety/>

Schools that fail to comply can be penalized by the U.S. Department of Education.

Additionally, this publication is available on the Riverside Community College District’s website at:

<https://www.rccd.edu/administration/police/Pages/CleryReports.aspx>

RIVERSIDE COMMUNITY COLLEGE DISTRICT

The Riverside Community College District (RCCD) consists of three main college campuses; Norco College, Moreno Valley College and Riverside City College. Other District and/or college entities include the Ben Clark Training Center, RCC Culinary Arts Academy, Coil School for the Arts, Center for Social Justice and Civil Liberties, the RCC Rubidoux Annex, and the Office of Economic Development. The District’s policies and procedures pertaining to campus safety apply to each institution. The District does not currently have any residential facilities.

Relevant crime data from all regional law enforcement agencies are collected through the College Police Records Department, in consultation with college Student Services from each campus. For accuracy and to avoid duplication, the data collected is reviewed by the District’s Director of Risk Management as well as the College Police Chief.

The Riverside Community College District Police Department

The Police Department, a reporting unit under the Vice Chancellor, Business and Financial Services, operates under the general direction of the Director of Risk Management, Safety & Police Services, and is administered by the Chief of Police. College Police operate 24-hours-a-day and may be contacted through Police Dispatch at (951) 222-8171. Police stations are located at:

Norco College

2001 Third St. Norco, CA 92880 (951)372-7000

Moreno Valley College

16130 Lasselle St. Moreno Valley, CA 92551
(951) 571-6100

Riverside City College

4800 Magnolia Ave. Riverside, CA 92506
(951) 222-8000

College Police officers are sworn police officers in accordance with the California Education Code and the California Penal Code. Officers receive the same training as all sworn officers in the State of California and they have the same authority.

The College Police Department ensures that reasonable protection is provided to members of the college community while they are at locations owned or controlled by the District by utilizing crime prevention methods that fit within and contribute to the educational philosophy of the Riverside Community College District. College Police provides a full range of public safety services, including responding to all reports of crime, various investigations, medical and other emergency response and traffic control matters. The College Police also enforces laws regulating trespass, underage drinking and the illegal use of controlled substances.

The RCCD has a Memorandum of Understanding with both the Riverside Sheriff's Department and the Riverside Police Department detailing the manner and circumstances under which information will be shared between the agencies, and certain circumstances under which those entities will provide assistance with the response to incidents on campus that require specialized resources and equipment.

RCCD Non-Discrimination Policy

The District is committed to equal opportunity in educational programs, employment and access to institutional programs and activities. The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to actual, perceived or association with others' ethnic group identification, national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, genetic information, ancestry, sexual orientation, or 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 (a) of Section 422.6 of the Penal Code. In addition to these protected groups, the District additionally provides equal employment opportunities to all applicants and employees regardless of gender, medical condition, marital status, or status as a Vietnam-era veteran.

POLICIES AND PROCEDURES RELATED TO CRIME REPORTING AND EMERGENCY RESPONSE

The Riverside Community College District encourages all of its community members to report criminal matters, unquestionable or perceived, to the College Police. Such reporting allows College Police to ensure the safety of its stakeholders, including matters that may be determined to warrant the issuance of a campus-wide warning notification.

If assistance is required by the College Police, the District's administrative policy (AP 3515) recommends contacting Police Dispatch at (951) 222-8171, or the RCCD Human Resources and Employee Relations or Title IX Coordinator at (951) 222-8797. A member of the community may always report a crime or other emergency situation to College Police by dialing 9-1-1.

While the District encourages its stakeholders to report criminal activity, individuals, including victims of crime, are not required by law to report criminal activity. Members of the college community can report a crime without identifying themselves to Dispatch over the telephone. In the instance of a criminal report, the College Police will take measures to protect the victim's confidentiality when necessary.

OTHER AVAILABLE SERVICES

Individuals designated as mental health counsellors and whose job responsibilities

include providing psychological counseling to students, may respect a reporting party's wish for confidentiality when the counselor receives a report. This confidentiality must be within the counselor's job description and licensure. These mental health specialists constitute a professional counselor within the meaning of the Clery Act.

The District does not provide pastoral counseling within the meaning of the Clery Act. Pastoral counselors are those individuals who are associated with a religious order or denomination, are recognized by that religious order or denomination as someone who provides confidential counseling, and who are functioning within the scope of that recognition as a pastoral counselor.

EMERGENCY NOTIFICATIONS

RCCD is committed to a safe educational and work environment for all students, faculty and staff as well as the surrounding community and visitors. Timely communication in the event of an emergency is a priority. In the event of a serious incident that poses an immediate threat to life or property, the District has various systems in place in order to communicate information to stakeholders quickly.

The District's emergency communication protocol involves the following communication components, any or all of which may be used in an emergency.

- Rave Guardian Notifications
- Telephone calls to land-lines
- Telephone calls and text messages to cellular telephones
- Email to students, faculty & staff
- Notifications via select social media platforms

To help facilitate receipt of such emergency notifications, RCCD encourages students, faculty & staff to provide cell phone numbers

and email addresses and sign-up for the Rave Guardian mobile application.

In the event of a major incident on property owned or controlled by the District, in addition to dispatching College Police personnel, it is the responsibility of Police Dispatch to notify the appropriate allied agencies. In all circumstances, the College Chief of Police will confirm whether the circumstances constitute a significant emergency or dangerous situation involving an immediate threat to the health and welfare of those on campus. That determination will be considered by Chancellor, Vice-Chancellor of Business Services, the Associate Vice-Chancellor of Strategic Communications, the Director of Risk Management and the affected College President prior to the initiation of the mass notification protocol.

Under the current procedure, the Associate Vice-Chancellor of Strategic Communication or designee will be responsible for the dissemination of the electronic communication to the entire College District. Responsibility for communications, including non-electronic communications, directed toward specific segments of the college community will be apportioned through the appropriate college President or their designee.

The District conducts numerous tests of its emergency communication components throughout the year. These tests can be publicized or unannounced.

SPECIFIC EMERGENCY PROCEDURES

Shelter in Place

Under certain circumstances, the College Police may advise members of the District to shelter in place. In most circumstances, sheltering in place provides protection from external hazards, minimizes the chance of injury and/or provides the time necessary to allow for a safe evacuation. Sheltering in place should be done by selecting a small interior room if possible,

with no windows or as few windows as possible. All attempts should be made to identify a sufficient location prior to an emergency event. When authorities issue a directive to shelter in place, take refuge inside as soon as possible; do not walk outdoors.

An order to shelter in place may be issued in response to:

- An active shooter
- Severe storm or weather
- Hazardous materials
- Civil unrest
- A hostage situation
- Any condition that involves a threat outdoors

If a shelter in place order is activated:

- Remain calm
- Select the appropriate space and lock all doors, windows and any other opening to outdoors
- Stay away from doors and/or windows
- Avoid overcrowding by selecting several rooms if necessary

For external chemical, biological or radiological incidents:

- Stay inside and move to an inside corridor or office
- Facilities personnel may need to shut down all building ventilation and air conditioning systems when necessary and appropriate
- Remain alert for instructions and updates as they become available from emergency personnel or college administration

Evacuation Procedures, Including in Case of Fire

At the sound of a fire alarm, or if you are instructed to evacuate, proceed to the nearest exit and leave the building. If you are the first to

recognize a fire situation, activate the fire alarm, evacuate to the safest location, and notify the College Police.

- Remain calm
- Exit via the stairs - do NOT use elevators
- Assist the physically impaired when possible
- Proceed to a clear area at least 150 feet from the building
- Keep walkways and driveways clear for emergency personnel and vehicles
- Make sure that everybody is out of the building
- Do not re-enter the building until instructed to do so by emergency personnel or college administrators

Rave Guardian Notices

The District or colleges will issue a Rave Guardian notice whenever the college administration and/or College Police believe that there may be a serious or continuing threat to students, faculty or staff. The intent of the Rave Guardian alert is to aid in the prevention of similar crimes and to enable members of the District community to take proactive steps to protect themselves.

The Associate Vice-Chancellor of Strategic Communication or designee will review and revise the text of the Rave emergency messages as necessary, and then transmit the notification containing the notice to the college community. The content of the message will not contain confidential information, such as a victim's name, but will contain the information appropriate to assist members of the Riverside Community College District in preventing similar incidents. A Rave notification will not be transmitted if it is deemed that the notification will compromise efforts to assist a victim or to contain, respond to, or otherwise mitigate the emergency.

At the direction of the Chancellor, Vice-Chancellor of Business Services, Associate Vice-

Chancellor of Strategic Communication and/or the Director of Risk Management, Rave notices will only be sent to members of the RCCD community associated with locations or institutions at which it is deemed there is a serious or continuing threat to students, faculty or staff. Updates about any case resulting in a criminal case will be distributed as deemed appropriate.

POLICIES AND PROCEDURES RELATED TO DATING VIOLENCE, DOMESTIC VIOLENCE, SEXUAL ASSAULT AND STALKING

Prohibition

The Riverside Community College District prohibits the crimes of dating violence, domestic violence, sexual assault and stalking as they are defined under the Clery Act:

Domestic Violence: “Domestic Violence” means:

- 1) Felony or misdemeanor crime of violence committed by:
 - a. A former spouse or intimate partner of the victim
 - b. A person with whom the victim shares a child in common
 - c. A person who is cohabitation with the victim as a spouse or intimate partner
 - d. A person similarly situated to a spouse of the victim under the domestic violence laws of the jurisdiction in which the crime of violence occurred
 - e. Any other person against an adult or youth victim who is protected from that persons acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.
- 2) The term “Crime of Violence” means an offense that has as an element the use, attempted use, or the threat of use of

physical force against the person or property of another; or any other offense that is a felony and that, by its nature, involves a substantial risk that physical force against the person or property of another may be used in the course of committing the offense. (18 USC § 16)

Dating Violence: “Dating Violence” means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and;

- 1) The existence of such a relationship shall be determined based on the reporting party’s statement and with the consideration of the length of the relationship, the type of relationship, and the frequency of the interaction between the persons involved in the relationship.
- 2) For the purposes of this definition:
 - a. Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse

Stalking: “Stalking” means:

- 1) Engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
 - a. Fear for the person’s safety or the safety or safety of others; or
 - b. Suffer substantial emotional distress.
- 2) For the purposes of this definition:
 - a. Course of conduct means two or more acts, including, but not limited to; acts in which the stalker directly, indirectly, or through third parties, by action, method, device, or means follows, monitors, observes, surveils, threatens, or

- communicates to or about a person, or interferes with a person’s property.
- b. Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily require medical or other professional treatment or counseling.
- c. Reasonable persons mean a reasonable person under similar circumstances and with similar identities to the victim.

Sexual Assault: “Sexual Assault” means an offense that meets the definition of rape, fondling, incest, or statutory rape as defined in the FBI’s Uniform Crime Reporting system. A sex offense is any act directly against another person, without the consent of the victim, including instances where the victim is incapable of giving consent.

Rape: “Rape” means penetration, however slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.

Fondling: “Fondling” means the touching of the private parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.

Incest: “Incest” means the non-forcible sexual intercourse between persons who are related to each other within the degree wherein marriage is prohibited by law.

Statutory Rape: “Statutory Rape” means the non-forcible sexual intercourse with a person who is under the statutory age of consent.

The District also prohibits these crimes as defined in the California Penal Code.



[Click Here](#) to view Tea Cup Video

Consent: “Consent” means affirmative conscious and voluntary agreement to engage in sexual activity. It is the responsibility of each person involved in the sexual activity to ensure that he or she has the affirmative consent of the other or others to engage in the sexual activity. Lack of protest or resistance does not mean consent, nor does silence mean consent. Affirmative consent must be ongoing throughout the sexual activity and can be revoked at any time. The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, should never by itself be assumed to be an indicator of consent.

In the evaluation of complaints in any disciplinary process, it shall not be a valid excuse to alleged lack of affirmative consent that the accused believed that the complainant consented to the sexual activity under either of the following circumstances:

- a. The accused’s belief in affirmative consent arose from the intoxication or recklessness of the accused
- b. The accused did not take reasonable steps, in the circumstances known to the accused at the time, to ascertain whether the complainant affirmatively consented.

In the evaluation of complaints in the disciplinary process, it shall not be a valid excuse that the accused believed that the complainant affirmatively consented to the sexual activity if the accused knew, or reasonably should have known, that the complainant was unable to consent to the sexual activity under any of the following circumstances:

- a. The complainant was asleep or unconscious;
- b. The complainant was incapacitated due to the influence of drugs, alcohol, or medication;
- c. The complainant could not understand the fact, nature, or extent of the sexual activity; or
- d. The complainant was unable to communicate due to mental or physical condition.” (Education Code Sec. 67368)

In criminal proceedings, consent is defined as: *“Positive cooperation in act or attitude pursuant to an exercise of free will. The person must act freely and voluntarily and have knowledge of the nature of the act or transaction involved”* (CA Penal Code 261.6). Under state law, criminal liability may attach when:

- a. A person is incapable of giving legal consent because of a mental disorder or physical or developmental disability, and this is known or reasonably should be known to the person committing the act
- b. It is accomplished against a person’s will by means of force, violence, duress, menace, or fear of immediate and unlawful bodily injury on the person or another
- c. A person is prevented from resisting by any intoxicating or anesthetic substance, or any controlled substance, and this condition was known, or reasonably should have been known by the accused
- d. A person is unconscious of the nature of the act and this was known to the accused
- e. A person submits under the belief that the person committing the act is someone known to the victim other than the accused, and this belief is induced by the accused with intent to induce the belief
- f. It is accomplished against the victim’s will by threatening to retaliate in the

future against the victim or any other person, and there is a reasonable possibility that the perpetrator will execute the threat

- g. It is accomplished against the victim’s will by threatening to use the authority of a public official to incarcerate, arrest, or deport the victim or another and the victim has a reasonable belief that the perpetrator is a public official (CA Penal Code 261, 286, 288a, 289).

Policies and Procedures for Reporting and Responding to Incidents

Reporting an Incident Generally

Members of the college community can report an incident of dating violence, domestic violence, sexual assault, or stalking to law enforcement, their respective college or District Title IX Coordinators. Reporting an incident is encouraged but not required by law. A report does not need to be made by the victim of an incident but may be reported by a third party.

In the event of a sexual assault a victim wishes to make a report to law enforcement or to the District, the victim may wish to do so as soon as possible in order to aid in the preservation of physical evidence of the assault. If the offense occurred in the prior 96-hours, for the preservation of evidence that may assist in proving that the alleged criminal offense occurred, a victim of sexual assault may not wish to bathe, change/laundry clothing, or clean the bed/linens where the assault occurred. The victim may also aid in the collection of evidence by not disposing of any damaged or stained clothing or other items of evidentiary value. While a victim may ultimately choose not to make a report of sexual assault, nevertheless, the individual may wish to consider preserving evidence as described. In California, evidence may be collected even if a victim does not wish to make a report to law enforcement.

Victims of sexual assault, domestic violence, stalking and dating violence are encouraged to also preserve documentary evidence by saving text messages, instant messages, social networking pages, or other forms of communication. Victims should also save pictures, logs or other copies of documents if they have any evidentiary value to law enforcement or the College District during any administrative proceeding.

Reporting to Law Enforcement

An individual may make a report directly to the Riverside Community College District Police by calling (951) 222-8171. College Police will immediately initiate a criminal investigation into any on-campus sexual assaults.

As stipulated in the California Constitution, Article I, Sec 28(b), also known as *the Victims' Bill of Rights* (Marsy's Law) a victim of sexual assault, and all crime victims in general, have safeguards that provide for the victim to be reasonably protected from the defendant and persons acting on behalf of the defendant, and to prevent the disclosure of confidential information or records to the defendant, the defendant's attorney, or any other person acting on behalf of the defendant, which could be used to locate or harass the victim or the victim's family or which disclose confidential communications made in the course of medical or counseling treatment, or which are otherwise privileged or confidential by law. Crime victims may obtain additional information regarding Marsy's law and local victim witness assistance centers information by contacting the California State Attorney General's Office of Victim's Services at (877) 433-9069.

Per a Memorandum of Understanding (MOU), College Police may contact the Riverside Police Department or Riverside Sheriff's Department if highly specialized resources or equipment are needed to complete the investigation.

Riverside Police Department

4102 Orange Street, Riverside, CA 92501
(951) 826-5700

Riverside Sheriff's Department

4095 Lemon St. Riverside, CA 92501
(951) 955-2400

Reporting to the College District

An individual may also make a report to the Riverside Community College District. It is recommended that the individual report an incident directly to the Title IX Compliance Officer or one of the Title IX Deputy Coordinators.

What is Title IX?

Title IX of the Educational Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."

Examples of the types of conduct that violate Title IX include, but are not limited to:

- Sexual innuendos and comments
- Sexually explicit questions
- Requests for sexual favors
- Unwelcomed touching, hugging, stroking, squeezing
- Spreading rumors about a person's sexuality
- Sexual ridicule
- Displaying or sending sexually suggestive electronic content, including but not limited to emails, text messages, etc.
- Pervasive displays of pictures, cartoons, or other materials with sexually explicit or graphic content
- Stalking a person
- Attempted or actual sexual violence
- Acts of domestic or relationship violence

Title IX Coordinator

Lorraine Jones, District Compliance Officer

Lorraine.jones@rccd.edu

Phone: (951) 328-3874

Title IX Deputy Coordinators:

Moreno Valley College

Silvester Julianne, Human Resources Liaison

Silvester.julienne@rccd.edu

Phone: (951) 571-6279

Norco College

Susan Boling, Human Resources Liaison

Susan.boling@rccd.edu

Phone: (951) 739-7801

Riverside City College

Martha Arellano, Human Resources Liaison

Martha.arellano@rccd.edu

Phone: (51)382-3703

Riverside Community College District

Georgina Villasenor, Human Resources Analyst

Georgina.villasenor@rccd.edu

Phone: (951) 328-3725

Additional Resources

Campus Police

Risk Management, Safety & Police (24-hour Dispatch) (951) 222-8171 or 9-1-1

Student Health Services

Moreno Valley College

(951) 571-6103 or (951) 571-6147

Norco College

(951) 372-7046

Riverside City College

(951) 222-8151

Community Resources

Riverside Area Rape Crisis Center

(951) 686-RAPE (7273)

Rape, Abuse, and Incest National Network

(RAINN) 1 (800) 656-4673

Area Hospitals

Riverside County Regional Medical Center

26520 Cactus Avenue. Moreno Valley, CA 92555

(951) 486-5650 (Emergency Room)

(951) 486-5670 (Fast Trac)

(951) 486-4000 (Operator)

Corona Regional Medical Center

800 S. Main St. Corona, CA 91720

(951) 736-6241

An individual may make a report to the District. It is recommended that an individual report an incident directly to the Title IX Coordinator or one of the Title IX Deputy Coordinators, but all district faculty, managers and supervisors, police, and employees who have regular contact with students will notify the Title IX Coordinator of any reports they receive of dating violence, domestic violence, sexual assault, or stalking.

District personnel, including the Title IX Coordinator(s), counselors, and Health Services personnel can and will assist the individual to contact law enforcement if that individual desires to do so. Again, although the District strongly encourages all members of its community to report incidents of dating violence, domestic violence, sexual assault, and stalking to law enforcement, it is the victim's choice whether or not to make such a report and victims have the right to decline involvement with the police.

When appropriate as a precautionary measure, interim remedy, or non-disciplinary remedy, the District may issue a written directive instructing a student or employee to refrain from communicating with another student or employee or be subject to disciplinary action.

Orders of Protection

An order of protection is a legal order prohibiting a party, such as the aggressor in a

dating violence, domestic violence, sexual assault, or stalking situation, from having contact with a victim. An order of protection may also prohibit the party from appearing at a given location, such as the victim's residence, work, or school. Examples of orders of protection are: Emergency Protective Order (EPO); Temporary Restraining Order (TRO); and Permanent Restraining Order (RO). The District complies with California law in recognizing orders of protection, and will assist a protected party in enforcing an order of protection of which it is aware.

Under certain circumstances, College Police may secure a temporary Emergency Protective Order when responding to a domestic violence, dating violence, sexual assault, or stalking situation, but neither College Police nor the District may issue a permanent Restraining Order.

College Police or the Title IX Coordinator will provide a victim with information to enable the individual to obtain an order of protection through the Superior Court of California, County of Riverside. Other Advocacy or Victims' Assistance Organizations.

The Riverside Community College District absolutely prohibits the crimes of dating violence, domestic violence, sexual assault, and stalking, as defined by the Clery Act and by the California Penal Code. The District strongly encourages victims to report all such incidents to the District and to law enforcement, but respects a victim's decision to decline to do so. If the District has notice of any such incident, the District will fulfill its obligation to take action to end, prevent, and remedy incidents of sex or gender-based discrimination.

The District has notice of an incident when a responsible employee, meaning College Police personnel, District faculty, managers and supervisors, or personnel who regularly interact with students, is aware or should be aware of the incident. The Title IX Coordinator will

coordinate the District's response to all such incidents.

Interim Remedies

The District will always provide victims with written referrals to resources as described above. A victim always has the choice whether or not to make use of these resources. The Title IX Coordinator will also work with the victim and appropriate members of the administration to offer the victim reasonable and appropriate interim remedies and/or accommodations, examples of which might include, but are not limited to:

- Academic accommodations, such as extra time on assignments, exceptions to attendance policies, online submission of assignments, or tutoring
- Late drops or withdrawals from courses
- Transfer of courses
- Special parking arrangements
- Accommodations related to financial aid
- Alternative work arrangements
- Escorts by College Police officers

Factors the Title IX Coordinator will consider in determining what accommodations are appropriate include the need expressed by the victim, the severity or pervasiveness of the allegation, possible continuing effects on the complainant, and the burden on the District and/or the responding party associated with implementing the arrangements. The Title IX Coordinator will arrange these accommodations while preserving the victim's confidentiality to the utmost extent possible. The Title IX Coordinator will not disclose to individuals executing the arranged interim remedies/accommodations the nature of the incident leading to the accommodations unless it is necessary for that implementation. The Title IX Coordinator will disclose the identity of the individual requesting the accommodation to the minimum number of District personnel necessary to affect the accommodation, and such personnel must maintain strict

confidentiality. The Title IX Coordinator will inform the victim that such a disclosure may be required to affect the accommodation prior to making the disclosure.

Record-keeping related to reports of dating violence, domestic violence, sexual assault, and stalking is maintained in the District's online Maxient system, with access restricted to members of the Title IX Compliance Office. When preparing required reporting documents, such as the Annual Security Report, the Title IX Coordinator shall cooperate with College Police and generate reports of incidents without information likely to disclose the identity of any victim, such that College Police can correctly calculate the required information while avoiding duplication. The District does not publish the name of crime victims nor house identifiable information regarding victims in the Daily Crime Log maintained by College Police or online.

Comprehensive Response

In response to all notifications of possible sex or gender-based misconduct, including dating violence, domestic violence, sexual assault, or stalking, the Title IX Coordinator will commence a prompt, thorough, fair and impartial inquiry in the matter. While the Title IX Coordinator will attempt to abide by the wishes of the victim to the extent possible, the Title IX Coordinator will take the responsive action necessary to end any potential discrimination, prevent its recurrence, and remedy its effects. Generally, a violent incident, including most incidents of dating violence, domestic violence, and sexual assault will require the District to proceed with a prompt, thorough, and impartial investigation meeting the elements of due process required to take disciplinary action if the allegations are substantiated.

The Title IX Coordinator, along with any individual assisting the Title IX Coordinator in implementing the District's response to a notification of dating violence, domestic violence, sexual assault, or stalking, including

the Title IX Investigator and Title IX Deputies, receives annual training relating to those topics and how to protect the safety of victims and promote accountability.

When the District receives notifications of possible dating violence, domestic violence, sexual assault, and stalking, the District's trained Title IX Investigator(s) will generally commence an investigation into the matter to determine whether the accused individual has violated the Student Code of Conduct contained in District Policy 3100, the District Nondiscrimination Policy 3410, the Harassment & Retaliation Policy 3430, or the District Policy 3540 Prohibiting Sexual Assault. Again, the Title IX Investigator will conduct this investigation and preserve the victim's confidentiality to the utmost extent possible, while also adhering to the District's legal mandate to end the discrimination.

Throughout the process, both parties may be accompanied to any meeting or proceeding by an advisor of their choice, and this advisor may be an attorney.

At a minimum, the investigation will involve interviewing and collecting information from the victim and respondent and any witnesses they identify and interviewing and collecting information from any other witness the Title IX Investigator deems appropriate. Prior to interviewing the responding party, the Title IX Investigator will provide the responding party with notice that the party is under investigation, including specific information regarding the alleged conduct constituting the alleged violation and applicable District Policy alleged to have been violated. The Title IX Investigator will interview the responding party and collect information from any other witness identified by the responding party, though the District does not deem character witnesses relevant to Title IX proceedings. Any witness may decline to meet with the Title IX Investigator, though the responding party may be found responsible for

the alleged violation even though they chose not to meet with the Title IX Investigator.

The Title IX Investigator will create a written summary containing the information collected during the investigation and provide both parties with an opportunity to review the written summary and offer responsive comment and information.

The Title IX Investigator creates an Investigation Report that includes a finding as to whether, by a preponderance of the evidence, the respondent violated District Policy with respect to each allegation made by the victim. It is anticipated that the investigation undertaken by the Title IX Investigator will take up to five or six weeks but may take less in more straightforward matters.

The Title IX Coordinator will then approve that determination and, if there has been a finding that the responding party violated District Policy, forward the Investigation Report on for appropriate disciplinary action. In the case of student respondents, such disciplinary action is determined and imposed by the Vice Chancellor, Student Services, and may include disciplinary probation, mandatory training, restriction from specific District activities, suspension of up to five years, or expulsion. In cases of recommended expulsion, California law requires that the respondent be provided with an opportunity to appear before the District Chancellor, who is the only party authorized to recommend the expulsion to the Board of Trustees (AP5520).

Following the imposition of disciplinary action, or in the event of a finding of non-responsibility, both parties will be provided with written notification of the District's determination. Both parties then have an opportunity to initiate a written appeal to the Title IX Coordinator. Grounds for appeal include bias, improper procedure, and new evidence not reasonably available previously. Following the appeal, the Title IX Coordinator will issue written

notification to both parties of the outcome of the appeal.

In the case of employee respondents, disciplinary action is determined and imposed by the applicable supervisor under the provisions of the collective bargaining agreement, and which may include a written counseling memorandum, written reprimand, required training, transfer, demotion, or termination. Appeal rights are limited to those provided under the collective bargaining agreement.

SAFETY INITIATIVES, CRIME PREVENTION EFFORTS, AND TRAININGS

Campus Facilities

The Riverside Community College District is a public institution and therefore is open to the public. Many campus rooms and areas are protected by intrusion alarms and require electronic access cards. Before entering any such areas, the College Police dispatch should be notified at (951) 222-8171.

It is the responsibility of those who use rooms, offices and other areas to lock access doors, turn off lights and close windows. Facilities staff and College Police staff will check many of the areas of the campus during off hours, but the primary responsibility for security lies with the user.

Keys are provided to individual staff members on a need-to-enter basis as determined by the appropriate supervisor. Lost keys must be reported immediately to one's supervisor and to the College Police. Keys must never be loaned to other staff members or students. College Police personnel will confiscate any keys which have not been specifically issued to a particular individual. When an employee separates from service, they are required to turn in any issued keys to their immediate supervisor.

No District property may be removed from the campus without written permission from the department chairperson or area supervisor. Unauthorized removal of District property from the campus is a violation of the law and may be prosecuted by the District.

The Facilities Management of each respective campus is responsible for maintenance of campus safety features such as lighting and alarms.

Education and Prevention Programs

General Education and Prevention

It is the philosophy of the District that safety and security is everyone's responsibility. Students, faculty, staff and visitors are partners in creating an atmosphere that is safe and conducive for learning.

It is the goal of the District to inform students and staff in a timely manner of any criminal activity or security problem that may pose a reasonable threat to their safety. Such information will be distributed to students through this document, emergency notifications, and student publications. The District and/or applicable colleges provide periodic training to faculty leaders regarding primary incident response.

Faculty and staff are informed through in-house memos, bulletins, newsletters and email. Finally, all effective crime prevention programs include people watching out for one another. All staff and students are asked to be alert, security conscious and involved. Call College Police at (951) 222-8171 whenever you see suspicious behavior "See Something, Say Something."

Safe Options to be an Active Bystander

Bystanders play a critical role in the prevention of sexual and relationship violence. Bystanders are "individuals who observe violence or witness the conditions that perpetuate violence. They are not directly involved but

have the choice to intervene, speak up, or do something about it." We want to promote a culture of community accountability where bystanders are actively engaged in the prevention of violence without causing further harm. We may not always know what to do even if we want to help. Below is a list of some options for bystander interventions.

- If you or someone else is in immediate danger, dial 9-1-1.
 - This could be when a person is yelling at or being physically abusive towards another and it is not safe for you to interrupt.
- Watch out for your friends and fellow students/employees. If you see someone who looks like they could be in trouble or need help, ask if they are ok.
- Confront people who seclude, hit on, and try to have sexual contact with people who are incapacitated.
- Speak up when someone discusses plans to take sexual advantage of another person.
- Believe someone who discloses sexual assault, abusive behavior, or experience with stalking.
- Refer people to on or off campus resources listed in this document for support in health, counseling, or with legal assistance.

Risk Reduction | Safety Strategies

The following are some strategies to reduce one's risk of sexual assault or harassment (adapted from the Rape, Abuse, & Incest National Network)

- Be aware of your surroundings. Knowing where you are and who is

around you may help you to find a way to get out of a bad situation.

- Try to avoid isolated areas. It is more difficult to get help if no one is around. Walk with purpose. Even if you don't know where you are going, act like you do.
- Trust your instincts. If a situation or location feels unsafe or uncomfortable, it probably isn't the best place to be.
- Try not to load yourself down with packages or bags, as this can make you appear more vulnerable.
- Make sure your cell phone is with you and charged and make sure you have the Rave Guardian App.
- Don't allow yourself to be isolated with someone you don't trust or someone you don't know.
- Avoid putting headphones in both ears so that you can be more aware of your surroundings, especially if you are walking alone.
- When you go to a social gathering, go with a group of friends. Arrive together, check in with each other throughout the event, and leave together. Knowing where you are and who is around you may help you to find a way out of a bad situation.
- Trust your instincts. If you feel unsafe in any situation, go with your gut. If you see something suspicious, contact law enforcement immediately (local authorities can be reached by calling 9-1-1 in most areas of the U.S.)
- Don't leave your drink unattended. If you've left your drink alone, just get a new one.

- Don't accept drinks from people you don't know or trust. If you choose to accept a drink, go with the person to the bar to order it, watch it being poured, and carry it yourself. At parties, don't drink from punch bowls or other large, common open containers.
- Watch out for your friends, and vice versa. If a friend seems out of it, is way too intoxicated for the amount of alcohol they've had, or is acting out of character, get him or her to a safe place immediately.
- If you suspect you or a friend has been drugged, contact local law enforcement immediately. Be explicit with doctors so they can give you the correct tests (you will need a urine test and possibly others).

If you need to get out of an uncomfortable or scary situation here are some things that you can try:

- Remember that being in this situation is not your fault. You did not do anything wrong. It is the person who is making you uncomfortable that is to blame.
- Be true to yourself. Don't feel obligated to do anything you don't want to do. "I don't want to" is always a good enough reason.
- Do what feels right to you and what you are comfortable with.
- Have a code word with your friends or family so that if you don't feel comfortable you can call them and communicate your discomfort without the person you are with knowing. Your friends or family can then come to get you or make up an excuse for you to leave.

- Lie. If you don't want to hurt the person's feelings, it is better to lie and make up a reason to leave than to stay and be uncomfortable, scared, or worse. Some excuses you could use are: needing to take care of a friend or family member, not feeling well, having somewhere else that you need to be, etc.
- Try to think of an escape route. How would you try to get out of the room? Where are the doors? Windows? Are there people around who might be able to help you? Is there an emergency phone nearby?
- If you and/or the other person have been drinking, you can say that you would rather wait until you both have your full judgment before doing anything you may regret later.

Alcohol and Illegal Drugs

The District's Student Code of Conduct, part of Administrative Policy 3550, states: The unlawful manufacture, distribution, dispensing, possession or use of alcohol or any controlled substance, including medical marijuana, on District property, during District sponsored field trips, activities or workshops, or in any facility or vehicle owned or operated by the District is strictly prohibited. A student may be suspended or expelled for violation of this policy. In enforcing this prohibition, the College Police will also enforce all federal and state underage drinking and drug laws.

Per Administrative Policy #3570, the District also prohibits the use of tobacco products and electronic delivery devices on campus or at college/district sponsored events.

Any type of drug use, including alcohol, is dangerous and potentially life threatening. Drugs and alcohol adversely affect the body, mind and behavior. The effects vary from

person to person and from usage to usage. Even low doses of drugs and alcohol can impair judgment and coordination. If you use drugs or alcohol, you risk overdose, accidents, dependence, ill health, as well as legal, financial and personal problems. The federal laws against drugs are divided into two categories: possession and distribution. The penalties are severe depending upon the type of drug, quantity of the drug, and any prior offenses. Possession will earn up to one year in prison and a \$5,000 fine. Distribution will earn up to life in prison and an \$8 million fine. State laws vary and may be more severe.

The District also provides assistance to employees through the Benefits Office or through the Employee Assistance Program (EAP).

Visit or call the Student Health Services at the Colleges for additional information:

Student Health Services

Riverside City College: (951) 222-8151
 Norco College: (951) 372-7046
 Moreno Valley College: (951) 571-6103

Additional information is available in the Campus Police Office. For complete information call (951) 222-8171

Sex Offender Registration

The federal Campus Sex Crimes Prevention Act, enacted on October 28, 2000, requires institutions of higher education to issue a statement advising the campus community where law enforcement agency information provided by a State concerning registered sex offenders may be obtained. It also requires sex offenders who are already required to register in a State to provide notice, as required under State law, of each institution of higher education in that State at which the person is employed, volunteers, or is a student.

Faculty, staff and students of the Riverside Community College District may obtain

information on registered sex offenders who are students, employees or volunteers at a specific college or facility within the District by calling College Police at (951) 222-8171 to schedule an appointment.

In California, convicted sex offenders must register with the jurisdiction in which they reside. You can search online for sex offenders in the cities of Norco, Moreno Valley and Riverside by using the interactive map at:

www.meganslaw.ca.gov

The Nation Sex Offender Public Registry is available through the U.S. Department of Justice at:

www.nsopw.gov

CRIME STATISTICS

As mandated under the Clery Act, the following three calendar years of crime statistics (2015-2017) have been compiled by the Riverside Community College District (RCCD) Police Department, in conjunction with local law enforcement agencies surrounding the campus. Campus crime, arrest and referral statistics include those reported to the Riverside Community College District Police Department, campus security authorities, and local law enforcement agencies.

RCCD has certain mandatory crime reporting obligations under state law. The Child Abuse Neglect and Reporting Act (“CANRA,” Penal Code section 11164 et seq.) requires employees to report known or suspected instances of child abuse or neglect to law enforcement by health care practitioners (such as employees or contractors in the Student Health Center) when they provide medical services to a person they know or reasonably suspect is suffering from wounds inflicted by a firearm or are result of assaultive or abusive conduct.

Campus/Location	Homicide, Negligent						Homicide, Negligent					
	Public Property			On Campus			Public Property			On Campus		
Year	15	16	17	15	16	17	15	16	17	15	16	17
Riverside	0	0	0	0	0	0	0	0	0	0	0	0
Rubidoux Annex	0	0	0	0	0	0	0	0	0	0	0	0
District Office Spruce (NC)	0	0	0	0	0	0	0	0	0	0	0	0
Culinary Academy	0	0	0	0	0	0	0	0	0	0	0	0
RCCDSO (NC)	0	0	0	0	0	0	0	0	0	0	0	0
Distance Education (NC)	0	0	0	0	0	0	0	0	0	0	0	0
CAADO	0	0	0	0	0	0	0	0	0	0	0	0
The Center for Social Justice	0	0	0	0	0	0	0	0	0	0	0	0
Moreno Valley	0	0	0	0	0	0	0	0	0	0	0	0
Ben Clark Training Center	0	0	0	0	0	0	0	0	0	0	0	0
Norco	0	0	0	0	0	0	0	0	0	0	0	0
Institutional Learning Center Stokoe	0	0	0	0	0	0	0	0	0	0	0	0
JFK Middle College HS	0	0	0	0	0	0	0	0	0	0	0	0
Economic Development Corona (NC)	0	0	0	0	0	0	0	0	0	0	0	0

Campus/Location	Robbery, Armed						Robbery, Strong-Arm						
	Public Property			On Campus			Public Property			On Campus			
	Year	15	16	17	15	16	17	15	16	17	15	16	17
Riverside	0	0	0	0	0	0	0	0	0	0	0	0	0
Rubidoux Annex	0	0	0	0	0	0	0	0	0	0	0	0	0
District Office Spruce (NC)	0	0	0	0	0	0	0	0	0	0	0	0	0
Culinary Academy	0	0	0	0	0	0	0	0	0	0	0	0	0
RCCDSO (NC)	0	0	0	0	0	0	0	0	0	0	0	0	0
Distance Education (NC)	0	0	0	0	0	0	0	0	0	0	0	0	0
CAADO	0	0	0	0	0	1	0	0	0	0	0	0	0
The Center for Social Justice	0	0	0	0	0	0	0	0	0	0	0	0	0
Moreno Valley	0	0	0	0	0	0	0	0	0	0	0	0	0
Ben Clark Training Center	0	0	0	0	0	0	0	0	0	0	0	0	0
Norco	0	0	0	0	0	0	0	0	0	0	0	0	0
Institutional Learning Center Stokoe	0	0	0	0	0	0	0	0	0	0	0	0	0
JFK Middle College HS	0	0	0	0	0	0	0	0	0	0	0	0	0
Economic Development Corona (NC)	0	0	0	0	0	0	0	0	0	0	0	0	0

Campus/Location	Hate Crimes						Aggravated Assault						
	Public Property			On Campus			Public Property			On Campus			
	Year	15	16	17	15	16	17	15	16	17	15	16	17
Riverside	0	0	0	0	1	1	0	0	0	1	0	0	0
Rubidoux Annex	0	0	0	0	0	0	0	0	0	0	0	0	0
District Office Spruce (NC)	0	0	0	0	0	0	0	0	0	0	0	0	0
Culinary Academy	0	0	0	0	0	0	0	0	0	0	0	0	0
RCCDSO (NC)	0	0	0	0	0	0	0	0	0	0	0	0	0
Distance Education (NC)	0	0	0	0	0	0	0	0	0	0	0	0	0
CAADO	0	0	0	0	0	0	0	0	0	0	0	0	0
The Center for Social Justice	0	0	0	0	0	0	0	0	0	0	0	0	0
Moreno Valley	0	0	0	0	0	1	0	0	0	0	1	0	0
Ben Clark Training Center	0	0	0	0	0	0	0	0	0	0	0	0	0
Norco	0	0	0	0	0	0	0	0	0	0	0	0	0
Institutional Learning Center Stokoe	0	0	0	0	0	0	0	0	0	0	0	0	0
JFK Middle College HS	0	0	0	0	0	0	0	0	0	0	0	0	0
Economic Development Corona (NC)	0	0	0	0	0	0	0	0	0	0	0	0	0

Campus/Location	Burglary						Motor Vehicle Theft					
	Public Property			On Campus			Public Property			On Campus		
	Year	15	16	17	15	16	17	15	16	17	15	16
Riverside	0	0	0	5	6	7	1	0	0	6	10	8
Rubidoux Annex	0	0	0	0	0	0	2	0	0	0	0	0
District Office Spruce (NC)	0	0	0	0	0	0	0	0	0	0	0	0
Culinary Academy	0	0	0	0	0	0	0	0	0	0	0	0
RCCDSO (NC)	0	0	0	0	0	0	0	0	0	0	0	0
Distance Education (NC)	0	0	0	0	0	0	0	0	0	0	0	0
CAADO	0	0	0	1	0	0	0	0	0	0	0	0
The Center for Social Justice	0	0	0	0	0	0	0	0	0	0	0	0
Moreno Valley	0	0	0	2	0	0	0	0	0	4	2	0
Ben Clark Training Center	0	1	0	0	0	0	0	0	0	0	0	0
Norco	0	0	0	0	0	0	0	0	0	0	0	1
Institutional Learning Center Stokoe	1	0	0	0	0	0	0	0	0	0	0	0
JFK Middle College HS	0	0	0	0	0	0	0	0	0	0	0	0
Economic Development Corona (NC)	0	0	0	0	0	0	0	0	0	0	0	0

Campus/Location	Arson						Liquor Law Violations					
	Public Property			On Campus			Public Property			On Campus		
	Year	15	16	17	15	16	17	15	16	17	15	16
Riverside	0	0	0	1	0	1	0	0	0	1	0	2
Rubidoux Annex	0	0	0	0	0	0	0	0	0	0	0	0
District Office Spruce (NC)	0	0	0	0	0	0	0	0	0	0	0	0
Culinary Academy	0	0	0	0	0	0	0	0	0	0	0	0
RCCDSO (NC)	0	0	0	0	0	0	0	0	0	0	0	0
Distance Education (NC)	0	0	0	0	0	0	0	0	0	0	0	0
CAADO	0	0	0	0	0	0	0	0	0	0	0	1
The Center for Social Justice	0	0	0	0	0	0	0	0	0	0	0	0
Moreno Valley	0	0	0	0	0	0	0	0	0	0	0	0
Ben Clark Training Center	0	0	0	0	0	0	0	0	0	0	0	0
Norco	0	0	0	0	0	0	0	0	0	0	0	0
Institutional Learning Center Stokoe	0	0	0	0	0	0	0	0	0	0	0	0
JFK Middle College HS	0	0	0	0	0	0	0	0	0	0	0	0
Economic Development Corona (NC)	0	0	0	0	0	0	0	0	0	0	0	0

Campus/Location	Drug Law Violations						Illegal Weapons Possession					
	Public Property			On Campus			Public Property			On Campus		
	Year	15	16	17	15	16	17	15	16	17	15	16
Riverside	1	0	0	7	6	15	1	0	0	1	1	0
Rubidoux Annex	0	0	0	0	0	0	0	0	0	0	0	0
District Office Spruce (NC)	0	0	0	0	0	4	0	0	0	0	0	2
Culinary Academy	0	0	0	0	0	0	0	0	0	0	0	0
RCCDSO (NC)	0	0	0	0	0	0	0	0	0	0	0	0
Distance Education (NC)	0	0	0	0	0	0	0	0	0	0	0	0
CAADO	0	0	9	0	0	0	0	0	0	0	0	0
The Center for Social Justice	0	0	0	0	0	0	0	0	0	0	0	0
Moreno Valley	0	0	1	2	0	0	0	0	0	1	0	0
Ben Clark Training Center	0	1	0	0	0	0	0	0	0	0	0	0
Norco	0	0	0	0	0	0	0	0	0	0	0	0
Institutional Learning Center Stokoe	0	0	0	0	0	0	0	0	0	0	0	0
JFK Middle College HS	0	1	0	0	0	0	0	0	0	0	0	0
Economic Development Corona (NC)	0	0	0	0	0	0	0	0	0	0	0	0

Campus/Location	Sex Offenses, Rape						Sex Offenses, Fondling					
	Public Property			On Campus			Public Property			On Campus		
	Year	15	16	17	15	16	17	15	16	17	15	16
Riverside	0	0	0	0	0	0	0	0	0	2	1	3
Rubidoux Annex	0	0	0	0	0	0	0	0	0	0	0	0
District Office Spruce (NC)	0	0	0	0	0	0	0	0	0	0	0	0
Culinary Academy	0	0	0	0	0	0	0	0	0	0	0	0
RCCDSO (NC)	0	0	0	0	0	0	0	0	0	0	0	0
Distance Education (NC)	0	0	0	0	0	0	0	0	0	0	0	0
CAADO	0	0	0	0	0	0	1	0	0	0	0	0
The Center for Social Justice	0	0	0	0	0	0	0	0	0	0	0	0
Moreno Valley	0	0	0	0	0	1	0	0	0	2	1	0
Ben Clark Training Center	0	0	0	0	0	0	0	0	0	0	0	0
Norco	0	0	0	0	0	0	0	0	0	0	0	0
Institutional Learning Center Stokoe	0	0	0	0	0	0	0	0	1	0	0	0
JFK Middle College HS	0	0	0	0	0	0	0	0	0	0	0	0
Economic Development Corona (NC)	0	0	0	0	0	0	0	0	0	0	0	0

Campus/Location	Sex Offenses, Incest						Sex Offenses, Statutory Rape						
	Public Property			On Campus			Public Property			On Campus			
	Year	15	16	17	15	16	17	15	16	17	15	16	17
Riverside	0	0	0	0	0	0	0	0	0	0	0	0	0
Rubidoux Annex	0	0	0	0	0	0	0	0	0	0	0	0	0
District Office Spruce (NC)	0	0	0	0	0	0	0	0	0	0	0	0	0
Culinary Academy	0	0	0	0	0	0	0	0	0	0	0	0	0
RCCDSO (NC)	0	0	0	0	0	0	0	0	0	0	0	0	0
Distance Education (NC)	0	0	0	0	0	0	0	0	0	0	0	0	0
CAADO	0	0	0	0	0	0	0	0	0	0	0	0	0
The Center for Social Justice	0	0	0	0	0	0	0	0	0	0	0	0	0
Moreno Valley	0	0	0	0	0	0	0	0	0	0	0	0	0
Ben Clark Training Center	0	0	0	0	0	0	0	0	0	0	0	0	0
Norco	0	0	0	0	0	0	0	0	0	1	0	0	0
Institutional Learning Center Stokoe	0	0	0	0	0	0	0	0	0	0	0	0	0
JFK Middle College HS	0	0	0	0	0	0	0	0	0	0	0	0	0
Economic Development Corona (NC)	0	0	0	0	0	0	0	0	0	0	0	0	0

Campus/Location	VAWA – Domestic Violence						VAWA – Dating Violence						
	Public Property			On Campus			Public Property			On Campus			
	Year	15	16	17	15	16	17	15	16	17	15	16	17
Riverside	0	1	1	1	0	2	0	0	0	2	2	0	0
Rubidoux Annex	0	1	0	0	0	0	0	0	0	0	0	0	0
District Office Spruce (NC)	0	0	0	0	0	0	0	0	0	0	0	0	0
Culinary Academy	0	0	0	0	0	0	0	0	0	0	0	0	0
RCCDSO (NC)	0	0	0	0	0	0	0	0	0	0	0	0	0
Distance Education (NC)	0	0	0	0	0	0	0	0	0	0	0	0	0
CAADO	0	0	0	0	0	0	0	0	0	0	0	0	0
The Center for Social Justice	0	0	0	0	0	0	0	0	0	0	0	0	0
Moreno Valley	0	0	0	0	0	0	0	0	0	0	1	0	0
Ben Clark Training Center	0	0	0	0	0	0	0	0	0	0	0	0	0
Norco	0	0	0	0	0	0	0	0	0	0	0	0	0
Institutional Learning Center Stokoe	0	0	0	0	0	0	0	0	0	0	0	0	0
JFK Middle College HS	0	0	0	0	0	0	0	0	0	0	0	0	0
Economic Development Corona (NC)	0	0	0	0	0	0	0	0	0	0	0	0	0

Campus/Location	VAWA - Stalking					
	Public Property			On Campus		
Year	15	16	17	15	16	17
Riverside	0	0	0	7	3	1
Rubidoux Annex	0	0	0	0	0	0
District Office Spruce (NC)	0	0	0	0	0	0
Culinary Academy	0	0	0	0	0	0
RCCDSO (NC)	0	0	0	0	0	0
Distance Education (NC)	0	0	0	0	0	0
CAADO	0	0	0	0	0	0
The Center for Social Justice	0	0	0	0	0	0
Moreno Valley	0	0	0	1	6	0
Ben Clark Training Center	0	0	0	0	0	0
Norco	0	0	0	0	0	1
Institutional Learning Center Stokoe	0	0	0	0	0	0
JFK Middle College HS	0	0	0	0	0	0
Economic Development Corona (NC)	0	0	0	0	0	0

- In California a Hate Crime is defined as: A criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim:
 - Disability
 - Gender
 - Nationality
 - Race or Ethnicity
 - Religion
 - Sexual Orientation
 - Association with a person or group with one or more of the actual or perceived characteristics

NOTE: NC denotes a District property not used for the purposes of instruction.



RIVERSIDE COMMUNITY COLLEGE DISTRICT



**ROB GUNZEL, PRESENTER
CHIEF OF POLICE, RCCDPD**

2015-2017 CLERY REPORT

Megan's Law: Sex Offender Registration

You can search online for "high risk" and "serious" sex offenders in the cities of Riverside and Norco by using the interactive map at: www.riversidepolice.org. Riverside Police Department, 1000 E. Main Street, CA 92501 or the Riverside Police Station at 7477 Mission Road, Norco, CA 92551 through Friday 8 am - 5 pm. For more information to access the website, call the Riverside Police Department registration is available at (951) 222-8171. An Attorney General, Office of the Attorney General, Offender Public Release Act, Office of the Attorney General, Office of Justice at www.oag.ca.gov.

Faculty, staff and sex offenders who are registered in the Riverside Community College District (951) 222-8171.

Reporting Procedures

The District Police Department coordinates and student safety. The District Police Department report. Release information and the Riverside Community College District. The Riverside Community College District accuracy.

Crime Prevention

It is the responsibility of each individual in creating a safe campus environment. One of the most important programs and professional will not be successful without the participation of the community.

Riverside Community College District

Campus Safety, Riverside Community College District

sign up for this very important information.

Faculty and staff are informed through in-house memos, newsletters, and email. Effective crime prevention programs include some measure of people watching out for one another. Staff and students are asked to be alert, security conscious, and involved. Call the RCCD Police at (951) 222-8171 whenever you see suspicious behavior.

Sexual Assault and Acquaintance Rape

Sexual assault is a horrible and traumatic crime. However, there are many misconceptions about sexual assault and rape.

What is Rape?

The term of rape generally refers to non-consensual intercourse committed by physical force, threat or injury, or other means. A lack of consent can include the victim's inability to consent due to the effects of drugs or alcohol. The victim must have a pre-existing relationship with the perpetrator when the crime is committed.

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RIVERSIDE COMMUNITY COLLEGE DISTRICT
Moreno Valley • Norco • Riverside



CD RIVERSIDE COMMUNITY COLLEGE DISTRICT
RIVERSIDE CITY COLLEGE | NORCO COLLEGE | RIVERSIDE CITY COLLEGE

Moreno Valley College
16130 Lasalle Street
Moreno Valley, CA 92551-2045
(951) 571-6100

Norco College
2001 Third Street
Norco, CA 92860-2600
(951) 372-7000

Riverside City College
4800 Magnolia Avenue
Riverside, CA 92506-1299
(951) 222-8000

BOARD OF TRUSTEES

Virginia Blumenthal
President
Area 2

Janet Green
Secretary
Area 4

Bill Hedrick
Trustee
Area 1

Tracy Vackar
Vice President
Area 5

Mary Figueroa
Trustee
Area 3

Michael L. Burke Ph.D., Chancellor



Safety First
Committed to Safety and Security in the
Riverside Community College District

2017 CLERY STATISTICAL REPORT

Important Phone Numbers
Clery Act and Megan's Law
Crime Prevention
Sexual Assault
Victim and Community Resources

SAMPLE OF PAST YEAR(S)

CLERY TRI-FOLD PAMPHLET

NEW ELECTRONIC CLERY REPORT

COVER →



ANNUAL CLERY REPORT · 2015-2017

A GUIDE TO SAFETY & SECURITY IN THE
RIVERSIDE COMMUNITY COLLEGE DISTRICT



MORENO VALLEY COLLEGE
NORCO COLLEGE
RIVERSIDE CITY COLLEGE

SAFE &
SECURE



WHAT'S NEW?

- **ELECTRONIC FORMAT**
- **NEW INTERACTIVE LINKS**
- **DISTRICT AND COLLEGES REPRESENTED IN ONE REPORT**
- **RMSP VALUES & PRIORITIES HIGHLIGHTED**
- **UPDATED SAFETY INFORMATION**
- **RENEWED TITLE IX INFORMATION**
- **IMPROVED RAVE GUARDIAN MATERIAL**

BOLD HEADERS

FEATURING OUR THREE COLLEGES

MORENO VALLEY COLLEGE • NORCO COLLEGE • RIVERSIDE CITY COLLEGE

CAMPUS SAFETY AND THE CLERY ACT

A safe campus is the top priority for the Riverside Community College District. This document is published in compliance with the *“Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.”* The “Clery Act” requires U.S. colleges and universities that participate in any federal student financial aid programs to disclose information about crime on and around their respective campuses.

Each participating institution’s annual report must do the following:

- Disclose the institutions campus

RIVERSIDE COMMUNITY COLLEGE DISTRICT

The Riverside Community College District (RCCD) consists of three main college campuses; Norco College, Moreno Valley College and Riverside City College. Other District and/or college entities include the Ben Clark Training Center, RCC Culinary Arts Academy, Coil School for the Arts, Center for Social Justice and Civil Liberties, the RCC Rubidoux Annex, and the Office of Economic Development. The District’s policies and procedures pertaining to campus safety apply to each institution. The District does not currently have any residential facilities.

Relevant crime data from all regional law enforcement agencies are collected through the

AS WELL AS OUR CORE VALUES AND PRIORITIES

A SAFE CAMPUS IS OUR NUMBER ONE PRIORITY

SAFE & SECURE

College Police officers are sworn police officers in accordance with the California Education Code and the California Penal Code. Officers receive the same training as all sworn officers in the State of California and they have the same authority.

The College Police Department ensures that reasonable protection is provided to members of the college community while they are at locations owned or controlled by the District by utilizing crime prevention methods that fit within and contribute to the educational philosophy of the Riverside Community College District. College Police provides a full range of public safety services, including responding to all reports of crime, various investigations, medical and other emergency response and traffic control matters. The College Police also

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 (a) of Section 422.6 of the Penal Code. In addition to these protected groups, the District additionally provides equal employment opportunities to all applicants and employees regardless of gender, medical condition, marital status, or status as a Vietnam-era veteran.

POLICIES AND PROCEDURES RELATED TO CRIME REPORTING AND EMERGENCY RESPONSE

The Riverside Community College District encourages all of its community members to report criminal matters, unquestionable or perceived, to the College Police. Such reporting allows College Police to ensure the safety of its

VAWA - STALKING

Campus/Location	VAWA - Stalking					
	Public Property			On Campus		
	Year	15	16	17	15	16
Riverside	0	0	0	7	3	1
Rubidoux Annex	0	0	0	0	0	0
District Office Spruce (NC)	0	0	0	0	0	0
Culinary Academy	0	0	0	0	0	0
RCCDSO (NC)	0	0	0	0	0	0
Distance Education (NC)	0	0	0	0	0	0
CAADO	0	0	0	0	0	0
The Center for Social Justice	0	0	0	0	0	0
Moreno Valley	0	0	0	1	6	0
Ben Clark Training Center	0	0	0	0	0	0
Norco	0	0	0	0	0	1
Institutional Learning Center Stokoe	0	0	0	0	0	0
JFK Middle College HS	0	0	0	0	0	0
Economic Development Corona (NC)	0	0	0	0	0	0



RIVERSIDE COMMUNITY COLLEGE DISTRICT

QUESTIONS?



ROB GUNZEL, PRESENTER
CHIEF OF POLICE, RCCDPD

2015-2017 CLERY REPORT

Agenda Item (VI-A)

Meeting	10/2/2018 - 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: Terri Hampton, Vice Chancellor, HR and Employee Relations

Attachments:

None.