RCCD | RIVERSIDE COMMUNITY COLLEGE DISTRICT

# 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 30, 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 Photonics Education and Research Center Feasibility Study Parameters
     *The Committee to review the parameters of the feasibility study for a proposed Photonics Education and Research Center at Norco College.*
  2. Proposed Curricular Changes
     The Committee to review the proposed curricular changes for inclusion in the college catalogs and in the schedule of class offerings.

C. Planning and Operations

1. Riverside City College 2018 Facilities Master Plan
   *The Committee to review the Riverside City College 2018 Facilities Master Plan.*

D. Resources

1. Presentation on the Budget Allocation Model Revision Project Update
   Information Only
2. District EEO Plan Update: Workforce Applicant Data 2015-2016 through 2017-2018
   Information Only

E. Facilities (None)

V. OTHER BUSINESS (NONE)

VI. CLOSED SESSION

A. Pursuant to Government Code Section 54956.9 Conference with Legal Counsel - Anticipated Litigation - 1 Case
   *Recommended Action to be Determined.*

B. Pursuant to Government Code Section 54957, Public Employee Discipline/ Dismissal/Release
   *Recommended Action to be Determined.*

VII. ADJOURNMENT

# Agenda Item (III-A)

| | |
|---|---|
| Meeting | 10/30/2018 - Committee |
| Agenda Item | Chancellor's Report (III-A) |
| Subject | Chancellor's Communications |
| College/District | District |
| Information Only | |

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### 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 | 10/30/2018 - Committee |
| Agenda Item | Committee - Teaching and Learning (IV-B-1) |
| Subject | Proposed Photonics Education and Research Center Feasibility Study Parameters |
| College/District | Norco |
| Funding | General Fund |
| Recommended Action | It is recommended for the Board of Trustees to approve the parameters of the feasibility study for a proposed Photonics Education and Research Center at Norco College. |

## Background Narrative:

Norco College is considering the development of a photonics education and research center. This idea has been in development for over 18 months at Norco College. The discussion includes several community partners, Norco College constituent groups, and constituents throughout the entire District. To give more shape to this discussion, the RCCD Board of Trustees has requested the development of a feasibility study. Norco College STEM faculty, Norco College and RCCD leadership, and potential regional partners in the center have developed the parameters presented in this report. Additionally, the parameters of the feasibility study have been shared with the following decision-making groups and committees for their review and input: Chancellor's Cabinet, District Strategic Planning Council, Norco College Faculty Senate, Classified Senate, Executive Cabinet, and others.

With Board approval of these parameters, Norco College can proceed with conducting the feasibility study for eventual presentation to the Board.

Prepared By: Bryan Reece, President Norco College
Sam Lee, Interim Vice President, Academic Affairs
Michael Collins, Vice President, Business Services (NC)
Dr. Kevin Fleming, Dean of Instruction, Career and Technical Education
Peggy Campo, Associate Professor, Anatomy/Physiology
Glen Graham, Electronics/Electrician Instructor
Monica Gutierrez, Associate Professor, Biology
Virgil Lee, Assistant Professor, Chemistry
Barbara Moore, Associate Professor, Biology
Jody Tyler,
Stan Tyler, Associate Professor, Chemistry
Gail Zwart, Professor, Business Administration

## Attachments:

Feasibility Study Parameters

# Feasibility Study Parameters

Proposed Photonics Education and Research Center at Norco College

Draft: 10/25/18

1.0 Executive Summary

- Need for the Program
- Why Norco College Is the Ideal Area for the Program
- Why the Government/Companies Will Be Interested in the Lab
- Developments Anticipated through the Program

2.0 Define the Center

- Mission of the Center
- Programs: Education and Workforce Training: Classified and Theoretical Research: Technology Transfer and Incubation
- Facility Overview: Approximate Size; Location Possibilities; Possible % Distribution of Space
- Partnership Model
- Funding Possibilities
- Possible Versions or Phases of Development and Levels of Complexity

3.0 Academic and Economic Impact on Norco College/RCCD Students

- Access to more science courses
- Needed space/STEM building
- Additional Academic Programs
- Additional Road Access and Parking
- Scholarships
- Undergraduate Research
- Seamless pathways to BS, MS, PhD. (NC provides Lower-Division Education; University Partners Provide Upper-Division and Graduate Education)
- Internships
- Synergy with Veterans Education

4.0 Academic and Economic Impacts on Region/Service Area[1]

- Traffic Relief on Hamner and Other Arterials
- Industry/Sector Development
- Local and Regional Economic Development
- Jobs
- Local Revenue Generation for Public/Civic Sector

5.0 Norco College and RCCD Strategic Planning[2]

- Norco College Mission
- RCCD Mission

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[1] This section is built on several assumptions. It is important that projected impacts are realistic. We do not want to over-promise.

[2] This section needs to spell out how the Center aligns with RCCD and NC internal planning and how we will avoid mission encroachment.

- State Mission for CCCs
- RCCD Education Master Plan and Strategic Plan
- Norco College Education Master Plan (20-Year Plan): Impact on Future Programs; Anticipated Cost per FTES; Number of Students Impacted
- Norco College Strategic Plan (5-Year Plan)
- Norco College Facilities Master Plan: Impact on Future Facilities; Environmental Issues; Maintenance Issues
- Decision-Making Process: College, District and Board Process

6.0 SWOT Analysis of Center

- Strengths
- Weaknesses
- Opportunities: Benefits to Norco College and RCCD. How can the Center help move the NC and RCCD missions forward?
- Threats: Risks/Unknowns for Norco College and RCCD. Financial, safety, and security threats. What threats could complicate the Norco College or RCCD mission?

7.0 Consortium Partners

- Mission Alignment vs. Mission Encroachment
- Consortium Model
- Role of and Commitment from Norco College
- Role of and Commitment from RCCD/Board of Trustees
- Role of and Commitment from University Partners
- Role of and Commitment from Navy Partners
- Role of and Commitment from Civic Institution Partners
- Role of and Commitment from Federal Agencies
- Role of and Commitment from Business Partners
- From MOUs to Interagency Agreements

8.0 National Needs/Opportunities

- Education/Workforce Development Gap Analysis (Education, Training and Certification Needs, Jobs and Employment Needs)
- Research Gap Analysis (Applied/Classified Gaps, Theoretical Research Gaps)
- Sector Development Gap Analysis (Sector Growth, Emerging Sector Concentrations/Locations, jobs and educational levels needed for each, types of two year degrees and certificates, as well as four year and beyond.

9.0 Organization and Staffing

- Project Development Staffing Requirements
- Center Operations Staffing Requirements
- Governance Model for Center
- Center Leadership
- Composition of Center Steering Committee and Decision Making Process

10.0 Facility[3]

- Space Needs/New STEM Building
- Usage by Norco College, Navy, University, Shared, etc.
- Location Options for Building and "Tube"
- Technical Considerations: Depth of tube; energy consumption and generation; safety concerns for college staff, students, partners, and neighborhoods; vibrations; noise
- Federal Land Donation and Usage Restrictions
- Ownership, Control and Liability
- Environmental considerations

11.0 Fiscal: Costs and Revenues

- Initial Development Cost Estimates
- Ongoing Cost Estimates
- National Lab Models
- Navy Apportionment and Sponsorship
- National Science Foundation Funding and Sponsorship
- UC Funding
- Other Federal Agency Funding Possibilities
- Public Private Partnership Funding and Sponsorship: Models of P3 in Similar Areas; Models of P3 Projects at RCCD
- Research Indirects: As grants come into the Center to support research, an indirect will be held to support the Center.
- Leasing of Space
- Technology Transfer and Technology Rights and How These Will Be Shared Between Partners
- Cost per FTES
- Long Term Total Cost of Ownership
- Exit Strategy or Contingency Plan

12.0 Timeline

- Anticipated Milestones

13.0 Communications

- Who to communicate with
- How to maintain continuous communication
- How to keep the Chancellor and Board well informed

14.0 Findings and Recommendations

- Recommended 20-Year Vision
- Recommended 5-Year Goals
- Recommended Location
- Recommended Action Items for 2019
- Funding Strategy

[3] This section needs to estimate how much of the facility will be used for Center programming. For example, how much will be used for education? How much for technology transfer? How much for research? Etc.

15.0 MOUs

- Cities
- County
- Chambers/Business
- University(ies)
- Navy
- Other

# Agenda Item (IV-B-2)

| | |
|---|---|
| Meeting | 10/30/2018 - Committee |
| Agenda Item | Committee - Teaching and Learning (IV-B-2) |
| 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 Educational Services and Strategic Planning

## Attachments:

Proposed Curricular Changes

# Proposed Curricular Changes

| Course_Proposal Proposal Type Title | Course_Campus (Multi) Title | Course_Subject Code | Course Course Number | Course Title | Course Rationale |
|---|---|---|---|---|---|
| **Course Deletion** | | | | | |
| Course Deletion | Riverside City | ADJ | 18 | Institutional and Field Service | Norco excluded this course from their inventory, approved by the BOT on April 19, 2016.<br><br>The ADJ disciplines at RCC, Norco, and Moreno Valley met and discussed that this course has never been offered at MV, Norco discontinued in 2016, and RCC has not offered this course for multiple years, the course has never been updated, and the course description and SLOs do not fit within the course program reviews and there are no plans to offer this course in the future. |

# Proposed Curricular Changes

| Course_Proposal Proposal Type Title | Course_Campus (Multi) Title | Course_Subject Code | Course Course Number | Course Title | Course Rationale |
|---|---|---|---|---|---|
| Course Deletion | Riverside City | ADJ | 30 | Introduction to Family Support Law | Add assignments<br><br>Norco excluded this course from their inventory, approved by the BOT on April 19, 2016.<br><br>RCCD Discipline Meeting (Norco, Moreno Valley & RCC) discussed deletion of course; has not been taught at any campus in multiple years, does not fit within any future goals or program reviews of the campuses, and there are no future plans to teach or implement this course in any ADJ program within the district. |
| Course Deletion | Norco | ART | 39 | Design and Graphics | Include assignments and updated course material. |
| Course Deletion | Riverside City | ART | 39 | Design and Graphics | Include assignments and updated course material. |
| Course Deletion | Norco | MAT | 4 | Finite Mathematics | Math 4 was removed by MVC and recently voted for deletion by the math departments of RCC and NCC. The course was offered fewer than 10 time since 1985. The most recent offer in 2010 by NCC was cancelled for under-enrollment. |

# Proposed Curricular Changes

| Course_Proposal Proposal Type Title | Course_Campus (Multi) Title | Course_Subject Code | Course Course Number | Course Title | Course Rationale |
|---|---|---|---|---|---|
| Course Deletion | Riverside City | MAT | 4 | Finite Mathematics | Math 4 was removed by MVC and recently voted for deletion by the math departments of RCC and NCC. The course was offered fewer than 10 time since 1985. The most recent offer in 2010 by NCC was cancelled for under-enrollment. |
| Course Deletion | Riverside City | MUS | 45 | Marching Band Woodwind Methods | Incorporated into MUS 48 Marching Band. |
| Course Deletion | Riverside City | MUS | 46 | Marching Band Brass Methods | Incorporated into MUS 48 Marching Band. |
| Course Deletion | Riverside City | MUS | 47 | Marching Band Percussion Methods | Incorporated into MUS 48 Marching Band. |
| Course Deletion | Riverside City | MUS | 62 | Woodwind Techniques for Marching Band | Incorporated into MUS 48 Marching Band. |
| Course Deletion | Riverside City | MUS | 64 | Percussion Techniques for Marching Band | Incorporated into MUS 48 Marching Band. |
| **Course Major Modification** | | | | | |

# Proposed Curricular Changes

| Course_Proposal Proposal Type Title | Course_Campus (Multi) Title | Course_Subject Code | Course Course Number | Course Title | Course Rationale |
|---|---|---|---|---|---|
| Course Major Modification | Moreno Valley | ADJ | 12 | Introduction to Criminalistics | to meet CI-D compliance<br><br>Moreno valley added this course to their inventory, approved by the BOT on April 19, 2016.<br><br>The course description needed updating to reflect current forensic science preferences and standards, as well as a discipline meeting discussing changing laboratory hours to 12 hours for consistency, relevance, and student experience. |

# Proposed Curricular Changes

| Course_Proposal Proposal Type Title | Course_Campus (Multi) Title | Course_Subject Code | Course Course Number | Course Title | Course Rationale |
|---|---|---|---|---|---|
| Course Major Modification | Riverside City | ADJ | 12 | Introduction to Criminalistics | to meet CI-D compliance<br><br>Moreno valley added this course to their inventory, approved by the BOT on April 19, 2016.<br><br>The course description needed updating to reflect current forensic science preferences and standards, as well as a discipline meeting discussing changing laboratory hours to 12 hours for consistency, relevance, and student experience. |
| Course Major Modification | Norco | ADJ | 14 | Advanced Criminal Investigation | Correct error, update spelling errors. Also, discipline meeting (04/13/18) addressing disparities in unit offerings/hours and current lab/lecture ratio hours. |
| Course Major Modification | Riverside City | ADJ | 14 | Advanced Criminal Investigation | Correct error, update spelling errors. Also, discipline meeting (04/13/18) addressing disparities in unit offerings/hours and current lab/lecture ratio hours. |
| Course Major Modification | Norco | ADJ | 9 | Law In American Society | Add assignments |
| Course Major Modification | Riverside City | ADJ | 9 | Law In American Society | Add assignments |

# Proposed Curricular Changes

| Course_Proposal Proposal Type Title | Course_Campus (Multi) Title | Course_Subject Code | Course Course Number | Course Title | Course Rationale |
|---|---|---|---|---|---|
| Course Major Modification | Moreno Valley | ART | 1 | History of Western Art: Prehistoric, Ancient, and Medieval | program review 2018: Update materials and clean up COR. |
| Course Major Modification | Norco | ART | 1 | History of Western Art: Prehistoric, Ancient, and Medieval | program review 2018: Update materials and clean up COR. |
| Course Major Modification | Riverside City | ART | 1 | History of Western Art: Prehistoric, Ancient, and Medieval | program review 2018: Update materials and clean up COR. |
| Course Major Modification | Moreno Valley | DEA | 21 | Introduction to Radiology for Dental Assistants | Additional lecture hours needed to adequately cover all the material and to give the students more time to acquire this information. This is the result of the previous SLO assessment. |
| Course Major Modification | Moreno Valley | DEA | 22 | Introduction to Supervised Externships | Periodic revision of a CTE course for currency and increase in the laboratory/clinical hours to allow the students to better acquire the basic chairside assisting skills needed for private practice. |

# Proposed Curricular Changes

| Course_Proposal Proposal Type Title | Course_Campus (Multi) Title | Course_Subject Code | Course Course Number | Course Title | Course Rationale |
|---|---|---|---|---|---|
| Course Major Modification | Moreno Valley | DEA | 31 | Radiology for Dental Assistants | This Dental Assistant curriculum course is being updated to reflect changes in the field as well as changes dictated by SLO analysis. 9 lecture hours will be removed from this course and added to the pre-requisite DEA-21 course as it was found that students needed more time to learn the basics of dental radiography. |
| Course Major Modification | Moreno Valley | DEA | 32 | Intermediate Supervised Externships | Periodic CTE course update for currency. |
| Course Major Modification | Moreno Valley | DEA | 41 | Dental Office Management | Periodic CTE course update for currency. |
| Course Major Modification | Moreno Valley | FIT | 1 | Fire Protection Organization | The content of the this course can effectively be delivered through a hybrid format and potentially expand access to the course for our students. |
| Course Major Modification | Riverside City | FTV | 53 | Telecommunications Laboratory | Update COR as part of program review. |
| Course Major Modification | Moreno Valley | GEG | 1L | Physical Geography Laboratory | To bring course content and SLOs into alignment with C-ID requirements |
| Course Major Modification | Norco | GEG | 1L | Physical Geography Laboratory | To bring course content and SLOs into alignment with C-ID requirements |

# Proposed Curricular Changes

| Course_Proposal Proposal Type Title | Course_Campus (Multi) Title | Course_Subject Code | Course Course Number | Course Title | Course Rationale |
|---|---|---|---|---|---|
| Course Major Modification | Riverside City | GEG | 1L | Physical Geography Laboratory | To bring course content and SLOs into alignment with C-ID requirements |
| Course Major Modification | Moreno Valley | MAT | 10 | Precalculus | Adding Assignments and objectives. Justification for increasing units: Has additional topics not included in the C-ID descriptor. |
| Course Major Modification | Norco | MAT | 10 | Precalculus | Adding Assignments and objectives. Justification for increasing units: Has additional topics not included in the C-ID descriptor. |
| Course Major Modification | Riverside City | MAT | 10 | Precalculus | Adding Assignments and objectives. Justification for increasing units: Has additional topics not included in the C-ID descriptor. |
| Course Major Modification | Moreno Valley | MAT | 1A | Calculus I | The student learning outcomes are being updated and objectives added. |
| Course Major Modification | Norco | MAT | 1A | Calculus I | The student learning outcomes are being updated and objectives added. |
| Course Major Modification | Riverside City | MAT | 1A | Calculus I | The student learning outcomes are being updated and objectives added. |
| Course Major Modification | Moreno Valley | MAT | 1B | Calculus II | The course is due for a revision. |
| Course Major Modification | Norco | MAT | 1B | Calculus II | The course is due for a revision. |

# Proposed Curricular Changes

| Course_Proposal Proposal Type Title | Course_Campus (Multi) Title | Course_Subject Code | Course Course Number | Course Title | Course Rationale |
|---|---|---|---|---|---|
| Course Major Modification | Riverside City | MAT | 1B | Calculus II | The course is due for a revision. |
| Course Major Modification | Moreno Valley | MAT | 35 | Intermediate Algebra | This course is designed to prepare students for a college level mathematics course, such as: college algebra, statistics, trigonometry, business calculus, finite math, and others. Due to the large amount of material, it is a 5 unit course. In this proposed revision, course objectives have been refined and the entry skills have been modified to match the proposed math 52 SLO's. |
| Course Major Modification | Norco | MAT | 35 | Intermediate Algebra | This course is designed to prepare students for a college level mathematics course, such as: college algebra, statistics, trigonometry, business calculus, finite math, and others. Due to the large amount of material, it is a 5 unit course. In this proposed revision, |

# Proposed Curricular Changes

| Course_Proposal Proposal Type Title | Course_Campus (Multi) Title | Course_Subject Code | Course Course Number | Course Title | Course Rationale |
|---|---|---|---|---|---|
| Course Major Modification | Riverside City | MAT | 35 | Intermediate Algebra | This course is designed to prepare students for a college level mathematics course, such as: college algebra, statistics, trigonometry, business calculus, finite math, and others. Due to the large amount of material, it is a 5 unit course. In this proposed revision, course objectives have |
| Course Major Modification | Moreno | MUS | 3 | Fundamentals of Music | Update description, |
| Course Major Modification | Norco | MUS | 3 | Fundamentals of Music | Update description, |
| Course Major Modification | Riverside City | MUS | 3 | Fundamentals of Music | Update description, short description. Add TOPS code. Add objectives. Update SLOs. Clarify content. Update textbooks. |
| Course Major Modification | Moreno Valley | MUS | 4 | Music Theory I | Update course description and short description. Add TOPS code. Add objectives. Add TBA lab content. Change SLO #6. Update textbooks. |
| Course Major Modification | Norco | MUS | 4 | Music Theory I | Update course description and short description. Add TOPS code. Add objectives. Add TBA lab content. Change SLO #6. Update textbooks. |

# Proposed Curricular Changes

| Course_Proposal Proposal Type Title | Course_Campus (Multi) Title | Course_Subject Code | Course Course Number | Course Title | Course Rationale |
|---|---|---|---|---|---|
| Course Major Modification | Riverside City | MUS | 4 | Music Theory I | Update course description and short description. Add TOPS code. Add objectives. Add TBA lab content. Change SLO #6. Update textbooks. |
| Course Major Modification | Moreno Valley | MUS | 5 | Music Theory II | Update course description and short description. Add TOPS code. Add objectives. Add TBA lab content. Update textbooks. |
| Course Major Modification | Norco | MUS | 5 | Music Theory II | Update course |
| Course Major Modification | Riverside | MUS | 5 | Music Theory II | Update course |
| Course Major Modification | Moreno Valley | MUS | 6 | Music Theory III | Update course description and short description. Add objectives. Add TBA lab content. Update textbooks. |
| Course Major Modification | Norco | MUS | 6 | Music Theory III | Update course |
| Course Major Modification | Riverside | MUS | 6 | Music Theory III | Update course |
| Course Major Modification | Riverside City | MUS | 11 | Studio Recording Techniques | Remove cross listing. Update description, content, MoI, MoE. Update title. |
| Course Major Modification | Norco | MUS | 52 | Recital Performance | Update description. Add |
| Course Major Modification | Riverside | MUS | 52 | Recital Performance | Update description. Add |
| Course Major Modification | Norco | MUS | 67 | Community Chamber Ensemble | Update description. Add TOPS code. Update GESLOs. Update SLOs. |
| Course Major Modification | Riverside City | MUS | 67 | Community Chamber Ensemble | Update description. Add TOPS code. Update GESLOs. Update SLOs. |

# Proposed Curricular Changes

| Course_Proposal Proposal Type Title | Course_Campus (Multi) Title | Course_Subject Code | Course Course Number | Course Title | Course Rationale |
|---|---|---|---|---|---|
| Course Major Modification | Moreno Valley | MAT | 37 | Pre-Statistics | This course is designed to be a targeted pre-requisite for statistics. It is constructed to have no pre-requisites, shortening the remedial pipeline in an effort to increase students' success and retention through the developmental math sequence to college transferable statistics. NORCO has opted not to add this course to their inventory. |
| Course Major Modification | Riverside City | MAT | 37 | Pre-Statistics | This course is designed to be a targeted pre-requisite for statistics. It is constructed to have no pre-requisites, shortening the remedial pipeline in an effort to increase students' success and retention through the developmental math sequence to college transferable statistics. NORCO has opted not to add this course to their inventory. |
| **New Course** | | | | | |
| New Course | Riverside City | MUS | P32A | Jazz Piano I | Improve jazz students' music theory and improvisation skills. |

*10/15/18 Cabinet*
*10/30/18 Committee*
*11/13/18 Board*

# Proposed Curricular Changes

| Course_Proposal Proposal Type Title | Course_Campus (Multi) Title | Course_Subject Code | Course Course Number | Course Title | Course Rationale |
|---|---|---|---|---|---|
| New Course | Norco | SCA /SCT | 1 | Introduction to Automated Warehousing | This course is based on and helps student prepare for certification through the Manufacturing Skills Standards Council (MSSC). |
| **Course Inclusion** | | | | | |
| Course Inclusion | Moreno Valley | CIS | INCL 25 | MOV Inclusion CIS-25 | To build Cybersecurity Healthcare program and support CTE growth at MVC. |
| Course Inclusion | Moreno Valley | CIS | INCL 27 | MOV Inclusion CIS-27 | To support IT Technician Pathway and Cybersecurity Healthcare program development at MVC, which will enhance CTE growth based on labor market demands for Cybersecurity Healthcare professionals. |
| Course Inclusion | Moreno Valley | CIS | INCL 27A | MOV Inclusion CIS-27A | For Cybersecurity Healthcare program and to advance CTE growth at MVC. |
| New Course | Moreno Valley | PHI | INCL 22 | MOV Inclusion PHI-22 | None included |
| **Course Exclusion** | | | | | |
| New Course | Moreno Valley | PHI | EXCL 15 | MOV Exclusion PHI-15 | None included |
| Course Exclusion | Norco | REA | EXCL 81 | EXCL 81 NOR exclusion REA-81 | waiting for request/packet with discipline and department notes to be forwarded by Norco college |

# Proposed Curricular Changes

| Course_Proposal Proposal Type Title | Course_Campus (Multi) Title | Course_Subject Code | Course Course Number | Course Title | Course Rationale |
|---|---|---|---|---|---|
| Course Exclusion | Norco | REA | EXCL 82 | EXCL 82 NOR Exclusion REA-82 | waiting for Norco college to forward request/packet with discipline and department notes. |
| **Program Modification** | | | | | |
| Program Modification - AA-T | Riverside | MUS | AAT RIV | Music for Transfer | Update course offerings: Add MUS-29 Concert Choir and MUS-P76 Advanced Piano Ensemble. Delete MUS-85 Summer Chamber Ensembles and MUS-86 Summer Instrumental Ensembles. |

*10/15/18 Cabinet*
*10/30/18 Committee*
*11/13/18 Board*

# Proposed Curricular Changes

| Course_Proposal Proposal Type Title | Course_Campus (Multi) Title | Course_Subject Code | Course Course Number | Course Title | Course Rationale |
|---|---|---|---|---|---|
| **Course Exculsion** | | | | | |
| Course Excusion | Riverside City | MUS | EXCL 89H | Honors Music of Multicultural America | No longer offered at RCC. |
| **Course Inclusion** | | | | | |
| Course Inclusion | Moreno Valley | CIS | INCL 25 | Information and Communication Technology Essentials | To build Cybersecurity Healthcare program and support CTE growth at MVC. |
| Course Inclusion | Moreno Valley | CIS | INCL 27 | Information and Network Security | To support IT Technician Pathway and Cybersecurity Healthcare program development at MVC, which will enhance CTE growth based on labor market demands for Cybersecurity Healthcare professionals. |
| Course Inclusion | Moreno Valley | CIS | INCL 27A | Computer Forensics Fundamentals | For Cybersecurity Healthcare program and to advance CTE growth at MVC. |
| Course Inclusion | Norco | REA | INCL 887 | Reading Clinic | NOR Inclusion REA-887 |
| Course Inclusion | Norco | SPA | INCL 13 | Spanish for Health Care Professioals | NOR Inclusion SPA-13 |
| **Course Major Modification** | | | | | |
| Course Major Modification | Moreno Valley | ACC | 1A | Principles of Accounting I | Adding Course Objectives and updating Course Materials |
| Course Major Modification | Norco | ACC | 1A | Principles of Accounting I | Adding Course Objectives and updating Course Materials |
| Course Major Modification | Riverside City | ACC | 1A | Principles of Accounting I | Adding Course Objectives and updating Course Materials |
| Course Major Modification | Riverside City | CIS | 27 | Information and Network Security | Transfer Model Curriculum. C-ID Descriptor: ITIS 160 Introduction to Information-Systems Security. Transfers to CSUSB course IST 275 |
| Course Major Modification | Moreno Valley | GUI | 45 | Introduction to College | linking to new GE SLO's |
| Course Major Modification | Norco | GUI | 45 | Introduction to College | linking to new GE SLO's |
| Course Major Modification | Riverside City | GUI | 45 | Introduction to College | linking to new GE SLO's |
| Course Major Modification | Moreno Valley | MAT | 2 | Differential Equations | C-ID approval, adding assignments |
| Course Major Modification | Norco | MAT | 2 | Differential Equations | C-ID approval, adding assignments |
| Course Major Modification | Riverside City | MAT | 2 | Differential Equations | C-ID approval, adding assignments |

# Proposed Curricular Changes

| Course_Proposal Proposal Type Title | Course_Campus (Multi) Title | Course_Subject Code | Course Course Number | Course Title | Course Rationale |
|---|---|---|---|---|---|
| Course Major Modification | Moreno Valley | MAT | 37 | Pre-Statistics | This course is designed to be a targeted pre-requisite for statistics. It is constructed to have no pre-requisites, shortening the remedial pipeline in an effort to increase students' success and retention through the developmental math sequence to college transferable statistics. NORCO has opted not to add this course to their inventory. |
| Course Major Modification | Riverside City | MAT | 37 | Pre-Statistics | This course is designed to be a targeted pre-requisite for statistics. It is constructed to have no pre-requisites, shortening the remedial pipeline in an effort to increase students' success and retention through the developmental math sequence to college transferable statistics. NORCO has opted not to add this course to their inventory. |
| Course Major Modification | Norco | REA | 2 | Strategic Reading | Revise COR as part of program review. |
| Course Major Modification | Riverside City | REA | 2 | Strategic Reading | Revise COR as part of program review. |
| **New Course** | | | | | |
| New Course | Moreno Valley | ART | MADT ART | MADT ART MOV | Not included |
| 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 | | BUS | NAS580 | Logistics Management Concentration | Concentration Note Revised: 08/28/2018 |
| **New Program** | | | | | |

# Proposed Curricular Changes

| Course_Proposal Proposal Type Title | Course_Campus (Multi) Title | Course_Subject Code | Course Course Number | Course Title | Course Rationale |
|---|---|---|---|---|---|
| **New Program** | | | | | |
| New Program | Norco | MUS | NAA MUS | Associate in Arts Degree in Music | Associate in Arts Degree in Music |
| New Program | Norco | MUS | NADT MUS | Associate in Arts in Music for Transfer | Associate in Arts in Music for Transfer |
| **Program Modification** | | | | | |
| Program Modification | Moreno Valley | PSY | MADT566 | Associate of Arts in Psychology for Transfer | PSY MADT566 Associate of Arts in Psychology for Transfer |
| Program Modification | Norco | PSY | NADT566 | Associate in Arts in Psychology for Transfer | NADT566 Associate in Arts in Psychology for Transfer |
| Program Modification | Riverside City | PSY | RADT566 | Associate in Arts in Psychology for Transfer | RADT566 Associate in Arts in Psychology for Transfer |
| Program Modification | Norco | SPA | NADT707 | Associate in Arts in Spanish for Transfer | Placeholder for Norco ADT in Spanish program update. |
| AOE Modification | Riverside City | KIN | RAS595 | Exercise, Sport and Wellness – Fitness Emphasis | RAS595 Exercise, Sport and Wellness – Fitness Emphasis |
| AOE Modification | Riverside City | KIN | RAS597 | Exercise, Sport and Wellness – Athletic Training Emphasis | AS597 Exercise, Sport and Wellness – Athletic Training Emphasis |
| AOE Modification | Riverside City | KIN | RAS599 | Exercise, Sport and Wellness – Coaching Emphasis | RAS599 Exercise, Sport and Wellness – Coaching Emphasis degree update |

# Proposed Curricular Changes

| Course_Proposal Proposal Type Title | Course_Campus (Multi) Title | Course_Subject Code | Course Course Number | Course Title | Course Rationale |
|---|---|---|---|---|---|
| **New Course** | | | | | |
| New Course | Moreno Valley | ART | 91 | Art History of the Photographic Image | 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. |
| New Course | Moreno Valley | ART | 92 | Visual Description | 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. |

## Proposed Curricular Changes

| Course_Proposal Proposal Type Title | Course_Campus (Multi) Title | Course_Subject Code | Course Course Number | Course Title | Course Rationale |
|---|---|---|---|---|---|
| New Course | Moreno Valley | ART | 93 | Rome: The Ancient City | A necessary class for our Art History students in their pathway to a UC. |

# Agenda Item (IV-C-1)

| | |
|---|---|
| Meeting | 10/30/2018 - Committee |
| Agenda Item | Committee - Planning and Operations (IV-C-1) |
| Subject | Riverside City College 2018 Facilities Master Plan |
| College/District | District |
| Funding | |
| Recommended Action | It is recommended that the Board of Trustees approve the Riverside City College 2018 Facilities Master Plan. |

## Background Narrative:

Riverside City College 2018 Facilities Master Plan.

The 2018 Facilities Master Plan includes, but is not limited to:
•Integration of newly developed Educational Master Plan (2016) with the new Facilities Master Plan;
•Ensure that all major initiatives and current capital (state and locally funded) projects are included within the current Facilities Master Plan;
•Evaluate viability of existing parking resources, along with potential parking opportunities to support the College's vision and growth objectives; examine current and future vehicular circulation opportunities and strategies; Evaluate existing pedestrian pathways and circulation; recommend opportunities for improving circulation between the upper and lower campuses inclusive access, signage, and paths of travel;
•Evaluate and assess current building infrastructure; recommend replacement and mitigation strategies for physical resources to sustainably support future demands at RCC;
•Evaluate current athletic, student/community engagement centers and student services facilities infrastructure; recommend replacement and mitigation strategies for physical resources to sustainably support future demands of these programs at RCC;
•Recommend methodology to maximize state funding through the discrete sequencing of campus building planning, in collaboration with the District's State Specialist;
•Recommend methodology to plan for and maximize the competitiveness of the IPP and FPP process at the CCCCO;
•Recommend and provide sequencing for long-term capital sustainable programs and initiatives;
•Recommend land acquisitions and/or future resources; provide research/strategies for demolition of structures no longer needed within the College's portfolio.

Prepared By: Irving Hendrick, Interim President, Riverside City College
Raymond West, Vice President, Business Services (RCC)

## Attachments:

RCC 2018 Facilities Master Plan

# RIVERSIDE CITY COLLEGE

**2018** FACILITIES MASTER PLAN

## Presentation to the Board of Trustees

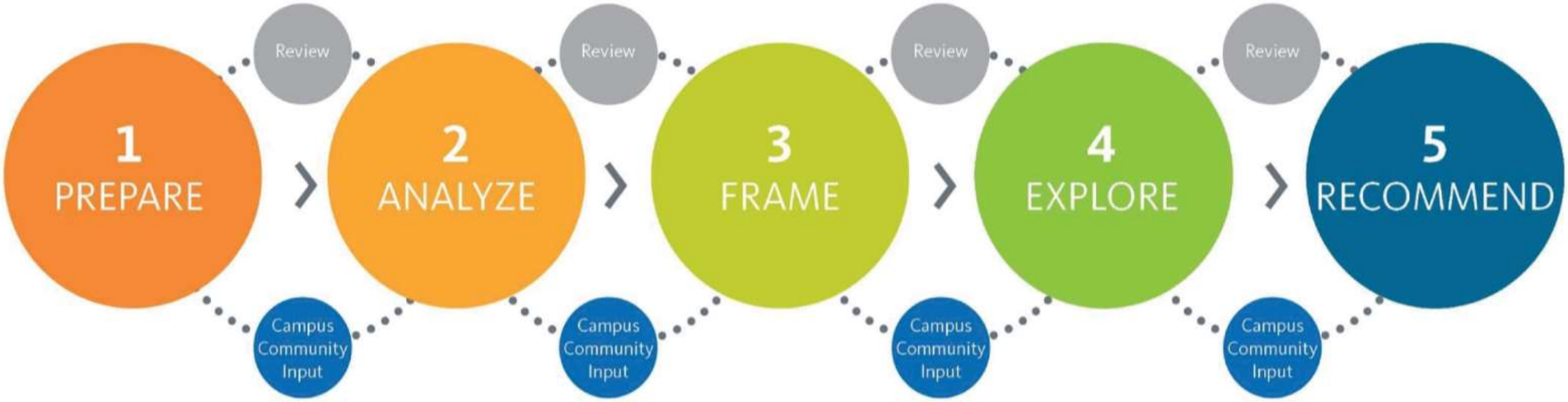
October 30, 2018

Gensler

# OUTLINE

- THE PROCESS
- THE PLAN
- HOW IT WORKS
- THE DETAIL
- NEXT STEPS

# THE **PROCESS**




| | | | | |
|---|---|---|---|---|
| ✓ Organize | ✓ Collect | ✓ Link | ✓ Develop | ✓ Share |
| ✓ Schedule | ✓ Assess | ✓ Framework | ✓ Evaluate | ❑ Approve |
| ✓ Vision | ✓ Document | ✓ Quantify | ✓ Strategize | ❑ Document |

# THE **TIMELINE**

2018

| | JAN | | | | | FEB | | | | MAR | | | | APR | | | | MAY | | | | JUN | | | | JUL | | | | AUG | | | | SEP | | | | OCT | | | | NOV | | | | DEC | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 8 | 15 | 22 | 29 | 5 | 12 | 19 | 26 | 5 | 12 | 19 | 26 | 2 | 9 | 16 | 23 | 30 | 7 | 14 | 21 | 28 | 4 | 11 | 18 | 25 | 2 | 9 | 16 | 23 | 30 | 6 | 13 | 20 | 27 | 3 | 10 | 17 | 24 | 1 | 8 | 15 | 22 | 29 | 5 | 12 | 19 | 26 | 3 | 10 | 17 | 24 | 31 |
| 1 PREPARE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 ANALYZE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 FRAME | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 EXPLORE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 RECOMMEND | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| PARTICPATION | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Leadership/Working group | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Campus Forums / Flex Days | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sustainability Workshop | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Shared Governance | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Board of Trustees | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

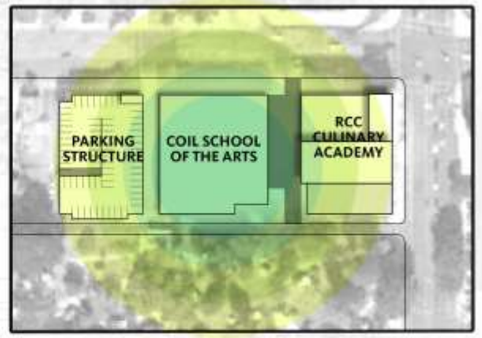
# PARTICIPATORY

# VISION **SESSIONS**

- 14 SESSIONS THROUGHOUT 3 DAYS
- 18 HOURS OF ENGAGEMENT
- OVER 12,000 DATA POINTS COLLECTED
- HUNDREDS OF IDEAS COLLECTED
- 25 DEPARTMENTS, DIVISIONS, PROGRAMS, CENTERS AND ORGANIZATIONS REPRESENTED
- PARTICIPATION
  - 41% students
  - 37% faculty
  - 14% staff
  - 8% other/did not specify

# EXPERIENCE **MAP**

# STATION 1




COIL

15TH STREET
MAGNOLIA AVE
PROSPECT AVE
ECE
NORTH HALL
EVANS SPORTS COMPLEX
CUTTER POOL
RIVERSIDE AQUATIC COMPLEX
WHEELOCK FIELD
HANDBALL
WEIGHT ROOM
STUDENT GOV
HUNTLEY GYM
PILATES
PARKING STRUCTURE
PRACTICE FIELD
WHEELOCK GYM
PHYSICAL SCIENCE
BRADSHAW ST CTR
LIFE SCIENCE
LOVEKIN
VIEWPOINTS PLANETARIUM
WAREHOUSE
MLK
14
15A
CHAVEZ
TECH B
COSMETOLOGY
CERAMICS
ART
TERRACINA DR
SCHOOL OF NURSING
DIGITAL LIBRARY + LEARNING CENTER
QUADRANGLE
LANDIS PAC
MUSIC HALL
FAC
TECH A
MATH + SCIENCE
MUSIC
MUSIC ANNEX
FAIRFAX AVE
KANE ST SRVS/ADMIN
NOBLE ADMIN
BE
AUTO TECH
CITY COLLEGE DR
35
CYPRESS AVE

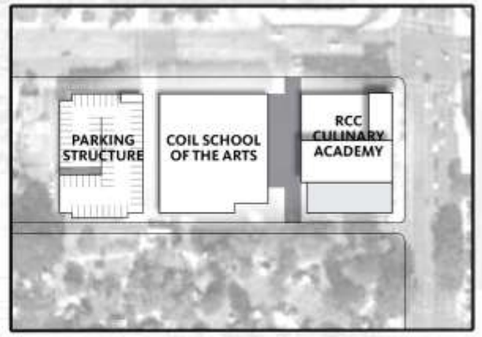
## YOUR EXPERIENCE

- FAVORITE
- LEAST FAVORITE

# DRAW YOUR **PATH**

# STATION 2

## DRAW
YOUR PATH



COIL

15TH STREET
MAGNOLIA AVE
PROSPECT AVE
ECE
NORTH HALL
CUTTER POOL
RIVERSIDE AQUATIC COMPLEX
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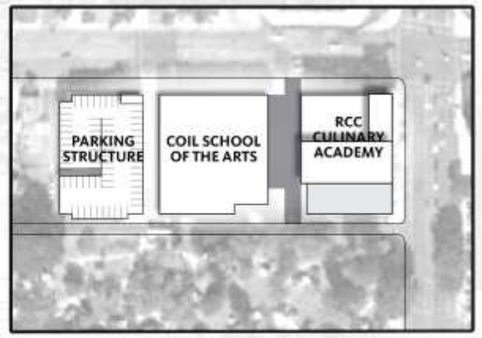
KANE ST SRVS/ADMIN
NOBLE ADMIN
BE
AUTO TECH
CITY COLLEGE DR
35
OLIVEWOOD AVE

# PLACES ON CAMPUS

# DATA-INFORMED

# STATION 3




COIL

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ECE
NORTH HALL
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CUTTER POOL
RIVERSIDE AQUATIC COMPLEX
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NOBLE ADMIN
BE
AUTO TECH
CITY COLLEGE DR
35

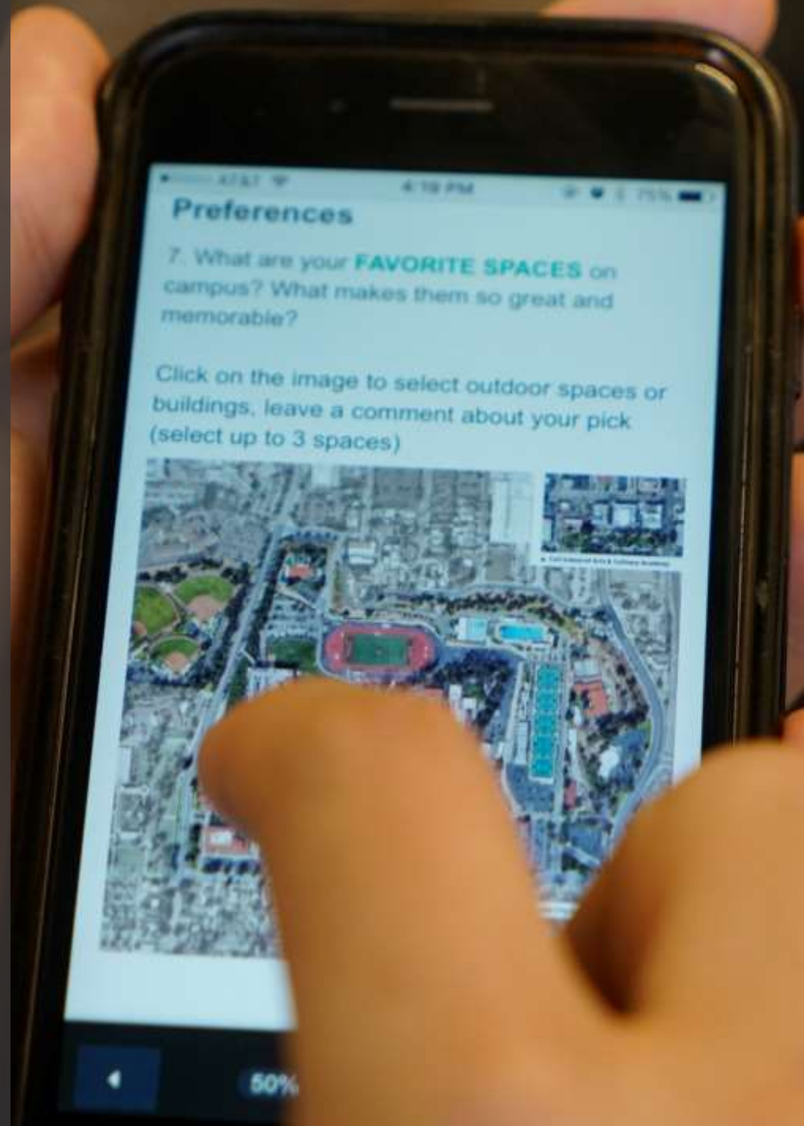
## PLACES ON CAMPUS

- FOCUS
- SOCIALIZE

# 100 **IDEAS**

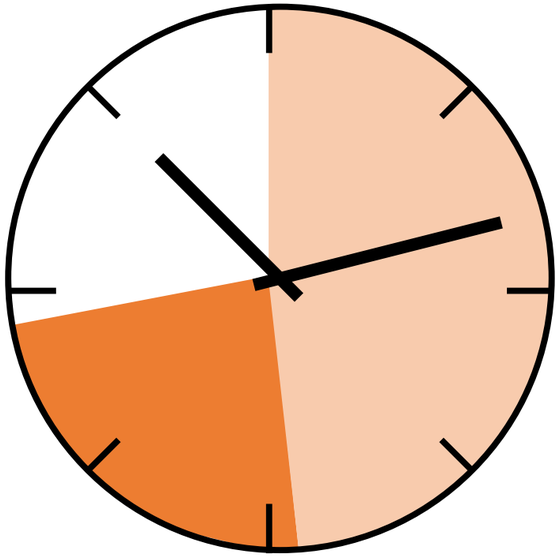
# ON-LINE EXPERIENCE **SURVEY**

- 1,210 RESPONSES
  - 84% students
  - 10% faculty
  - 4% staff



# Survey Findings: **Parking on Campus**

Average **time parking on Campus**



**8min.**

Faculty & Staff

**15min.**

Students

Created by JD
from the Noun Project

## Faculty & Staff Parking Preferences

**95%**

of Faculty & Staff report parking on surface parking

## Student Parking Preferences

**even split**

Between students parking on the parking structure and surface parking

**10%** of students find parking in off-campus areas !

# Survey Findings: **Campus Engagement**

## Average Student Week

Self-reported weekly time spent

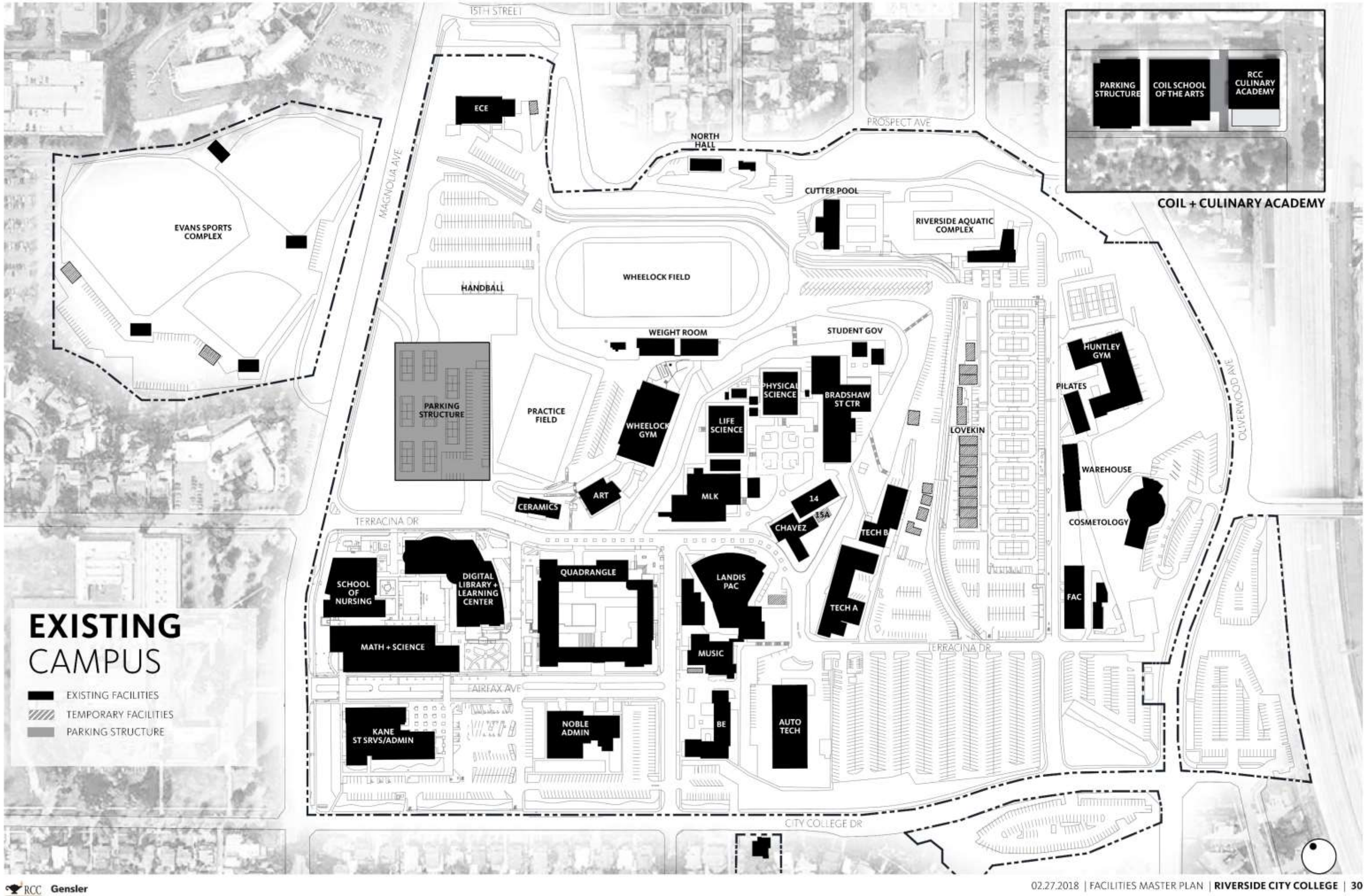
## Participation in Campus Initiatives

**24%**

of students report participating on campus organizations and initiatives

**>60%**

of those engaged on campus initiatives are participating, at least, on a monthly basis


15TH STREET
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NOBLE ADMIN
BE
AUTO TECH
PARKING STRUCTURE
COIL SCHOOL OF THE ARTS
RCC CULINARY ACADEMY
COIL + CULINARY ACADEMY
EXISTING
CAMPUS
EXISTING FACILITIES
TEMPORARY FACILITIES
PARKING STRUCTURE

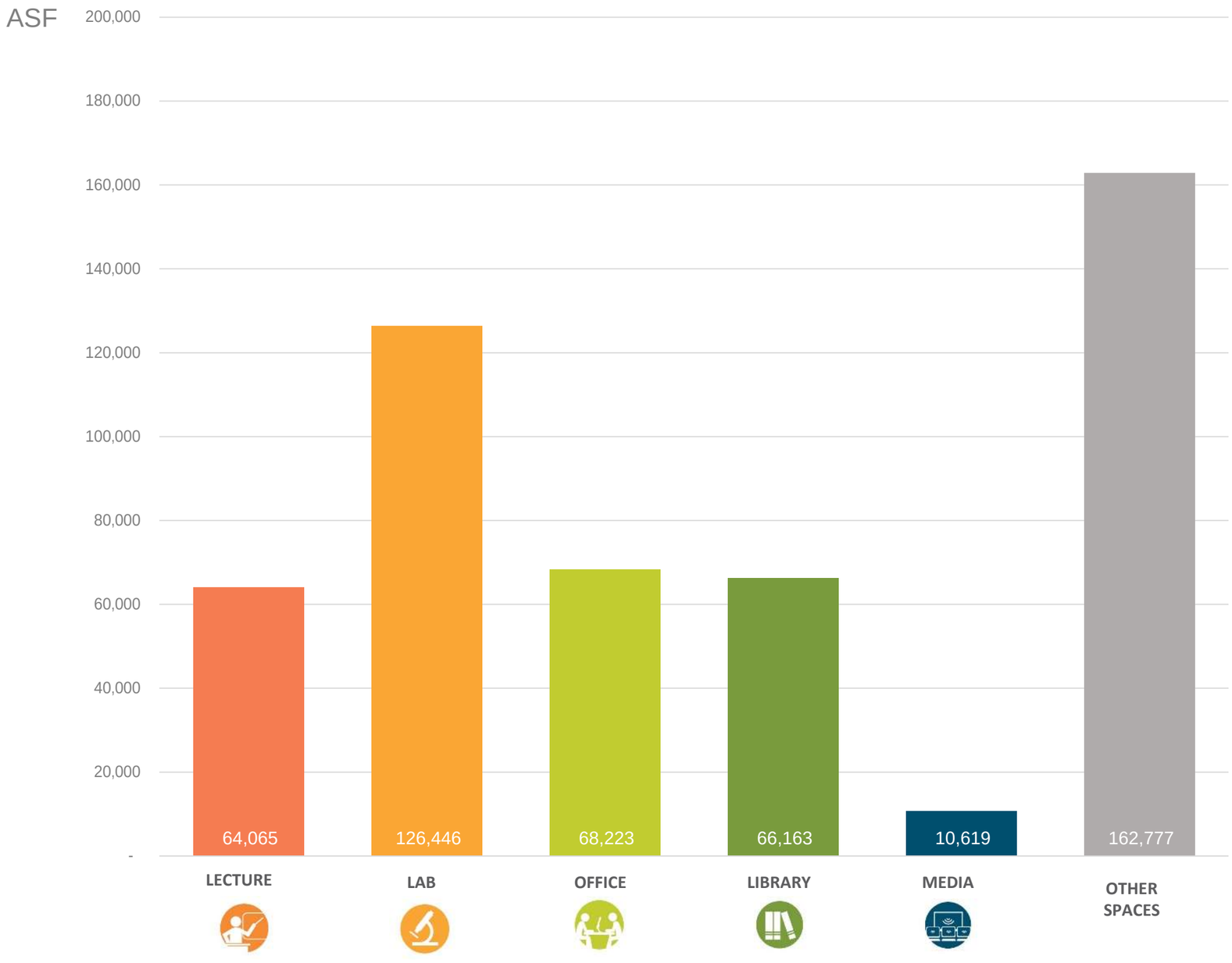
# FACILITIES CONDITION

- >70%
- 50%-70%
- 10%-50%
- <10%
- R RENOVATED
- i INACTIVE

**FCI** REPRESENTS PROJECTED REPAIR COST AS A PERCENT OF REPLACEMENT COST

# SPACE ANALYSIS

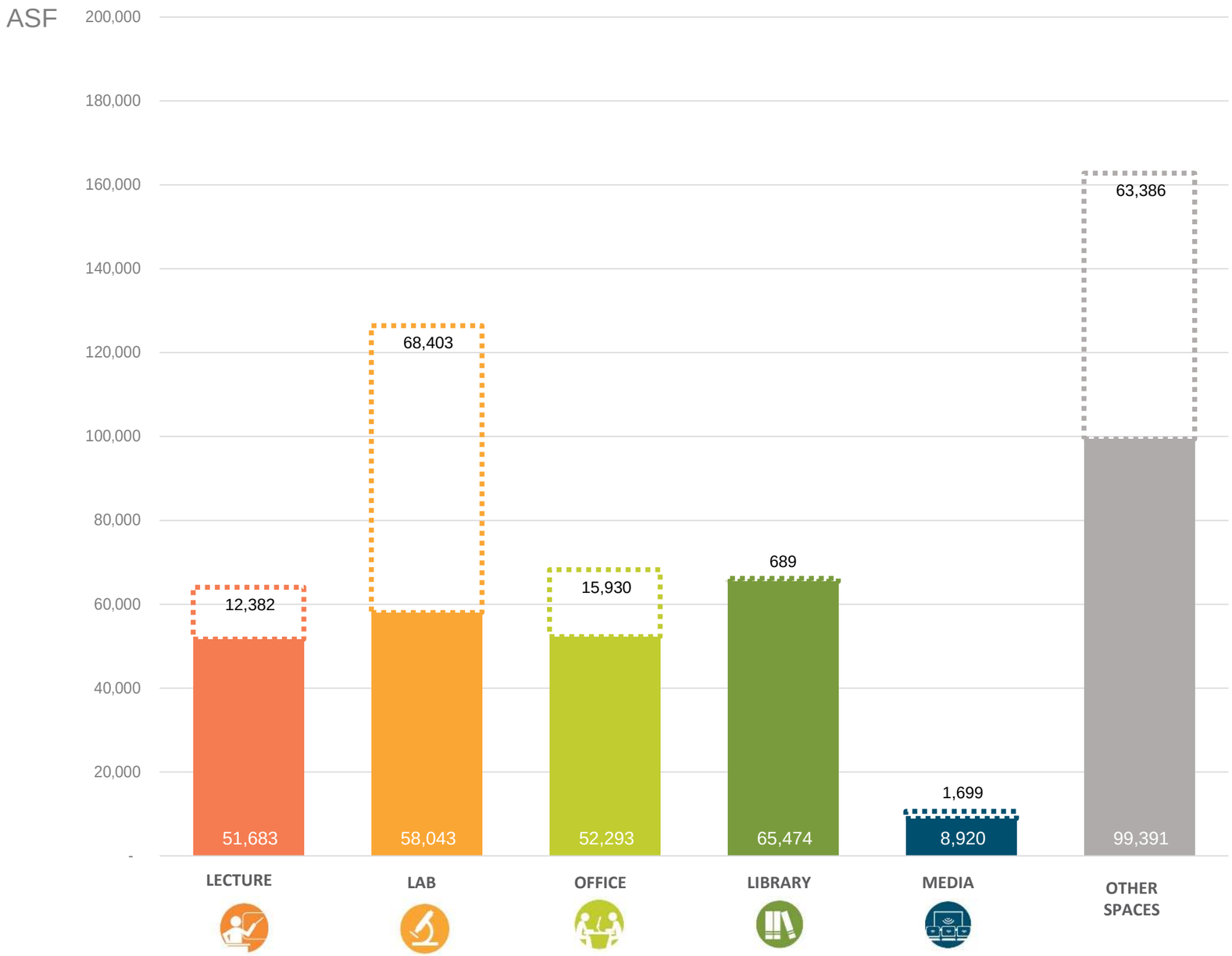
## 2017 Inventory




## 2017 - Existing

# SPACE INVENTORY

## Proposed Demolition



**REMOVE PORTABLES:**

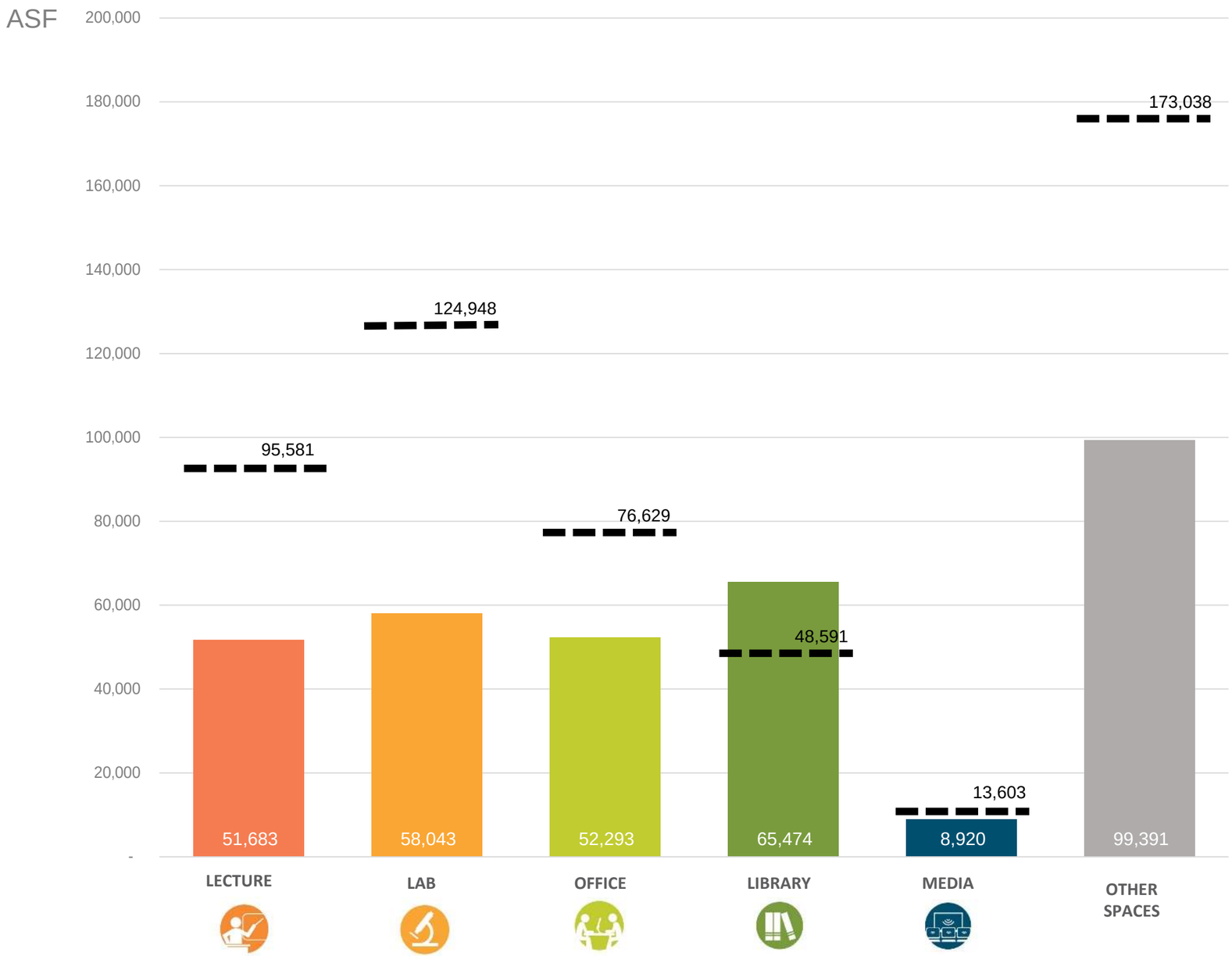
LOVEKIN COMPLEX
MUSIC ANNEX
ECE ANNEX
15A ANNEX

**DEMOLISH INEFFICIENT + UNDERPERFORMING BLDGS:**

LANDIS
MUSIC HALL
BE
CHAVEZ
CERAMICS
ART
STUDENT GOVERNANCE
HUNTLEY GYM
COSMETOLOGY
FACILITIES
WEIGHT ROOM
AUTO TECH
AUTO STORAGE
GROUNDS
MLK DATA BLDG
PILATES STUDIO
TECH A + B
WAREHOUSE
STADIUN
VIEWPOINTS
PLANETARIUM
NORTH HALL

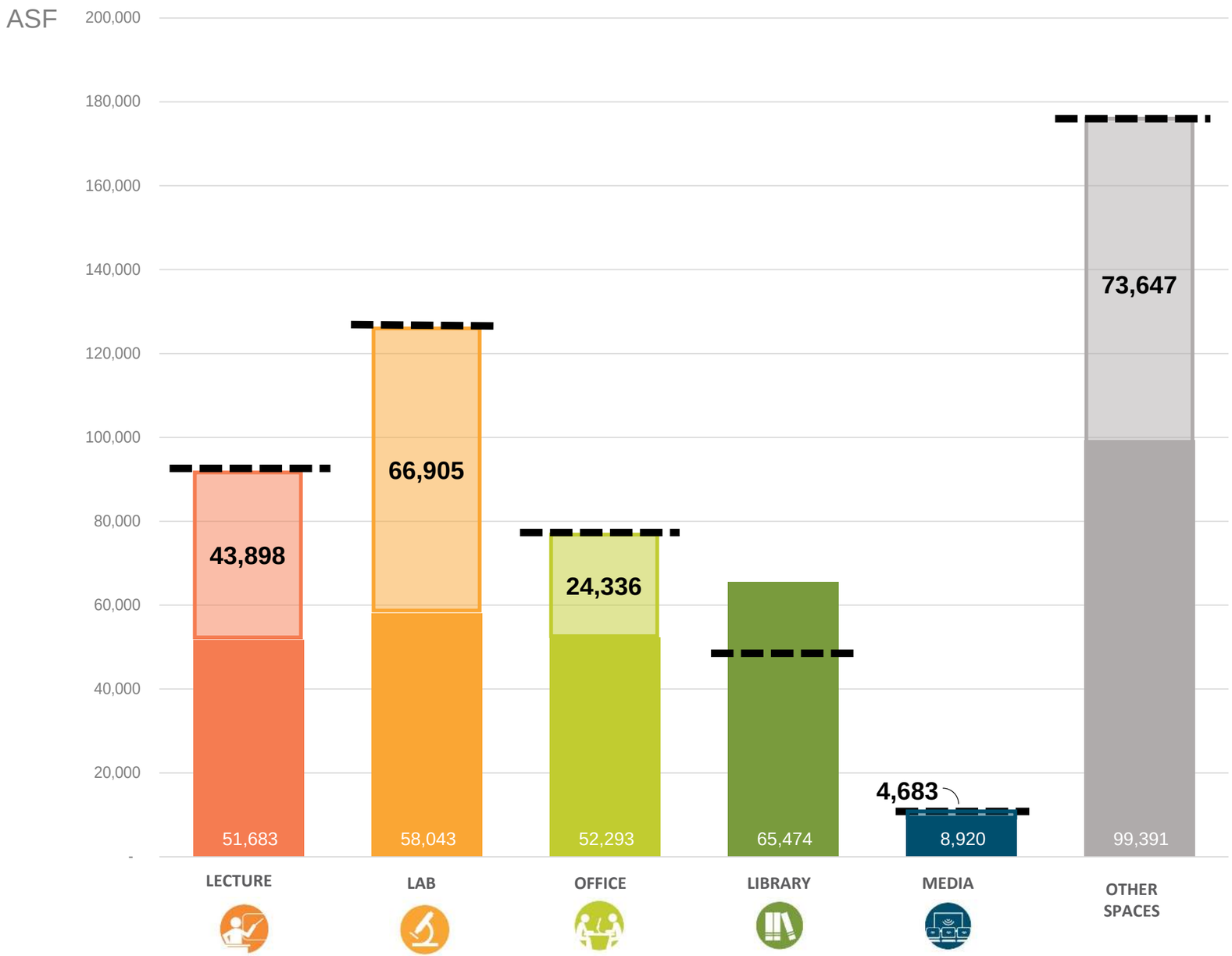
# SPACE INVENTORY

## Baseline + 2030 Space Needs



# SPACE INVENTORY

## 2030 Space Needs



# ROOM UTILIZATION **DASHBOARDS**

RCC
RIVERSIDE CITY COLLEGE

**110 Classrooms**

Fall 2016, Spring 2017 Capacity Load Ratio
Data Visualizations

Gensler

## Capacity Load Ratio Calculator

Select by Building, Campus, or Classroom to see Capacity Load Ratio Calculation

DATA FILTER: Building

Building Name

- BUSINESS EDUCATION (PAU...
- COSMETOLOGY - 34
- EARLY CHILDHOOD ED - 17
- GYMNASIUM (HUNTLEY) - 30
- LOVEKIN COMPLEX #14 - 29
- MATH & SCIENCE - 12

DATA FILTER: Classroom

- Select All
- BE-108
- BE-124
- BE-206
- BE-210
- COSM-205
- ECER-9
- HG-108
- LVKN-L14
- MLK-305
- MTSC-101

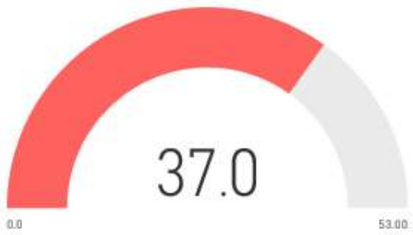
DATA FILTER: Classroom Area

104% 824%

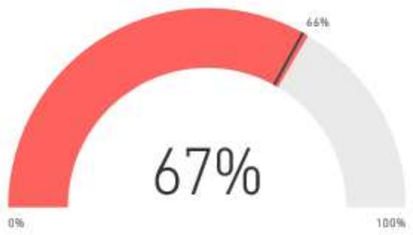
DATA FILTER: # of Seats

15 116

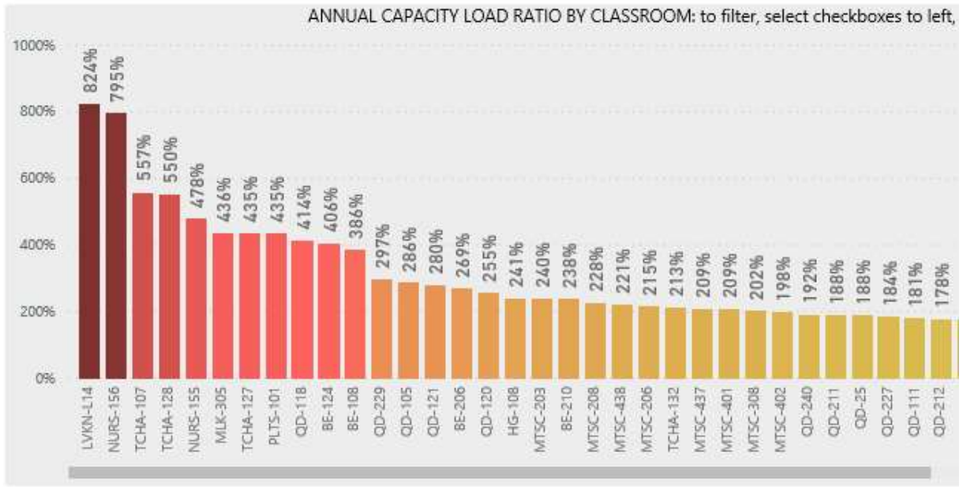
Classroom Use [Ideal: 53 hours in a 70 hour week]



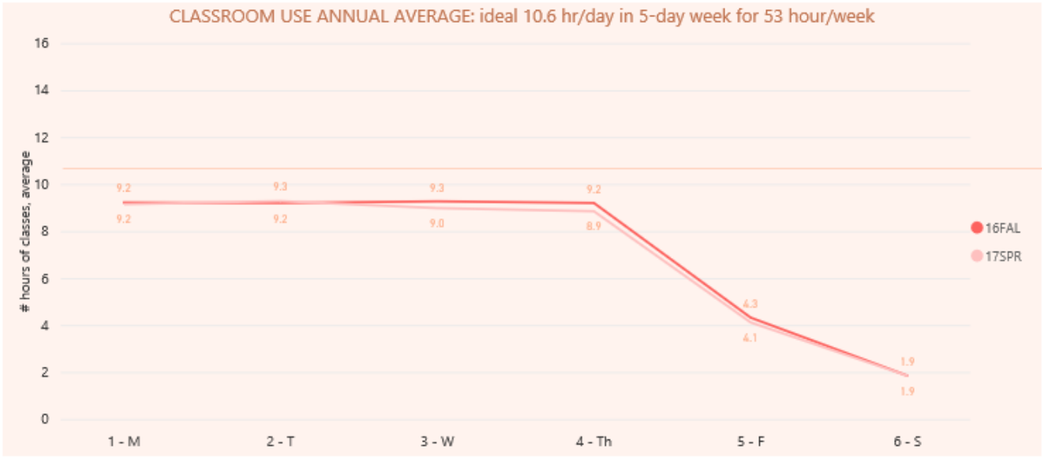

Classroom Occupancy [State Standard: 66% of Capacity]




ANNUAL CAPACITY LOAD RATIO BY CLASSROOM: to filter, select checkboxes to left,

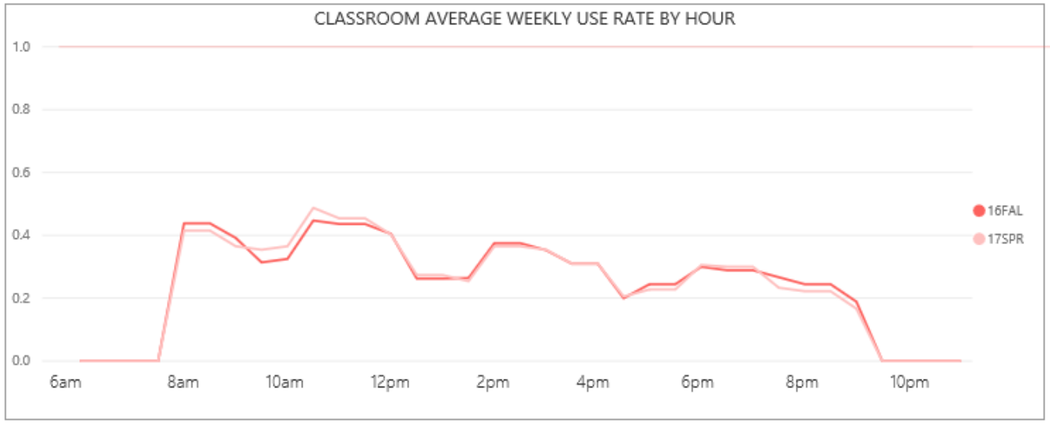



CLASSROOM USE ANNUAL AVERAGE: ideal 10.6 hr/day in 5-day week for 53 hour/week




10.6 hrs
= daily hourly use target

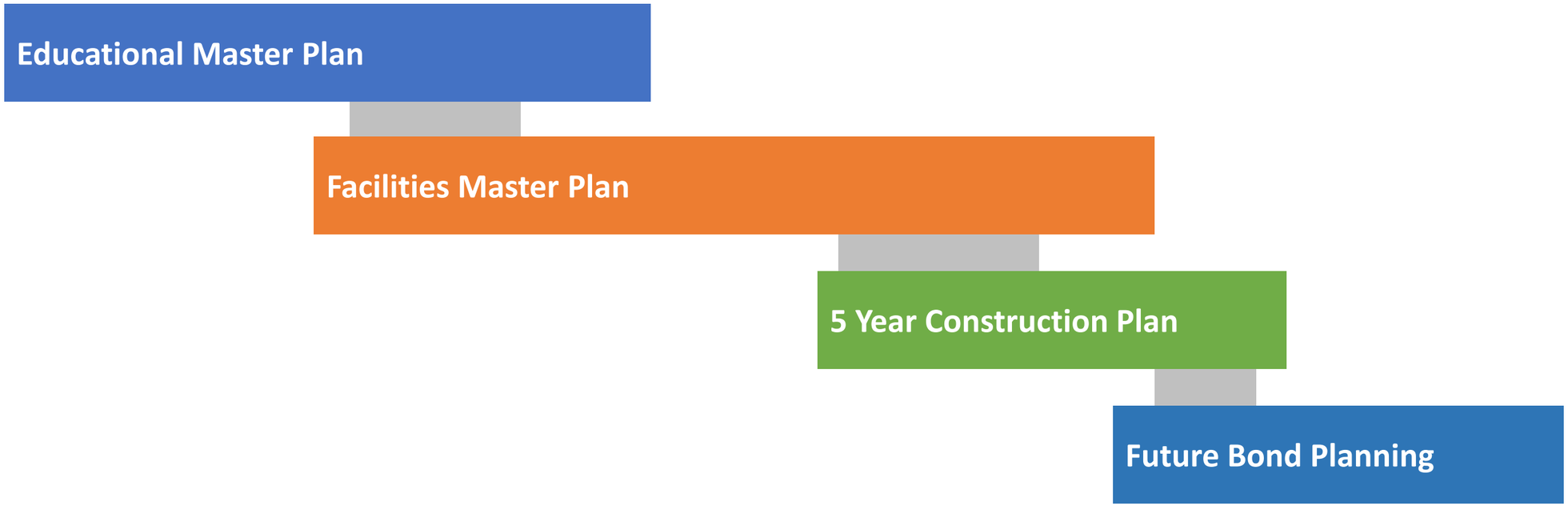
CLASSROOM AVERAGE WEEKLY USE RATE BY HOUR




100%
= Room scheduled for class everyday of the week at that particular time of the day

# INTEGRATED

# **INTEGRATED** PLANNING

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# RCC **VISION + MISSION**

## MISSION STATEMENT

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

## VISION  STATEMENT

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

## RIVERSIDE CITY COLLEGE VALUES

- **Student Centeredness**
- **Learning Environment**
- **Teaching Excellence**
- **Tradition**

# EMP **GOALS**

- **STUDENT SUCCESS**
- **STUDENT ACCESS**
- **INSTITUTIONAL EFFECTIVENESS**
- **RESOURCE AND LEARNING ENVIRONMENT DEVELOPMENT**
- **COMMUNITY ENGAGEMENT**

# FACILITIES PLANNING **PRINCIPLES**

**Student Success + Equity**

**Clarity**

**Connectivity**

**Community**

**Efficiency**

**Stewardship**

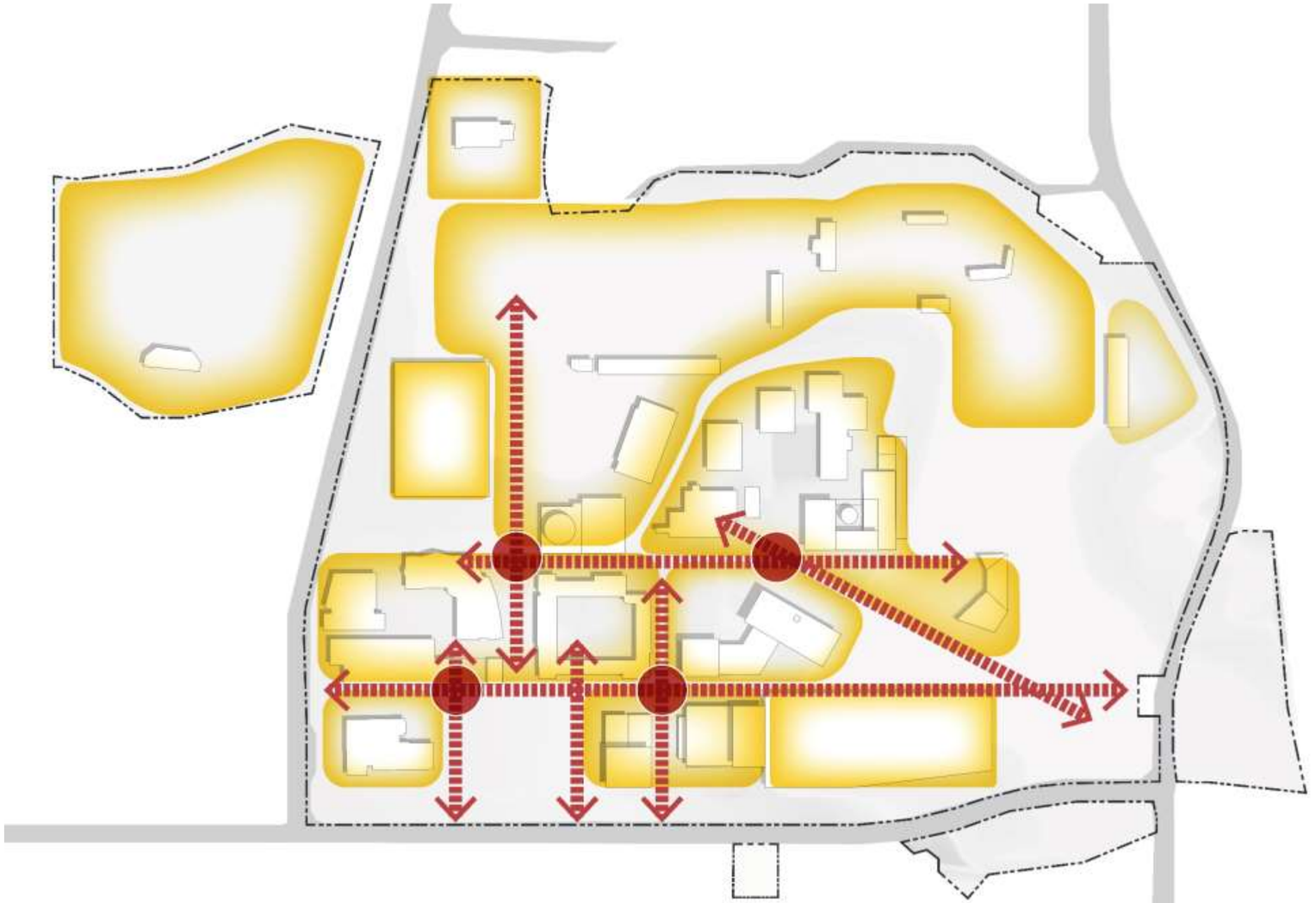
**Identity**

# FACILITIES PLANNING **PRINCIPLES**

## CLARITY

- Organize campus to support **guided pathways**
- Create **logical groupings** of functions
- Improve **access** to programs and services

# FACILITIES PLANNING **PRINCIPLES**



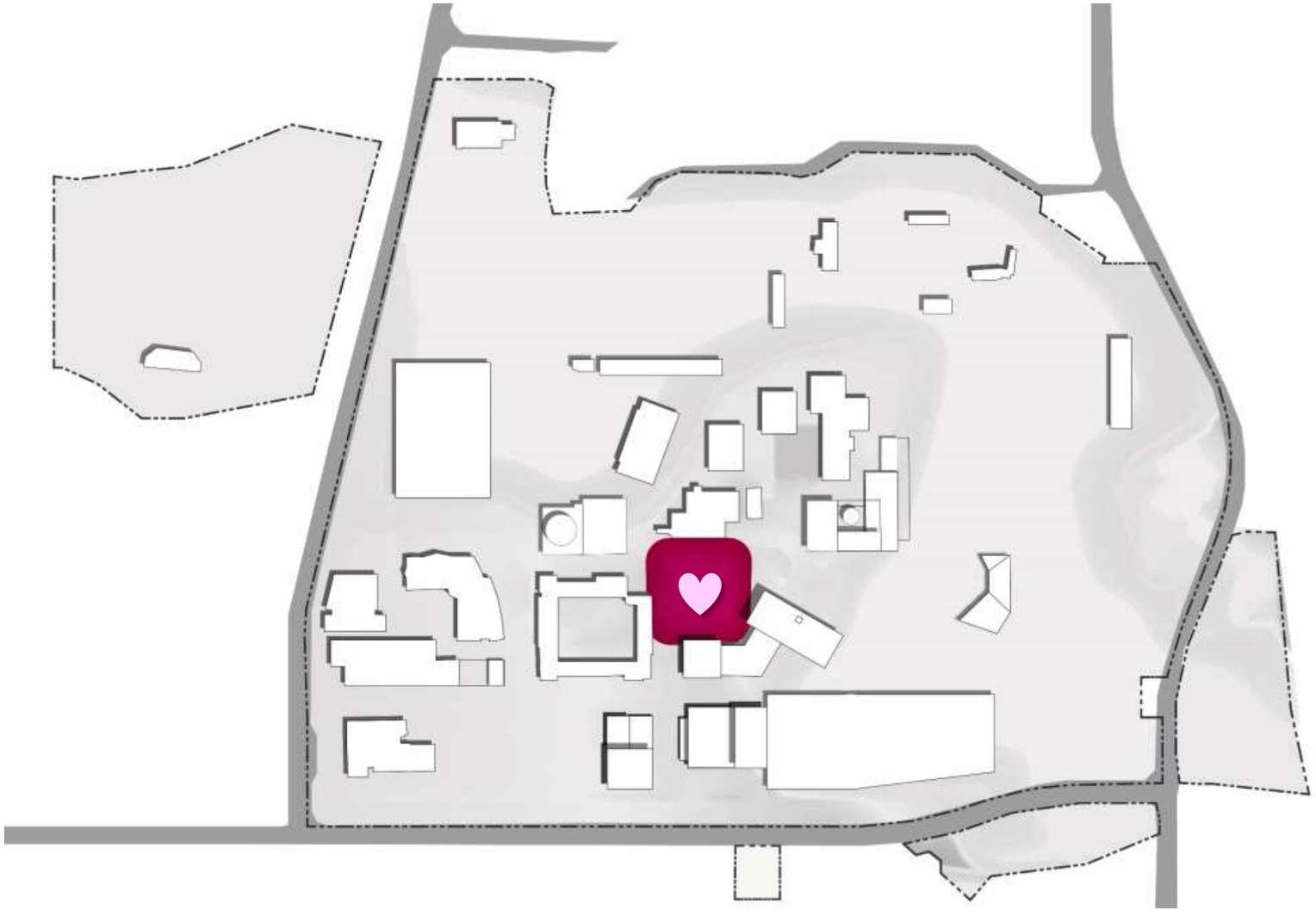
## CLARITY

- Organize campus to support **guided pathways**
- Create **logical groupings** of functions
- Improve **access** to programs and services

## CONNECTIVITY

- Develop and clarify circulation patterns
- Improve connections to all areas of the campus
- Enhance wayfinding and campus flow

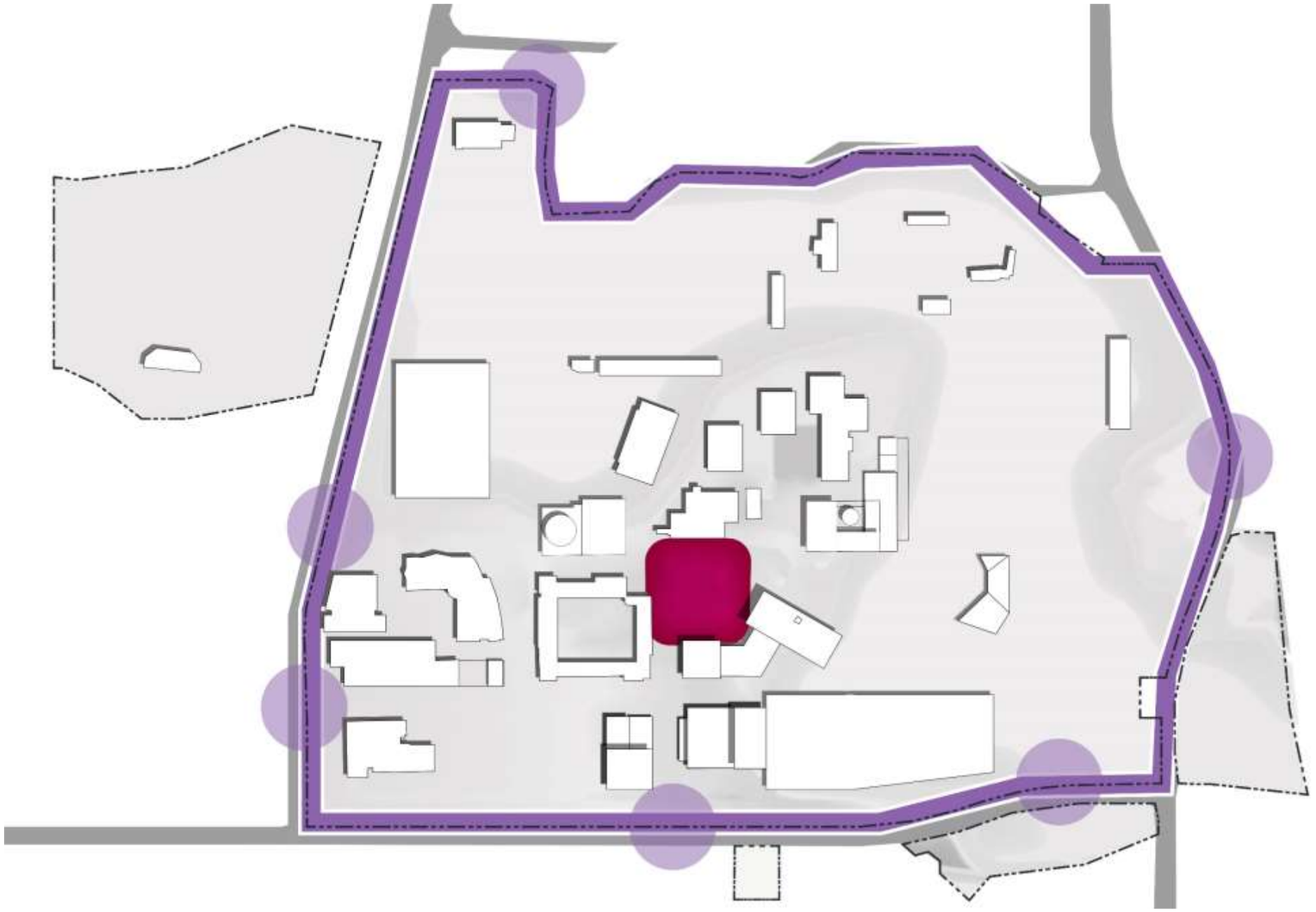
# FACILITIES PLANNING **PRINCIPLES**



## COMMUNITY

- Develop the overall **sense of community**
- Enhance student and faculty **engagement**
- Create a sense of **belonging** + **pride**

# FACILITIES PLANNING **PRINCIPLES**



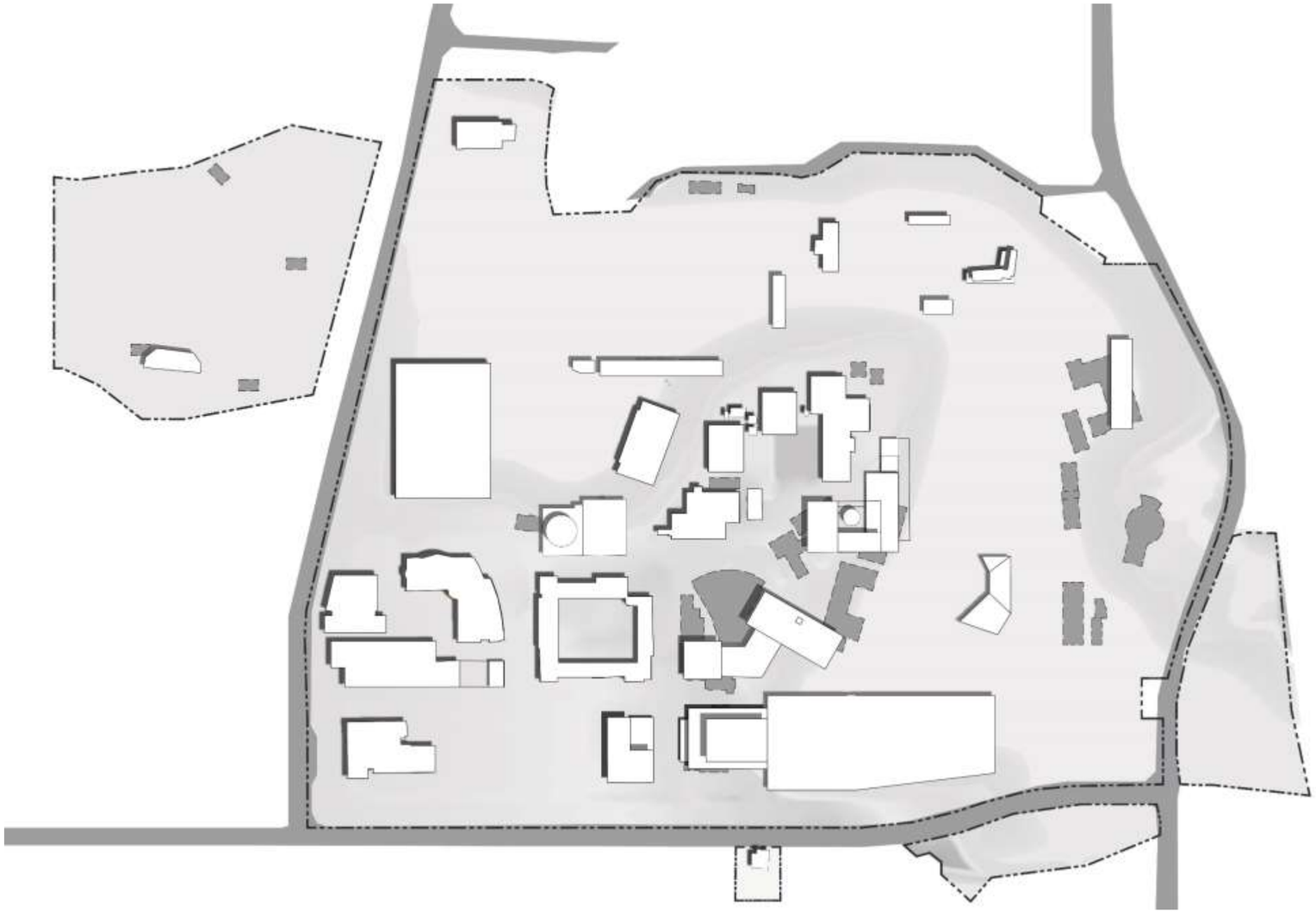
## COMMUNITY

- Develop the overall **sense of community**
- Enhance student and faculty **engagement**
- Create a sense of **belonging** + **pride**

## IDENTITY

- Develop welcoming + inviting **entries**
- Improve campus **edges**
- Enhance **community engagement**

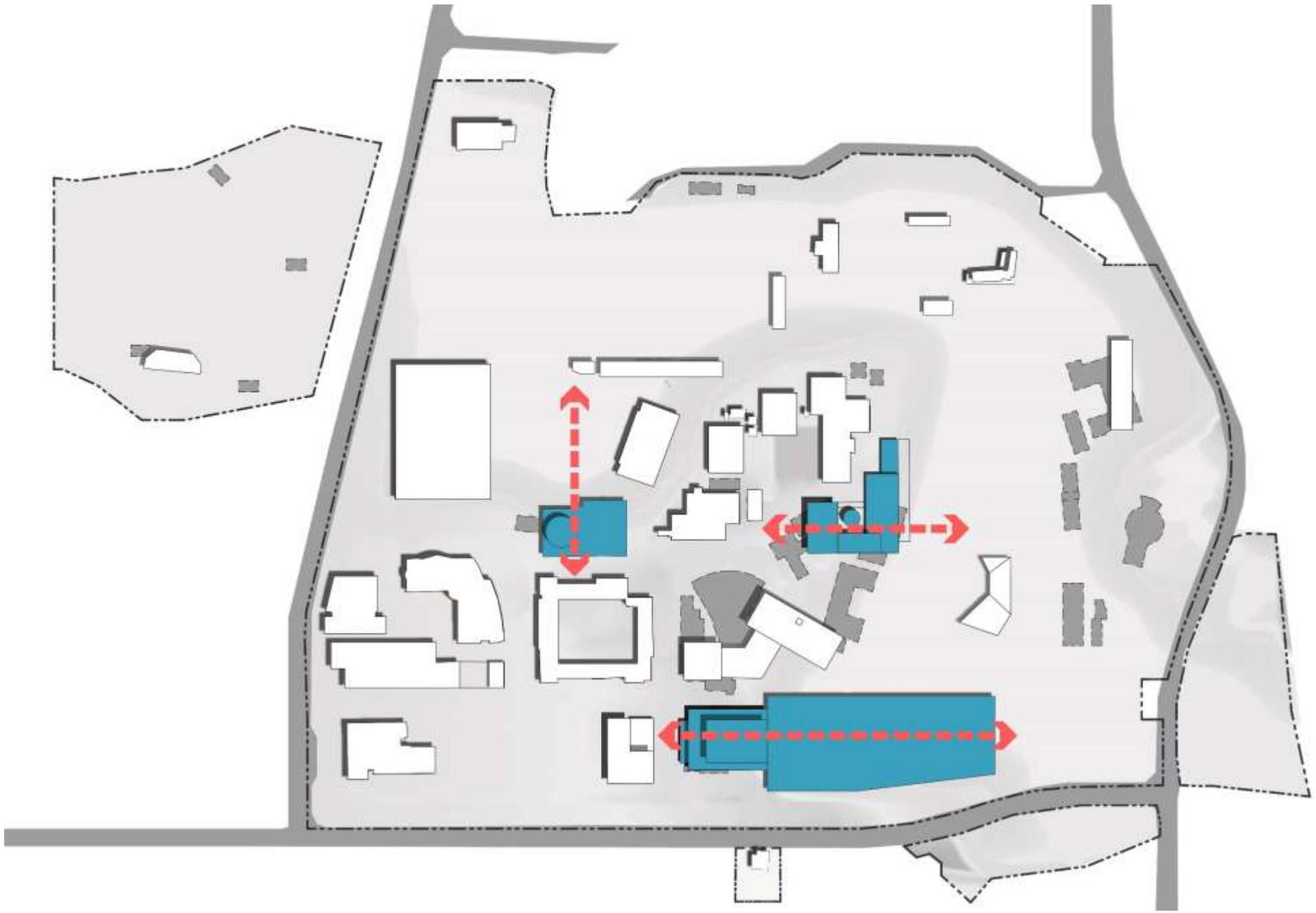
# FACILITIES PLANNING **PRINCIPLES**



## EFFICIENCY

- Improve facilities to **enhance student success**
- Replace **inefficient + underperforming** facilities
- **Right size** facilities to address program needs
- Develop flexible, multi-purpose **space to adapt** over time

# FACILITIES PLANNING **PRINCIPLES**



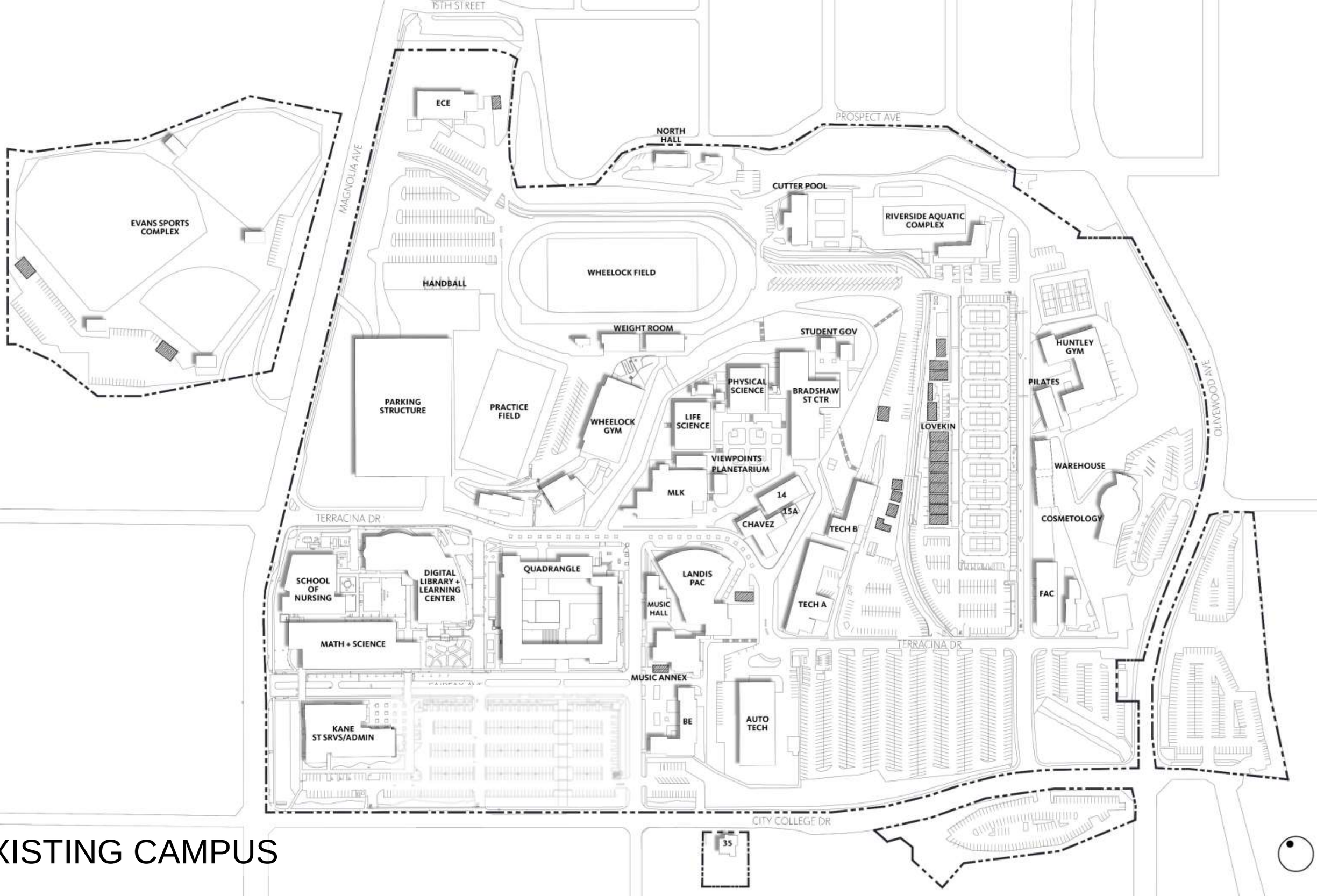
## EFFICIENCY

- Improve facilities to **enhance student success**
- Replace **inefficient + underperforming** facilities
- **Right size** facilities to address program needs
- Develop flexible, multi-purpose **space to adapt** over time

## STEWARDSHIP

- **Maximize land use** to align with goals + priorities
- Preserve and enhance the **RCC legacy**
- Create a **culture of sustainability**
- **Optimize** available resources (state and local)

# THE PLAN




# EXISTING CAMPUS

# 2018 FACILITIES MASTER PLAN

15TH STREET
MAGNOLIA AVE
PROSPECT AVE
OLIVEWOOD AVE
CITY COLLEGE DR
TERRACINA DR
FAIRFAX WALK
ECE
GREEN-HOUSE
COMMUNITY GARDEN
CUTTER
RIVERSIDE AQUATIC COMPLEX
PRACTICE FIELD
STADIUM
SAND VOLLEYBALL
TENNIS
FACILITIES COMPLEX
EVANS SPORTS COMPLEX
BASEBALL
JAVELIN
HAMMER THROW
DISCUS
SHOTPUT
SOFTBALL
EXISTING PARKING STRUCTURE
OPEN FIELD
WHEELOCK GYM
BUSINESS-CIS
CLASSROOMS BRADSHAW
MLK
PLANETARIUM
KINESIOLOGY
ADVANCED TECHNOLOGY
DIGITAL LIBRARY + LEARNING CENTER
SCHOOL OF NURSING
STEM
MATH + SCIENCE
QUADRANGLE
COSMETOLOGY
STUDENT CENTER
POLICE
NEW PARKING STRUCTURE
VISUAL + PERFORMING ARTS COMPLEX
TRANSIT HUB
KANE STUDENT SERVICES + ADMIN
35

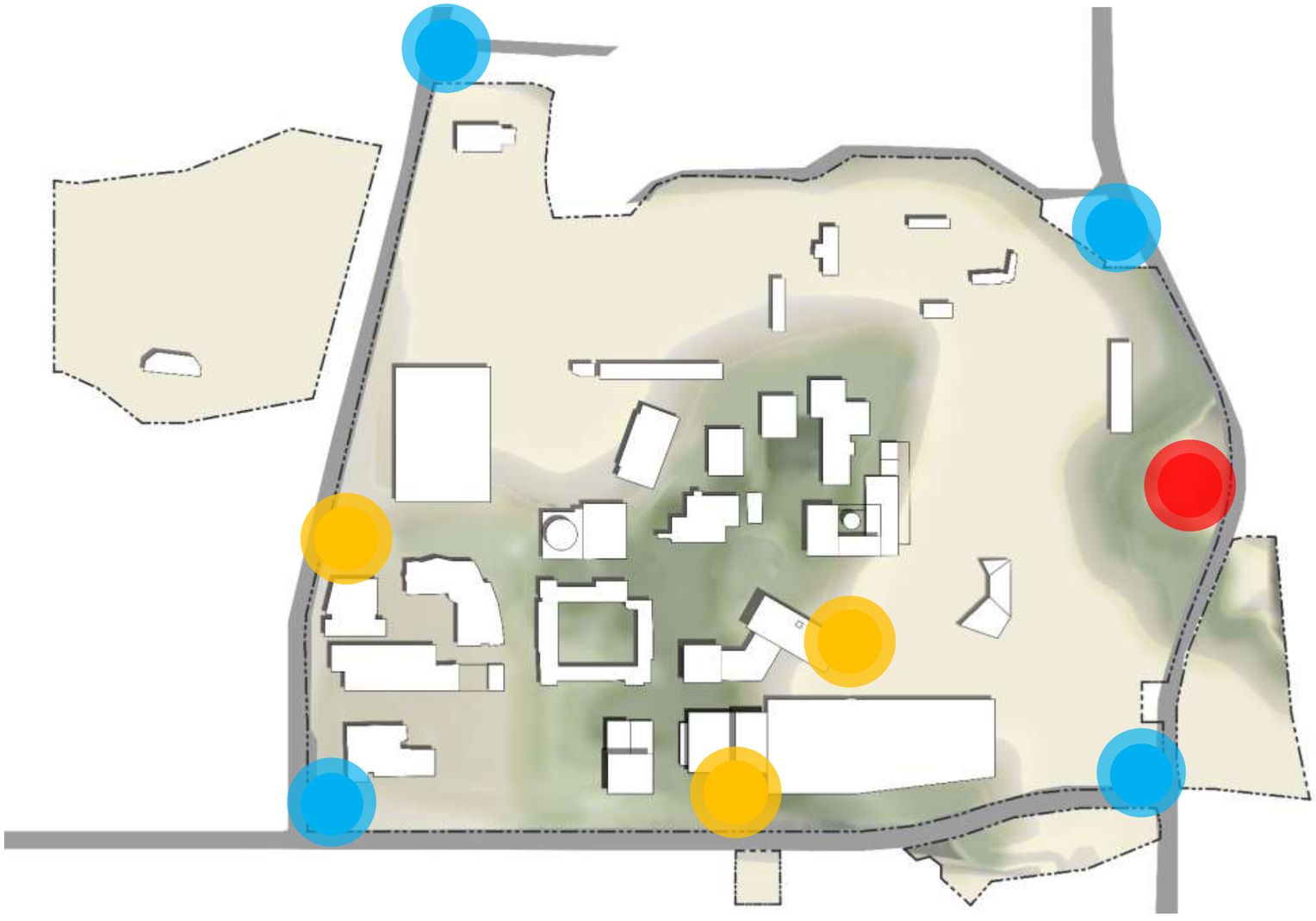
# PROJECT MATRIX

## RECOMMENDATIONS

| | CLARITY | CONNECTIVITY | COMMUNITY | EFFICIENCY | STEWARDSHIP | IDENTITY |
|---|---|---|---|---|---|---|
| **NEW BUILDING CONSTRUCTION** | | | | | | |
| Advanced Technology | ● | ● | | ● | ● | |
| Business + CIS | ● | | | ● | | ● |
| Cosmetology | | ● | ● | ● | | |
| Facilities Complex | ● | | | ● | ● | |
| Fine + Performing Arts | ● | | | ● | | ● |
| Greenhouse | | | | ● | | |
| Kinesiology | ● | ● | ● | ● | ● | |
| Stadium | | | ● | ● | | ● |
| Student Center | ● | ● | ● | ● | | |
| **SITE DEVELOPMENT PROJECTS** | | | | | | |
| Parking Structure | | ● | | ● | ● | |
| PE Support Facilities | | ● | | | | |
| Sand Volleyball | | | ● | ● | ● | |
| Tennis | | | ● | ● | ● | |
| Evans Sports Complex | ● | ● | ● | | | ● |
| Fairfax Walk | ● | ● | ● | | | ● |
| **RENOVATION/CHANGE OF USE** | | | | | | |
| Bradshaw - Classroom/Meeting | | | | ● | ● | |
| Digital Library - STEM | ● | ● | | ● | ● | |
| MLK | | | | ● | ● | |
| Planetarium | | | ● | ● | ● | |

# HOW IT WORKS

# CAMPUS **IDENTITY**

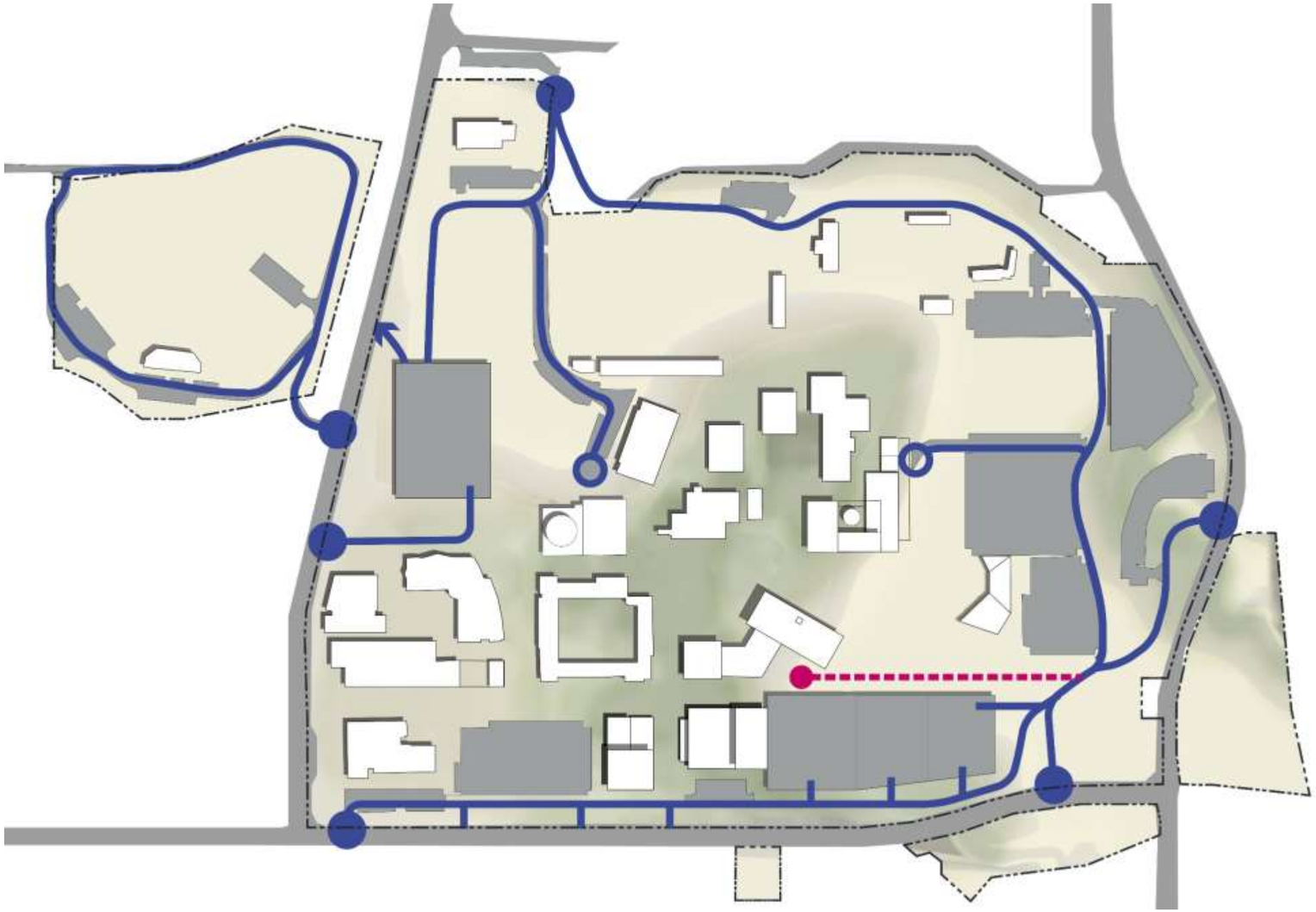


Large-scale Signage Increases the Visibility of RCC from the Freeway

Monument Signage Identifies the Campus at Perimeter Streets

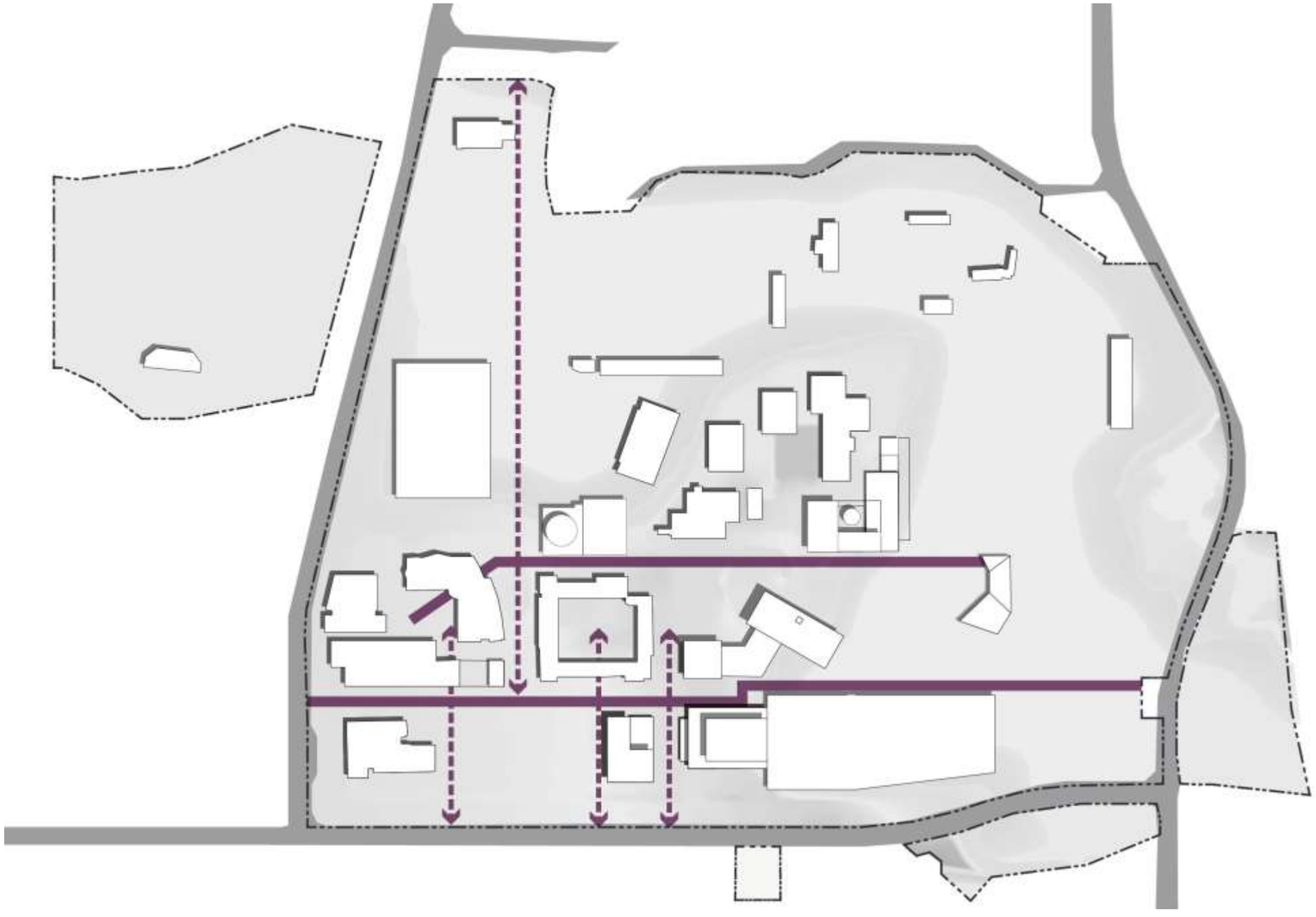
Tall Walls & Building Facades Create an Arrival Experience

# ARRIVAL + ACCESS + **PARKING**



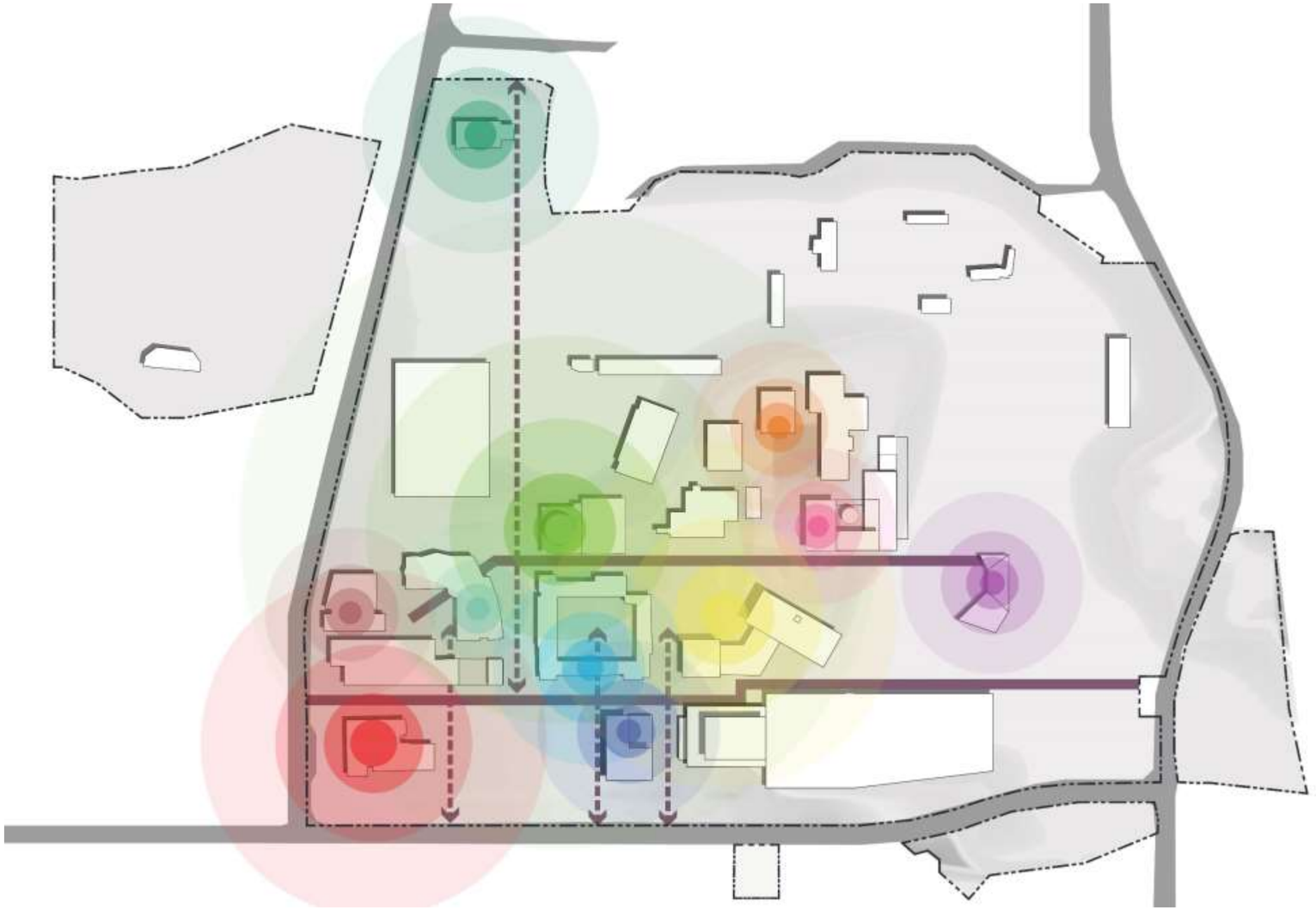
- IMPROVED ACCESS
  - Distributed entry points
  - New gateway from Olivewood
- ENHANCED CIRCULATION
  - Clear routes to parking and drop-offs
  - Service access points
- INCREASED PARKING
  - Improved surface lots
  - Additional parking structure
    - Total spaces = 5,000
      - Increase of 1,500
      - Planned to address 2030 enrollment

# PEDESTRIAN **CONNECTIONS**



- DESIGNATED PATHS
  - Car-free interior campus
  - Pedestrian corridors of activity
- CLARIFIED CIRCULATION
  - Connect to all areas of the campus
  - Enhance wayfinding and flow
- IMPROVED CONNECTIONS
  - Bridge upper and lower campus with terraced buildings and landscape

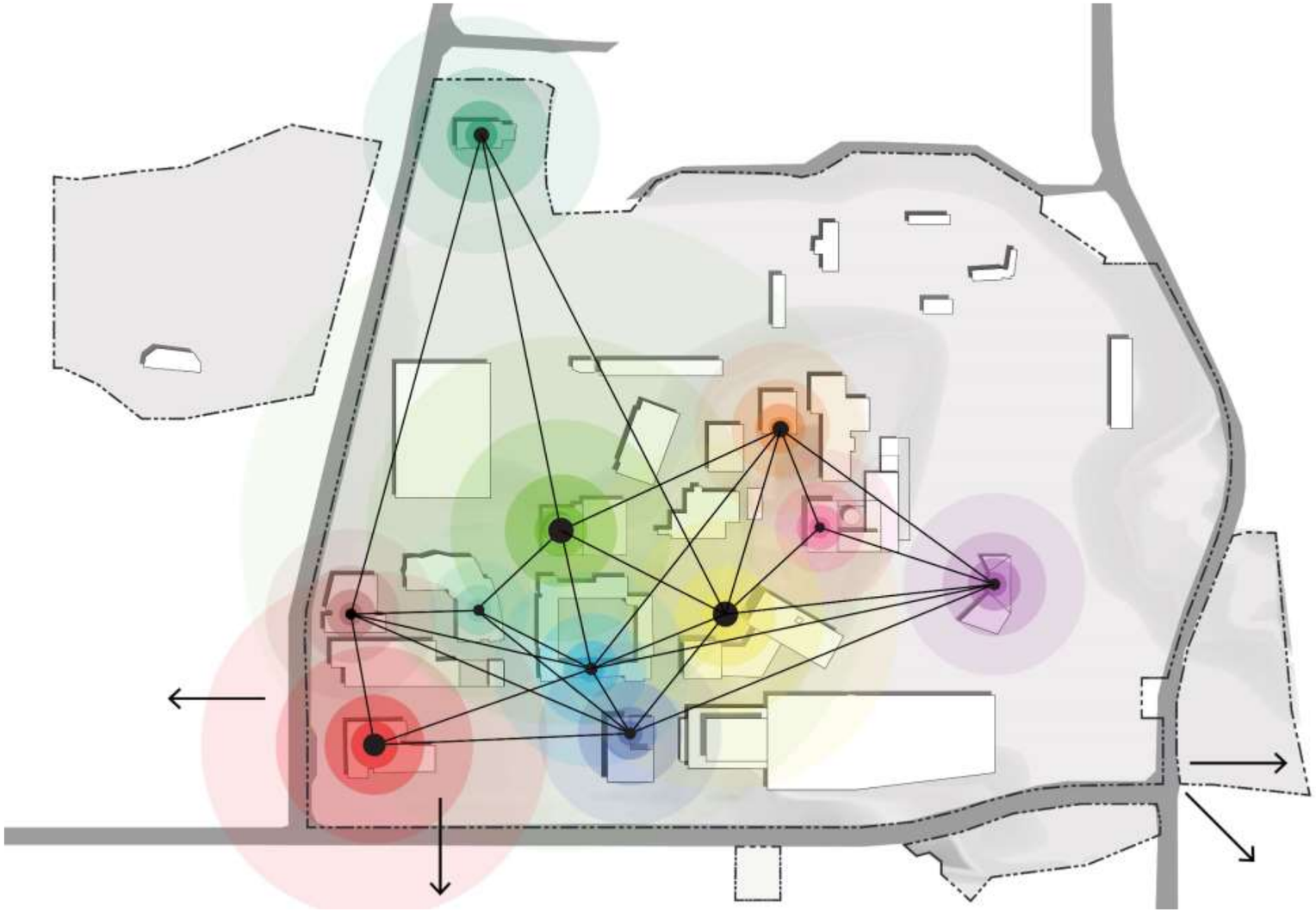
# GUIDED PATHWAYS **FRAMEWORK**



- CLEAR ACADEMIC ZONES
  - Support program synergies
  - Enhance collaboration
  - Improve access to programs, services + activities
  - Increase engagement

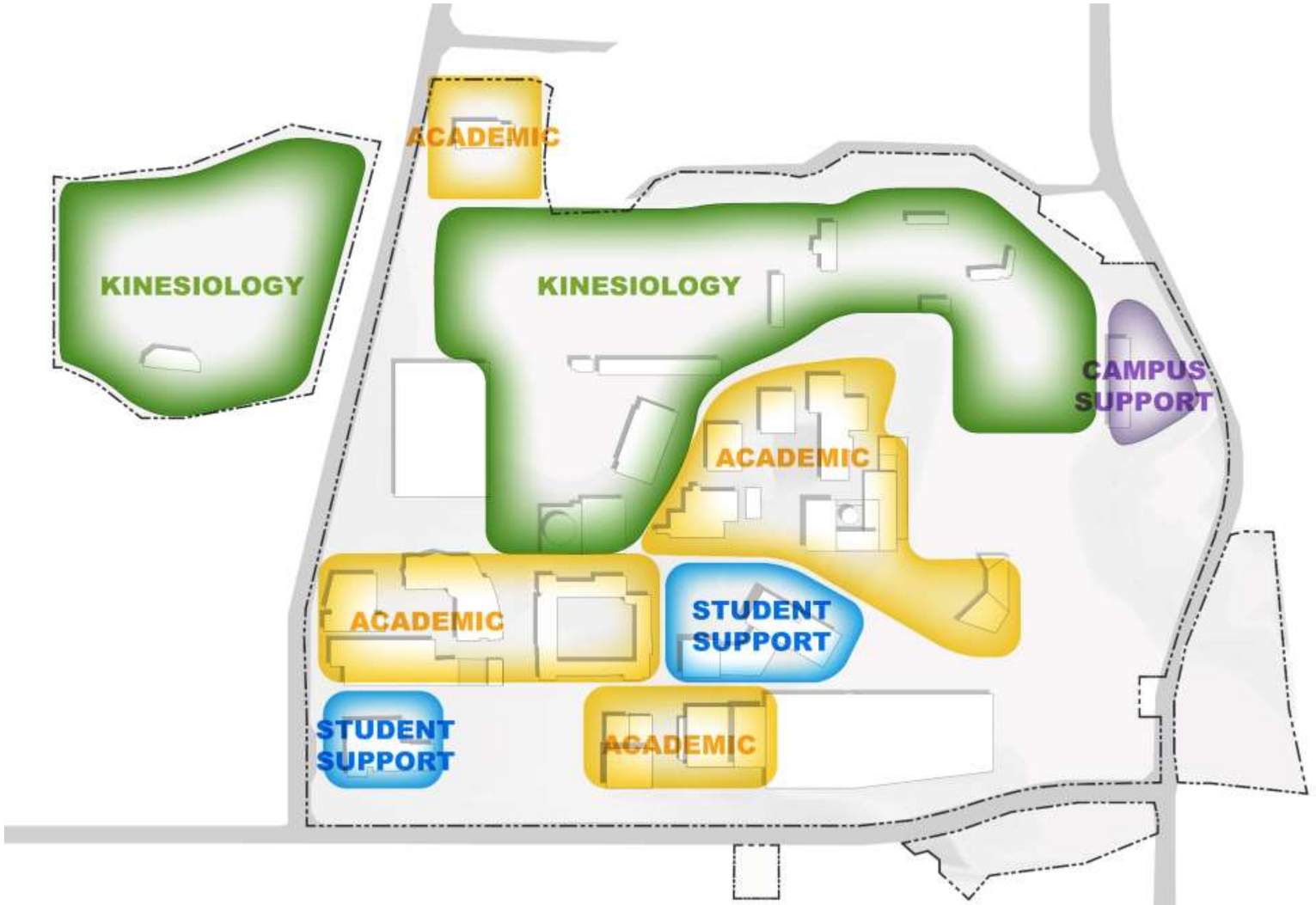
- ENGAGEMENT CENTERS
  - ‘Front Door’ to academic groupings
  - Improve visibility of programs
  - Enhance student success

# NETWORK FOR **SUCCESS**



- INTERCONNECTED CAMPUS
  - Enrich the campus experience
  - Enhance student + faculty engagement
  - Create a sense of belonging + pride
  - Cultivate the RCC community

# CAMPUS **ZONING**




- CLARITY + CONNECTIONS
  - Logical groupings of functions
  - Support program synergies
  - Enhance collaboration
  - Improve connections
  - Clarify wayfinding and flow
- FRAMEWORK FOR DEVELOPMENT

# **2018** FACILITIES MASTER PLAN

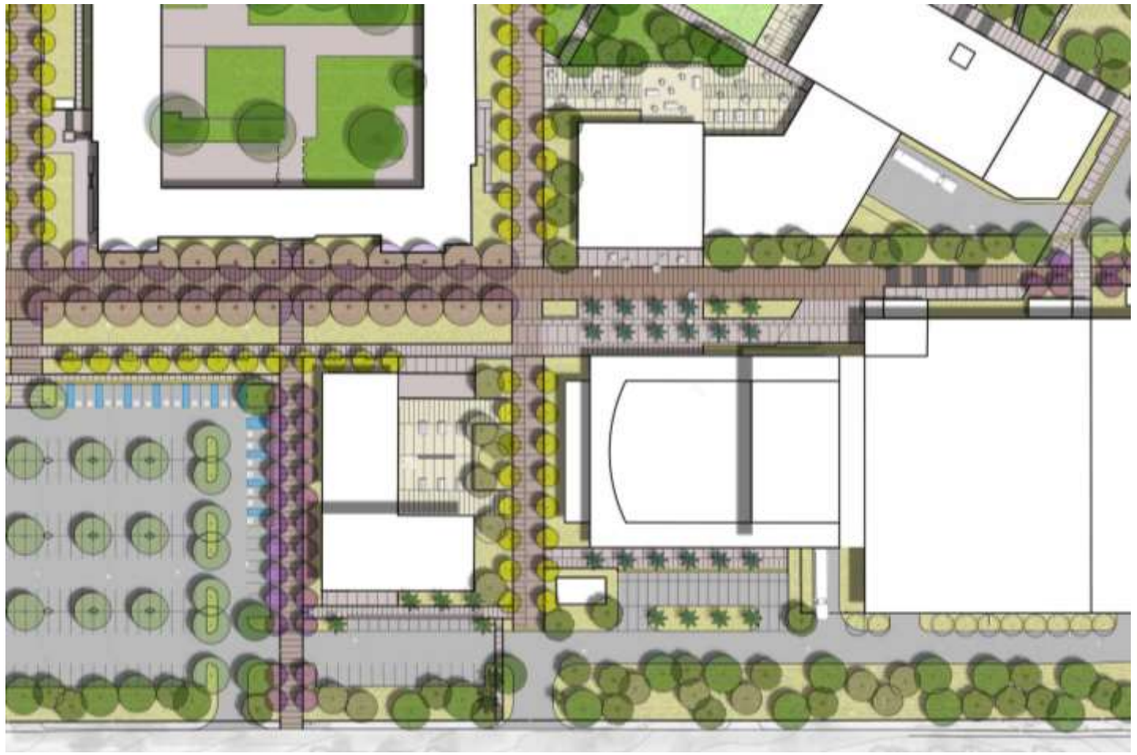
# LANDSCAPE PLAN

# THE DETAIL

# STARTING THE PATH

- Start of the student journey
- Connects to pedestrian corridor
    - New ‘Fairfax Walk’
- Landscape buffer towards community

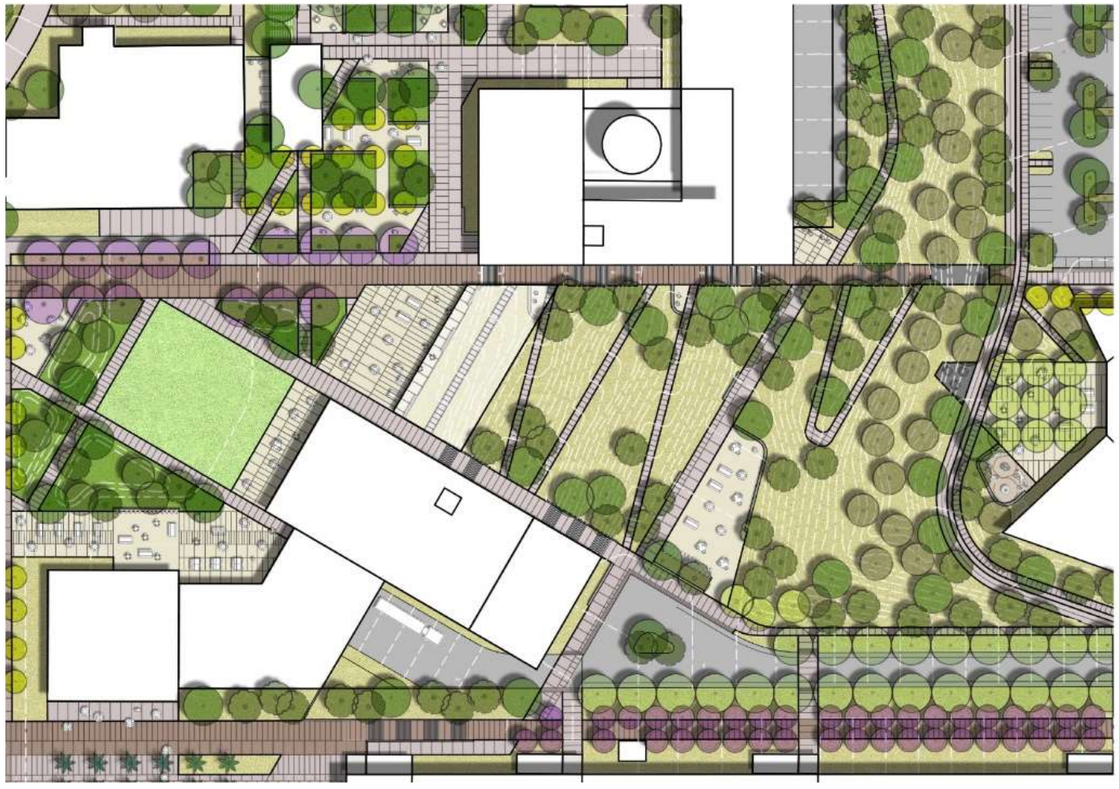
# ARTS CORRIDOR



- Bring Fine + Performing Arts together
- Close to campus core and student life
- Improved visibility and easy access
- Proximity to parking
- Landscape buffer on public edge

# NEW CAMPUS HEART

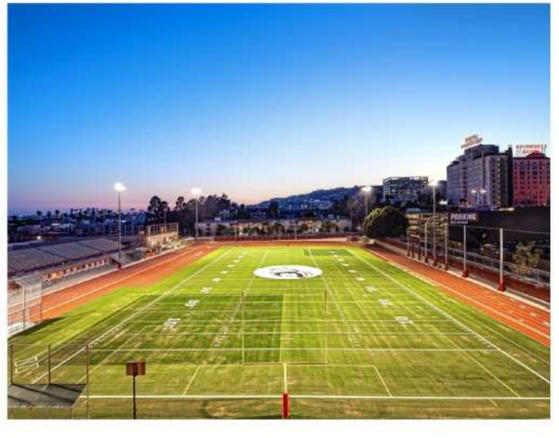
# EXPANDED CAMPUS CORE



- Stepped building and plazas
- Integrated public art
- Connected upper + lower campus
- Integrated Cosmetology Building

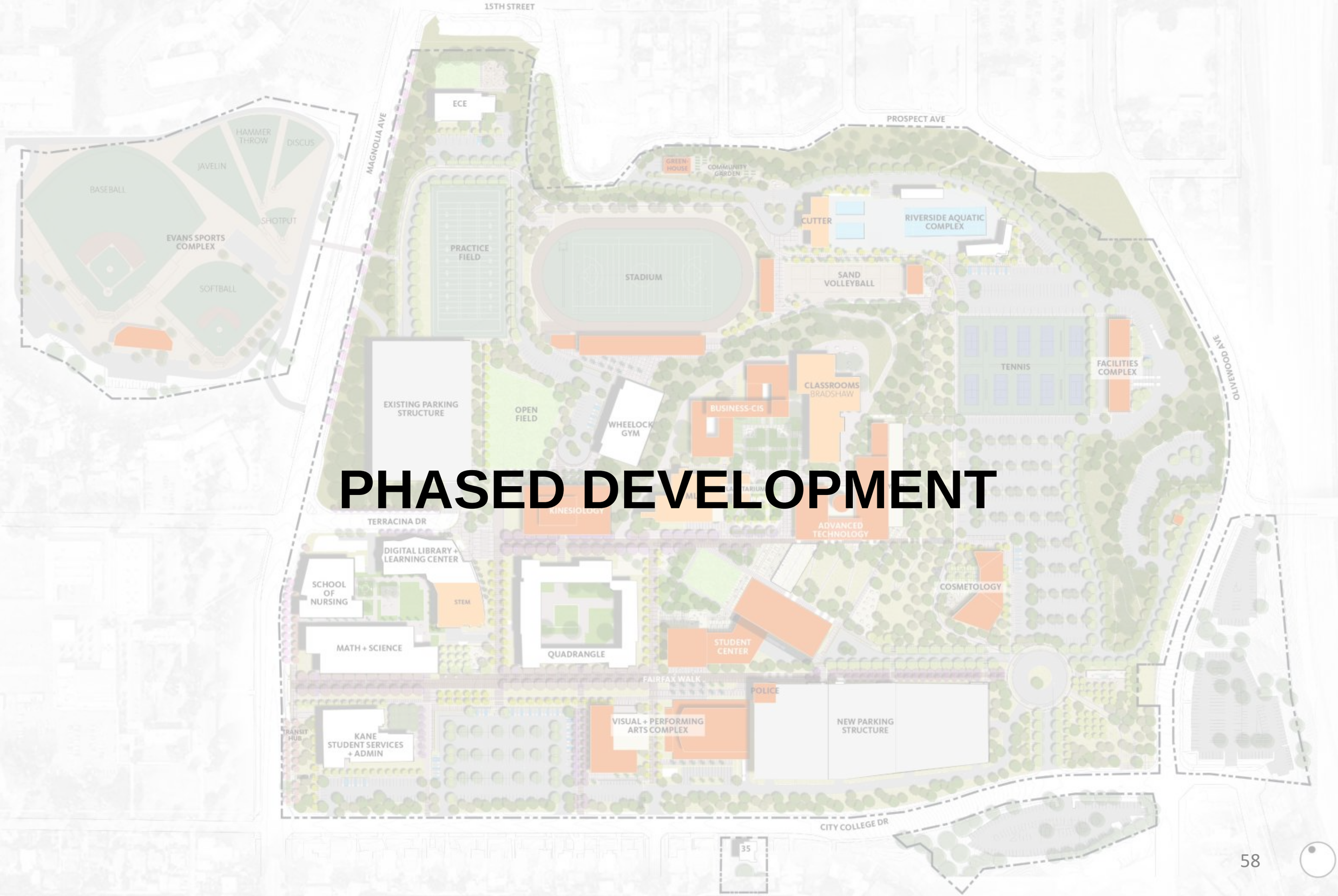
# KINESIOLOGY / ATHLETICS

- New visibility and connection to upper campus
- Stepped building and stairway
- Hall of Fame at upper campus level
- Rooftop terrace with views to fields

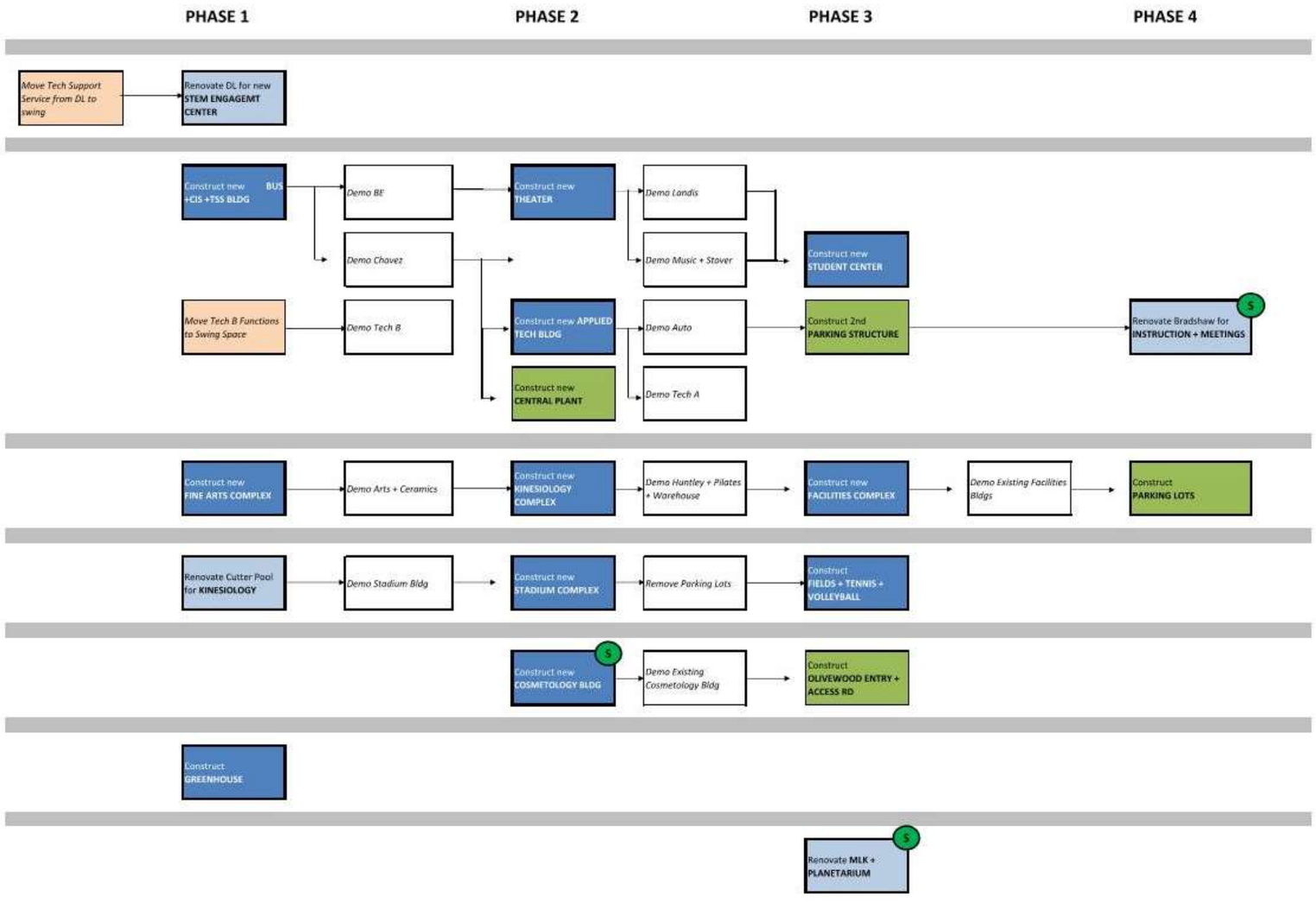


RCC

# PHASED DEVELOPMENT



# PRELIMINARY SEQUENCING



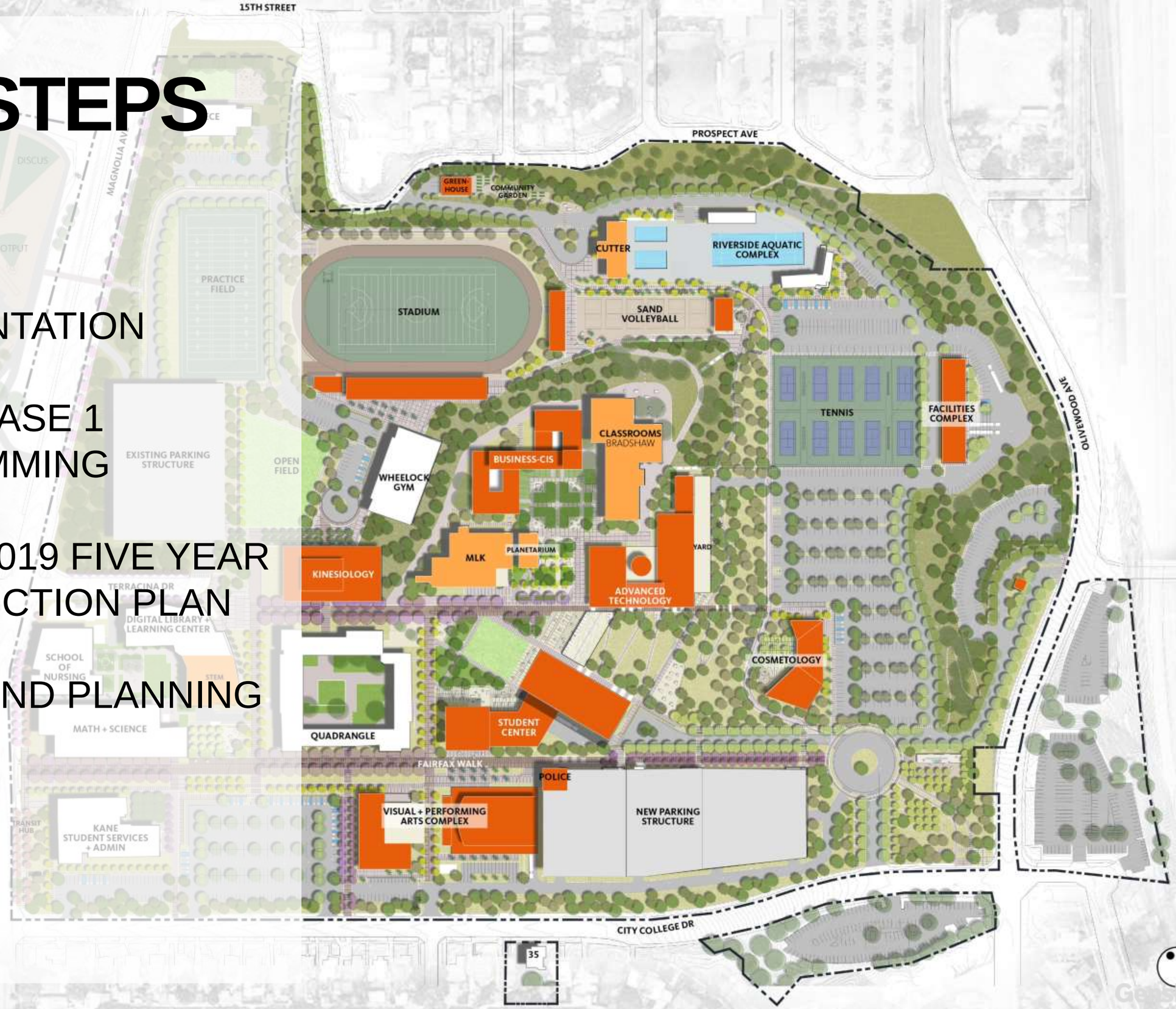

## CONSIDERATION FACTORS

- Logical movement of functions
- Limited number of moves
- Reduce need for swing space
- Limit campus disruption
- Position for state funding
  - For justifiable projects

15TH STREET
MAGNOLIA AVE
PROSPECT AVE
OLIVEWOOD AVE
ECE
GREEN-HOUSE
COMMUNITY GARDEN
HAMMER THROW
DISCUS
JAVELIN
BASEBALL
SHOTPUT
EVANS SPORTS COMPLEX
SOFTBALL
PRACTICE FIELD
STADIUM
CUTTER
RIVERSIDE AQUATIC COMPLEX
SAND VOLLEYBALL
TENNIS
FACILITIES COMPLEX
EXISTING PARKING STRUCTURE
OPEN FIELD
WHEELOCK GYM
BUSINESS-CIS
CLASSROOMS BRADSHAW
MLK
PLANETARIUM
KINESIOLOGY
ADVANCED TECHNOLOGY
TERRACINA DR
DIGITAL LIBRARY + LEARNING CENTER
SCHOOL OF NURSING
STEM
COSMETOLOGY
MATH + SCIENCE
QUADRANGLE
STUDENT CENTER
FAIRFAX WALK
POLICE
TRANSIT HUB
KANE STUDENT SERVICES + ADMIN
VISUAL + PERFORMING ARTS COMPLEX
NEW PARKING STRUCTURE
CITY COLLEGE DR
35

# NEXT STEPS

- FINALIZE DOCUMENTATION
- BEGIN PHASE 1 PROGRAMMING
- INFORM 2019 FIVE YEAR CONSTRUCTION PLAN
- EARLY BOND PLANNING



# Agenda Item (IV-D-1)

| | |
|---|---|
| Meeting | 10/30/2018 - Committee |
| Agenda Item | Committee - Resources (IV-D-1) |
| Subject | Presentation on the Budget Allocation Model Revision Project Update |
| College/District | District |
| Information Only | |

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### Background Narrative:

Staff will present an update on the Budget Allocation Model Revision Project for the Board's review and information.

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

### Attachments:

10302018_BAM Revision Project Update Presentation

# Budget Allocation Model (BAM) Revision Project Update

Board of Trustees Regular/Committee Meeting
October 30, 2018

# Project Team - Sub-Group of the District Budget Advisory Council (DBAC):

- Aaron Brown – Vice Chancellor, Business & Financial Services
- Mark Sellick – Senate President (RCC)
- Chip West – Vice President, Business Services (RCC)
- Nathaniel Jones – Vice President, Business Services (MVC)
- Michael Collins – Vice President, Business Services (NC)
- Majd Askar – Director, Business Services
- Sherrie DiSalvio – Financial Technical Analyst (RCC)
- Elia Blount – Financial Technical Analyst (RCC)
- Misty Griffin – Financial Technical Analyst (NC)
- David Bobbitt – Financial Technical Analyst (MVC)
- Rachelle Arispe – Executive Administrative Assistant to VC, BFS (Recorder)

# The BAM Revision Project is to develop a Budget Allocation Model that is:

- **Fair** – Resource allocation decisions will be informed by objective, predictable, verifiable, and easily accessible data and will be made in an impartial and consistent manner.

- **Equitable** – Resources will be distributed in an manner that adequately supports the programs offered at each college while ensuring compliance with statutory and regulatory requirements.

- **Transparent** – Resource allocation decisions will be made in an open and consultative manner with representative stakeholder groups.

# BAM Principles

- A draft of guiding principles for the Budget Allocation Model has been developed.
- Project team representatives are sharing the draft principles with their college governance bodies to review and provide feedback.
- Next Steps:
  - DBAC – Review/Recommendation to DSPC
  - DSPC – Review/Recommendation to Chancellor's Cabinet
  - Resources Committee Engagement
  - Chancellor's Cabinet
  - Board Approval

# BAM Concept

- "Full-Time Equivalent Students (FTES) as Currency"
- The District is funded primarily through apportionment, even under the new Student Centered Funding Formula (SCFF)
    - 70% Enrollment (FTES)
    - 20% Equity
    - 10% Success

# BAM Concept (cont.)

## 2 Components (Similar Methodologies):

- Allocation of District-Wide Budget to the Colleges
- Allocation of College-Wide Budget Internally to Divisions

# BAM Concept (cont.)

- Each FTES has a value (or currency) that can be assigned based on a “standard” or “exchange rate” per instructional program.

- To determine what that “exchange rate” is per FTES, the project team has gathered historical “FTES Cost per Discipline” information for each college.

# For Example:

Two Programs (Nursing & Political Science)

- **Nursing**
  - Low Student/Teacher Ratio
  - Lab Equipment
  - Lab Supplies
  - Separate Dean
  - Accreditation Cost
  - Lab Technicians
  - Classified Administrative Staff
  - Clinical Sites
  - Staff Travel

Higher Cost per FTES

- **Political Science**
  - Higher Student/Teacher Ratio
  - No Lab Equipment
  - Shared Dean
  - No Accreditation Cost

Lower Cost per FTES

- The “Cost per Discipline” includes the following:
  - Direct Cost of Instruction (Faculty, Lab Technicians, Classified Positions, etc.)
  - Non-Instructional Costs (Deans, Administrative Staff, etc.)
    - Allocated based on Direct Costs of Instruction ratio.
  - Shared costs (administration/support)
    - Allocated on the combined ratio of direct and non-instructional costs.
- The “Exchange Rate” per FTES will be used to allocate apportionment to the colleges

# Next Steps:

- Complete Cost per Discipline Information
- Establish “Baseline” or “Standard” Cost per Discipline.
- Develop “Exchange Rate” Methodology to Allocate Apportionment Revenues to Colleges.
- District Office Costs Treatment
- Determine “non-apportionment” revenues treatment
- Model for FY 2017-18 and FY 2018-19
- Model for FY 2019-20
- New SCFF Considerations
- Engage Constituency Groups to review and comment on the Model Revision.
- Adopt Revised BAM for FY 2019-20

# Timeline:

- DBAC Subgroup Meeting – October 30, 2018
- DBAC Subgroup Meeting – November 13, 2018
- DBAC Subgroup Meeting – November 27, 2018
- DBAC Subgroup Meeting – December 4, 2018
- DBAC Meeting – January 18, 2018
- DSPC Meeting – January 18, 2018
- Board of Trustees Regular/Committee Meeting – February 5, 2018
- Board of Trustees Regular Meeting – February 19, 2018

# Agenda Item (IV-D-2)

| | |
|---|---|
| Meeting | 10/30/2018 - Committee |
| Agenda Item | Committee - Resources (IV-D-2) |
| Subject | District EEO Plan Update: Workforce Applicant Data 2015-2016 through 2017-2018 |
| College/District | District |
| Information Only | |

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## Background Narrative:

California Community Colleges are mandated by the California Code of Regulations Title 5 Section 53004 to continuously review the composition of their employee workforce and applicant pools.

The Riverside Community College District is committed to academic excellence and to providing all students with the opportunity to succeed in their chosen educational pursuits. Academic excellence can best be sustained in a climate of acceptance and with the inclusion of persons from a wide variety of backgrounds and preparations to provide service to an increasingly diverse student population. A workforce that is continually responsive to the needs of a diverse student population may be achieved by ensuring that all persons receive an equal opportunity to compete for employment and promotion within the RCCD through the elimination of barriers to equal employment opportunity.

The attached provides an updated analysis of the District's employee workforce and applicant pools for academic years 2015-2016, 2016-2017 and 2017-2018.

Prepared By: Terri Hampton, Vice Chancellor, HR and Employee Relations
Lorraine Jones, District Compliance Officer
Diana Torres, Director, Human Resources and Employee Relations

## Attachments:

20181030_EEO Plan Update 2015-2016 through 2017-2018

FY 2015-2016 --2017-2018

# Equal Employment Opportunity Update: Workforce and Applicant Data

Riverside Community College District

Office of Human Resources and Employee Relations

FY 2015-2016 --2017-2018

# RCCD DIVERSITY SNAPSHOT AT A GLANCE

## OVERALL WORKFORCE

**OVERALL WORKFORCE AT-A-GLANCE**

| | 2015-2016 | | 2016-2017 | | 2017-2018 | |
|---|---|---|---|---|---|---|
| **TOTAL** | **2,118** | **100%** | **2063** | **100%** | **2261** | **100%** |
| Classified | 557 | 26% | 559 | 27% | 620 | 27% |
| Executive | 129 | 6% | 127 | 6% | 138 | 6% |
| Full-Time Faculty | 374 | 18% | 388 | 19% | 424 | 19% |
| Part-Time Faculty | 1058 | 50% | 989 | 48% | 1079 | 48% |
| Women | 1103 | 52% | 1095 | 53% | 1175 | 52% |
| Men | 1015 | 48% | 968 | 47% | 1086 | 48% |
| American Indian/Alaska Native | 19 | 1% | 10 | 0% | 12 | 1% |
| Asian | 163 | 8% | 159 | 8% | 174 | 8% |
| Black/African American | 155 | 7% | 183 | 9% | 193 | 9% |
| Hispanic/Latino | 503 | 24% | 537 | 26% | 629 | 28% |
| Native Hawaiian/Pacific Islander | 7 | <1% | 6 | <1% | 9 | <1% |
| White | 1215 | 57% | 1118 | 54% | 1195 | 53% |
| Two or More | 56 | 3% | 50 | 2% | 49 | 2% |

- The number of districtwide employees increased by approximately 6.75%
- In 2017/18, 52% of our employees were women, 48% were men. This percentage breakdown has been consistent.
- Districtwide, we continue to make slow progress towards a more diverse workforce, with slight increases in Black/African American and Hispanic/Latino. American Indian/Alaska Native, Asian, and Native Hawaiian/Pacific Islander remained relatively unchanged.

**OVERALL CLASSIFIED WORKFORCE AT-A-GLANCE**

| | 2015-2016 | | 2016-2017 | | 2017-2018 | |
|---|---|---|---|---|---|---|
| **TOTAL** | **557** | **100%** | **559** | **100%** | **620** | **100%** |
| Women | 331 | 59% | 334 | 60% | 371 | 60% |
| Men | 226 | 41% | 225 | 40% | 249 | 40% |
| American Indian/Alaska Native | 4 | 1% | 3 | 1% | 3 | 0% |
| Asian | 26 | 5% | 21 | 4% | 28 | 5% |
| Black/African American | 62 | 11% | 71 | 13% | 76 | 12% |
| Hispanic/Latino | 219 | 39% | 238 | 43% | 266 | 43% |
| Native Hawaiian/Pacific Islander | 5 | 1% | 5 | 1% | 8 | 1% |
| White | 229 | 41% | 208 | 37% | 224 | 36% |
| Two or More | 12 | 2% | 13 | 2% | 15 | 2% |

- The overall number of classified employees increased by approximately 11%
- The gender breakdown remained relatively constant at 60% women and 40% male

- Hispanic/Latino represent 43% of the classified workforce

**OVERALL EXECUTIVE WORKFORCE AT-A-GLANCE**

| | 2015-2016 | | 2016-2017 | | 2017-2018 | |
|---|---|---|---|---|---|---|
| **TOTAL** | **129** | **100%** | **127** | **100%** | **138** | **100%** |
| Women | 64 | 50% | 59 | 46% | 63 | 46% |
| Men | 65 | 50% | 68 | 54% | 75 | 54% |
| American Indian/Alaska Native | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian | 10 | 8% | 9 | 7% | 9 | 7% |
| Black/African American | 16 | 12% | 20 | 16% | 23 | 17% |
| Hispanic/Latino | 36 | 28% | 33 | 26% | 37 | 27% |
| Native Hawaiian/Pacific Islander | 0 | 0% | 0 | 0% | 0 | 0% |
| White | 65 | 50% | 62 | 49% | 67 | 49% |
| Two or More | 2 | 2% | 3 | 2% | 2 | 1% |

- There was a slight increase in the number of executive level staff, districtwide
- In terms of gender, the breakdown was 54% male to 46% female
- There were small increases in the number of Black/African American and Hispanic/Latino employees amongst the executive ranks, districtwide

**OVERALL FULL-TIME FACULTY WORKFORCE AT-A-GLANCE**

| | 2015-2016 | | 2016-2017 | | 2017-2018 | |
|---|---|---|---|---|---|---|
| **TOTAL** | **374** | **100%** | **388** | **100%** | **424** | **100%** |
| Women | 201 | 54% | 202 | 52% | 227 | 54% |
| Men | 173 | 46% | 186 | 48% | 197 | 46% |
| American Indian/Alaska Native | 4 | 1% | 2 | 1% | 2 | <1% |
| Asian | 28 | 7% | 32 | 8% | 34 | 8% |
| Black/African American | 20 | 5% | 22 | 6% | 24 | 6% |
| Hispanic/Latino | 68 | 18% | 78 | 20% | 85 | 20% |
| Native Hawaiian/Pacific Islander | 1 | <1% | 0 | 0% | 0 | 0% |
| White | 243 | 65% | 246 | 63% | 271 | 64% |
| Two or More | 10 | 3% | 8 | 2% | 8 | 2% |

- The number of faculty, districtwide, increased by approximately 9.3%
- Female faculty outnumbered male faculty; the breakdown is 54% to 46%
- American Indian/Alaska Native, Asian, Black/African American and Native Hawaiian/Pacific Islander continue to be under represented within our faculty ranks

**OVERALL PART-TIME FACULTY WORKFORCE AT-A-GLANCE**

| | 2015-2016 | | 2016-2017 | | 2017-2018 | |
|---|---|---|---|---|---|---|
| **TOTAL** | **1,058** | **100%** | **989** | **100%** | **1079** | **100%** |
| Women | 507 | 48% | 500 | 51% | 514 | 48% |
| Men | 551 | 52% | 489 | 49% | 565 | 52% |
| American Indian/Alaska Native | 11 | 1% | 5 | 1% | 7 | 1% |
| Asian | 99 | 9% | 97 | 10% | 103 | 10% |
| Black/African American | 57 | 5% | 70 | 7% | 70 | 6% |
| Hispanic/Latino | 180 | 17% | 188 | 19% | 241 | 22% |
| Native Hawaiian/Pacific Islander | 1 | <1% | 1 | <1% | 1 | <1% |
| White | 678 | 64% | 602 | 61% | 633 | 59% |
| Two or More | 32 | 3% | 26 | 3% | 24 | 2% |

- Women represent 48% of part-time faculty, while men make up the remaining 52%
- While there has been a small increase in the number of Hispanic/Latino employees within the part-time faculty ranks, other traditionally underrepresented groups have either remained unchanged or decreased in overall numbers

## DISTRICT OFFICE

### DISTRICT OFFICE WORKFORCE AT-A-GLANCE

| | 2015-2016 | | 2016-2017 | | 2017-2018 | |
|---|---|---|---|---|---|---|
| **TOTAL** | **130** | **100%** | **121** | **100%** | **135** | **100%** |
| Classified | 93 | 72% | 86 | 71% | 100 | 74% |
| Executive | 37 | 28% | 0 | 0% | 35 | 26% |
| Women | 75 | 58% | 71 | 59% | 79 | 59% |
| Men | 55 | 42% | 50 | 41% | 56 | 41% |
| American Indian/Alaska Native | 1 | 1% | 1 | 1% | 1 | 1% |
| Asian | 10 | 8% | 5 | 4% | 10 | 7% |
| Black/African American | 5 | 4% | 7 | 6% | 12 | 9% |
| Hispanic/Latino | 40 | 31% | 43 | 36% | 45 | 33% |
| Native Hawaiian/Pacific Islander | 0 | 0% | 0 | 0% | 0 | 0% |
| White | 72 | 55% | 63 | 52% | 65 | 48% |
| Two or More | 2 | 2% | 2 | 2% | 2 | 1% |

### DISTRICT OFFICE CLASSIFIED WORKFORCE AT-A-GLANCE

| | 2015-2016 | | 2016-2017 | | 2017-2018 | |
|---|---|---|---|---|---|---|
| **TOTAL** | **93** | **100%** | **86** | **100%** | **100** | **100%** |
| Women | 61 | 66% | 59 | 69% | 68 | 68% |
| Men | 32 | 34% | 27 | 31% | 32 | 32% |
| American Indian/Alaska Native | 1 | 1% | 1 | 1% | 1 | 1% |
| Asian | 7 | 8% | 2 | 2% | 6 | 6% |
| Black/African American | 3 | 3% | 3 | 3% | 8 | 8% |
| Hispanic/Latino | 31 | 33% | 37 | 43% | 39 | 39% |
| Native Hawaiian/Pacific Islander | 0 | 0% | 0 | 0% | 0 | 0% |
| White | 49 | 53% | 41 | 48% | 44 | 44% |
| Two or More | 2 | 2% | 2 | 2% | 2 | 2% |

- The district office workforce is 74% classified employees and 26% administrators
- The gender breakdown is 59% female and 41% male
- The number of Asian and Black/African American employees has slightly increased
- The number of Hispanic/Latino employees has decreased by 4%
- The total number of classified employees at the district office has increased by about 16.3%

**DISTRICT OFFICE EXECUTIVE WORKFORCE AT-A-GLANCE**

| | 2015-2016 | | 2016-2017 | | 2017-2018 | |
|---|---|---|---|---|---|---|
| **TOTAL** | **37** | **100%** | **35** | **100%** | **35** | **100%** |
| Women | 14 | 38% | 12 | 34% | 11 | 31% |
| Men | 23 | 62% | 23 | 66% | 24 | 69% |
| American Indian/Alaska Native | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian | 3 | 8% | 3 | 9% | 4 | 11% |
| Black/African American | 2 | 5% | 4 | 11% | 4 | 11% |
| Hispanic/Latino | 9 | 24% | 6 | 17% | 6 | 17% |
| Native Hawaiian/Pacific Islander | 0 | 0% | 0 | 0% | 0 | 0% |
| White | 23 | 62% | 22 | 63% | 21 | 60% |
| Two or More | 0 | 0% | 0 | 0% | 0 | 0% |

- Amongst the executive ranks at the District Office, men represent 69% of the workforce while women occupied 31%
- While the number of Black/African American and Hispanic/Latino employees have remained relatively stable, there was a slight increase in the number of Asians representing executive level staff
- We continued to struggle in successfully recruiting American Indian/Alaska Native and Native Hawaiian/Pacific Islander candidates

## MORENO VALLEY COLLEGE

### MORENO VALLEY COLLEGE WORKFORCE AT-A-GLANCE

| | 2015-2016 | | 2016-2017 | | 2017-2018 | |
|---|---|---|---|---|---|---|
| **TOTAL** | **571** | **100%** | **508** | **100%** | **618** | **100%** |
| Classified | 100 | 18% | 101 | 20% | 109 | 18% |
| Executive | 26 | 5% | 26 | 5% | 31 | 5% |
| Full-Time Faculty | 82 | 14% | 84 | 17% | 93 | 15% |
| Part-Time Faculty | 363 | 64% | 297 | 58% | 385 | 62% |
| Women | 265 | 46% | 261 | 51% | 295 | 48% |
| Men | 306 | 54% | 247 | 49% | 323 | 52% |
| American Indian/Alaska Native | 8 | 1% | 3 | 1% | 4 | 1% |
| Asian | 40 | 7% | 41 | 8% | 45 | 7% |
| Black/African American | 44 | 8% | 52 | 10% | 57 | 9% |
| Hispanic/Latino | 133 | 23% | 124 | 24% | 173 | 28% |
| Native Hawaiian/Pacific Islander | 2 | <1% | 0 | 0% | 1 | <1% |
| White | 320 | 56% | 271 | 53% | 321 | 52% |
| Two or More | 24 | 4% | 17 | 3% | 17 | 3% |

- The workforce grew by approximately 21.6% between 2016/17 and 2017/18
- There was a small decrease in the number of Asian and Black/African American employees
- The overall gender breakdown at MVC was 52% male and 48% female
- There was a 4% increase in the number of Hispanic employees

### MORENO VALLEY COLLEGE CLASSIFIED WORKFORCE AT-A-GLANCE

| | 2015-2016 | | 2016-2017 | | 2017-2018 | |
|---|---|---|---|---|---|---|
| **TOTAL** | **100** | **100%** | **101** | **100%** | **109** | **100%** |
| Women | 61 | 61% | 67 | 66% | 74 | 68% |
| Men | 39 | 39% | 34 | 34% | 35 | 32% |
| American Indian/Alaska Native | 1 | 1% | 0 | 0% | 0 | 0% |
| Asian | 2 | 2% | 2 | 2% | 4 | 4% |
| Black/African American | 21 | 21% | 26 | 26% | 26 | 24% |
| Hispanic/Latino | 40 | 40% | 39 | 39% | 41 | 38% |
| Native Hawaiian/Pacific Islander | 1 | 1% | 0 | 0% | 1 | 1% |
| White | 31 | 31% | 32 | 32% | 34 | 31% |
| Two or More | 4 | 4% | 2 | 2% | 3 | 3% |

- There was a slight increase in the number of Asian classified employees
- There was a slight decrease in the number of Black/African American and Hispanic/Latino employees

**MORENO VALLEY COLLEGE EXECUTIVE WORKFORCE AT-A-GLANCE**

| | 2015-2016 | | 2016-2017 | | 2017-2018 | |
|---|---|---|---|---|---|---|
| **TOTAL** | **26** | **100%** | **26** | **100%** | **31** | **100%** |
| Women | 15 | 58% | 13 | 50% | 16 | 52% |
| Men | 11 | 42% | 13 | 50% | 15 | 48% |
| American Indian/Alaska Native | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian | 2 | 8% | 1 | 4% | 2 | 6% |
| Black/African American | 4 | 15% | 5 | 19% | 6 | 19% |
| Hispanic/Latino | 5 | 19% | 7 | 27% | 9 | 29% |
| Native Hawaiian/Pacific Islander | 0 | 0% | 0 | 0% | 0 | 0% |
| White | 13 | 50% | 11 | 42% | 12 | 39% |
| Two or More | 2 | 8% | 2 | 8% | 2 | 6% |

- Five executive level positions were filled between 2016/17 and 2017/18
- There was a slight increase in the number of Asian and Hispanic/Latino employee group, other traditionally underrepresented groups remained virtually unchanged

**MORENO VALLEY COLLEGE FULL-TIME FACULTY WORKFORCE AT-A-GLANCE**

| | 2015-2016 | | 2016-2017 | | 2017-2018 | |
|---|---|---|---|---|---|---|
| **TOTAL** | **82** | **100%** | **84** | **100%** | **93** | **100%** |
| Women | 50 | 61% | 51 | 61% | 57 | 61% |
| Men | 32 | 39% | 33 | 39% | 36 | 39% |
| American Indian/Alaska Native | 3 | 4% | 1 | 1% | 1 | 1% |
| Asian | 7 | 9% | 9 | 11% | 10 | 11% |
| Black/African American | 7 | 9% | 8 | 10% | 8 | 9% |
| Hispanic/Latino | 17 | 21% | 17 | 20% | 22 | 24% |
| Native Hawaiian/Pacific Islander | 1 | 1% | 0 | 0% | 0 | 0% |
| White | 44 | 54% | 46 | 55% | 50 | 54% |
| Two or More | 3 | 4% | 3 | 4% | 2 | 2% |

- The overall number of faculty increased by approximately 10.7%
- Women make up 61% of the FT Faculty employee group
- While the number of FT Faculty within the Hispanic/Latino employee group increased by 4%, other traditionally underrepresented groups remained relatively unchanged

**MORENO VALLEY COLLEGE PART-TIME FACULTY WORKFORCE AT-A-GLANCE**

| | 2015-2016 | | 2016-2017 | | 2017-2018 | |
|---|---|---|---|---|---|---|
| **TOTAL** | **363** | **100%** | **297** | **100%** | **385** | **100%** |
| Women | 139 | 38% | 130 | 44% | 148 | 38% |
| Men | 224 | 62% | 167 | 56% | 237 | 62% |
| American Indian/Alaska Native | 4 | 1% | 2 | 1% | 3 | 1% |
| Asian | 29 | 8% | 29 | 10% | 29 | 8% |
| Black/African American | 12 | 3% | 13 | 4% | 17 | 4% |
| Hispanic/Latino | 71 | 20% | 61 | 21% | 101 | 26% |
| Native Hawaiian/Pacific Islander | 0 | 0% | 0 | 0% | 0 | 0% |
| White | 232 | 64% | 182 | 61% | 225 | 58% |
| Two or More | 15 | 4% | 10 | 3% | 10 | 3% |

- The number of PT Faculty increased by approximately 29.6%
- Unlike FT Faculty, the PT Faculty group is dominated by men at a rate of 62%
- There was a 5% increase in the number of Hispanic/Latino employees at MVC within the PT Faculty ranks
- All other traditionally underrepresented groups remained relatively unchanged

## NORCO COLLEGE

**NORCO COLLEGE WORKFORCE AT-A-GLANCE**

| | 2015-2016 | | 2016-2017 | | 2017-2018 | |
|---|---|---|---|---|---|---|
| **TOTAL** | **427** | **100%** | **449** | **100%** | **472** | **100%** |
| Classified | 103 | 24% | 111 | 25% | 127 | 27% |
| Executive | 28 | 7% | 29 | 6% | 30 | 6% |
| Full-Time Faculty | 69 | 16% | 76 | 17% | 88 | 19% |
| Part-Time Faculty | 227 | 53% | 233 | 52% | 227 | 48% |
| Women | 225 | 53% | 237 | 53% | 248 | 53% |
| Men | 202 | 47% | 212 | 47% | 224 | 47% |
| American Indian/Alaska Native | 4 | 1% | 2 | <1% | 2 | <1% |
| Asian | 44 | 10% | 49 | 11% | 45 | 10% |
| Black/African American | 31 | 7% | 36 | 8% | 39 | 8% |
| Hispanic/Latino | 107 | 25% | 121 | 27% | 134 | 28% |
| Native Hawaiian/Pacific Islander | 3 | 1% | 3 | 1% | 3 | 1% |
| White | 229 | 54% | 230 | 51% | 239 | 51% |
| Two or More | 9 | 2% | 8 | 2% | 10 | 2% |

- NC had an overall increase of 5% in the total number of employees between 2016/17 and 2017/18
- The gender breakdown is 53% female and 47% male
- While the number of Hispanic/Latino employees increased slightly, all other traditionally underrepresented groups remained relatively unchanged

**NORCO COLLEGE CLASSIFIED WORKFORCE AT-A-GLANCE**

| | 2015-2016 | | 2016-2017 | | 2017-2018 | |
|---|---|---|---|---|---|---|
| **TOTAL** | **103** | **100%** | **111** | **100%** | **127** | **100%** |
| Women | 63 | 61% | 68 | 61% | 76 | 60% |
| Men | 40 | 39% | 43 | 39% | 51 | 40% |
| American Indian/Alaska Native | 1 | 1% | 1 | 1% | 1 | 1% |
| Asian | 8 | 8% | 9 | 8% | 10 | 8% |
| Black/African American | 8 | 8% | 10 | 9% | 11 | 9% |
| Hispanic/Latino | 51 | 50% | 58 | 52% | 70 | 55% |
| Native Hawaiian/Pacific Islander | 3 | 3% | 3 | 3% | 3 | 2% |
| White | 31 | 30% | 29 | 26% | 30 | 24% |
| Two or More | 1 | 1% | 1 | 1% | 2 | 2% |

- There was a modest increase in the overall number of classified employees
- The gender breakdown between classified employees is 60% female and 40% male
- While there was an increase in the number of Hispanic/Latino employees, other traditionally underrepresented groups remained relatively unchanged

**NORCO COLLEGE EXECUTIVE WORKFORCE AT-A-GLANCE**

| | 2015-2016 | | 2016-2017 | | 2017-2018 | |
|---|---|---|---|---|---|---|
| **TOTAL** | **28** | **100%** | **29** | **100%** | **30** | **100%** |
| Women | 15 | 54% | 16 | 55% | 14 | 47% |
| Men | 13 | 46% | 13 | 45% | 16 | 53% |
| American Indian/Alaska Native | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian | 2 | 7% | 2 | 7% | 1 | 3% |
| Black/African American | 6 | 21% | 5 | 17% | 6 | 20% |
| Hispanic/Latino | 10 | 36% | 10 | 34% | 9 | 30% |
| Native Hawaiian/Pacific Islander | 0 | 0% | 0 | 0% | 0 | 0% |
| White | 10 | 36% | 11 | 38% | 14 | 47% |
| Two or More | 0 | 0% | 1 | 3% | 0 | 0% |

- The gender breakdown of executive level staff at NC was 53% male and 47% female
- While there was a 3% increase in the number of Black/African American employees within the executive group, there was a decrease in Asian and Hispanic/Latino groups
- Other traditionally underrepresented groups remained unchanged

**NORCO COLLEGE FULL-TIME FACULTY WORKFORCE AT-A-GLANCE**

| | 2015-2016 | | 2016-2017 | | 2017-2018 | |
|---|---|---|---|---|---|---|
| **TOTAL** | **69** | **100%** | **76** | **100%** | **88** | **100%** |
| Women | 35 | 51% | 37 | 49% | 48 | 55% |
| Men | 34 | 49% | 39 | 51% | 40 | 45% |
| American Indian/Alaska Native | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian | 5 | 7% | 7 | 9% | 6 | 7% |
| Black/African American | 4 | 6% | 4 | 5% | 6 | 7% |
| Hispanic/Latino | 10 | 14% | 14 | 18% | 16 | 18% |
| Native Hawaiian/Pacific Islander | 0 | 0% | 0 | 0% | 0 | 0% |
| White | 48 | 70% | 51 | 67% | 58 | 66% |
| Two or More | 2 | 3% | 0 | 0% | 2 | 2% |

- There was an overall increase of approximately 15.7% in the overall number of FT Faculty at NC
- FT Faculty is dominated by women, who make up 55% of the employee group
- While there was a small increase in the number of Black/African American FT Faculty, traditionally underrepresented groups either decreased or remained relatively unchanged

**NORCO COLLEGE PART-TIME FACULTY WORKFORCE AT-A-GLANCE**

| | 2015-2016 | | 2016-2017 | | 2017-2018 | |
|---|---|---|---|---|---|---|
| **TOTAL** | **227** | **100%** | **233** | **100%** | **227** | **100%** |
| Women | 112 | 49% | 116 | 50% | 110 | 48% |
| Men | 115 | 51% | 117 | 50% | 117 | 52% |
| American Indian/Alaska Native | 3 | 1% | 1 | 0% | 1 | <1% |
| Asian | 29 | 13% | 31 | 13% | 28 | 12% |
| Black/African American | 13 | 6% | 17 | 7% | 16 | 7% |
| Hispanic/Latino | 36 | 16% | 39 | 17% | 39 | 17% |
| Native Hawaiian/Pacific Islander | 0 | 0% | 0 | 0% | 0 | 0% |
| White | 140 | 62% | 139 | 60% | 137 | 60% |
| Two or More | 6 | 3% | 6 | 3% | 6 | 3% |

- There was a slight decrease in the overall number of PT Faculty
- This group was comprised of 48% females and 52% males
- Traditionally underrepresented groups remained relatively unchanged

## RIVERSIDE CITY COLLEGE

### RIVERSIDE CITY COLLEGE WORKFORCE AT-A-GLANCE

| | 2015-2016 | | 2016-2017 | | 2017-2018 | |
|---|---|---|---|---|---|---|
| **TOTAL** | **990** | **100%** | **985** | **100%** | **1036** | **100%** |
| Classified | 261 | 26% | 261 | 26% | 284 | 27% |
| Executive | 38 | 4% | 37 | 4% | 42 | 4% |
| Full-Time Faculty | 223 | 23% | 228 | 23% | 243 | 23% |
| Part-Time Faculty | 468 | 47% | 459 | 47% | 467 | 45% |
| Women | 538 | 54% | 526 | 53% | 553 | 53% |
| Men | 452 | 46% | 459 | 47% | 483 | 47% |
| American Indian/Alaska Native | 6 | 1% | 4 | <1% | 5 | <1% |
| Asian | 69 | 7% | 64 | 6% | 74 | 7% |
| Black/African American | 75 | 8% | 88 | 9% | 85 | 8% |
| Hispanic/Latino | 223 | 23% | 249 | 25% | 277 | 27% |
| Native Hawaiian/Pacific Islander | 2 | <1% | 3 | <1% | 5 | <1% |
| White | 594 | 60% | 554 | 56% | 570 | 55% |
| Two or More | 21 | 2% | 23 | 2% | 20 | 2% |

- The overall number of employees increased by approximately 5.2%
- Women accounted for 53% of the RCC workforce and men accounted for 47%
- While the number of Asian and Hispanic/Latino employees increased slightly, underrepresented groups made little forward progression

### RIVERSIDE CITY COLLEGE CLASSIFIED WORKFORCE AT-A-GLANCE

| | 2015-2016 | | 2016-2017 | | 2017-2018 | |
|---|---|---|---|---|---|---|
| **TOTAL** | **261** | **100%** | **261** | **100%** | **284** | **100%** |
| Women | 146 | 56% | 140 | 54% | 153 | 54% |
| Men | 115 | 44% | 121 | 46% | 131 | 46% |
| American Indian/Alaska Native | 1 | <1% | 1 | <1% | 1 | <1% |
| Asian | 9 | 3% | 8 | 3% | 8 | 3% |
| Black/African American | 30 | 11% | 32 | 12% | 31 | 11% |
| Hispanic/Latino | 97 | 37% | 104 | 40% | 116 | 41% |
| Native Hawaiian/Pacific Islander | 1 | <1% | 2 | 1% | 4 | 1% |
| White | 118 | 45% | 106 | 41% | 116 | 41% |
| Two or More | 0 | 0% | 8 | 3% | 8 | 3% |

- There was an overall increase of about 9% in the total number of classified employees at RCC
- Females account for 54% of the employees at RCC, while males account for 46%
- While there was a small increase in the overall number of Hispanic/Latino employees in this group, traditionally underrepresented groups remained unchanged

**RIVERSIDE CITY COLLEGE EXECUTIVE WORKFORCE AT-A-GLANCE**

| | 2015-2016 | | 2016-2017 | | 2017-2018 | |
|---|---|---|---|---|---|---|
| **TOTAL** | **38** | **100%** | **37** | **100%** | **42** | **100%** |
| Women | 20 | 53% | 18 | 49% | 22 | 52% |
| Men | 18 | 47% | 19 | 51% | 20 | 48% |
| American Indian/Alaska Native | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian | 0 | 0% | 3 | 8% | 2 | 5% |
| Black/African American | 3 | 8% | 6 | 16% | 7 | 17% |
| Hispanic/Latino | 4 | 11% | 10 | 27% | 13 | 31% |
| Native Hawaiian/Pacific Islander | 12 | 32% | 0 | 0% | 0 | 0% |
| White | 0 | 0% | 18 | 49% | 20 | 48% |
| Two or More | 19 | 50% | 0 | 0% | 0 | 0% |

- There was a modest increase in the overall number of executive level staff at RCC
- RCC executive level staff was comprised of 52% females and 48% males
- There was a modest increase in the number of Hispanic/Latino employees within this group, but other traditionally underrepresented groups remained unchanged

**RIVERSIDE CITY COLLEGE FULL-TIME FACULTY WORKFORCE AT-A-GLANCE**

| | 2015-2016 | | 2016-2017 | | 2017-2018 | |
|---|---|---|---|---|---|---|
| **TOTAL** | **223** | **100%** | **228** | **100%** | **243** | **100%** |
| Women | 116 | 52% | 114 | 50% | 122 | 50% |
| Men | 107 | 48% | 114 | 50% | 121 | 50% |
| American Indian/Alaska Native | 1 | <1% | 1 | <1% | 1 | <1% |
| Asian | 16 | 7% | 16 | 7% | 18 | 7% |
| Black/African American | 9 | 4% | 10 | 4% | 10 | 4% |
| Hispanic/Latino | 41 | 18% | 47 | 21% | 47 | 19% |
| Native Hawaiian/Pacific Islander | 0 | 0% | 0 | 0% | 0 | 0% |
| White | 151 | 68% | 149 | 65% | 163 | 67% |
| Two or More | 5 | 2% | 5 | 2% | 4 | 2% |

- The makeup of FT Faculty was evenly split between males and females with 50% in each
- There was a slight decrease in the number of Hispanic/Latino employees in this category, but all other traditionally underrepresented groups remained relatively unchanged

**RIVERSIDE CITY COLLEGE PART-TIME FACULTY WORKFORCE AT-A-GLANCE**

| | 2015-2016 | | 2016-2017 | | 2017-2018 | |
|---|---|---|---|---|---|---|
| **TOTAL** | **468** | **100%** | **459** | **100%** | **467** | **100%** |
| Women | 256 | 55% | 254 | 55% | 256 | 55% |
| Men | 212 | 45% | 205 | 45% | 211 | 45% |
| American Indian/Alaska Native | 4 | 1% | 2 | <1% | 3 | 1% |
| Asian | 41 | 9% | 37 | 8% | 46 | 10% |
| Black/African American | 32 | 7% | 40 | 9% | 37 | 8% |
| Hispanic/Latino | 73 | 16% | 88 | 19% | 101 | 22% |
| Native Hawaiian/Pacific Islander | 1 | <1% | 1 | <1% | 1 | <1% |
| White | 306 | 65% | 281 | 61% | 271 | 58% |
| Two or More | 11 | 2% | 10 | 2% | 8 | 2% |

- The gender breakdown for PT Faculty is 55% female and 45% male
- While there were slight increases in the number of Asian and Hispanic/Latino PT Faculty, other traditionally underrepresented groups remained unchanged

**METHODS FOR RECRUITING AND SELECTING DIVERSE AND HIGHLY QUALIFIED EMPLOYEES**

Riverside Community College District is wholeheartedly committed to creating work and learning environments that are diverse, equitable and inclusive.

While the data shows that incremental progress has been made towards increasing the diversity of the District's workforce, significant gaps persist for individuals from historically underrepresented racial and ethnic groups as well as women.

The following list includes Human Resources Best Practices that are designed to attract, select and retain a diverse and highly qualified workforce:

- Feeder Programs in association with Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs), Asian Pacific Islander American Association of Colleges and Universities (APIACU), Asian American and Native American Pacific Islander – Serving Institutions (AANAPISIs) and Tribal Colleges

- Provide Incentives for hard-to-fill positions

- Provide reimbursement to first-level interviews

- Use web-based technology to conduct first-level interviews

- Create employee referral programs

- Integrate diversity and inclusion into professional development

- Incorporate rubrics in the screening and selection process designed to eliminate implicit bias and increase fairness and consistency in the assessment of applicants and interview candidates

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# SECTION1: INTRODUCTION

### Purpose and Objective of the Equal Employment Opportunity Plan

The Riverside Community College District's Equal Employment Opportunity (EEO) Plan (*Plan*) addresses the requirements of California Education Code section 87106(b) for compliance with the Board of Governors regulations on equal employment opportunity hiring.

The objectives of the District's Equal Opportunity Plan are to:

- Address the legal requirements for the District's Equal Employment Opportunity Plan, pursuant to section 53003 or Title 5.
- Provide guidance that will assist in the goal of achieving a diverse workforce.
- Assist in the development of materials to train faculty and staff on the components of the Equal Employment Opportunity Plan requirements.
- Assist in the development of activities and programs that demonstrate the District's ongoing institutional commitment to diversity.

### Key Terms

DIVERSITY: means a condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. It requires both the presence, and the respectful treatment, of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, sexual orientation, disability and socioeconomic backgrounds.

EQUAL EMPLOYMENT OPPORTUNITY: means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels in the seven job categories which include executive/administrative/managerial, faculty and other instructional staff, professional nonfaculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance.

ETHNIC GROUP IDENTIFICATION: means an individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to section 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.

> ETHNIC/RACIAL GROUPS: Racial and ethnic groups as defined by the Equal Employment Opportunity Commission. Group assignments are obtained through voluntary self-identification by employees and applicants for employment.
>
> AMERICAN INDIAN OR ALASKA NATIVE (AI/AN) — a person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

ASIAN (A) — a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

BLACK OR AFRICAN AMERICAN (B/AA) — a person having origins in any of the original peoples the Black racial groups of Africa.

HISPANIC OR LATINO (H/L) — a person having origins in any of the original peoples of Cuba, Mexico, Puerto Rico, South or Central America, or other Spanish cultures or origins regardless of race.

NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER (NH/PI) — a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

WHITE (W) — a person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

BIRACIAL OR MULTI-RACIAL (2+) — all persons who identify with two or more of the above racial groups.

JOB CATEGORIES: the job categories utilized for the purpose of this Plan and reported to the Chancellor pursuant to Title 5, section 53004(a) are: (1) Executive/Administrative/Managerial, (2) Faculty and other Instructional Staff, (3) Professional Non- Faculty, (4) Secretarial/Clerical, (5) Technical and Paraprofessional, (6) Skilled Crafts, and (7) Service and Maintenance.

PERSON WITH A DISABILITY: any person who (1) has a physical or mental impairment as defined in Government Code, section 12926 and section 12926.1, which limits one or more of such person's major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. A person with a disability is “limited” if the condition makes the achievement of the major life activity difficult.

SCREENING OR SELECTION PROCEDURES: any measure, combination of measures, or procedures used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to traditional paper and pencil tests, performance tests, physicals, education and work experience requirements, interviews, and review of applications.

SIGNIFICANTLY UNDERREPRESENTED GROUP: any monitored group for which the percentage of persons from that group employed by the District in any job category listed in section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

## Districtwide EEO Achievements

**University of Southern California Rossier Center for Urban Education (CUE) Diversity in Faculty Hiring Institute (September 28-29, 2017-Los Angeles, CA)**
Teams of faculty, staff and administrators representing Moreno Valley College, Norco College, Riverside City College and the District Office of Human Resources and Employee Relations attended the two-day institute designed for California Community Colleges. The institute featured researched backed strategies and practices that lead to increased diversity and equity-mindedness of the faculty workforce.

**Norco College Updated Faculty Job Announcements**
The Basic Function section of faculty job postings previously included the information listed in the following to the Associate Professor, Health Science/Kinesiology job announcement:

> *The successful candidate will be responsible for lecture and/or laboratory instruction in Kinesiology and in Health Science courses. The position may also include teaching in activity courses. This teaching assignment may also include some afternoon/evening and weekend instruction.*

Norco College implemented a process to include student centered language in all faculty job announcements that are tailored to the discipline. For example, a job announcement for an Associate Professor, Biology Anatomy & Physiology announcement now includes the following changes to the basic function section of the announcement:

> *The ideal candidate will share Norco College's commitment to educating its racially and socioeconomically diverse student population. We currently serve approximately 13,000 students annually, the majority of whom are from historically underserved populations, 56% Latinx, 9% Asian American, 6% African American, and 24% white. Norco College is designated as a Hispanic-Serving Institution, reflecting the great responsibility that the college has to the educational attainment and economic well-being of the surrounding community. The successful candidate will join the Science & Kinesiology Department, dedicated to the use of curriculum through a lens of equity. These efforts include participation of department faculty in campus-wide programs, such as the Completion Initiative, Teaching Men of Color at the Community College, and training on Microaggressions. This department values the use of equity-minded andragogical techniques, while maintaining academic rigor in the biological sciences.*
>
> *The successful candidate will join a campus that exhibits its equity minded values through intentional practice. We are a Hispanic and Minority serving institution with established programs for Puente, Umoja, Allies, Veterans, and Foster Youth. Norco College is a leader in pathways for student completion, dual enrollment with our local high schools and strong workforce preparation. We are proud of our dedication to all our students and their families, and through a variety of means provide robust offerings of culturally responsive events, speakers and opportunities for professional training in equity practices.*

**Norco College Faculty Job Announcement Mandatory Supplemental Questions**
Norco College requires applicants for faculty positions to address the following supplemental questions:

> *a) What do you feel are the best strategies for supporting students who have been historically marginalized by Biology/Anatomy & Physiology?*
>
> *b) What role should faculty play in student success?*
>
> *c) Think of the most successful class you have taught. What were the key factors in creating that success, particularly for historically underserved students?*

**Norco College Applicant Screening Rubric and Candidate Interview Rubric Pilot Program**
A multidisciplinary team of Norco College faculty (in both instructional and Academic Senate roles), administrators, and Susan Boling, Human Resources Analyst developed rubrics designed to ensure fairness and consistency in the assessment of applicants in the paper screening stage and candidates invited to participate in interviews during the first level interview stage of the recruitment process.

**Norco College "Hire Me Workshop"**
Susan Boling, Human Resources Liaison, offered workshops to potential applicants for full-time faculty positions. The target audience for the workshops includes existing adjunct faculty, members of the classified service, and members of the community. The workshop was presented on four different occasions during the college flex day activities in 2016, 2017 & 2018. It was designed to demystify the faculty hiring process and addressed such topic as the logistics of using the District's applicant tracking system to apply for vacant position, the importance of the teaching demonstration in the interview process, what to expect during the interview and general dos and don'ts for the application and interview process. The 2018 workshop was updated to incorporate a discussion of the importance having equity minded skills. The workshop included the following message from College President, Dr. Bryan Reece:

> "*There is a persistent academic equity gap in the United States. With this in mind, Norco College is committed to recruiting and hiring a diverse team of employees with equity-minded skills."*

The workshop also included how to apply for a faculty position, the importance of the teaching demonstration and what to expect in the interview. Also included were general dos and don'ts of the interview process.

**California Community College Registry Job Fairs (January 2015, 2016 and 2018)**
The Riverside Community College District participated in the California Community College Job Registry's annual Job Fairs based in Los Angeles. The Job Fair annually attracts an average of 950 job seekers specifically aspiring to work in a California Community College.

**Expanded Advertising**
In addition to the California Community College Job Registry, HigherEd Jobs and the Chronicle of Higher Education, job postings in all categories are automatically published in the DiversityTrio Network of websites which include the following eight job boards

- AsiansInHigherEd.com
- BlacksInHigherEd.com
- DisabledInHigherEd.com
- HispanicsInHigherEd.com
- LGBTinHigherEd.com
- NativeAmericansinHigherEd.com
- WomenAndHigherEd.com
- VeteransInHigherEd.com

# SECTION 2: DATA ELEMENTS

In accordance with California Code of Regulations Title 5 section 53004(a) and the District's current EEO Plan, the District collects employee demographic data and monitors applicants for employment on an ongoing basis to evaluate the District's progress in implementing the Plan, to provide data needed for the reports required by the Plan, and to determine whether any monitored group is significantly underrepresented within the District workforce. Monitored groups are those groups in Title 5 section 53004(a) identified by ethnicity, gender, and disability status for whom monitoring, and reporting is required. Monitored groups are:

- American Indian/Alaskan Native (AI/AN)
- Asian (A)
- Biracial/Multiracial (2+)
- Black/African American (B/AA)
- Hispanic/Latino (H/L)
- White (W)
- Native Hawaiian/Pacific Islander (NH/PI)
- Men
- Women
- Persons with disabilities

For the purposes of data collection and reporting, all applicants and employees are afforded the opportunity to voluntarily identify their gender, ethnic group identification and, if applicable, their disability status. The District analyzes the collected data based on gender, race, ethnicity and reported disability for the following job categories:

1. Executive/Administrative/Managerial
2. Faculty and other Instructional Staff
3. Professional (Non-Faculty)
4. Secretarial/Clerical
5. Technical/Paraprofessional
6. Skilled Crafts
7. Service/Maintenance.

The tables and charts on the following pages are based upon available information for academic years 2015-2016, 2016-2017 and 2017-2018, which identify the District's workforce by job category separated by gender, ethnicity and disability designation where applicable.

**Tips for reviewing the data:**

- Detailed data regarding the gender and racial/ethnic composition of the workforce by gender, race, ethnicity and job category is provided.

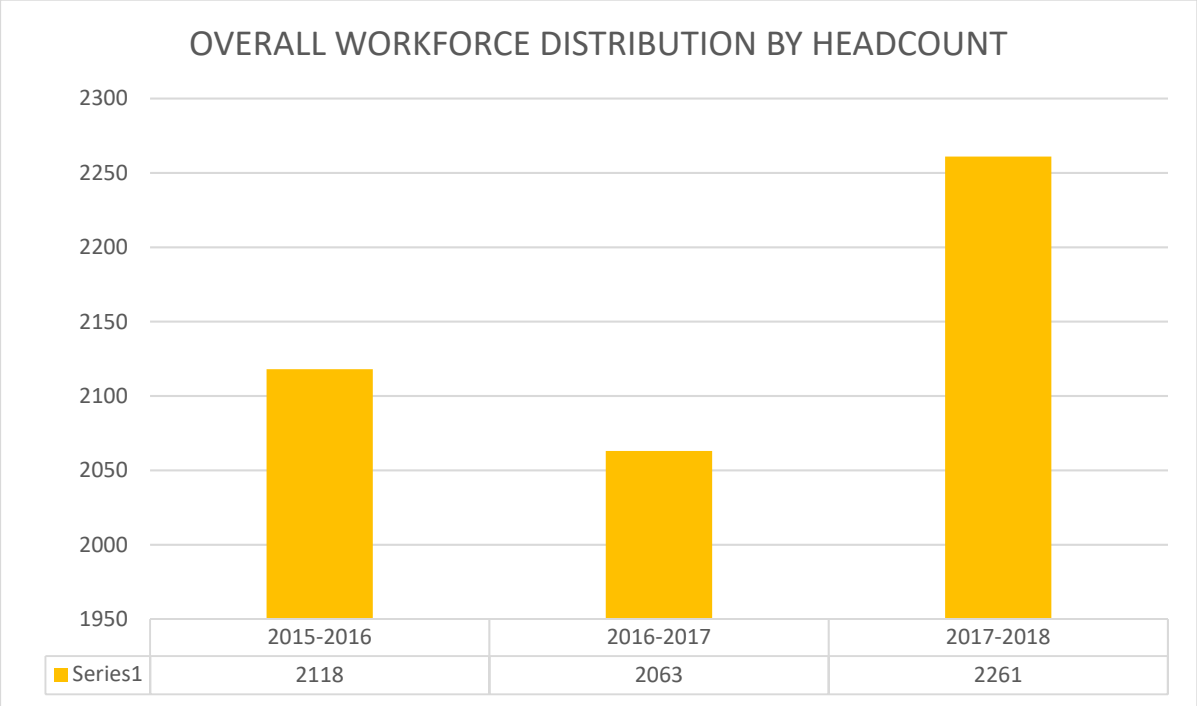
- Due to limitations of the District's applicant tracking system, applicant data in the current EEO Plan covers the period beginning January 1, 2015, through August 31, 2016. This report incorporates applicant data based on full academic years and brings the assessment of applicant data up to date. As such applicant data for the 2016-2017 and 2017-2018 academic years is provided for each employment location.

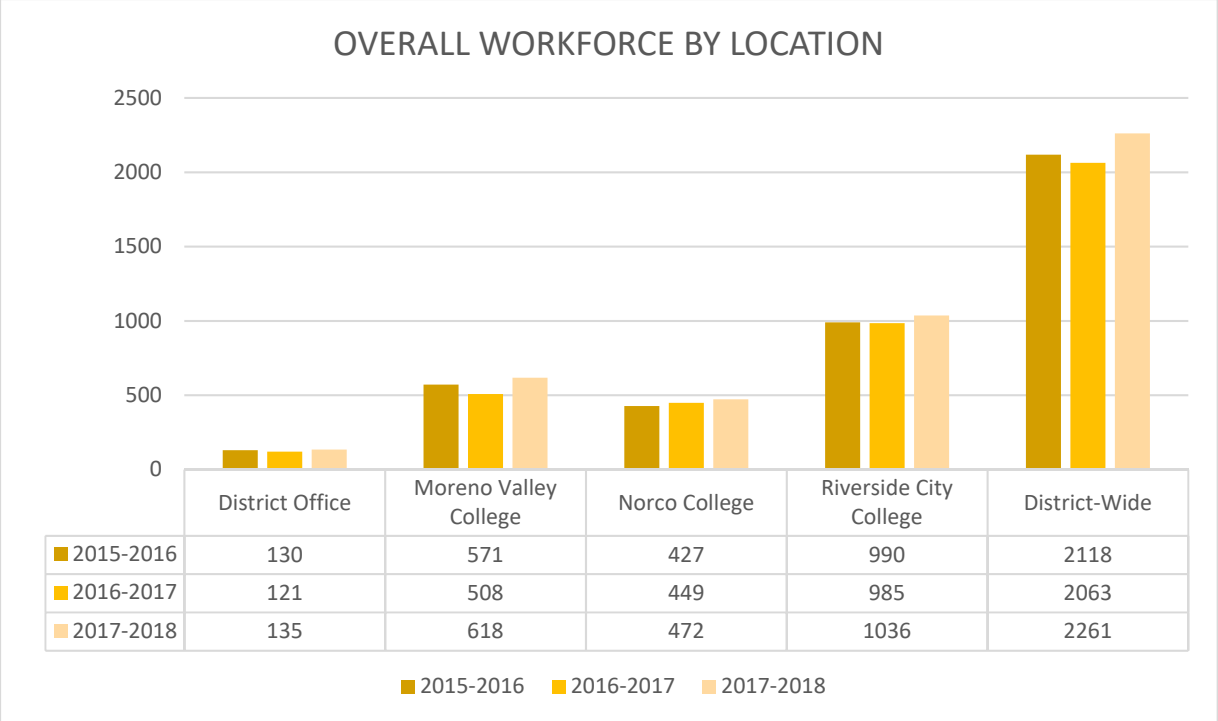
- Applicant data for part-time faculty are not currently tracked using the District's applicant's tracking system. Consequently, the applicant data charts do not contain a "PT Faculty" category.

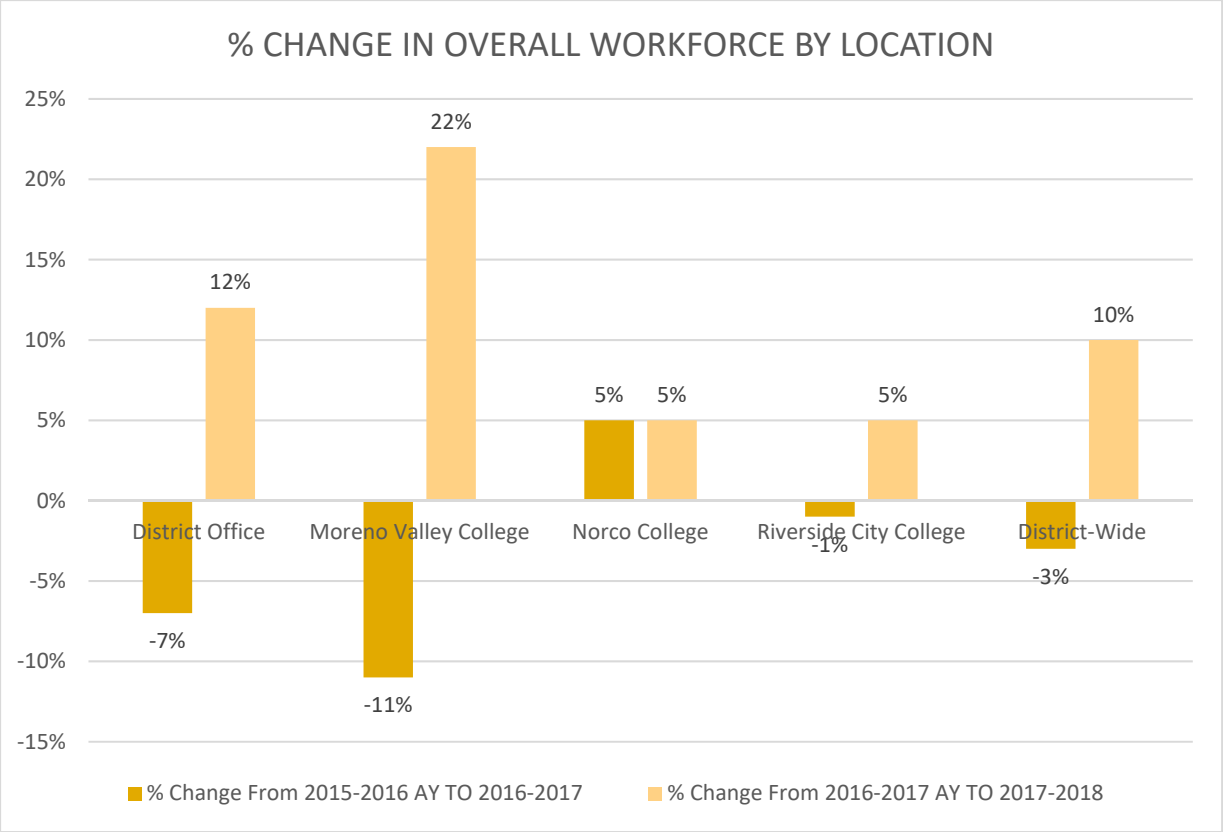
- As an added measure of security and to protect the privacy of the District's workforce, data regarding reported disabilities is reported exclusively at the location level.

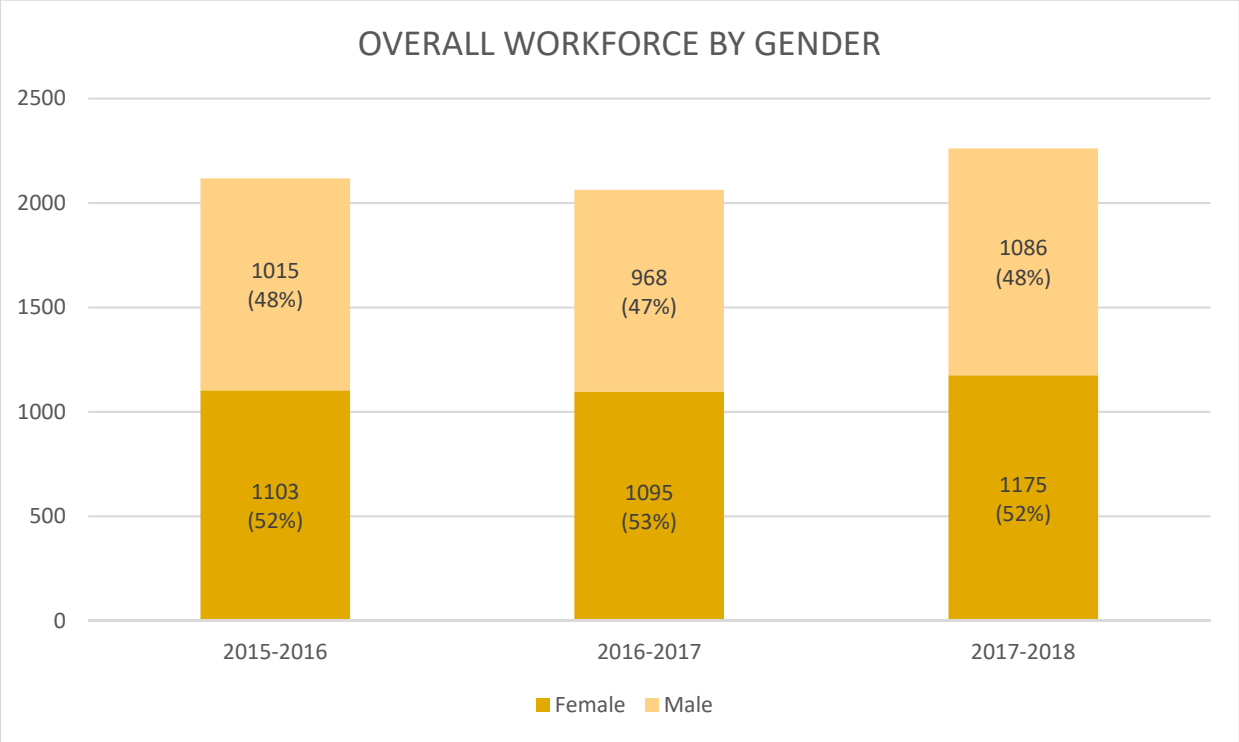
- In the absence of workforce availability data from the State Chancellor's Office, the District is unable to accurately assess underrepresentation and significant underrepresentation in our workforce. However, this lack of data does not detract from the value in evaluating perceived underrepresentation for traditionally underrepresented groups. In so doing, the District can utilize the data to aid in identifying patterns and evaluating how its policies and practices may inadvertently lead to the creation of artificial barriers to employment and retention of traditionally underrepresented groups. Data on underrepresentation is provided by location and job category.

## DISTRICTWIDE WORKFORCE DATA

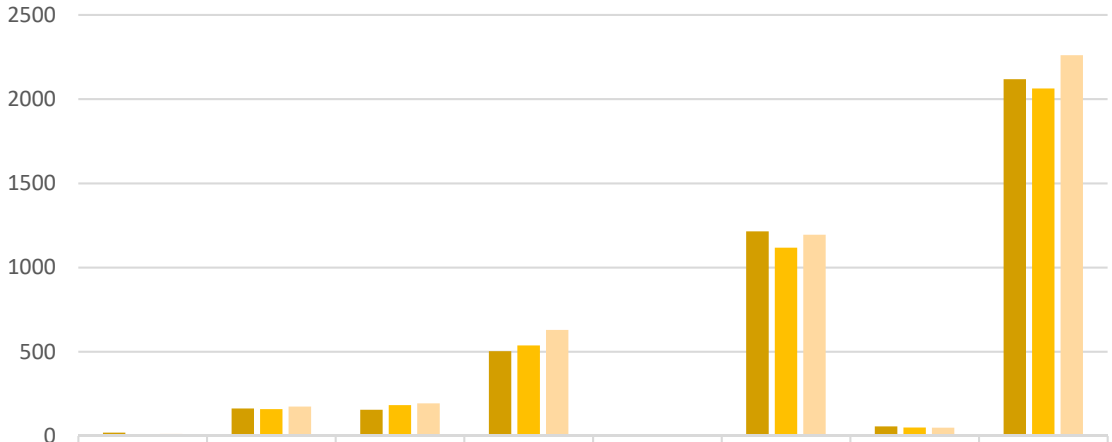



% CHANGE IN OVERALL WORKFORCE BY LOCATION
25%
20%
15%
10%
5%
0%
-5%
-10%
-15%
12%
22%
5%
5%
5%
10%
-7%
-11%
-1%
-3%
District Office
Moreno Valley College
Norco College
Riverside City College
District-Wide
% Change From 2015-2016 AY TO 2016-2017
% Change From 2016-2017 AY TO 2017-2018


OVERALL WORKFORCE BY GENDER
2500
2000
1500
1000
500
0
1015
(48%)
968
(47%)
1086
(48%)
1103
(52%)
1095
(53%)
1175
(52%)
2015-2016
2016-2017
2017-2018
Female
Male

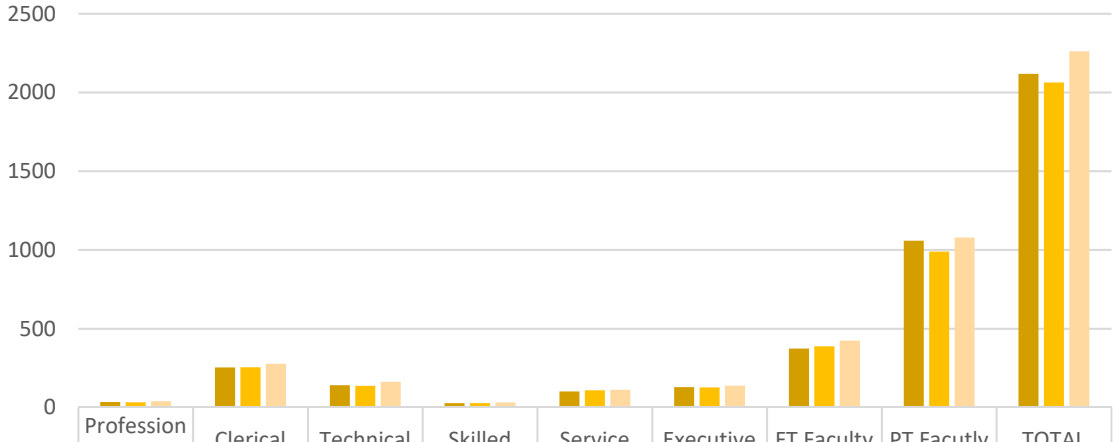
## OVERALL WORKFORCE BY RACE AND ETHNICITY




| | NA/AN | A | B/AA | H/L | NH/PI | W | 2+ | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 19 | 163 | 155 | 503 | 7 | 1215 | 56 | 2118 |
| 2016-2017 | 10 | 159 | 183 | 537 | 6 | 1118 | 50 | 2063 |
| 2017-2018 | 12 | 174 | 193 | 629 | 9 | 1195 | 49 | 2261 |

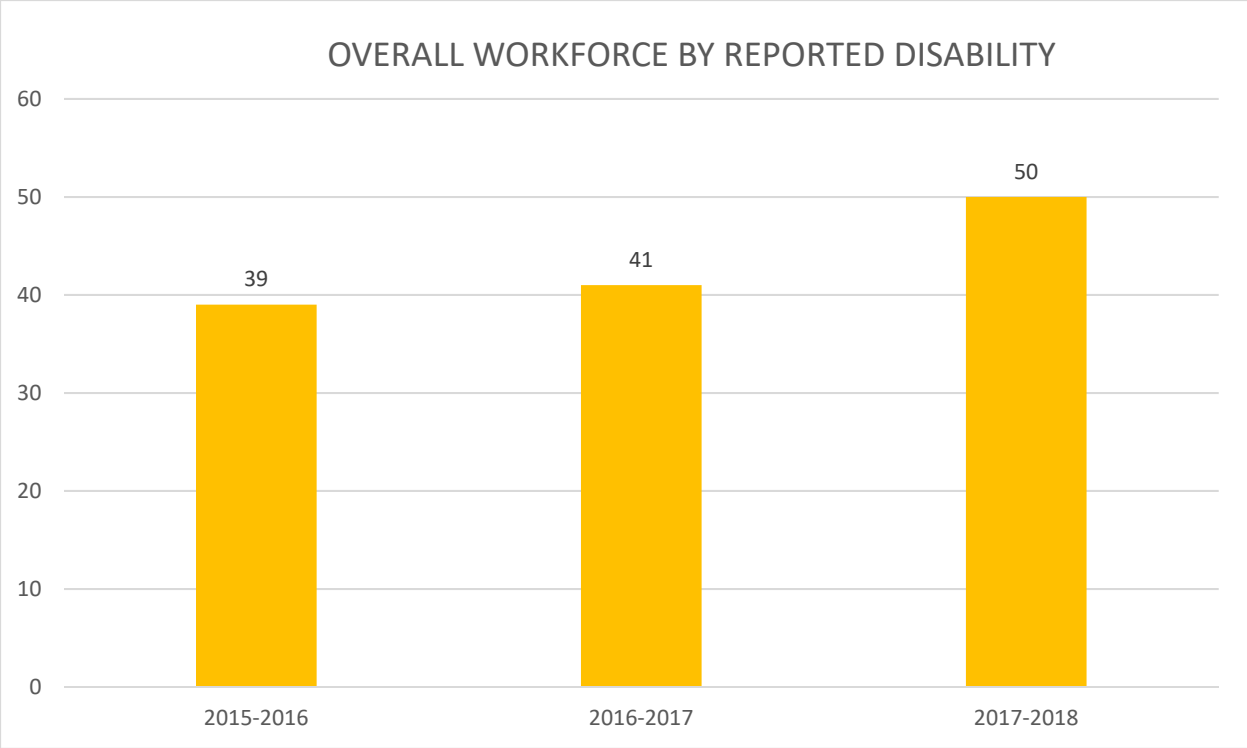
2015-2016 2016-2017 2017-2018

## OVERALL WORKFORCE BY JOB CATEGORY




| | Professional | Clerical | Technical | Skilled | Service | Executive | FT Faculty | PT Facutly | TOTAL |
|---|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 34 | 254 | 141 | 27 | 101 | 129 | 374 | 1058 | 2118 |
| 2016-2017 | 32 | 255 | 137 | 27 | 108 | 127 | 388 | 989 | 2063 |
| 2017-2018 | 39 | 277 | 162 | 31 | 111 | 138 | 424 | 1079 | 2261 |

2015-2016 2016-2017 2017-2018

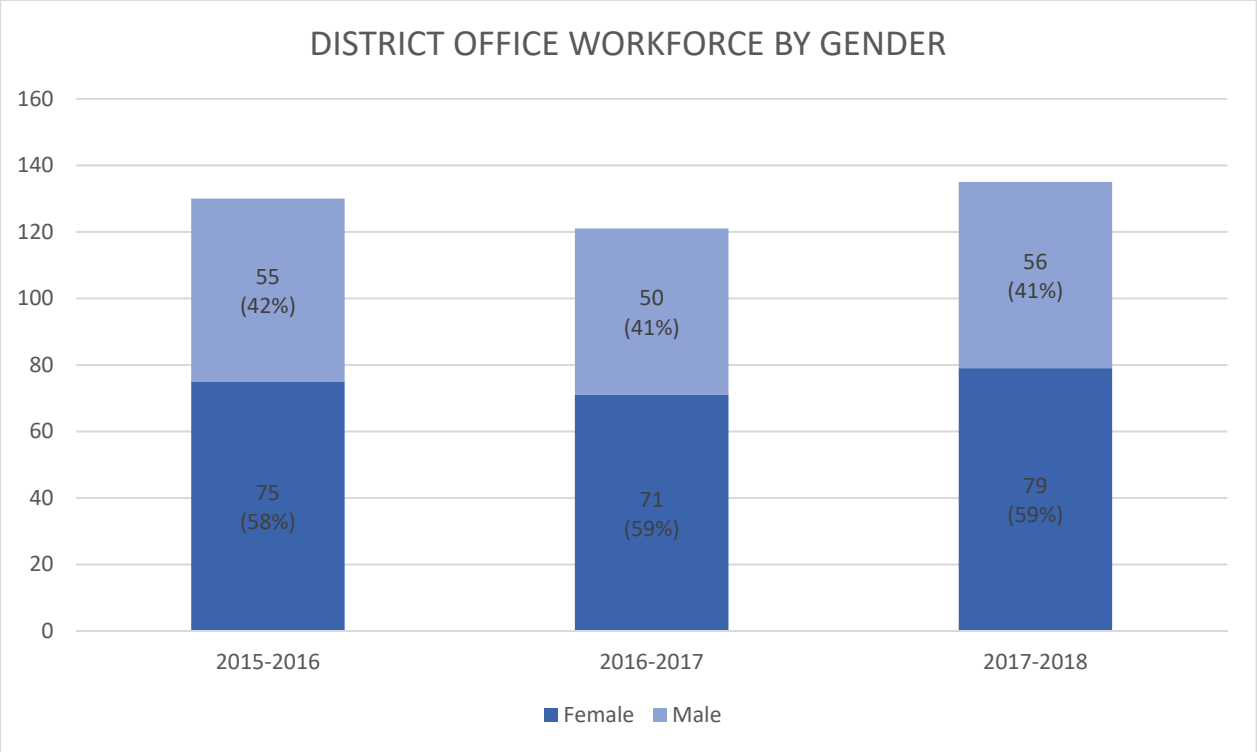


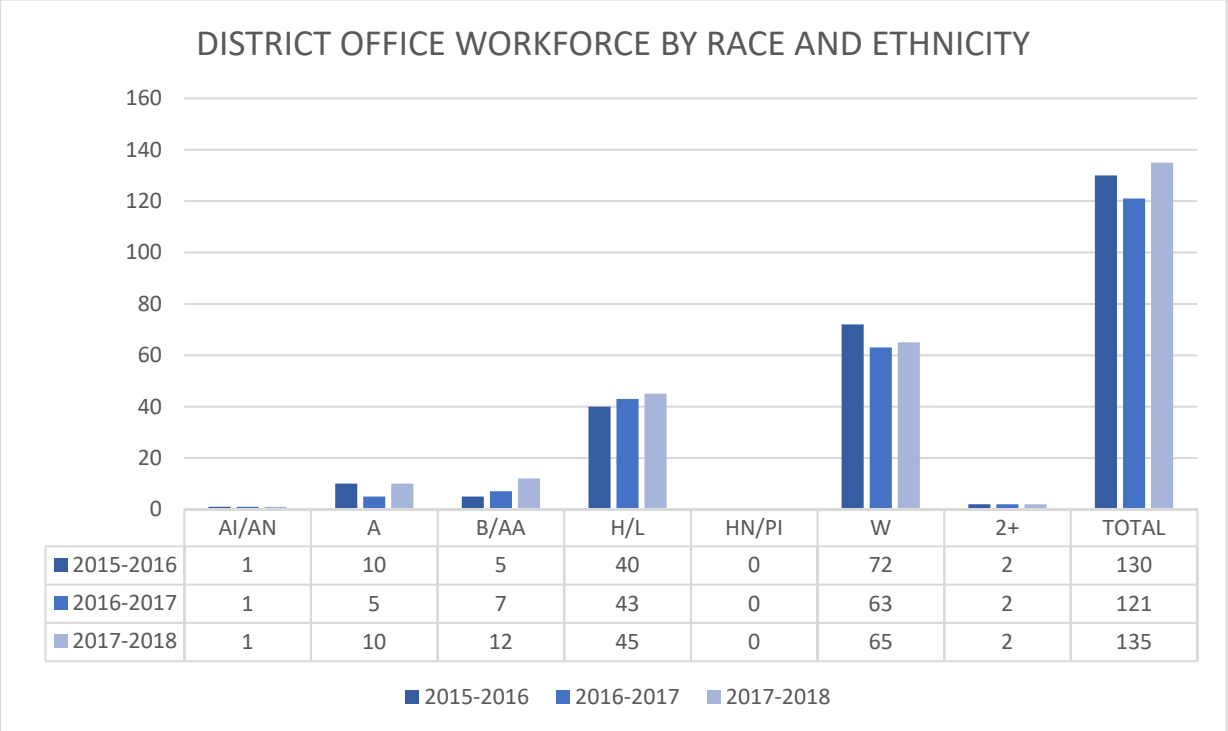

## DISTRICT WORKFORCE BY LOCATION

The following charts and tables provide location specific data regarding the makeup of the workforce as well as applicant data for the review period. The data is presented in alphabetical order as follows:

- District Office
- Moreno Valley College
- Norco College
- Riverside City College

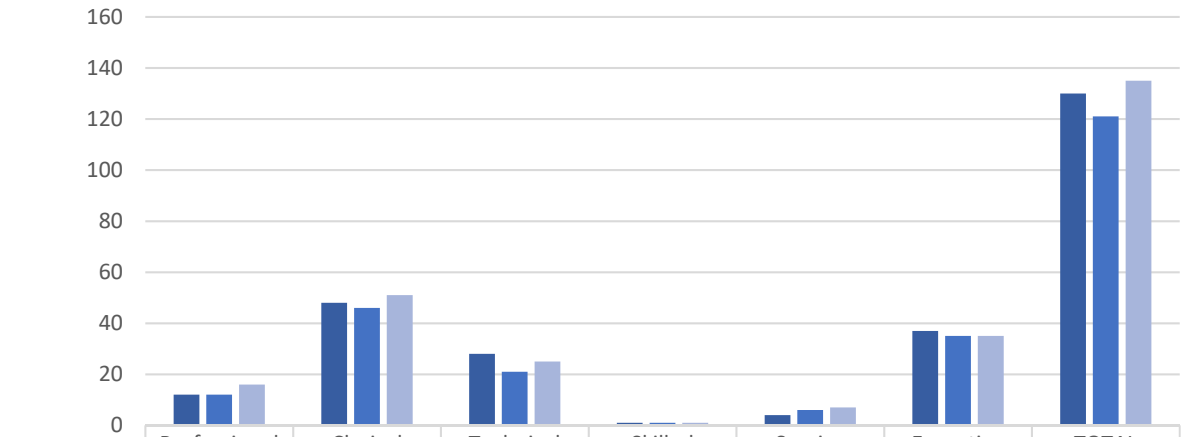
## DISTRICT OFFICE




| | AI/AN | A | B/AA | H/L | HN/PI | W | 2+ | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 1 | 10 | 5 | 40 | 0 | 72 | 2 | 130 |
| 2016-2017 | 1 | 5 | 7 | 43 | 0 | 63 | 2 | 121 |
| 2017-2018 | 1 | 10 | 12 | 45 | 0 | 65 | 2 | 135 |

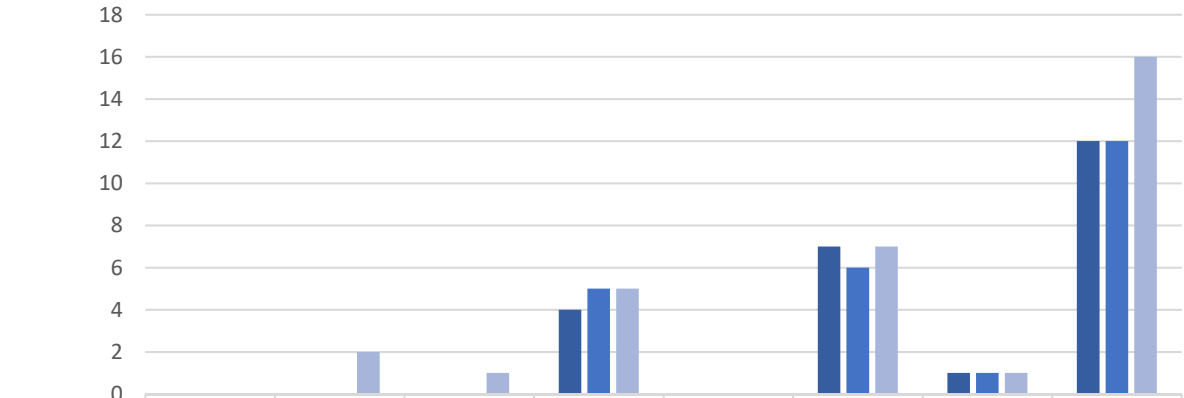
## DISTRICT OFFICE WORKFORCE BY JOB CATEGORY




| | Professional | Clerical | Technical | Skilled | Service | Executive | TOTAL |
|---|---|---|---|---|---|---|---|
| 2015-2016 | 12 | 48 | 28 | 1 | 4 | 37 | 130 |
| 2016-2017 | 12 | 46 | 21 | 1 | 6 | 35 | 121 |
| 2017-2018 | 16 | 51 | 25 | 1 | 7 | 35 | 135 |

2015-2016 2016-2017 2017-2018

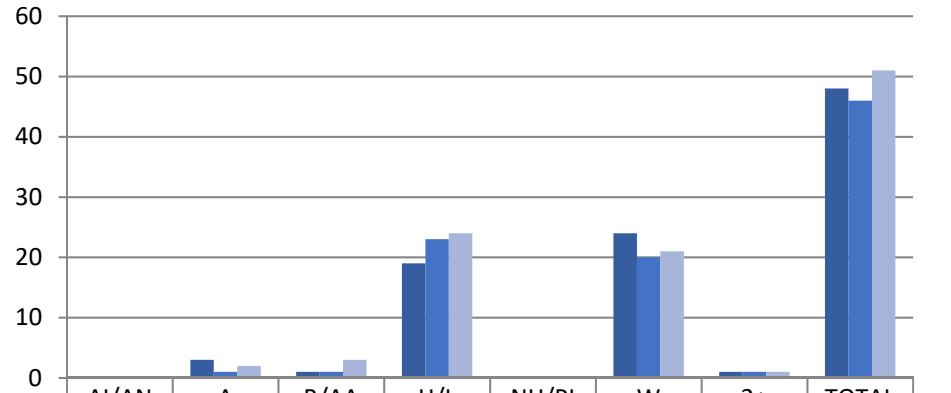
## DISTRICT OFFICE PROFESSIONAL WORKFORCE BY RACE AND ETHNICITY




| | AI/AN | A | B/AA | H/L | NH/PI | W | 2+ | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 0 | 0 | 0 | 4 | 0 | 7 | 1 | 12 |
| 2016-2017 | 0 | 0 | 0 | 5 | 0 | 6 | 1 | 12 |
| 2017-2018 | 0 | 2 | 1 | 5 | 0 | 7 | 1 | 16 |

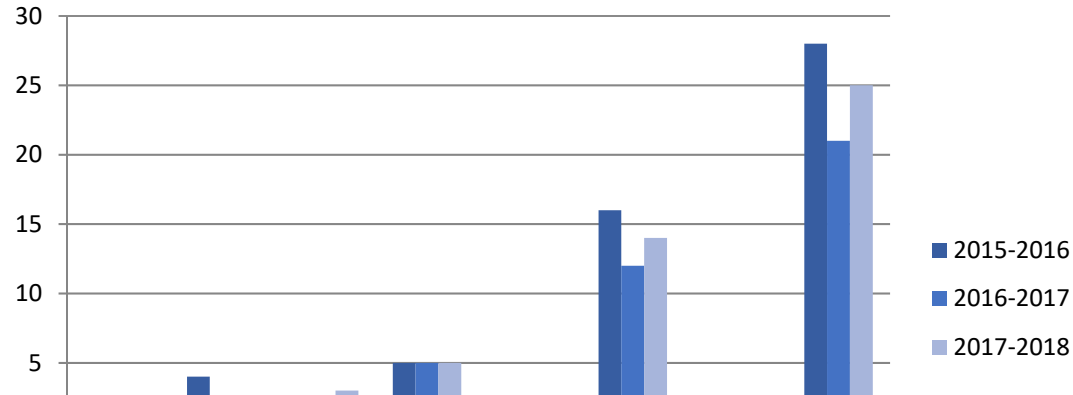
2015-2016 2016-2017 2017-2018

## DISTRICT OFFICE SECRETARIAL/CLERICAL WORKFORCE BY RACE AND ETHNICITY

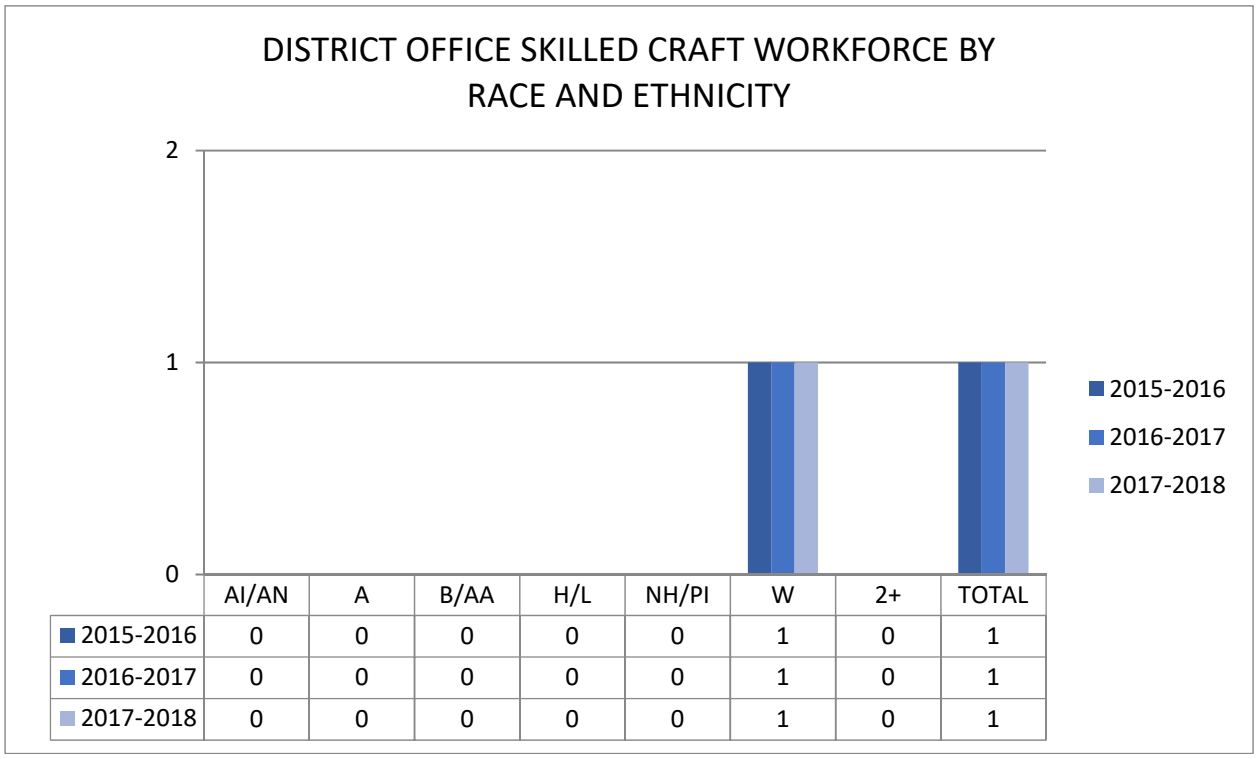



| | AI/AN | A | B/AA | H/L | NH/PI | W | 2+ | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 0 | 3 | 1 | 19 | 0 | 24 | 1 | 48 |
| 2016-2017 | 0 | 1 | 1 | 23 | 0 | 20 | 1 | 46 |
| 2017-2018 | 0 | 2 | 3 | 24 | 0 | 21 | 1 | 51 |

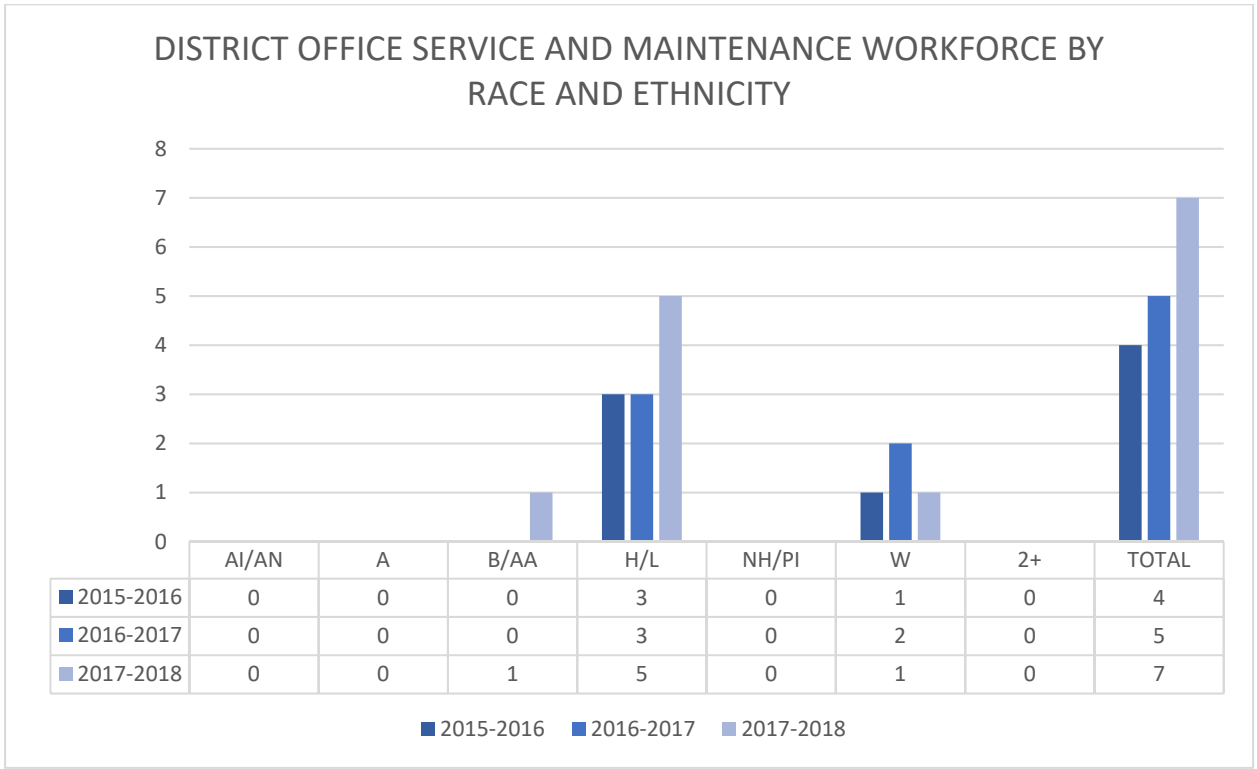
## DISTRICT OFFICE TECHNICAL WORKFORCE BY RACE AND ETHNICITY



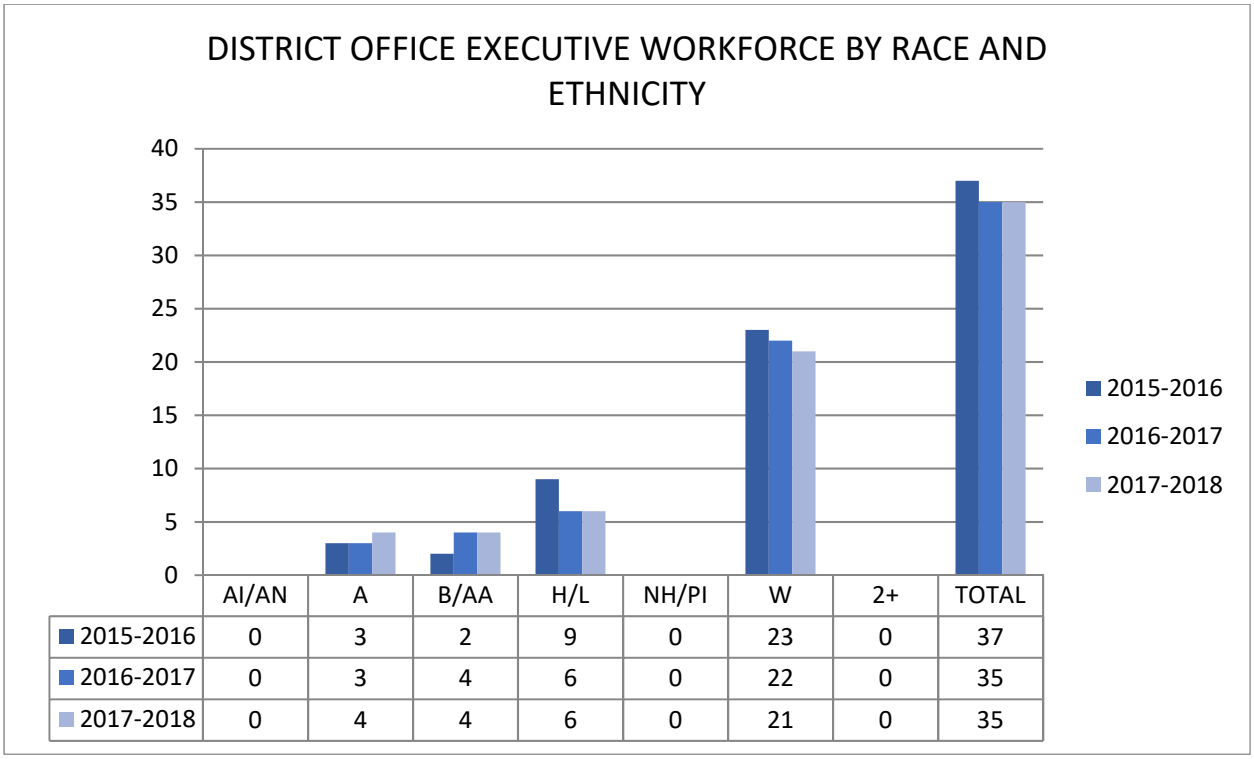

| | AI/AN | A | B/AA | H/L | NH/PI | W | 2+ | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 1 | 4 | 2 | 5 | 0 | 16 | 0 | 28 |
| 2016-2017 | 1 | 1 | 2 | 5 | 0 | 12 | 0 | 21 |
| 2017-2018 | 1 | 2 | 3 | 5 | 0 | 14 | 0 | 25 |



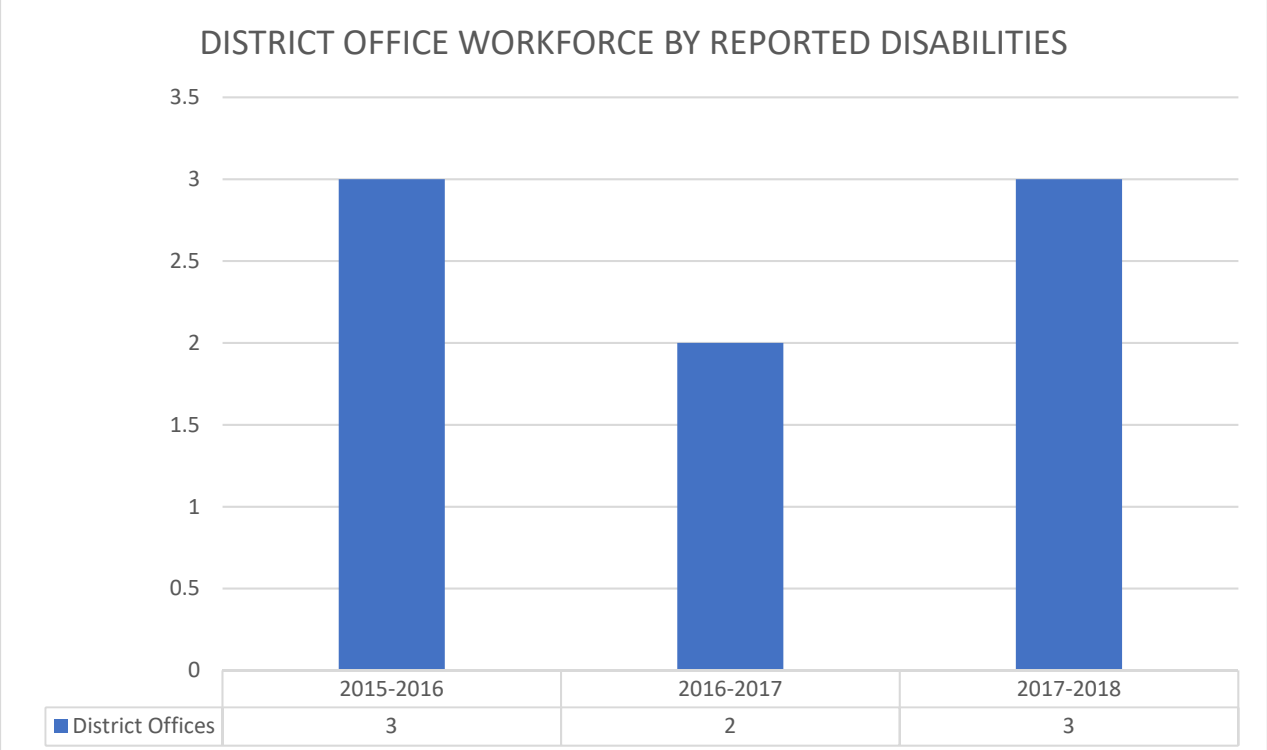

| | AI/AN | A | B/AA | H/L | NH/PI | W | 2+ | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| 2016-2017 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| 2017-2018 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |




| | AI/AN | A | B/AA | H/L | NH/PI | W | 2+ | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 0 | 0 | 0 | 3 | 0 | 1 | 0 | 4 |
| 2016-2017 | 0 | 0 | 0 | 3 | 0 | 2 | 0 | 5 |
| 2017-2018 | 0 | 0 | 1 | 5 | 0 | 1 | 0 | 7 |




| | AI/AN | A | B/AA | H/L | NH/PI | W | 2+ | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 0 | 3 | 2 | 9 | 0 | 23 | 0 | 37 |
| 2016-2017 | 0 | 3 | 4 | 6 | 0 | 22 | 0 | 35 |
| 2017-2018 | 0 | 4 | 4 | 6 | 0 | 21 | 0 | 35 |




| | 2015-2016 | 2016-2017 | 2017-2018 |
|---|---|---|---|
| District Offices | 3 | 2 | 3 |

DISTRICT OFFICE UNDERREPRESENTATION (< 15%) BY JOB CATEGORY

| AI/AN | Professional | Clerical | Technical | Skilled | Service | Executive |
|---|---|---|---|---|---|---|
| 2015-2016 | 0% | 0% | 4% | 0% | 0% | 0% |
| 2016-2017 | 0% | 0% | 5% | 0% | 0% | 0% |
| 2017-2018 | 0% | 0% | 4% | 0% | 0% | 0% |

| A | Professional | Clerical | Technical | Skilled | Service | Executive |
|---|---|---|---|---|---|---|
| 2015-2016 | 0% | 6% | 14% | 0% | 0% | 8% |
| 2016-2017 | 0% | 2% | 5% | 0% | 0% | 9% |
| 2017-2018 | 13% | 4% | 8% | 0% | 0% | 11% |

| B/AA | Professional | Clerical | Technical | Skilled | Service | Executive |
|---|---|---|---|---|---|---|
| 2015-2016 | 0% | 2% | 7% | 0% | 0% | 5% |
| 2016-2017 | 0% | 2% | 10% | 0% | 0% | 11% |
| 2017-2018 | 6% | 6% | 12% | 0% | 14% | 11% |

| H/L | Professional | Clerical | Technical | Skilled | Service | Executive |
|---|---|---|---|---|---|---|
| 2015-2016 | 33% | 40% | 18% | 0% | 75% | 24% |
| 2016-2017 | 42% | 50% | 24% | 0% | 67% | 17% |
| 2017-2018 | 31% | 47% | 20% | 0% | 71% | 17% |

| NH/PI | Professional | Clerical | Technical | Skilled | Service | Executive |
|---|---|---|---|---|---|---|
| 2015-2016 | 0% | 0% | 0% | 0% | 0% | 0% |
| 2016-2017 | 0% | 0% | 0% | 0% | 0% | 0% |
| 2017-2018 | 0% | 0% | 0% | 0% | 0% | 0% |

| W | Professional | Clerical | Technical | Skilled | Service | Executive |
|---|---|---|---|---|---|---|
| 2015-2016 | 58% | 50% | 57% | 100% | 25% | 62% |
| 2016-2017 | 50% | 43% | 57% | 100% | 33% | 52% |
| 2017-2018 | 44% | 41% | 56% | 100% | 14% | 60% |

| 2+ | Professional | Clerical | Technical | Skilled | Service | Executive |
|---|---|---|---|---|---|---|
| 2015-2016 | 8% | 2% | 0% | 0% | 0% | 0% |
| 2016-2017 | 8% | 2% | 0% | 0% | 0% | 2% |
| 2017-2018 | 6% | 2% | 0% | 0% | 0% | 0% |

## *District Office Applicant Data*

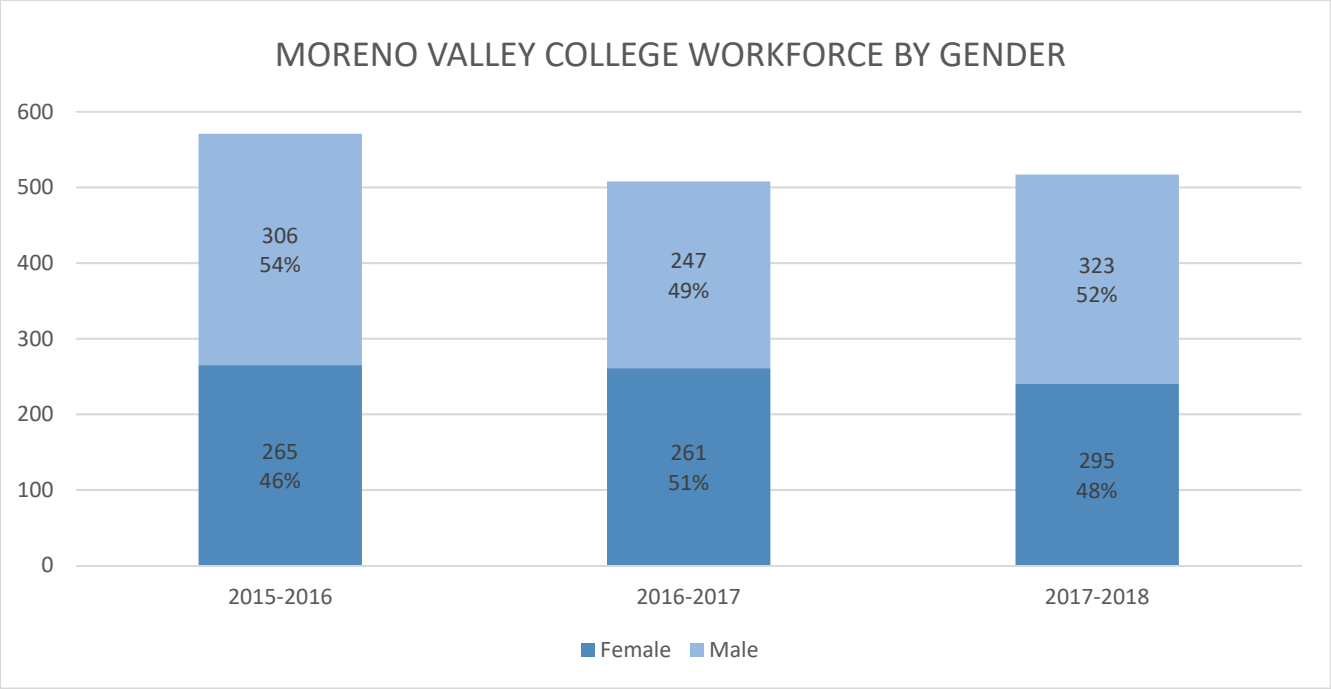
**District Office Applicant Data**
**Academic Year 2016-2017**

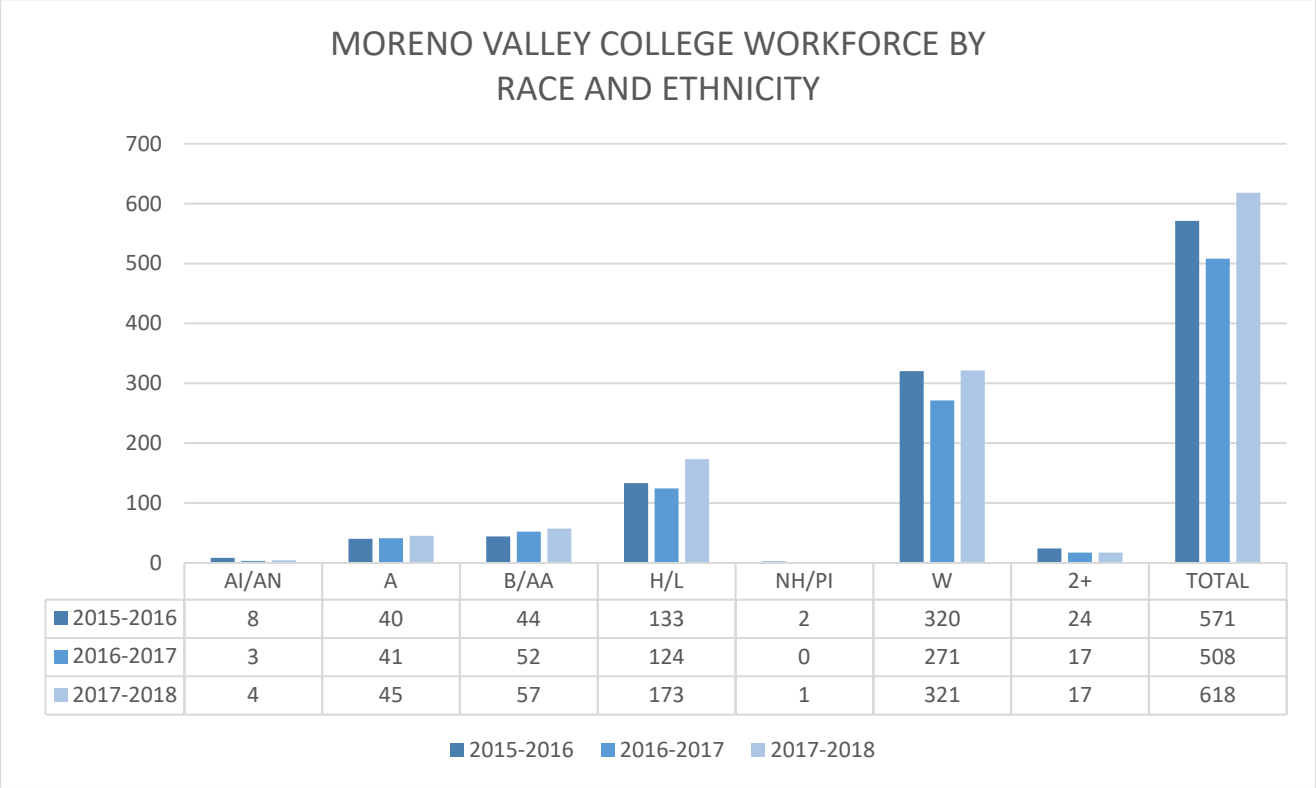
| | # Apps | TOTAL GENDER | | | Hispanic/Latino | | | Asian | | | Black/African American | | | American Indian/Alaskan Native | | | Native Hawaiian/Pacific Islander | | | White | | | Two or More | | | Undisclosed | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | F | M | ND | F | M | ND | F | M | ND | F | M | ND | F | M | ND | F | M | ND | F | M | ND | F | M | ND | F | M | ND |
| **Total Applications** | **1156** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **PT Classified** | **94** | 67 | 27 | 0 | 36 | 14 | 0 | 1 | 1 | 0 | 13 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 8 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| **FT Classified** | **867** | 654 | 213 | 0 | 245 | 71 | 0 | 45 | 25 | 0 | 102 | 25 | 0 | 1 | 1 | 0 | 8 | 0 | 0 | 206 | 57 | 0 | 27 | 10 | 0 | 20 | 24 | 0 |
| **Classified Managers** | **166** | 68 | 97 | 1 | 12 | 21 | 0 | 3 | 9 | 0 | 14 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 46 | 0 | 4 | 8 | 0 | 5 | 3 | 1 |
| **Academic Managers** | **29** | 14 | 14 | 1 | 2 | 0 | 0 | 0 | 3 | 0 | 5 | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 2 | 7 | 0 | 2 | 1 | 0 | 2 | 0 | 1 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Qualified Applicant Pool** | **822** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **PT Classified** | **82** | 60 | 22 | 0 | 33 | 13 | 0 | 1 | 0 | 0 | 11 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 6 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| **FT Classified** | **585** | 436 | 132 | 17 | 159 | 45 | 0 | 33 | 16 | 0 | 68 | 19 | 0 | 1 | 1 | 0 | 6 | 0 | 0 | 138 | 42 | 2 | 15 | 8 | 0 | 16 | 1 | 15 |
| **Classified Managers** | **135** | 55 | 78 | 2 | 9 | 17 | 0 | 3 | 8 | 0 | 12 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 37 | 0 | 3 | 7 | 0 | 5 | 1 | 2 |
| **Academic Managers** | **20** | 9 | 10 | 1 | 1 | 0 | 0 | 0 | 3 | 0 | 4 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 5 | 0 | 1 | 0 | 0 | 1 | 0 | 1 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Interviewed** | **186** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **PT Classified** | **26** | 11 | 15 | 0 | 7 | 9 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 3 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| **FT Classified** | **125** | 85 | 38 | 2 | 22 | 10 | 0 | 8 | 8 | 0 | 9 | 5 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 28 | 10 | 0 | 8 | 4 | 0 | 8 | 0 | 2 |
| **Classified Managers** | **32** | 14 | 18 | 0 | 2 | 5 | 0 | 0 | 3 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 7 | 0 | 1 | 1 | 0 | 0 | 0 | 0 |
| **Academic Managers** | **3** | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Hired** | **48** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **PT Classified** | **13** | 5 | 8 | 0 | 2 | 6 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **FT Classified** | **27** | 18 | 9 | 0 | 6 | 2 | 0 | 2 | 1 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 3 | 0 | 1 | 1 | 0 | 1 | 0 | 0 |
| **Classified Managers** | **7** | 5 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Academic Managers** | **1** | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**District Office Applicant Data**
**Academic Year 2017-2018**

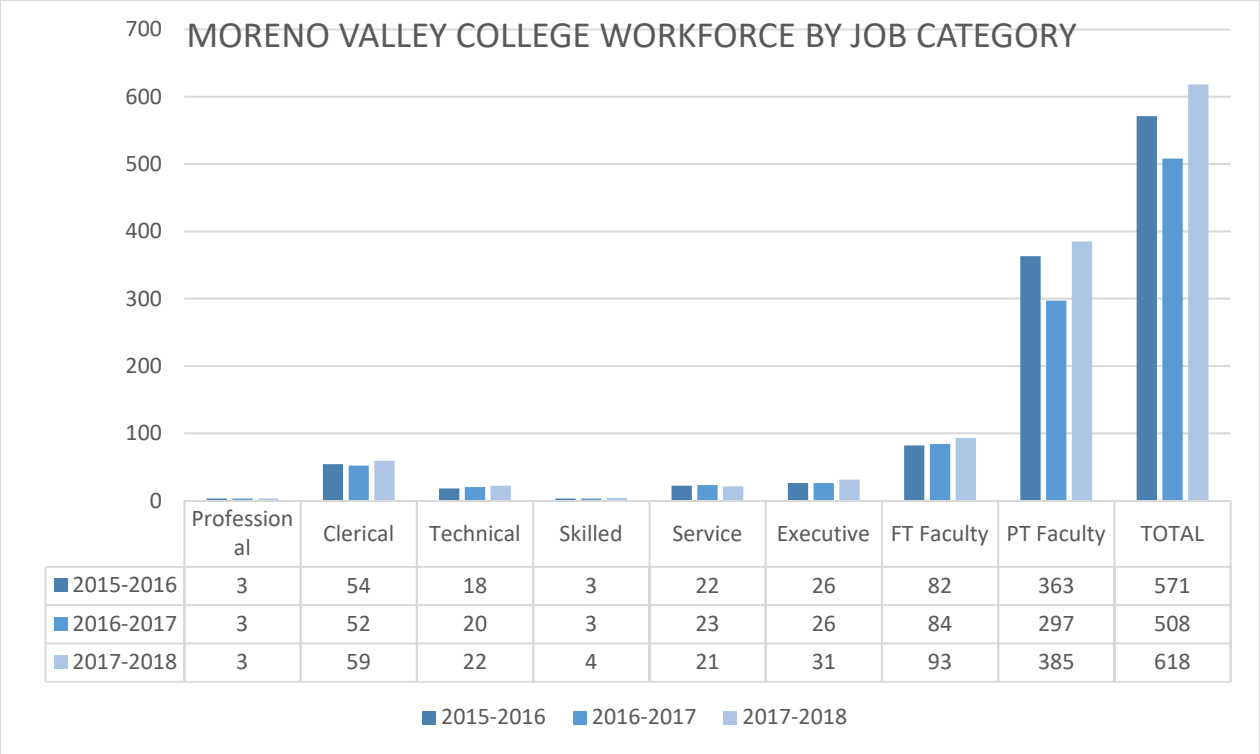
| | # Apps | TOTAL GENDER | | | Hispanic/Latino | | | Asian | | | Black/African American | | | American Indian/Alaskan Native | | | Native Hawaiian/Pacific Islander | | | White | | | Two or More | | | Undisclosed | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | F | M | ND | F | M | ND | F | M | ND | F | M | ND | F | M | ND | F | M | ND | F | M | ND | F | M | ND | F | M | ND |
| **Total Applications** | **467** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **PT Classified** | **33** | 28 | 4 | 1 | 15 | 2 | 0 | 1 | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 0 | 2 | 0 | 0 | 1 | 1 | 1 |
| **FT Classified** | **300** | 201 | 94 | 5 | 85 | 46 | 0 | 13 | 5 | 0 | 33 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 56 | 29 | 0 | 6 | 2 | 0 | 8 | 0 | 5 |
| **Classified Managers** | **115** | 48 | 65 | 2 | 16 | 17 | 0 | 2 | 3 | 0 | 12 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 21 | 0 | 2 | 2 | 0 | 5 | 3 | 2 |
| **Academic Managers** | **19** | 4 | 14 | 1 | 0 | 1 | 0 | 0 | 3 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 6 | 0 | 0 | 1 | 0 | 1 | 0 | 1 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Qualified Applicant Pool** | **381** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **PT Classified** | **25** | 21 | 3 | 1 | 11 | 1 | 0 | 1 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 |
| **FT Classified** | **247** | 173 | 71 | 3 | 76 | 34 | 0 | 9 | 2 | 0 | 28 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 49 | 24 | 0 | 4 | 2 | 0 | 7 | 0 | 3 |
| **Classified Managers** | **90** | 43 | 46 | 1 | 15 | 11 | 0 | 2 | 3 | 0 | 12 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 16 | 0 | 1 | 2 | 0 | 5 | 3 | 1 |
| **Academic Managers** | **19** | 4 | 14 | 1 | 0 | 1 | 0 | 0 | 3 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 6 | 0 | 0 | 1 | 0 | 1 | 0 | 1 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Interviewed** | **85** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **PT Classified** | **4** | 3 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| **FT Classified** | **62** | 34 | 25 | 3 | 14 | 9 | 0 | 4 | 0 | 0 | 3 | 3 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 9 | 12 | 0 | 1 | 1 | 1 | 3 | 0 | 1 |
| **Classified Managers** | **15** | 8 | 7 | 0 | 3 | 2 | 0 | 2 | 1 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| **Academic Managers** | **4** | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Hired** | **20** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **PT Classified** | **1** | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| **FT Classified** | **14** | 7 | 7 | 0 | 5 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Classified Managers** | **4** | 2 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Academic Managers** | **1** | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

## MORENO VALLEY COLLEGE

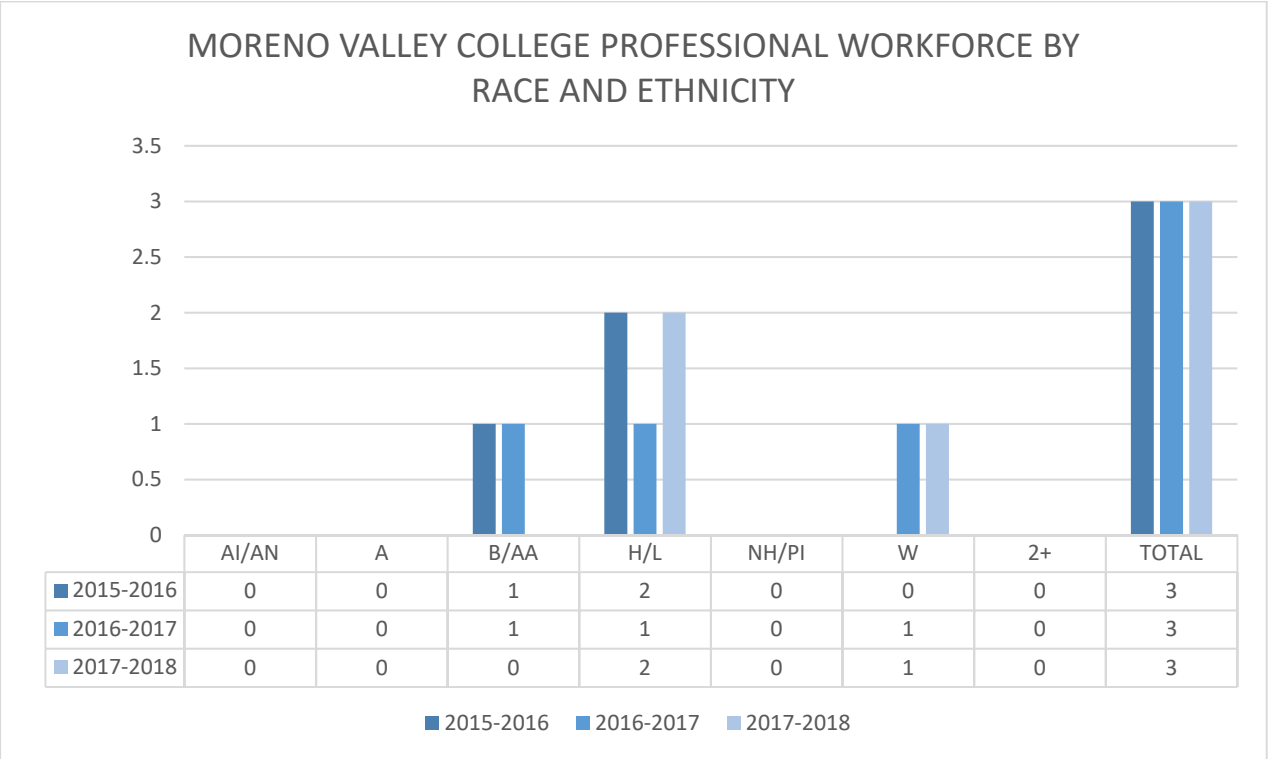



| | AI/AN | A | B/AA | H/L | NH/PI | W | 2+ | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 8 | 40 | 44 | 133 | 2 | 320 | 24 | 571 |
| 2016-2017 | 3 | 41 | 52 | 124 | 0 | 271 | 17 | 508 |
| 2017-2018 | 4 | 45 | 57 | 173 | 1 | 321 | 17 | 618 |

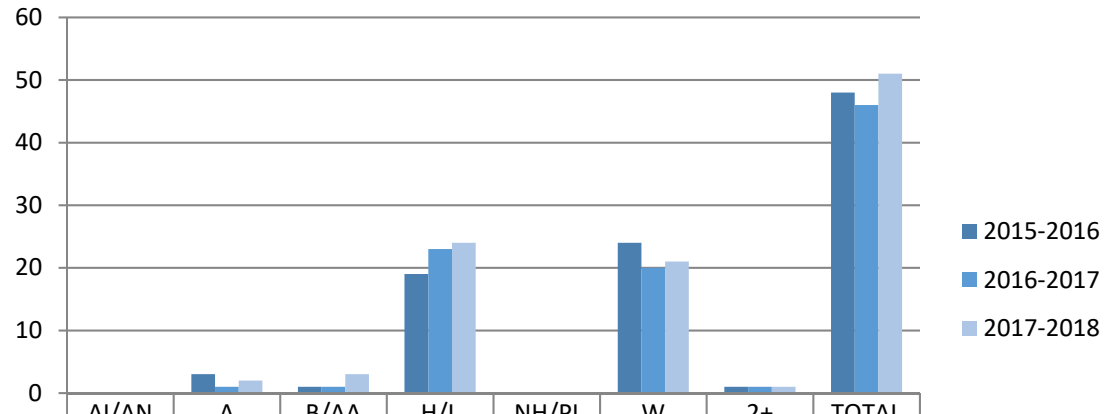



| | Professional | Clerical | Technical | Skilled | Service | Executive | FT Faculty | PT Faculty | TOTAL |
|---|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 3 | 54 | 18 | 3 | 22 | 26 | 82 | 363 | 571 |
| 2016-2017 | 3 | 52 | 20 | 3 | 23 | 26 | 84 | 297 | 508 |
| 2017-2018 | 3 | 59 | 22 | 4 | 21 | 31 | 93 | 385 | 618 |



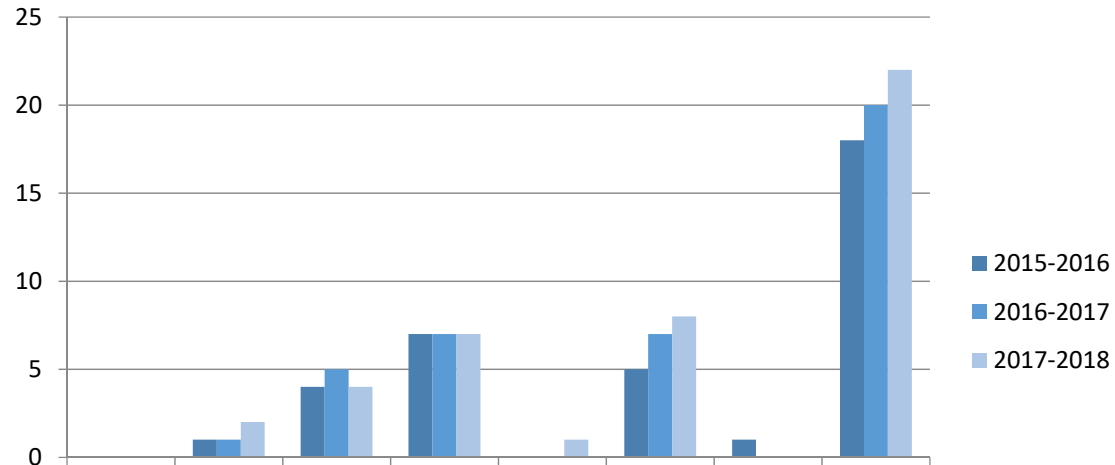

| | AI/AN | A | B/AA | H/L | NH/PI | W | 2+ | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 3 |
| 2016-2017 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 3 |
| 2017-2018 | 0 | 0 | 0 | 2 | 0 | 1 | 0 | 3 |

## DISTRICT OFFICES SECRETARIAL/CLERICAL WORKFORCE BY RACE AND ETHNICITY

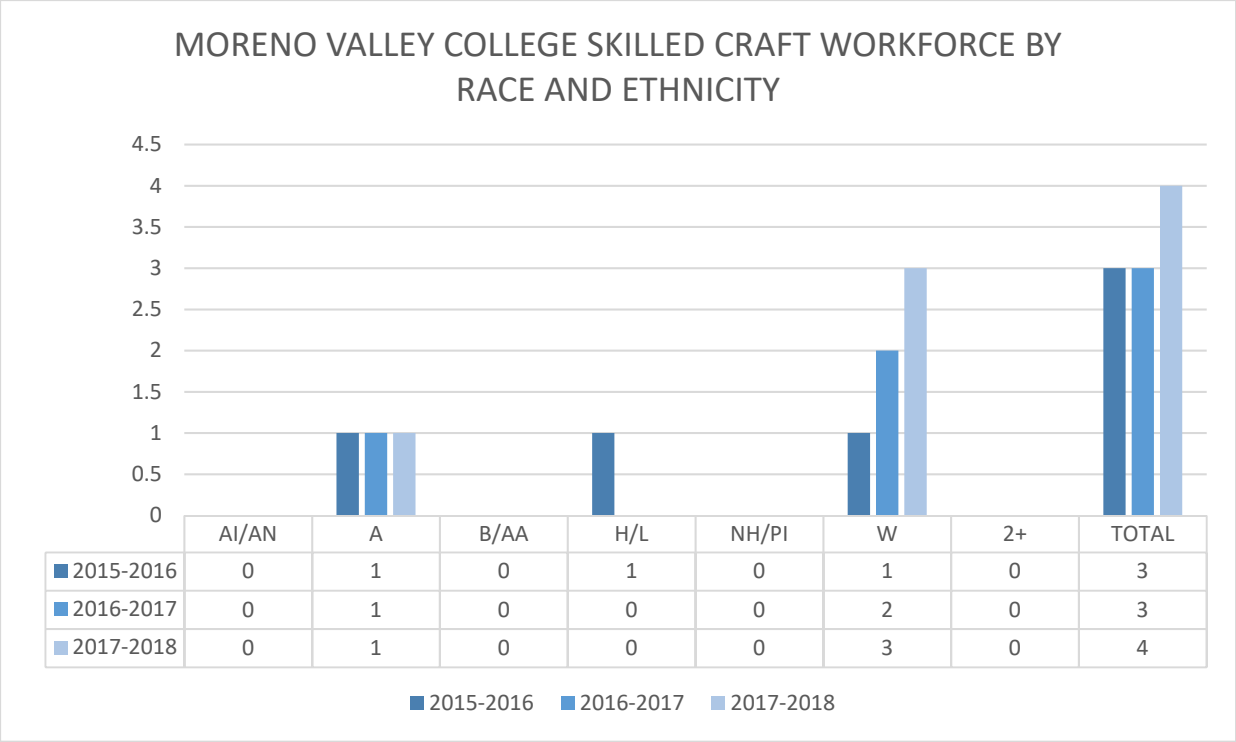



| | AI/AN | A | B/AA | H/L | NH/PI | W | 2+ | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 0 | 3 | 1 | 19 | 0 | 24 | 1 | 48 |
| 2016-2017 | 0 | 1 | 1 | 23 | 0 | 20 | 1 | 46 |
| 2017-2018 | 0 | 2 | 3 | 24 | 0 | 21 | 1 | 51 |

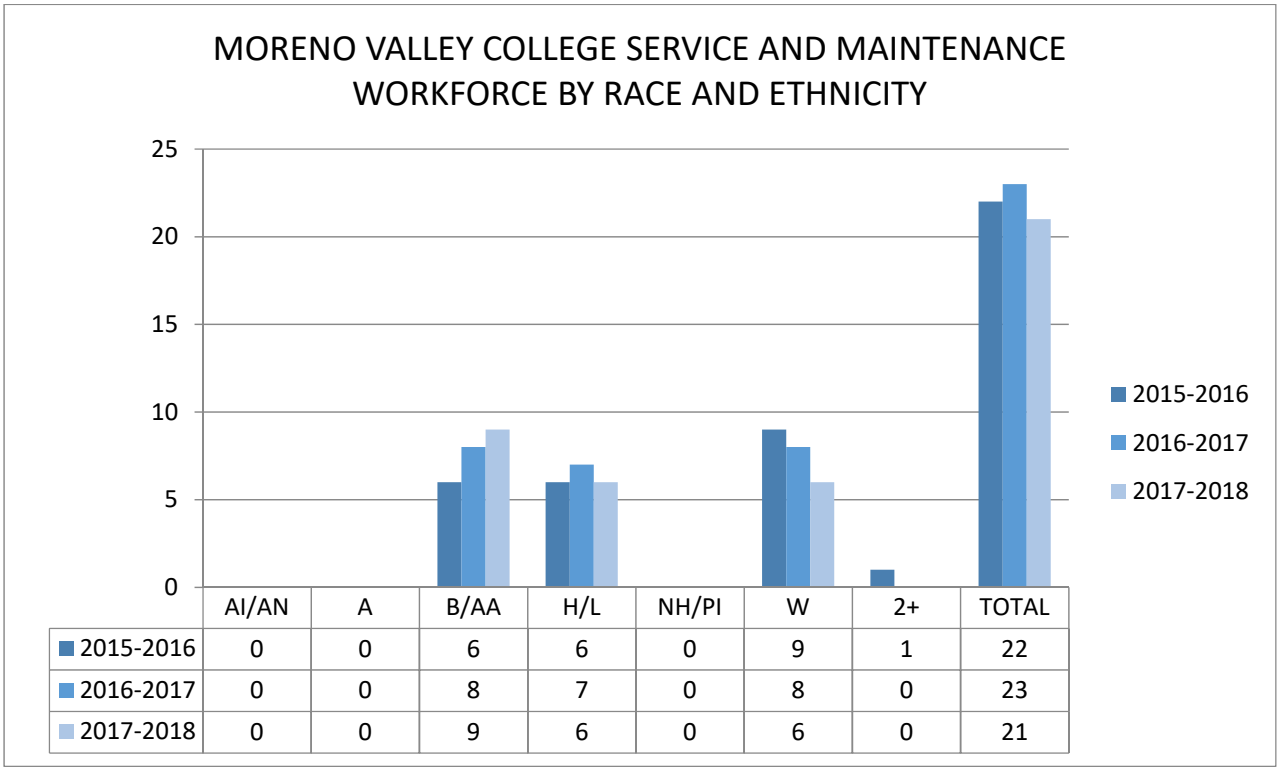
## MORENO VALLEY COLLEGE TECHNICAL WORKFORCE BY RACE AND ETHNICITY



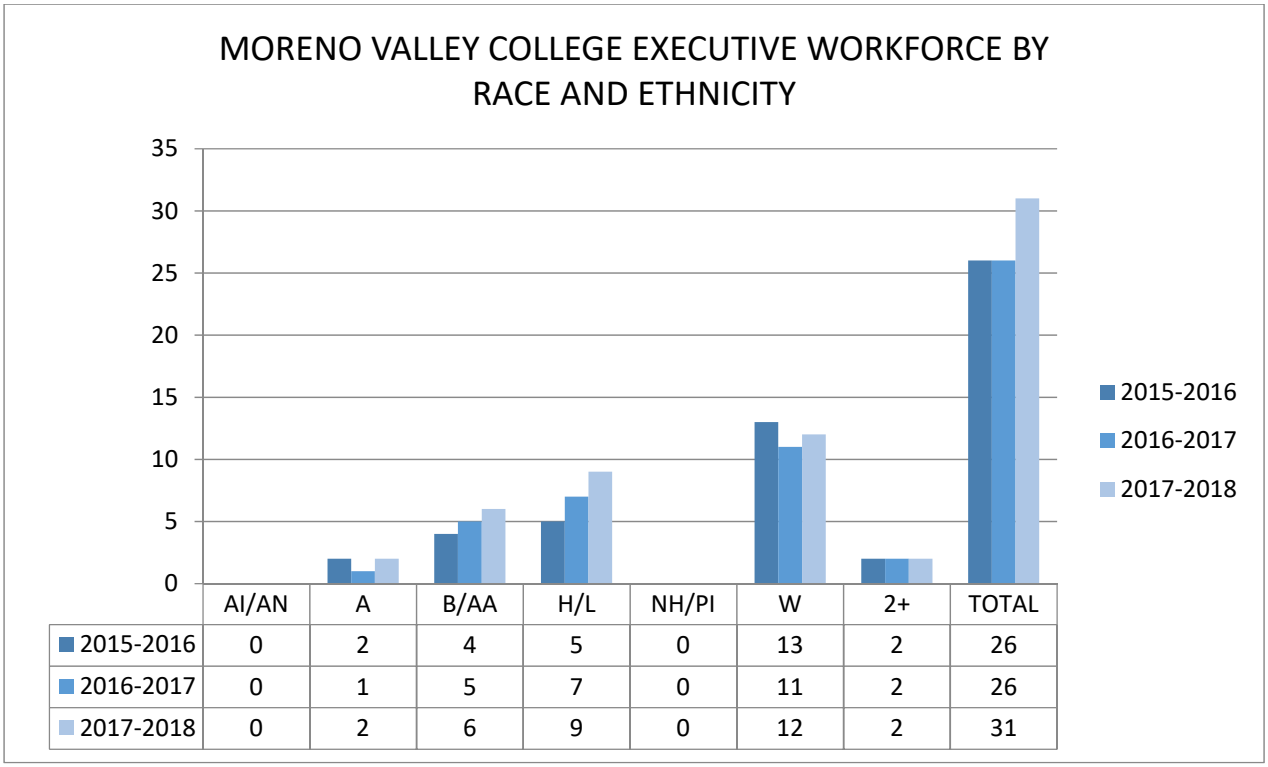

| | AI/AN | A | B/AA | H/L | NH/PI | W | 2+ | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 0 | 1 | 4 | 7 | 0 | 5 | 1 | 18 |
| 2016-2017 | 0 | 1 | 5 | 7 | 0 | 7 | 0 | 20 |
| 2017-2018 | 0 | 2 | 4 | 7 | 1 | 8 | 0 | 22 |



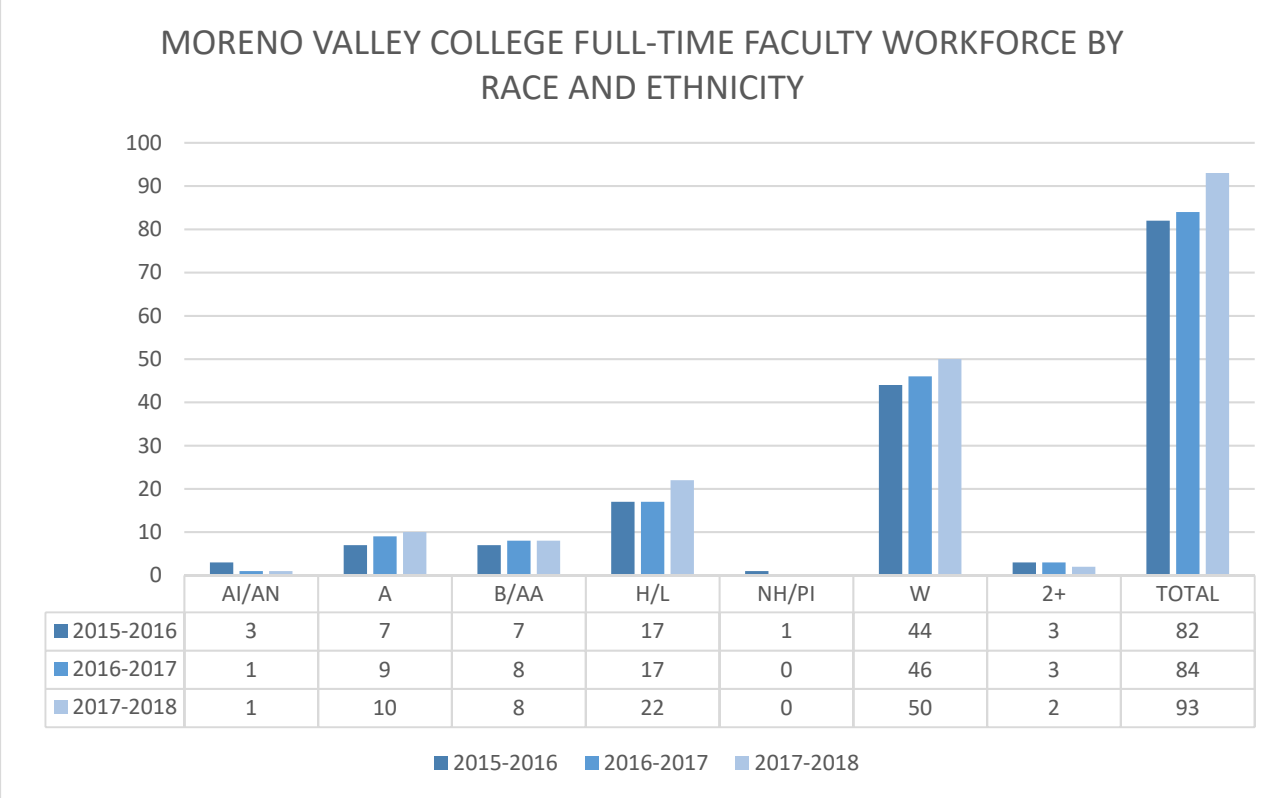

| | AI/AN | A | B/AA | H/L | NH/PI | W | 2+ | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 3 |
| 2016-2017 | 0 | 1 | 0 | 0 | 0 | 2 | 0 | 3 |
| 2017-2018 | 0 | 1 | 0 | 0 | 0 | 3 | 0 | 4 |




| | AI/AN | A | B/AA | H/L | NH/PI | W | 2+ | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 0 | 0 | 6 | 6 | 0 | 9 | 1 | 22 |
| 2016-2017 | 0 | 0 | 8 | 7 | 0 | 8 | 0 | 23 |
| 2017-2018 | 0 | 0 | 9 | 6 | 0 | 6 | 0 | 21 |

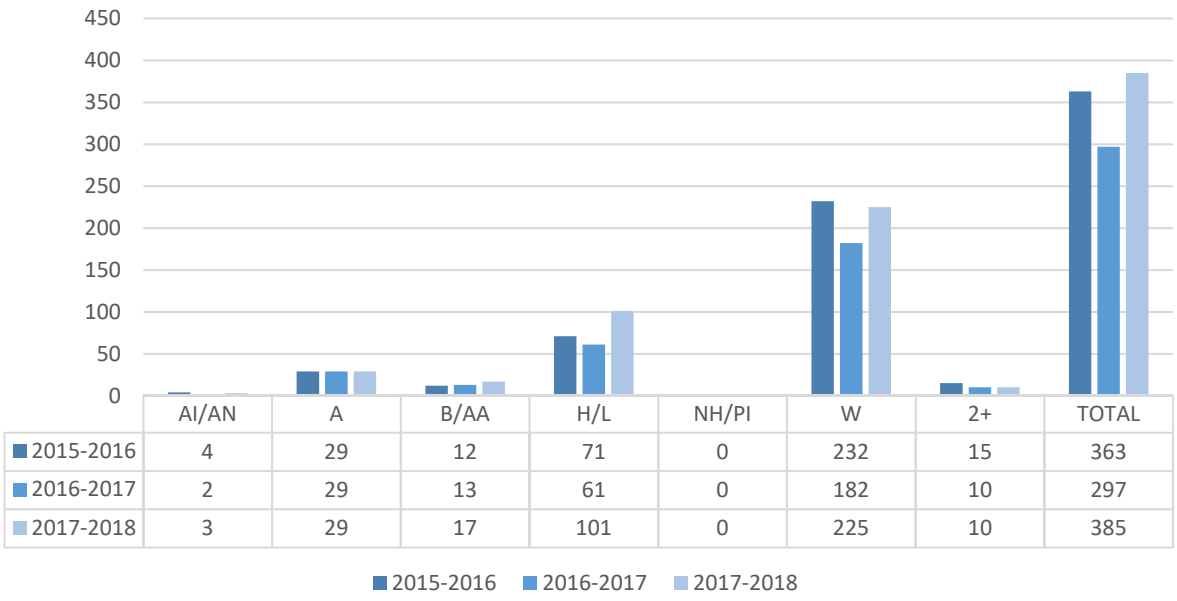



| | AI/AN | A | B/AA | H/L | NH/PI | W | 2+ | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 0 | 2 | 4 | 5 | 0 | 13 | 2 | 26 |
| 2016-2017 | 0 | 1 | 5 | 7 | 0 | 11 | 2 | 26 |
| 2017-2018 | 0 | 2 | 6 | 9 | 0 | 12 | 2 | 31 |



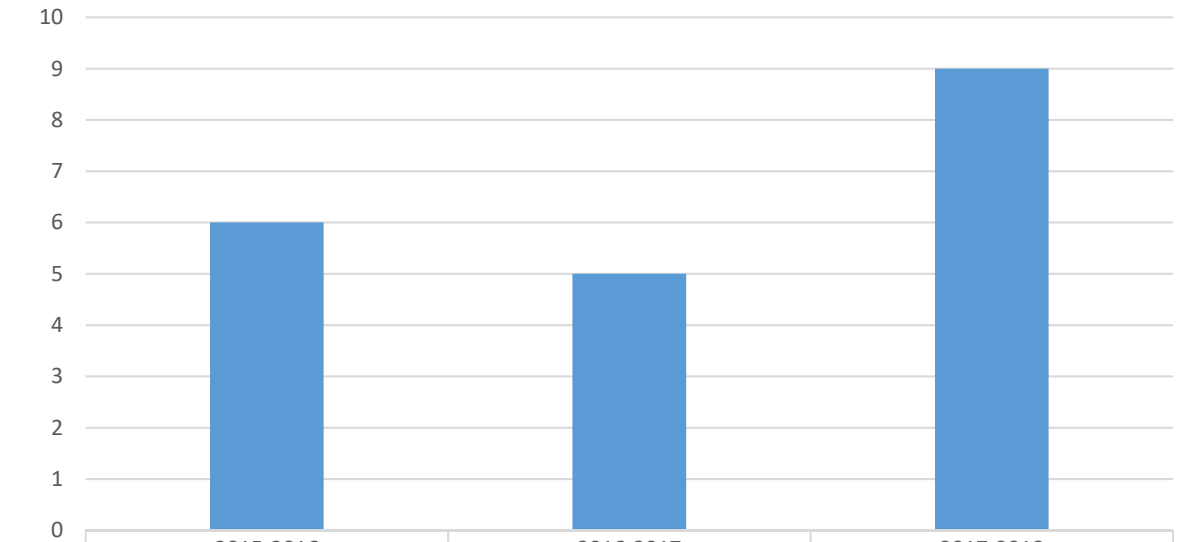

| | AI/AN | A | B/AA | H/L | NH/PI | W | 2+ | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 3 | 7 | 7 | 17 | 1 | 44 | 3 | 82 |
| 2016-2017 | 1 | 9 | 8 | 17 | 0 | 46 | 3 | 84 |
| 2017-2018 | 1 | 10 | 8 | 22 | 0 | 50 | 2 | 93 |

## MORENO VALLEY COLLEGE PART-TIME FACULTY WORKFORCE BY RACE AND ETHNICITY




| | AI/AN | A | B/AA | H/L | NH/PI | W | 2+ | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 4 | 29 | 12 | 71 | 0 | 232 | 15 | 363 |
| 2016-2017 | 2 | 29 | 13 | 61 | 0 | 182 | 10 | 297 |
| 2017-2018 | 3 | 29 | 17 | 101 | 0 | 225 | 10 | 385 |

## MORENO VALLEY COLLEGE WORKFORCE BY REPORTED DISABILITIES




| | 2015-2016 | 2016-2017 | 2017-2018 |
|---|---|---|---|
| MVC | 6 | 5 | 9 |

MORENO VALLEY COLLEGE UNDERREPRESENTATION (<15%) BY JOB CATEGORY

| AI/AN | Professional | Clerical | Technical | Skilled | Service | Executive | FT Faculty | PT Faculty |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 0% | 2% | 0% | 0% | 0% | 0% | 0% | 1% |
| 2016-2017 | 0% | 0% | 0% | 0% | 0% | 0% | 1% | 1% |
| 2017-2018 | 0% | 0% | 0% | 0% | 0% | 0% | 1% | 1% |

| A | Professional | Clerical | Technical | Skilled | Service | Executive | FT Faculty | PT Faculty |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 0% | 0% | 6% | 33% | 0% | 8% | 7% | 9% |
| 2016-2017 | 0% | 0% | 5% | 33% | 0% | 4% | 11% | 11% |
| 2017-2018 | 0% | 2% | 9% | 25% | 0% | 6% | 11% | 8% |

| B/AA | Professional | Clerical | Technical | Skilled | Service | Executive | FT Faculty | PT Faculty |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 33% | 19% | 22% | 0% | 27% | 15% | 4% | 7% |
| 2016-2017 | 33% | 23% | 25% | 0% | 35% | 19% | 10% | 10% |
| 2017-2018 | 0% | 22% | 18% | 0% | 43% | 19% | 9% | 4% |

| H/L | Professional | Clerical | Technical | Skilled | Service | Executive | FT Faculty | PT Faculty |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 67% | 44% | 39% | 33% | 27% | 19% | 18% | 16% |
| 2016-2017 | 33% | 46% | 35% | 0% | 30% | 27% | 20% | 20% |
| 2017-2018 | 67% | 44% | 32% | 0% | 29% | 29% | 24% | 26% |

| NH/PI | Professional | Clerical | Technical | Skilled | Service | Executive | FT Faculty | PT Faculty |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 0% | 2% | 0% | 0% | 0% | 0% | 0% | 0% |
| 2016-2017 | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| 2017-2018 | 0% | 0% | 5% | 0% | 0% | 0% | 0% | 0% |

| W | Professional | Clerical | Technical | Skilled | Service | Executive | FT Faculty | PT Faculty |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 0% | 30% | 28% | 33% | 41% | 50% | 68% | 65% |
| 2016-2017 | 33% | 27% | 35% | 67% | 35% | 42% | 55% | 61% |
| 2017-2018 | 33% | 27% | 36% | 75% | 29% | 39% | 54% | 58% |

| 2+ | Professional | Clerical | Technical | Skilled | Service | Executive | FT Faculty | PT Faculty |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 0% | 4% | 6% | 0% | 5% | 8% | 2% | 2% |
| 2016-2017 | 0% | 4% | 0% | 0% | 0% | 8% | 4% | 3% |
| 2017-2018 | 0% | 5% | 0% | 0% | 0% | 6% | 2% | 3% |

## *Moreno Valley College Applicant Data*

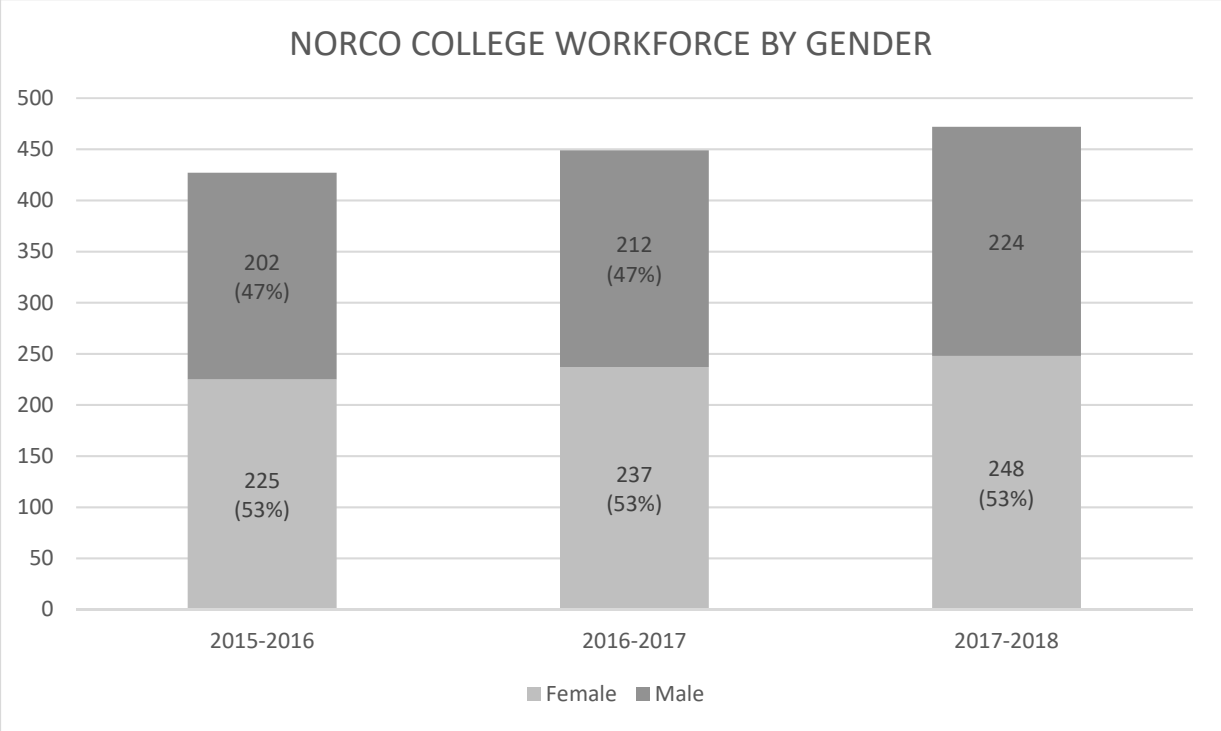
**Moreno Valley College Applicant Data**
**Academic Year 2016-2017**

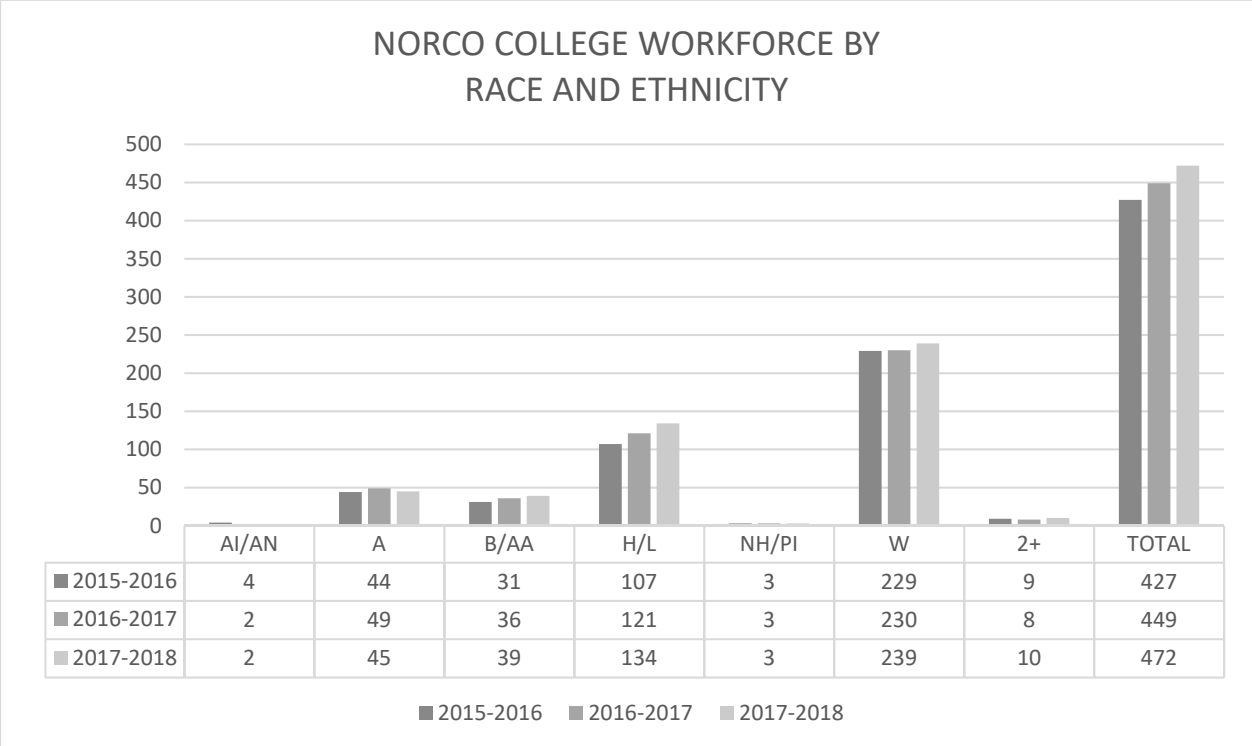
| | # Apps | TOTAL GENDER | | | Hispanic/Latino | | | Asian | | | Black/African American | | | American Indian/Alaskan Native | | | Native Hawaiian/Pacific Islander | | | White | | | Two or More | | | Undisclosed | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | F | M | ND | F | M | ND | F | M | ND | F | M | ND | F | M | ND | F | M | ND | F | M | ND | F | M | ND | F | M | ND |
| **Total Applications** | **1886** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **PT Classified** | **299** | 257 | 37 | 5 | 123 | 20 | 0 | 7 | 1 | 0 | 39 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 56 | 13 | 0 | 18 | 0 | 0 | 13 | 2 | 5 |
| **FT Classified** | **893** | 638 | 236 | 19 | 280 | 120 | 0 | 27 | 12 | 0 | 144 | 38 | 2 | 0 | 1 | 0 | 7 | 0 | 0 | 126 | 49 | 2 | 29 | 11 | 0 | 25 | 5 | 15 |
| **Classified Managers** | **39** | 20 | 18 | 1 | 6 | 4 | 0 | 3 | 3 | 0 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 9 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| **Academic Managers** | **177** | 91 | 78 | 8 | 13 | 17 | 0 | 5 | 3 | 0 | 26 | 28 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 29 | 22 | 0 | 6 | 4 | 1 | 12 | 2 | 7 |
| **FT Faculty** | **478** | 253 | 201 | 24 | 57 | 39 | 0 | 22 | 23 | 1 | 46 | 24 | 1 | 7 | 0 | 0 | 0 | 0 | 0 | 82 | 98 | 3 | 19 | 6 | 0 | 20 | 11 | 19 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Qualified Applicant Poo** | **1588** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **PT Classified** | **235** | 211 | 20 | 4 | 101 | 9 | 0 | 7 | 1 | 0 | 29 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 48 | 8 | 0 | 13 | 0 | 0 | 12 | 1 | 4 |
| **FT Classified** | **724** | 523 | 183 | 18 | 224 | 93 | 0 | 22 | 7 | 0 | 117 | 31 | 2 | 0 | 0 | 0 | 7 | 0 | 0 | 111 | 39 | 2 | 22 | 8 | 0 | 20 | 5 | 14 |
| **Classified Managers** | **39** | 20 | 18 | 1 | 6 | 4 | 0 | 3 | 3 | 0 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 9 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| **Academic Managers** | **169** | 87 | 74 | 8 | 12 | 14 | 0 | 5 | 3 | 0 | 24 | 28 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 29 | 21 | 0 | 5 | 4 | 1 | 12 | 2 | 7 |
| **FT Faculty** | **421** | 213 | 185 | 23 | 42 | 34 | 0 | 19 | 21 | 1 | 40 | 23 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 72 | 93 | 3 | 17 | 5 | 0 | 20 | 9 | 18 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Interviewed** | **240** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **PT Classified** | **21** | 19 | 2 | 0 | 6 | 0 | 0 | 1 | 0 | 0 | 6 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 2 | 0 | 0 | 1 | 1 | 0 |
| **FT Classified** | **109** | 70 | 38 | 1 | 29 | 21 | 0 | 2 | 1 | 0 | 18 | 9 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 11 | 6 | 0 | 4 | 1 | 0 | 4 | 0 | 1 |
| **Classified Managers** | **11** | 5 | 6 | 0 | 2 | 1 | 0 | 0 | 2 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Academic Managers** | **29** | 15 | 14 | 0 | 2 | 4 | 0 | 0 | 0 | 0 | 6 | 6 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 4 | 3 | 0 | 1 | 0 | 0 | 2 | 0 | 0 |
| **FT Faculty** | **70** | 40 | 28 | 2 | 4 | 7 | 0 | 1 | 1 | 0 | 6 | 4 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 19 | 10 | 0 | 3 | 5 | 0 | 6 | 1 | 2 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Hired** | **49** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **PT Classified** | **4** | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | | | |
| **FT Classified** | **22** | 13 | 9 | 0 | 8 | 1 | 0 | 0 | 1 | 0 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 3 | 0 | 2 | 0 | 0 |
| **Classified Managers** | **2** | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Academic Managers** | **4** | 2 | 2 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| **FT Faculty** | **17** | 10 | 5 | 2 | 2 | 3 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 2 |

Moreno Valley College Applicant Data
Academic Year 2017-2018

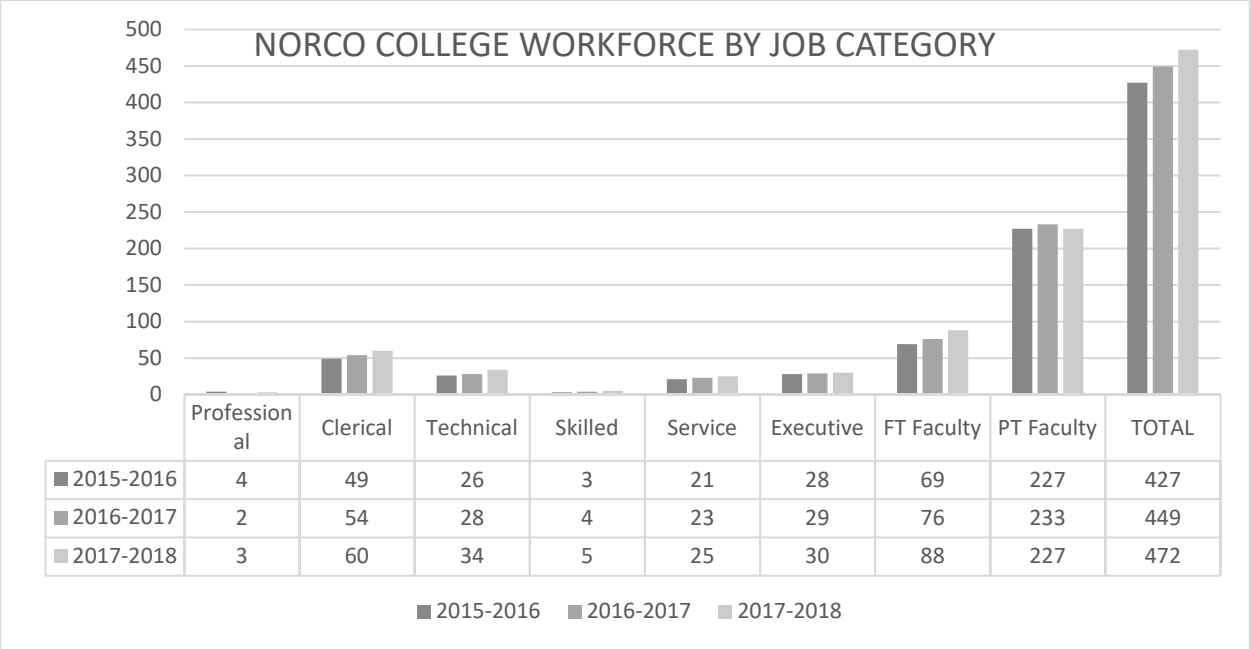
| | # Apps | TOTAL GENDER | | | Hispanic/Latino | | | Asian | | | Black/African American | | | American Indian/Alaskan Native | | | Native Hawaiian/Pacific Islander | | | White | | | Two or More | | | Undisclosed | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | F | M | ND | F | M | ND | F | M | ND | F | M | ND | F | M | ND | F | M | ND | F | M | ND | F | M | ND | F | M | ND |
| **Total Applications** | **3019** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **PT Classified** | **477** | 379 | 88 | 10 | 199 | 47 | 2 | 20 | 7 | 0 | 83 | 8 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 46 | 19 | 0 | 19 | 6 | 0 | 11 | 1 | 8 |
| **FT Classified** | **893** | 638 | 236 | 19 | 280 | 120 | 0 | 27 | 12 | 0 | 144 | 38 | 2 | 0 | 1 | 0 | 7 | 0 | 0 | 126 | 49 | 2 | 29 | 11 | 0 | 25 | 5 | 15 |
| **Classified Managers** | **154** | 88 | 62 | 4 | 40 | 29 | 1 | 3 | 4 | 0 | 21 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 | 18 | 0 | 1 | 3 | 0 | 1 | 0 | 3 |
| **Academic Managers** | **125** | 34 | 85 | 6 | 2 | 13 | 1 | 6 | 8 | 1 | 11 | 20 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 12 | 31 | 0 | 2 | 0 | 0 | 1 | 12 | 4 |
| **FT Faculty** | **1370** | 642 | 655 | 73 | 228 | 185 | 3 | 56 | 79 | 1 | 70 | 61 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 226 | 270 | 3 | 25 | 29 | 0 | 34 | 31 | 64 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Qualified Applicant Pool** | **2779** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **PT Classified** | **466** | 370 | 86 | 10 | 195 | 47 | 2 | 19 | 7 | 0 | 82 | 7 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 45 | 18 | 0 | 18 | 6 | 0 | 10 | 1 | 8 |
| **FT Classified** | **724** | 523 | 183 | 18 | 224 | 93 | 0 | 22 | 7 | 0 | 117 | 31 | 2 | 0 | 0 | 0 | 7 | 0 | 0 | 111 | 39 | 2 | 22 | 8 | 0 | 20 | 5 | 14 |
| **Classified Managers** | **124** | 65 | 56 | 3 | 27 | 26 | 1 | 2 | 4 | 0 | 17 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 18 | 0 | 1 | 2 | 0 | 1 | 0 | 2 |
| **Academic Managers** | **124** | 33 | 85 | 6 | 2 | 13 | 1 | 5 | 8 | 1 | 11 | 20 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 12 | 31 | 0 | 2 | 0 | 0 | 1 | 12 | 4 |
| **FT Faculty** | **1341** | 623 | 647 | 71 | 222 | 181 | 3 | 55 | 78 | 1 | 65 | 58 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 223 | 270 | 3 | 24 | 29 | 0 | 31 | 31 | 62 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Interviewed** | **328** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **PT Classified** | **42** | 32 | 10 | 0 | 20 | 8 | 0 | 4 | 0 | 0 | 5 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 0 |
| **FT Classified** | **89** | 59 | 28 | 2 | 29 | 9 | 0 | 2 | 2 | 0 | 9 | 3 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 11 | 12 | 0 | 6 | 2 | 0 | 1 | 0 | 2 |
| **Classified Managers** | **28** | 17 | 11 | 0 | 7 | 6 | 0 | 1 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 4 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| **Academic Managers** | **14** | 6 | 8 | 0 | 0 | 2 | 0 | 0 | 1 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 2 | 0 | 0 | 1 | 1 | 0 |
| **FT Faculty** | **155** | 89 | 64 | 2 | 34 | 24 | 0 | 6 | 3 | 0 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 27 | 23 | 0 | 12 | 5 | 0 | 6 | 6 | 2 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Hired** | **63** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **PT Classified** | **5** | 3 | 1 | 1 | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| **FT Classified** | **22** | 13 | 9 | 0 | 8 | 1 | 0 | 0 | 1 | 0 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 3 | 0 | 2 | 0 | 0 |
| **Classified Managers** | **6** | 4 | 2 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Academic Managers** | **4** | 1 | 3 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| **FT Faculty** | **26** | 15 | 9 | 2 | 6 | 4 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 3 | 0 | 1 | 2 | 0 | 0 | 0 | 2 |

## NORCO COLLEGE

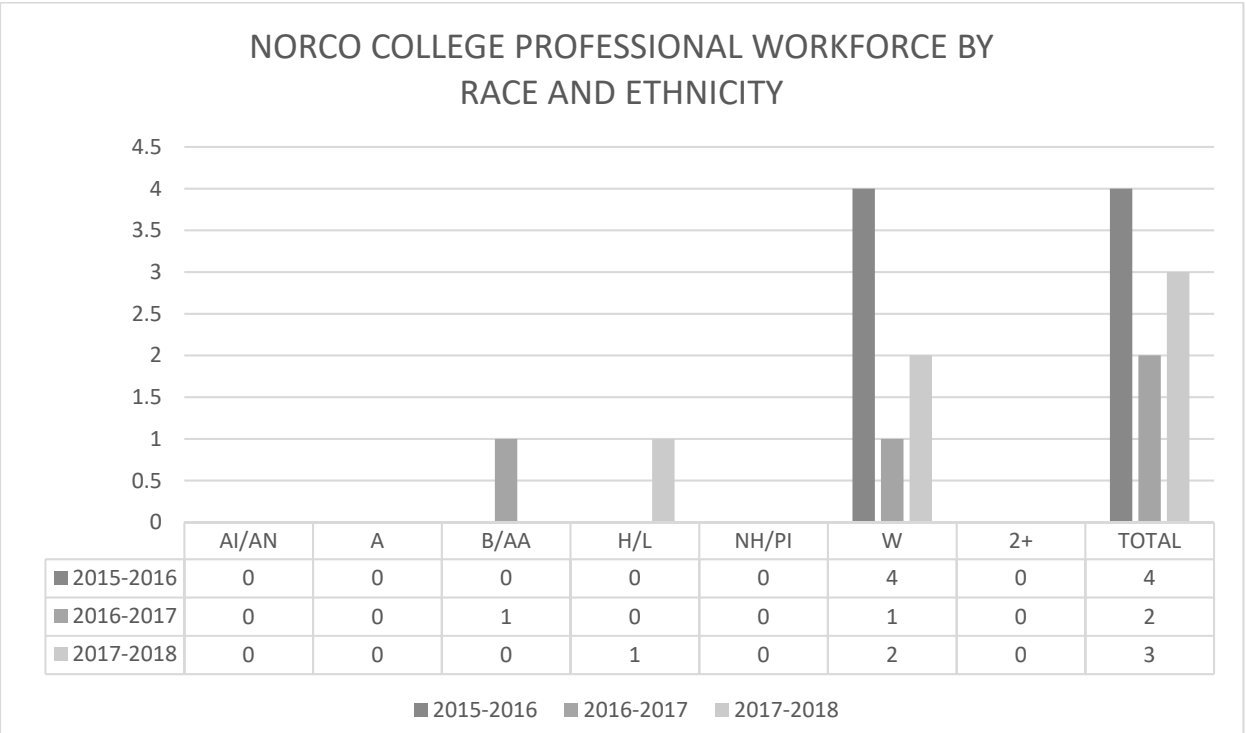



| | AI/AN | A | B/AA | H/L | NH/PI | W | 2+ | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 4 | 44 | 31 | 107 | 3 | 229 | 9 | 427 |
| 2016-2017 | 2 | 49 | 36 | 121 | 3 | 230 | 8 | 449 |
| 2017-2018 | 2 | 45 | 39 | 134 | 3 | 239 | 10 | 472 |

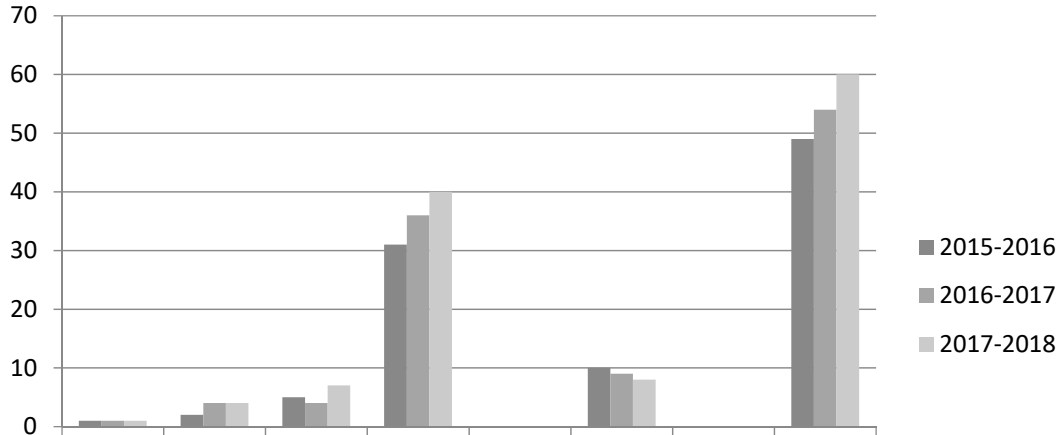



| | Professional | Clerical | Technical | Skilled | Service | Executive | FT Faculty | PT Faculty | TOTAL |
|---|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 4 | 49 | 26 | 3 | 21 | 28 | 69 | 227 | 427 |
| 2016-2017 | 2 | 54 | 28 | 4 | 23 | 29 | 76 | 233 | 449 |
| 2017-2018 | 3 | 60 | 34 | 5 | 25 | 30 | 88 | 227 | 472 |



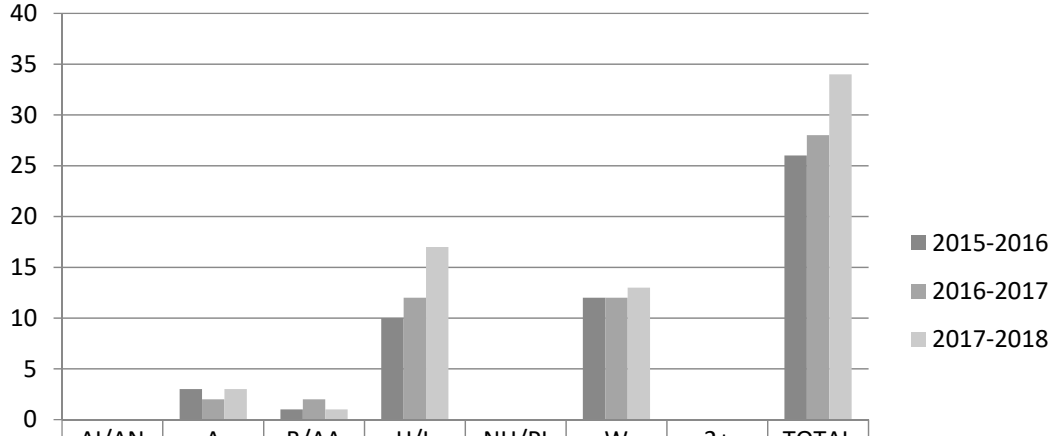

| | AI/AN | A | B/AA | H/L | NH/PI | W | 2+ | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 4 |
| 2016-2017 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 2 |
| 2017-2018 | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 3 |

## NORCO COLLEGE SECRETARIAL/CLERICAL WORKFORCE BY RACE AND ETHNICITY

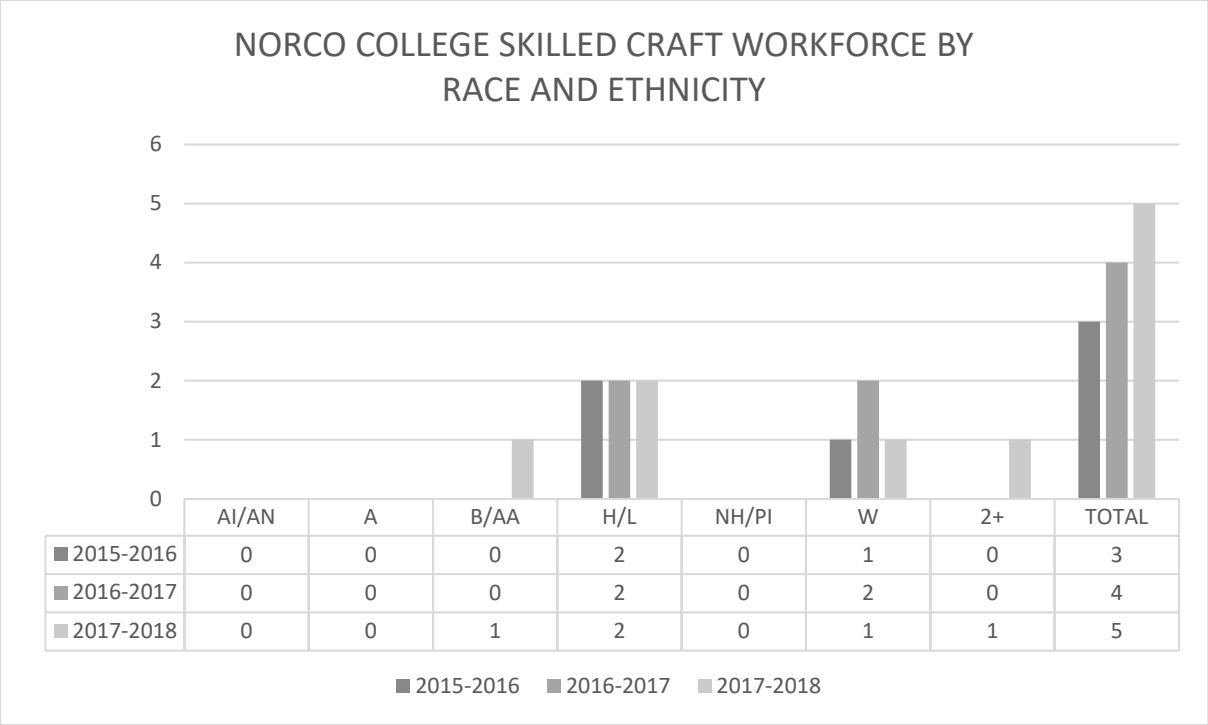



| | AI/AN | A | B/AA | H/L | NH/PI | W | 2+ | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 1 | 2 | 5 | 31 | 0 | 10 | 0 | 49 |
| 2016-2017 | 1 | 4 | 4 | 36 | 0 | 9 | 0 | 54 |
| 2017-2018 | 1 | 4 | 7 | 40 | 0 | 8 | 0 | 60 |

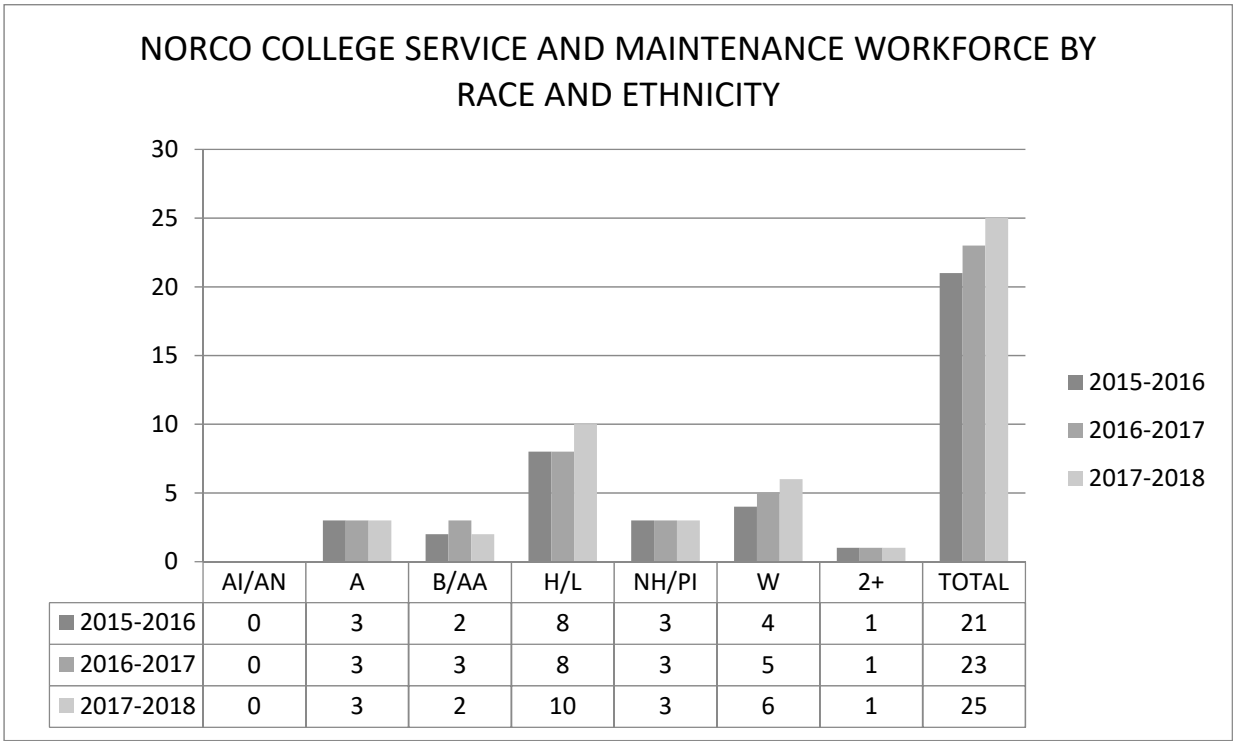
## NORCO COLLEGE TECHNICAL WORKFORCE BY RACE AND ETHNICITY



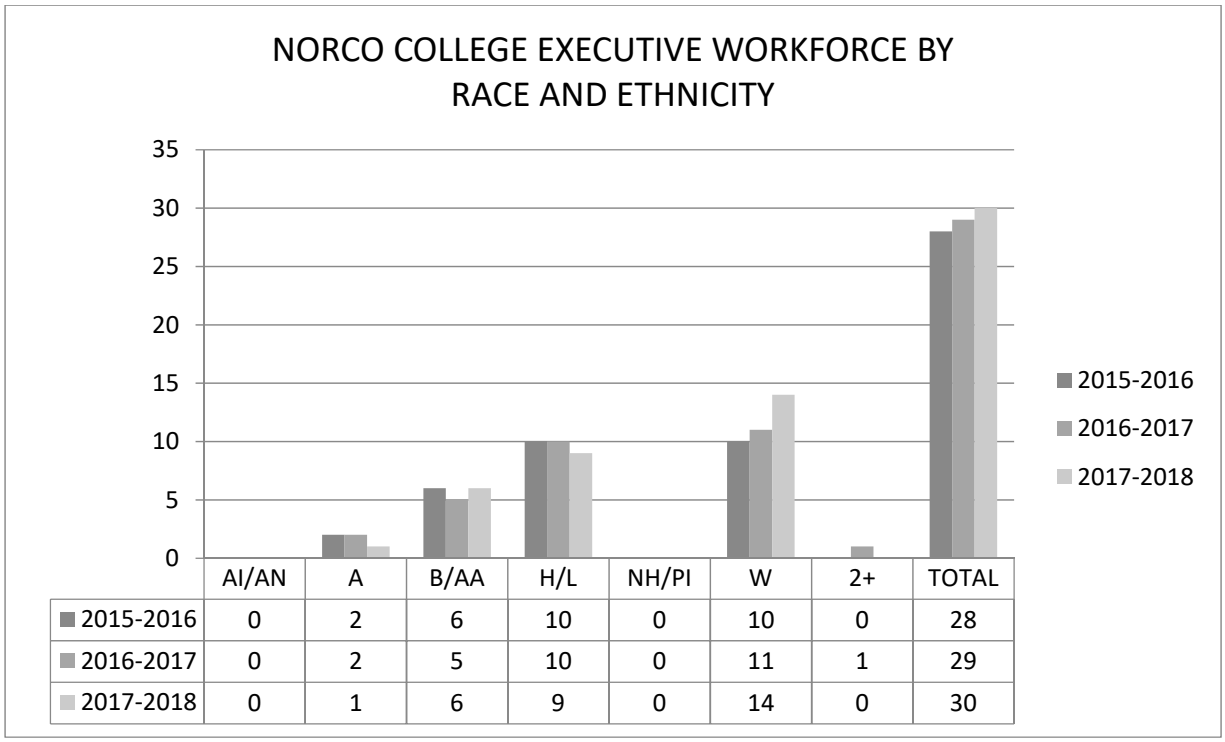

| | AI/AN | A | B/AA | H/L | NH/PI | W | 2+ | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 0 | 3 | 1 | 10 | 0 | 12 | 0 | 26 |
| 2016-2017 | 0 | 2 | 2 | 12 | 0 | 12 | 0 | 28 |
| 2017-2018 | 0 | 3 | 1 | 17 | 0 | 13 | 0 | 34 |



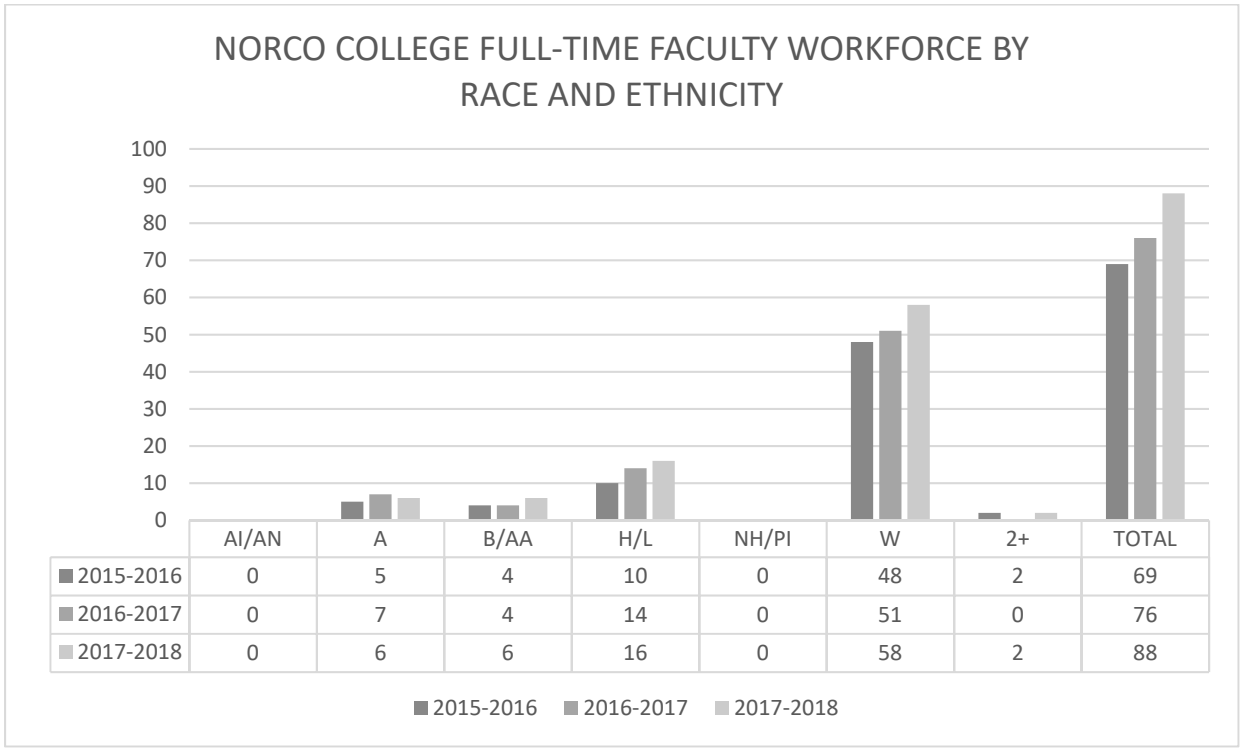

| | AI/AN | A | B/AA | H/L | NH/PI | W | 2+ | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 0 | 0 | 0 | 2 | 0 | 1 | 0 | 3 |
| 2016-2017 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 4 |
| 2017-2018 | 0 | 0 | 1 | 2 | 0 | 1 | 1 | 5 |



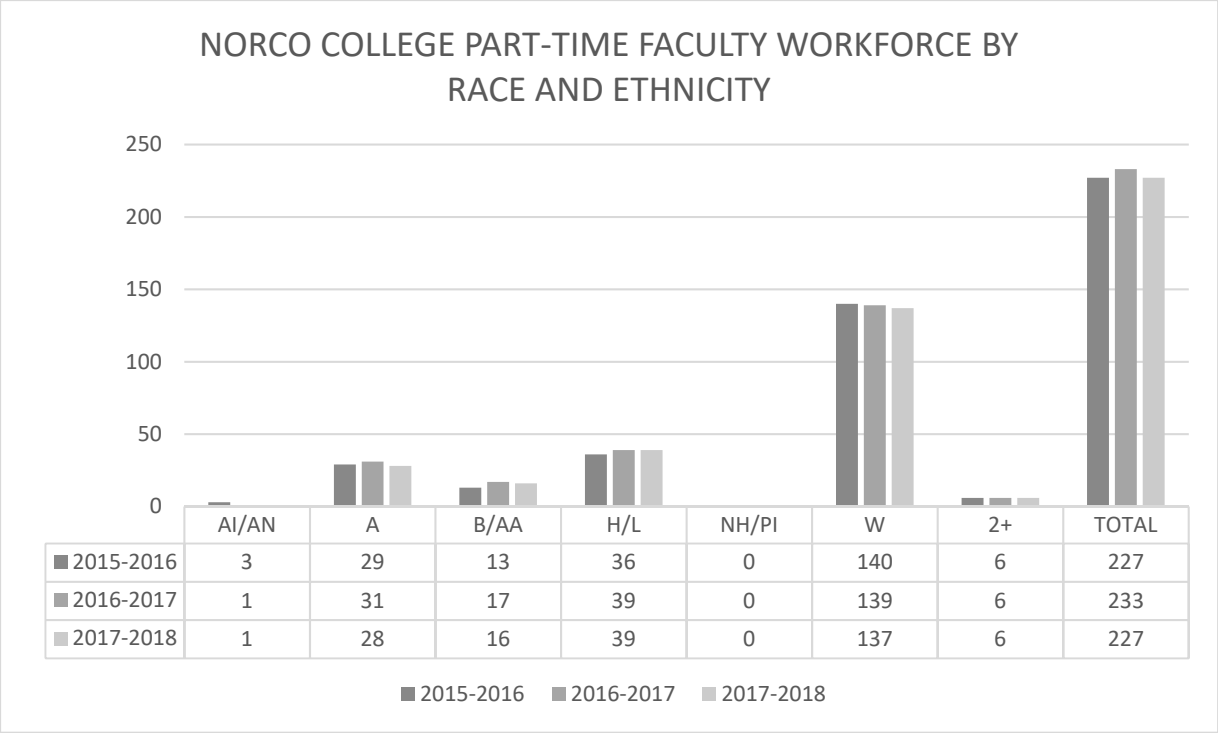

| | AI/AN | A | B/AA | H/L | NH/PI | W | 2+ | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 0 | 3 | 2 | 8 | 3 | 4 | 1 | 21 |
| 2016-2017 | 0 | 3 | 3 | 8 | 3 | 5 | 1 | 23 |
| 2017-2018 | 0 | 3 | 2 | 10 | 3 | 6 | 1 | 25 |



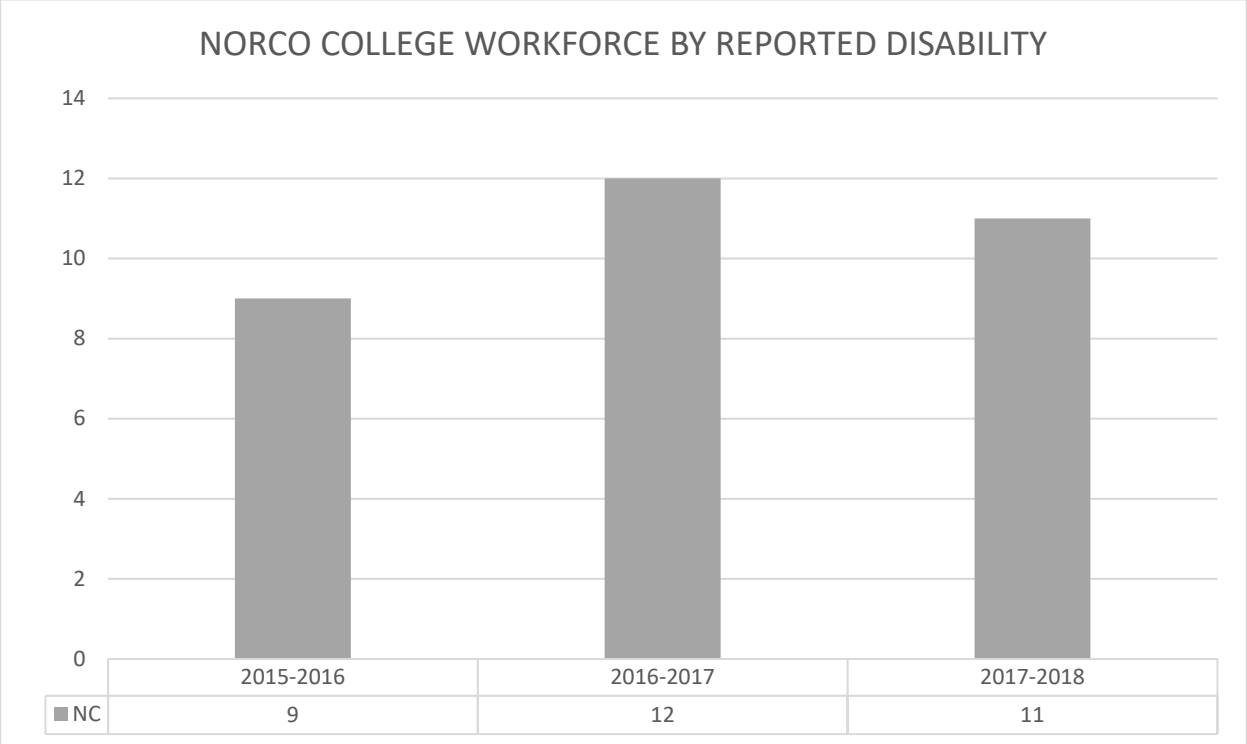

| | AI/AN | A | B/AA | H/L | NH/PI | W | 2+ | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 0 | 2 | 6 | 10 | 0 | 10 | 0 | 28 |
| 2016-2017 | 0 | 2 | 5 | 10 | 0 | 11 | 1 | 29 |
| 2017-2018 | 0 | 1 | 6 | 9 | 0 | 14 | 0 | 30 |




| | AI/AN | A | B/AA | H/L | NH/PI | W | 2+ | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 0 | 5 | 4 | 10 | 0 | 48 | 2 | 69 |
| 2016-2017 | 0 | 7 | 4 | 14 | 0 | 51 | 0 | 76 |
| 2017-2018 | 0 | 6 | 6 | 16 | 0 | 58 | 2 | 88 |




| | AI/AN | A | B/AA | H/L | NH/PI | W | 2+ | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 3 | 29 | 13 | 36 | 0 | 140 | 6 | 227 |
| 2016-2017 | 1 | 31 | 17 | 39 | 0 | 139 | 6 | 233 |
| 2017-2018 | 1 | 28 | 16 | 39 | 0 | 137 | 6 | 227 |




| | 2015-2016 | 2016-2017 | 2017-2018 |
|---|---|---|---|
| NC | 9 | 12 | 11 |

NORCO COLLEGE UNDERREPRESENTATION (<15%) BY JOB CATEGORY

| AI/AN | Professional | Clerical | Technical | Skilled | Service | Executive | FT Faculty | PT Faculty |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 0% | 2% | 0% | 0% | 0% | 0% | 0% | 1% |
| 2016-2017 | 0% | 2% | 0% | 0% | 0% | 0% | 0% | 0% |
| 2017-2018 | 0% | 2% | 0% | 0% | 0% | 0% | 0% | 0% |

| A | Professional | Clerical | Technical | Skilled | Service | Executive | FT Faculty | PT Faculty |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 0% | 4% | 12% | 0% | 14% | 7% | 7% | 13% |
| 2016-2017 | 0% | 7% | 7% | 0% | 13% | 7% | 9% | 12% |
| 2017-2018 | 0% | 7% | 9% | 0% | 12% | 3% | 7% | 12% |

| B/AA | Professional | Clerical | Technical | Skilled | Service | Executive | FT Faculty | PT Faculty |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 0% | 10% | 4% | 0% | 10% | 21% | 6% | 6% |
| 2016-2017 | 50% | 7% | 7% | 0% | 13% | 17% | 5% | 7% |
| 2017-2018 | 0% | 12% | 3% | 20% | 8% | 20% | 7% | 7% |

| H/L | Professional | Clerical | Technical | Skilled | Service | Executive | FT Faculty | PT Faculty |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 0% | 63% | 38% | 67% | 38% | 36% | 14% | 16% |
| 2016-2017 | 0% | 67% | 43% | 50% | 35% | 34% | 18% | 17% |
| 2017-2018 | 33% | 67% | 50% | 40% | 40% | 30% | 18% | 17% |

| NH/PI | Professional | Clerical | Technical | Skilled | Service | Executive | FT Faculty | PT Faculty |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 0% | 0% | 0% | 0% | 14% | 0% | 0% | 0% |
| 2016-2017 | 0% | 0% | 0% | 0% | 13% | 0% | 0% | 0% |
| 2017-2018 | 0% | 0% | 0% | 0% | 12% | 0% | 0% | 0% |

| W | Professional | Clerical | Technical | Skilled | Service | Executive | FT Faculty | PT Faculty |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 100% | 20% | 46% | 33% | 19% | 36% | 70% | 62% |
| 2016-2017 | 50% | 17% | 43% | 50% | 22% | 38% | 67% | 60% |
| 2017-2018 | 67% | 13% | 38% | 20% | 24% | 47% | 66% | 60% |

| 2+ | Professional | Clerical | Technical | Skilled | Service | Executive | FT Faculty | PT Faculty |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 0% | 0% | 0% | 0% | 5% | 0% | 0% | 3% |
| 2016-2017 | 0% | 0% | 0% | 0% | 4% | 3% | 0% | 2% |
| 2017-2018 | 0% | 0% | 0% | 20% | 4% | 0% | 2% | 3% |

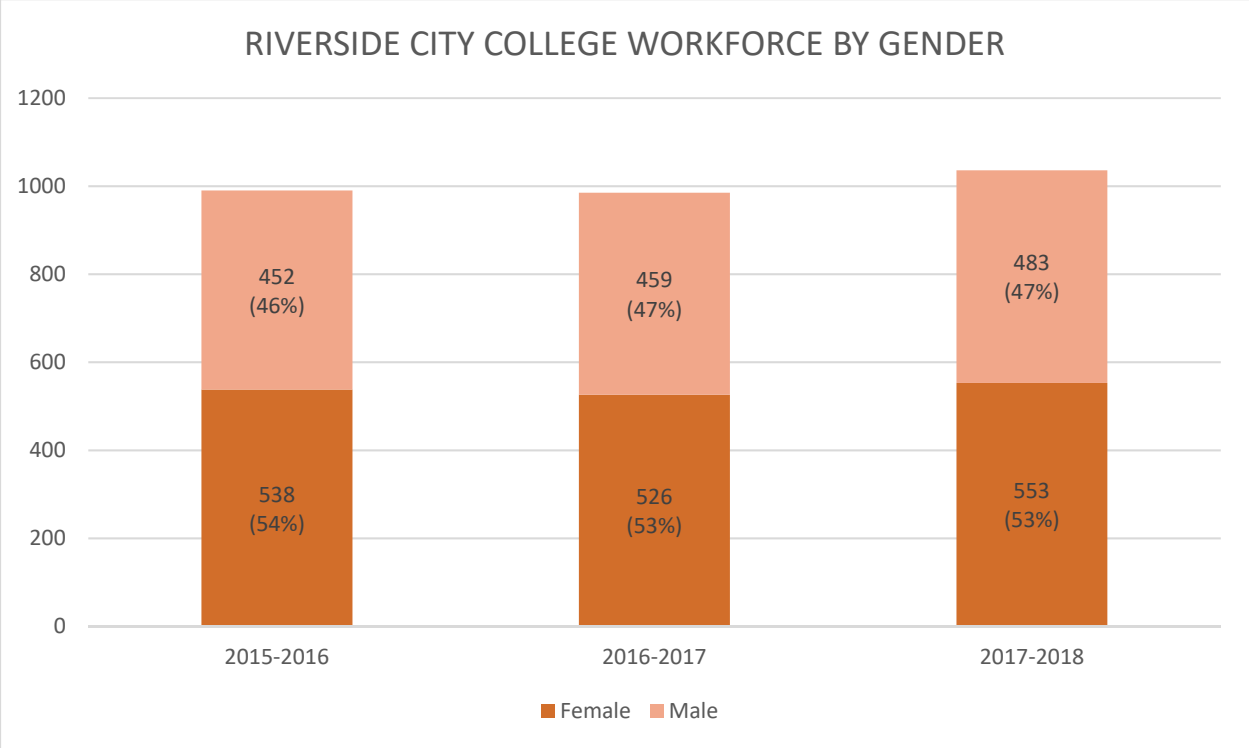
## *Norco College Applicant Data*

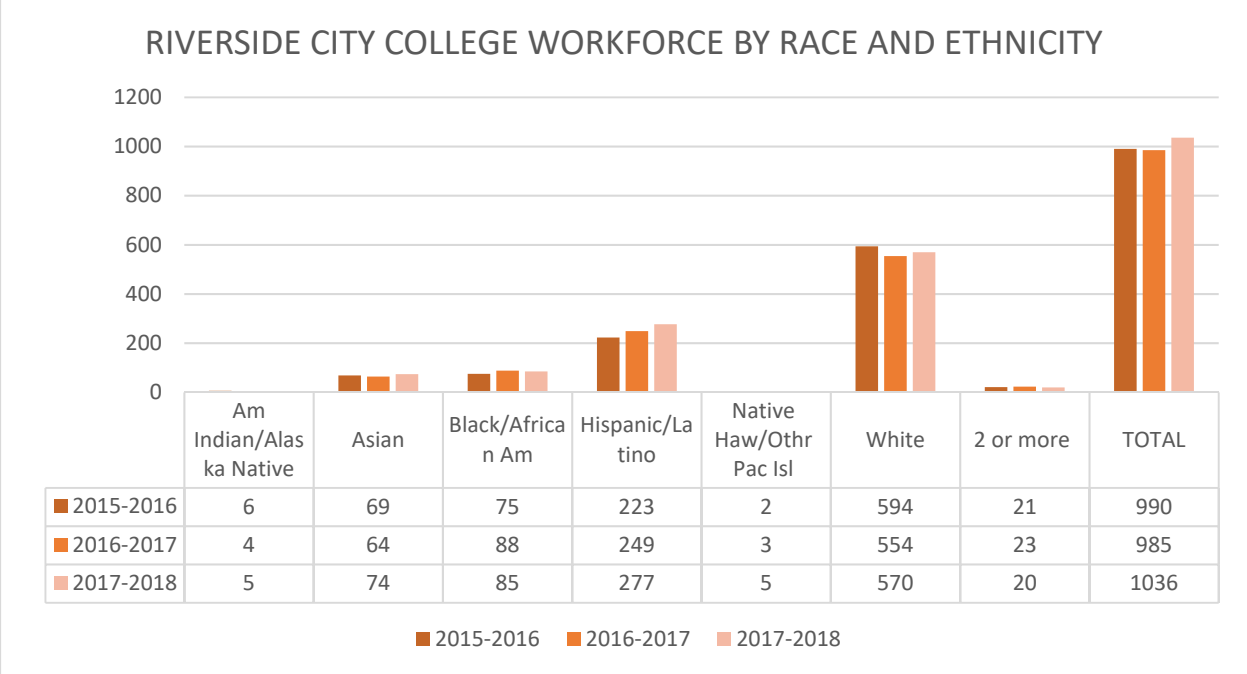
**Norco College Applicant Data**
**Academic Year 2016-2017**

| | # Apps | TOTAL GENDER | | | Hispanic/Latino | | | Asian | | | Black/African American | | | American Indian/Alaskan Native | | | Native Hawaiian/Pacific Islander | | | White | | | Two or More | | | Undisclosed | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | F | M | ND | F | M | ND | F | M | ND | F | M | ND | F | M | ND | F | M | ND | F | M | ND | F | M | ND | F | M | ND |
| **Total Applications** | **2230** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **PT Classified** | **311** | 218 | 84 | 9 | 120 | 41 | 1 | 9 | 4 | 0 | 34 | 14 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 41 | 21 | 1 | 7 | 1 | 0 | 6 | 3 | 7 |
| **FT Classified** | **1056** | 676 | 365 | 15 | 294 | 162 | 0 | 39 | 28 | 0 | 91 | 48 | 1 | 0 | 1 | 0 | 7 | 2 | 0 | 188 | 105 | 2 | 34 | 9 | 0 | 23 | 10 | 12 |
| **Academic Managers** | **127** | 62 | 59 | 6 | 11 | 10 | 0 | 4 | 6 | 1 | 24 | 10 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 16 | 24 | 0 | 3 | 4 | 0 | 4 | 4 | 5 |
| **FT Faculty** | **736** | 288 | 412 | 36 | 51 | 59 | 0 | 41 | 47 | 1 | 31 | 40 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 136 | 212 | 5 | 12 | 25 | 0 | 15 | 28 | 30 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Qualified Applicant Pool** | **1985** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **PT Classified** | **255** | 178 | 68 | 9 | 98 | 35 | 1 | 7 | 3 | 0 | 30 | 12 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 31 | 17 | 1 | 6 | 1 | 0 | 5 | 0 | 7 |
| **FT Classified** | **917** | 591 | 315 | 11 | 252 | 135 | 0 | 35 | 23 | 0 | 83 | 45 | 1 | 0 | 1 | 0 | 5 | 2 | 0 | 162 | 90 | 0 | 32 | 9 | 0 | 22 | 10 | 10 |
| **Academic Managers** | **121** | 59 | 56 | 6 | 9 | 9 | 0 | 4 | 6 | 1 | 24 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 24 | 0 | 3 | 4 | 0 | 4 | 4 | 5 |
| **FT Faculty** | **692** | 273 | 384 | 35 | 49 | 54 | 0 | 37 | 44 | 1 | 29 | 36 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 130 | 199 | 5 | 11 | 24 | 0 | 15 | 26 | 29 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Interviewed** | **405** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **PT Classified** | **56** | 39 | 16 | 1 | 21 | 11 | 0 | 1 | 0 | 0 | 7 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 0 | 8 | 1 | 0 | 1 | 0 | 1 |
| **FT Classified** | **219** | 119 | 96 | 4 | 43 | 40 | 0 | 9 | 3 | 0 | 17 | 17 | 0 | 0 | 0 | 0 | 4 | 2 | 0 | 28 | 25 | 0 | 10 | 7 | 0 | 8 | 2 | 4 |
| **Academic Managers** | **16** | 7 | 9 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 8 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| **FT Faculty** | **114** | 53 | 59 | 2 | 16 | 12 | 0 | 4 | 8 | 0 | 4 | 6 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 24 | 26 | 1 | 2 | 5 | 0 | 2 | 2 | 1 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Hired** | **70** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **PT Classified** | **8** | 5 | 3 | 0 | 4 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | |
| **FT Classified** | **41** | 24 | 15 | 2 | 12 | 7 | 0 | 1 | 1 | 0 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 5 | 0 | 1 | 0 | 0 | 1 | 0 | 2 |
| **Academic Managers** | **4** | 1 | 3 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **FT Faculty** | **17** | 11 | 6 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |

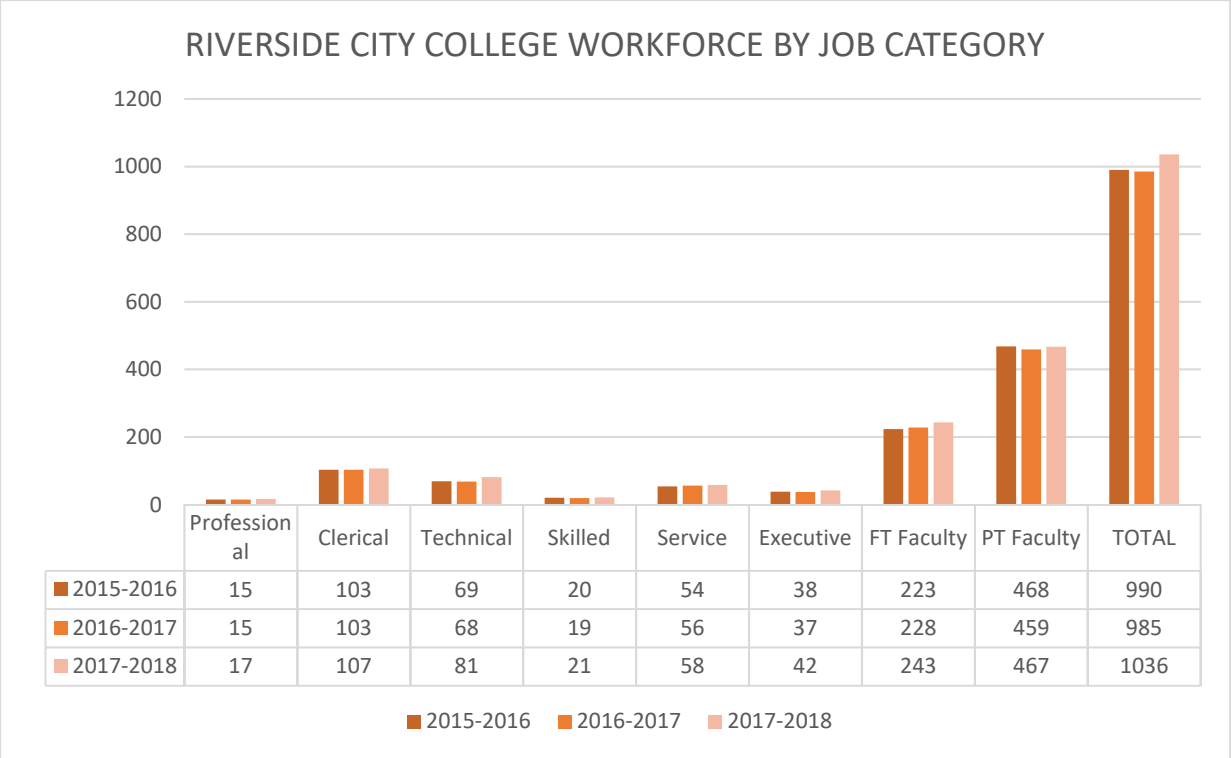
**Norco College Applicant Data**
**Academic Year 2017-2018**

| | # Apps | TOTAL GENDER | | | Hispanic/Latino | | | Asian | | | Black/African American | | | American Indian/Alaskan Native | | | Native Hawaiian/Pacific Islander | | | White | | | Two or More | | | Undisclosed | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | F | M | ND | F | M | ND | F | M | ND | F | M | ND | F | M | ND | F | M | ND | F | M | ND | F | M | ND | F | M | ND |
| **Total Applications** | **2292** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **PT Classified** | **231** | 184 | 42 | 5 | 95 | 20 | 1 | 9 | 4 | 0 | 23 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 39 | 7 | 0 | 7 | 4 | 0 | 11 | 3 | 4 |
| **FT Classified** | **876** | 569 | 295 | 12 | 276 | 132 | 2 | 35 | 22 | 0 | 105 | 44 | 0 | 0 | 0 | 0 | 1 | 3 | 0 | 111 | 70 | 0 | 25 | 18 | 0 | 16 | 6 | 10 |
| **Classified Managers** | **111** | 33 | 75 | 3 | 13 | 16 | 0 | 2 | 7 | 1 | 7 | 16 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 20 | 0 | 5 | 11 | 0 | 4 | 4 | 2 |
| **Academic Managers** | **258** | 102 | 151 | 5 | 22 | 27 | 2 | 12 | 16 | 0 | 24 | 30 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 27 | 63 | 0 | 5 | 6 | 0 | 12 | 8 | 3 |
| **FT Faculty** | **816** | 347 | 421 | 48 | 88 | 67 | 0 | 47 | 57 | 2 | 41 | 50 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 135 | 218 | 3 | 13 | 12 | 0 | 22 | 17 | 43 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Qualified Applicant Pool** | **2054** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **PT Classified** | **222** | 175 | 42 | 5 | 91 | 20 | 1 | 9 | 4 | 0 | 21 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 39 | 7 | 0 | 6 | 4 | 0 | 9 | 3 | 4 |
| **FT Classified** | **690** | 453 | 229 | 8 | 212 | 101 | 0 | 29 | 22 | 0 | 87 | 32 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 88 | 57 | 0 | 17 | 11 | 0 | 18 | 4 | 8 |
| **Classified Managers** | **111** | 33 | 75 | 3 | 13 | 16 | 0 | 2 | 7 | 1 | 7 | 16 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 20 | 0 | 5 | 11 | 0 | 4 | 4 | 2 |
| **Academic Managers** | **257** | 102 | 151 | 4 | 22 | 27 | 1 | 12 | 16 | 0 | 24 | 30 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 27 | 63 | 0 | 5 | 6 | 0 | 12 | 8 | 3 |
| **FT Faculty** | **774** | 320 | 407 | 47 | 77 | 64 | 0 | 46 | 56 | 2 | 36 | 45 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 128 | 213 | 3 | 12 | 12 | 0 | 20 | 17 | 42 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Interviewed** | **412** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **PT Classified** | **55** | 44 | 9 | 2 | 25 | 4 | 0 | 1 | 1 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 2 | 0 | 6 | 0 | 0 | 2 | 1 | 2 |
| **FT Classified** | **170** | 121 | 47 | 2 | 48 | 27 | 0 | 4 | 3 | 0 | 26 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 29 | 10 | 0 | 13 | 4 | 0 | 1 | 0 | 2 |
| **Classified Managers** | **18** | 3 | 14 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 7 | 0 | 0 | 0 | 0 | 0 | 2 | 1 |
| **Academic Managers** | **43** | 16 | 27 | 0 | 1 | 5 | 0 | 0 | 3 | 0 | 7 | 5 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 7 | 10 | 0 | 1 | 2 | 0 | 0 | 0 | 0 |
| **FT Faculty** | **126** | 61 | 59 | 6 | 19 | 12 | 0 | 5 | 6 | 0 | 8 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 30 | 0 | 3 | 2 | 0 | 3 | 2 | 6 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Hired** | **58** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **PT Classified** | **9** | 7 | 2 | 0 | 4 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **FT Classified** | **23** | 13 | 10 | 0 | 5 | 3 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 4 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| **Classified Managers** | **4** | 0 | 4 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Academic Managers** | **6** | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| **FT Faculty** | **16** | 12 | 4 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 2 | 0 | 1 | 0 | 0 | 1 | 0 | 0 |

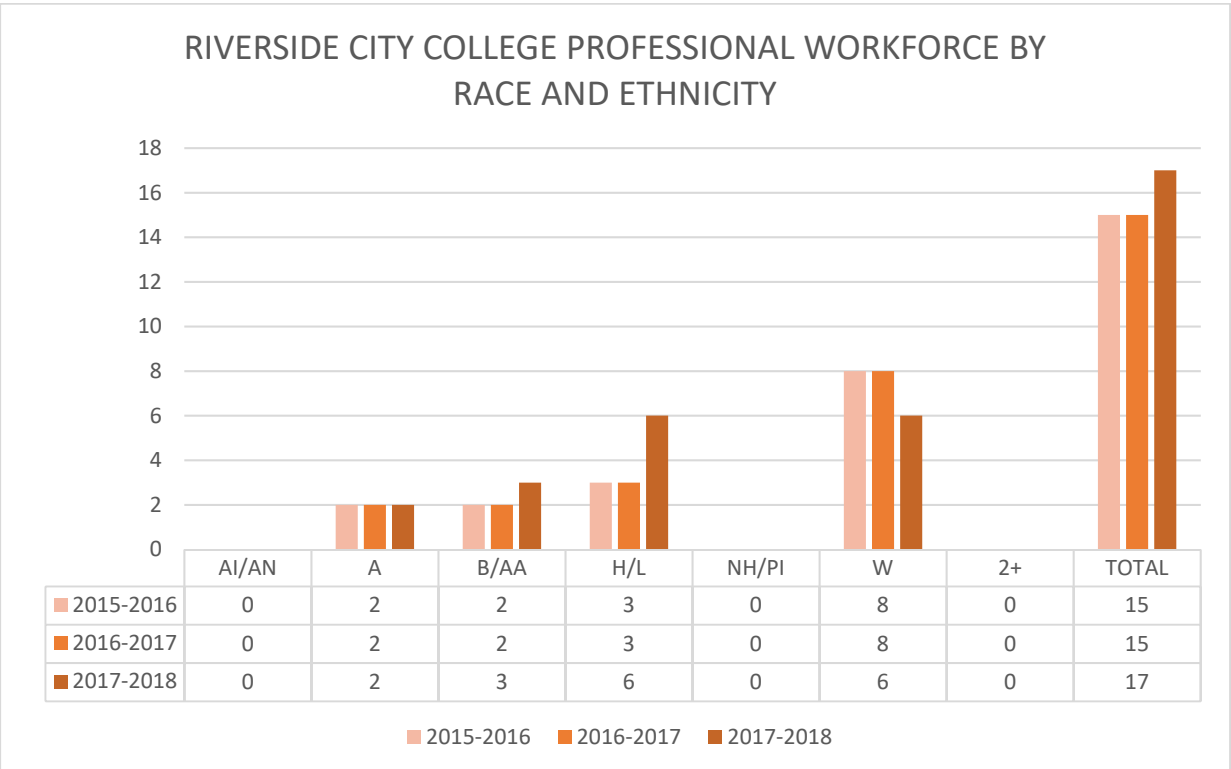


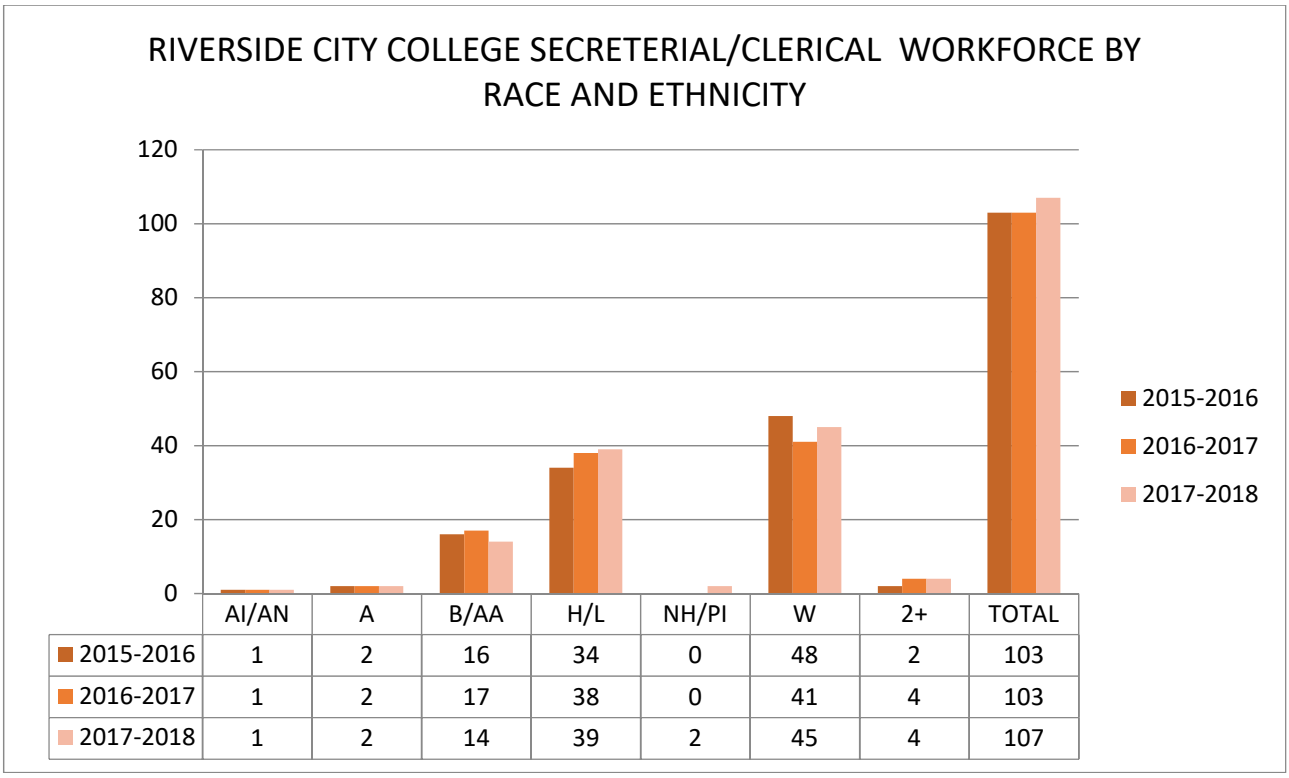

| | Am Indian/Alaska Native | Asian | Black/African Am | Hispanic/Latino | Native Haw/Othr Pac Isl | White | 2 or more | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 6 | 69 | 75 | 223 | 2 | 594 | 21 | 990 |
| 2016-2017 | 4 | 64 | 88 | 249 | 3 | 554 | 23 | 985 |
| 2017-2018 | 5 | 74 | 85 | 277 | 5 | 570 | 20 | 1036 |



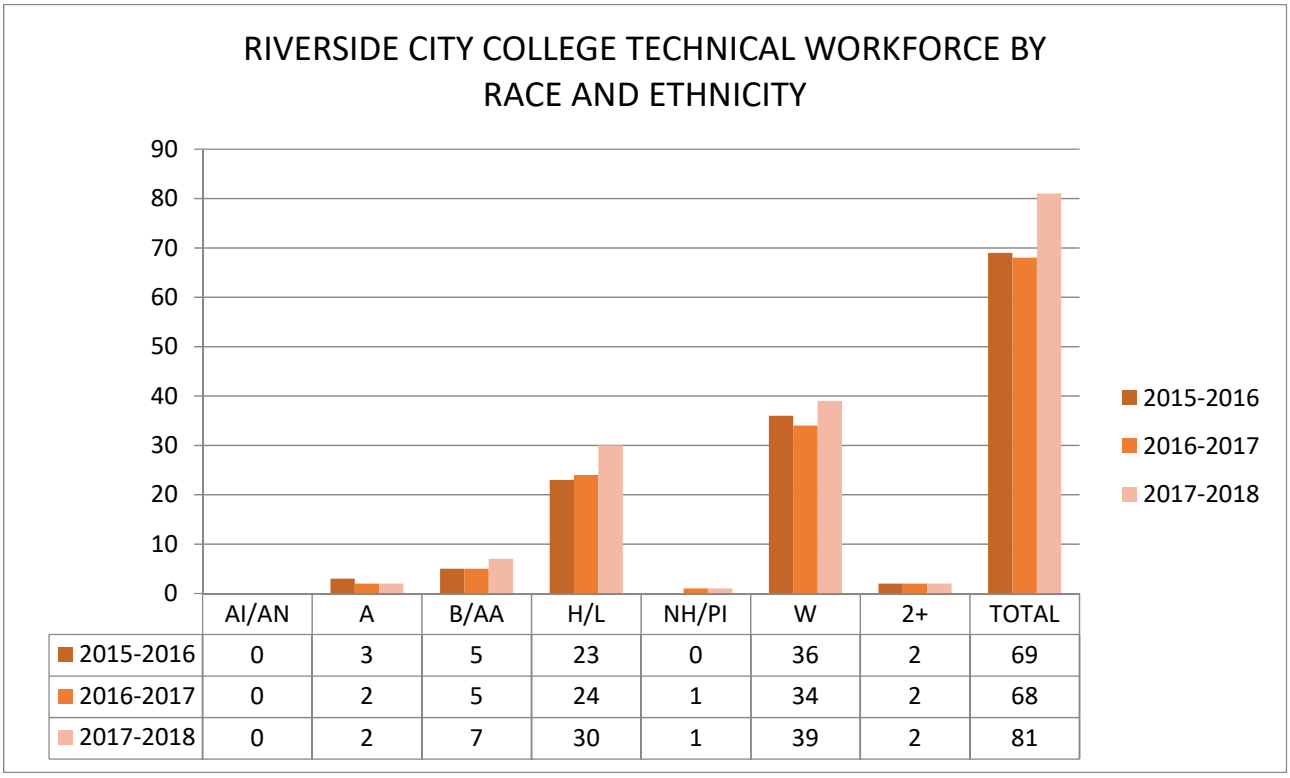

| | Professional | Clerical | Technical | Skilled | Service | Executive | FT Faculty | PT Faculty | TOTAL |
|---|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 15 | 103 | 69 | 20 | 54 | 38 | 223 | 468 | 990 |
| 2016-2017 | 15 | 103 | 68 | 19 | 56 | 37 | 228 | 459 | 985 |
| 2017-2018 | 17 | 107 | 81 | 21 | 58 | 42 | 243 | 467 | 1036 |



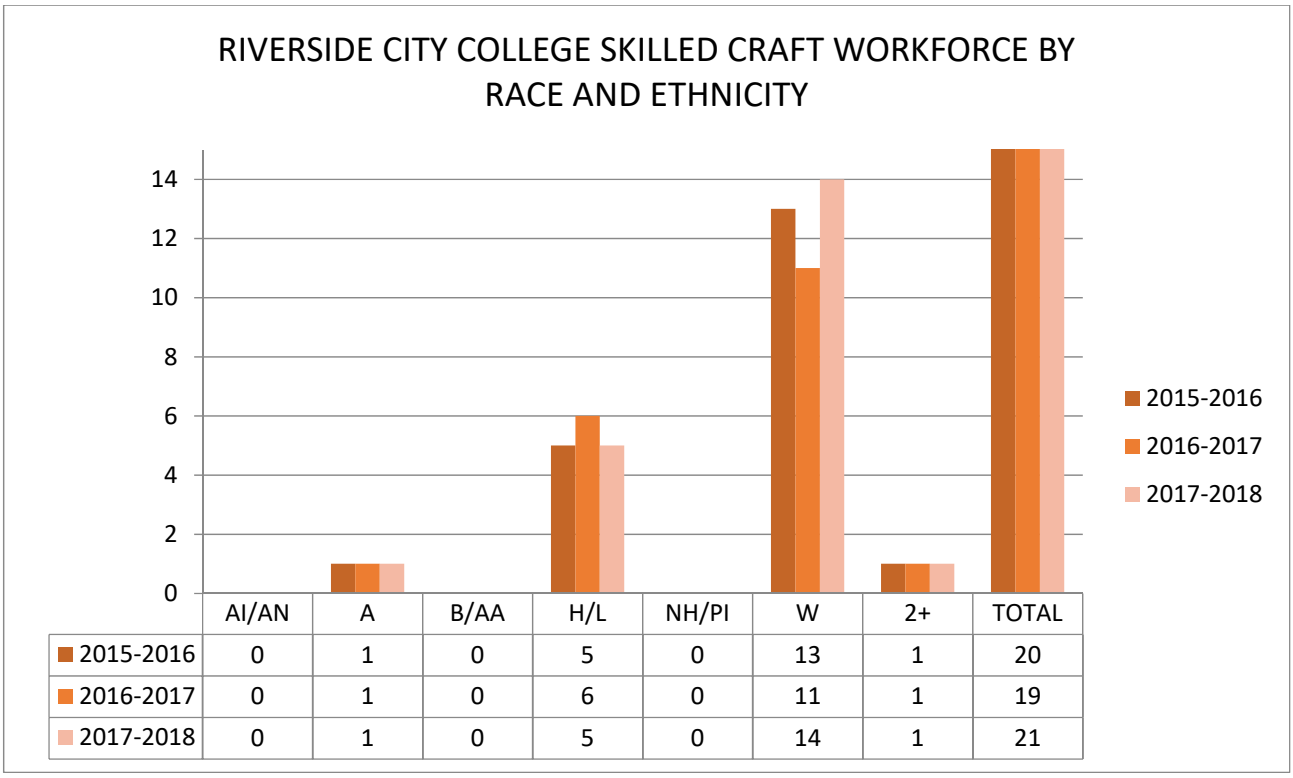

| | AI/AN | A | B/AA | H/L | NH/PI | W | 2+ | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 0 | 2 | 2 | 3 | 0 | 8 | 0 | 15 |
| 2016-2017 | 0 | 2 | 2 | 3 | 0 | 8 | 0 | 15 |
| 2017-2018 | 0 | 2 | 3 | 6 | 0 | 6 | 0 | 17 |



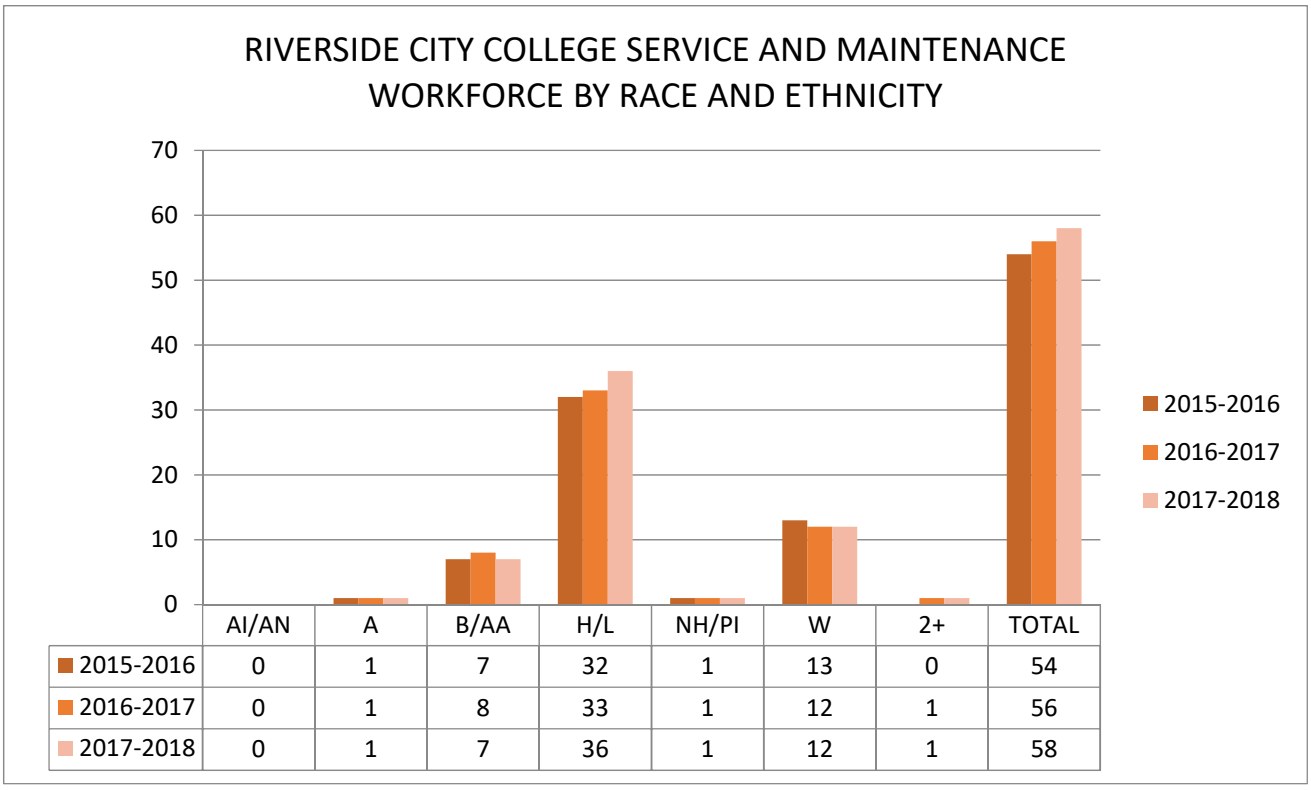

| | AI/AN | A | B/AA | H/L | NH/PI | W | 2+ | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 1 | 2 | 16 | 34 | 0 | 48 | 2 | 103 |
| 2016-2017 | 1 | 2 | 17 | 38 | 0 | 41 | 4 | 103 |
| 2017-2018 | 1 | 2 | 14 | 39 | 2 | 45 | 4 | 107 |



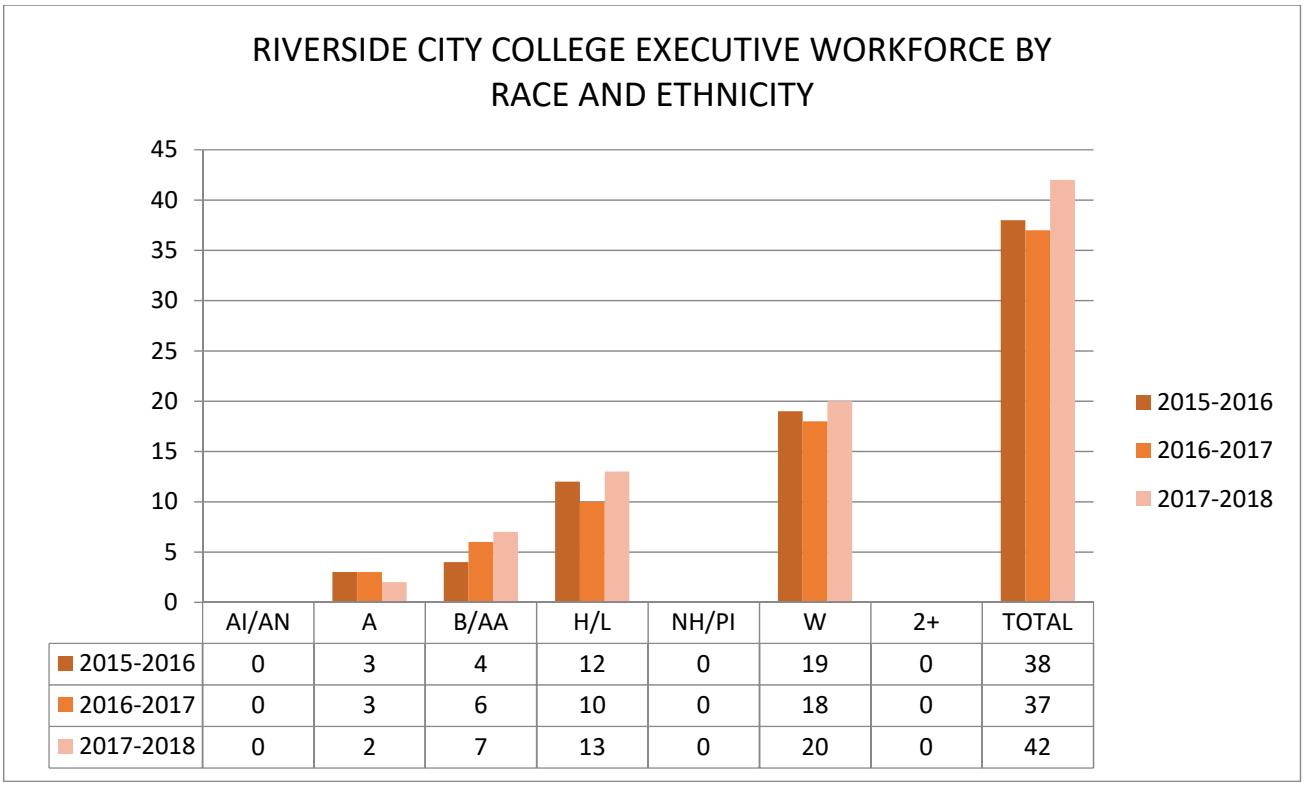

| | AI/AN | A | B/AA | H/L | NH/PI | W | 2+ | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 0 | 3 | 5 | 23 | 0 | 36 | 2 | 69 |
| 2016-2017 | 0 | 2 | 5 | 24 | 1 | 34 | 2 | 68 |
| 2017-2018 | 0 | 2 | 7 | 30 | 1 | 39 | 2 | 81 |



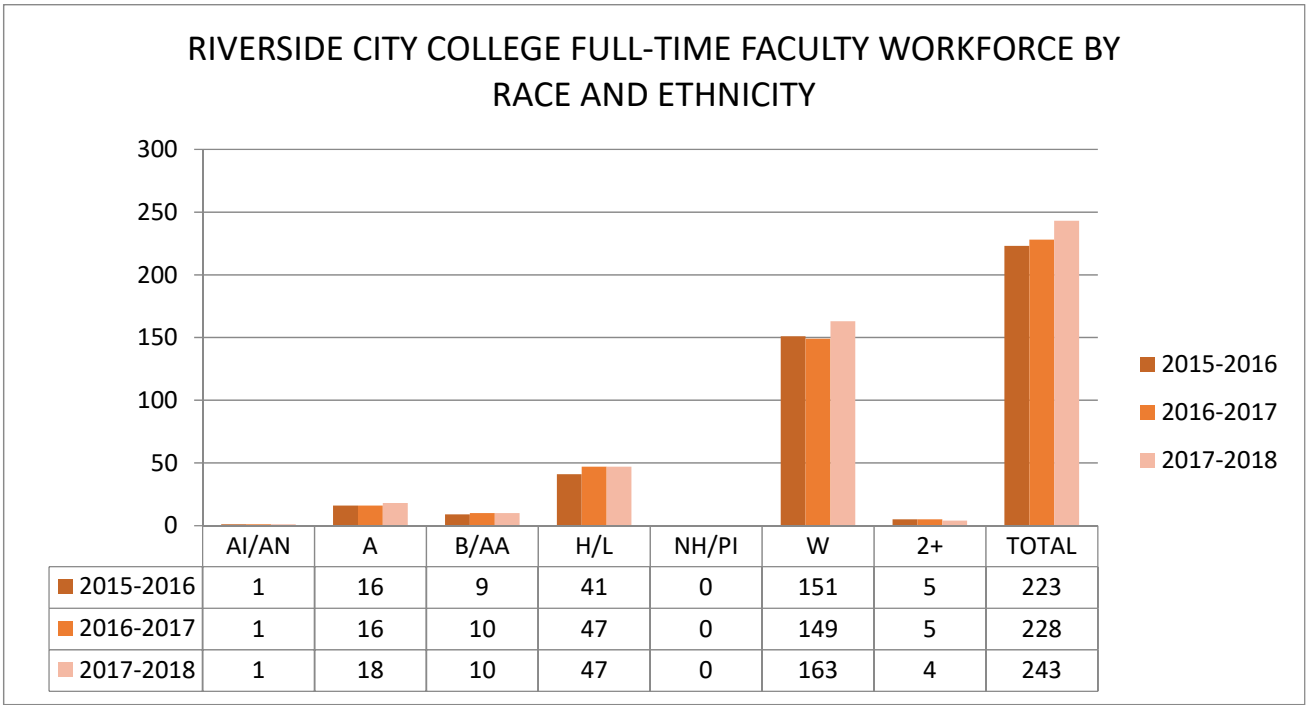

| | AI/AN | A | B/AA | H/L | NH/PI | W | 2+ | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 0 | 1 | 0 | 5 | 0 | 13 | 1 | 20 |
| 2016-2017 | 0 | 1 | 0 | 6 | 0 | 11 | 1 | 19 |
| 2017-2018 | 0 | 1 | 0 | 5 | 0 | 14 | 1 | 21 |




| | AI/AN | A | B/AA | H/L | NH/PI | W | 2+ | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 0 | 1 | 7 | 32 | 1 | 13 | 0 | 54 |
| 2016-2017 | 0 | 1 | 8 | 33 | 1 | 12 | 1 | 56 |
| 2017-2018 | 0 | 1 | 7 | 36 | 1 | 12 | 1 | 58 |

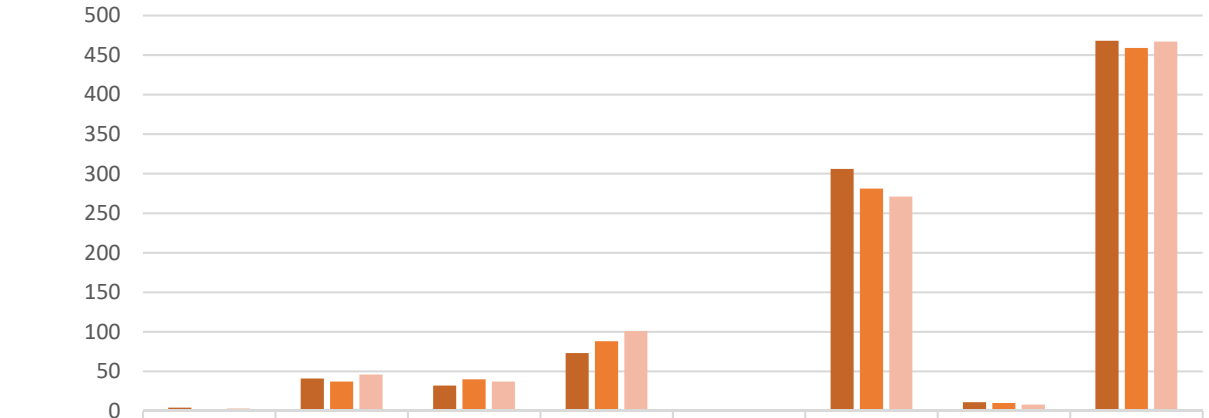



| | AI/AN | A | B/AA | H/L | NH/PI | W | 2+ | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 0 | 3 | 4 | 12 | 0 | 19 | 0 | 38 |
| 2016-2017 | 0 | 3 | 6 | 10 | 0 | 18 | 0 | 37 |
| 2017-2018 | 0 | 2 | 7 | 13 | 0 | 20 | 0 | 42 |




| | AI/AN | A | B/AA | H/L | NH/PI | W | 2+ | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 1 | 16 | 9 | 41 | 0 | 151 | 5 | 223 |
| 2016-2017 | 1 | 16 | 10 | 47 | 0 | 149 | 5 | 228 |
| 2017-2018 | 1 | 18 | 10 | 47 | 0 | 163 | 4 | 243 |

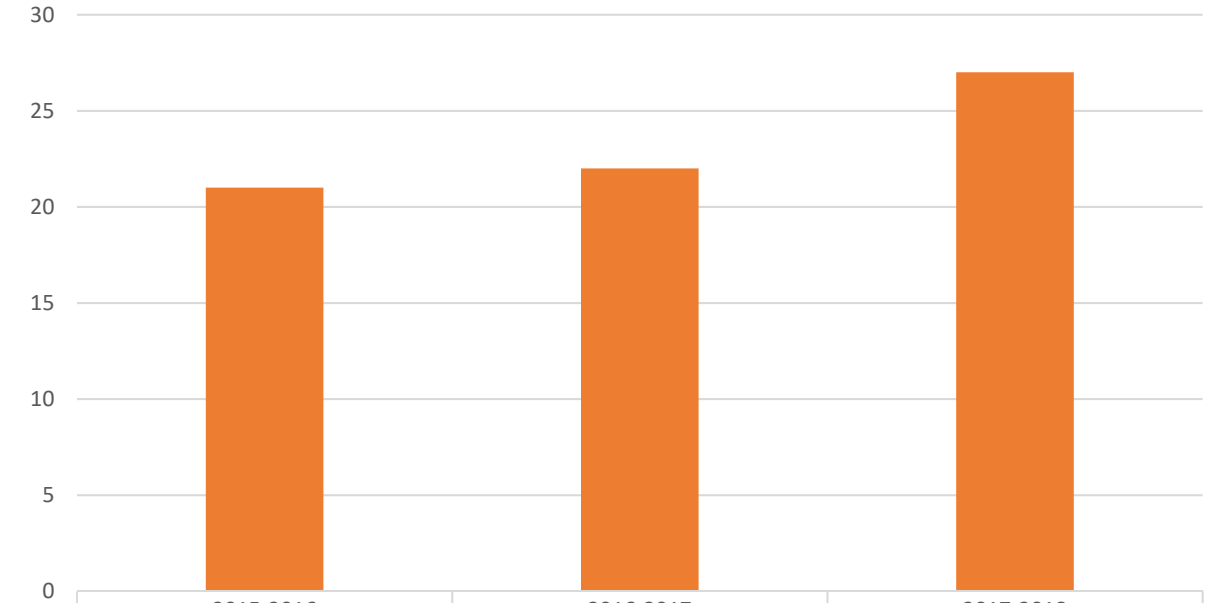
## RIVERSIDE CITY COLLEGE PART-TIME FACULTY WORKFORCE BY RACE AND ETHNICITY




| | AI/AN | A | B/AA | H/L | NH/PI | W | 2+ | TOTAL |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 4 | 41 | 32 | 73 | 1 | 306 | 11 | 468 |
| 2016-2017 | 2 | 37 | 40 | 88 | 1 | 281 | 10 | 459 |
| 2017-2018 | 3 | 46 | 37 | 101 | 1 | 271 | 8 | 467 |

2015-2016 2016-2017 2017-2018

## RIVERSIDE CITY COLLEGE WORKFORCE BY REPORTED DISABILITY




| | 2015-2016 | 2016-2017 | 2017-2018 |
|---|---|---|---|
| RCC | 21 | 22 | 27 |

RIVERSIDE CITY COLLEGE UNDERREPRESENTATION BY JOB CATEGORY

| AI/AN | Professional | Clerical | Technical | Skilled | Service | Executive | FT Faculty | PT Faculty |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 0% | 1% | 0% | 0% | 0% | 0% | 0% | 1% |
| 2016-2017 | 0% | 1% | 0% | 0% | 0% | 0% | 0% | 0% |
| 2017-2018 | 0% | 1% | 0% | 0% | 0% | 0% | 0% | 1% |

| A | Professional | Clerical | Technical | Skilled | Service | Executive | FT Faculty | PT Faculty |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 13% | 2% | 4% | 5% | 2% | 8% | 7% | 9% |
| 2016-2017 | 13% | 2% | 3% | 5% | 2% | 8% | 7% | 8% |
| 2017-2018 | 12% | 2% | 2% | 5% | 2% | 17% | 7% | 10% |

| B/AA | Professional | Clerical | Technical | Skilled | Service | Executive | FT Faculty | PT Faculty |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 13% | 16% | 7% | 0% | 13% | 11% | 4% | 7% |
| 2016-2017 | 13% | 17% | 7% | 0% | 14% | 16% | 4% | 9% |
| 2017-2018 | 18% | 13% | 9% | 0% | 12% | 17% | 4% | 8% |

| H/L | Professional | Clerical | Technical | Skilled | Service | Executive | FT Faculty | PT Faculty |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 20% | 33% | 33% | 25% | 59% | 32% | 18% | 16% |
| 2016-2017 | 20% | 37% | 35% | 32% | 59% | 27% | 21% | 19% |
| 2017-2018 | 35% | 36% | 37% | 24% | 62% | 31% | 19% | 22% |

| NH/PI | Professional | Clerical | Technical | Skilled | Service | Executive | FT Faculty | PT Faculty |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 0% | 0% | 0% | 0% | 2% | 0% | 0% | 0% |
| 2016-2017 | 0% | 0% | 1% | 0% | 2% | 0% | 0% | 0% |
| 2017-2018 | 0% | 2% | 1% | 0% | 2% | 0% | 0% | 0% |

| W | Professional | Clerical | Technical | Skilled | Service | Executive | FT Faculty | PT Faculty |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 53% | 47% | 52% | 65% | 24% | 50% | 68% | 65% |
| 2016-2017 | 53% | 40% | 50% | 58% | 21% | 49% | 65% | 61% |
| 2017-2018 | 35% | 42% | 48% | 67% | 21% | 48% | 67% | 58% |

| 2+ | Professional | Clerical | Technical | Skilled | Service | Executive | FT Faculty | PT Faculty |
|---|---|---|---|---|---|---|---|---|
| 2015-2016 | 0% | 2% | 3% | 5% | 0% | 0% | 2% | 2% |
| 2016-2017 | 0% | 4% | 3% | 5% | 2% | 0% | 2% | 2% |
| 2017-2018 | 0% | 4% | 2% | 5% | 2% | 0% | 2% | 2% |

## *Riverside City College Applicant Data*

**Riverside City College Applicant Data**
**Academic Year 2016-2017**

| | # Apps | TOTAL GENDER | | | Hispanic/Latino | | | Asian | | | Black/African American | | | American Indian/Alaskan Native | | | Native Hawaiian/Pacific Islander | | | White | | | Two or More | | | Undisclosed | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | F | M | ND | F | M | ND | F | M | ND | F | M | ND | F | M | ND | F | M | ND | F | M | ND | F | M | ND | F | M | ND |
| **Total Applications** | **3696** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **PT Classified** | **545** | 409 | 129 | 7 | 178 | 72 | 1 | 25 | 4 | 0 | 67 | 11 | 0 | 2 | 1 | 0 | 1 | 1 | 0 | 113 | 33 | 0 | 18 | 4 | 0 | 5 | 3 | 6 |
| **FT Classified** | **1634** | 1040 | 557 | 37 | 433 | 264 | 4 | 53 | 32 | 0 | 192 | 83 | 0 | 6 | 1 | 0 | 7 | 2 | 2 | 268 | 137 | 0 | 51 | 24 | 0 | 30 | 14 | 31 |
| **Classified Managers** | **261** | 68 | 185 | 8 | 24 | 65 | 0 | 4 | 7 | 0 | 19 | 20 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 18 | 83 | 0 | 1 | 5 | 0 | 2 | 4 | 8 |
| **Academic Managers** | **101** | 29 | 66 | 6 | 4 | 5 | 0 | 3 | 12 | 0 | 8 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 32 | 0 | 0 | 4 | 0 | 1 | 3 | 6 |
| **FT Faculty** | **1155** | 466 | 633 | 56 | 74 | 88 | 1 | 85 | 123 | 1 | 42 | 52 | 2 | 1 | 1 | 0 | 0 | 1 | 0 | 211 | 311 | 2 | 22 | 21 | 1 | 31 | 36 | 49 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Qualified Applicant Pool** | **2928** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **PT Classified** | **409** | 314 | 89 | 6 | 135 | 48 | 1 | 23 | 3 | 0 | 48 | 6 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 89 | 26 | 0 | 15 | 3 | 0 | 2 | 2 | 5 |
| **FT Classified** | **1080** | 681 | 376 | 23 | 282 | 183 | 3 | 27 | 20 | 0 | 142 | 56 | 0 | 4 | 0 | 0 | 4 | 0 | 1 | 169 | 93 | 0 | 32 | 12 | 0 | 21 | 12 | 19 |
| **Classified Managers** | **238** | 61 | 172 | 5 | 22 | 59 | 0 | 4 | 7 | 0 | 16 | 18 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 16 | 78 | 0 | 1 | 5 | 0 | 2 | 4 | 5 |
| **Academic Managers** | **91** | 27 | 58 | 6 | 4 | 5 | 0 | 3 | 11 | 0 | 6 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 27 | 0 | 0 | 4 | 0 | 1 | 2 | 6 |
| **FT Faculty** | **1110** | 440 | 615 | 55 | 67 | 85 | 1 | 84 | 121 | 1 | 37 | 47 | 2 | 1 | 1 | 0 | 0 | 1 | 0 | 201 | 305 | 2 | 21 | 20 | 1 | 29 | 35 | 48 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Interviewed** | **548** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **PT Classified** | **59** | 42 | 17 | 0 | 16 | 10 | 0 | 2 | 1 | 0 | 10 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 10 | 5 | 0 | 2 | 0 | 0 | 1 | 0 | 0 |
| **FT Classified** | **219** | 130 | 87 | 2 | 60 | 45 | 0 | 1 | 1 | 0 | 30 | 11 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 28 | 23 | 0 | 4 | 4 | 0 | 6 | 3 | 2 |
| **Classified Managers** | **45** | 15 | 29 | 1 | 9 | 13 | 0 | 0 | 0 | 0 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 11 | 0 | 0 | 1 | 0 | 0 | 1 | 1 |
| **Academic Managers** | **22** | 8 | 11 | 3 | 0 | 2 | 0 | 0 | 2 | 0 | 5 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 4 | 0 | 1 | 0 | 0 | 0 | 1 | 3 |
| **FT Faculty** | **203** | 96 | 100 | 7 | 13 | 24 | 0 | 11 | 12 | 2 | 5 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 53 | 52 | 0 | 9 | 3 | 0 | 5 | 4 | 5 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Hired** | **100** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **PT Classified** | **10** | 7 | 3 | 0 | 3 | 2 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **FT Classified** | **48** | 27 | 19 | 2 | 14 | 11 | 0 | 0 | 0 | 0 | 5 | 3 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 7 | 2 | 0 | 1 | 2 | 0 | 0 | 0 | 2 |
| **Classified Managers** | **7** | 2 | 5 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Academic Managers** | **5** | 4 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| **FT Faculty** | **30** | 17 | 12 | 1 | 2 | 1 | 0 | 2 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 10 | 1 | 2 | 0 | 0 | 2 | 0 | 0 |

**Riverside City College Applicant Data**
**Academic Year 2017-2018**

| | # Apps | TOTAL GENDER | | | Hispanic/Latino | | | Asian | | | Black/African American | | | American Indian/Alaskan Native | | | Native Hawaiian/Pacific Islander | | | White | | | Two or More | | | Undisclosed | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | F | M | ND | F | M | ND | F | M | ND | F | M | ND | F | M | ND | F | M | ND | F | M | ND | F | M | ND | F | M | ND |
| **Total Applications** | **3721** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **PT Classified** | **203** | 139 | 61 | 3 | 64 | 25 | 0 | 13 | 9 | 0 | 21 | 4 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 30 | 14 | 0 | 6 | 8 | 0 | 4 | 1 | 3 |
| **FT Classified** | **1864** | 1339 | 486 | 39 | 603 | 231 | 3 | 71 | 36 | 0 | 199 | 46 | 2 | 1 | 0 | 0 | 11 | 2 | 0 | 336 | 128 | 1 | 58 | 27 | 0 | 60 | 16 | 33 |
| **Classified Managers** | **150** | 69 | 77 | 4 | 21 | 18 | 0 | 4 | 7 | 0 | 23 | 19 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 17 | 27 | 0 | 3 | 1 | 0 | 1 | 4 | 4 |
| **Academic Managers** | **271** | 138 | 124 | 9 | 16 | 28 | 0 | 20 | 12 | 0 | 41 | 32 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 41 | 37 | 0 | 5 | 9 | 0 | 15 | 4 | 9 |
| **FT Faculty** | **1233** | 517 | 644 | 72 | 98 | 114 | 1 | 53 | 74 | 1 | 53 | 59 | 0 | 1 | 1 | 0 | 2 | 0 | 0 | 246 | 340 | 4 | 28 | 31 | 0 | 36 | 25 | 66 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Qualified Applicant Poo** | **3488** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **PT Classified** | **193** | 133 | 57 | 3 | 62 | 23 | 0 | 13 | 9 | 0 | 19 | 4 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 29 | 12 | 0 | 4 | 8 | 0 | 5 | 1 | 3 |
| **FT Classified** | **1663** | 1196 | 432 | 35 | 536 | 199 | 2 | 64 | 32 | 0 | 178 | 42 | 2 | 1 | 0 | 0 | 11 | 1 | 0 | 296 | 120 | 1 | 53 | 24 | 0 | 57 | 14 | 30 |
| **Classified Managers** | **142** | 64 | 75 | 3 | 20 | 17 | 0 | 4 | 7 | 0 | 20 | 18 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 16 | 27 | 0 | 3 | 1 | 0 | 1 | 4 | 3 |
| **Academic Managers** | **265** | 134 | 122 | 9 | 16 | 28 | 0 | 20 | 12 | 0 | 39 | 32 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 39 | 36 | 0 | 5 | 8 | 0 | 15 | 4 | 9 |
| **FT Faculty** | **1225** | 513 | 640 | 72 | 98 | 113 | 1 | 52 | 72 | 1 | 53 | 59 | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 245 | 339 | 4 | 27 | 31 | 0 | 36 | 25 | 66 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Interviewed** | **594** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **PT Classified** | **48** | 25 | 22 | 1 | 13 | 10 | 0 | 1 | 1 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 8 | 0 | 2 | 1 | 0 | 1 | 0 | 1 |
| **FT Classified** | **301** | 223 | 72 | 6 | 102 | 34 | 0 | 5 | 1 | 0 | 33 | 2 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 74 | 30 | 0 | 3 | 3 | 0 | 4 | 2 | 6 |
| **Classified Managers** | **35** | 18 | 16 | 1 | 5 | 3 | 0 | 2 | 1 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 10 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| **Academic Managers** | **44** | 30 | 14 | 0 | 2 | 2 | 0 | 1 | 2 | 0 | 11 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 5 | 0 | 1 | 0 | 0 | 5 | 0 | 0 |
| **FT Faculty** | **166** | 83 | 80 | 3 | 18 | 21 | 0 | 3 | 7 | 0 | 10 | 4 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 42 | 40 | 0 | 5 | 4 | 0 | 4 | 4 | 3 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Hired** | **66** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **PT Classified** | **16** | 7 | 9 | 0 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 4 | 0 | 1 | 1 | 0 | 2 | 0 | 0 |
| **FT Classified** | **0** | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | |
| **Classified Managers** | **9** | 4 | 5 | 0 | 1 | 2 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Academic Managers** | **8** | 6 | 2 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **FT Faculty** | **33** | 21 | 12 | 0 | 5 | 1 | 0 | 1 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

# Agenda Item (VI-A)

| | |
|---|---|
| Meeting | 10/30/2018 - Committee |
| Agenda Item | Closed Session (VI-A) |
| Subject | Pursuant to Government Code Section 54956.9 Conference with Legal Counsel - Anticipated Litigation - 1 Case |
| 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.

# Agenda Item (VI-B)

| | |
|---|---|
| Meeting | 10/30/2018 - Committee |
| Agenda Item | Closed Session (VI-B) |
| 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.