

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
Board of Trustees – Regular Meeting -  
Board of Trustees Planning and Operations Committee,  
Teaching and Learning Committee, Resources Committee,  
Governance Committee, Facilities Committee  
December 7, 2010 – 6:00 p.m.  
Student Services Room 101, Moreno Valley College

AGENDA

CALL TO ORDER

Pledge of Allegiance

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

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

Any public record 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, Suite 210, 1533 Spruce Street, Riverside, California, 92507.

**\*ORGANIZATIONAL MEETING\***

- The Board will elect the President, Vice President and Secretary of the Board of Trustees for 2011; the selection of the day, time and place of Board meetings and the Board association and committee appointments must be determined.

**Recommended Action: To Elect Officers; Consider Selection of Meeting Day, Time and Place; and Board Association and Committee Appointments**

I. Comments from the Public

II. Chancellor’s Reports

A. Communications

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

**Information Only**

B. (Open)

C. Proposed Board of Trustees Meeting Calendar for January-December 2011

- Recommend that the Board of Trustees approve the schedule of meetings for January – December 2011, noting the start time is generally 6:00 p.m.

**Recommended Action: Request for Approval**

### III. Board Committee Reports

#### A. Planning and Operations Committee

1. Phase III Student Academic Services Facility at the Moreno Valley College – Mitigated Negative Declaration  
- Committee to consider the Environmental Initial Study and proposed Mitigation Monitoring and Reporting Program.  
**Recommended Action: To be Determined**
2. Norco Operations Center Project – Mitigated Negative Declaration  
- Committee to consider the Environmental Initial Study and proposed Mitigation Monitoring and Report Program.  
**Recommended Action: To be Determined**
3. Riverside Community College District Report Card on the Strategic Plan 2008-2012  
- Committee to review the report card on the District Strategic Plan.  
**Information Only**

#### B. Teaching and Learning Committee

1. Agreement with Adventureland Safari Travel LLC  
- Committee to review the agreement to provide orientation meetings, faculty and student housing accommodations, transfer transportation, academic guide, group airfare, and insurance for the summer session study abroad program in Italy.  
**Recommended Action: To be Determined**
2. Riverside Community College District Mission Statement  
- Committee to consider changes to the Riverside City College Mission Statement.  
**Recommended Action: To be Determined**
3. USDA Research Sub Award Agreement  
- Committee to consider a sub award agreement with the Regents of the University of California for the Building Bridges Across Riverside Through Nano-Water Research Project.  
**Recommended Action: To be Determined**

#### C. Resources Committee

1. Development of District Design Standards – Agreement with HMC Architects  
- Committee to review an agreement for design services using Measure C funds.  
**Recommended Action: To be Determined**

2. Market Street Properties – Culinary Arts Academy and District Office Building  
- Committee to review an environmental impact services agreement utilizing the approved project budget and Measure C funds.  
**Recommended Action: To be Determined**
3. District-wide Utility Infrastructure Upgrade – Approval of Project and Budget  
- Committee to consider a project budget using Centrally Controlled Allocated Funds, District Measure C funds.  
**Recommended Action: To be Determined**
4. Cooperative Agreement with the Child Care Amenity Group, the National Pediatric Support Services, Inc. and Alvord Unified School District for Early Childhood Services at the Innovative Learning Center at Stokoe Elementary  
- Committee to review a facilities use and lease agreement.  
**Recommended Action: To be Determined**
5. 2009-2010 Independent Audit Report for the Riverside Community College District  
- Committee to review an independent audit report for the year ended June 30, 2010 for the permanent file of the District.  
**Recommended Action: To be Determined**
6. 2009-2010 Independent Audit Report for the Riverside Community College District Foundation  
- Committee to review an independent audit report for the year ended June 30, 2010 for the permanent file of the District.  
**Recommended Action: To be Determined**
7. Riverside Community College District’s 2010 General Obligation Bonds  
- The Committee to review an informational report on the issuance of Riverside Community College District’s 2010 General Obligation Bonds.  
**Recommended Action: To be Determined**
8. FY 2010-11 Budget Update  
- Committee to review and receive information on the state budget, particularly, for California Community Colleges.  
**Information Only**

D. Governance Committee

1. Revised and New Board Policies – First Reading  
- Committee to review Board Policies 2725, 4000, 5405, 5550, 6700, 6870 that are being presented to the Board for first reading.  
**Recommended Action: To be Determined**

E. Facilities Committee

1. Citrus Belt Savings and Loan Gallery – Amendment No. 2 to Agreement with LPA  
- Committee to consider an amendment with LPA architects for lighting design, fire suppression, and design changes to the project.  
**Recommended Action: To be Determined**
  
2. Learning Gateway Building at the Moreno Valley College – Design Presentation and Lion’s Lot Amendment No. 4 to Agreement with DUDEK  
- Committee presented with a project update presentation and consider an amendment with DUDEK for a separate California Environmental Quality Act analysis for the project’s Lion’s Lot.  
**Recommended Action: To be Determined**

IV. Closed Session

- Pursuant to Government Code Section 54956.8, conference with real property negotiator; properties known as APN 297-200-003; Agency Negotiator: Chancellor Gray.  
**Recommended Action: To be Determined**

- Pursuant to Government Code Section 54957, public employee discipline/dismissal/release.  
**Recommended Action: To be Determined**

V. Adjournment

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
CHANCELLOR'S REPORTS

Report No.: II-C

Date: December 7, 2010

Subject: Proposed Board of Trustees Meeting Calendar for January-December 2011

<u>Date</u>	<u>Type of Meeting</u>	<u>Campus/Location</u>
January 18, 2011*	Board Committee Meeting(s)	Center for Student Success Room 217, Norco College
January 25, 2011*	Regular Board Meeting	Center for Student Success Room 217, Norco College
February 8, 2011***	Board Committee Meeting(s)	Board Room AD122 Riverside City College
February 22, 2011***	Regular Board Meeting	Board Room AD122 Riverside City College
March 1, 2011	Board Committee Meeting(s)	Student Services 101 Moreno Valley Campus
March 15, 2011	Regular Board Meeting	Student Services 101 Moreno Valley Campus
April 5, 2011	Board Committee Meeting(s)	Center for Student Success Room 217, Norco College
April 19, 2011	Regular Board Meeting	Center for Student Success Room 217, Norco College
May 3, 2011	Board Committee Meeting(s)	Board Room AD122 Riverside City College
May 17, 2011	Regular Board Meeting	Board Room AD122 Riverside City College
June 7, 2011	Board Committee Meeting(s)	Student Services 101 Moreno Valley Campus
June 21, 2011	Regular Board Meeting	Student Services 101 Moreno Valley Campus
August 2, 2011	Board Committee Meeting(s)	Center for Student Success Room 217, Norco College
August 16, 2011	Regular Board Meeting	Center for Student Success Room 217, Norco College
September 6, 2011	Board Committee Meeting(s)	Board Room AD122 Riverside City College
September 20, 2011	Regular Board Meeting	Board Room AD122 Riverside City College

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
CHANCELLOR'S OFFICE

Report No.: II-C

Date: December 7, 2011

Subject: Proposed Board of Trustees Meeting Calendar for January-December 2011 (continued)

<u>Date</u>	<u>Type of Meeting</u>	<u>Campus/Location</u>
October 4, 2011	Board Committee Meeting(s)	Student Services 101 Moreno Valley Campus
October 18, 2011	Regular Board Meeting	Student Services 101 Moreno Valley Campus
November 1, 2011	Board Committee Meeting(s)	Center for Student Success Room 217, Norco College
November 15, 2011	Regular Board Meeting	Center for Student Success Room 217, Norco College
December 6, 2011	Board Committee Meeting(s)	Board Room AD122 Riverside City College
December 13, 2011**	Regular Board Meeting	Board Room AD122 Riverside City College

\*Meeting(s) moved to last two weeks of the month.

\*\*Meeting moved up a week to comply with organizational meeting guidelines.

\*\*\*Meetings to accommodate travel schedules.

Recommended Action: It is recommended that the Board of Trustees approve the schedule of meetings for January – December 2011, noting the start time if generally 6:00 p.m.

Gregory W. Gray  
Chancellor

Prepared by: Heidi Wills  
Executive Administrative Assistant  
Office of the Chancellor/Board of Trustees

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
PLANNING AND OPERATIONS COMMITTEE

Report No.: III-A-1

Date: December 14, 2010

Subject: Phase III Student Academic Services Facility at the Moreno Valley College – Mitigated Negative Declaration

Background: An Environmental Initial Study/Mitigated Negative Declaration was prepared by DUDEK, completed in October 2010, for the Phase III Student Academic Services Facility project located at the Moreno Valley College. Based upon staff's analysis and independent judgment the Final Initial Study/Mitigated Negative Declaration is in accordance with the District's Guidelines implementing the California Environmental Quality Act (CEQA). The Initial Study was undertaken for the purpose of deciding whether the project would have a significant adverse effect on the environment. With no substantial evidence for such an effect, or if the potential effect can be reduced to a level of insignificance through project revisions, a Negative Declaration can be adopted.

On the basis of the Environmental Initial Study/Mitigated Negative Declaration staff has concluded that the project, with mitigation measures incorporated, will have no significant adverse effect on the environment and has therefore prepared a Mitigated Negative Declaration based on the following:

1. The proposed project is in conformance with the Riverside Community College District – Moreno Valley College Educational Master Plan (January 2008).
2. The proposed project is designed to protect public health, safety and general welfare.
3. The proposed project is compatible with present and future logical development of the area.
4. The Environmental Initial Study/Mitigated Negative Declaration has been prepared for the proposed project to document reasons to support the finding.
5. The Environmental Initial Study finds that the project with proposed mitigation will not have a significant effect on the environment and a Notice of Public Hearing and Notice to Adopt a Mitigated Negative Declaration should be posted.

The Environmental Initial Study/Mitigated Negative Declaration (Exhibit A) and the Mitigation Monitoring and Reporting Program (Exhibit B) are attached for the Board's review and consideration. The documents and any comments received constitute the record of proceedings on which these findings have been based and are located at the Riverside Community College District, 3845 Market Street, Riverside, California 92501. The custodian for these records is the Associate Vice Chancellor, Facilities Planning, Design and Construction.

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
PLANNING AND OPERATIONS COMMITTEE

Report No.: III-A-1

Date: December 14, 2010

Subject: Phase III Student Academic Services Facility at the Moreno Valley College –  
Mitigated Negative Declaration (continued)

Recommended Action: It is recommended that the Board of Trustees:

1. Adopt a Mitigated Negative Declaration based on the findings incorporated in the Initial Study and the conclusion that with the proposed mitigations, the project will not have a significant effect on the environment.
2. Approve the Phase III Student Academic Services Facility Project, subject to the mitigation measures and conditions of approval based upon the findings and conclusions incorporated in the Environmental Initial Study/Mitigated Negative Declaration (Exhibit A) and the Mitigation Monitoring and Reporting Program (Exhibit B).
3. Approve the Associate Vice Chancellor of Facilities Planning, Design and Construction to sign the Notice of Determination.
4. Direct staff to post the Notice of Determination and Mitigated Negative Declaration with the Riverside County Clerk's Office.
5. Direct staff to post the Notice of Determination in the Riverside Community College District Facilities Planning, Design and Construction office.

Gregory W. Gray  
Chancellor

Prepared by: Monte Perez  
President, Moreno Valley College

Claude Martinez, Interim Vice President  
Business Services, Moreno Valley College

Orin L. Williams, Associate Vice Chancellor  
Facilities Planning, Design and Construction

Bart L. Doering, Capital Program Administrator  
Facilities Planning, Design and Construction



Exhibit A

**FINAL  
ENVIRONMENTAL INITIAL STUDY  
and  
MITIGATED NEGATIVE DECLARATION  
for the  
MORENO VALLEY COLLEGE - STUDENT ACADEMIC  
SERVICES PHASE III BUILDING**

*Prepared for:*



3845 Market Street  
Riverside, California 92501  
*Contact: Bart Doering, Capital Program Administrator*  
*951-222-8962*  
*Bart.Doering@rcc.edu*

*Prepared by:*

**DUDEK**  
1650 Spruce Street, Suite 240  
Riverside, California 92507  
*Contact: Aaron Gettis, Esq.*  
*951-300-2100 ext. 3714*  
*agettis@dudek.com*

**NOVEMBER 2010**



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## **APPENDICES**

(See attached CD)

- A Air Quality Technical Report
- B Preliminary Geotechnical Evaluation
- C Environmental Noise Assessment
- D Traffic Impact Analysis

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## ACRONYMS AND ABBREVIATIONS

AB	Assembly Bill
ADA	Americans with Disabilities Act
afy	acre-feet per year
amsl	above mean sea level
APN	Assessor's Parcel Number
BMP	best management practice
CA-91	California State Route 91
Caltrans	California Department of Transportation
CARB	California Air Resources Board
CCAR	California Climate Action Registry
CDC	California Department of Conservation
CEQA	California Environmental Quality Act
cf	cubic feet
cy	cubic yards
CH <sub>4</sub>	methane
City	City of Moreno Valley
CNEL	community noise equivalent level
CO	carbon monoxide
CO <sub>2</sub>	carbon dioxide
CO <sub>2</sub> E	carbon dioxide equivalent
CWA	Clean Water Act
dB	decibel
EIR	Environmental Impact Report
EMWD	Eastern Municipal Water District
FEMA	Federal Emergency Management Agency
FIRM	Flood Insurance Rate Map
GHG	greenhouse gas
GIS	geographic information system
gpm	gallons per minute
I-15	Interstate 15
I-215	Interstate 215
IS	Initial Study

LOS	level of service
mgd	million gallons per day
MND	Mitigated Negative Declaration
MSHCP	Multiple Species Habitat Conservation Plan
N <sub>2</sub> O	nitrous oxide
NO <sub>2</sub>	nitrogen dioxide
NO <sub>x</sub>	nitrogen oxides
NPDES	National Pollutant Discharge Elimination System
O <sub>3</sub>	ozone
P	Public Facilities/Public District
PM <sub>10</sub>	respirable particulate matter
PM <sub>2.5</sub>	fine particulate matter
PVC	polyvinyl chloride
RCCD	Riverside Community College District
RCFCWCD	Riverside County Flood Control and Water Conservation District
RCWMD	Riverside County Waste Management Department
RWQCB	Regional Water Quality Control Board
SCAB	South Coast Air Basin
SCAQMD	South Coast Air Quality Management District
sf	square feet
SO <sub>x</sub>	sulfur oxides
SWPPP	Stormwater Pollution Prevention Plan
SWRCB	State Water Resources Control Boards
TAC	toxic air contaminant
UWMP	Urban Water Management Plan
VOC	volatile organic compound
WQMP	Water Quality Management Plan

## **1.0 INTRODUCTION**

### **1.1 California Environmental Quality Act Compliance**

This document serves as the Initial Study and Mitigated Negative Declaration (IS/MND) for the Moreno Valley College Student Academic Services Phase III Building proposed by the Riverside Community College District (RCCD) located within the City of Moreno Valley (City). This IS/MND has been prepared in accordance with the California Environmental Quality Act (CEQA), California Public Resources Code (Pub. Res. Code) Section 21000 et seq., and Title 14 of the California Code of Regulations (hereinafter, "State CEQA Guidelines"), Section 15000 et seq.

An initial study is prepared by a lead agency to determine whether a project may have a significant impact on the environment (State CEQA Guidelines, Section 15063(a)) and thereby to identify the appropriate environmental document to be prepared by the lead agency. The RCCD is the lead agency responsible for the review and approval of the proposed project. Based on the environmental evaluation contained in this Environmental IS, the RCCD has made the determination that an MND is the appropriate environmental document to be prepared in compliance with CEQA. Pursuant to Pub. Res. Code, Section 21064.5, an MND may be prepared for a project subject to CEQA when an "initial study has identified potentially significant effects on the environment, but (1) revisions in the project plans or proposals made by, or agreed to by, the applicant before the proposed negative declaration and initial study are released for public review would avoid the effects or mitigate the effects to a point where clearly no significant effect on the environment would occur, and (2) there is no substantial evidence in light of the whole record before the public agency that the project, as revised, may have a significant effect on the environment."

This IS/MND has been prepared by the RCCD and is in conformance with State CEQA Guidelines, Section 15070(a). The purpose of the IS/MND is to determine any potentially significant impacts associated with the proposed project and incorporate mitigation measures into the project design as necessary to reduce or eliminate the potentially significant effects of the project.

### **1.2 Public Review Process**

In reviewing the IS/MND, affected public agencies and the interested public should focus on the sufficiency of the document in identifying and analyzing the possible impacts on the environment, as well as ways in which the significant effects of the project are proposed to be avoided, reduced, or mitigated.

Comments can be made on the IS/MND in writing before the end of the comment period. The district has established a 30-day review and comment period in accordance with Section

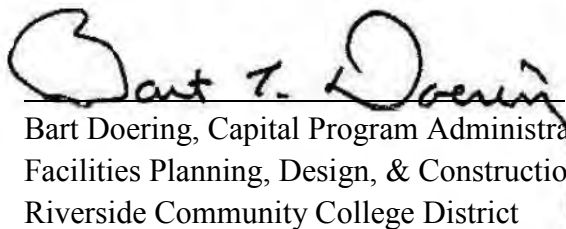
15105(b) of the State CEQA Guidelines. Following the close of the public comment period, the RCCD will consider the IS/MND and comments thereto in determining whether to approve the proposed project. Written comments on the IS/MND should be sent to the following address by the close of the comment period.

Bart Doering, Capital Program Administrator  
Facilities Planning, Design, & Construction  
Riverside Community College District  
3845 Market Street  
Riverside, California 92501  
Bart.Doering@rcc.edu

### **1.3 Results of Public Review**

- No comments were received during the public input period.
- Comments were received during the public input period, but they do not address the Draft Mitigated Negative Declaration findings or the accuracy or completeness of the Initial Study. No response is necessary. The letters are attached.
- Comments addressing the findings of the Draft Mitigated Negative Declaration and/or accuracy or completeness of the Initial Study were received during the public input period. The letters and responses are presented in this Final MND.

Copies of the Draft MND and any IS materials were made available to the general public at the Riverside Community College District Headquarters at 3845 Market Street, Riverside, California 92501 for review, or for purchase at the cost of reproduction.

  
Bart Doering, Capital Program Administrator  
Facilities Planning, Design, & Construction  
Riverside Community College District

November 18, 2010  
Date of Final Report



## **2.0 SUMMARY OF FINDINGS**

The RCCD finds that the project would not have a significant adverse effect on the environment. Potentially significant effects have been identified, and mitigation measures have been incorporated to ensure that these effects remain below a level of significance. An MND is therefore proposed to satisfy the requirements of CEQA pursuant to the State CEQA Guidelines, Section 15000 et seq. and Pub. Res. Code, Section 21000 et seq.

### **2.1 No Impact or Less than Significant Impact**

Based on the environmental discussion contained in Section 4.3 of this IS/MND, the RCCD has determined that the proposed project would have no impact, or a less than significant impact, in the following environmental issue areas:

- Aesthetics (Sec 4.3.1)
- Agricultural Resources (Sec 4.3.2)
- Air Quality (Sec 4.3.3)
- Biological Resources (Sec 4.3.4)
- Greenhouse Gas Emissions (Sec 4.3.7)
- Land Use and Planning (Sec 4.3.10)
- Mineral Resources (Sec 4.3.11)
- Population and Housing (Sec 4.3.13)
- Public Services (Sec 4.3.14)
- Recreation (Sec 4.3.15)
- Transportation and Traffic (Sec 4.3.16)
- Utilities and Service Systems (Sec 4.3.17).

### **2.2 Less than Significant Impact with Mitigation Incorporated**

Based on the environmental discussion contained in Section 4.3 of this IS/MND, the RCCD has determined that impacts of the proposed project would be less than significant with mitigation incorporated in the following environmental issue areas:

- Cultural Resources (Sec 4.3.5)
- Geology and Soils (Sec 4.3.6)
- Hazards and Hazardous Materials (Sec 4.3.8)
- Hydrology and Water Quality (Sec 4.3.9)
- Noise (Sec 4.3.12)
- Mandatory Findings of Significance (Sec 4.3.18)

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## **3.0 PROJECT DESCRIPTION**

### **3.1 Background**

The RCCD proposes to construct a new academic building within the boundaries of the existing RCCD Moreno Valley College located at 16130 Lasselle Street in the City of Moreno Valley, California.

Currently, the site is paved with asphalt and has turf, some piles of earthen fill, and flat graded dirt. The new building is needed in order to provide additional office and student space to support the continued growth and existing needs of the college and the RCCD has determined that a new building to support such needs is required at this location.

### **3.2 Project Location and Environmental Setting**

The proposed building site is located in the northeast corner of the campus next to the existing humanities building to the southeast and the main library and plaza to the west of the site. To the north and east of the site, the land is vacant.

The project site includes the campus Assessor's Parcel Number (APN) 308-030-001 and APN 308-030-002. Interstate 215, located west of the project site, and State Route 60, located north of the project site, provide regional access to the project site (Figure 1). The project site is located towards the east from College Drive, off Lasselle Street that runs along the western edge of the college campus in the City of Moreno Valley, California (Figure 2). A service road currently runs along the northern and eastern boundaries of the proposed project site.

The project site is located towards the northeastern corner of the existing Moreno Valley College operated by the RCCD (Figure 3). The college has roughly 7,000 students and is nationally recognized for its academic programs in health science and public safety. The RCCD and associated Moreno Valley College confer associate degrees and act as a major feeder of students to traditional four-year colleges and universities. In this capacity, given the reduced enrollment at four-year colleges and universities and the increasing tuition at such institutions, the RCCD fulfills a critical role in providing students with needed education and skills. The college is relatively new, approximately 20 years old, and recently became accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges in October of 2009.

The existing site contains predominantly non-native turf and asphalt. The site is relatively flat and sits approximately 1,565 feet above mean sea level (amsl). A slight slope exists along the eastern and northeastern boundary of the site, which separates the site from the surrounding access road. The site has previously been graded and paved for existing campus uses likely when the campus was first graded and constructed in 1990. The site is predominantly underlain by undocumented artificial fill materials and alluvial soils consisting of reddish-brown silty to clayey sand with varying amounts of gravel, and granitic bedrock.

The site has existing on site drainage from a depression towards the northwest corner of the site. The area drains towards the northwest of the site to a depression with a 4-foot drain that removes any water accumulated at the site via an open concrete channel towards the lower portion of the campus and that currently drains to an existing drainage basin. The water is then allowed to percolate into the ground. Open concrete channels exist to the north and east of the site beyond the access road that runs along the eastern and northeastern boundaries of the site. These drainages collect water coming from the open space beyond the college limits. An existing drain is also located towards the bottom of the access road to capture runoff from the access road. These open channels also drain to a small existing drainage basin, and any overflow from the basin is directed to the eastside of the lower parking lot, where it would eventually empty to the municipal drain at the western boundary of the parking lot. With the implementation of the Learning Gateway Building and Parking Garage project, the drainage basin will be further improved to allow for greater percolation, as well as stormwater chambers to clean any runoff prior to entering the municipal water system. As part of the updated drainage plans for the site, aside from the completion of a Water Quality Management Plan (WQMP) for the site and the use of best management practices (BMPs) during construction, the proposed project will ensure appropriate drainage exists to channel that water to the appropriate drainage basin.

The majority of the surrounding area to the north, west, and south of the college boundaries are developed primarily for residential purposes. The area to the east of the college is comprised of land designated as Open Space by the City. The land beyond that area designated as Open Space is part of the Lake Perris State Recreational Area. Immediately north of the project site, there exists vacant land, parts of which has been graded and stubbed for utilities in preparation of future residential development. Additionally, the College Park Fire Station is located just northwest of the college. The humanities building is located immediately south and east of the proposed building site and the main library and plaza are west of the site. The Lasselle Elementary School exists south of the southernmost border of the college.

The project site is designated under the City's General Plan as Public Facilities. Aside from the land designated as Open Space east of the college, the surrounding area north, west, and south of the site are designated as Residential, ranging from various densities from R5 (maximum of 5 units per acre) to R20 (maximum of 20 units per acre).

### **3.3 Project Purpose and Main Features**

Due to high demand, the Moreno Valley College has an existing need to increase its existing student and office space throughout the college campus. The RCCD has determined that based upon this current need, the proposed building is a necessary project to enhance existing student and staff needs as well as planning for the future in order to continue to provide the City and region with superior college opportunities for all students.



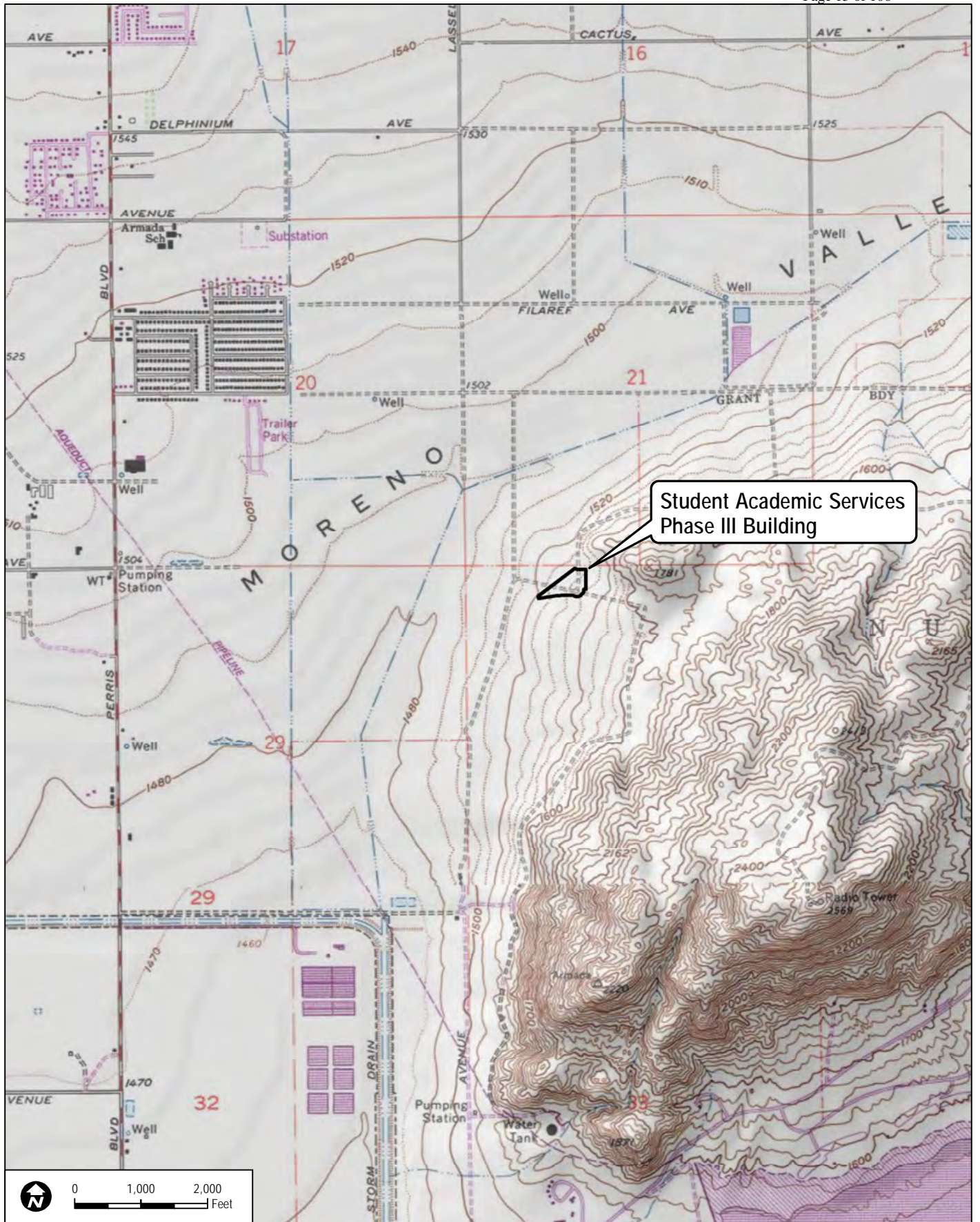
**DUDEK**

OCTOBER 2010

Student Academic Services Phase III Building

**FIGURE 1  
 Regional Map**

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Student Academic Services  
Phase III Building

**DUDEK**

SOURCE: USGS 7.5 Minute Map Series Perris and Summymead Quadrangles.

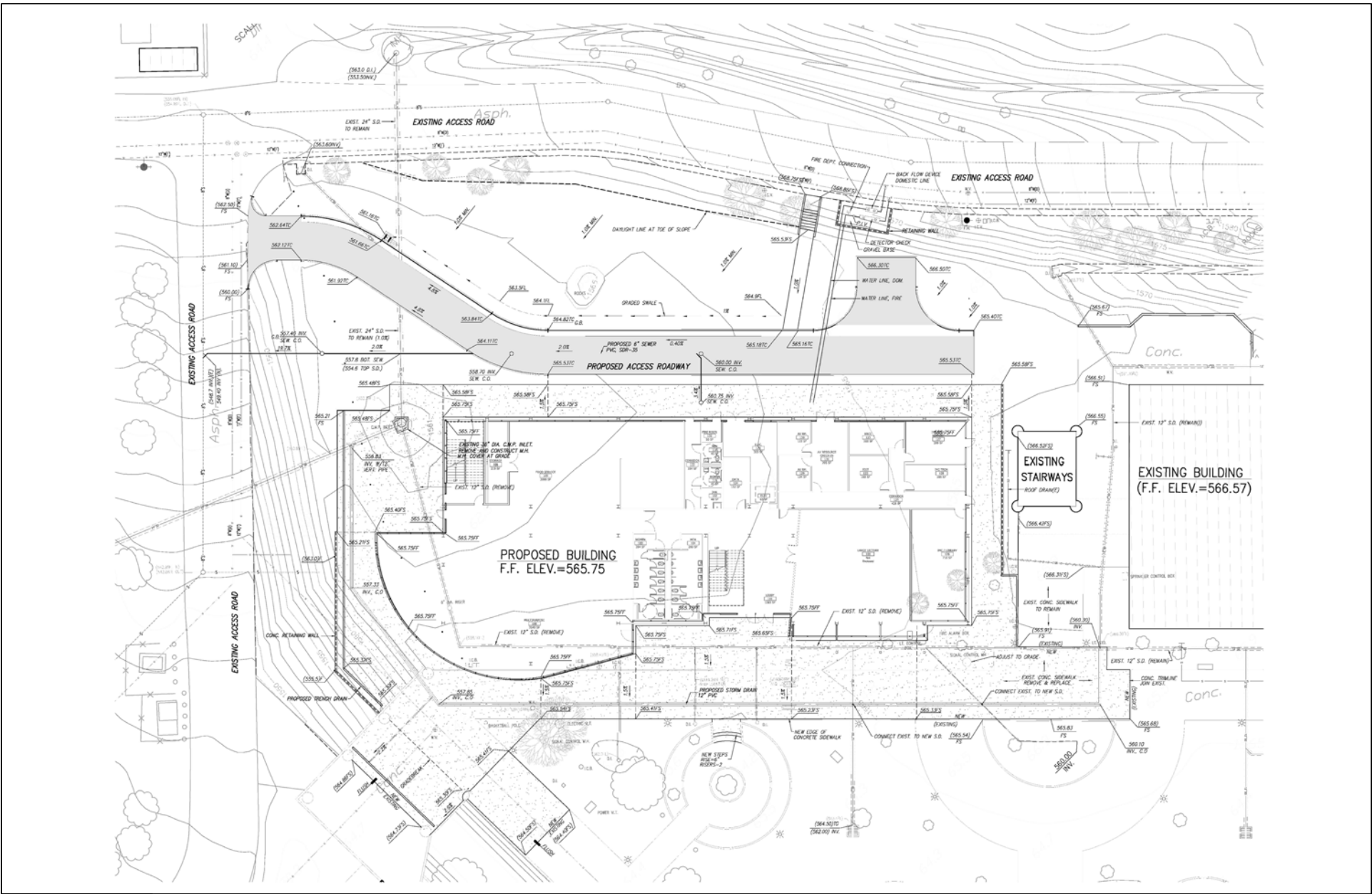
**FIGURE 2**  
**Vicinity Map**

OCTOBER 2010

Student Academic Services Phase III Building

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**DUDEK**  
 OCTOBER 2010

SOURCE: DIGITALGLOBE 2008.  
 Student Academic Services Phase III Building

**FIGURE 3**  
**Site Map**

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The key features of the project include the following details:

- The proposed project will include the development of a three-story building of approximately 38,000 square feet of usable space. The footprint of the building will be approximately 15,000 square feet, located approximately 16 feet from the existing humanities building, which will be connected via a pedestrian skyway. The entire site will be constructed within the existing college boundaries.
- The first floor of the building will be predominantly comprised of a dining hall, food services, a large auditorium, and audio/visual technology space. The second floor will be comprised of office space and student classrooms. The third floor will include additional office space and audio/visual technology storage space.

The proposed project will have numerous access points from the college and sufficient parking will be provided throughout the college grounds. While an existing access road exists around the boundary of the site, a new proposed access roadway will be constructed along the northeastern portion of the building. All pathways of the building are currently lighted in order to provide sufficient safety for use of the project site at night. However, the RCCD will ensure appropriate use of shielding to reduce any potential impacts related to nighttime glow as well as glare. The anticipated hours of operation for the structure would follow typical college hours, running from approximately 6:00 a.m. to 10:00 p.m. The structure will be designed in order to provide a consistent design and aesthetic balance with the other existing campus structures.

The building will be structural steel building clad with metal panel, plaster, and glass. Construction of the proposed project is anticipated to take place in roughly five phases over 16 months. The first phase will last approximately 3 weeks and will consist of the demolition of the existing surface lot. Expected materials would include asphalt, concrete, gravel, and turf. The RCCD will make a good faith effort to recycle as much of the demolition material as feasible. The second phase will consist of mass grading of the project site, lasting approximately 4 weeks in duration. The third phase will consist of trenching and will take approximately 8 weeks. The construction phase will last approximately 25 weeks to complete with 36 weeks for finishes to the final structure.

Typical equipment utilized during construction will include bulldozers, haul trucks, graders, backhoes, forklifts, cranes, welders, concrete trucks, ditch witches, air compressors, boom lifts, and water trucks. The site will be mass graded and it is anticipated that upwards of 1,600 cubic yards (cy) of cut will be removed from the site and approximately 960 cy of fill will be needed on site. Typical haul trucks carry on average roughly 20 cy per truck. Therefore, roughly 80 haul trucks would be required to remove this volume of cut. Further, much of the needed fill would be captured from the cut, greatly reducing this already low number. This represents a relatively small number of trucks spread over a number of weeks for such a project.

The overall benefits of the project include the following:

### **3.0 PROJECT DESCRIPTION**

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- The Moreno Valley College has a current need for additional classroom and office space in order to service the existing students. By adding the new student academic services building at this location, the college is able to increase the amount of office and classroom space on campus in order to meet this existing need, as well as supporting the need for additional resources for future student enrollment. This constitutes an efficient use of the existing site.
- The project will include additional space for food services and a student dining hall, replacing the existing and inefficient food service portable structures.
- The project site will include much needed auditorium space as well as high tech audio/visual space in order to service an existing need for such services on campus.

Due to the previous use of the project site by the college and the presence of existing infrastructure within the site, including stubs for electrical use and a small on site transformer, as well as existing sewer and stormwater drainage services, sufficient capacity for both domestic water, electricity, and sewer is reasonably expected. The project is not anticipated to create a large amount of waste, nor will it consume large amounts of water during either construction or operations. Based on the site engineering and design plans, the RCCD will construct all necessary infrastructure extensions of existing lines to the site in order to meet any water, electrical, and sewer demands for the project. Any potential impacts related to such infrastructure are anticipated to be minimal. The RCCD will also install any necessary fire service with backflow device lines and fire hydrants to ensure a reliable and appropriate water source exists on site for firefighting purposes. Existing fire department connections already exist along the access roadway that runs along the north and northeast portion of the project site. In addition, the RCCD will pay any applicable connection fees and monthly usage charges that may be required for the use of such utilities. The RCCD will also determine whether additional electrical connections, meters, or infrastructure is required to meet the electrical demand of the project.

## **4.0 ENVIRONMENTAL INITIAL STUDY**

### **1. Project Title:**

Student Academic Services Phase III Building

### **2. Lead Agency Name and Address:**

Riverside Community College District  
3845 Market Street  
Riverside, California 92501

### **3. Contact Person and Phone Number:**

Bart Doering, Project Manager  
951.222.8680  
Bart.Doering@rcc.edu

### **4. Project Location:**

The project site is located at 16130 Lasselle Street, at the northeasterly corner of the college, in the City of Moreno Valley, California.

### **5. Project Sponsor's Name and Address:**

Riverside Community College District  
3845 Market Street  
Riverside, California 92501

### **6. General Plan Designation:**

Public Facilities (P)

### **7. Zoning:**

Public District (P)

### **8. Description of Project:**

The RCCD is proposing to construct a three-story building of approximately 38,000 square feet of usable space. The footprint of the building will be approximately 15,000 square feet, located approximately 16 feet from the existing humanities building, which will be connected via a pedestrian skyway. The entire site will be constructed within the existing college boundaries. The first floor of the building will be predominantly comprised of a dining hall,

food services, a large auditorium, and audio/visual technology space. The second floor will be comprised of office space and student classrooms. The third floor will include additional office space and audio/visual technology storage space.

**9. Surrounding Land Uses and Setting:**

The Moreno Valley College site is surrounded on three sides by predominantly residential uses. The entire eastern boundary of the college is dedicated as open space. Land use designations around the site include R5 (Residential: Maximum 5 units per acre), R10 (Residential: Maximum 10 units per acre), R20 (Residential: Maximum 20 units per acre), and OS (Open Space). The college itself is designated as P (Public Facilities).

**10. Other public agencies whose approval is required:**

None.

## 4.1 Environmental Factors That Could Result in a Potentially Significant Impact

The environmental factors listed below are not checked because the proposed project would not result in a "potentially significant impact" after mitigation has been included as indicated by the checklist on the following pages and supported by substantial evidence provided in this document.

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Aesthetics                      | <input type="checkbox"/> Agriculture and Forestry Resources | <input type="checkbox"/> Air Quality                        |
| <input type="checkbox"/> Biological Resources            | <input type="checkbox"/> Cultural Resources                 | <input type="checkbox"/> Geology/Soils                      |
| <input type="checkbox"/> Greenhouse Gas Emissions        | <input type="checkbox"/> Hazards and Hazardous Materials    | <input type="checkbox"/> Hydrology/Water Quality            |
| <input type="checkbox"/> Land Use/Planning               | <input type="checkbox"/> Mineral Resources                  | <input type="checkbox"/> Noise                              |
| <input type="checkbox"/> Population/Housing              | <input type="checkbox"/> Public Services                    | <input type="checkbox"/> Recreation                         |
| <input type="checkbox"/> Transportation/Traffic          | <input type="checkbox"/> Utilities/Services Systems         | <input type="checkbox"/> Mandatory Findings of Significance |
| <input checked="" type="checkbox"/> None with Mitigation |   |   |

## 4.2 Environmental Determination

On the basis of this initial evaluation:

- I find that the proposed project COULD NOT have a significant effect on the environment, and a NEGATIVE DECLARATION will be prepared.
- I find that although the proposed project could have a significant effect on the environment, there will not be a significant effect in this case because the mitigation measures described in Sections 4.3 and summarized in Section 5.0 have been incorporated into the project. A MITIGATED NEGATIVE DECLARATION will be prepared.
- I find that the proposed project MAY have a significant effect on the environment, and an ENVIRONMENTAL IMPACT REPORT is required.
- I find that the proposed project MAY have a "potentially significant impact" or "potentially significant unless mitigated" impact on the environment, but at least one effect 1) has been

adequately analyzed in an earlier document pursuant to applicable legal standards, and 2) has been addressed by mitigation measures based on the earlier analysis as described on attached sheets. An ENVIRONMENTAL IMPACT REPORT is required, but it must analyze only the effects that remain to be addressed.

- I find that although the proposed project could have a significant effect on the environment, because all potentially significant effects (a) have been analyzed adequately in an earlier EIR or NEGATIVE DECLARATION pursuant to applicable standards, and (b) have been avoided or mitigated pursuant to that earlier EIR or NEGATIVE DECLARATION, including revisions or mitigation measures that are imposed upon the proposed project, nothing further is required.

  
\_\_\_\_\_  
Bart Doering, Project Manager  
Riverside Community College District

11/18/2010  
Date

### **4.3 Evaluation of Environmental Impacts**

1. A brief explanation is required for all answers except "No Impact" answers that are adequately supported by the information sources a lead agency cites in the parentheses following each question. A "No Impact" answer is adequately supported if the referenced information sources show that the impact simply does not apply to projects like the one involved (e.g., the project falls outside a fault rupture zone). A "No Impact" answer should be explained where it is based on project-specific factors as well as general standards (e.g., the project will not expose sensitive receptors to pollutants, based on a project-specific screening analysis).
2. All answers must take account of the whole action involved including off-site as well as on-site, cumulative as well as project-level, indirect as well as direct, and construction as well as operational impacts.
3. Once the lead agency has determined that a particular physical impact may occur, then the checklist answers must indicate whether the impact is potentially significant, less than significant with mitigation, or less than significant. "Potentially Significant Impact" is appropriate if there is substantial evidence that an effect may be significant. If there are one or more "Potentially Significant Impact" entries when the determination is made, an EIR is required.
4. "Negative Declaration: Less Than Significant With Mitigation Incorporated" applies where the incorporation of mitigation measures has reduced an effect from "Potentially Significant



Impact" to a "Less Than Significant Impact." The lead agency must describe the mitigation measures, and briefly explain how they reduce the effect to a less than significant level (mitigation measures from "Earlier Analyses," as described in (5) below, may be cross-referenced).

5. Earlier analyses may be used where, pursuant to the tiering, program EIR, or other CEQA process, an effect has been adequately analyzed in an earlier EIR or negative declaration. State CEQA Guidelines, section 15063(c)(3)(D). In this case, a brief discussion should identify the following:
  - a. Earlier Analysis Used. Identify and state where they are available for review.
  - b. Impacts Adequately Addressed. Identify which effects from the above checklist were within the scope of and adequately analyzed in an earlier document pursuant to applicable legal standards, and state whether such effects were addressed by mitigation measures based on the earlier analysis.
  - c. Mitigation Measures. For effects that are "Less than Significant with Mitigation Measures Incorporated," describe the mitigation measures which were incorporated or refined from the earlier document and the extent to which they address site-specific conditions for the project.
6. Lead agencies are encouraged to incorporate into the checklist references to information sources for potential impacts (e.g., general plans, zoning ordinances). Reference to a previously prepared or outside document should, where appropriate, include a reference to the page or pages where the statement is substantiated.
7. Supporting Information Sources. A source list should be attached, and other sources used or individuals contacted should be cited in the discussion.
8. This is only a suggested form, and lead agencies are free to use different formats; however, lead agencies should normally address the questions from this checklist that are relevant to a project's environmental effects in whatever format is selected.
9. The explanation of each issue should identify:
  - a. The significance criteria or threshold, if any, used to evaluate each question.
  - b. The mitigation measure identified, if any, to reduce the impact to less than significant.

**4.0 ENVIRONMENTAL INITIAL STUDY**

**4.3.1 Aesthetics**

Environmental Issues <i>Would the project:</i>	Potentially Significant Impact	Less Than Significant With Mitigation	Less Than Significant Impact	No Impact
a) Have a substantial adverse effect on a scenic vista?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b) Substantially damage scenic resources, including, but not limited to, trees, rock outcroppings, and historic buildings within a state scenic highway?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c) Substantially degrade the existing visual character or quality of the site and its surroundings?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d) Create a new source of substantial light or glare which would adversely affect day- or night-time views in the area?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Discussion**

**a) *Have a substantial adverse effect on a scenic vista?***

***Less than Significant Impact.*** The Scenic Resources section of the *City of Moreno Valley General Plan (2006)* recognizes the importance of certain vista points within the City. The major aesthetic resources within the study area include views of the mountain as well as southerly views to the valley. The *City of Moreno Valley General Plan* states the major scenic resources within Moreno Valley are visible along State Route 60. According to the City's General Plan, as well as specific site visits of the college, there are no scenic vistas in the immediate area, and the proposed project will not significantly impact any local views of the area. Given the existing elevations and structures located on site, the addition of this 3-story structure on site at the current location will not create a significant impact to any scenic vistas. The proposed building is located towards the back of the existing campus in an area that has already been developed for such uses and which already includes existing structures of similar size and height located to the south and west of the site, including the existing main library and humanities building.

Current views of the project site are of an existing flat paved area with grass and some miscellaneous piles of earthen fill, as well as the existing area where a food service portable had been previously located. There are no unique visual resources in this specific area that would be impacted by the proposed project. Development of the new building would not be a substantial increase in scale compared to the surrounding college structures and would not block any scenic views of surrounding hillsides or ridgelines. Therefore, implementation of the proposed project would result in a less than significant impact on a scenic vista.

**Mitigation Measure(s)**

No mitigation measures are required.

- b) ***Substantially damage scenic resources, including, but not limited to, trees, rock outcroppings, and historic buildings within a state scenic highway?***

***No Impact.*** According to the California Department of Transportation (2009), there are no officially designated or eligible state scenic highways located adjacent to or near the project site. The closest segments of state scenic highway are CA-74, located a significant distance south of the project site. Implementation of the proposed project would not impact scenic resources within a state scenic highway.

**Mitigation Measure(s)**

No mitigation measures are required.

- c) ***Substantially degrade the existing visual character or quality of the site and its surroundings?***

***Less than Significant Impact.*** The proposed project site consists of an existing flat paved area with grass and some miscellaneous piles of earthen fill, as well as the existing area where a food service portable had been previously located. The proposed development would substantially alter the visual character of the project site, thereby affecting views of the site from some residential homes to the north of the college, as well as from visitors to the college campus. The proposed project, while different from the current site conditions, is not expected to degrade the visual character or quality of the site. The proposed building will be constructed to be similar to the existing humanities and main library that already exist to the west and south of the proposed project site and by incorporating standards for architectural style and organization for development of the site, the visual character and quality of the site will be improved. The proposed project's design elements (architecture, site planning, and landscaping) will be coordinated and result in an organized visual effect that will blend in with the surrounding environment and existing college buildings. Overall, the visual contrast will be minimal and impacts would be less than significant.

Currently, most motorists or surrounding residential homes already have any views beyond the college obstructed by the existing library and student services buildings. The inclusion of the proposed building will not substantially add to this obstruction and will not remove any current unblocked views looking beyond the college. The design of the structure will blend with the existing college design and structures and will not detract from existing views of the college. Any impacts are deemed to be less than significant.

Construction activities would cause short-term visual quality impacts to nearby residents, motorists, and college users. Due to the temporary nature of changes in visual character and quality resulting from construction, impacts are expected to be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

**d) *Create a new source of substantial light or glare which would adversely affect day or nighttime views in the area?***

***Less than Significant Impact.*** The proposed project would result in the addition of lighting for the structure, walkways, and landscaped areas. However, the existing surface area, walkways, plaza, and existing structures in the immediate area, which include the main library and humanities building, are currently lighted for nighttime use. While the proposed structure will increase the intensity of the existing land use, as well as additional sources of lighting, the project will comply with the City's Municipal Code (2009), Sections 19.10.110 (Light and Glare) and 19.08.100 (Lighting), which require that all lights be directed, oriented, and shielded to prevent light from shining onto adjacent residential properties. Additionally, as directed by the City's Municipal Code, on site lighting will not exceed .5 foot-candle beyond the property line and shall not blink, flash, oscillate, or be of unusually high intensity or brightness. Lighting will conform to the City's requirements regarding coverage, intensity, and adherence to the City's Municipal Code. Given the project's conformance to the City's Municipal Code, and use of shielding and intensity controls, light and glare resulting from the project would not adversely affect day or nighttime views in the area, and impacts would be less than significant. Further, there are no residential homes located in the near vicinity, and given the new building's location, predominant views of the new structure will be primarily from viewpoints within the existing college campus. Therefore, no significant nighttime impacts area anticipated.

**Mitigation Measure(s)**

No mitigation measures are required.

**4.3.2 Agricultural and Forest Resources**

In determining whether impacts to agricultural resources are significant environmental effects, lead agencies may refer to the California Agricultural Land Evaluation and Site Assessment Model (1997) prepared by the California Department of Conservation as an optional model to use in assessing impacts on agriculture and farmland. In determining whether impacts to forest resources, including timberland, are significant environmental effects, lead agencies may refer to

**4.0 ENVIRONMENTAL INITIAL STUDY**

information compiled by the California Department of Forestry and Fire Protection regarding the state's inventory of forest land, including the Forest and Range Assessment Project and the Forest Legacy Assessment project. Forest carbon measurement methodology is provided in the Forest Protocols adopted by the California Air Resources Board (CARB).

Environmental Issues <i>Would the project:</i>	Potentially Significant Impact	Less Than Significant With Mitigation	Less Than Significant Impact	No Impact
a) Convert Prime Farmland, Unique Farmland, or Farmland of Statewide Importance (Farmland), as shown on the maps prepared pursuant to the Farmland Mapping and Monitoring Program of the California Resources Agency, to non-agricultural use?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b) Conflict with existing zoning for agricultural use, or a Williamson Act contract?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c) Conflict with existing zoning for, or cause rezoning of, forest land (as defined in Public Resources Code section 12220(g)), timberland (as defined by Public Resources Code section 4526), or timberland zoned Timberland Production (as defined by Government Code section 51104(g))?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d) Result in the loss of forest land or conversion of forest land to non-forest use?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
e) Involve other changes in the existing environment which, due to their location or nature, could result in conversion of Farmland, to non-agricultural use or conversion of forest land to non-forest use?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Discussion**

- a) ***Convert Prime Farmland, Unique Farmland, or Farmland of Statewide Importance (Farmland), as shown on the maps prepared pursuant to the Farmland Mapping and Monitoring Program of the California Resources Agency, to non-agricultural use?***

**No Impact.** The proposed project does not contain Prime Farmland, Unique Farmland, or Farmland of Statewide Importance, and the property is not designated for agricultural resources as shown on Figure 2-2 or Figure 4-1 of the *City of Moreno Valley General Plan (2006)*. According to the Farmland Mapping and Monitoring Program of the California Resource Agency, the project and its vicinity are classified as "Urban and Built-up Land" (California Department of Conservation 2008). This classification applies to land occupied by structures and is used for residential, industrial, commercial, construction, institutional, and other developed purposes, and is not applied to Prime Farmland, Unique Farmland, or Farmland of State or Local Importance. Therefore, no impacts would result.

**Mitigation Measure(s)**

No mitigation measures are required.

**b) *Conflict with existing zoning for agricultural use, or a Williamson Act contract?***

**No Impact.** The project site is currently designated as Public Facilities (P) under the City's General Plan and zoned as Public District, which is not an agricultural zoning designation. The Public Facilities and District designations purpose and intent is to provide for the conduct of public and institutional activities, including providing protected designated areas for public and institutional facilities (City of Moreno Valley 2009). In addition, the project site is not subject to any Williamson Act contracts. Therefore, no impacts would result.

**Mitigation Measure(s)**

No mitigation measures are required.

**c) *Conflict with existing zoning for, or cause rezoning of, forest land (as defined in Public Resources Code section 12220(g)), timberland (as defined by Public Resources Code section 4526), or timberland zoned Timberland Production (as defined by Government Code section 51104(g))?***

**d) *Result in the loss of forest land or conversion of forest land to non-forest use?***

**e) *Involve other changes in the existing environment which, due to their location or nature, could result in conversion of Farmland, to non-agricultural use or conversion of forest land to non-forest use?***

**No Impact.** As described in responses (a) and (b) above, no portion of the project is located within or adjacent to existing agricultural areas, nor would facilities necessary for project implementation or operation result in any impacts to ongoing agricultural operations or the conversion of farmland to non-agricultural use. According to Figure 2-2 and Figure 4-1 of the *City of Moreno Valley General Plan*, open space areas exist to the east of the eastern border of the college. While the General Plan discusses the use of open space for some agricultural or forest resource purposes (Section 4.2.3, Open Space for the Production of Resources), open space devoted to such purposes only encompasses today a small amount of land within the City and does not exist in or around the college area. Moreover, the proposed project site is not located within a zoning area for forest land or timberland, and the project will not have any impact on any forest land or timber production. The site is zoned for public facilities, and no agricultural land or timberland will be physically impacted in any way. Therefore, conversion of existing farmland or

forest land to non-agricultural or non-forest uses would not occur due to the proposed project; the project will not result in the loss of any forest land; and the proposed project will not conflict with any zoning provisions for either agriculture or forest land and timberland. There will be no impact on such resources.

**Mitigation Measure(s)**

No mitigation measures are required.

**4.3.3 Air Quality**

Where available, the significance criteria established by the applicable air quality management or air pollution control district may be relied upon to make the following determinations.

<b>Environmental Issues</b> <i>Would the project:</i>	<b>Potentially Significant Impact</b>	<b>Less Than Significant With Mitigation</b>	<b>Less Than Significant Impact</b>	<b>No Impact</b>
a) Conflict with or obstruct implementation of the applicable air quality plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b) Violate any air quality standard or contribute substantially to an existing or projected air quality violation?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c) Result in a cumulatively considerable net increase of any criteria pollutant for which the project region is non-attainment under an applicable federal or state ambient air quality standard (including releasing emissions, which exceed quantitative thresholds for ozone precursors)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d) Expose sensitive receptors to substantial pollutant concentrations?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
e) Create objectionable odors affecting a substantial number of people?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Discussion**

**a) Conflict with or obstruct implementation of the applicable air quality plan?**

**Less than Significant Impact.** An Air Quality Technical Report was prepared for the project site in order to identify air quality impacts that have the potential to result from development of the proposed project (Dudek 2010). For reference purposes, the Air Quality Technical Report is included as Appendix A.

The South Coast Air Quality Management District (SCAQMD) is the regional agency responsible for the regulation and enforcement of federal, state, and local air pollution control regulations in the South Coast Air Basin (SCAB), where the proposed project is located. The SCAQMD sets forth quantitative emission significance thresholds below which a project would not have a significant impact on ambient air quality. The

**4.0 ENVIRONMENTAL INITIAL STUDY**

SCAQMD also recommends the evaluation of localized air quality impacts to sensitive receptors in the immediate vicinity of the project because of construction activities, utilizing the SCAQMD Localized Significance Threshold Methodology. Refer to Appendix A for more information regarding significance thresholds and analysis methodologies.

Construction of the proposed project would result in a temporary addition of pollutants to the local airshed caused by soil disturbance, dust emissions, and combustion pollutants from on-site construction equipment, as well as from off-site trucks hauling construction materials. Fugitive dust emissions (respirable particulate matter (PM<sub>10</sub>)) would be minimized with the incorporation of standard construction measures and adherence with the SCAQMD rules and requirements. The analysis concludes that daily construction emissions would not exceed the thresholds for VOC, NO<sub>x</sub>, CO, SO<sub>x</sub>, PM<sub>10</sub>, or PM<sub>2.5</sub>. As such, the construction of the proposed project would result in a less than significant impact.

Estimated daily maximum construction emissions for the proposed project are presented in Table 4.3.3-1.

**Table 4.3.3-1  
 Estimated Daily Maximum Construction Emissions  
 (lbs/day unmitigated)**

	VOC	NO <sub>x</sub>	CO	SO <sub>x</sub>	PM <sub>10</sub>	PM <sub>2.5</sub>
<b>Year 2011</b>						
Proposed Project	2.80	19.83	11.23	0.00	2.25	1.33
<i>Pollutant Threshold</i>	75	100	550	150	150	55
Threshold Exceeded?	No	No	No	No	No	No
<b>Year 2012</b>						
Proposed Project	10.45*	16.49	13.15	0.00	1.28	1.17
<i>Pollutant Threshold</i>	75	100	550	150	150	55
Threshold Exceeded?	No	No	No	No	No	No

The SCAQMD recommends the evaluation of localized NO<sub>2</sub>, CO, PM<sub>10</sub>, and PM<sub>2.5</sub> impacts as a result of construction activities to sensitive receptors in the immediate vicinity of the project site. The SCAQMD Localized Significance Threshold Methodology specifies the maximum allowable daily emissions that would satisfy the localized significance criteria. As shown, construction activities would not generate



emissions in excess of site-specific localized significance thresholds, and impacts at sensitive receptors in the vicinity of the project site would be less than significant.

**Table 4.3.3-2  
 Localized Significance Thresholds Analysis for Maximum Construction Emissions**

<b>Pollutant</b>	<b>Construction Emissions (pound/day)<sup>a</sup></b>	<b>LST Criteria (pounds/day)<sup>b</sup></b>	<b>Exceeds LST?</b>
NO <sub>2</sub>	19.83	419	No
CO	13.15	4,415	No
Respirable Particulate Matter (PM <sub>10</sub> )	2.25	67	No
Fine Particulate Matter (PM <sub>2.5</sub> )	1.33	20	No

Operations of the project would produce VOC, NO<sub>x</sub>, CO, SO<sub>x</sub>, PM<sub>10</sub> and PM<sub>2.5</sub> emissions from area sources, which include space heating and cooling, and motor vehicle trips. Vehicular traffic would be primarily generated by community college students, staff, and faculty of the RCCD Moreno Valley Campus.

To estimate the emissions associated with operation of the proposed 38,000-square-foot Student Academic Services Building, project-generated daily traffic was modeled utilizing the college land use trips per 1,000 square feet gross floor area, based on the Traffic Impact Report prepared for the proposed project. The URBEMIS 2007 model was utilized to estimate daily emissions from proposed vehicular sources. URBEMIS 2007 default data, including temperature, trip characteristics, variable start information, emission factors, and trip distances, were used for the model inputs in order to provide conservative estimations of potential operational emissions. Project-related traffic was assumed to be comprised of a mixture of vehicles in accordance with the model outputs for traffic. Emission factors representing the vehicle mix for initial operation in 2013 were used to estimate emissions.

In addition to estimating mobile source emissions, the URBEMIS 2007 model was also used to estimate emissions from the project area sources, which include natural gas appliances and space and water heating, gasoline-powered landscape maintenance equipment, and architectural coatings. The estimation of proposed operational emissions is based upon typical junior/community college use.

The analysis concludes that daily operational emissions would not exceed the thresholds for criteria pollutants, and as a result, operation of the proposed project would result in a less than significant impact to air quality. Estimated daily maximum operational emissions related to the proposed project are provided in Table 4.3.3-3.

**Table 4.3.3-3  
 Estimated Daily Maximum Operational Emissions  
 (lbs/day unmitigated)**

	VOC	NO <sub>x</sub>	CO	SO <sub>x</sub>	PM <sub>10</sub>	PM <sub>2.5</sub>
<b>Summer</b>						
Area Source Emissions	0.37	0.39	1.86	0.00	0.01	0.01
Vehicular Source Emissions	5.85	8.66	75.95	0.10	16.39	3.91
<b>Combined Total Emissions</b>	<b>6.22</b>	<b>9.05</b>	<b>77.81</b>	<b>0.10</b>	<b>16.40</b>	<b>3.20</b>
<i>Pollutant Threshold</i>	55	55	550	150	150	55
Threshold Exceeded?	No	No	No	No	No	No
<b>Winter</b>						
Area Source Emissions	0.25	0.37	0.31	0.00	0.00	0.00
Vehicular Source Emissions	6.52	10.41	72.08	0.08	16.39	3.19
<b>Combined Total Emissions</b>	<b>6.77</b>	<b>10.78</b>	<b>73.00</b>	<b>0.08</b>	<b>16.39</b>	<b>3.19</b>
<i>Pollutant Threshold</i>	55	55	550	150	150	55
Threshold Exceeded?	No	No	No	No	No	No

The analysis illustrates that the proposed project will not cause substantial emissions to be released either during project construction or during operation of the proposed building. Impacts are therefore less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

- b) ***Violate any air quality standard or contribute substantially to an existing or projected air quality violation?***

***Less than Significant Impact.*** Refer to response (a) above. The proposed project would not violate or contribute substantially to an existing or projected air quality violation. This potential impact would be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

- c) *Result in a cumulatively considerable net increase of any criteria pollutant for which the project region is non-attainment under an applicable federal or state ambient air quality standard (including releasing emissions, which exceed quantitative thresholds for ozone precursors)?*

**Less than Significant Impact.** In analyzing cumulative impacts from the proposed project, the analysis must specifically evaluate a project's contribution to the cumulative increase in pollutants for which the SCAB is listed as nonattainment for the NAAQS or CAAQS. If the proposed project does not exceed thresholds and is determined to have less than significant project-specific impacts, it may still have a cumulatively considerable impact on air quality if the emissions from the project, in combination with the emissions from other proposed or reasonably foreseeable future projects, are in excess of established thresholds. However, the project would only be considered to have a cumulative impact if the project's contribution accounts for a significant proportion of the cumulative total emissions.

PM<sub>10</sub> and PM<sub>2.5</sub> emissions associated with construction generally result in near-field impacts. As discussed above under response (a), the emissions of all criteria pollutants, including PM<sub>10</sub> and PM<sub>2.5</sub>, would be well below the significance levels. Construction would be short-term and consistent with the size and scale of the proposed project. Construction activities required for the implementation of the proposed project would be considered minor and not intensive. It is unlikely that construction would be conducted for the proposed project at the same time and in the same general vicinity as other major construction projects given the surrounding nature of the already built environment as well as the dedicated open space tied to the Lake Perris State Recreational Area. Therefore, project construction is not anticipated to result in a cumulatively significant impact on air quality.

With regard to cumulative impacts associated with O<sub>3</sub> precursors, in general, if a project is consistent with the community and general plans, it has been accounted for in the O<sub>3</sub> attainment demonstration contained within the State Implementation Plan. As such, it would not cause a cumulatively significant impact on the ambient air quality for O<sub>3</sub>. The proposed project does not represent a significant increase in projected traffic over the current conditions. Emissions of O<sub>3</sub> precursors (VOCs and NO<sub>x</sub>) would be well below the screening-level thresholds during construction, and would not result in any significant increase of O<sub>3</sub> precursors during operation. Thus the proposed project would not result in a cumulatively significant impact on O<sub>3</sub> concentrations.

As a result, implementation of the proposed project would not result in any cumulatively considerable impacts to air quality.

**Mitigation Measure(s)**

No mitigation measures are required.

**d) *Expose sensitive receptors to substantial pollutant concentrations?***

***Less than Significant Impact.*** Air quality problems arise when the rate of pollutant emissions exceeds the rate of dispersion. Reduced visibility, eye irritation, and adverse health impacts upon those persons termed sensitive receptors are the most serious hazards of existing air quality conditions in the area. Some land uses are considered more sensitive to changes in air quality than others, depending on the population groups and the activities involved. People most likely to be affected by air pollution, as identified by the CARB, include children, the elderly, athletes, and people with cardiovascular and chronic respiratory diseases. Sensitive receptors include residences, schools, playgrounds, childcare centers, athletic facilities, long-term health care facilities, rehabilitation centers, convalescent centers, and retirement homes.

The greatest potential for TAC emissions during construction would be diesel particulate emissions from heavy equipment operations and heavy-duty trucks and the associated health impacts to sensitive receptors. The nearest sensitive receptors are single-family residences to the north and west of the project site. Health effects from carcinogenic air toxics are usually described in terms of cancer risk. The SCAQMD recommends an incremental cancer risk threshold of 10 in 1 million. “Incremental Cancer Risk” is the likelihood that a person continuously exposed to concentrations of TACs resulting from a project over a 70-year lifetime will contract cancer based on the use of standard risk-assessment methodology. The project would not require the extensive use of heavy-duty construction equipment, which is subject to a CARB Airborne Toxics Control Measure for in-use diesel construction equipment to reduce diesel particulate emissions, and would not involve extensive use of diesel trucks. The construction period for proposed project would total up to 16 months, after which project-related TAC emissions would cease. Thus, the proposed project would not result in a long-term (i.e., 70 years) source of TAC emissions. No residual TAC emissions and corresponding cancer risk are anticipated after construction. As such, the exposure of project-related TAC emission impacts to sensitive receptors during construction would be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

e) *Create objectionable odors affecting a substantial number of people?*

***Less than Significant Impact.*** Odors are a form of air pollution that is most obvious to the public. Odors can present significant problems for both the source and surrounding community. Although offensive odors seldom cause physical harm, they can be annoying and cause concern.

***Construction Odor Impacts.*** Potential sources that may emit odors during construction activities include diesel equipment and gasoline fumes and solvents from the application of paint. Odors from these sources would be localized and generally confined to the project site. The release of potential odor-causing compounds would tend to be during the work day, when many residents would not be at home. Furthermore, the SCAQMD rules restrict the VOC content (the source of odor-causing compounds) in paints. The proposed project would utilize typical construction techniques in compliance with SCAQMD rules. Additionally, the odors would be temporary. As such, proposed project construction would not cause an odor nuisance, and odor impacts would be less than significant.

***Operational Odor Impacts.*** Land uses and industrial operations that are associated with odor complaints include agricultural uses, wastewater treatment plants, food-processing plants, chemical plants, composting, refineries, landfills, dairies and fiberglass molding. The proposed project entails the operation of student academic services building that would include a dining hall and food services, which have the potential to produce odor emissions; however, these potential odor emissions would likely be minor. Furthermore, food service is not considered a land use associated with odor complaints per the SCAQMD Air Quality Handbook. As such, project operations would result in a less-than-significant odor impact.

**Mitigation Measure(s)**

No mitigation measures are required.

**4.0 ENVIRONMENTAL INITIAL STUDY**

**4.3.4 Biological Resources**

<i>Environmental Issues</i> <i>Would the project:</i>	Potentially Significant Impact	Less Than Significant With Mitigation	Less Than Significant Impact	No Impact
a) <i>Have a substantial adverse effect, either directly or through habitat modifications, on any species identified as a candidate, sensitive, or special status species in local or regional plans, policies, or regulations, or by the California Department of Fish and Game or U.S. Fish and Wildlife Service?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b) <i>Have a substantial adverse effect on any riparian habitat or other sensitive natural community identified in local or regional plans, policies, and regulations or by the California Department of Fish and Game or U.S. Fish and Wildlife Service?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c) <i>Have a substantial adverse effect on federally protected wetlands as defined by Section 404 of the Clean Water Act (including, but not limited to, marsh, vernal pool, coastal, etc.) through direct removal, filling, hydrological interruption, or other means?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d) <i>Interfere substantially with the movement of any native resident or migratory fish or wildlife species or with established native resident or migratory wildlife corridors, or impede the use of wildlife nursery sites?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
e) <i>Conflict with any local policies or ordinances protecting biological resources, such as a tree preservation policy or ordinance?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
f) <i>Conflict with the provisions of an adopted Habitat Conservation Plan, Natural Community Conservation Plan, or other approved local, regional, or state habitat conservation plan?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Discussion**

- a) ***Have a substantial adverse effect, either directly or through habitat modifications, on any species identified as a candidate, sensitive, or special status species in local or regional plans, policies, or regulations, or by the California Department of Fish and Game or U.S. Fish and Wildlife Service?***

**No Impact.** The proposed project site is not known to contain habitat for any species identified as a candidate, sensitive, or special status species in local or regional plans, policies, or regulations, or by the California Department of Fish and Game or U.S. Fish and Wildlife Service. The majority of onsite vegetation is comprised of turf and asphalt. The site is located in an urban environment and has already been scraped and paved. The area around the site has been primarily developed for residential and college uses. The area that has not been paved or covered with turf is highly disturbed and has been scraped with zero vegetation. No burrows were located on site, and no habitat typical for burrowing owls (*Athene cunicularia*) were evident. While large open space habitat does

exist to the east of the college boundary, the proposed project will not interfere with any open space or potential species in that area given the location of the proposed structure within the boundaries of the existing college. Therefore, no impacts would result.

**Mitigation Measure(s)**

No mitigation measures are required.

- b) *Have a substantial adverse effect on any riparian habitat or other sensitive natural community identified in local or regional plans, policies, and regulations or by the California Department of Fish and Game or U.S. Fish and Wildlife Service?***

**No Impact.** Refer to response (a) above. No riparian habitat or other sensitive natural communities exist on the project site. While there are open cement channels that drain to a small detention basin and then overflow to the surface parking lot and community storm drain, the channels do not support riparian habitat and do not provide downstream support to other areas where riparian habitat exists. Moreover, as discussed previously, the site does not support any other sensitive natural communities and will not interfere with any such communities. Therefore, no impacts on riparian habitat or other sensitive natural community would occur.

**Mitigation Measure(s)**

No mitigation measures are required.

- c) *Have a substantial adverse effect on federally protected wetlands as defined by Section 404 of the Clean Water Act (including, but not limited to, marsh, vernal pool, coastal, etc.) through direct removal, filling, hydrological interruption, or other means?***

**No Impact.** Refer to response (a) above. No federally protected wetlands as defined from Section 404 of the Clean Water Act exist on the project site. Implementation of the proposed project would not result in impacts to any wetlands within the project vicinity. While an existing detention basin does exist below the site to capture and temporarily hold stormwater runoff that includes runoff from the proposed building site, this is not deemed to be a federally protected wetland. Moreover, the construction or operation of the proposed project will have no off-site or downstream impacts to protected wetlands. No impacts to federally protected wetlands are anticipated to occur.

**Mitigation Measure(s)**

No mitigation measures are required.

- d) ***Interfere substantially with the movement of any native resident or migratory fish or wildlife species or with established native resident or migratory wildlife corridors, or impede the use of wildlife nursery sites?***

**No Impact.** There is no onsite vegetation aside from existing turf which does not provide nesting or roost sites for any raptors, nor does it provide significant movement corridors for mammalian or bird migration. While implementation of the project would result in removal of portions of the existing on-site turf, impacts to migratory wildlife are not anticipated to be impacted. The addition of any future landscaping will remain consistent with the City of Moreno Valley's landscaping requirements as defined in the City's Municipal Code (2009) and General Plan (2006a). Additionally, most of the existing site has already been paved with asphalt as part of the existing college campus. As a result, no impacts would occur, and the proposed project will not interfere substantially with the movement of any native resident or migratory fish or wildlife species and will not interfere with established wildlife corridors or nursery sites.

**Mitigation Measure(s)**

No mitigation measures are required.

- e) ***Conflict with any local policies or ordinances protecting biological resources, such as a tree preservation policy or ordinance?***

**No Impact.** Title 9, Planning and Zoning, of the City's Municipal Code contains policies regarding street trees and vegetation (City of Moreno Valley 2009, Chapters 9.14 and 9.17). Currently, as designed, the proposed project will only be removing existing turf; regardless, any removal of the existing ornamental landscaping located to the northeast of the site would not violate any of these provisions. Additionally, all future landscape planting will conform to the City's Municipal Code. No additional local policies or ordinances protecting biological resources would apply. No impact would result.

**Mitigation Measure(s)**

No mitigation measures are required.

- f) ***Conflict with the provisions of an adopted Habitat Conservation Plan, Natural Community Conservation Plan, or other approved local, regional, or state habitat conservation plan?***

**No Impact.** The proposed project does not conflict with an adopted habitat conservation plan, natural community conservation plan, or any other locally approved regional or state habitat conservation plans. The Western Riverside Multiple Species Habitat



**4.0 ENVIRONMENTAL INITIAL STUDY**

Conservation Plan (MSHCP) (County of Riverside 2003) is the adopted local habitat conservation plan for this area of western Riverside County. The area falls within the Reche Canyon/Badlands Area Plan; however, the proposed project is not located within an existing cell, cell group, proposed habitat core, or wildlife linkage (City of Moreno Valley 2006b, Figure 5.9-4). While the Lake Perris State Recreational Area exists east of the college boundary, in no way would this proposed project impact that recreational area or the open space identified on Figure 2-2, Land Use, or Figure 4-1, Open Space, of the *City of Moreno Valley General Plan*. Additionally, while the area located east of the college boundary has been identified as public/quasi-public (PQP) lands pursuant to the MSHCP, the proposed project will not negatively impact that land, and no part of the college has been identified a PQP lands. The RCCD will pay any required MSHCP and Stephens' kangaroo rat (*Dipodomys stephensi*) fees applicable to the proposed project. No other approved local, regional, or state habitat conservation plans would apply to the project area. Therefore, no impacts would occur.

**Mitigation Measure(s)**

No mitigation measures are required.

**4.3.5 Cultural Resources**

Environmental Issues <i>Would the project:</i>	Potentially Significant Impact	Less Than Significant With Mitigation	Less Than Significant Impact	No Impact
a) Cause a substantial adverse change in the significance of a historical resource as defined in §15064.5?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b) Cause a substantial adverse change in the significance of an archaeological resource pursuant to §15064.5?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Directly or indirectly destroy a unique paleontological resource or site or unique geologic feature?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Disturb any human remains, including those interred outside of formal cemeteries?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Discussion**

- a) ***Cause a substantial adverse change in the significance of a historical resource as defined in §15064.5?***

**No Impact.** The *City of Moreno Valley General Plan Environmental Impact Report (EIR)* (2006b) provides a listing of historic resource inventory structure on Table 5.10-1, along with Figure 5.10-1 that illustrates their exact location on a map. The closest structure to the proposed project is in the Moreno Community, located northeast of the project site on Alessandro Boulevard. According to the Conservation Element of the City's General Plan (2006a), there are no historic sites located at or around the project area. Section 7.2.2 of

the General Plan states there are no sites within the Moreno Valley study area listed as a state landmark or any sites listed on the National Register of Historic Places. The project will also not interfere with any of the City designated landmarks such as The Old Moreno Valley Schoolhouse located on the northwest corner of Alessandro Boulevard and Wilmot Street or the First Congregational Church of Moreno, built in 1891.

As discussed in the State CEQA Guidelines, Section 15064.5, a historic resource need not only include such resources already identified as being listed on the California Register of Historic Resources, but it may include such resources deemed by the lead agency to be eligible of such a listing. It can be a structure, building, place, or area that may have been associated with an event or person, or it may represent distinctive characteristics of a type, period, region, or method of construction; or it may reveal additional information important to our understanding of history. Thus, there are any number of potential qualities that would identify an area as a potential historic resource. Regardless, the proposed project is not located within any identified historic districts and will not impact any identified or potentially eligible historic resources in the area or areas of potential historic value. No historic structures will be removed from the proposed project site, and the proposed project will not damage any area of particular historic value. Due to the lack of historic resources in and around the project site, no impacts are anticipated.

**Mitigation Measure(s)**

No mitigation measures are required.

**b) *Cause a substantial adverse change in the significance of an archaeological resource pursuant to §15064.5?***

***Less than Significant Impact with Mitigation Incorporated.*** According to the Conservation Element of the City's General Plan, in 1987 the Archaeological Research Unit of the University of California conducted an inventory of archaeological sites within the City of Moreno Valley. It found a total of 168 recorded sites, the majority of which were located in surrounding hillsides. Most of the identified artifacts related to milling and food processing by native peoples, likely ancestors of the Luiseno and Cahuilla Indian tribes that were the first inhabitants of the greater area. The inventory also found rock art and the remains of an adobe structure. According to the General Plan EIR, over 190 potential sites exist within the City. As stated in the EIR, in order to organize the sites into a meaningful and useful patter, the City created "complexes" that typically contained one or more habitation areas and scattered milling stations. Figure 5.10-2 of the General Plan EIR illustrates these complexes and their location throughout the City. The two closest "complexes" to the proposed project appear to be the Wolfskill Ranch North and the Wolfskill Ranch West complexes, the latter being the closest to the college.

The General Plan EIR states that the Wolfskill Ranch North complex appears to have four habitation areas with a number of milling features and stations, midden (typically a domestic refuse heap), and rock paintings and pictographs. The closer of the two complexes (Wolfskill Ranch West) is comprised of a habitation area and 19 additional milling stations. These complexes have been primarily preserved by the City's decision to designate these areas as Open Space.

According to the Preliminary Geotechnical Evaluation prepared for the proposed project, artificial fill materials as well as alluvial soil locally underlie the project site (Leighton Consulting, Inc. 2010). The undocumented fills are likely associated with previous grading across the project site when the site was originally graded as part of the overall campus development in 1990. Although unlikely given the existing grading of the site that has already taken place, since the geotechnical report suggests grading of the upper portion of the artificial fill up to a depth of 7 feet below the existing ground surface (bgs), grading at the site could potentially affect unknown archaeological resources.

The proposed site, as previously discussed has been graded, scraped, and asphalted. Undocumented artificial fill materials predominantly underlie the site, as well as alluvial soil consisting of reddish-brown sand with varying amounts of gravel, and granitic bedrock. The area is highly disturbed, and no archaeological resources are anticipated to be located on site. In addition, the proposed project will not impact the existing Wolfskill Ranch complexes. However, despite the anticipated less than significant impact finding, given the site's proximity to the complexes and the unknown potential for buried resources to be located typically during grading activities, Mitigation Measure CR-1 will be implemented. Implementation of this measure will be consistent with the mitigation provided in the General Plan EIR and will minimize or eliminate potential impacts to unknown archaeological resources that may be buried underneath the project site. Impacts would therefore be less than significant with mitigation incorporated.

#### **Mitigation Measure(s)**

**CR-1:** In the event that archaeological resources or sites containing human remains or artifacts are inadvertently discovered during construction activities (including grading), all construction work shall be halted in the vicinity of the discovery until the Riverside Community College District can contact a registered professional archaeologist to visit the site of discovery and assess the significance and origin of the archaeological resource. If the resource is determined to be of Native American origin, the appropriate Native American tribe shall be consulted. Treatment of encountered archeological resources and sites may include monitoring, resource recovery, and documentation. For any human remains discovered, the county coroner will be contacted, and all

procedures shall comply with California Health and Safety Code, Section 7050.5, and Public Resources Code, Section 5097.98.

c) ***Directly or indirectly destroy a unique paleontological resource or site or unique geologic feature?***

***Less than Significant Impact with Mitigation Incorporated.*** As indicated on Figure 5.10-3 of the General Plan EIR, the project site is located in an area determined to be of low potential for paleontological resources. Yet, a search of the County of Riverside's land information system identified the area as having a High B, which corresponds to a high potential or sensitivity for such resources (County of Riverside 2010). The City's General Plan EIR states that the Moreno Valley area contains sedimentary rock with the potential to contain such resources and which may be subject to significant impacts during ground disturbance. However, it also found that much of the area is covered by recent alluvium that overlies such sedimentary rock of the Mt. Eden and San Timoteo Formations and that typical excavation depths for most developments would not likely penetrate such depths to reach these resources. Additionally, according to the General Plan EIR, the areas of the highest potential for paleontological resources are located within the hills in the Badlands planning area.

As discussed under b) above, due to the potential to encounter unknown resources during grading activities associated with the removal of the top 7 feet of artificial fill over the site, implementation of Mitigation Measure CR-2 is required. By retaining a qualified paleontologist to monitor for these resources if inadvertently discovered, the RCCD will ensure that a proper inspection of exposed surfaces is conducted to determine if fossils are present and that appropriate treatment of any paleontological resources is implemented. Impacts would therefore be less than significant with mitigation incorporated.

**Mitigation Measure(s)**

**CR-2:** In the event that paleontological resources are inadvertently discovered during construction activities (including grading), all construction work shall be halted in the vicinity of the discovery until a qualified paleontologist retained by the Riverside Community College District can visit the site and assess the significance of the potential paleontological resource. Specifically, the qualified paleontologist shall conduct on-site paleontological monitoring for the project site to include inspection of exposed surfaces to determine if fossils are present. The monitor shall have authority to divert grading away from exposed fossils temporarily in order to recover the fossil specimens.

**d) *Disturb any human remains, including those interred outside of formal cemeteries?***

***Less than Significant Impact with Mitigation Incorporated.*** Refer to the response to b) above. There is no indication that development on the project site would disturb any human remains; however, the potential exists to uncover human remains during grading. Although unlikely, the discovery of human remains would be a potentially significant impact without mitigation.

Due to the potential to uncover human remains during grading activities, implementation of Mitigation Measure CR-1 is required. By ceasing all construction work in the vicinity of any potential discovery of human remains until a registered professional archaeologist can visit the site of discovery and assess the significance and origin of the archaeological resource, as well as contacting the county coroner and complying with required state law regarding the discovery of human remains, any potential impacts related to human remains will be substantively reduced. Impacts would therefore be less than significant with mitigation incorporated.

**Mitigation Measure(s)**

Implement Mitigation Measure CR-1.

4.0 ENVIRONMENTAL INITIAL STUDY

4.3.6 Geology and Soils

Environmental Issues <i>Would the project:</i>	Potentially Significant Impact	Less Than Significant With Mitigation	Less Than Significant Impact	No Impact
a) Expose people or structures to potential substantial adverse effects, including the risk of loss, injury or death involving:				
i) Rupture of a known earthquake fault, as delineated on the most recent Alquist-Priolo Earthquake Fault Zoning Map issued by the State Geologist for the area or based on other substantial evidence of a known fault? Refer to Division of Mines and Geology Special Publication 42.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ii) Strong seismic ground shaking?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
iii) Seismic-related ground failure, including liquefaction?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
iv) Landslides?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b) Result in substantial soil erosion or the loss of topsoil?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Be located on a geologic unit or soil that is unstable, or that would become unstable as a result of the project and potentially result in on- or off-site landslide, lateral spreading, subsidence, liquefaction or collapse?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d) Be located on expansive soil, as defined in Table 18-1-B of the Uniform Building Code (1994), creating substantial risks to life or property?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
e) Have soils incapable of adequately supporting the use of septic tanks or alternative wastewater disposal systems where sewers are not available for the disposal of wastewater?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Discussion**

a) ***Expose people or structures to potential substantial adverse effects, including the risk of loss, injury or death involving:***

i) ***Rupture of a known earthquake fault, as delineated on the most recent Alquist-Priolo Earthquake Fault Zoning Map issued by the State Geologist for the area or based on other substantial evidence of a known fault? Refer to Division of Mines and Geology Special Publication 42.***

***Less than Significant Impact.*** According to the *City of Moreno Valley General Plan EIR (2006a)*, the City lies primarily on bedrock known as the Perris Block. This structural unit is located within the Peninsular Range Geomorphic Province, one of the major geologic provinces of Southern California. The Perris Block is a large mass of granitic rock generally bounded by the San Jacinto Fault, the Elsinore Fault, the Santa Ana River, and a non-defined southeast boundary. The

nearest fault zone is the San Jacinto Fault, which is located approximately 5 miles northeast of the project site. This fault zone has experienced significant activity in the recent geologic past. Additionally, the San Andreas Fault is located approximately 16 miles northeast of the site. According to the City's General Plan and the General Plan EIR, the site is not located within an existing fault zone, and no faults appear to run under the project area (City of Moreno Valley 2006b, Figure 6-3, Geologic Faults & Liquefaction; City of Moreno Valley 2006a, Figure 5.6-2, Seismic Hazards). No active or potentially active fault is known to exist at the project site, nor is the site situated within an Alquist-Priolo Earthquake Fault Zone, a State of California Special Studies Zone, or a County of Riverside designated fault zone.

According to the geotechnical investigation prepared for the proposed project by Leighton Consulting, Inc., the site is not located over any known faults and is not located near a pressure ridge or within a current State of California designated Earthquake Fault Zone, and the potential for future surface rupture of active faults on site is considered to be very low (Leighton Consulting, Inc. 2010). Therefore, damage resulting from surface rupture or fault displacement is not expected at the project site. Impacts are considered to be less than significant.

#### **Mitigation Measure(s)**

No mitigation measures are required.

#### **ii) *Strong seismic ground shaking?***

***Less than Significant Impact.*** Because the project site is located in seismically active Southern California, it is subject to moderate to severe ground shaking in the event of a major earthquake along any of the active faults in the region. The known regional active faults that could produce the most significant ground shaking at the site include the San Jacinto, San Andreas, and the Elsinore-Glen Ivy faults. The closest fault to the site appears to be the San Jacinto fault roughly 8 kilometers (5 miles) away from the site. The site, however, does not possess any greater seismic risk than that of the surrounding developments. According to the USGS 2008 Interactive Deaggregations utility, the predominant modal earthquake for the site has a PHGA of 0.80g with a magnitude of approximately 7.6 Mw at a distance of 9 kilometers for the Maximum Considered Earthquake (MCE) which refers to a 2% probability of exceedance in 50 years, and a PHGA for the design earthquake (2/3rds of the MCE) of 0.54g (cited in Leighton Consulting, Inc. 2010). Site-specific ground motion hazard analysis was completed for the site in order to develop a design response spectrum in accordance with the 2007 California Building Code and American Society of Civil Engineers Standards, a

summary of which is included in Appendix B (the project's geotechnical report), as well as all recommended seismic design acceleration parameters (Leighton Consulting, Inc. 2010). All seismic design of the structures would be performed in accordance with the Uniform Building Code guidelines, and as a result structural damage resulting from ground shaking would be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

**iii) Seismic-related ground failure, including liquefaction?**

***Less than Significant Impact.*** Liquefaction is the loss of soils strength or stiffness due to a buildup of pore-water pressure during strong ground shaking activity and is typically associated with loose, granular, and saturated soils. According to both the City's General Plan and the Riverside County Land Information System, the site is designated as having a low to moderate liquefaction potential, and it is not shown on an area requiring liquefaction hazards needing to be studied on the Riverside County Geologic Hazards Map (Leighton Consulting, Inc. 2010). The geotechnical report found that regional groundwater maps and data indicate that groundwater levels have not risen above a historic depth of 200 feet below ground surface and that the earth units encountered were dense in consistency. Additionally, based upon borings sampled at the site and the proposed recompaction recommendations, the on-site soils do not have any significant potential for seismically induced settlement and only has the potential for less than ½ inch of seismic settlement during a design earthquake (Leighton Consulting, Inc. 2010). Therefore, the potential for liquefaction, or other effects of liquefaction including lateral spreading or induced settlement, is very low and any potential impacts are anticipated to be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

**iv) Landslides?**

***Less than Significant Impact.*** The site is located west of a granitic bedrock hill which peaks approximately 200 feet above the elevation of the site and is inclined at a slope of roughly 2.5/1 horizontal to vertical (Leighton Consulting, Inc. 2010). The slope was therefore analyzed with a seismic stability screening analysis. Since the proposed project site does not lie within or in close proximity to a historic landslide, contains colluvium-filled gullies, cliffs, or other failure-



susceptible features, holds groundwater at relatively shallow depths, or has the potential of being subjected to artificially heightened groundwater levels due to future upslope development, the slope in question above the site does not meet any of the initial seismic screening analysis criteria. A retaining wall is planned to replace the existing slope located along the northeastern boundary of the project site. According to the geotechnical report from Leighton Consulting, the slope was evaluated for seismic stability and it was determined that the site is not susceptible to seismically induced landslides (Leighton Consulting, Inc. 2010). Landslides may result from heavy rain, erosion, removal of vegetation, seismic activity, or combinations of these factors. The project site has not been identified as a slide-prone area, as it is relatively flat. As a result, impacts resulting from landslides would be less than significant.

#### **Mitigation Measure(s)**

No mitigation measures are required.

#### **b) *Result in substantial soil erosion or the loss of topsoil?***

***Less than Significant Impact with Mitigation Incorporated.*** Construction activities such as grading may have the potential to cause soil erosion or the loss of topsoil. As required in Mitigation Measure HYD-2 in Section 4.3.8 the grading and erosion control plan will include erosion control measures such as silt fencing and sand bagging to prevent on- and off-site erosion. Additional erosion control measures may be used as appropriate depending on field conditions to prevent erosion and/or the introduction of dirt, mud, or debris into existing public streets and/or onto adjacent properties during construction. As part of the plan, topsoil will be stockpiled and covered on the project site for reuse.

A project-specific WQMP is in the process of being prepared for the project, which identifies BMPs that would be employed to prevent discharge of other project-related pollutants that could contaminate nearby water resources. An implementation inspection and maintenance program is proposed as part of the WQMP to ensure that BMPs are implemented according to design and are effective in controlling discharges of stormwater-related pollutants.

Short-term erosion effects during the construction phase of the project would be prevented through implementation of a grading and erosion control plan as provided in Mitigation Measure HYD-2, which would incorporate BMPs to reduce project-related hydrology and water quality impacts. The BMPs provided in the WQMP prepared for the project would prevent the discharge of pollutants that could contaminate nearby water resources and cause erosion, thereby addressing both short- and long-term erosion impacts. In addition, a system of storm drains, along with future drainage basin

enhancement, and anticipated subsurface chambers to capture runoff as part of the new parking garage project to the west of the project site would be provided throughout the developed site, along with landscaped areas and groundcovers, thereby preventing soil erosion upon build-out of the project. Impacts would therefore be less than significant with mitigation incorporated.

**Mitigation Measure(s)**

Implement Mitigation Measure HYD-2.

- c) ***Be located on a geologic unit or soil that is unstable, or that would become unstable as a result of the project and potentially result in on- or off-site landslide, lateral spreading, subsidence, liquefaction or collapse?***

***Less than Significant Impact.*** Refer to responses (a)(i) through (a)(iv) regarding the risk of strong seismic shaking, lateral spreading, landslides, subsidence, and liquefaction. The site is locally underlain by artificial fill materials, alluvial soils, and granitic bedrock. Based upon site investigations, the geotechnical report concluded that the alluvial and artificial soil are slightly to moderately compressible, but that the bedrock below that is not compressible (Leighton Consulting, Inc. 2010). Thus, partial removal and recompaction of this material will be necessary to reduce a different settlement of the site. Moreover, tests of the soils for expansiveness determined that the near-surface samples of the soils taken from the site show an expansion index of 5, which represents a very low expansion potential (Leighton Consulting, Inc. 2010). Impacts are anticipated to be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

- d) ***Be located on expansive soil, as defined in Table 18-1-B of the Uniform Building Code (1994), creating substantial risks to life or property?***

***Less than Significant Impact.*** Refer to response (c) above. The proposed project is not located on expansive soils that would create a substantial risk to life or property; therefore, impacts would be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

- e) *Have soils incapable of adequately supporting the use of septic tanks or alternative wastewater disposal systems where sewers are not available for the disposal of wastewater?*

**No Impact.** Implementation of the proposed project would not result in the need for a septic tank or alternative wastewater disposal system. Future development would connect to the public sewer system where adequate sewer capacity is anticipated. No impact would result.

**Mitigation Measure(s)**

No mitigation measures are required.

**4.3.7 Greenhouse Gas Emissions**

Environmental Issues <i>Would the project:</i>	Potentially Significant Impact	Less Than Significant With Mitigation	Less Than Significant Impact	No Impact
a) Generate greenhouse gas emissions, either directly or indirectly, that may have a significant impact on the environment?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b) Conflict with an applicable plan, policy or regulation adopted for the purpose of reducing the emissions of greenhouse gases?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Discussion**

- a) *Generate greenhouse gas emissions, either directly or indirectly, that may have a significant impact on the environment?*

**Less than Significant Impact.** Global climate change is a cumulative impact, and a project participates in this potential impact through its incremental contribution combined with the cumulative increase of all other sources of greenhouse gases (GHGs). There are currently no established thresholds for measuring the significance of a project's cumulative contribution to global climate change; however, all reasonable efforts should be made to minimize a project's contribution to global climate change.

While the proposed project would result in emissions of GHGs during construction and operation, no guidance exists to indicate what level of GHG emissions would be considered substantial enough to result in a significant adverse impact on global climate. However, it is generally the case that an individual project is of insufficient magnitude by itself to influence climate change or result in a substantial contribution to the global GHG inventory. Thus, GHG impacts are recognized as exclusively cumulative impacts; there are no non-cumulative GHG emission impacts from a climate change perspective.

Accordingly, further discussion of the project's GHG emissions and their impact on global climate are addressed below.

Construction of the proposed project would result in GHG emissions, which are primarily associated with use of off-road construction equipment and vehicles and on-road construction and worker vehicles. The URBEMIS 2007 model was used to calculate the annual CO<sub>2</sub> emissions based on the construction scenario described in Section 7.1 of the air quality and greenhouse gas emissions technical report. The model results were adjusted to estimate CH<sub>4</sub> and N<sub>2</sub>O emissions in addition to CO<sub>2</sub>. The CO<sub>2</sub> emissions from off-road equipment and on-road trucks, which are assumed by URBEMIS 2007 to be diesel fueled, were adjusted by a factor derived from the relative CO<sub>2</sub>, CH<sub>4</sub>, and N<sub>2</sub>O for diesel fuel as reported in the California Climate Action Registry's (CCAR) *General Reporting Protocol* for transportation fuels and the GWP for each GHG. The CO<sub>2</sub> emissions associated with construction worker trips and vendor trips were multiplied by a factor based on the assumption that CO<sub>2</sub> represents 95% of the CO<sub>2</sub>E emissions associated with passenger vehicles (EPA 2005). The results were then converted from annual tons per year to metric tons per year. Table 4.3.7-1, Estimated Construction Greenhouse Gas Emissions, presents construction emissions for the proposed project in the years 2011 and 2012 from off-road equipment, on-road trucks, employee vehicles, and vendor vehicles.

**Table 4.3.7-1  
 Estimated Construction Greenhouse Gas Emissions**

	MT CO <sub>2</sub> E/year
<b>Construction Year 2011</b>	
Off-Road Equipment	35
On-Road Trucks	3
Employee Vehicles	4
Vendor Vehicles	1
<b>Total for 2011</b>	<b>43*</b>
<b>Construction Year 2012</b>	
Off-Road Equipment	81
On-Road Trucks	0
Employee Vehicles	14
Vendor Vehicles	3
<b>Total for 2012</b>	<b>98*</b>

Source: URBEMIS 2007. See Appendix A for complete results  
 MT/year = metric tons per year. 1 metric ton = 1.1023 tons  
 \*Total reflects sum of rounded numbers.

As shown above, the estimated total GHG emissions during construction would be 43 metric tons of CO<sub>2</sub>E, in the year 2011 and 98 metric tons of CO<sub>2</sub>E, in the year 2012.

Operation of the proposed project would result in GHG emissions through area sources (including space heating and cooling), power generation to supply the project’s electricity use, and vehicular traffic generated by students, staff and faculty. Annual CO<sub>2</sub> emissions from natural gas combustion were estimated using URBEMIS 2007. The CO<sub>2</sub> emissions were adjusted by a factor derived from the relative CO<sub>2</sub>, CH<sub>4</sub>, and N<sub>2</sub>O for natural gas as reported in the CCAR’s *General Reporting Protocol* for stationary combustion fuels and their GWPs. Annual electricity use was estimated using land use generation rates for a college. Development of the proposed project at buildout would consume approximately 517,560 kilowatt-hours per year. The generation of electricity through combustion of fossil fuels typically results in emissions of CO<sub>2</sub> and to a smaller extent CH<sub>4</sub> and N<sub>2</sub>O. Annual electricity emissions were estimated using the reported CO<sub>2</sub> emissions per kilowatt-hour for Southern California Edison, which would provide electricity for the project. The contributions of CH<sub>4</sub> and N<sub>2</sub>O for power plants in California were obtained from the CCAR’s *General Reporting Protocol*, which were adjusted for their GWPs to estimate the emissions in units of CO<sub>2</sub>E. The CH<sub>4</sub> and N<sub>2</sub>O emissions associated with vehicle trips were accounted for by multiplying the URBEMIS 2007 CO<sub>2</sub> emissions by a factor based on the assumption that CO<sub>2</sub> represents 95% of the CO<sub>2</sub> emissions associated with passenger vehicles.

The estimated operational GHG emissions from area sources, including electricity usage, and motor vehicles associated with the proposed project are shown in Table 4.3.7-2.

**Table 4.3.7-2  
 Estimated Operational Greenhouse Gas Emissions**

	<b>MT CO<sub>2</sub>E/year</b>
Motor Vehicles	1,650
Area Sources	73
Electricity	149
<b>Total</b>	<b>1,872</b>

Source: URBEMIS 2007. See Appendix for complete results.  
 MT/year = metric tons per year. 1 metric ton = 1.1023 tons

As shown in the table above, the estimated emissions of GHGs generated by area and vehicular sources would be 1,872 metric tons of CO<sub>2</sub>E per year.

While global climate change is, by definition, a cumulative environmental impact and the impacts of climate change on California human and natural systems would also be substantial, there currently is no agreed-upon methodology to adequately identify, under CEQA, when project-level GHG emissions contribute considerably to this cumulative impact.

For comparative purposes, the proposed project's contribution to the State's total emissions (484 million metric tons CO<sub>2</sub> equivalent, including out-of-state electrical generation, in 2004 [CARB 2007]) would be less than 0.0004%. Furthermore, the required reductions to achieve the 2020 goal of AB 32 is estimated to be approximately 42 million metric tons CO<sub>2</sub> equivalent from 2002–2004 levels. In addition, the proposed project will be subject to many of the measures to be adopted pursuant to the AB 32 Scoping Plan, including but not limited to GHG emission standards for passenger vehicles and light trucks, the Low Carbon Fuel Standard, and more stringent energy conservation standards.

The Moreno Valley College instituted a Green Initiative as part of a District-wide effort aimed at establishing environmentally sensitive and sustainable practices across the RCCD campuses. Five sub-committees focus on greening of the campus and curriculum, green outreach, resource and energy conservation, and fundraising. The resource and energy conservation sub-committee's role is to develop recommendations and guidelines that will facilitate a reduction in electricity usage, utilization of recycled water, incorporation of solar panels as an energy source, and plantings of drought-resistant vegetation. Implementation of these campus-wide green strategies and design guidelines will result in reductions of GHG emissions generated by college operation, and thus, will help reduce the Moreno Valley College campus's contribution to global climate change.

While all sources of GHG emissions contribute to some extent to global climate change, the amount of GHG emissions generated by the proposed project will not likely impede or conflict with the State's ability to achieve the goals of AB 32. Accordingly, the proposed project would not result in a cumulatively considerable contribution, and the project would result in less than significant construction and operational impacts on global climate change.

#### **Mitigation Measure(s)**

No mitigation measures are required.

**b) *Conflict with an applicable plan, policy or regulation adopted for the purpose of reducing the emissions of greenhouse gases?***

***Less than Significant Impact.*** Refer to answer (a) and the discussion in 4.3.3 regarding air quality. The amount of GHG emissions generated by the proposed project will not likely impede or conflict with the state's ability to achieve the goals of AB 32. Accordingly, the proposed project would not result in a cumulatively considerable contribution, and the project would result in a less than significant impact on global climate change. The proposed project will not conflict with any plan, policy, or regulation adopted for the purpose of reducing the emissions of GHGs.

**4.0 ENVIRONMENTAL INITIAL STUDY**

**Mitigation Measure(s)**

No mitigation measures are required.

**4.3.8 Hazards and Hazardous Materials**

<b>Environmental Issues</b> <i>Would the project:</i>	<b>Potentially Significant Impact</b>	<b>Less Than Significant With Mitigation</b>	<b>Less Than Significant Impact</b>	<b>No Impact</b>
a) Create a significant hazard to the public or the environment through the routine transport, use, or disposal of hazardous materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b) Create a significant hazard to the public or the environment through reasonably foreseeable upset and accident conditions involving the likely release of hazardous materials into the environment?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Emit hazardous emissions or handle hazardous or acutely hazardous materials, substances, or waste within one-quarter mile of an existing or proposed school?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d) Be located on a site which is included on a list of hazardous materials sites compiled pursuant to Government Code Section 65962.5 and, as a result, would it create a significant hazard to the public or environment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
e) For a project located within an airport land use plan or, where such a plan has not been adopted, within two miles of a public airport or public use airport, would the project result in a safety hazard for people residing or working in the project area?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
f) For a project within the vicinity of a private airstrip, would the project result in a safety hazard for people residing or working in the project area?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
g) Impair implementation of or physically interfere with an adopted emergency response plan or emergency evacuation plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
h) Expose people or structures to a significant risk of loss, injury or death involving wildland fires, including where wildlands are adjacent to urbanized areas or where residences are intermixed with wildlands?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Discussion**

- a) ***Create a significant hazard to the public or the environment through the routine transport, use, or disposal of hazardous materials?***

***Less than Significant Impact.*** Construction activities on the project site would not result in the routine transport of, emission, or disposal of hazardous materials, and no acutely hazardous materials would be used on site during project construction. All activities involving toxic, flammable, or explosive materials (including refueling construction

vehicles and equipment) will be conducted with adequate safety and fire suppression devices readily accessible on the project site, as specified by the City's fire department and per the Uniform Building Code.

Relatively small amounts of commonly used hazardous substances, such as gasoline, diesel fuel, lubricating oil, grease, and solvents would be used on site for construction and maintenance. These materials would be transported and handled in accordance with all federal, state, and local laws regulating the management and use of hazardous materials. Consequently, use of these materials for their intended purpose would not pose a significant risk to the public or environment. Once construction is complete, fuels and other petroleum products would no longer remain on site. The transport, use, or disposal of hazardous materials would be limited to common hazardous materials. Although limited quantities of these hazardous materials (e.g., cleaning agents, paints and thinners, fuels, insecticides, and herbicides) will potentially be used during both construction and operation of the proposed project, these activities generally do not entail the use of such substances in quantities that would present a significant hazard to the public or the environment. Impacts are considered to be less than significant.

#### **Mitigation Measure(s)**

No mitigation measures are required.

- b) ***Create a significant hazard to the public or the environment through reasonably foreseeable upset and accident conditions involving the likely release of hazardous materials into the environment?***

***Less than Significant Impact with Mitigation Incorporated.*** As described in response (a) above, construction activities on the project site would involve the transport of gasoline and other materials to the site during construction. Relatively small amounts of commonly used hazardous substances, such as gasoline, diesel fuel, lubricating oil, grease, and solvents would be used on site for construction and maintenance. The materials alone and use of these materials for their intended purpose would not pose a significant risk to the public or environment; however, accidental spills of hazardous materials during construction could potentially result in soil contamination or water quality impacts. To minimize/eliminate fuel spillage, all construction vehicles will be adequately maintained and equipped. All equipment maintenance work, including refueling, will occur off site or within the designated construction staging area. All potentially hazardous construction waste, including trash, litter, garbage, other solid wastes, petroleum products, and other potentially hazardous materials, will be removed to a hazardous waste facility permitted to treat, store, or dispose of such materials. Once construction is complete, fuels and other petroleum products would no longer remain on site.



By incorporating the project design features described above, developing a hazardous materials management plan as provided for in Mitigation Measure HAZ-1, and implementing BMPs to address the accidental spillage of hazardous materials as provided for in Mitigation Measure HYD-1, potential hazards to the public or the environment resulting from foreseeable upset or accidental conditions related to hazardous materials will be substantially minimized or eliminated. Impacts would therefore be less than significant with mitigation incorporated.

#### **Mitigation Measure(s)**

**HAZ-1:** Prior to approval of final construction plans, a hazardous materials management plan for the construction phase of the proposed project shall be created. The plan shall identify all hazardous materials that will be present on any portion of the construction site, including, but not limited to, fuels, solvents, and petroleum products. A contingency plan shall be developed to identify potential spill hazards, how to prevent their occurrence, and how to address any spills that may occur. The plan shall also identify materials that will be on site and readily accessible to clean up small spills (i.e., spill kit, absorbent pads, and shovels). The hazardous materials management plan shall be included as part of all contractor specifications and final construction plans to the satisfaction of the Riverside Community College District.

Implement Mitigation Measure HYD-1.

- c) ***Emit hazardous emissions or handle hazardous or acutely hazardous materials, substances, or waste within one-quarter mile of an existing or proposed school?***

***Less than Significant Impact.*** Lasselle Elementary School is located approximately 1,200 feet south of the proposed project site. As noted in response (a) and (b), limited amounts of hazardous materials could be used during construction and operation of the project, including the use of standard construction materials (e.g., lubricants, solvents, and paints), cleaning and other maintenance products (used in the maintenance of buildings, pumps, pipes, and equipment), diesel and other fuels (used in construction and maintenance equipment and vehicles), and the limited application of pesticides associated with landscaping. These materials would be transported and handled in accordance with all federal, state, and local laws regulating the management and use of hazardous materials. None of these activities would result in the routine transport of, emission, or disposal of hazardous materials, and no acutely hazardous materials would be used on site during construction or operation of the project.

While construction equipment will release emissions including diesel particulate matter, given the distance from the school and the small scale of the proposed project, this would

be a less than significant impact (see Air Quality, Section 4.3.3). All construction activity would be performed in compliance with City regulations, and compliance with these regulations would ensure that the general public would not be exposed to any unusual or excessive risks related to hazardous materials during construction on the project site. Impacts would be less than significant. All equipment maintenance work, including refueling, will occur off site or within the designated construction staging area. All potentially hazardous construction waste, including trash, litter, garbage, other solid wastes, petroleum products, and other potentially hazardous materials, will be removed to a hazardous waste facility permitted to treat, store, or dispose of such materials. Once construction is complete, fuels and other petroleum products would no longer remain on site, and the use of the site for student activities and office space would not release any hazardous materials or emissions that would negatively affect the school.

**Mitigation Measure(s)**

No mitigation measures are required.

- d) *Be located on a site which is included on a list of hazardous materials sites compiled pursuant to Government Code Section 65962.5 and, as a result, would it create a significant hazard to the public or environment?*

**No Impact.** As indicated on Figure 5.5-1 of the *City of Moreno Valley General Plan EIR*, the project site is not located on a hazardous waste site (City of Moreno Valley 2006a, Figure 5.5-1, Hazardous Materials Sites). The site has been vacant and no previous land uses warrant additional hazardous evaluations. The closest hazardous waste handlers are located along Perris Blvd, a distance of over 3.5 miles from the college site. Therefore, the project would not result in a significant hazard to the public or to the environment. While no impacts are anticipated due to contaminated soils on the project site, if contaminated soils are located during the course of construction for the proposed project, all standard hazardous remediation and removal procedures would be followed. No impacts related to on-site hazardous materials are anticipated.

**Mitigation Measure(s)**

No mitigation measures are required.

- e) *For a project located within an airport land use plan or, where such a plan has not been adopted, within two miles of a public airport or public use airport, would the project result in a safety hazard for people residing or working in the project area?*

**No Impact.** The proposed project site is located approximately 2 miles east of the March Air Reserve Base area of flight operations. However, as identified on Figure 6-5 of the

City's General Plan, the site is not located within an Accident Potential Zone (City of Moreno Valley 2006b, Section 6.10). No impacts would result.

**Mitigation Measure(s)**

No mitigation measures are required.

- f) ***For a project within the vicinity of a private airstrip, would the project result in a safety hazard for people residing or working in the project area?***

***No Impact.*** The proposed project is not located within the vicinity of a private airstrip. No impacts would result.

**Mitigation Measure(s)**

No mitigation measures are required.

- g) ***Impair implementation of or physically interfere with an adopted emergency response plan or emergency evacuation plan?***

***Less Than Significant Impact.*** Implementation of the proposed project would not result in an interference with any existing emergency response plan or emergency evacuation plan. The major roadway to access the site is via Lasselle Street, with access to the campus from College Drive and Krameria Avenue. While not identified in the City's General Plan as a major evacuation route, Lasselle Street would likely act as a major thoroughfare for the immediate area under such circumstances since it travels south to Ramona Expressway, as well as numerous roads towards the north of the campus towards Highway 60. The proposed project will not interfere substantially with the use of Lasselle Street and is not anticipated to result in any actions that would impair implementation of or physically interfere with an adopted emergency response plan or emergency evacuation plan. Multiple entry and evacuation routes would remain at the college and any potential impacts are anticipated to be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

- h) ***Expose people or structures to a significant risk of loss, injury, or death involving wildland fires, including where wildlands are adjacent to urbanized areas or where residences are intermixed with wildlands?***

***Less than Significant Impact.*** The proposed project is located in an area where urban development currently exists and is not susceptible to the threat of fire from wildlands.

**4.0 ENVIRONMENTAL INITIAL STUDY**

While Figure 5.5-2 of the General Plan EIR (2006a) does identify areas of substantial wildfire risk east of the college primarily around the open areas of Lake Perris, the proposed project itself is not located within a fire hazard area. Additionally, numerous access points to the eastern boundary of the college exist, and the College Park Fire Station is located due north of the college. Less than significant impacts would result.

**Mitigation Measure(s)**

No mitigation measures are required.

**4.3.9 Hydrology and Water Quality**

<b>Environmental Issues Would the project:</b>	<b>Potentially Significant Impact</b>	<b>Less Than Significant With Mitigation</b>	<b>Less Than Significant Impact</b>	<b>No Impact</b>
a) Violate any water quality standards or waste discharge requirements?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Substantially deplete groundwater supplies or interfere substantially with groundwater recharge such that there would be a net deficit in aquifer volume or a lowering of the local groundwater table level (e.g., the production rate of pre-existing nearby wells would drop to a level which would not support existing land uses or planned uses for which permits have been granted)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c) Substantially alter the existing drainage pattern of area, including through the alteration of the course of a stream or river, in a manner which would result in substantial erosion or siltation on- or off-site?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Substantially alter the existing drainage pattern of the site or area, including through the alteration of the course of a stream or river, or substantially increase the rate or amount of surface runoff in a manner which would result in flooding on- or off-site?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
e) Create or contribute runoff water which would exceed the capacity of existing or planned stormwater drainage systems or provide substantial additional sources of polluted runoff?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Otherwise substantially degrade water quality?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
g) Place housing within a 100-year flood hazard area as mapped on a federal Flood Hazard Boundary or Flood Insurance Rate Map or other flood hazard delineation map?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
h) Place within a 100-year flood hazard area structures, which would impede or redirect flood flows?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
i) Expose people or structures to a significant risk of loss, injury or death involving flooding, including flooding as a result of the failure of a levee or dam?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
j) Inundation by seiche, tsunami, or mudflow?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## Discussion

a) *Violate any water quality standards or waste discharge requirements?*

***Less than Significant Impact with Mitigation Incorporated.*** Currently the site drains to an existing on-site depression that drains the site to an open concrete channel below the site and empties to an existing small drainage basin. Water pools in the basin and naturally percolates into the ground at that location. Any overflow from the basin is directed to the eastside of an existing surface parking lot, where it would eventually empty to the municipal drain at the western boundary of the lower parking lot. Ultimately, water that does not percolate back into the site will drain to the Kitching Channel, a large open channel that drains in a southerly direction to the Perris Valley Storm Drain and ultimately to the San Jacinto River Watershed. A new parking garage is currently proposed at the existing parking lot to the west of the proposed project site, which will increase the size of the drainage basin, as well as creating filtration chambers for any overflow from the basin and the parking garage in order to filter any of the stormwater prior to it entering the municipal system.

The proposed project will increase and enhance the existing drainage infrastructure at the site, but will continue to drain the site to the lower drainage basin below. Thus, runoff will be captured and directed onsite and any overflow that does not percolate in the basin will be captured in a subsurface chamber system that collects, holds, and cleans the runoff water prior to releasing the water to the municipal drainage system. Further, a WQMP will be completed for the site and the use of BMPs during construction in order to properly manage any stormwater runoff during construction. , the proposed project will enlarge the existing detention basin and will ensure the majority of the project site drains to the actual on-site basin.

During construction, gasoline, diesel fuel, lubricating soil, grease, and solvents may be used on the project site. Although only small amounts necessary to maintain the construction equipment will be on site at any one time, accidental spills of these materials during construction could potentially result in water quality impacts. In addition, soil loosened during grading or miscellaneous construction materials or debris could also degrade water quality if mobilized and transported off site via water flow. As construction activities may occur during the rainy season or during a storm event, construction of the project could result in impacts to water quality without implementation of appropriate BMPs.

Once operational, the primary source of pollutants will be from the small amount of employee service cars helping maintain the site and potential deliveries to the building, as well as potential sources of trash from people utilizing the site. Potential pollutants of concern for a commercial project would include trash and debris, oil and grease, organic

compounds, and heavy metals. In addition, the following are considered potential pollutants due to incorporation of landscaping into the site design: sediment, nutrients, oxygen demanding substances, bacteria and viruses, and pesticides. However, only minimal landscaping may be incorporated into the final design.

The project is designed to reduce urban runoff volume by maximizing, to the extent practicable, the percentage of permeable surfaces in order to allow increased percolation, and minimize the amount of runoff directed to impermeable areas. The site will be designed to capture the bulk of the runoff water on site and direct the flow to this expanded and enhanced drainage basin that is part of the new parking garage project design. Regardless, the existing drainage basin would continue to be able to capture and hold the small amount of stormwater runoff that may occur due to the project.

By incorporating the site, source, and treatment control BMPs as identified in the WQMP being prepared for the project, implementing BMPs to address the accidental spillage of hazardous materials as provided for in Mitigation Measure HYD-1, and preparing a grading and erosion control plan as required in Mitigation Measure HYD-2, the project would be consistent with the City's water quality and waste discharge requirements. Impacts would therefore be less than significant with mitigation incorporated.

#### **Mitigation Measure(s)**

To reduce potentially significant water quality impacts related to construction and operation of the proposed project, the following mitigation is provided:

**HYD-1:** Best management practices shall be incorporated into the final construction and design plans to be reviewed and approved by the Riverside Community College District and shall include, but not be limited to, the following:

- All construction vehicles shall be adequately maintained and equipped to minimize/eliminate fuel spillage. All equipment maintenance work shall occur off site or within the designated construction staging area.
- Any construction materials that need to be temporarily stockpiled or equipment/supplies that need to be stored on site shall be kept within the construction staging areas and shall be covered when not in use.
- The access road and access points will be swept to maintain cleanliness of the pavement.
- Informational materials to promote the prevention of urban runoff pollutants are included in the Water Quality Management Plan for the project. These materials include general working site practices that contribute to the protection of urban runoff water quality and best

management practices that eliminate or reduce pollution during property improvements.

- All trash enclosure areas proposed at the site shall be appropriately designed and maintained to ensure functionality.
- The Riverside Community College District will perform a visual inspection annually of the project site to ensure that proper litter/debris controls are maintained and that proper landscaping, fertilizer, and pesticide practices are upheld.

**HYD-2:** Prior to approval of final construction plans, a grading and erosion control plan shall be reviewed and approved by the Riverside Community College District. The plan shall be implemented for all construction activities associated with the proposed project. The plan shall include measures to stabilize the soil to prevent erosion and retain sediment where erosion has already occurred. Stabilization measures may include temporary seeding, permanent seeding, or mulching if needed. Structural control measures may include silt fencing, sand bagging, sediment traps, or sediment basins. Additional erosion control measure (e.g., hydroseeding, mulching of straw, diversion ditches, and retention basins) may be necessary as determined by field conditions to prevent erosion and/or the introduction of dirt, mud, or debris into existing public streets and/or onto adjacent properties during any phase of construction operations. Particular attention shall be given to additional erosion control measures during the rainy season, generally from October 15 to April 15. Topsoil shall be stockpiled and covered on the project site for reuse. The grading and erosion control plan shall be included as part of all contractor specifications and final construction plans to the satisfaction of the Riverside Community College District.

- b) *Substantially deplete groundwater supplies or interfere substantially with groundwater recharge such that there would be a net deficit in aquifer volume or a lowering of the local groundwater table level (e.g., the production rate of pre-existing nearby wells would drop to a level which would not support existing land uses or planned uses for which permits have been granted)?*

**Less than Significant Impact.** As discussed in the *City of Moreno Valley General Plan*, groundwater only provides a small fraction of the local water supply. Nonetheless, it is a valuable natural resource that needs to be protected (City of Moreno Valley 2006, Section 6.7, Water Quality). The proposed project would minimally increase the amount of impervious surface area, which could potentially reduce infiltration of precipitation into the groundwater table. However, given the small footprint of the building, such impacts

are anticipated to be minimal. Also, water will be diverted from the site via drainages to the drainage basin below. This stored water will either naturally infiltrate back into the surrounding soil or flow into the existing municipal storm drain system west of the project site, thereby reducing adverse impacts to the local groundwater basin.

The proposed project will use only limited amounts of water resources during construction. Minimal water use will be required for the food service, auditorium, and classroom space and the City has adequate supply to currently meet their municipal, commercial, and industrial demands, as described in Section 4.3.16.

According to the report by Leighton Consulting, Inc., groundwater was not encountered during subsurface explorations, and according to the report, regional groundwater maps and data indicate groundwater levels in the region have not risen above depths of 200 feet bgs recently or historically and the bedrock encountered at shallow depths and overlaying soils were dense and would not be anticipated to be water-bearing units (Leighton Consulting, Inc. 2010).

The project is not expected to encounter groundwater and would not involve permanent pumping of groundwater; therefore, the project would not substantially deplete groundwater supplies. Due to the incorporation of structural and treatment control BMPs, the proposed project would not substantially interfere with groundwater recharge. Impacts would be less than significant.

#### **Mitigation Measure(s)**

No mitigation measures are required.

- c) ***Substantially alter the existing drainage pattern of area, including through the alteration of the course of a stream or river, in a manner which would result in substantial erosion or siltation on- or off-site?***

***Less than Significant Impact with Mitigation Incorporated.*** See the discussion in (a) above. As discussed, the drainage system will be improved to channel water to the existing drainage basin below that will hold the majority of the water until it percolates into the ground. Overflow of water currently drains to the below level surface parking lot prior to entering the municipal stormdrain system. However, once the parking garage project is complete, any water that does overflow from the drainage basin will be cleaned via below ground chambers prior to releasing that water to the municipal storm drain where it will eventually drain to the Perris Valley Storm Drain system.

Construction activities such as grading may have the potential to cause erosion or siltation. Short-term erosion effects during the construction phase of the project would be



prevented through implementation of a grading and erosion control plan, which would incorporate BMPs to reduce project-related hydrology and water quality impacts (Mitigation Measure HYD-2). In addition, implementation of the WQMP prepared for the project would further reduce potential erosion impacts through BMPs designed to prevent discharge of other construction-related pollutants that could contaminate nearby water resources.

Although the existing drainage pattern of the site will be slightly altered due to the increase of impervious surfaces and the incorporation of structural and treatment control BMPs, the proposed project would not result in physical alteration of the drainage course in a manner that would result in substantial on- or off-site erosion or siltation.

By incorporating a system of storm drains to ensure the runoff is captured and sent to the existing drainage basin, along with future basin enhancements and stormwater chambers as well as erosion control techniques as required by the grading and erosion control plan in Mitigation Measure HYD-2, the project would reduce or eliminate the potential for erosion and siltation caused by implementation of the project. Impacts would therefore be less than significant with mitigation incorporated.

**Mitigation Measure(s)**

Implement Mitigation Measure HYD-2.

- d) ***Substantially alter the existing drainage pattern of the site or area, including through the alteration of the course of a stream or river, or substantially increase the rate or amount of surface runoff in a manner which would result in flooding on- or off-site?***

***Less than Significant Impact.*** Refer to response (c) above. The proposed project will not substantially alter the existing drainage pattern of the site or area or substantially increase the rate or amount of runoff. The impact is considered to be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

- e) ***Create or contribute runoff water which would exceed the capacity of existing or planned stormwater drainage systems or provide substantial additional sources of polluted runoff?***

***Less than Significant Impact with Mitigation Incorporated.*** Refer to responses (a) and (c) above. The impact is considered to be less than significant.

**Mitigation Measure(s)**

Implement Mitigation Measures HYD-1 and HYD-2.

**f) *Otherwise substantially degrade water quality?***

***Less than Significant Impact.*** Refer to the previous responses from (a) to (e) above. The project as proposed will not substantially degrade water quality.

**Mitigation Measure(s)**

No mitigation measures are required.

**g) *Place housing within a 100-year flood hazard area as mapped on a federal Flood Hazard Boundary or Flood Insurance Rate Map or other flood hazard delineation map?***

***Less than Significant Impact.*** According to the *City of Moreno Valley General Plan*, Figure 6-4 Flood Hazards, and the County of Riverside Land Information System (County of Riverside 2010), the proposed project site is not located within a flood hazard zone. Federal Emergency Management Agency (FEMA) mapping indicates that the project site is not located within a special flood hazard area that could be inundated by a 100-year flood (FEMA 2008). Impacts would be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

**h) *Place within a 100-year flood hazard area structures, which would impede or redirect flood flows?***

***Less than Significant Impact.*** As stated in the response to (g) above, the proposed project is not within a designated flood hazard area; therefore, the project would not impede or redirect flood flows. The impact is considered to be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

**i) *Expose people or structures to a significant risk of loss, injury or death involving flooding, including flooding as a result of the failure of a levee or dam?***

***Less than Significant Impact.*** As stated in the response to (g) above, the proposed project is not within a designated flood hazard area; therefore, the project would not

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expose people or structures to a significant risk of loss, injury, or death involving flooding. According to Figure 6-4 Flood Hazards from the *City of Moreno Valley General Plan*, the project is not located within a potential inundation area due to failure of the Lake Perris Dam. Impacts would be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

**j) *Inundation by seiche, tsunami, or mudflow?***

**No Impact.** The project site is located inland and not located sufficiently near Lake Perris or the ocean to be impacted by a seiche or tsunami. The topography of the site and project area is relatively flat would not be subject to significant impacts from mudflow.

**Mitigation Measure(s)**

No mitigation measures are required.

**4.3.10 Land Use and Planning**

Environmental Issues <i>Would the project:</i>	Potentially Significant Impact	Less Than Significant With Mitigation	Less Than Significant Impact	No Impact
a) Physically divide an established community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b) Conflict with any applicable land use plan, policy, or regulation of an agency with jurisdiction over the project (including, but not limited to the general plan, specific plan, local coastal program, or zoning ordinance) adopted for the purpose of avoiding or mitigating an environmental effect?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c) Conflict with any applicable habitat conservation plan or natural communities conservation plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Discussion**

**a) *Physically divide an established community?***

**No Impact.** The proposed project is located within the existing Moreno Valley College campus on an area of land that has already been graded with turf and asphalt. The site has always been contemplated based upon the developed nature of the site and the surrounding structures to be used as a future building site. The proposed project is

compatible with adjacent land uses for further campus use. The proposed project will not divide the established community and is not expected to result in additional physical barriers between nearby land uses. Thus, no impact will occur.

**Mitigation Measure(s)**

No mitigation measures are required.

- b) ***Conflict with any applicable land use plan, policy, or regulation of an agency with jurisdiction over the project (including, but not limited to the general plan, specific plan, local coastal program, or zoning ordinance) adopted for the purpose of avoiding or mitigating an environmental effect?***

***Less than Significant Impact.*** According to the City's General Plan, Objective 2.15 commands that the "Moreno Valley residents have access to high-quality educational facilities, regardless of their socioeconomic status or location within the City" (City of Moreno Valley 2006). The entire campus is designated under the City's General Plan as Public Facilities. The expansion of the site as a new structure to support student and office space for college uses are all consistent with the RCCD's plan for the Moreno Valley College and to further the overall goal of providing the City's residents with quality education. The proposed project is consistent with the *City of Moreno Valley General Plan*.

The project site is currently zoned as Public District uses, which is established to create and preserve areas for public uses of property and related activities, including civic center, public schools, public buildings, and parks. While as a designated college district the RCCD is not specifically bound to the actual land use requirements from the City, the City's Municipal Code does allow for such uses as the proposed project and the project is consistent with the code. According to geographic information system (GIS) maps on the City's website, the Moreno Valley College is located within a Specific Plan identified as SP193CF. This designation as Community Facilities (CF) allows, among others, the principal use of the site as a community college and accessory buildings, structures, and uses related and incidental to this use of the site.

According to the *2007 Moreno Valley College Long Range Educational & Facilities Master Plan* (2008) for the college, the RCCD has envisioned the development of this site for a new building (called Building F under the Master Plan) to support the long-range goals of the college.

Thus, the new building is consistent with the City's municipal code and general plan, as well as the goals of Specific Plan SP193CF and as envisioned within the RCCD's *2007 Moreno Valley College Long Range Educational & Facilities Master Plan*. Therefore,

the proposed project would not conflict with any applicable land use plan, policy, or regulation and would not constitute a significant impact.

**Mitigation Measure(s)**

No mitigation measures are required.

**c) *Conflict with any applicable habitat conservation plan or natural communities conservation plan?***

**No Impact.** The proposed project does not impede upon a habitat conservation plan, natural community conservation plan, or any other locally approved regional or state habitat conservation plans. The Western Riverside MSHCP is the adopted local habitat conservation plan, and the proposed project is not located within an existing or proposed habitat core or linkage. Therefore, no impacts would occur.

**Mitigation Measure(s)**

No mitigation measures are required.

**4.3.11 Mineral Resources**

Environmental Issues <i>Would the project:</i>	Potentially Significant Impact	Less Than Significant With Mitigation	Less Than Significant Impact	No Impact
a) Result in the loss of availability of a known mineral resource that would be of value to the region and the residents of the state?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b) Result in the loss of availability of a locally-important mineral resource recovery site delineated on a local general plan, specific plan or other land use plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Discussion**

**a) *Result in the loss of availability of a known mineral resource that would be of value to the region and the residents of the state?***

**No Impact.** The proposed project site, as well as the entire college campus boundaries, has been designated as MRZ-3 according to the County of Riverside's General Plan (2003). This designation indicates that the State of California has determined this is an area where mineral deposits are likely; however, their significance has not been determined. Further, according to the *City of Moreno Valley General Plan EIR* (2006a), the California Department of Conservation, Division of Mines and Geology, has not identified significant mineral resources within the City of Moreno Valley. The City's General Plan (2006b) does

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not identify any mineral recovery sites within the City or any active mining areas beyond the Jack Rabbit Canyon Quarry located northeast of Jack Rabbit Trail and Gilman Springs Road next to the Quail Ridge Golf Course, which has been inactive since 2001. The proposed project site is located within the designated boundary of the Moreno Valley College and is part of the RCCD's plans for continued growth and improvement of the college in order to enhance higher education opportunities to the surrounding area. No mining operations will be impacted by this development and the site would likely never be used for any mining operations in the future. No impacts would result.

**Mitigation Measure(s)**

No mitigation measures are required.

**b) *Result in the loss of availability of a locally important mineral resource recovery site delineated on a local general plan, specific plan, or other land use plan?***

**No Impact.** Refer to response (a) above. The proposed project would not result in the loss of availability of a locally important mineral resource recovery site delineated on a local general plan, specific plan, or other land use plan.

**Mitigation Measure(s)**

No mitigation measures are required.

**4.3.12 Noise**

Environmental Issues <i>Would the project result in:</i>	Potentially Significant Impact	Less Than Significant With Mitigation	Less Than Significant Impact	No Impact
a) Exposure of persons to or generation of noise levels in excess of standards established in the local general plan or noise ordinance, or applicable standards of other agencies?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Exposure of persons to or generation of excessive groundborne vibration or groundborne noise levels?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c) A substantial permanent increase in ambient noise levels in the project vicinity above levels existing without the project?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d) A substantial temporary or periodic increase in ambient noise levels in the project vicinity above levels existing without the project?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) For a project located within an airport land use plan or, where such a plan has not been adopted, within two miles of a public airport or public use airport, would the project expose people residing or working in the project area to excessive noise levels?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
f) For a project within the vicinity of a private airstrip, would the project expose people residing or working in the project area to excessive noise levels?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## Discussion

- a) ***Exposure of persons to or generation of noise levels in excess of standards established in the local general plan or noise ordinance, or applicable standards of other agencies?***

***Less than Significant Impact with Mitigation Incorporated.*** An Environmental Noise Study was prepared for the project site to evaluate potential noise impacts resulting from the proposed project. A copy of the Environmental Noise Study is included as Appendix C.

The City has established noise criteria within both the City's General Plan and the City's Municipal Code. While the RCCD is not required to comply with local noise standards, the report did consider local noise standards as they relate to compatibility with the proposed project in order to take a conservative approach towards potential impacts regarding noise.

The City has also adopted a quantitative noise ordinance to control excessive noise generated in the City. The City's noise ordinance limits are in terms of a maximum sound level. The allowable noise limits depend upon the City's land use classification as defined in the City's noise ordinance and time of day. The applicable noise ordinance limits for this project for nonimpulsive sound are that the maximum noise level shall not exceed 65 decibels (dB) between the hours of 7:00 a.m. to 7:00 p.m. and 60 dB between the hours of 7:00 p.m. to 7:00 a.m. at a distance of 200 feet or more from the real property line of the source of the sound. Regarding construction noise, the City requires that no person shall operate or cause the operation of any tools or equipment used in construction, drilling, repair, alteration, or demolition work between the hours of 8:00 p.m. and 7:00 a.m. the following day such that the sound there from creates a noise disturbance.

A noise measurement was conducted at the project site adjacent to Lasselle Street. The noise measurement site is depicted as Site 1 on Figure 3 within the associated noise impact study. The noise measurement was made using a calibrated Larson-Davis Laboratories Model 700 (S.N. 2132) integrating sound level meter equipped with a Type 2551 0.5-inch pre-polarized condenser microphone with pre-amplifier. When equipped with this microphone, the sound level meter meets the current American National Standards Institute (ANSI) standard for a Type 1 precision sound level meter. The sound level meter was positioned at a height of approximately 5 feet above the ground.

Site 1 was located along the north side of Lasselle Street. The noise measurement location is approximately 70 feet from the center line of Lasselle Street. The measured average noise level at Site 1 was 64 dB. The measured noise level was primarily the result of traffic along Lasselle Street..

### **Construction Noise and Vibration Related to the Proposed Project**

Construction activities would occur during the City's allowable hours of operation. The noise levels generated by construction equipment would vary greatly depending upon factors such as the type and specific model of the equipment, the operation being performed and the condition of the equipment. The average sound level of the construction activity also depends upon the amount of time that the equipment operates and the intensity of the construction during the time period. Construction would involve several phases including demolition, clearing and grubbing, grading, underground utilities, foundation construction, and finish construction. Construction equipment would vary by the construction activity and would include standard equipment such as graders, scrapers, backhoes, loaders, dozer, water truck, rollers, concrete trucks, portable generators and air-compressors, and miscellaneous trucks. The construction contractor may mobilize more than one crew. Each area would be in a different location and would affect different receptors.

The maximum noise level ranges for various pieces of construction equipment at a distance of 50 feet are depicted in Table 4 within the noise study created for the proposed project. The maximum noise levels at 50 feet would range from approximately 65 to 90 dB for the type of equipment normally used for this type of project. Construction noise in a well-defined area typically attenuates at approximately 6 dB per doubling of distance. The closest residences would be located north of the site approximately 420 feet from the new building. The maximum noise level associated with construction activities could range up to approximately 72 dB at the closest residences. Construction activities associated with development of the project has the potential to adversely affect adjacent noise-sensitive uses. As such, these noise levels are considered to represent a potentially significant impact. The project would be required to limit construction hours, place mufflers on equipment engines, and orient stationary sources to direct noise away from sensitive uses.

The heavier pieces of construction equipment used at this site could include bulldozers, graders, loaded trucks, water trucks, pavers, and cranes. Information from Caltrans indicates that continuous vibrations with a peak particle velocity of approximately 0.1 inch/second begin to annoy people. Groundborne vibration is typically attenuated over short distances. However, vibration is very subjective, and some people may be annoyed at continuous vibration levels near the level of perception (or approximately a peak particle velocity of 0.01 inch/second). Construction activities are not anticipated to result in continuous vibration levels that typically annoy people, and the vibration impact would be less than significant.



### **Off-Site Traffic Noise Impacts Related to the Proposed Project**

According to the traffic report from VRPA, the proposed project would generate additional traffic trips and redistribute traffic along several existing roads in the area including Lasselle Street and Iris Avenue. The project-generated traffic would result in a less than 1 dB CNEL increase along the nearby roads. A plus or minus 1 dB change is typically within the tolerance limit of traffic noise prediction models. In community noise assessments a 1 dB increase is not noticeable to the human ear. A noise level change of 3 dB CNEL is generally considered to be a just perceptible change in environmental noise. A noise level increase of up to 3 dB is generally not considered significant. The additional project-generated traffic volume along the roads would not substantially increase the ambient noise level. Therefore, the traffic noise impact associated with the project is less than significant.

The cumulative (existing plus project plus year 2015 ambient growth) traffic noise would increase by up to 1 dB CNEL along the various roads as shown in Table 5 of the associated noise impact study. The additional cumulative plus project-generated traffic volume along the roads would not substantially increase the ambient noise level. Thus, the future near-term cumulative traffic noise level increase would be less than significant. The project's contribution to the near-term cumulative noise level increase would be less than 1 dB CNEL and would be less than significant.

Impact related to operations of the site and anticipated increases in traffic will not result in a significant impact. However, potential short-term noise impacts may exist during construction of the site. Through implementation of mitigation such as the use of appropriate measures, reduced idling, and acoustic barriers if needed, such impacts during construction will be reduced to less than significant. Additionally, the project will comply with the City's designated and allowable times for construction of the site.

#### **Mitigation Measure(s)**

To reduce potentially significant impacts related to construction of the proposed project, the following mitigation is provided:

**NOI-1:** During and prior to construction activities, the RCCD shall ensure the following:

- All construction equipment, fixed or mobile, shall be equipped with properly operating and maintained mufflers.
- Construction noise reduction methods such as shutting off idling equipment, installing temporary acoustic barriers around stationary construction noise sources, maximizing the distance between

construction equipment staging areas and occupied residential areas, and use of electric air compressors and similar power tools, rather than diesel equipment, shall be used where feasible.

- During construction, stationary construction equipment shall be placed such that emitted noise is directed away from or shielded from sensitive noise receivers.
- During construction, stockpiling and vehicle staging areas shall be located as far as practical from noise sensitive receptors.
- Construction activities should be limited to the hours of 8:00 a.m. to 5:00 p.m., Monday through Saturday.

**b) *Exposure of persons to or generation of excessive groundborne vibration or groundborne noise levels?***

***Less than Significant Impact.*** Refer to response (a) above. Construction activities are not anticipated to result in continuous vibration levels that typically annoy people, and the vibration impact would be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

**c) *A substantial permanent increase in ambient noise levels in the project vicinity above levels existing without the project?***

***Less than Significant Impact.*** Refer to response (a) above. The proposed project will not have a significant impact related to noise once the proposed project is operational.

**Mitigation Measure(s)**

No mitigation measures are required.

**d) *A substantial temporary or periodic increase in ambient noise levels in the project vicinity above levels existing without the project?***

***Less than Significant Impact with Mitigation Incorporated.*** Refer to response (a) above specifically related to construction impacts. Once the proposed project is operational, any impacts would be less than significant.

**Mitigation Measure(s)**

Implement Mitigation Measures NOI-1.

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- e) *For a project located within an airport land use plan or, where such a plan has not been adopted, within two miles of a public airport or public use airport, would the project expose people residing or working in the project area to excessive noise levels?*

**No Impact.** The proposed project site is located approximately 2 miles east of the March Air Reserve Base area of flight operations. However, as identified on Figure 6-5 of the City's General Plan, the site is not located within an Accident Potential Zone. The proposed project would not expose people residing or working in the project area to excessive noise levels. No impacts would result.

**Mitigation Measure(s)**

No mitigation measures are required.

- f) *For a project within the vicinity of a private airstrip, would the project expose people residing or working in the project area to excessive noise levels?*

**No Impact.** The proposed project is not located within the vicinity of a private airstrip. No impacts would result.

**Mitigation Measure(s)**

No mitigation measures are required.

**4.3.13 Population and Housing**

Environmental Issues <i>Would the project:</i>	Potentially Significant Impact	Less Than Significant With Mitigation	Less Than Significant Impact	No Impact
a) Induce substantial population growth in an area, either directly (e.g., by proposing new homes and businesses) or indirectly (e.g., through extension of roads or other infrastructure)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b) Displace substantial numbers of existing housing, necessitating the construction of replacement housing elsewhere?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c) Displace substantial numbers of people necessitating the construction of replacement housing elsewhere?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## Discussion

- a) ***Induce substantial population growth in an area, either directly (e.g., by proposing new homes and businesses) or indirectly (e.g., through extension of roads or other infrastructure)?***

***Less than Significant Impact.*** The project would not induce substantial population growth in the area, as no residential units are proposed. While providing more availability for classes and student services will further improve the services offered by the college, this in turn may encourage regional growth through increased enrollment or attractiveness to future employees and/or staff. The RCCD, as the lead agency, as identified within the RCCD's *2007 Moreno Valley College Long Range Educational & Facilities Master Plan*, has anticipated the addition of this building as part of their master planning efforts. Therefore, the building is already needed for the existing student base as well as planned for the orderly growth of the college in order to provide greater opportunities throughout the region. As identified in the *City of Moreno Valley General Plan* (2006), the site has been designated for public district uses. The proposed project is being built within the existing college boundaries and already has the type of infrastructure in place to handle this additional building. The proposed project is therefore considered infill development and increasing the intensity of an already existing use within the college limits, rather than encouraging new development within a currently undeveloped area. The new building is needed for the existing students and staff in order to implement the college's goals of providing excellent college-level education for the residents. The project would not induce substantial population growth either directly or indirectly. Impacts would be less than significant.

### **Mitigation Measure(s)**

No mitigation measures are required.

- b) ***Displace substantial numbers of existing housing, necessitating the construction of replacement housing elsewhere?***

***No Impact.*** The proposed project consists of the construction of a structure for student and academic services within the college boundaries. The proposed project would not displace existing housing and would not necessitate the construction of replacement housing elsewhere. Therefore, there would be no impact.

### **Mitigation Measure(s)**

No mitigation measures are required.

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**c) Displace substantial numbers of people necessitating the construction of replacement housing elsewhere?**

**No Impact.** See discussion under a) above. The proposed project would not displace existing housing or result in the displacement of existing residents. Therefore, no impact would result.

**Mitigation Measure(s)**

No mitigation measures are required.

**4.3.14 Public Services**

Environmental Issues	Potentially Significant Impact	Less Than Significant With Mitigation	Less Than Significant Impact	No Impact
Would the project result in substantial adverse physical impacts associated with the provision of new or physically altered governmental facilities, need for new or physically altered governmental facilities, the construction of which could cause significant environmental impacts, in order to maintain acceptable service ratios, response times or other performance objectives for any of the public services:				
a) Fire Protection?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b) Police Protection?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c) Schools?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d) Parks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
e) Other public facilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Discussion**

**a) Fire Protection?**

**Less than Significant Impact.** The closest fire station to the proposed project site is Station 91 (College Park Fire Station), located at 16110 Lasselle Street, which was opened in 2003 and is located approximately one block north and one block west of the project site. The station houses one 75-foot ladder truck, one second-line engine, and a breathing support unit. Additionally, the City contracts with the County of Riverside Fire Department in order to provide fire services to the City, including the proposed project site. The City is served by five stations within its boundary, along with another station that is shared with the City of Riverside. According to the City's General Plan (2006), there are a total of five first-line municipal fire engines, three second-line municipal fire engines, one wildland fire engine, two aerial ladder trucks, five rescue squads, and a breathing support unit. The project would not result in the need for new or physically altered fire facilities, or result in the station's inability to maintain acceptable service ratios, response times, or other performance objectives. Suitable access to the site will remain during both construction and operations, along with sufficient emergency water

connections and water pressure. The increase in demand for fire protection services due to the proposed project would result in a less than significant impact.

**Mitigation Measure(s)**

No mitigation measures are required.

**b) *Police Protection?***

***Less than Significant Impact.*** The proposed project site is currently served by the City of Moreno Valley Police Department. The Moreno Valley Police Department has adopted a "Zone Policing" strategy. The intent of "Zone Policing" is to improve response times to calls for service, make officers more familiar with community areas, and connect the department with citizens and business owners within their assigned zones. To facilitate this concept, the City has been divided into four zones and police officers are assigned to a specific zone. Each zone is comprised of a team that consists of a Zone Commander, Zone Supervisor, and Zone Coordinator. The proposed project falls within Zone 4. According to the department website (2010), the City of Moreno Valley Police Department has an Administrative Division, Patrol Division, Special Enforcement Division, Traffic/Community Services Division, and a Detective Division. The Patrol Division has 2 lieutenants, 10 supervising sergeants, 57 sworn patrol officers, 2 K-9 teams, and 12 non-sworn officers. According to discussions with Sergeant Jack Kohlmeier from the Riverside Community College Police Department on March 13, 2010, the RCCD has its police department, with over 20 sworn officers, 6 reserve officers, 5 reserve detectives, and 19 community service officers (non-sworn). The bulk of these resources are located at the main college in Riverside; however, there are four full-time officers assigned to the Moreno Valley College, as well as a number of community service officers and part-time officers for shift overlap and special services.

While the proposed project would require police protection services, the project is not expected to result in the need for new or physically altered police facilities, or result in an inability to maintain acceptable service ratios, response times, or other performance objectives. A new police substation is currently planned as part of the ongoing approval process for the new parking garage facility to be located on the college west of the proposed project site, which will further improve public safety services for the entire campus, including the proposed project. The increase in demand for police protection services due to the proposed project would result in a less than significant impact.

**Mitigation Measure(s)**

No mitigation measures are required.

c) *Schools?*

**No Impact.** The construction and operation of the proposed project would either not increase the population within the area, or would only contribute a very small addition to the greater community. The proposed project is required for the existing staff and students located at the Moreno Valley College, which will improve the education for the existing college. Therefore, the project would not generate the need for additional school capacity and no impact would result.

**Mitigation Measure(s)**

No mitigation measures are required.

d) *Parks?*

**No Impact.** The construction and operation of the proposed project would not substantially increase the population within the area. The proposed project will not be eliminating any parks or recreational opportunities. The proposed project is needed for the existing staff and students and will not dramatically increase the number of students attending this college, creating additional demands of parks in the surrounding community. Therefore, the project would not generate the need for additional parks or significantly impact the use of any existing parks in the area. No impacts to parks are anticipated.

**Mitigation Measure(s)**

No mitigation measures are required.

e) *Other public facilities?*

**No Impact.** The proposed project would not result in adverse impacts related to the provision of other public facilities, including emergency medical services or libraries. The proposed project is needed under existing conditions and will not contribute to a significant growth in the surrounding community and will not exert undue pressure on public facilities. No impacts to other public facilities are anticipated.

**Mitigation Measure(s)**

No mitigation measures are required.

4.3.15 Recreation

Environmental Issues <i>Would the project:</i>	Potentially Significant Impact	Less Than Significant With Mitigation	Less Than Significant Impact	No Impact
a) Increase the use of existing neighborhood and regional parks or other recreational facilities such that substantial physical deterioration of the facility would occur or be accelerated?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b) Include recreational facilities or require the construction or expansion of recreational facilities, which might have an adverse physical effect on the environment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Discussion**

- a) *Increase the use of existing neighborhood and regional parks or other recreational facilities such that substantial physical deterioration of the facility would occur or be accelerated?*

**No Impact.** The project does not propose any residential uses that may increase the utilization of existing neighborhood parks in the vicinity such that substantial physical deterioration of the facility or an increase in park facilities would occur or be accelerated. The proposed project is needed under existing conditions at the college. No impacts related to the increase of use to existing parks will occur.

**Mitigation Measure(s)**

No mitigation measures are required.

- b) *Include recreational facilities or require the construction or expansion of recreational facilities, which might have an adverse physical effect on the environment?*

**No Impact.** The proposed project will not include any recreational facilities and will not require the expansion of any recreational facilities elsewhere that may have a physical impact on the environment. No impacts due to recreational facilities will occur.

**Mitigation Measure(s)**

No mitigation measures are required.



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4.3.16 Transportation and Traffic

Environmental Issues <i>Would the project:</i>	Potentially Significant Impact	Less Than Significant With Mitigation	Less Than Significant Impact	No Impact
a) Conflict with an applicable plan, ordinance or policy establishing measures of effectiveness for the performance of the circulation system, taking into account all modes of transportation including mass transit and non-motorized travel and relevant components of the circulation system, including but not limited to intersections, streets, highways and freeways, pedestrian and bicycle paths, and mass transit?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b) Conflict with an applicable congestion management program, including, but not limited to level of service (LOS) standards and travel demand measures, or other standards established by the county congestion management agency for designated roads or highways?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Result in a change in air traffic patterns, including either an increase in traffic levels or a change in location that results in substantial safety risks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d) Substantially increase hazards due to a design feature (e.g., sharp curves or dangerous intersections) or incompatible uses (e.g., farm equipment)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
e) Result in inadequate emergency access?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
f) Conflict with adopted policies, plans, or programs regarding public transit, bicycle, or pedestrian facilities, or otherwise decrease the performance or safety of such facilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Discussion

- a) ***Conflict with an applicable plan, ordinance or policy establishing measures of effectiveness for the performance of the circulation system, taking into account all modes of transportation including mass transit and non-motorized travel and relevant components of the circulation system, including but not limited to intersections, streets, highways and freeways, pedestrian and bicycle paths, and mass transit?***

***Less than Significant Impact.*** A Traffic Impact Analysis was prepared for the proposed project to address traffic-related impacts resulting from implementation of the project (VRPA Technologies 2010). The Traffic Impact Analysis is included as Appendix D. In traffic engineering methodology, roadway operations are described in terms of level of service (LOS), ranging from LOS A (light traffic, minimal delays) to LOS F (significant traffic congestion). The City's traffic guidelines allow LOS D to be used as the maximum threshold for the study intersections and roadway segments. The analysis concluded that the proposed project would generate an additional 113 a.m. and 96 p.m. trips, with a total of 1045 daily trips assigned to the new building. However, all segments and intersections within the study area outside of the college would continue to operate at an LOS of D or

better under both the existing plus the project conditions as well as the existing plus ambient growth plus project (opening in 2015) conditions. Therefore, trips generated from the proposed project are not expected to result in the deterioration of any roadway segments or intersections in the study area to below LOS D. Impacts will remain less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

- b) ***Conflict with an applicable congestion management program, including, but not limited to level of service (LOS) standards and travel demand measures, or other standards established by the county congestion management agency for designated roads or highways?***

***Less than Significant Impact with Mitigation Incorporated.*** Refer to response (a) above. The proposed project will not result in either a direct, indirect, or cumulative impact to an existing level of service within the applicable study area. Impacts are less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

- c) ***Result in a change in air traffic patterns, including either an increase in traffic levels or a change in location that results in substantial safety risks?***

***No Impact.*** The proposed project site is located approximately 2 miles east of the March Air Reserve Base area of flight operations. However, as identified on Figure 6-5 of the City's General Plan, the site is not located within an Accident Potential Zone (City of Moreno Valley 2006, Section 6.10). The proposed project will not result in any changes to air traffic patterns. No impacts would result.

**Mitigation Measure(s)**

No mitigation measures are required.

- d) ***Substantially increase hazards due to a design feature (e.g., sharp curves or dangerous intersections) or incompatible uses (e.g., farm equipment)?***

***Less than Significant Impact.*** The project proposes major access from the existing College Drive to the existing surface parking lots. The main access to the building is assumed to be from the college parking lots, with most access therefore coming from the

intersection of Lasselle Street and College Drive. The construction of the proposed project will not interfere with this main access and no roads or are planned as part of the development process. All construction will be appropriately staged and construction controls including temporary signage, access, detours, and fencing will be provided during construction activities as needed. The use of the new building will be for continued college uses by students and staff. Therefore, the proposed project will not substantially increase any hazards due to design features, incompatible uses, or construction of the project during college hours of operation. Impacts will remain less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

**e) *Result in inadequate emergency access?***

***Less than Significant Impact.*** The proposed building at the site has existing access roads and the project will include an additional access road to the east of the proposed building. Numerous ingress and egress points exist for emergency access. Neither construction nor operation of the new building will unduly affect access from Lasselle Street to the college. Any potential impacts are anticipated to be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

**f) *Conflict with adopted policies, plans, or programs regarding public transit, bicycle, or pedestrian facilities, or otherwise decrease the performance or safety of such facilities?***

***No Impact.*** The proposed project is a new building at the existing college site. In no way will the development of the site conflict with any policies, plans, or programs related to public transit, bicycle, or pedestrian facilities. No impacts are anticipated.

**Mitigation Measure(s)**

No mitigation measures are required.

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**4.3.17 Utilities and Service Systems**

Environmental Issues <i>Would the project:</i>		Potentially Significant Impact	Less Than Significant With Mitigation	Less Than Significant Impact	No Impact
a)	Exceed wastewater treatment requirements of the applicable Regional Water Quality Control Board?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b)	Require or result in the construction of new water or wastewater treatment facilities or expansion of existing facilities, the construction of which could cause significant environmental effects?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c)	Require or result in the construction of new storm water drainage facilities or expansion of existing facilities, the construction of which could cause significant environmental effects?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d)	Have sufficient water supplies available to serve the project from existing entitlements and resources, or are new or expanded entitlements needed?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
e)	Result in a determination by the wastewater treatment provider, which serves or may serve the project that it has adequate capacity to serve the project's projected demand in addition to the provider's existing commitments?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
f)	Be served by a landfill with sufficient permitted capacity to accommodate the project's solid waste disposal needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
g)	Comply with federal, state, and local statutes and regulations related to solid waste?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Discussion**

**a) *Exceed wastewater treatment requirements of the applicable Regional Water Quality Control Board?***

***Less than Significant Impact.*** The Eastern Municipal Water District (EMWD) manages wastewater for the proposed project service area. According to the EMWD's updated Urban Water Management Plan (UWMP) (2005), the district's wastewater collection system includes upwards of 1,534 miles of gravity sewer lines, 53 lift stations, and 5 regional water reclamation facilities. According to the City's General Plan (2006a), the EMWD's Moreno Valley Regional Water Reclamation Facility, located in the southwestern portion of the City, has a capacity to treat 16 million gallons of wastewater per day and a capacity to expand to 48 million gallons per day. The utilization in the year 2000 was 10 million gallons per day. The Moreno Valley regional reclamation facility produces tertiary effluent as part of its processes and is suitable for subsequent uses such as irrigation.

The college has existing sewer infrastructure throughout the college and running around the proposed project site and is anticipated to have adequate capacity to serve the

proposed project. The proposed project will only minimally increase the college's volume of wastewater through both its food services operations and through student use. Such services already exist in other areas of the college and will be relocated to this centralized location and the new building will not significantly increase the number of students or staff to the college, the proposed project will not require substantial upgrades or improvements to the existing infrastructure serving the project site.

The project would not result in the need for additional wastewater treatment capacity or infrastructure beyond what is already planned as part of the EMWD and City planning efforts. The RCCD will construct all necessary infrastructure extensions of existing lines to the site in order to meet the sewer demands of the project. In addition, the RCCD will pay all applicable connection fees and monthly usage charges that may be necessary as part of the final project. Any potential impacts related to wastewater will be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

- b) ***Require or result in the construction of new water or wastewater treatment facilities or expansion of existing facilities, the construction of which could cause significant environmental effects?***

***Less than Significant Impact.*** Refer to the response to (a) above and to (d) below. The proposed project would not require or result in the construction or expansion of new water or wastewater treatment facilities. Impacts would be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

- c) ***Require or result in the construction of new storm water drainage facilities or expansion of existing facilities, the construction of which could cause significant environmental effects?***

***Less than Significant Impact.*** Refer to the response to 4.3.8 (a) above. As discussed previously, the proposed project already has existing on-site drainage. As part of the proposed project, the RCCD will construct new drainage facilities to connect to the existing on-site drainage facilities. This is anticipated to only be a small part of the overall construction effort and, given the small amounts of anticipated stormwater from the site either during construction or operations, the existing infrastructure and drainage basin will provide sufficient capacity and no significant impacts are anticipated.

Therefore, impacts will be less than significant and will not result in the need for new off-site drainage facilities or infrastructure.

**Mitigation Measure(s)**

No mitigation measures are required.

- d) ***Have sufficient water supplies available to serve the project from existing entitlements and resources, or are new or expanded entitlements needed?***

***Less than Significant Impact.*** The California Urban Water Management Planning Act (California Water Code, Section 10610–10656) requires water utilities providing water for municipal uses to more than 3,000 customers or supplying more than 3,000 acre feet per year to prepare a UWMP every 5 years. The 2005 plan is currently in the process of being updated by the agency. The EMWD last updated their UWMP on December 21, 2005 (Resolution No. 4379). The updated 2005 UWMP describes the EMWD's service area projected water demand and supply through 2030 and concludes that the service area, with the proposed plans for additional water supply, has adequate supply to meet municipal, commercial, and industrial demands through 2030.

A water supply assessment for the proposed project is not required pursuant to California Water Code, Section 10910, since the project as proposed does not meet the criteria under California Water Code, Section 10912, nor does it meet the definition of a "water demand project" pursuant to CEQA Guidelines, Section 15155(a). Based on the site engineering and design plans, the RCCD will construct all necessary infrastructure extensions of existing lines to the site in order to meet the water and sewer demands of the project. The RCCD will also install all necessary fire service with backflow device lines and fire hydrants to ensure a reliable and appropriate water source exists on site for firefighting purposes. In addition, the RCCD will pay all applicable connection fees and monthly usage charges to the City for the provision of water to the project site.

Due to the limited water requirements for the proposed project, sufficient capacity for both domestic water and sewer is reasonably expected. Moreover, based on EMWD's 2005 UWMP, the City's projected water supplies through 2030 (with proposed plans) are anticipated to be sufficient to meet the additional water demand resulting from the proposed project and all planned projects as identified in Long Range Master Plan, in addition to existing and planned future uses. Impacts would be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

- e) ***Result in a determination by the wastewater treatment provider, which serves or may serve the project that it has adequate capacity to serve the project's projected demand in addition to the provider's existing commitments?***

***Less than Significant Impact.*** Refer to the response to a) above. The proposed project would not result in the determination by the wastewater treatment provider (EMWD) that it does not have sufficient capacity to serve the proposed project's anticipated wastewater demand. As previously discussed, the EMWD maintains sufficient wastewater infrastructure and service capacity and the proposed project will produce only minimal wastewater. Impacts would be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

- f) ***Be served by a landfill with sufficient permitted capacity to accommodate the project's solid waste disposal needs?***

***Less than Significant Impact.*** The Riverside County Waste Management Department (RCWMD) manages Riverside County's solid waste system through the provision of facilities and programs that meet or exceed all applicable local, state, federal, and land use regulations. The department manages seven Riverside County Sanitary Landfills: Badlands, Blythe, Desert Center, El Sobrante, Lamb Canyon, Mecca II, and Oasis. Each of these landfills has sufficient capacity to accommodate the project's minimal solid waste disposal needs and are permitted to receive non-hazardous municipal solid waste. According to the General Plan EIR (2006b), solid waste generated within the City planning area is typically deposited in the RCWMD's Badlands Landfill. However, other landfills typically utilized by the City include the Lamb Canyon Landfill and the El Sobrante Landfill. The Badlands Landfill is anticipated to reach capacity between 2018 and 2020; however, the landfill site has potential for further expansion. Additionally, both the Lamb Canyon and El Sobrante Landfills have additional storage capacity beyond the Badlands Landfill.

Construction of the proposed project will include only minimal construction debris from the demolition of the existing surface area, consisting primarily of earth, gravel, and turf. The anticipated amount of cut to be removed is only anticipated to be around 1,600 cy, with approximately 960 cy of fill needed for the site. Therefore, much of the cut can be kept on-site to use as part of this needed 960 cy fill. Further, the RCCD will make a good faith effort to recycle as much of the demolition material as feasible. Any number of local landfills typically utilized by the City and college has sufficient capacity to accommodate this volume of non-hazardous waste. Moreover, there is sufficient capacity to accommodate the operational waste anticipated for this building. The largest producer of

**4.0 ENVIRONMENTAL INITIAL STUDY**

operational waste is likely from the food service operations. However, much of this waste is already produced in other areas of the campus, and will only be relocated to this one building as opposed to various locations throughout the campus. Therefore, this will not represent substantial new amounts of waste once the building is operational and any impacts related to solid waste will be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

**g) Comply with federal, state, and local statutes and regulations related to solid waste?**

**Less than Significant Impact.** The proposed uses for the project site are consistent with surrounding educational uses of the site. The proposed project will not violate any adopted federal, state, or local policies and regulations related to solid waste. Compliance with these regulations would result in a less than significant impact.

**Mitigation Measure(s)**

No mitigation measures are required.

**4.3.18 Mandatory Findings of Significance**

Environmental Issues	Potentially Significant Impact	Less Than Significant With Mitigation	Less Than Significant Impact	No Impact
a) Does the project have the potential to degrade the quality of the environment, substantially reduce the habitat of a fish or wildlife species, cause a fish or wildlife population to drop below self-sustaining levels, threaten to eliminate a plant or animal community, reduce the number or restrict the range of a rare or endangered plant or animal, or eliminate important examples of the major periods of California history or prehistory?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Does the project have impacts that are individually limited, but cumulatively considerable? ("Cumulatively considerable" means that the incremental effects of a project are considerable when viewed in connection with the effects of past projects, the effects of other current projects, and the effects of probable future projects.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Does the project have environmental effects, which will cause substantial adverse effects on human beings, either directly or indirectly?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Discussion

- a) *Does the project have the potential to degrade the quality of the environment, substantially reduce the habitat of a fish or wildlife species, cause a fish or wildlife population to drop below self-sustaining levels, threaten to eliminate a plant or animal community, reduce the number or restrict the range of a rare or endangered plant or animal, or eliminate important examples of the major periods of California history or prehistory?*

***Less than Significant Impact With Mitigation Incorporated.*** As described in Sections 4.3.4 and 4.3.5 of this IS/MND, the proposed project would not substantially reduce the habitat of a fish or wildlife species, cause a fish or wildlife species population to drop below self-sustaining levels, threaten to eliminate a plant or animal community, reduce the number or restrict the range of a rare or endangered plant or animal, or eliminate important examples of the major periods of California history or prehistory. Mitigation measures are provided to avoid or reduce adverse effects that would potentially degrade the quality of the environment. The RCCD will implement all required mitigation measures, thereby reducing all environmental impacts to below a level of significance.

### **Mitigation Measure(s)**

Refer to Mitigation Measures CR-1 and CR-2 related to the potential discovery of cultural resources during grading activities.

- b) *Does the project have impacts that are individually limited, but cumulatively considerable? ("Cumulatively considerable" means that the incremental effects of a project are considerable when viewed in connection with the effects of past projects, the effects of other current projects, and the effects of probable future projects.)*

***Less than Significant Impact With Mitigation Incorporated.*** In addition to direct impacts resulting from the project, this IS/MND (as described in Sections 4.3.1 through 4.3.16) considers the project's potential incremental effects that may be cumulatively considerable. Mitigation measures identified in the applicable sections of this IS/MND would reduce both project-specific impacts, as well as any cumulatively considerable impacts attributable to the project's incremental environmental effects. With implementation of these mitigation measures, there is no substantial evidence that there are cumulatively considerable impacts associated with the project.

### **Mitigation Measure(s)**

Implementation of mitigation measures described in Section 4.3.1 through 4.3.16.

- c) *Does the project have environmental effects, which will cause substantial adverse effects on human beings, either directly or indirectly?*

***Less than Significant Impact With Mitigation Incorporated.*** The potential for adverse direct or indirect impacts to human beings was considered in this IS/MND in Section 4.3.1, Aesthetics; Section 4.3.3, Air Quality; Section 4.3.6, Geology and Soils; Section 4.3.7, Hazards and Hazardous Materials; Section 4.3.8, Hydrology and Water Quality; Section 4.3.11, Noise; Section 4.3.12, Population and Housing; and Section 4.3.15, Transportation and Traffic. Based on this evaluation, there is no substantial evidence that construction or operation of the proposed project would result in a substantial adverse effect on human beings.

**Mitigation Measure(s)**

Implementation of mitigation measures described in Sections 4.3.1 through 4.3.16 and summarized in Section 5.0 of this IS/MND.

## 5.0 LIST OF MITIGATION MEASURES

- CR-1:** In the event that archaeological resources or sites containing human remains or artifacts are inadvertently discovered during construction activities (including grading), all construction work shall be halted in the vicinity of the discovery until the Riverside Community College District can contact a registered professional archaeologist to visit the site of discovery and assess the significance and origin of the archaeological resource. If the resource is determined to be of Native American origin, the appropriate Native American tribe shall be consulted. Treatment of encountered archeological resources and sites may include monitoring, resource recovery, and documentation. For any human remains discovered, the county coroner will be contacted, and all procedures shall comply with California Health and Safety Code, Section 7050.5, and Public Resources Code, Section 5097.98.
- CR-2:** In the event that paleontological resources are inadvertently discovered during construction activities (including grading), all construction work shall be halted in the vicinity of the discovery until a qualified paleontologist retained by the Riverside Community College District can visit the site and assess the significance of the potential paleontological resource. Specifically, the qualified paleontologist shall conduct on-site paleontological monitoring for the project site to include inspection of exposed surfaces to determine if fossils are present. The monitor shall have authority to divert grading away from exposed fossils temporarily in order to recover the fossil specimens.
- HAZ-1:** Prior to approval of final construction plans, a hazardous materials management plan for the construction phase of the proposed project shall be created. The plan shall identify all hazardous materials that will be present on any portion of the construction site, including, but not limited to, fuels, solvents, and petroleum products. A contingency plan shall be developed to identify potential spill hazards, how to prevent their occurrence, and how to address any spills that may occur. The plan shall also identify materials that will be on site and readily accessible to clean up small spills (i.e., spill kit, absorbent pads, and shovels). The hazardous materials management plan shall be included as part of all contractor specifications and final construction plans to the satisfaction of the Riverside Community College District.
- HYD-1:** Best management practices shall be incorporated into the final construction and design plans to be reviewed and approved by the Riverside Community College District and shall include, but not be limited to, the following:
- All construction vehicles shall be adequately maintained and equipped to minimize/eliminate fuel spillage. All equipment maintenance work shall occur off site or within the designated construction staging area.

## 5.0 LIST OF MITIGATION MEASURES

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- Any construction materials that need to be temporarily stockpiled or equipment/supplies that need to be stored on site shall be kept within the construction staging areas and shall be covered when not in use.
- The access road and access points will be swept to maintain cleanliness of the pavement.
- Informational materials to promote the prevention of urban runoff pollutants are included in the Water Quality Management Plan for the project. These materials include general working site practices that contribute to the protection of urban runoff water quality and best management practices that eliminate or reduce pollution during property improvements.
- All trash enclosure areas proposed at the site shall be appropriately designed and maintained to ensure functionality.
- The Riverside Community College District will perform a visual inspection annually of the project site to ensure that proper litter/debris controls are maintained and that proper landscaping, fertilizer, and pesticide practices are upheld.

**HYD-2:** Prior to approval of final construction plans, a grading and erosion control plan shall be reviewed and approved by the Riverside Community College District. The plan shall be implemented for all construction activities associated with the proposed project. The plan shall include measures to stabilize the soil to prevent erosion and retain sediment where erosion has already occurred. Stabilization measures may include temporary seeding, permanent seeding, or mulching. Structural control measures may include silt fencing, sand bagging, sediment traps, or sediment basins. Additional erosion control measure (e.g., hydroseeding, mulching of straw, diversion ditches, and retention basins) may be necessary as determined by field conditions to prevent erosion and/or the introduction of dirt, mud, or debris into existing public streets and/or onto adjacent properties during any phase of construction operations. Particular attention shall be given to additional erosion control measures during the rainy season, generally from October 15 to April 15. Topsoil shall be stockpiled and covered on the project site for reuse. The grading and erosion control plan shall be included as part of all contractor specifications and final construction plans to the satisfaction of the Riverside Community College District.

**NOI-1:** Prior to grading permit issuance, the RCCD shall ensure the following:

- All construction equipment, fixed or mobile, shall be equipped with properly operating and maintained mufflers.

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## 5.0 LIST OF MITIGATION MEASURES

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- Construction noise reduction methods such as shutting off idling equipment, installing temporary acoustic barriers around stationary construction noise sources, maximizing the distance between construction equipment staging areas and occupied residential areas, and use of electric air compressors and similar power tools, rather than diesel equipment, shall be used where feasible.
- During construction, stationary construction equipment shall be placed such that emitted noise is directed away from or shielded from sensitive noise receivers.
- During construction, stockpiling and vehicle staging areas shall be located as far as practical from noise sensitive receptors.
- Construction activities should be limited to the hours of 8:00 a.m. to 5:00 p.m., Monday through Saturday.

**5.0 LIST OF MITIGATION MEASURES**

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**6.0 INFORMATIONAL SOURCES**

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## **7.0 LIST OF PREPARERS**

This IS/MND was prepared by Dudek. The following individuals participated in its preparation.

### **Riverside Community College District (Lead Agency)**

Orin Williams, Associate Vice Chancellor

Bart Doering, Project Manager

### **Dudek (IS/MND Preparation)**

Aaron Gettis, Legal Counsel and Senior Project Manager

Mike Komula, Senior Acoustician

Dave Deckman, Director of Air Quality Services

Julie Corrales, Publications Assistant

### **Technical Analyses**

#### ***Traffic Impact Analysis***

VRPA Technologies, Inc., Aditya Jatar

#### ***Air Quality Technical Report***

Dudek, Dave Deckman

#### ***Environmental Noise Study***

Dudek, Mike Komula

#### ***Preliminary Geotechnical Evaluation***

Leighton Consulting, Inc., Jason Hertzberg

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Exhibit B

MITIGATION MONITORING AND REPORTING PROGRAM  
for the  
STUDENT ACADEMIC SERVICES  
PHASE III BUILDING

*Prepared for:*

Riverside Community College District

3845 Market Street  
Riverside, California 92501  
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951-222-8962  
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*Prepared by:*

**DUDEK**

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*Contact Aaron Gettis, Esq.*  
951.300.2100 ext. 3714  
*agettis@dudek.com*

NOVEMBER 2010

## **Mitigation Monitoring and Reporting Program for the Student Academic Services Phase III Building**

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### **MITIGATION MONITORING AND REPORTING PROGRAM**

The Mitigation Monitoring and Reporting Program (MMRP) will be used by the Riverside Community College District (District) as Lead Agency to ensure compliance with adopted mitigation measures associated with the development of the proposed project. The District, as Lead Agency pursuant to the State CEQA Guidelines, will ensure that all mitigation measures are carried out.

The MMRP consists of a checklist that identifies the mitigation measures associated with the proposed project. The table identifies the mitigation monitoring and reporting requirements, including the person(s) responsible for verifying implementation of the mitigation measure, timing of verification (prior to, during, or after construction) and responsible party. Space is provided for sign-off following completion/implementation of the design feature or mitigation measure.

## for the Student Academic Services Phase III Building

Mitigation Measure No.	Mitigation Measures/ Design Features	Method of Verification	Timing of Verification			Responsible Party	Completed		Comments
			Pre Const.	During Const.	Post Const.		Initials	Date	
CR-1	In the event that archaeological resources or sites containing human remains or artifacts are inadvertently discovered during construction activities (including grading), all construction work shall be halted in the vicinity of the discovery until the Riverside Community College District can contact a registered professional archaeologist to visit the site of discovery and assess the significance and origin of the archaeological resource. If the resource is determined to be of Native American origin, the appropriate Native American tribe shall be consulted. Treatment of encountered archeological resources and sites may include monitoring, resource recovery, and documentation. For any human remains discovered, the county coroner will be contacted, and all procedures shall comply with California Health and Safety Code, Section 7050.5, and Public Resources Code, Section 5097.98.	Environmental Monitor (District)		X		District			
CR-2	In the event that paleontological resources are inadvertently discovered during construction activities (including grading), all construction work shall be halted in the vicinity of the discovery until a qualified paleontologist retained by the Riverside Community College District can visit the site and assess the significance of the potential paleontological resource. Specifically, the qualified paleontologist shall conduct on-site paleontological monitoring for the project site to include inspection of exposed surfaces to determine if fossils are present. The monitor shall have authority to divert grading away from exposed fossils temporarily in order to recover the fossil specimens.	Environmental Monitor (District)		X		District			
HAZ-1	Prior to approval of final construction plans, a hazardous materials management plan for the construction phase of the proposed project shall be created. The plan shall identify all hazardous materials that will be present on any portion of the construction site, including, but not limited to, fuels, solvents, and petroleum products. A contingency plan shall be developed to identify potential spill hazards, how to prevent their occurrence, and how to address any spills that may occur. The plan shall also identify materials that will be on site and readily accessible to clean up small spills (i.e., spill kit, absorbent pads, and	Environmental Monitor (District)	X	X		District			

## Student Academic Services Phase III Building

Mitigation Measure No.	Mitigation Measures/ Design Features	Method of Verification	Timing of Verification			Responsible Party	Completed		Comments
			Pre Const.	During Const.	Post Const.		Initials	Date	
	shovels). The hazardous materials management plan shall be included as part of all contractor specifications and final construction plans to the satisfaction of the Riverside Community College District.								
HYD-1	<p>Best management practices shall be incorporated into the final construction and design plans to be reviewed and approved by the Riverside Community College District and shall include, but not be limited to, the following:</p> <p>All construction vehicles shall be adequately maintained and equipped to minimize/eliminate fuel spillage.</p> <p>All equipment maintenance work shall occur off site or within the designated construction staging area.</p> <p>Any construction materials that need to be temporarily stockpiled or equipment/supplies that need to be stored on site shall be kept within the construction staging areas and shall be covered when not in use.</p> <p>The access road and access points will be swept to maintain cleanliness of the pavement. Informational materials to promote the prevention of urban runoff pollutants are included in the Water Quality Management Plan for the project. These materials include general working site practices that contribute to the protection of urban runoff water quality and best management practices that eliminate or reduce pollution during property improvements.</p> <p>All trash enclosure areas proposed at the site shall be appropriately designed and maintained to ensure functionality.</p> <p>The Riverside Community College District will perform a visual inspection annually of the project site to ensure that proper litter/debris controls are maintained and that proper landscaping, fertilizer, and pesticide practices are upheld.</p>	Environmental Monitor (District)	X	X		District			



## Student Academic Services Phase III Building

Mitigation Measure No.	Mitigation Measures/ Design Features	Method of Verification	Timing of Verification			Responsible Party	Completed		Comments
			Pre Const.	During Const.	Post Const.		Initials	Date	
HYD-2	Prior to approval of final construction plans, a grading and erosion control plan shall be reviewed and approved by the Riverside Community College District. The plan shall be implemented for all construction activities associated with the proposed project. The plan shall include measures to stabilize the soil to prevent erosion and retain sediment where erosion has already occurred. Stabilization measures may include temporary seeding, permanent seeding, or mulching. Structural control measures may include silt fencing, sand bagging, sediment traps, or sediment basins. Additional erosion control measure (e.g., hydroseeding, mulching of straw, diversion ditches, and retention basins) may be necessary as determined by field conditions to prevent erosion and/or the introduction of dirt, mud, or debris into existing public streets and/or onto adjacent properties during any phase of construction operations. Particular attention shall be given to additional erosion control measures during the rainy season, generally from October 15 to April 15. Topsoil shall be stockpiled and covered on the project site for reuse. The grading and erosion control plan shall be included as part of all contractor specifications and final construction plans to the satisfaction of the Riverside Community College District.	Environmental Monitor (District)	X	X		District			
HAZ-1	<p>Prior to grading permit issuance, the RCCD shall ensure the following:</p> <p>All construction equipment, fixed or mobile, shall be equipped with properly operating and maintained mufflers.</p> <p>Construction noise reduction methods such as shutting off idling equipment, installing temporary acoustic barriers around stationary construction noise sources, maximizing the distance between construction equipment staging areas and occupied residential areas, and use of electric air compressors and similar power tools, rather than diesel equipment, shall be used where feasible.</p> <p>During construction, stationary construction equipment shall be placed such that emitted noise is directed away from or shielded from sensitive noise receivers.</p>	Environmental Monitor (District)	X	X		District			

## Mitigation Monitoring and Reporting Program Student Academic Services Phase III Building

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Mitigation Measure No.	Mitigation Measures/ Design Features	Method of Verification	Timing of Verification			Responsible Party	Completed		Comments
			Pre Const.	During Const.	Post Const.		Initials	Date	
	During construction, stockpiling and vehicle staging areas shall be located as far as practical from noise sensitive receptors. Construction activities should be limited to the hours of 8:00 a.m. to 5:00 p.m., Monday through Saturday.								

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
PLANNING AND OPERATIONS COMMITTEE

Report No.: III-A-2

Date: December 14, 2010

Subject: Norco Operations Center Project – Mitigated Negative Declaration

Background: An Environmental Initial Study/Mitigated Negative Declaration was prepared by DUDEK, completed in August 2010, for the Norco Operations Center project located at the Norco College. Based upon staff's analysis and independent judgment the Final Initial Study/Mitigated Negative Declaration is in accordance with the District's Guidelines implementing the California Environmental Quality Act (CEQA). The Initial Study was undertaken for the purpose of deciding whether the project would have a significant adverse effect on the environment. With no substantial evidence for such an effect, or if the potential effect can be reduced to a level of insignificance through project revisions, a Negative Declaration can be adopted.

On the basis of the Environmental Initial Study/Mitigated Negative Declaration staff has concluded that the project, with mitigation measures incorporated, will have no significant adverse effect on the environment and has therefore prepared a Mitigated Negative Declaration based on the following:

1. The proposed project is in conformance with the Riverside Community College District – Norco College Educational Master Plan (November 2007).
2. The proposed project is designed to protect public health, safety and general welfare.
3. The proposed project is compatible with present and future logical development of the area.
4. The Environmental Initial Study/Mitigated Negative Declaration has been prepared for the proposed project to document reasons to support the finding.
5. The Environmental Initial Study finds that the project with proposed mitigation will not have a significant effect on the environment and a Notice of Public Hearing and Notice to Adopt a Mitigated Negative Declaration should be posted.

The Environmental Initial Study/Mitigated Negative Declaration (Exhibit A) and the Mitigation Monitoring and Reporting Program (Exhibit B) are attached for the Board's review and consideration. The documents and any comments received constitute the record of proceedings on which these findings have been based and are located at the Riverside Community College District, 3845 Market Street, Riverside, California 92501. The custodian for these records is the Associate Vice Chancellor, Facilities Planning, Design and Construction.

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
PLANNING AND OPERATIONS COMMITTEE

Report No.: III-A-2

Date: December 14, 2010

Subject: Norco Operations Center Project – Mitigated Negative Declaration (continued)

Recommended Action: It is recommended that the Board of Trustees:

1. Adopt a Mitigated Negative Declaration based on the findings incorporated in the Initial Study and the conclusion that with the proposed mitigation, the project will not have a significant effect on the environment.
2. Approve the Norco Operations Center Project, subject to the mitigation measures and conditions of approval based upon the findings and conclusions incorporated in the Environmental Initial Study/Mitigated Negative Declaration (Exhibit A) and the Mitigation Monitoring and Reporting Program (Exhibit B).
3. Approve the Associate Vice Chancellor of Facilities Planning, Design and Construction to sign the Notice of Determination.
4. Direct staff to post the Notice of Determination and Mitigated Negative Declaration with the Riverside County Clerk's Office.
5. Direct staff to post the Notice of Determination in the Riverside Community College District Facilities Planning, Design and Construction office.

Gregory W. Gray  
Chancellor

Prepared by: Brenda Davis  
President, Norco College

Curt Mitchell, Vice President  
Business Services, Norco College

Orin L. Williams, Associate Vice Chancellor  
Facilities Planning, Design and Construction

Michael J. Stephens, Capital Program Administrator  
Facilities Planning, Design and Construction

Exhibit A

**FINAL  
ENVIRONMENTAL INITIAL STUDY  
and  
MITIGATED NEGATIVE DECLARATION  
for the  
NORCO COLLEGE OPERATIONS CENTER**

*Prepared for:*

**Riverside Community College District**

3845 Market Street  
Riverside, California 92501  
*Contact: Michael J. Stephens, Capital  
Program Administrator  
951.222.8946  
Michael.Stephens@rcc.edu*

*Prepared by:*

**DUDEK**

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**NOVEMBER 2010**



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## **LIST OF APPENDICES**

(Provided on the enclosed CD)

- A Air Quality Technical Report
- B Biological Report
- C Preliminary Geotechnical Evaluation
- D Environmental Noise Assessment
- E Traffic Impact Analysis

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## ACRONYMS AND ABBREVIATIONS

ACOE	U.S. Army Corps of Engineers
BMPs	Best Management Practices
CAPCOA	California Air Pollution Control Officers Association
CARB	California Air Resources Board
CCAR	California Climate Action Registry
CDC	California Department of Conservation
CDFG	California Department of Fish and Game
CEQA	California Environmental Quality Act
cy	cubic yards
CH <sub>4</sub>	methane
City	City of Norco
CO	carbon monoxide
CO <sub>2</sub>	carbon dioxide
CWA	Clean Water Act
EIR	Environmental Impact Report
FEMA	Federal Emergency Management Agency
FIRM	Flood Insurance Rate Map
GHG	greenhouse gas
I-15	Interstate 15
IS	Initial Study
LEED	Leadership in Energy and Environmental Design
LOS	level of service
mgd	million gallons per day
MND	Mitigated Negative Declaration
MPOE	Main Point of Entry
MSHCP	Multiple Species Habitat Conservation Plan
N <sub>2</sub> O	nitrous oxide
NO <sub>x</sub>	nitrogen oxides
O <sub>3</sub>	ozone
OHWM	Ordinary High Water Mark
PHGA	peak horizontal ground acceleration
PM <sub>10</sub>	respirable particulate matter

PM <sub>2.5</sub>	fine particulate matter
PL	Public Land
PVC	polyvinyl chloride
RCCD	Riverside Community College District
RCIP	Riverside County Integrated Project
RCWMD	Riverside County Waste Management Department
RWQCB	Regional Water Quality Control Board
SCAQMD	South Coast Air Quality Management District
sf	square feet
SO <sub>x</sub>	sulfur oxides
TAC	toxic air contaminant
TNW	traditional navigable waters
USGS	United States Geological Survey
UWMP	Urban Water Management Plan
VOC	volatile organic compound
WMWD	Western Municipal Water District
WRCR Plant	West Riverside County Regional Wastewater Treatment Plant
WQMP	Water Quality Management Plan

## **1.0 INTRODUCTION**

### **1.1 California Environmental Quality Act Compliance**

This document serves as the Initial Study and Mitigated Negative Declaration (IS/MND) for the Norco College Operations Center proposed by the Riverside Community College District (RCCD) located within the City of Norco (City). This IS/MND has been prepared in accordance with the California Environmental Quality Act (CEQA), California Public Resources Code (Pub. Res. Code) section 21000 et seq., and Title 14 of the California Code of Regulations (hereinafter, "State CEQA Guidelines"), section 15000 et seq.

An initial study is prepared by a lead agency to determine whether a project may have a significant impact on the environment (State CEQA Guidelines, section 15063(a)) and thereby to identify the appropriate environmental document to be prepared by the lead agency. The RCCD is the lead agency responsible for the review and approval of the proposed project. Based on the environmental evaluation contained in this Initial Study, the RCCD has made the determination that a Mitigated Negative Declaration is the appropriate environmental document to be prepared in compliance with CEQA. Pursuant to Pub. Res. Code, section 21064.5, a Mitigated Negative Declaration may be prepared for a project subject to CEQA when an Initial Study has identified potentially significant effects on the environment, but (1) revisions in the project plans or proposals made by, or agreed to by, the Applicant before the proposed Negative Declaration and Initial Study are released for public review would avoid the effects or mitigate the effects to a point where clearly no significant effect on the environment would occur; and (2) there is no substantial evidence in light of the whole record before the public agency that the project, as revised, may have a significant effect on the environment.

This IS/MND has been prepared by the RCCD and is in conformance with State CEQA Guidelines, section 15070(a). The purpose of the IS/MND is to determine any potentially significant impacts associated with the proposed project and incorporate mitigation measures into the project design as necessary to reduce or eliminate the potentially significant effects of the project.

### **1.2 Public Review Process**

In reviewing the IS/MND, affected public agencies and the interested public should focus on the sufficiency of the document in identifying and analyzing the possible impacts on the environment, as well as ways in which the significant effects of the project are proposed to be avoided, reduced, or mitigated.

Comments can be made on the IS/MND in writing before the end of the comment period. The lead agency has established a 30-day review and comment period in accordance with Section 15105(b) of the State CEQA Guidelines. Following the close of the public comment period, the

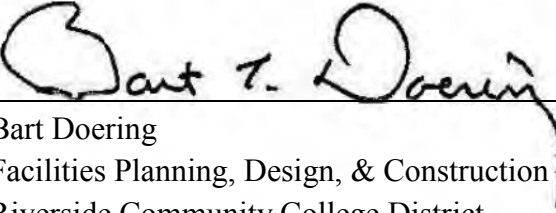
RCCD will consider the IS/MND and comments thereto in determining whether to approve the proposed project. Written comments on the IS/MND should be sent to the following address by the close of the comment period.

Michael J. Stephens, Capital Program Administrator  
Riverside Community College District  
3845 Market Street  
Riverside, California 92501  
Michael.Stephens@rcc.edu

### **1.3 Results of Public Review**

- No comments were received during the public input period.
- Comments were received during the public input period, but they do not address the Draft Mitigated Negative Declaration findings or the accuracy or completeness of the Initial Study. No response is necessary. The letters are attached.
- Comments addressing the findings of the Draft Mitigated Negative Declaration and/or accuracy or completeness of the Initial Study were received during the public input period. The letters and responses are presented in this Final MND.

Copies of the Draft Mitigated Negative Declaration and any Initial Study materials were made available to the public at the Riverside Community College District Headquarters at 3845 Market Street, Riverside, California 92501 for review, or for purchase at the cost of reproduction.

  
\_\_\_\_\_  
Bart Doering  
Facilities Planning, Design, & Construction  
Riverside Community College District

November 18, 2010  
Date of Final Report

## **2.0 SUMMARY OF FINDINGS**

The RCCD finds that the project would not have a significant adverse effect on the environment. Potentially significant effects have been identified, and mitigation measures have been incorporated to ensure that these effects remain below a level of significance. A Mitigated Negative Declaration is therefore proposed to satisfy the requirements of CEQA pursuant to the State CEQA Guidelines, section 15000 et seq. and Pub. Res. Code, section 21000 et seq.

### **2.1 No Impact or Less than Significant Impact**

Based on the environmental discussion contained in Section 4.3 of this IS/MND, the RCCD has determined that the proposed project would have no impact, or a less than significant impact, in the following environmental issue areas:

- Aesthetics (Sec 4.3.1)
- Agricultural Resources (Sec 4.3.2)
- Air Quality (Sec 4.3.3)
- Greenhouse Gas Emissions (Sec 4.3.7)
- Land Use and Planning (Sec 4.3.10)
- Mineral Resources (Sec 4.3.11)
- Noise (4.3.12)
- Population and Housing (Sec 4.3.13)
- Public Services (Sec 4.3.14)
- Recreation (Sec 4.3.15)
- Transportation and Traffic (Sec 4.3.16)
- Utilities and Service Systems (Sec 4.3.17).

### **2.2 Less than Significant Impact with Mitigation Incorporated**

Based on the environmental discussion contained in Section 4.3 of this IS/MND, the RCCD has determined that impacts of the proposed project would be less than significant with mitigation incorporated in the following environmental issue areas:

- Biological Resources (Sec 4.3.4)
- Cultural Resources (Sec 4.3.5)
- Geology and Soils (Sec 4.3.6)
- Hazards and Hazardous Materials (Sec 4.3.8)
- Hydrology and Water Quality (Sec 4.3.9)
- Mandatory Findings of Significance (Sec 4.3.18)

**2.0 SUMMARY OF FINDINGS**

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## **3.0 PROJECT DESCRIPTION**

### **3.1 Background**

The RCCD proposes to construct a new operations center within the boundaries of the existing RCCD Norco College located at 2001 Third Street in the City of Norco, California.

Currently, the site houses a few maintenance structures, electrical facilities for the college, storage sheds, and the remainder of the site is a flat and graded pad covered predominantly by gravel. However, due to existing needs for the growth of the college and in order to streamline shipping operations and data storage, the college has determined that a new operations center is needed at the site.

### **3.2 Project Location and Environmental Setting**

The proposed Norco operations center site is located towards the north side of the college at 2001 Third Street in the City of Norco, California (Assessors Parcel Number 126-020-002). The site currently houses a number of maintenance structures and storage sheds, college facilities, and portable storage units. The rest of the site has been extensively graded and covered with gravel. Additionally, the site has a number of piles of cut/fill, sand, concrete, and wood. The northern boundary of the project site slopes downward from roughly 12 feet at the highest point to 5 feet or less towards the southern end of the slope. The sloping area is the only area with any remaining vegetation. The project site is located within the existing boundaries of the RCCD's Norco College in the City of Norco, California. The site itself is towards the northern boundary of the college, just behind the college's bookstore and the theater and humanities buildings. The site is bounded on the southwest of the site by an existing access road that serves as access to the existing on-site facilities structures (Figure 2). The college itself is located at 2001 Third Street, just off Hamner Avenue, with regional access to the site from Interstate 15 (I-15) (Figure 1) which is less than one mile from the project site.

The Norco College was opened in 1991 on approximately 140 acres with roughly 10,000 students and staff. The RCCD and associated Norco College confer associate degrees and act as a major feeder of students to traditional four-year colleges and universities. In this capacity, given the reduced enrollment at four-year colleges and universities and the increasing tuition at such institutions, the RCCD fulfills a critical role in providing students with needed education and skills.

The majority of the surrounding area to the north is open space owned by the Department of the Navy. A fence with barbed wire runs along this property line. The area east of the project site is a large parking lot with the John F. Kennedy Middle College located beyond that. South of the Middle College on the other side of Third Street is the college head start preschool and child development area. The area immediately south of the site is comprised of existing college.

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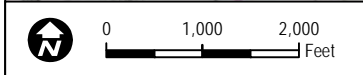
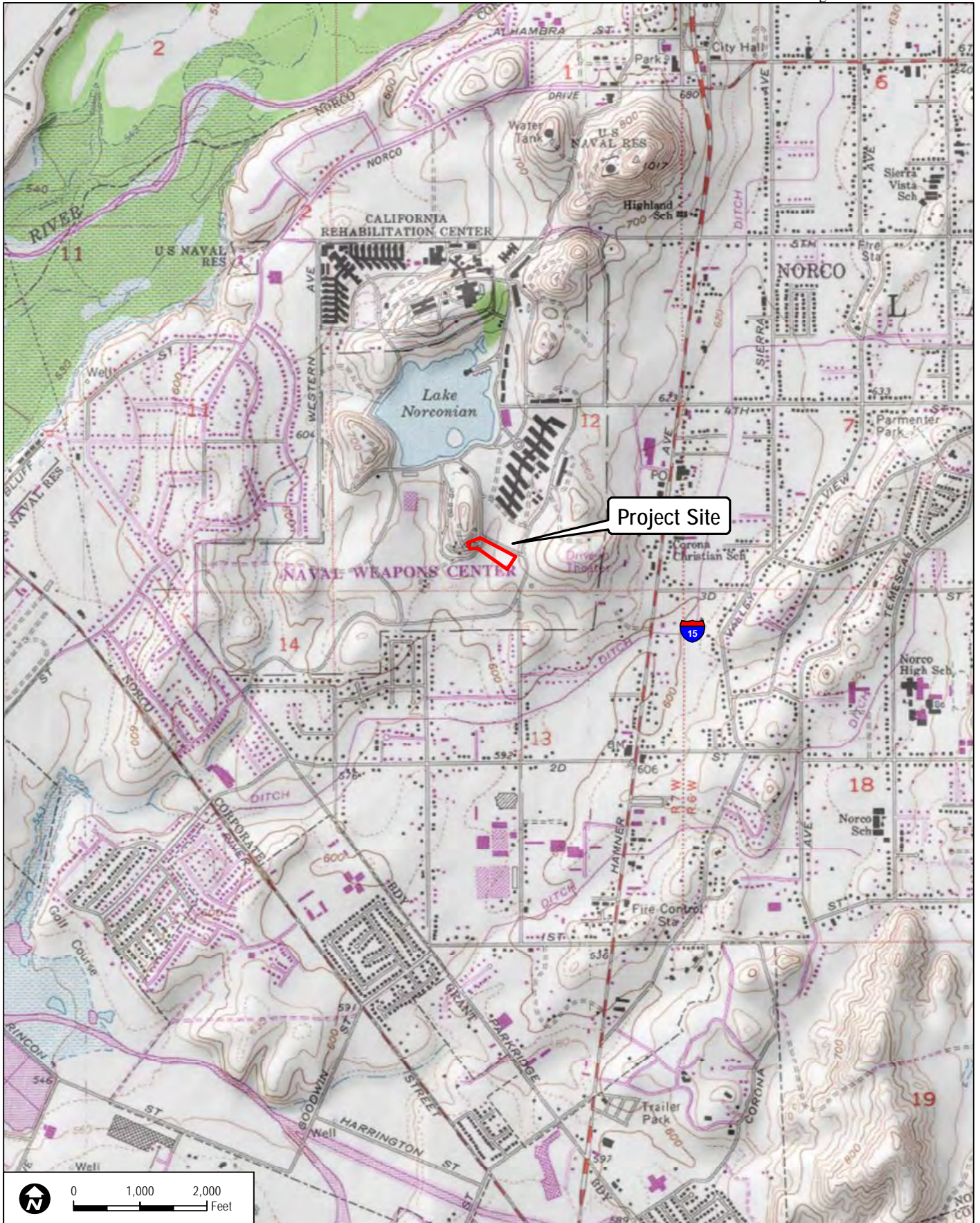
**DUDEK**

6573-01  
AUGUST 2010

DRAFT ENVIRONMENTAL INITIAL STUDY AND MITIGATED NEGATIVE DECLARATION FOR THE  
NORCO COLLEGE OPERATIONS CENTER

**FIGURE 1**  
**Regional Map**

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**DUDEK**  
6573-01  
AUGUST 2010

SOURCE: USGS 7.5 Minute Series Corona North Quadrangle.

**FIGURE 2  
Vicinity Map**

DRAFT ENVIRONMENTAL INITIAL STUDY AND MITIGATED NEGATIVE DECLARATION FOR THE NORCO COLLEGE OPERATIONS CENTER

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buildings and surface parking lots. Beyond the college to the south and west exists low-density residential homes. The area to the north of the college, along with open space, includes Lake Norconian, the Norconian Club (listed on the National Register of Historic Places), and the United States Navy Amphibious Training Facility.

The existing storage and facilities structures will be removed from the site, along with the existing piles of dirt, sand, concrete, and wood on the site. The site is highly disturbed and the vacant portions of the lot have been graded and covered with gravel. Slopes running along the northern boundary of the project site vary from approximately 12 feet to less than 5 feet. The mean site elevation is approximately 636 feet above mean sea level (msl). The site is predominantly underlain by artificial fill materials and alluvial soils, underlain by weathered Cretaceous granitic bedrock. The artificial consisted mostly of silty to clayey sand and was encountered typically in the upper 1 to 2 feet, but was also found up to 10 to 15 feet along the northwestern edge of the project site.

Towards the northern half of the project site and on the bottom of the existing slope towards the Navy's property, there exists an existing double concrete pipe to drain water that accumulates from on site storm drains. The drainage pipe appears to drain directly into an existing earthen drainage on the Navy's property. Further, south of this drainage was a smaller single polyvinyl chloride (PVC) pipe also draining to the earthen drainage. Existing on site drainage appears to simply flow towards the existing access roads or towards storm drains randomly located on the site.

The project site's land use has been designated under the City's General Plan as Public Land (PL), with a zoning classification of Open Space (Riverside Community College). The land to the north is designated as Open Space, east is designated as Commercial General and the Norco Auto Mall Specific Plan, and the areas south and west of the college is designated as Agricultural – Low Density 20,000 square feet (sf).

### **3.3 Project Purpose and Main Features**

Currently, deliveries and storage for the Norco College is performed at a number of locations throughout the college and the college lacks a single direct processing area for all the goods and services needed for current operations. Moreover, the existing warehouse and maintenance shops or insufficient to meet the existing college needs. Therefore, the RCCD proposes to build the Norco Operations Center and associated Maintenance Shop/Warehouse. The operations center will be the Main Point of Entry (MPOE) for all incoming goods to the college. The main computer related services will be housed at this location where all deliveries can be logged and identified for future college needs. Additionally, all goods/items used by the college will be stored at this location. This will include such goods as computers, paper products, and furniture. In addition, the site will house the main maintenance shop for all plumbing, electrical, mechanical, and landscaping needs. There will be a loading dock for the warehouse, as well as

associated parking with parking canopies on site. The proposed project will also incorporate into the design a small conference room that will also act as an emergency response center in case of a major catastrophe.

The proposed project will be designed to meet Leadership in Energy and Environmental Design (LEED) certification standards and will utilize on site photovoltaic panels in order to reduce the project's impact on nonrenewable resources. The proposed project will also incorporate all appropriate LEED requirements for the storm drain system, including the use of earthen basins to capture and clean any storm water, which will then either percolate back into the ground, as well as the use of catch basins that will divert any additional water captured from the site to the main college storm drain system. Additionally, the project will include a filtration system inside the maintenance room and a catch basin in order to capture and clean any runoff water generated from the washing of service vehicles. The project site will utilize a 1-foot candle per square foot lighting standard as per the municipal code as well as the use of light fixtures that comply with all LEED requirements in order to reduce both nighttime glow and energy use. The site proposes only minimal hardscape landscaping utilizing drought tolerant plantings primarily along the main access road.

The project will add an access road for the exclusive use of any deliveries in order to separate the student area from the deliveries and to reduce any traffic hazards and/or inconveniences due to goods delivery. The staff will use the southern main college entrance.

Construction of the proposed project is anticipated to take place in a number of phases. The first phase will last approximately 1 week and will consist of the demolition of the existing on site structures. Expected materials from this demolition would include asphalt, concrete, sand, wood, steel, and landscape materials. The RCCD will make a good faith effort to recycle as much of the demolition material as feasible. The second phase will consist of mass grading of the project site, lasting approximately 3.5 weeks in duration. Additionally, it will take another 3 weeks in phase three to complete the needed underground utilities and three weeks for the buildings foundation. The final stage will involve the actual construction of the operations center and warehouse facilities. This phase will take approximately 41 weeks to complete.

Typical equipment utilized during construction will include excavators, haul trucks, graders, scrapers, backhoes, cranes and lifts, concrete trucks and pumps, rollers, paving machines, and water trucks. The site will be mass graded at a maximum of one and a half acres per day and it is anticipated that upwards of 800 cubic yards (cy) of cut will be removed from the site. Typical haul trucks carry on average roughly 20 cy per truck. Therefore, roughly 40 haul trucks would be required to remove this volume of cut. This represents a very small number of trucks required to remove this level of fill.

The overall benefits of the project include the following:

- The Norco College has a current need for a central location in which to process, store, and deliver goods needed throughout the college. This project will allow a central location in order to fulfill this existing need. The site will also improve the overall operations of the facility department by creating a redesigned shop area for such related uses.
- The project site is significantly degraded through heavy use and grading, material stock piling (sand, dirt, concrete, wood), and a number of permanent and portable facility sheds. Redeveloping the site to create an improved architecturally pleasing structure to meet the existing college designs that will improve the overall aesthetics of this area of college.
- The proposed project will utilize photovoltaic panels on the structure to help generate some of its own power and reduce the amount of electricity the site needs to pull from the existing grid. Additionally, the project will be a certified LEED project. Such certifications and designs will further improve the reputation of the Norco College both within the community and for potential students.
- Currently, the site drains water to a nearby ditch and does not provide suitable drainage or storage capacity during above normal storm events. The proposed site will instead capture on site water and storm water runoff in a combination of earthen basins, catch basins, and filtration systems to ensure all water is first captured and cleaned prior to percolation back into the groundwater or being diverted to the existing storm drain system. This system will capture more water on site and ensure that any water that does leave the site has been appropriately cleaned.
- The project site will include a centralized station for all telecommunications facilities, including all computer services. This area will also have a small conference room and will act as a command center in case of a major catastrophe in the area.
- The project will create a separate access road for any truck deliveries to the college that will be separated from the main college entrance. Currently, trucks enter and deliver goods to many different locations throughout the college. The specified access road, as well as the goal of the operations center overall, will remove the bulk of the truck traffic and separate the trucks from the majority of the college and students.

Given the presence of existing infrastructure within the college and roadways surrounding the proposed project site, sufficient capacity for both domestic water and sewer is reasonably expected. The project is not anticipated to create a large amount of waste nor will it consume large amounts of water. Based on the site engineering and design plans, the RCCD will construct

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### **3.0 PROJECT DESCRIPTION**

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all necessary infrastructure extensions of existing lines to the site in order to meet any water and sewer demands for the project. Any potential impacts related to such infrastructure are anticipated to be minimal. The RCCD will also install any necessary fire service with backflow device lines and fire hydrants if needed to ensure a reliable and appropriate water source exist on site for fire fighting purposes. In addition, the RCCD will pay any applicable connection fees and monthly usage charges that may be required for the use of such utilities.

The RCCD will also determine whether additional electrical connections, meters, or infrastructure is required to meet the electrical demand of the project. However, given the use of the site's proposed photovoltaic panels to power the overall project, no potential impacts are anticipated to occur.





**FIGURE 3  
Site Plan**

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## **4.0 ENVIRONMENTAL INITIAL STUDY**

### **1. Project Title: Norco College Operations Center**

### **2. Lead Agency Name and Address:**

Riverside Community College District  
3845 Market Street  
Riverside, California 92501

### **3. Contact Person and Phone Number:**

Michael Stephens  
951.222.8946  
Michael.Stephens@rcc.edu

### **4. Project Location:**

The project site is located at 2001 Third Street, located towards the northern edge of the existing college in the City of Norco, California. Access to the site is from a service road running north/northwest from Campus Access Drive.

### **5. Project Sponsor's Name and Address:**

Riverside Community College District  
3845 Market Street  
Riverside, California 92501

### **6. General Plan Designation:**

Public Land (PL)

### **7. Zoning:**

Open Space (Riverside Community College)

### **8. Description of Project:**

The RCCD is proposing to demolish the existing storage and facilities structures and remove the dirt, sand, concrete, and woodpiles located on the site in order to build a new operations center and associated maintenance shop/warehouse to operate as an MPOE for all incoming college goods. All goods/items used by the college will be stored at this location, along with housing the maintenance shop for all plumbing, electrical, mechanical, and landscaping needs. There will be a loading dock for the warehouse, as well as associated on site parking.

The proposed project will incorporate into the design a small conference room that will also act as an emergency response center in case of a major catastrophe. The proposed project will be designed to meet LEED certification standards.

**9. Surrounding Land Uses and Setting:**

The area to the north of the college, along with open space, includes Lake Norconian, the Norconian Club (listed on the National Register of Historic Places), and the United States Navy Amphibious Training Facility. The area east of the project site is a large parking lot with the John F. Kennedy Middle College located beyond that. The area immediately south of the site is comprised of existing college buildings and surface parking lots. Beyond the college to the south and west, exists low-density residential homes.

**10. Other public agencies whose approval is required:**

None.

## 4.1 Environmental Factors That Could Result in a Potentially Significant Impact

The environmental factors listed below are not checked because the proposed project would not result in a "potentially significant impact" after mitigation has been included as indicated by the checklist on the following pages and supported by substantial evidence provided in this document.

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Aesthetics               | <input type="checkbox"/> Agriculture and Forestry Resources | <input type="checkbox"/> Air Quality                        |
| <input type="checkbox"/> Biological Resources     | <input type="checkbox"/> Cultural Resources                 | <input type="checkbox"/> Geology/Soils                      |
| <input type="checkbox"/> Greenhouse Gas Emissions | <input type="checkbox"/> Hazards and Hazardous Materials    | <input type="checkbox"/> Hydrology/Water Quality            |
| <input type="checkbox"/> Land Use/Planning        | <input type="checkbox"/> Mineral Resources                  | <input type="checkbox"/> Noise                              |
| <input type="checkbox"/> Population/Housing       | <input type="checkbox"/> Public Services                    | <input type="checkbox"/> Recreation                         |
| <input type="checkbox"/> Transportation/Traffic   | <input type="checkbox"/> Utilities/Services Systems         | <input type="checkbox"/> Mandatory Findings of Significance |
- None with Mitigation

## 4.2 Environmental Determination

On the basis of this initial evaluation:

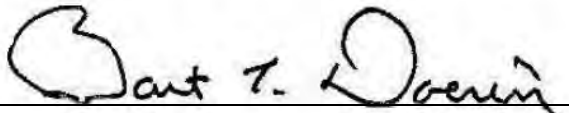
- I find that the proposed project COULD NOT have a significant effect on the environment, and a NEGATIVE DECLARATION will be prepared.
- I find that although the proposed project could have a significant effect on the environment, there will not be a significant effect in this case because the mitigation measures described in Sections 4.3 and summarized in Section 5.0 have been incorporated into the project. A MITIGATED NEGATIVE DECLARATION will be prepared.
- I find that the proposed project MAY have a significant effect on the environment, and an ENVIRONMENTAL IMPACT REPORT is required.
- I find that the proposed project MAY have a "potentially significant impact" or "potentially significant unless mitigated" impact on the environment, but at least one effect 1) has been adequately analyzed in an earlier document pursuant to applicable legal standards, and 2) has been addressed by mitigation measures based on the earlier analysis as described on attached

**4.0 ENVIRONMENTAL INITIAL STUDY**

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sheets. An ENVIRONMENTAL IMPACT REPORT is required, but it must analyze only the effects that remain to be addressed.

- I find that although the proposed project could have a significant effect on the environment, because all potentially significant effects (a) have been analyzed adequately in an earlier EIR or NEGATIVE DECLARATION pursuant to applicable standards, and (b) have been avoided or mitigated pursuant to that earlier EIR or NEGATIVE DECLARATION, including revisions or mitigation measures that are imposed upon the proposed project, nothing further is required.

  
\_\_\_\_\_  
Bart Doering  
Facilities Planning, Design, & Construction  
Riverside Community College District

November 18, 2010  
Date of Report

### 4.3 Evaluation of Environmental Impacts

1. A brief explanation is required for all answers except "No Impact" answers that are adequately supported by the information sources a lead agency cites in the parentheses following each question. A "No Impact" answer is adequately supported if the referenced information sources show that the impact simply does not apply to projects like the one involved (e.g., the project falls outside a fault rupture zone). A "No Impact" answer should be explained where it is based on project-specific factors as well as general standards (e.g., the project will not expose sensitive receptors to pollutants, based on a project-specific screening analysis).
2. All answers must take account of the whole action involved including off site as well as on site, cumulative as well as project-level, indirect as well as direct, and construction as well as operational impacts.
3. Once the lead agency has determined that a particular physical impact may occur, then the checklist answers must indicate whether the impact is potentially significant, less than significant with mitigation, or less than significant. "Potentially Significant Impact" is appropriate if there is substantial evidence that an effect may be significant. If there are one or more "Potentially Significant Impact" entries when the determination is made, an EIR is required.
4. "Negative Declaration: Less Than Significant With Mitigation Incorporated" applies where the incorporation of mitigation measures has reduced an effect from "Potentially Significant Impact" to a "Less Than Significant Impact." The lead agency must describe the mitigation measures, and briefly explain how they reduce the effect to a less than significant level (mitigation measures from "Earlier Analyses," as described in (5) below, may be cross-referenced).
5. Earlier analyses may be used where, pursuant to the tiering, program EIR, or other CEQA process, an effect has been adequately analyzed in an earlier EIR or negative declaration. State CEQA Guidelines, section 15063(c)(3)(D). In this case, a brief discussion should identify the following:
  - a. Earlier Analysis Used. Identify and state where they are available for review.
  - b. Impacts Adequately Addressed. Identify which effects from the above checklist were within the scope of and adequately analyzed in an earlier document pursuant to applicable legal standards, and state whether such effects were addressed by mitigation measures based on the earlier analysis.
  - c. Mitigation Measures. For effects that are "Less than Significant with Mitigation Measures Incorporated," describe the mitigation measures that were incorporated or

**4.0 ENVIRONMENTAL INITIAL STUDY**

refined from the earlier document and the extent to which they address site-specific conditions for the project.

6. Lead agencies are encouraged to incorporate into the checklist references to information sources for potential impacts (e.g., general plans, zoning ordinances). Reference to a previously prepared or outside document should, where appropriate, include a reference to the page or pages where the statement is substantiated.
7. Supporting Information Sources. A source list should be attached, and other sources used or individuals contacted should be cited in the discussion.
8. This is only a suggested form, and lead agencies are free to use different formats; however, lead agencies should normally address the questions from this checklist that are relevant to a project's environmental effects in whatever format is selected.
9. The explanation of each issue should identify:
  - a. The significance criteria or threshold, if any, used to evaluate each question.
  - b. The mitigation measure identified, if any, to reduce the impact to less than significant.

**4.3.1 Aesthetics**

Environmental Issues <i>Would the project:</i>	Potentially Significant Impact	Less Than Significant With Mitigation	Less Than Significant Impact	No Impact
a) Have a substantial adverse effect on a scenic vista?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b) Substantially damage scenic resources, including, but not limited to, trees, rock outcroppings, and historic buildings within a state scenic highway?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c) Substantially degrade the existing visual character or quality of the site and its surroundings?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d) Create a new source of substantial light or glare which would adversely affect day- or night-time views in the area?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Discussion**

**a) Have a substantial adverse effect on a scenic vista?**

**Less than Significant Impact.** As discussed under the City of Norco General Plan Land Use Element, landmarks and community focal points tend to revolve around the views of the surrounding San Gabriel, San Bernardino, and Santa Ana Mountains. While changes in elevation and grade will affect viewshed opportunities, the mountains are typically visible from most focal



points within the City; and therefore major impediments to views of the mountains could be potentially significant. Given the location of the site towards the lower elevation of existing hills toward the north and the minimal bulk and scale of the proposed project, no potentially significant impacts to such visual resources is anticipated.

Aside from any mountain views, the major aesthetic resources within the specific project study area include views of the open space area to the north of the college towards Lake Norconian. The project site is located towards the northern boundary of the existing college and will not interfere with views of the hills or open space beyond the site. Given the existing elevations and structures located on site, the addition of the operations center and maintenance shop/warehouse at the current location will not create a significant impact to any scenic vistas.

Current views of the project site consist of a flat, graded pad with gravel cover, existing maintenance and storage sheds, and debris piles. There are no unique visual resources in this specific area that would be impacted by the proposed project. Development of the proposed project would not be a substantial increase in scale compared to the surrounding college structures and would not block any scenic views of surrounding hillsides or open space. Therefore, implementation of the proposed project would result in a less than significant impact on a scenic vista.

**Mitigation Measure(s)**

No mitigation measures are required.

**b) Substantially damage scenic resources, including, but not limited to, trees, rock outcroppings, and historic buildings within a state scenic highway?**

**No Impact.** According the California Department of Transportation website, no officially designated or eligible state scenic highways are located adjacent to or near the project site. Implementation of the proposed project would not impact scenic resources within a state scenic highway.

**Mitigation Measure(s)**

No mitigation measures are required.

**c) Substantially degrade the existing visual character or quality of the site and its surroundings?**

**Less than Significant Impact.** See response to (a) above. The proposed project site consists of an existing flat pad, covered in gravel, with a number of debris piles strewn throughout the site. Additionally, the site houses a number of maintenance structures and storage sheds, college facilities, and portable storage units. The proposed development would substantially alter the

visual character of the project site by eliminating the on site structures and removing the debris piles and building a new operations center and associated warehouse and maintenance shop, thereby affecting views of the site primarily from college visitors. The proposed project, while different from the current site conditions, is not expected to degrade the visual character or quality of the site and will instead improve the visual character of the site. The proposed project will incorporate appropriate design elements (architecture, site planning, landscaping) in order to create an organized visual effect that will blend in with the surrounding environment and existing college structures. Overall, the visual contrast will be minimal and impacts would be less than significant.

As discussed previously, the scale of the site and the site's location will not significantly obstruct views of the surrounding open space or hillside beyond the college. The design of the structure will blend with the existing college design and structures and will not detract from existing views of the college or the open space. Any impacts are deemed to be less than significant.

Construction activities would cause short-term visual quality impacts mainly to college visitors due to necessary on site equipment and construction operations. However, due to the temporary nature of changes in visual character and quality resulting from construction, impacts are anticipated to be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

**d) Create a new source of substantial light or glare which would adversely affect day or nighttime views in the area?**

**Less than Significant Impact.** The proposed project would result in the addition of lighting for the structure, walkways, and landscaped areas. The project site will utilize a 1-foot candle per square foot lighting standard as well as the use of light fixtures that comply with all LEED requirements in order to reduce both nighttime glow and energy use. As per the long-term design guidelines for the Norco College Long Range Facilities Master Plan, the lighting system will utilize different standards for roadway and parking lot lighting, which will consist of pole mounted sodium vapor lights while walkways will consist of decorative fixtures with sufficient light to illuminate the walkways. The City's municipal code states that any lighting used to illuminate off-street parking or loading facilities shall be so arranged as to reflect the light away from adjacent streets or properties. All lighting shall be directed, oriented, and shielded to prevent light from shining onto adjacent properties and to minimize nighttime glow and light spillage. On site lighting shall not blink, flash, oscillate, or be of unusually high intensity, or brightness. By controlling the use of lighting on the site and the use of shielding and intensity controls, light and glare resulting from the project would not adversely affect day or nighttime views in the area, and impacts would be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

**4.3.2 Agricultural and Forest Resources**

In determining whether impacts to agricultural resources are significant environmental effects, lead agencies may refer to the California Agricultural Land Evaluation and Site Assessment Model (1997) prepared by the California Department of Conservation (CDC) as an optional model to use in assessing impacts on agriculture and farmland. In determining whether impacts to forest resources, including timberland, are significant environmental effects, lead agencies may refer to information compiled by the California Department of Forestry and Fire Protection regarding the state’s inventory of forest land, including the Forest and Range Assessment Project and the Forest Legacy Assessment project; and forest carbon measurement methodology provided in Forest Protocols adopted by the California Air Resources Board (CARB).

<b>Environmental Issues Would the project:</b>	<b>Potentially Significant Impact</b>	<b>Less Than Significant With Mitigation</b>	<b>Less Than Significant Impact</b>	<b>No Impact</b>
a) Convert Prime Farmland, Unique Farmland, or Farmland of Statewide Importance (Farmland), as shown on the maps prepared pursuant to the Farmland Mapping and Monitoring Program of the California Resources Agency, to non-agricultural use?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b) Conflict with existing zoning for agricultural use, or a Williamson Act contract?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c) Conflict with existing zoning for, or cause rezoning of, forest land (as defined in Public Resources Code section 12220(g)), timberland (as defined by Public Resources Code section 4526), or timberland zoned Timberland Production (as defined by Government Code section 51104(g))?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d) Result in the loss of forest land or conversion of forest land to non-forest use?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
e) Involve other changes in the existing environment which, due to their location or nature, could result in conversion of Farmland, to non-agricultural use or conversion of forest land to non-forest use?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Discussion**

**a) Convert Prime Farmland, Unique Farmland, or Farmland of Statewide Importance (Farmland), as shown on the maps prepared pursuant to the Farmland Mapping and Monitoring Program of the California Resources Agency, to non-agricultural use?**

**No Impact.** The proposed project does not contain Prime Farmland, Unique Farmland, or Farmland of Statewide Importance, and the property is not designated for agricultural resources as shown on the City of Norco Zoning Map (City of Norco 2007). According to the Farmland Mapping and Monitoring Program of the California Resource Agency, the project and its vicinity are classified as "Urban and Built-up Land." This classification applies to land occupied by structures and is used for residential, industrial, commercial, construction, institutional, and other developed purposes, and is not applied to Prime Farmland, Unique Farmland, or Farmland of State or Local Importance. Therefore, no impacts would result.

**Mitigation Measure(s)**

No mitigation measures are required.

**b) Conflict with existing zoning for agricultural use, or a Williamson Act contract?**

**No Impact.** The project site is currently designated as Open Space (Riverside Community College) under the City's General and Municipal Plan, which is not an agricultural zoning designation. This designation's purpose and intent is to provide for the continued building and development of the existing RCCD Norco College and is not subject to any Williamson Act contracts or other agricultural uses or designations (City of Norco 2007). Therefore, no impacts would result.

**Mitigation Measure(s)**

No mitigation measures are required.

- c) *Conflict with existing zoning for, or cause rezoning of, forest land (as defined in Public Resources Code section 12220(g)), timberland (as defined by Public Resources Code section 4526), or timberland zoned Timberland Production (as defined by Government Code section 51104(g))?*
- d) *Result in the loss of forest land or conversion of forest land to non-forest use?*
- e) *Involve other changes in the existing environment that, due to their location or nature, could result in conversion of Farmland, to non-agricultural use or conversion of forest land to non-forest use?*

**No Impact.** As described in responses (a) and (b) above, no portion of the project is located within or adjacent to existing agricultural areas, nor would facilities necessary for project implementation or operation result in any impacts to ongoing agricultural operations or the conversion of farmland to non-agricultural use. While open spaces do exist north of the project site, those areas are zoned for open space and a large portion of that land is owned by the Department of the Navy and is fenced and utilized for their training and security purposes. In no way will the proposed project interfere with any ongoing agricultural or timber production activities; it will not result in the conversion of any forest land, and will not interfere with or cause rezoning of any land designed as timberland resources or forest land. The site is zoned for public facilities, specifically for the use by the RCCD, and no agricultural land or timberland will be physically impacted in any way. There will be no impact on such resources.

**Mitigation Measure(s)**

No mitigation measures are required.

### 4.3.3 Air Quality

Where available, the significance criteria established by the applicable air quality management or air pollution control district may be relied upon to make the following determinations.

Environmental Issues <i>Would the project:</i>	Potentially Significant Impact	Less Than Significant With Mitigation	Less Than Significant Impact	No Impact
a) Conflict with or obstruct implementation of the applicable air quality plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b) Violate any air quality standard or contribute substantially to an existing or projected air quality violation?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c) Result in a cumulatively considerable net increase of any criteria pollutant for which the project region is non-attainment under an applicable federal or state ambient air quality standard (including releasing emissions, which exceed quantitative thresholds for ozone precursors)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d) Expose sensitive receptors to substantial pollutant concentrations?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
e) Create objectionable odors affecting a substantial number of people?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Discussion

#### *a) Conflict with or obstruct implementation of the applicable air quality plan?*

**Less than Significant Impact.** An Air Quality Technical Report was prepared for the project site in order to identify air quality impacts that have the potential to result from development of the proposed project (Dudek 2010). For reference purposes, the Air Quality Technical Report is included as Appendix A.

The South Coast Air Quality Management District (SCAQMD) is the regional agency responsible for the regulation and enforcement of federal, state, and local air pollution control regulations in the South Coast Air Basin, where the proposed project is located. The SCAQMD sets forth quantitative emission significance thresholds below which a project would not have a significant impact on ambient air quality. The SCAQMD also recommends the evaluation of localized air quality impacts to sensitive receptors in the immediate vicinity of the project because of construction activities, utilizing the SCAQMD Localized Significance Threshold Methodology. Refer to Appendix A for more information regarding significance thresholds and analysis methodologies.

**4.0 ENVIRONMENTAL INITIAL STUDY**

Construction of the proposed project would result in a temporary addition of pollutants to the local airshed caused by soil disturbance, dust emissions, and combustion pollutants from on site construction equipment, as well as from off site trucks hauling construction materials. Fugitive dust emissions (PM<sub>10</sub>) would be minimized with the incorporation of standard construction measures and adherence with the SCAQMD rules and requirements. The analysis concludes that daily construction emissions would not exceed the thresholds for volatile organic compounds (VOCs), nitrogen oxides (NO<sub>x</sub>), carbon monoxide (CO), sulfur oxides (SO<sub>x</sub>), respirable particulate matter (PM<sub>10</sub>), or fine particulate matter (PM<sub>2.5</sub>). As such, construction of the proposed project would result in a less than significant impact.

**Estimated Daily Maximum Construction Emissions  
 (lbs/day unmitigated)**

	VOC	NO <sub>x</sub>	CO	SO <sub>x</sub>	PM <sub>10</sub>	PM <sub>2.5</sub>
Proposed Project	5.59	32.61	14.64	0.01	16.90	4.49
Pollutant Threshold	75	100	550	150	150	55
Threshold Exceeded?	No	No	No	No	No	No

Source: URBEMIS 2007 Version 9.2.4 (Jones and Stokes 2007). See Appendix A for complete results. These estimates reflect control of fugitive dust required by Rule 403.

Additionally, the SCAQMD recommends the evaluation of localized NO<sub>2</sub>, CO, PM<sub>10</sub>, and PM<sub>2.5</sub> impacts because of construction activities to sensitive receptors in the immediate vicinity of the project site. The project site is approximately 2.5 acres and is located in SRA 22 (Corona/Norco Area). The distance to the nearest sensitive receptor, which is the John F. Kennedy Middle College High School, is approximately 575 feet (175 meters) southeast of the construction site boundary. Thus, the values from the SCAQMD lookup tables for SRA 22 were rounded to determine the applicable local significance thresholds (LSTs). The SCAQMD Localized Significance Threshold Methodology specifies the maximum allowable daily emissions that would satisfy the localized significance criteria. As shown, construction activities would not generate emissions in excess of site-specific localized significance thresholds, and impacts at sensitive receptors near the project site would be less than significant.

**Localized Significance Thresholds Analysis for Construction Emissions**

Pollutant	Construction Emissions (pound/day) <sup>a</sup>	LST Criteria (pounds/day) <sup>b</sup>	Exceeds LST?
NO <sub>2</sub>	32.61	459	NO
CO	14.64	5,129	NO
Respirable Particulate Matter (PM <sub>10</sub> )	16.90	74	NO
Fine Particulate Matter (PM <sub>2.5</sub> )	4.49	23	NO

Operations of the project would produce VOC, NO<sub>x</sub>, CO, SO<sub>x</sub>, PM<sub>10</sub> and PM<sub>2.5</sub> emissions from area sources, which include space heating and cooling, water heating, and emergency generator operation, and motor vehicle trips. Vehicular traffic would be primarily generated by project employees and maintenance vehicles, and by delivery trucks that supply and transfer goods and materials to the Norco College. The analysis concludes that daily operational emissions would not exceed the thresholds for criteria pollutants, and as a result, operation of the proposed project would result in a less than significant impact to air quality.

**Estimated Daily Maximum Operational Emissions  
 (lbs/day unmitigated)**

	VOC	NO <sub>x</sub>	CO	SO <sub>x</sub>	PM <sub>10</sub>	PM <sub>2.5</sub>
<b>Summer<sup>1</sup></b>						
Area Sources	0.31	0.83	2.23	0.00	0.01	0.01
Motor Vehicles	0.55	0.63	5.81	0.01	1.44	0.28
Emergency Generator	1.33	1.33	1.77	0.00	0.05	0.05
<b>Proposed Project</b>	<b>2.19</b>	<b>2.79</b>	<b>9.81</b>	<b>0.01</b>	<b>1.49</b>	<b>0.33</b>
<i>Pollutant Threshold</i>	55	55	550	150	150	55
Threshold Exceeded?	No	No	No	No	No	No
<b>Winter<sup>2</sup></b>						
Area Sources	0.19	0.81	0.68	0.00	0.00	0.00
Motor Vehicles	0.54	0.76	5.45	0.01	1.44	0.28
Emergency Generator	1.33	1.33	1.77	0.00	0.05	0.05
<b>Proposed Project</b>	<b>2.06</b>	<b>2.90</b>	<b>7.90</b>	<b>0.01</b>	<b>1.49</b>	<b>0.33</b>
<i>Pollutant Threshold</i>	55	55	550	150	150	55
Threshold Exceeded?	No	No	No	No	No	No

Source: URBEMIS 2007 Version 9.2.4. See Appendix A for complete results.

<sup>1</sup> "Summer Emissions" are representative of the conditions that may occur during the ozone season (May 1 to October 31).

<sup>2</sup> "Winter Emissions" are representative of the conditions that may occur during the balance of the year (November 1 to April 30).

**Mitigation Measure(s)**

No mitigation measures are required.

**b) Violate any air quality standard or contribute substantially to an existing or projected air quality violation?**

**Less than Significant Impact.** Refer to response (a) above. The proposed project would not violate or contribute substantially to an existing or project air quality violation. This potential impact would be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.



**c) Result in a cumulatively considerable net increase of any criteria pollutant for which the project region is non-attainment under an applicable federal or state ambient air quality standard (including releasing emissions, which exceed quantitative thresholds for ozone precursors)?**

**Less than Significant Impact.** For nonattainment pollutants, if emissions exceed the thresholds established by the SCAQMD, the project could have the potential to result in a cumulatively considerable net increase in these pollutants and thus could have a significant impact on the ambient air quality. If the proposed project does not exceed thresholds and is determined to have less than significant project-specific impacts, it may still have a cumulatively considerable impact on air quality if the emissions from the project, in combination with the emissions from other proposed or reasonably foreseeable future projects, are in excess of established thresholds. However, the project would only be considered to have a cumulative impact if the project's contribution accounts for a significant proportion of the cumulative total emissions.

As discussed in the response to (a), as well as in the Air Quality Technical Report prepared for the project, the emissions of all criteria pollutants, including PM<sub>10</sub> and PM<sub>2.5</sub>, would be well below the significance levels for both construction and operations of the proposed operation center at the Norco College. Construction would be short-term and consistent with the size and scale of the proposed project. Construction activities required for the implementation of the proposed project would be considered minor and not intensive. No major construction projects are anticipated close enough to the proposed project that would be conducted at the same time; therefore, project construction is not anticipated to result in a cumulatively considerable impact on air quality. Further, the use of the site as a key area for goods management and storage would not generate significant levels of any criteria pollutants. Operational emissions resulting from the project would not exceed SCAQMD's thresholds for criteria pollutants, are actually well below any provided impact values for such emissions, and would therefore not result in a cumulatively considerable impact on air quality.

With regard to cumulative impacts associated with O<sub>3</sub> precursors, in general, if a project is consistent with the community and general plans, it has been accounted for in the O<sub>3</sub> attainment demonstration contained within the State Implementation Plan. As such, it would not cause a cumulatively significant impact on the ambient air quality for O<sub>3</sub>. The proposed project does not represent a significant increase in projected traffic over the current conditions. Emissions of O<sub>3</sub> precursors (VOCs and NO<sub>x</sub>) would be well below the screening-level thresholds during construction, and would not result in any significant increase of O<sub>3</sub> precursors during operation. Thus, the proposed project would not result in a cumulatively significant impact on O<sub>3</sub> concentrations.

Project-generated emissions would therefore not result in a cumulatively considerable net increase of criteria pollutant for which the South Coast Air Basin is within nonattainment under

an applicable state or federal air quality standard. As a result, impacts are considered less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

**d) Expose sensitive receptors to substantial pollutant concentrations?**

**Less than Significant Impact.** Air quality problems arise when the rate of pollutant emissions exceeds the rate of dispersion. Reduced visibility, eye irritation, and adverse health impacts upon those persons termed sensitive receptors are the most serious hazards of existing air quality conditions in the area. Some land uses are considered more sensitive to changes in air quality than others, depending on the population groups and the activities involved. People most likely to be affected by air pollution, as identified by the CARB, include children, the elderly, athletes, and people with cardiovascular and chronic respiratory diseases. Sensitive receptors include residences, schools, playgrounds, childcare centers, athletic facilities, long-term health care facilities, rehabilitation centers, convalescent centers, and retirement homes.

The greatest potential for toxic air contaminant (TAC) emissions during construction would be diesel particulate emissions from heavy equipment during construction and heavy-duty trucks and the associated health impacts to sensitive receptors. As shown in the Air Quality Technical Report created for the proposed project, the nearest sensitive receptors are the students of John F. Kennedy Middle College High School located to the east and single-family residences to the south and west of the project site. Health effects from carcinogenic air toxics are usually described in terms of cancer risk. The SCAQMD recommends an incremental cancer risk threshold of 10 in 1 million. "Incremental Cancer Risk" is the likelihood that a person continuously exposed to concentrations of TACs resulting from a project over a 70-year lifetime will contract cancer based on the use of standard risk-assessment methodology. The project would not require the extensive use of heavy-duty construction equipment, which is subject to a CARB Airborne Toxics Control Measure for in-use diesel construction equipment to reduce diesel particulate emissions, and would not involve extensive use of diesel trucks. The construction period for proposed project would total up to 12 months, after which project-related TAC emissions would cease. Thus, the proposed project would not result in a long-term (i.e., 70 years) source of TAC emissions. No residual TAC emissions and corresponding cancer risk are anticipated after construction. As such, the exposure of project-related TAC emission impacts to sensitive receptors during construction would be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

**e) Create objectionable odors affecting a substantial number of people?**

**Less than Significant Impact.** Odors are a form of air pollution that is most obvious to the general public. Odors can present significant problems for both the source and surrounding community. Although offensive odors seldom cause physical harm, they can be annoying and cause concern.

**Construction Odor Impacts.** Potential sources that may emit odors during construction activities include diesel equipment and gasoline fumes and solvents from the application of paint. Odors from these sources would be localized and generally confined to the project site. The release of potential odor-causing compounds would tend to be during the workday, when many residents would not be at home. Furthermore, the SCAQMD rules restrict the VOC content (the source of odor-causing compounds) in paints. The proposed project would utilize typical construction techniques in compliance with SCAQMD rules. Additionally, the odors would be temporary. As such, proposed project construction would not cause an odor nuisance, and odor impacts would be less than significant.

**Operational Odor Impacts.** Land uses and industrial operations that are associated with odor complaints include agricultural uses, wastewater treatment plants, food-processing plants, chemical plants, composting, refineries, landfills, dairies and fiberglass molding. The proposed project entails the operation of a central operation office and associated warehouse buildings, and would not result in the creation of a land use that is commonly associated with odors. Therefore, project operations would result in a less than significant odor impact.

**Mitigation Measure(s)**

No mitigation measures are required.

4.0 ENVIRONMENTAL INITIAL STUDY

4.3.4 Biological Resources

Environmental Issues <i>Would the project:</i>	Potentially Significant Impact	Less Than Significant With Mitigation	Less Than Significant Impact	No Impact
a) Have a substantial adverse effect, either directly or through habitat modifications, on any species identified as a candidate, sensitive, or special status species in local or regional plans, policies, or regulations, or by the California Department of Fish and Game or U.S. Fish and Wildlife Service?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Have a substantial adverse effect on any riparian habitat or other sensitive natural community identified in local or regional plans, policies, and regulations or by the California Department of Fish and Game or U.S. Fish and Wildlife Service?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c) Have a substantial adverse effect on federally protected wetlands as defined by Section 404 of the Clean Water Act (including, but not limited to, marsh, vernal pool, coastal, etc.) through direct removal, filling, hydrological interruption, or other means?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d) Interfere substantially with the movement of any native resident or migratory fish or wildlife species or with established native resident or migratory wildlife corridors, or impede the use of wildlife nursery sites?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
e) Conflict with any local policies or ordinances protecting biological resources, such as a tree preservation policy or ordinance?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
f) Conflict with the provisions of an adopted Habitat Conservation Plan, Natural Community Conservation Plan, or other approved local, regional, or state habitat conservation plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Discussion**

**a) Have a substantial adverse effect, either directly or through habitat modifications, on any species identified as a candidate, sensitive, or special status species in local or regional plans, policies, or regulations, or by the California Department of Fish and Game or U.S. Fish and Wildlife Service?**

**Less than Significant Impact with Mitigation.** The majority of the site is disturbed bare ground with piles of dirt, debris, and broken pieces of concrete in some areas. Other portions of the project site consist of land that has either been graded, supports existing permanent buildings, or storage units. The vegetation on site consists primarily of scattered non-native grasses and ornamental habitat associated with the buildings. Typically, disturbed land has little biological

value, but it may provide habitat for rodents, rabbits, raptor foraging habitat, and foraging and nesting habitat for burrowing owls.

Special-status plants include those federally and/or state-listed as endangered or threatened; plants listed as state rare; plants designated as sensitive by CNPS; and plants that are covered by the Western Riverside County Multiple Species Habitat Conservation Plan (MSHCP). The study area is within an MSHCP-designated Narrow Endemic Species Survey Area. The potential for special-status plants occurring on site is assessed based on habitat associations, including soils, vegetative cover, and disturbance conditions.

As an area of developed and disturbed land, the site supports limited habitat diversity. Consequently, the plant diversity and richness in the project area is also limited. The majority of the project area was unvegetated and the many of plant species observed were non-native. A total of 14 vascular plant species, consisting of nine native species (64%) and five non-native species (36%), were recorded on site during surveys. The project area is within the MSHCP Narrow Endemic Plant Species Survey Area for San Diego ambrosia (*Ambrosia pumila*), Brands phacelia (*Phacelia stellaris*), and San Miguel savory (*Satureja chandleri*). These species were not observed during the biological survey and the disturbed nature of the project site does not support suitable habitat for these species.

The proposed project could result in direct impacts to 3.03 acres of Residential/Urban/Exotic land. No sensitive vegetation communities or riparian habitat will be directly impacted by the proposed project. In addition, no natural vegetation communities or riparian habitat was observed immediately adjacent to the project area. Thus, no significant direct impacts to sensitive vegetation communities, including riparian habitat, are anticipated.

The site supports limited habitat diversity since it occurs in developed and disturbed land. Consequently, the wildlife diversity and richness in the project area is also limited. A full list of wildlife species by taxonomic group observed in the project area is provided in the Biological Resources Report prepared by Dudek in Appendix B.

Most of birds observed during the surveys are very common in urban or disturbed lands. The bird species observed included black phoebe (*Sayornis nigricans*), house finch (*Carpodacus mexicanus*), white-crowned sparrow (*Zonotrichia leucophrys*), lesser goldfinch (*Carduelis psaltria*), ash-throated flycatcher (*Myiarchus cinerascens*), Cassin's kingbird (*Tyrannus vociferans*), northern mockingbird (*Mimus polyglottos*), common raven (*Corvus corax*), and cliff swallow (*Petrochelidon pyrrhonota*).

One small-sized raptor nest was observed on site within an ornamental pine tree along the southern edge of the project site. No bird activity was observed at this location nest during any site visits. The small size of the raptor nest indicates that it may be used by Cooper's hawk. One active black phoebe nest was also observed on an existing building within the project area. A

black phoebe was sitting on the nest during site visits on April 29, and May 3, 2010. The phoebe was likely incubating eggs. In addition, biologist Callie Ford observed lesser goldfinch flying back and forth from an on site building to a tree immediately off site. No nest was observed; however, it is likely that lesser goldfinch were nesting in the area. Therefore, in order to reduce any potential impacts related to bird nesting, Mitigation Measure BIO-1 will require a qualified biologist evaluates the potential for impacts to any active nests and will provide for appropriate protections if any active nests are located.

The project area is within the MSHCP Burrowing Owl Survey Area. Focused surveys for burrowing owls were conducted and no burrowing owls were detected or observed. Regardless, since burrowing owls are subject to relocating to such areas, mitigation requiring a final burrowing owl site survey prior to grading operations will ensure a less than significant impact remains.

One special-status wildlife species was identified on site during surveys: granite spiny lizard. Granite spiny lizards were observed on site on the outside of several large metal storage trailers. These large trailers are placed very close to each other in a cluster on site. These trailers are fulfilling the habitat requirements of granite spiny lizards, which are typically found within rock outcrops and large boulders. The granite spiny lizards are utilizing artificial (man-made) habitat on site. The storage trailers on the project site may be removed at any time, thereby eliminating this artificially supporting habitat. In the event of the removal of these storage trailers from the project site, habitat suitable for granite spiny lizards will no longer exist on site. There are rock outcrops immediately adjacent to the project site to the northwest. This nearby naturally occurring suitable habitat will provide an area for a portion of the on site granite spiny lizard population to re-establish. This circumstance is therefore not considered a significant direct impact to granite spiny lizard. Regardless, mitigation has been provided to further reduce this already less than significant potential impact.

**Mitigation Measure(s)**

**BIO-1:** A preconstruction nesting bird survey should be conducted by a qualified biologist concurrently with the preconstruction burrowing owl survey as identified within Mitigation Measure BIO-2. This survey is necessary to check the status of the existing black phoebe and raptor nests, and to determine if there are any additional active nests within the project site and in the immediate vicinity. If active nests are located, then work should not occur within 300 feet of these nests during the nesting bird season from March 1 to August 31 or until the qualified biologist determines the nest is no longer active and the young have fledged.

**BIO-2:** While focused burrowing owl surveys for the proposed project site were negative, a preconstruction survey shall be conducted by a qualified biologist within 30 days prior to initiation of construction. If burrowing owls are observed between

March 1, to August 31, a 300-foot buffer shall be established around the burrow and no work shall commence in the buffer zone until young have fledged. If construction is occurring during non-breeding season, then passive relocations shall be conducted pursuant to suitable relocation directions as provided by the California Department of Fish and Game (CDFG).

**BIO-3:** Although the project will not result in significant direct impacts to the granite spiny lizard, it is recommended that the on site storage trailers be removed from the site several weeks before grading or construction activities. This will provide ample time for granite spiny lizards to leave the project site and re-establish a portion of the population at nearby rock outcrops.

**b) Have a substantial adverse effect on any riparian (or riverine) habitat or other sensitive natural community identified in local or regional plans, policies, and regulations or by the California Department of Fish and Game or U.S. Fish and Wildlife Service?**

**Less than Significant Impact.** Refer to response (a) above and (c) below. No riparian habitat or other sensitive natural communities exist on the project site. As defined within the MSHCP, riparian/riverine areas as “lands which contain habitat dominated by trees, shrubs, persistent emergents, or emergent mosses and lichens, which occur close to or depend upon soil moisture from a nearby fresh water source; or areas with fresh water flow during all or a portion of the year.” In addition, riverine areas (streams) include areas that “do not contain riparian vegetation, but that have water flow for all or a portion of the year, and contain biological functions and values that contribute to downstream habitat values for covered species inside the MSHCP Conservation Area.”

There are no riparian/riverine areas that occur on the proposed project site. The drainage outlet on site is for runoff from the adjacent college and the area does not have any traditional indicators such as an ordinary high water mark (OHWM), bed and bank, or a significant nexus to traditional navigable waters (TNWs). In addition, the vegetation is not dominated by trees or riparian vegetation and no mosses or lichens were observed in the area. No habitat occurs on the project site that is considered riparian/riverine under the MSHCP. Riparian/riverine areas are areas that would include drainage areas that are vegetated or have upland (non-riparian/riverine) vegetation; however, they must drain directly into or support a downstream area that would be described for such conservation value. The storm drain outlet area is isolated with no drainages connecting it to an area that is described for conservation under the MSHCP (or areas already conserved). No suitable riparian habitat for least Bell’s vireo (*Vireo bellii*), southwestern willow flycatcher (*Empidonax traillii extimus*), or western yellow-billed cuckoo (*Coccyzus americanus occidentalis*) occurs within the project area. Overall, the project site is considered upland and does not support any water resources.

No potential for other sensitive natural communities exist on the proposed project site and no riparian or riverine resources exist on site or will be physically impacted by the proposed project. Therefore, impacts will be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

**c) Have a substantial adverse effect on federally protected wetlands as defined by Section 404 of the Clean Water Act (including, but not limited to, marsh, vernal pool, coastal, etc.) through direct removal, filling, hydrological interruption, or other means?**

**Less than Significant.** Refer to response (a) and (b) above. No federally protected wetlands as defined from Section 404 of the Clean Water Act exist on the project site. A drainage pipe outlet occurs near the northern boundary of the project site. The drainage outlet appears to be a storm flow outlet source for rainwater from the adjacent Norco College. The drain outlets into a small detention basin off site. The detention basin is primarily annual grassland; however, there are two mulefat trees are located in this area. The detention basin is isolated and does not drain into any creeks or drainages.

The U.S. Army Corps of Engineers (ACOE) regulates “discharge of dredged or fill material” into “waters of the U.S.,” which includes tidal waters, interstate waters, and all other waters that are part of a tributary system to interstate waters or to navigable “waters of the U.S.,” the use, degradation, or destruction of which could affect interstate or foreign commerce or which are tributaries to waters subject to the ebb and flow of the tide (33 CFR. 328.3(a)), pursuant to provisions of Section 404 of the CWA. The ACOE generally takes jurisdiction within rivers and streams to the OHWM determined by erosion, the deposition of vegetation or debris, and changes in vegetation (ACOE 2006).

The drainage outlet on site is for runoff from the adjacent college and the area does not have any traditional indicators such as an OHWM, bed and bank, or a significant nexus to TNWs. In addition, this area is located entirely within upland habitat. Although there are two mulefats present, they are both located entirely within upland habitat. This is not considered waters or wetlands under the jurisdiction of the ACOE and Regional Water Quality Control Board (RWQCB), or under the CDFG.

No habitat occurs on the project site that is considered riparian/riverine under the MSHCP. Riparian/riverine areas under the MSHCP include drainage areas that are vegetated or have upland (non-riparian/riverine) vegetation; however, they must drain directly into an area that is described for conservation under the MSHCP (or areas already conserved). The storm drain outlet area is isolated with no drainages connecting it to an area that is described for conservation under the MSHCP (or areas already conserved). No suitable riparian habitat for least Bell’s vireo (*Vireo*



*bellii*), southwestern willow flycatcher (*Empidonax traillii extimus*), or western yellow-billed cuckoo (*Coccyzus americanus occidentalis*) occurs within the project area.

The proposed project and the immediate project vicinity do not support clay soil types that are necessary to support vernal pools, and thus, fairy shrimp. No stock ponds, ephemeral pools, road ruts, depressions, and other similar features were noted during surveys within the project area. Therefore, potential vernal pools and fairy shrimp habitat will not be affected by the proposed project.

Any impacts related to a substantial adverse effect on federally protected wetlands as defined by Section 404 of the Clean Water Act (including, but not limited to, marsh, vernal pool, coastal, etc.) through direct removal, filling, hydrological interruption, or other means will be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

**d) Interfere substantially with the movement of any native resident or migratory fish or wildlife species or with established native resident or migratory wildlife corridors, or impede the use of wildlife nursery sites?**

**Less than Significant Impact.** The site is not located within an identified Western Riverside MSHCP core or linkage. The project site is set in a largely urban setting and is surrounded by rural residential, commercial, and agricultural development. Although some adjacent areas, including open fields and agricultural areas, may allow wildlife movement in the area, the survey area is fenced with chain-link fencing to the north and Riverside Community College, Norco College to the south, east, and west. This limits movement of species through the region. The proposed project will have a less than significant impact on the movement of any species and will have no impact on any wildlife nursery sites.

**Mitigation Measure(s)**

No mitigation measures are required.

**e) Conflict with any local policies or ordinances protecting biological resources, such as a tree preservation policy or ordinance?**

**Less than Significant Impact.** The proposed project will not violate any local policies or ordinances protecting biological resources in the area. There are not listed or protected biological resources that will be significantly impacted and no special policies will be violated by the proposed project. While the City does have a master plan for parks, recreation, and open space, the site is zoned as Open Space (RCCD) and is identified within the master plan as a college that

will not detract from but enhance greenspace as part of the college development (Greenspace for Norco 1989). As a result, impacts would be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

**f) Conflict with the provisions of an adopted Habitat Conservation Plan, Natural Community Conservation Plan, or other approved local, regional, or state habitat conservation plan?**

**Less than Significant Impact.** The proposed project does not conflict with an adopted habitat conservation plan, natural community conservation plan, or any other locally approved regional or state habitat conservation plans. The Western Riverside MSHCP (County of Riverside 2002) is the adopted local habitat conservation plan for this area of western Riverside County. The area falls within the Riverside and Norco Area Plan; however, the proposed project is not located within an existing cell, cell group, proposed habitat core, or wildlife linkage (Dudek 2010). The site is identified within the Riverside County Integrated Project (RCIP) Conservation Summary Report Generator as needing specific evaluation for burrowing owl, identified narrow endemic plant species, and riverine/riparian, vernal pool, or fairy shrimp habitat in accordance with the MSHCP; since the RCCD is not a permittee to the MSHCP, such reports and compliance are not required as part of their review. Regardless, as part of the required the biological analysis pursuant to CEQA, the site was evaluated for all of these species and found to be consistent with the MSHCP; no listed species, plants, vernal pool, fairy shrimp, or riparian/riverine resources were identified. While open space around Lake Norconian as well as the Santa Ana River exists north of the college boundaries and project site, in no way would this proposed project affect those areas. No other approved local, regional, or state habitat conservation plans would apply to the project area. Therefore, any impacts would be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

### 4.3.5 Cultural Resources

Environmental Issues <i>Would the project:</i>	Potentially Significant Impact	Less Than Significant With Mitigation	Less Than Significant Impact	No Impact
a) Cause a substantial adverse change in the significance of a historical resource as defined in §15064.5?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b) Cause a substantial adverse change in the significance of an archaeological resource pursuant to §15064.5?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Directly or indirectly destroy a unique paleontological resource or site or unique geologic feature?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Disturb any human remains, including those interred outside of formal cemeteries?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Discussion

#### *a) Cause a substantial adverse change in the significance of a historical resource as defined in §15064.5?*

**No Impact.** As discussed in the State CEQA Guidelines, Section 15064.5, a historic resource need not only include such resources already identified as being listed on the California Register of Historic Resources, but may include such resources deemed by the lead agency to be eligible of such a listing. It can be a structure, building, place, or area that may have been associated with an event or person, or it may represent distinctive characteristics of a type, period, region, or method of construction; or it may reveal additional information important to our understanding of history. Thus, there is any number of potential qualities that would identify an area as a potential historic resource.

According to the Conservation Element of the City’s General Plan, there are no historic sites located at or around the project area (City of Norco 2002). The closest resource appears to be the Norconian Club, a large hotel and casino built in 1928 next to the manmade Lake Norconian north of the proposed project. However, the site is located a good distance from the college and in no way would the proposed project have either a direct or indirect impact on the site.

The proposed project is not located within any identified historic districts and will not impact any identified or potentially eligible historic resources in the area or areas of potential historic value. No historic structures will be removed from the proposed project site and the proposed project will not damage any area of particular historic value. Due to the lack of historical resources in and around the project site, no impacts are anticipated.

**Mitigation Measure(s)**

No mitigation measures are required.

**b) Cause a substantial adverse change in the significance of an archaeological resource pursuant to §15064.5?**

**Less than Significant Impact with Mitigation Incorporated.** According to the City of Norco General Plan, the City's goal is to identify and catalogue any archaeological resources and take measures to preserve such resources that are considered unique and significant to the area's history (Norco General Plan 2002). Specific policies include the collection, recording, and/or mitigating for such resources depending on the resources potential significance as well as a requirement that during construction, a qualified archaeologist will appropriately evaluate any such resources discovered during construction operations and any work will be halted until appropriate recommendations are provided, in order to preserve any significant archaeological resources.

The proposed site has been graded, scraped, and covered with storage sheds, resource piles, and gravel. Undocumented artificial fill materials typically in the upper 1 to 2 feet predominantly underlie the site; but artificial fill was encountered as deep as 10 to 15 feet on the northwestern edge of the project area and granitic bedrock at depths as shallow as 4 feet below the existing ground surface (bgs) (Leighton Consulting 2009). The area is highly disturbed, no archaeological resources are anticipated to be located on site, and the proposed project will not impact any other potential archaeological sites either directly or indirectly. However, despite the anticipated less than significant impact finding, given the unknown potential for buried resources to be located typically during grading activities, Mitigation Measure CR-1 will be implemented. Implementation of this measure will be consistent with the discussed policies within the City's General Plan and will minimize or eliminate potential impacts to unknown archaeological resources that may be buried underneath the project site. Impacts would therefore be less than significant with mitigation incorporated.

**Mitigation Measure(s)**

**CR-1:** In the event that archaeological resources or sites containing human remains or artifacts are inadvertently discovered during construction activities (including grading), all construction work shall be halted in the vicinity of the discovery until the RCCD can contact a registered professional archaeologist to visit the site of discovery and assess the significance and origin of the archaeological resource. If the resource is determined to be of Native American origin, the appropriate Native American tribe shall be consulted. Treatment of encountered archeological resources and sites may include monitoring, resource recovery, and documentation. For any human remains discovered, the County Coroner will be contacted and all procedures

shall comply with State Health and Safety Code Section 7050.5 and Public Resources Code 5097.98.

**c) Directly or indirectly destroy a unique paleontological resource or site or unique geologic feature?**

**Less than Significant Impact with Mitigation Incorporated.** As indicated on the County of Riverside's land information system website, the proposed project site is located in an area determined to be of low potential for paleontological resources (County of Riverside 2010). However, portions of the Norco College located towards the western half of the college have been identified as having a high potential for such resources.

According to the Preliminary Geotechnical Evaluation prepared for the proposed project, the project site is locally underlain by artificial fill materials of an average of 1 to 2 feet in depth, but as deep as 10 to 15 feet in parts of the site (Leighton Consulting 2009). These fills are likely associated with previous heavy grading across the project site and the development of the storage and maintenance facilities for the college. While grading is not likely to go much deeper than the existing fill depth in many areas, the geotechnical report does provide for overexcavation for building pads and recompaction of the existing artificial fill. Therefore, although unlikely, grading at the site could potentially affect unknown paleontological resources. Due to the potential to encounter these unknown resources during grading activities, implementation of Mitigation Measure CR-2 is required. By retaining a qualified paleontologist to monitor for these resources if inadvertently discovered, the RCCD will ensure that a proper inspection of exposed surfaces is conducted to determine if fossils are present and that appropriate treatment of any paleontological resources is implemented. Impacts would therefore be less than significant with mitigation incorporated.

**Mitigation Measure(s)**

**CR-2:** In the event that paleontological resources are inadvertently discovered during construction activities (including grading), all construction work shall be halted in the vicinity of the discovery until a qualified paleontologist retained by the RCCD can visit the site and assess the significance of the potential paleontological resource. Specifically, the qualified paleontologist shall conduct on site paleontological monitoring for the project site to include inspection of exposed surfaces to determine if fossils are present. The monitor shall have authority to divert grading away from exposed fossils temporarily in order to recover the fossil specimens.

**d) Disturb any human remains, including those interred outside of formal cemeteries?**

**Less than Significant Impact with Mitigation Incorporated.** Refer to the response to (a) and (b) above. There is no indication that development on the project site would disturb any human

remains; however, the potential exists to uncover human remains during grading. Although unlikely, the discovery of human remains would be a potentially significant impact without mitigation.

Due to the potential to uncover human remains during grading activities, implementation of Mitigation Measure CR-1 is required. By ceasing all construction work in the vicinity of any potential discovery of human remains until a registered professional archaeologist can visit the site of discovery and assess the significance and origin of the archaeological resource, as well as contacting the County Coroner and complying with required state law regarding the discovery of human remains, any potential impacts related to human remains will be substantively reduced. Impacts would therefore be less than significant with mitigation incorporated.

**Mitigation Measure(s)**

Implement Mitigation Measure CR-1.

**4.0 ENVIRONMENTAL INITIAL STUDY**

**4.3.6 Geology and Soils**

Environmental Issues <i>Would the project:</i>	Potentially Significant Impact	Less Than Significant With Mitigation	Less Than Significant Impact	No Impact
a) Expose people or structures to potential substantial adverse effects, including the risk of loss, injury or death involving:				
i) Rupture of a known earthquake fault, as delineated on the most recent Alquist-Priolo Earthquake Fault Zoning Map issued by the State Geologist for the area or based on other substantial evidence of a known fault? Refer to Division of Mines and Geology Special Publication 42.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ii) Strong seismic ground shaking?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
iii) Seismic-related ground failure, including liquefaction?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
iv) Landslides?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b) Result in substantial soil erosion or the loss of topsoil?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Be located on a geologic unit or soil that is unstable, or that would become unstable as a result of the project and potentially result in on- or off site landslide, lateral spreading, subsidence, liquefaction or collapse?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d) Be located on expansive soil, as defined in Table 18-1-B of the Uniform Building Code (1994), creating substantial risks to life or property?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
e) Have soils incapable of adequately supporting the use of septic tanks or alternative wastewater disposal systems where sewers are not available for the disposal of wastewater?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Discussion**

**a) Expose people or structures to potential substantial adverse effects, including the risk of loss, injury or death involving:**

**i) Rupture of a known earthquake fault, as delineated on the most recent Alquist-Priolo Earthquake Fault Zoning Map issued by the State Geologist for the area or based on other substantial evidence of a known fault? Refer to Division of Mines and Geology Special Publication 42.**

**Less than Significant Impact.** The site is located in the northern part of the Peninsular Ranges Geomorphic Province of southern California. Cretaceous igneous rocks of the southern California batholith underlie the Peninsular Ranges at depth in this area. Northwest-trending, right-lateral, strike-slip faults dominate the structure of the Peninsular Ranges. The active Chino-Central Avenue Fault is present approximately 5 miles (8 kilometers) west of the site. This fault zone has experienced significant activity in the recent geologic past. The San Andreas Fault, the most active and extensive fault in California is located approximately 25 miles northeast of the site. Locally, the site is mapped as being underlain by Cretaceous micropegmatite granite of the Gavilan Ring Complex, with granitic bedrock also underlying the hilly terrain to the northeast.

According to the Geotechnical Investigation prepared for the proposed project by Leighton Consulting, Inc. the site is not located over any known faults and is not located near a pressure ridge or within a current State of California designated Earthquake Fault Zone and the potential for future surface rupture of active faults on site is considered to be very low (Leighton Consulting 2009). Further, according to the City of Norco Seismic Safety and Public Safety Elements policy report prepared by Envicom Corporation on behalf of the City, there are no active or potentially active faults present in the City. Therefore, damage resulting from surface rupture or fault displacement is not expected at the project site. Impacts are considered less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

**ii) Strong seismic ground shaking?**

**Less than Significant Impact.** Because the project site is located in seismically active Southern California, it is subject to moderate to severe ground shaking in the event of a major earthquake along any of the active faults in the region. The known regional active faults that could produce the most significant ground shaking at the site include the Chino-Central Avenue, San Jose, San Andreas, Whittier, and the Elsinore-Glen Ivy faults. The closest fault is the Chino-Central Avenue fault located approximately 5 miles away. No active or potentially active fault is known to exist at the project site, nor is the site situated within an Alquist-Priolo Earthquake Fault Zone, a State of California Special Studies Zone, or a County of Riverside designated fault zone. According to the United States Geological Survey (USGS) 2002 Interactive Deaggregations utility, the predominant modal earthquake for the site has a peak horizontal ground acceleration (PHGA) of 0.60g with a magnitude of approximately 7.0 Mw at a distance of 9 kilometers (Leighton Consulting 2009). Seismic parameters were provided in the Leighton geotechnical report and to reduce any potential risks related to strong seismic ground shaking, a design response spectrum should be performed in accordance with the 2007 California Building Code (Leighton Consulting 2009). With the incorporation of all seismic design of the structures in accordance with the Uniform Building Code guidelines and as provided in the geotechnical



report provided from Leighton Consulting Inc., risks to the proposed projects associated with ground shaking would be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

**iii) Seismic-related ground failure, including liquefaction?**

**Less than Significant Impact.** Liquefaction is the loss of soils strength or stiffness due to a buildup of pore-water pressure during strong ground shaking activity and is typically associated with loose, granular, and saturated soils (Leighton Consulting 2009). According to the Riverside County Land Information System, the western portion of the Norco College does have the potential for high liquefaction (County of Riverside 2010). The geotechnical report by Leighton found that regional groundwater maps and data indicate that groundwater levels have not risen above a historic depth of 30 feet below ground surface and that shallow bedrock was encountered in all of the borings taken with the anticipated building footprints, which would be unlikely to hold significant amounts of groundwater (Leighton Consulting 2009). Therefore, the potential for liquefaction, or other effects of liquefaction including lateral spreading or induced settlement, is low and any potential impacts are anticipated to be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

**iv) Landslides?**

**Less than Significant Impact.** There is no evidence of ancient landslides or slope instabilities at the site and there are no significant slopes located on or near the project site that may be considered susceptible to seismically induced landslides. The proposed project is located on relatively flat land aside from a 12-foot high slope along the north edge of the site. The northern slope will be converted to a retaining wall and therefore any impacts related to this slope are minimal (Leighton Consulting 2009). As a result, impacts resulting from landslides would be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

**b) Result in substantial soil erosion or the loss of topsoil?**

**Less than Significant Impact with Mitigation Incorporated.** Construction activities such as grading may have the potential to cause soil erosion or the loss of topsoil. As required in

Mitigation Measure HYD-2 in Section 4.3.8, Hydrology and Water Quality, the grading and erosion control plan will include erosion control measures such as silt fencing and sand bagging to prevent on and off site erosion. Additional erosion control measures may be used as appropriate depending on field conditions to prevent erosion and/or the introduction of dirt, mud, or debris into existing public streets and/or onto adjacent properties during construction. As part of the plan, topsoil will be stockpiled and covered on the project site for reuse.

A Project Specific Water Quality Management Plan (WQMP) is in the process of being prepared for the project, which identifies Best Management Practices (BMPs) that would be employed to prevent discharge of other project-related pollutants that could contaminate nearby water resources. An implementation inspection and maintenance program is proposed as part of the WQMP to ensure that BMPs are implemented according to design and are effective in controlling discharges of stormwater-related pollutants.

Short-term erosion effects during the construction phase of the project would be prevented through implementation of a grading and erosion control plan as provided in Mitigation Measure HYD-2, which would incorporate BMPs to reduce project-related hydrology and water quality impacts. The BMPs provided in the WQMP prepared for the project would prevent the discharge of pollutants that could contaminate nearby water resources and cause erosion, thereby addressing both short- and long-term erosion impacts. In addition, a system of storm drains, basin enhancement, and subsurface chambers to capture runoff would be provided throughout the developed site, along with landscaped areas and groundcovers, thereby preventing soil erosion upon build-out of the project. Impacts would therefore be less than significant with mitigation incorporated.

**Mitigation Measure(s)**

Implement Mitigation Measure HYD-2.

**c) Be located on a geologic unit or soil that is unstable, or that would become unstable as a result of the project and potentially result in on- or off site landslide, lateral spreading, subsidence, liquefaction or collapse?**

**Less than Significant Impact.** Refer to responses a): i) through a): iv) regarding the risk of strong seismic shaking, lateral spreading, landslides, subsidence, and liquefaction. Cretaceous granitic bedrock lies beneath artificial fill and alluvial soils at varying depths throughout the proposed project site (Leighton Consulting 2009). The artificial fill consists of silty sand to clayey sand and is located on average within the upper 1 to 2 feet of the site, and as deep as 10 to 15 feet below ground surface on the northwestern edge of the site (Leighton Consulting 2009). Below the fill and alluvial soil, the granitic bedrock was of a strong structure, becoming stronger with depth. The soil was determined to only be slightly compressible and the upper 10 feet of soil as well as the granitic bedrock were determined to have a negligible collapse potential

(Leighton Consulting 2009). Regardless, the geotechnical report advises that partial removal and recompaction of this material will be necessary to reduce a differential settlement of the site. Thus, proper fill placement and compaction will ensure that any potential impacts related to on site soil would be less than significant.

Expansive soils contain significant amounts of clay particles that swell considerable when wetted and shrink when dried. Foundations constructed on such soils are subjected to large uplifting forces due to such swelling and without proper measures, such foundations could be subject to heaving and breaking due to the shrinking and swelling of expansive soils. However, near-surface samples of the soils taken from the site show an expansion rate of zero, and collapse tests showed that the soils did not expand during inundations. Therefore, on site soils are expected to have a very low potential for expansion of the soil (Leighton Consulting 2009). The existing artificial fill located at the site should be removed, but can be reused as compacted fill. Moreover, since the buildings may be underlain by both alluvial soil and bedrock at the foundation level or at shallow depths below the foundations, the entire building pads will likely be overexcavated to a minimum depth of 4 feet below the existing ground surface or 2 feet below the bottom of the proposed footings, whichever is deeper. Areas outside of the proposed operations center buildings planned for asphalt or concrete pavement, flatwork, site walls, and areas to receive fill should be overexcavated to a minimum depth of 12 inches below existing grade or 24 inches below proposed subgrade, whichever is deeper. Existing artificial fill need not be completely removed in these areas.

Proper fill placement and compaction will ensure that any potential impacts related to on site soil, including lateral spreading, liquefaction, subsidence, or collapse would be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

**d) Be located on expansive soil, as defined in Table 18-1-B of the Uniform Building Code (1994), creating substantial risks to life or property?**

**Less than Significant Impact.** Refer to response (c) above. The proposed project is not located on expansive soils that would create a substantial risk to life or property; therefore, impacts would be less than significant. Nonetheless, the proposed project will remove undocumented artificial fill and ensure proper fill placement and compaction to further reduce this already less than significant impact.

**Mitigation Measure(s)**

No mitigation measures are required.

**e) Have soils incapable of adequately supporting the use of septic tanks or alternative wastewater disposal systems where sewers are not available for the disposal of wastewater?**

**No Impact.** Implementation of the proposed project would not result in the need for a septic tank or alternative wastewater disposal system. Future development would connect to the public sewer system where adequate sewer capacity is anticipated. No impact would result.

**Mitigation Measure(s)**

No mitigation measures are required.

### 4.3.7 Greenhouse Gas Emissions

Environmental Issues <i>Would the project:</i>	Potentially Significant Impact	Less Than Significant With Mitigation	Less Than Significant Impact	No Impact
a) Generate greenhouse gas emissions, either directly or indirectly, that may have a significant impact on the environment?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b) Conflict with an applicable plan, policy or regulation adopted for the purpose of reducing the emissions of greenhouse gases?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Discussion

**a) *Generate greenhouse gas emissions, either directly or indirectly, that may have a significant impact on the environment?***

**Less than Significant Impact.** Global climate change is a cumulative impact; a project participates in this potential impact through its incremental contribution combined with the cumulative increase of all other sources of greenhouse gases (GHGs). There are currently no established thresholds for measuring the significance of a project’s cumulative contribution to global climate change such as the proposed Norco Operations Center Project; however, all reasonable efforts should be made to minimize a project’s contribution to global climate change.

While the proposed project would result in emissions of GHGs during construction and operation, no guidance exists to indicate what level of GHG emissions would be considered substantial enough to result in a significant adverse impact on global climate. However, it is generally the case that an individual project is of insufficient magnitude by itself to influence climate change or result in a substantial contribution to the global GHG inventory. Thus, GHG impacts are recognized as exclusively cumulative impacts; there are no non-cumulative GHG emission impacts from a climate change perspective (CAPCOA 2008). Accordingly, further discussion of the project’s GHG emissions and their impact on global climate are addressed below.

**Construction Impacts.** Construction of the proposed project would result in GHG emissions, which are primarily associated with use of off-road construction equipment and vehicles and on-road construction and worker vehicles. The URBEMIS 2007 model was used to calculate the annual CO<sub>2</sub> emissions based on the construction scenario described in Section 7.1. The model results were adjusted to estimate CH<sub>4</sub> and N<sub>2</sub>O emissions in addition to CO<sub>2</sub>. The CO<sub>2</sub> emissions from off-road equipment and on-road trucks, which are assumed by URBEMIS 2007 to be diesel fueled, were adjusted by a factor derived from the relative CO<sub>2</sub>, CH<sub>4</sub>, and N<sub>2</sub>O for diesel fuel as reported in the California Climate Action Registry’s (CCAR) *General Reporting Protocol* (CCAR 2009) for transportation fuels and the GWP for each GHG. The CO<sub>2</sub> emissions associated with construction worker trips and vendor trips were multiplied by a factor based on the assumption that CO<sub>2</sub> represents 95% of the CO<sub>2</sub>E emissions associated with passenger vehicles (EPA 2005). The results were then converted from annual tons per year to metric tons

per year. The Estimated Construction GHG Emissions table below presents construction emissions for the proposed project in the years 2011 and 2012 from off-road equipment, on-road trucks, employee vehicles, and vendor vehicles.

**Estimated Construction GHG Emissions**

	CO <sub>2</sub> E MTons/year
<b>Year 2011</b>	
Off-Road Equipment	68
On-Road Trucks	1
Employee Vehicles	14
Vendor Vehicles	10
<b>Total</b>	<b>93</b>
<b>Year 2012</b>	
Off-Road Equipment	32
On-Road Trucks	0
Employee Vehicles	9
Vendor Vehicles	7
<b>Total</b>	<b>48</b>

Source: URBEMIS 2007. See Appendix A for complete results.  
 MTons/year = metric tons per year. 1 metric ton = 1.1023 tons

As shown in the table above, the estimated total GHG emissions during construction would be 93 metric tons of CO<sub>2</sub>E, in the year 2011, and 48 metric tons of CO<sub>2</sub>E, in the year 2012. Additional details regarding these calculations are found in the Air Quality Technical Report located within Appendix A.

**Operational Impacts: Project Energy Use and Vehicle Emissions.** The proposed project would be designed to meet LEED certification standards and would utilize on site photovoltaic panels in order to reduce the project’s impact on nonrenewable resources. The project would also utilize light fixtures that comply with all LEED requirements in order to reduce both nighttime glow and energy use. In addition, the project site would entail minimal hardscape and landscaping, which would consist of drought tolerant plantings mainly along the main access road. Operation of the proposed project would result in GHG emissions through area sources (including space heating and cooling, and electricity use) and vehicular traffic generated by project employees, maintenance vehicles, and delivery trucks. Annual CO<sub>2</sub> emissions from natural gas combustion were estimated using URBEMIS 2007. The CO<sub>2</sub> emissions were adjusted by a factor derived from the relative CO<sub>2</sub>, CH<sub>4</sub>, and N<sub>2</sub>O for natural gas as reported in the CCAR’s *General Reporting Protocol* (CCAR 2009) for stationary combustion fuels and their GWPs. Annual electricity use was estimated using land use generation rates for an unrefrigerated warehouse (Itron, Inc. 2006, Appendix A). Development of the proposed project at buildout would consume approximately 94,000 kilowatt-hours per year (see Appendix A for calculations). The generation of electricity through combustion of fossil fuels typically results in emissions of CO<sub>2</sub> and to a smaller extent CH<sub>4</sub> and N<sub>2</sub>O. Annual electricity emissions were estimated using the reported CO<sub>2</sub> emissions per kilowatt-hour for Southern California Edison, which would provide electricity for the project (SCE 2009). The contributions of CH<sub>4</sub> and N<sub>2</sub>O for powerplants in California were obtained from

the CCAR’s *General Reporting Protocol*, which were adjusted for their GWPs to estimate the emissions in units of CO<sub>2</sub>E (CCAR 2009). The CH<sub>4</sub> and N<sub>2</sub>O emissions associated with vehicle trips were accounted for by multiplying the URBEMIS 2007 CO<sub>2</sub> emissions by a factor based on the assumption that CO<sub>2</sub> represents 95% of the CO<sub>2</sub> emissions associated with passenger vehicles (EPA 2005). The estimated operational GHG emissions from area sources, including electricity usage, and motor vehicles associated with the proposed project is shown in the table below, Estimated Operational GHG Emissions; however, reductions in area sources associated with the above GHG reduction strategies are not accounted for in the estimated emissions.

**Estimated Operational GHG Emissions**

	<b>CO<sub>2</sub>E MTons/year</b>
Area Sources	187
Motor Vehicles	146
<b>Total</b>	<b>333</b>

Source: URBEMIS 2007. See Appendix A for complete results.  
 MTons/year = metric tons per year. 1 metric ton = 1.1023 tons

As shown in the table above, the estimated emissions of GHGs generated by area and vehicular sources would be 333 metric tons of CO<sub>2</sub>E per year.

While global climate change is, by definition, a cumulative environmental impact and the impacts of climate change on California human and natural systems would also be substantial, there currently is no agreed-upon methodology to adequately identify, under CEQA, when project-level GHG emissions contribute considerably to this cumulative impact.

For comparative purposes, the proposed project’s contribution to the State’s total emissions (484 million metric tons CO<sub>2</sub> equivalent, including out-of-state electrical generation, in 2004 [CARB 2007]) would be less than 0.0001%. Additionally, the required reductions to achieve the 2020 goal of AB 32 are estimated to be approximately 42 million metric tons CO<sub>2</sub> equivalent from 2002–2004 levels (CARB 2008). Furthermore, LEED certification and other reduction strategies incorporated into the project would minimize energy consumption and thus, the project would be consistent with Scoping Plan measures to be developed under the Scoping Plan. The proposed project would also be subject to many of the measures to be adopted pursuant to the AB 32 Scoping Plan, including but not limited to GHG emission standards for passenger vehicles and light trucks, the Low Carbon Fuel Standard, and more stringent energy conservation standards.

While all sources of GHG emissions contribute to some extent to global climate change, the amount of GHG emissions generated by the proposed project would not likely impede or conflict with the State’s ability to achieve the goals of AB 32, especially as the proposed project would include photovoltaic panels and other LEED design strategies to reduce the project’s energy demand. Accordingly, the proposed project would not result in a cumulatively considerable contribution, and the project would result in less than significant construction and operational impacts on global climate change.

**Mitigation Measure(s)**

No mitigation measures are required.

***b) Conflict with an applicable plan, policy or regulation adopted for the purpose of reducing the emissions of greenhouse gases?***

**Less than Significant Impact.** Refer to answer (a) above and the discussion under 4.3.3 regarding Air Quality. The amount of GHG emissions generated by the proposed project will not likely impede or conflict with the State’s ability to achieve the goals of AB 32. Accordingly, the proposed project would not result in a cumulatively considerable contribution, and the project would result in a less than significant impact on global climate change. The proposed project will not conflict with any plan, policy, or regulation adopted for the purpose of reducing the emissions of GHGs.

**Mitigation Measure(s)**

No mitigation measures are required.

**4.3.8 Hazards and Hazardous Materials**

<b>Environmental Issues Would the project:</b>	<b>Potentially Significant Impact</b>	<b>Less Than Significant With Mitigation</b>	<b>Less Than Significant Impact</b>	<b>No Impact</b>
a) Create a significant hazard to the public or the environment through the routine transport, use, or disposal of hazardous materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b) Create a significant hazard to the public or the environment through reasonably foreseeable upset and accident conditions involving the likely release of hazardous materials into the environment?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Emit hazardous emissions or handle hazardous or acutely hazardous materials, substances, or waste within one-quarter mile of an existing or proposed school?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d) Be located on a site which is included on a list of hazardous materials sites compiled pursuant to Government Code Section 65962.5 and, as a result, would it create a significant hazard to the public or environment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
e) For a project located within an airport land use plan or, where such a plan has not been adopted, within two miles of a public airport or public use airport, would the project result in a safety hazard for people residing or working in the project area?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



**4.0 ENVIRONMENTAL INITIAL STUDY**

<b>Environmental Issues</b> <i>Would the project:</i>	<b>Potentially Significant Impact</b>	<b>Less Than Significant With Mitigation</b>	<b>Less Than Significant Impact</b>	<b>No Impact</b>
f) For a project within the vicinity of a private airstrip, would the project result in a safety hazard for people residing or working in the project area?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
g) Impair implementation of or physically interfere with an adopted emergency response plan or emergency evacuation plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
h) Expose people or structures to a significant risk of loss, injury or death involving wildland fires, including where wildlands are adjacent to urbanized areas or where residences are intermixed with wildlands?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Discussion**

**a) Create a significant hazard to the public or the environment through the routine transport, use, or disposal of hazardous materials?**

**Less than Significant Impact.** Relatively small amounts of commonly used hazardous substances, such as gasoline, diesel fuel, lubricating oil, grease, and solvents would be used on site for construction and maintenance. These materials would be transported and handled in accordance with all federal, state, and local laws regulating the management and use of hazardous materials. Consequently, use of these materials for their intended purpose would not pose a significant risk to the public or environment. Once construction is complete, fuels and other petroleum products would no longer remain on site. The transport, use, or disposal of hazardous materials would be limited to common hazardous materials. Although limited quantities of these hazardous materials (e.g., cleaning agents, paints and thinners, fuels, insecticides, herbicides, etc.) will potentially be used during both construction and operation of the proposed project, these activities generally do not entail the use of such substances in quantities that would present a significant hazard to the public or the environment. Impacts are considered to be less than significant.

Construction activities on the project site would not result in the routine transport of, emission, or disposal of hazardous materials and no acutely hazardous materials would be used on site during project construction. All activities involving toxic, flammable, or explosive materials (including refueling construction vehicles and equipment) will be conducted with adequate safety and fire suppression devices readily accessible on the project site. Construction of the proposed project will involve the grading and demolition of the existing facilities sheds currently on site. Expected materials from this demolition would include asphalt, concrete, sand, wood, steel, and landscape materials. Neither the action of demolishing such structures nor the hauling and disposal of such materials will constitute a significant potential impact.

Once the project is operational, there will be a 250-kilowatt backup natural gas generator located on site. This is a standard backup generator that will be maintained and kept in good working order and will not pose any undue hazards or risks to the surrounding area. Most of the goods anticipated to be stored within the warehouse will not consist of hazardous materials. Regardless, any chemicals, including petroleum products, cleaning supplies, and lubricants utilized by the maintenance staff at the main maintenance shop for all plumbing, electrical, mechanical, and landscaping needs will be appropriately stored, secured, and managed.

Any potential impacts related to the routine transport, use, or disposal of materials from the proposed project site will be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

**b) Create a significant hazard to the public or the environment through reasonably foreseeable upset and accident conditions involving the likely release of hazardous materials into the environment?**

**Less than Significant Impact with Mitigation Incorporated.** As described in response (a) above, construction activities on the project site would involve the transport of gasoline and other materials to the site during construction. Relatively small amounts of commonly used hazardous substances, such as gasoline, diesel fuel, lubricating oil, grease, and solvents would be used on site for construction and maintenance. The materials alone and use of these materials for their intended purpose would not pose a significant risk to the public or environment; however, accidental spills of hazardous materials during construction could potentially result in soil contamination or water quality impacts. To minimize/eliminate fuel spillage, all construction vehicles will be adequately maintained and equipped. All equipment maintenance work, including refueling, will occur off site or within the designated construction staging area. All potentially hazardous construction waste, including trash, litter, garbage, other solid wastes, petroleum products, and other potentially hazardous materials, will be removed to a hazardous waste facility permitted to treat, store, or dispose of such materials. Once construction is complete, all remaining fuels for use on the college will be appropriately stored within secured structures and the backup natural gas generator will be kept in good working order and will not create any undue hazardous risks.

By incorporating the project design features described above, developing a hazardous materials management plan as provided for in Mitigation Measure HAZ-1, and implementing BMPs to address the accidental spillage of hazardous materials as provided for in Mitigation Measure HYD-1, potential hazards to the public or the environment resulting from foreseeable upset or accidental conditions related to hazardous materials will be substantially minimized or eliminated. Impacts would therefore be less than significant with mitigation incorporated.

**Mitigation Measure(s)**

**HAZ-1:** Prior to approval of final construction plans, a hazardous materials management plan for the construction phase of the proposed project shall be created. The plan shall identify all hazardous materials that will be present on any portion of the construction site, including, but not limited to, fuels, solvents, and petroleum products. A contingency plan shall be developed to identify potential spill hazards, how to prevent their occurrence, and how to address any spills that may occur. The plan shall also identify materials that will be on site and readily accessible to clean up small spills (i.e., spill kit, absorbent pads, and shovels). The hazardous materials management plan shall be included as part of all contractor specifications and final construction plans to the satisfaction of the RCCD.

Implement Mitigation Measure HYD-1.

**c) Emit hazardous emissions or handle hazardous or acutely hazardous materials, substances, or waste within one-quarter mile of an existing or proposed school?**

**Less than Significant Impact.** John F. Kennedy Middle College, part of the Corona-Norco Unified School District and an “alternative school of choice” providing both high school and college level courses, is located approximately 400 feet from the most eastern border of the proposed project site. Further, located just south of the John F. Kennedy Middle College, is Norco Head Start, a preschool and child development center. The program is approximately 800 feet southeast from the proposed project site.

As noted in response a) and b) above, limited amounts of hazardous materials would be used during construction and operation of the project, including the use of standard construction materials (e.g., lubricants, solvents and paints), cleaning and other maintenance products (used in the maintenance of buildings, pumps, pipes and equipment), diesel and other fuels (used in construction and maintenance equipment and vehicles and natural gas for the backup generator), and the limited application of pesticides associated with landscaping. These materials would be transported and handled in accordance with all federal, state, and local laws regulating the management and use of hazardous materials. None of these activities would result in the routine transport of, emission, or disposal of hazardous materials and no acutely hazardous materials would be used on site during construction or operation of the proposed project. All construction activity would be performed in compliance with City and County of Riverside regulations, and compliance with these regulations would ensure that the general public would not be exposed to any unusual or excessive risks related to hazardous materials during construction activities on the project site. Impacts would be less than significant.

All equipment maintenance work, including refueling, will occur off site or within the designated construction staging area. All potentially hazardous construction waste, including trash, litter,

garbage, other solid wastes, petroleum products, and other potentially hazardous materials, will be removed to a hazardous waste facility permitted to treat, store, or dispose of such materials. Once construction is complete, fuels and other petroleum products would be stored within a secure location in the maintenance shop as well as the warehouse facility. Any impacts would be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

**d) Be located on a site which is included on a list of hazardous materials sites compiled pursuant to Government Code Section 65962.5 and, as a result, would it create a significant hazard to the public or environment?**

**No Impact.** The proposed project site has been recently utilized by the RCCD for primarily maintenance and facilities operations, as well as storage and piles of cut/fill, sand, concrete, and wood. No significant storage of chemicals has been used on site by the RCCD and prior to development of the college, the proposed project site remained vacant. The existing operations and previous land uses do not provide substantial notice to warrant additional hazardous evaluations. Therefore, the project would not result in a significant hazard to the public or to the environment. While no impacts are anticipated due to contaminated soils on the project site, if contaminated soils are located during the course of construction for the proposed project, all standard hazardous remediation and removal procedures would be followed. No impacts related to on site hazardous materials are anticipated.

**Mitigation Measure(s)**

No mitigation measures are required.

**e) For a project located within an airport land use plan or, where such a plan has not been adopted, within two miles of a public airport or public use airport, would the project result in a safety hazard for people residing or working in the project area?**

**No Impact.** According to the City's General Plan, the City is not located within any Airport Land use Compatibility Zones for any of the airports in the region including Ontario, Riverside, Chino, or Corona (Norco General Plan 2002). The proposed project site is located approximately 2 miles from the Corona Municipal Airport, but it is not located within an Airport Compatibility Zone or an Airport Influence Area. According to the City of Corona website, the Corona Municipal Airport is a small airport founded in 1960 with an airplane capacity of only 600 planes. No impacts would result and the proposed project would not create any undue risks or safety hazards to people either residing or working in the project area.

**Mitigation Measure(s)**

No mitigation measures are required.

**f) For a project within the vicinity of a private airstrip, would the project result in a safety hazard for people residing or working in the project area?**

**No Impact.** The proposed project is not located within the vicinity of a private airstrip. No impacts would result.

**Mitigation Measure(s)**

No mitigation measures are required.

**g) Impair implementation of or physically interfere with an adopted emergency response plan or emergency evacuation plan?**

**Less Than Significant Impact.** Implementation of the proposed project would not result in an interference with any existing emergency response plan or emergency evacuation plan. The major roadway to access the site is via Third Street off Hamner Avenue. Access to the site will remain open from multiple access points through the college. The construction or operation of the proposed project will not result in any actions that would significantly impair or physically interfere with an adopted emergency response plan or emergency evacuation plan. Multiple entry and evacuation routes would remain on college and any potential impacts are anticipated to be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

**h) Expose people or structures to a significant risk of loss, injury, or death involving wildland fires, including where wildlands are adjacent to urbanized areas or where residences are intermixed with wildlands?**

**Less than Significant Impact.** The proposed project is located in an area where urban development currently exists and is not susceptible to the threat of fire from wildlands. While there is a significant amount of open space around Lake Norconian, this area does not represent a significant source of wildland fire risk and the proposed project itself is not located within a fire hazard area. Additionally, numerous access points to this portion of the college exist. Less than significant impacts would result.

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**Mitigation Measure(s)**

No mitigation measures are required.

**4.3.9 Hydrology and Water Quality**

<b>Environmental Issues Would the project:</b>	<b>Potentially Significant Impact</b>	<b>Less Than Significant With Mitigation</b>	<b>Less Than Significant Impact</b>	<b>No Impact</b>
a) Violate any water quality standards or waste discharge requirements?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Substantially deplete groundwater supplies or interfere substantially with groundwater recharge such that there would be a net deficit in aquifer volume or a lowering of the local groundwater table level (e.g., the production rate of pre-existing nearby wells would drop to a level which would not support existing land uses or planned uses for which permits have been granted)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c) Substantially alter the existing drainage pattern of area, including through the alteration of the course of a stream or river, in a manner which would result in substantial erosion or siltation on- or off site?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Substantially alter the existing drainage pattern of the site or area, including through the alteration of the course of a stream or river, or substantially increase the rate or amount of surface runoff in a manner which would result in flooding on- or off site?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
e) Create or contribute runoff water which would exceed the capacity of existing or planned stormwater drainage systems or provide substantial additional sources of polluted runoff?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Otherwise substantially degrade water quality?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
g) Place housing within a 100-year flood hazard area as mapped on a federal Flood Hazard Boundary or Flood Insurance Rate Map (FIRM) or other flood hazard delineation map?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
h) Place within a 100-year flood hazard area structures, which would impede or redirect flood flows?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
i) Expose people or structures to a significant risk of loss, injury or death involving flooding, including flooding as a result of the failure of a levee or dam?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
j) Inundation by seiche, tsunami, or mudflow?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## **Discussion**

### **a) Violate any water quality standards or waste discharge requirements?**

#### **Less than Significant Impact with Mitigation Incorporated.**

The existing on-site drainage consists of sheet flow along the slopes towards the northern boundary of the site, as well as a number of storm drains located at various points in the middle of the project site. The storm drains drain to a single cement drainage pipe that empties to a ditch along the northern boundary along the fence that separates the college from the land owned by the U.S. Navy. The system as currently designed is not appropriately sized to handle the potential volume of water that can be generated during a storm event. As part of the updated drainage plans for the site, aside from the completion of a Water Quality Management Plan (WQMP) for the site and the use of BMPs during construction, the proposed project will create an earthen basin designed to allow the water to filter and percolate back into the ground. Water that does not percolate will drain to designed catch basins that will filter and clean the water prior to entering the main storm drain system for the college. Further, a filtration system will be incorporated into the design of the maintenance shop to capture any runoff water from vehicle washing. This system will substantially reduce the amount of runoff that currently drains from the site during storm events. Therefore, impacts will be less than significant and will not result in the need for new off site drainage facilities or infrastructure. The existing on college drainage basin is not appropriately sized to handle the volume of water that can run from the open space area east of the college during a storm event and has an overflow channel that empties to the existing parking lot. As part of the updated drainage plans for the site, aside from the completion of a WQMP for the site and the use of BMPs during construction, the proposed project will enlarge the existing detention basin and will ensure the majority of the project site drains to the actual on site basin. The small portion of water that will not be diverted to the basin will be captured in a subsurface chamber system that collects, holds, and cleans the runoff water prior to releasing the water to the municipal drainage system.

During construction, gasoline, diesel fuel, lubricating oil, grease, and solvents may be used on the project site. Although only small amounts necessary to maintain the construction equipment will be on site at any one time, accidental spills of these materials during construction could potentially result in water quality impacts. In addition, soil loosened during grading or miscellaneous construction materials or debris could also degrade water quality if mobilized and transported off site via water flow. As construction activities may occur during the rainy season or during a storm event, construction of the project could result in impacts to water quality without implementation of appropriate BMPs.

Only limited amounts of hazardous materials would be used during operation of the proposed project, including the use of standard maintenance materials and cleaning products (e.g., lubricants, solvents and paints), diesel and other fuels (used in maintenance equipment and

vehicles and natural gas for the backup generator), and the limited application of pesticides associated with landscaping. Further, any cars parked around the facility are a source of pollutants and may include trash and debris, oil and grease, organic compounds, and heavy metals. In addition, the following are considered potential pollutants due to incorporation of landscaping into the site design: sediment, nutrients, oxygen demanding substances, bacteria and viruses, and pesticides.

The project is designed to reduce urban runoff volume by maximizing, to the extent practicable, the percentage of permeable surfaces in order to allow increased percolation, and minimize the amount of runoff directed to impermeable areas. The site will be designed to capture the bulk of the runoff water on site and direct the flow to the earthen basin, which will allow the water to filter and percolate. In addition, the project will utilize a state of the art subsurface chamber system that collects, holds, and cleans the water from washing of maintenance vehicles prior to releasing the water to the municipal drainage system.

Effective treatment of pathogens is obtained through the use of source control and treatment control BMPs that are being identified in the WQMP prepared for the project. The proposed subsurface chamber system and on site drainage basin is an effective treatment control for sediment/turbidity, nutrients, oxygen demanding substances, bacteria and viruses, and metals. Structural BMPs also include on site runoff collection points with debris guards to capture trash and debris.

By incorporating the site, source, and treatment control BMPs as identified in the WQMP being prepared for the project, implementing BMPs to address the accidental spillage of hazardous materials as provided for in Mitigation Measure HYD-1, and preparing a grading and erosion control plan as required in Mitigation measure HYD-2, the project would be consistent with the City's water quality and waste discharge requirements. Impacts would therefore be less than significant with mitigation incorporated.

#### **Mitigation Measure(s)**

To reduce potentially significant water quality impacts related to construction and operation of the proposed project, the following mitigation is provided:

**HYD-1:** Best management practices (BMPs) shall be incorporated into the final construction and design plans to be reviewed and approved by the RCCD and shall include, but not be limited to, the following:

- All construction vehicles shall be adequately maintained and equipped to minimize/eliminate fuel spillage. All equipment maintenance work shall occur off site or within the designated construction staging area.



- Any construction materials that need to be temporarily stockpiled or equipment/supplies that need to be stored on site shall be kept within the construction staging areas and shall be covered when not in use.
- The operations facility and access points will be swept to maintain cleanliness of any paved areas.
- Informational materials to promote the prevention of urban runoff pollutants are included in the WQMP for the project. These materials include general working site practices that contribute to the protection of urban runoff water quality and BMPs that eliminate or reduce pollution during property improvements.
- All trash enclosure areas proposed at the site shall be appropriately designed and maintained to ensure functionality.
- The RCCD will perform a visual inspection annually of the project site to ensure that proper litter/debris controls are maintained and that proper landscaping, fertilizer, and pesticide practices are upheld.

**HYD-2:** Prior to approval of final construction plans, a grading and erosion control plan shall be reviewed and approved by the RCCD. The plan shall be implemented for all construction activities associated with the proposed project. The plan shall include measures to stabilize the soil to prevent erosion and retain sediment where erosion has already occurred. Stabilization measures may include temporary seeding, permanent seeding or mulching. Structural control measures may include silt fencing, sand bagging, sediment traps, or sediment basins. Additional erosion control measure (e.g., hydroseeding, mulching of straw, diversion ditches, retention basins) may be necessary as determined by field conditions to prevent erosion and/or the introduction of dirt, mud, or debris into existing public streets and/or onto adjacent properties during any phase of construction operations. Particular attention shall be given to additional erosion control measures during the rainy season, generally from October 15 to April 15. Topsoil shall be stockpiled and covered on the project site for reuse. The grading and erosion control plan shall be included as part of all contractor specifications and final construction plans to the satisfaction of the RCCD.

**b) Substantially deplete groundwater supplies or interfere substantially with groundwater recharge such that there would be a net deficit in aquifer volume or a lowering of the local groundwater table level (e.g., the production rate of pre-existing nearby wells would drop to a level which would not support existing land uses or planned uses for which permits have been granted)?**

**Less than Significant Impact.** The City is provided the bulk of its water resources from the Western Municipal Water District (WMWD), and any use of local groundwater resources are limited. The vast majority of the water for the WMWD's service area is part of the State Water

Project, along with wholesale supplies purchased from the Metropolitan Water District. Additionally, the Arlington Desalter provides high quality water sources to the City. According to the City's General Plan, the ultimate build out of the City will increase the average annual water production need to 9,000-acre feet of water per year. The General Plan also incorporates a number of goals and measures planned for control of water resources. Regardless, according to the 2005 Urban Water Management Plan (UWMP), the WMWD has determined that water resources are sufficient to handle all projected growth within their service area, including during multiple dry years. The WMWD is currently enhancing existing infrastructure, major new developments to provide appropriate stability, and capacity of water as the service area grows. For example, the expansion of the Arlington and Chino Desalter will help clean existing groundwater that is currently unusable due to perchlorate and nitrates, providing up to 14 million gallons per day (mgd) of available drinking water. Furthermore, the Riverside-Corona Feeder project will allow the WMWD to store additional water sources during wet years to provide reliable water supplies during dry years to the entire service area, greatly reducing the need for the agency to purchase wholesale water supplies from the Metropolitan Water District (WMWD 2005).

Due to the limited water requirements for the proposed project, sufficient capacity for both domestic water and sewer is reasonably expected. Moreover, based on WMWD's 2005 UWMP, the City's projected water supplies are expected to be sufficient to meet the additional water demand resulting from the proposed project, in addition to existing and planned future uses. Impacts would be less than significant and the project will not interfere or deplete groundwater supplies in the area.

Field explorations were performed by Leighton, Inc. and consisted of exploratory borings to a maximum depth of 35 feet and groundwater was not encountered during subsurface explorations and according to the report, shallow bedrock was encountered in all of the borings within the building footprint (Leighton Consulting 2009). The project is not anticipated to encounter groundwater and would not involve permanent pumping of groundwater; therefore, the project would not substantially deplete groundwater supplies. Due to the incorporation of structural and treatment control BMPs, the proposed project would not substantially interfere with groundwater recharge and would provide appropriate filtration of stormwater. Impacts would be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

**c) Substantially alter the existing drainage pattern of area, including through the alteration of the course of a stream or river, in a manner which would result in substantial erosion or siltation on or off site?**

**Less than Significant Impact with Mitigation Incorporated.** See the discussion under a) above. As discussed, the bulk of the on site runoff will remain within the project boundary. Water that is not will be cleaned prior to releasing that water to the municipal storm drain.

Construction activities such as grading may have the potential to cause erosion or siltation. Short-term erosion effects during the construction phase of the project would be prevented through implementation of a grading and erosion control plan, which would incorporate BMPs to reduce project-related hydrology and water quality impacts (Mitigation Measure HYD-2). In addition, implementation of the WQMP prepared for the project would further reduce potential erosion impacts through BMPs designed to prevent discharge of other construction-related pollutants that could contaminate nearby water resources.

Initial storm runoff will be minimized through the incorporation of structural and treatment control BMPs, including belowground stormwater capture chambers and an enhanced on site earthen basin. The stored water will either percolate into the surrounding soil or flow into the existing storm drain system, once it has been effectively cleaned. The project will therefore not have a significant impact on downstream erosion compared to the pre-development condition, nor will it substantially alter the course of a stream or river.

Although the existing drainage pattern of the site will be slightly altered due to the increase of impervious surfaces and the incorporation of structural and treatment control BMPs, the proposed project would not result in physical alteration of the drainage course in a manner that would result in substantial on or off site erosion or siltation. In addition, a system of storm drains and the enhanced earthen basin, as well as on site stormwater chambers to capture water during facilities operations, would be provided throughout the developed site, thereby preventing erosion upon build-out of the project. Impacts would therefore be less than significant with mitigation incorporated.

**Mitigation Measure(s)**

Implement Mitigation Measure HYD-2.

**d) Substantially alter the existing drainage pattern of the site or area, including through the alteration of the course of a stream or river, or substantially increase the rate or amount of surface runoff in a manner that would result in flooding on- or off site?**

**Less than Significant Impact.** Refer to response (c) above. The proposed project will not substantially alter the existing drainage pattern of the site or area or substantially increase the rate or amount of runoff. The impact is considered less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

**e) Create or contribute runoff water that would exceed the capacity of existing or planned stormwater drainage systems or provide substantial additional sources of polluted runoff?**

**Less than Significant Impact with Mitigation Incorporated.** Refer to responses (a) and (c) above. The impact is considered less than significant.

**Mitigation Measure(s)**

Implement Mitigation Measures HYD-1 and HYD-2.

**f) Otherwise substantially degrade water quality?**

**Less than Significant Impact.** Refer to the previous responses from (a) to (e) above. The project as proposed will not substantially degrade water quality.

**Mitigation Measure(s)**

No mitigation measures are required.

**g) Place housing within a 100-year flood hazard area as mapped on a federal Flood Hazard Boundary or Flood Insurance Rate Map (FIRM) or other flood hazard delineation map?**

**Less than Significant Impact.** According to the City of Norco General Plan and the County of Riverside Land Information System, the proposed project site is not located within a flood hazard zone. Federal Emergency Management Agency (FEMA) mapping indicates that the project site is not located within a special flood hazard area that could be inundated by a 100-year flood. Impacts would be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

**h) Place within a 100-year flood hazard area structures, which would impede or redirect flood flows?**

**Less than Significant Impact.** As stated in the response to (g) above, the proposed project is not within a designated flood hazard area; therefore, the project would not impede or redirect flood flows. The impact is considered less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

**i) Expose people or structures to a significant risk of loss, injury or death involving flooding, including flooding as a result of the failure of a levee or dam?**

**Less than Significant Impact.** As stated in the response to (g) above, the proposed project is not within a designated flood hazard area; therefore, the project would not expose people or structures to a significant risk of loss, injury, or death involving flooding. While Lake Norconian is located north of the project site, it is not considered within an inundation area. Impacts would be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

**j) Inundation by seiche, tsunami, or mudflow?**

**No Impact.** The project site is located inland and not located sufficiently near Lake Norconian or the ocean to be impacted by a seiche or tsunami. The topography of the site and project area is relatively flat would not be subject to significant impacts from mudflow.

**Mitigation Measure(s)**

No mitigation measures are required.

4.3.10 Land Use and Planning

Environmental Issues <i>Would the project:</i>	Potentially Significant Impact	Less Than Significant With Mitigation	Less Than Significant Impact	No Impact
a) Physically divide an established community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b) Conflict with any applicable land use plan, policy, or regulation of an agency with jurisdiction over the project (including, but not limited to the general plan, specific plan, local coastal program, or zoning ordinance) adopted for the purpose of avoiding or mitigating an environmental effect?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c) Conflict with any applicable habitat conservation plan or natural communities conservation plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Discussion**

**a) Physically divide an established community?**

**No Impact.** The proposed project is located within the existing Norco College on an already partially developed site. The proposed project is compatible with adjacent land uses and facilities for college uses. The proposed project will not divide the established community and is not expected to result in additional physical barriers between nearby land uses. No Impact.

**Mitigation Measure(s)**

No mitigation measures are required.

**b) Conflict with any applicable land use plan, policy, or regulation of an agency with jurisdiction over the project (including, but not limited to the general plan, specific plan, local coastal program, or zoning ordinance) adopted for the purpose of avoiding or mitigating an environmental effect?**

**No Impact.** The project site is designated under the City of Norco’s General Plan as Public Land with a zoning designation for Open Space (RCCD). The site is already being by the RCCD for facilities purposes and has been graded extensively for future development. The expansion of the site as a new operations center and associated maintenance shop/warehouse to operate as a MPOE for all incoming college goods operations center and storage are all consistent with the RCCD’s plan for the Norco College and to further the overall goal of providing the City and the surrounding residents with quality education options. The Norco College has been identified in both the City of Norco’s General Plan and Zoning Ordinance for such a purpose. The project will not violate or run counter to any of the proposed goals within the City of Norco’s General Plan,

including the loss of protected species, open space, community design cohesion, or the development and preservation of Norco's unique history and animal-keeping lifestyle. The proposed projects will only further the opportunities for the area regarding access to high-quality educational facilities, regardless of their socioeconomic status or location within the City. The proposed project is therefore consistent with the City of Norco General Plan.

According to the 2008 Norco College Long Range Facilities Master Plan for the college, the RCCD has envisioned the development of a maintenance and operations/central receiving facility for the college as one of its immediate facilities needs at the Norco College (RCCD 2008). The design of the structure will meet the design guidelines for creating a unified yet varied college environment and will carry on the overall aesthetic theme as envisioned within the master plan. Open space, an important aspect of the Norco College and master plan will be maintained.

Overall, the proposed project provides a benefit to the operations of the college, does not violate any policies within the City of Norco's General Plan, Municipal Code, or any applicable specific plans in the area. The project has been envisioned and addressed with the Norco College Long Range Facilities Master Plan and will not represent a significant impact to the physical environment. No impact would occur.

**Mitigation Measure(s)**

No mitigation measures are required.

**c) Conflict with any applicable habitat conservation plan or natural communities conservation plan?**

**No Impact.** See the discussion under Section 4.3.4 Biological Resources for further discussion. The proposed project does not impede upon a habitat conservation plan, natural community conservation plan, or any other locally approved regional or state habitat conservation plans. The Western Riverside MSHCP is the adopted local habitat conservation plan, and the proposed project is not located within an existing or proposed habitat core or linkage. Further, while the RCCD is not a permittee to the MSHCP, as illustrated in the analysis and the biological report in Appendix B, the project will be consistent with the goals of the MSHCP. Therefore, no impacts would occur.

**Mitigation Measure(s)**

No mitigation measures are required.

4.3.11 Mineral Resources

Environmental Issues <i>Would the project:</i>	Potentially Significant Impact	Less Than Significant With Mitigation	Less Than Significant Impact	No Impact
a) Result in the loss of availability of a known mineral resource that would be of value to the region and the residents of the state?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b) Result in the loss of availability of a locally important mineral resource recovery site delineated on a local general plan, specific plan or other land use plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Discussion**

**a) Result in the loss of availability of a known mineral resource that would be of value to the region and the residents of the state?**

**No Impact.** As indicated on Figure OS-5 of Chapter 5 - Multipurpose Open Space Element of the County of Riverside’s General Plan, most all of the City, including the Norco college and proposed project site, has been designated as MRZ-3. This designation indicates that the State of California has determined this is an area where mineral deposits are likely; however, their significance has not been determined.

The City of Norco’s General Plan does not identify any mineral recovery sites within the vicinity of the college. Section 3.3.3 of the General Plan identifies only two mineral resource zoning designations within the City limits, the MRZ-3a Zone (areas containing known mineral deposits that may qualify as mineral resources) and the MRZ-2b Zone (areas underlain by mineral deposits where geologic information indicates that significant inferred resources are present). The MRZ-2b Zone is located along the edge of the Temescal Wash near the City of Corona and would in no way be impacted by the proposed project. Further, the General Plan states that the only known resource that may be valuable locally would be crushed rock for construction related material and is primarily associated with the Norco Hills and the hills and slopes around Lake Norconian, north of the college. However, the General Plan further states that either the hillsides are designated for residential purposes and those hills that are not are more valuable to the City as an open space resource than as a potential mineral resource. Section 3.3.3 concludes that no goals or policies are included in the General Plan to either encourage or preserve opportunities related to mineral extraction.

The proposed project site is not currently being used for mineral resource extraction, has no history of such use, and the site is currently part of the existing college college and is identified in both the City’s General Plan and Zoning Ordinance for such uses. No mining operations will be impacted by this development and the site would likely never be used for any mining



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operations in the future. Given these factors, the proposed project would not result in the loss of availability of a known mineral resource that would be of future value to the City, County of Riverside, or the residents of the State.

**Mitigation Measure(s)**

No mitigation measures are required.

**b) Result in the loss of availability of a locally important mineral resource recovery site delineated on a local general plan, specific plan, or other land use plan?**

**No Impact.** Refer to response (a) above. The proposed project would not result in the loss of availability of a locally important mineral resource recovery site delineated on a local general plan, specific plan, or other land use plan.

**Mitigation Measure(s)**

No mitigation measures are required.

**4.3.12 Noise**

Environmental Issues <i>Would the project result in:</i>	Potentially Significant Impact	Less Than Significant With Mitigation	Less Than Significant Impact	No Impact
a) Exposure of persons to or generation of noise levels in excess of standards established in the local general plan or noise ordinance, or applicable standards of other agencies?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b) Exposure of persons to or generation of excessive groundborne vibration or groundborne noise levels?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c) A substantial permanent increase in ambient noise levels in the project vicinity above levels existing without the project?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d) A substantial temporary or periodic increase in ambient noise levels in the project vicinity above levels existing without the project?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
e) For a project located within an airport land use plan or, where such a plan has not been adopted, within two miles of a public airport or public use airport, would the project expose people residing or working in the project area to excessive noise levels?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
f) For a project within the vicinity of a private airstrip, would the project expose people residing or working in the project area to excessive noise levels?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## **Discussion**

### **a) Exposure of persons to or generation of noise levels in excess of standards established in the local general plan or noise ordinance, or applicable standards of other agencies?**

**Less than Significant Impact.** An Environmental Noise Assessment was prepared for the project site to evaluate potential noise impacts resulting from the proposed project (Dudek 2010). A copy of the Environmental Noise Study is included as Appendix D. While the RCCD is not required to comply with local noise standards, the noise report did consider local noise standards as they relate to compatibility with the proposed project in order to take a conservative approach towards potential impacts regarding noise.

While the City does have a Noise Element within their General Plan, the City does not have a noise ordinance with adopted significance thresholds. Because the City does not have noise standards for construction noise, guidelines recommended by the California Department of Health are adapted to this project (California Department of Health Service 1977). These guidelines recommend the following limits for construction operation noise effects on residential uses:

#### **Mobile Equipment**

Maximum noise levels for non-scheduled, intermittent, short-term operation (less than 10 days) of mobile equipment:

- Daily, 7:00 a.m. to 7:00 p.m., except Sundays and legal holiday: 75 dB
- Daily, 7:00 p.m. to 7:00 a.m. and all day Sunday and legal holidays: 60 dB.

#### **Stationary Equipment**

Maximum noise levels for repetitively scheduled or relatively long-term operation (periods of 10 days or more) of stationary equipment:

- Daily, 7:00 a.m. to 7:00 p.m., except Sundays and legal holidays: 60 dB
- Daily, 7:00 p.m. to 7:00 a.m. and all day Sunday and legal holidays: 50 dB.

The City requires construction activity, including equipment start-up and use, and the loading, unloading and handling of materials, shall not commence before 6:30 a.m., or continue beyond 7:00 p.m., on weekdays (City of Norco 2010).

## **Construction of the Proposed Project**

As discussed in the project description, construction of the proposed project is anticipated to take place in a number of phases, lastly upwards of 52 weeks in total to build the site. Typical equipment utilized during construction would include excavators, haul trucks, graders, scrapers,

backhoes, cranes and lifts, concrete trucks and pumps, rollers, paving machines, and water trucks. The site would be mass graded and it is anticipated that upwards of 800 cy of cut would be removed from the site.

Construction activities would occur during the City's allowable hours of operation. The noise levels generated by construction equipment would vary greatly depending upon factors such as the type and specific model of the equipment, the operation being performed and the condition of the equipment. The average sound level of the construction activity also depends upon the amount of time that the equipment operates and the intensity of the construction during the period.

The maximum noise level ranges for various pieces of construction equipment at a distance of 50 feet are depicted in Table 2 within the Environmental Noise Assessment. The maximum noise levels at 50 feet would range from approximately 65 to 90 dB for the type of equipment normally used for this type of project. Construction noise in a well-defined area typically attenuates at approximately 6 dB per doubling of distance.

The residences located south of the college site are approximately 1,000 feet from the project site. At these residences, the noise level could range up to approximately 54 dB  $L_{eq}(h)$ . John F. Kennedy Middle College is located approximately 700 feet east of the project site. At this distance, the construction noise level would be approximately 57 dB  $L_{eq}(h)$ . Military buildings are located approximately 600 feet from the project site. At this distance, the noise level could range up to approximately 58 dB  $L_{eq}(h)$ . Construction activities associated with development of the project are not anticipated to result in noise levels that would adversely affect adjacent noise-sensitive uses. As such, these noise levels are considered less than significant.

### **Operation of the Proposed Project**

Noise associated with the operations of the proposed project would include a loading dock for the warehouse outdoor deliveries and a maintenance shop for all plumbing, electrical, mechanical, and landscaping requirements. Noise levels from these activities would include delivery truck noise and maintenance equipment tools.

The primary noise generating activity outside of a building would be the delivery truck activities. The loading/unloading activities would be intermittent. Noise measurements conducted by Dudek indicate that the delivery truck activities generate a 1-hour average sound level of up to 65 dB at 50 feet. Maintenance activities would be intermittent. Noise measurements previously conducted for this equipment indicate the equipment generates a 1-hour average sound level ranging from 45 to 60 dB at a distance of 50 feet from the equipment.

Assuming no shielding from intervening buildings, the residences located south of site would be exposed to a noise level of up to approximately 40 dB  $L_{eq}(h)$ . However, there would be

intervening buildings located on site that would attenuate the noise level by five dB or more. The noise level at the military buildings located north of the site and the buildings located at John F. Kennedy Middle College to the east would range up to approximately 44 dB  $L_{eq}(h)$ . These noise levels would result in a less than significant noise impact.

The project would generate additional traffic trips and redistribute traffic along several existing roads in the area including Hamner Avenue and Third Street (VRPA Technologies 2010). The project-generated traffic would result in a less than 1 dB CNEL increase along the nearby roads. A plus or minus 1 dB change is typically within the tolerance limit of traffic noise prediction models. In community noise assessments, a 1 dB increase is not noticeable to the human ear. The additional project-generated traffic volume along the roads would not substantially increase the ambient noise level. The existing plus project off site traffic noise level increase is depicted in Table 5 in the Environmental Noise Study (Dudek 2010). Therefore, the traffic noise impact associated with the project is less than significant.

The cumulative traffic noise (year 2015) would increase by up to 1 dB CNEL along Third Street as shown in the Environmental Noise Study (Dudek 2010). The additional cumulative plus project-generated traffic volume along the roads would not substantially increase the ambient noise level. Thus, the future near-term cumulative traffic noise level increase would be less than significant. The project's contribution to the near-term cumulative noise level increase would be less than 1 dB CNEL and would be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

**b) Exposure of persons to or generation of excessive groundborne vibration or groundborne noise levels?**

**Less than Significant Impact.** Similar to noise level standards, the City does not have standards for vibration. The California Department of Health guidelines recommend that operating or permitting the operation of any device that creates a vibration that is above the vibration perception threshold of an individual at or beyond the property boundary of the source not be allowed (California Department of Health Service 1977).

The heavier pieces of construction equipment used at this site could include bulldozers, graders, loaded trucks, water trucks, pavers, and cranes. The California Department of Transportation has collected Groundborne vibration and noise information related to construction activities (Caltrans 2004). Information from Caltrans indicates that continuous vibrations with a peak particle velocity of approximately 0.1 inch per second begin to annoy people. Groundborne vibration is typically attenuated over short distances. However, vibration is very subjective, and some people may be annoyed at continuous vibration levels near the level of perception (or

approximately a peak particle velocity of 0.01 inch per second). Construction activities are not anticipated to result in continuous vibration levels that typically annoy people, and the vibration impact would be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

**c) A substantial permanent increase in ambient noise levels in the project vicinity above levels existing without the project?**

**Less than Significant Impact.** Refer to response (a) above. The proposed project will not have a significant impact related to noise once the proposed project is operational. Impacts will be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

**d) A substantial temporary or periodic increase in ambient noise levels in the project vicinity above levels existing without the project?**

**Less than Significant Impact.** Refer to response (a) above specifically related to construction impacts. Neither construction nor operations of the proposed project will contribute to significant noise impacts. Impacts will be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

**e) For a project located within an airport land use plan or, where such a plan has not been adopted, within two miles of a public airport or public use airport, would the project expose people residing or working in the project area to excessive noise levels?**

**No Impact.** According to the City's General Plan, the City is not located within any Airport Land use Compatibility Zones for any of the airports in the region including Ontario, Riverside, Chino, or Corona (Norco General Plan 2002). The proposed project site is located approximately 2 miles from the Corona Municipal Airport, but it is not located within an Airport Compatibility Zone or an Airport Influence Area. According to the City of Corona website, the Corona Municipal Airport is a small airport founded in 1960 with an airplane capacity of only 600 planes. No impacts would result.

**Mitigation Measure(s)**

No mitigation measures are required.

**f) For a project within the vicinity of a private airstrip, would the project expose people residing or working in the project area to excessive noise levels?**

**No Impact.** The proposed project is not located within the vicinity of a private airstrip. No impacts would result.

**Mitigation Measure(s)**

No mitigation measures are required.

**4.3.13 Population and Housing**

Environmental Issues <i>Would the project:</i>	Potentially Significant Impact	Less Than Significant With Mitigation	Less Than Significant Impact	No Impact
a) Induce substantial population growth in an area, either directly (e.g., by proposing new homes and businesses) or indirectly (e.g., through extension of roads or other infrastructure)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b) Displace substantial numbers of existing housing, necessitating the construction of replacement housing elsewhere?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c) Displace substantial numbers of people necessitating the construction of replacement housing elsewhere?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Discussion**

**a) Induce substantial population growth in an area, either directly (e.g., by proposing new homes and businesses) or indirectly (e.g., through extension of roads or other infrastructure)?**

**Less than Significant Impact.** The project would not induce substantial population growth in the area, as no residential units are proposed. The new operations center and maintenance shops/warehouse are needed for the existing student base and efficient operation of the Norco college. The proposed project will improve existing operations and movement of goods as currently needed for day-to-day operations of the college. The project would not induce substantial population growth either directly or indirectly. Impacts would be less than significant.

Both the RCCD, as the lead agency, have anticipated the addition of such an operations center and new maintenance structures and warehouse as part of their master planning efforts for the

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college. The proposed project would not directly or indirectly induce substantial population growth in the area. Impacts would be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

**b) Displace substantial numbers of existing housing, necessitating the construction of replacement housing elsewhere?**

**No Impact.** The proposed project consists of the construction of a new operations center and maintenance shops and warehouse on an existing lot within the college boundaries. The proposed project would not displace existing housing and would not necessitate the construction of replacement housing elsewhere. Therefore, there would be no impact.

**Mitigation Measure(s)**

No mitigation measures are required.

**c) Displace substantial numbers of people necessitating the construction of replacement housing elsewhere?**

**No Impact.** The proposed project would not displace existing housing or result in the displacement of existing residents. Therefore, no impact would result.

**Mitigation Measure(s)**

No mitigation measures are required.

**4.3.14 Public Services**

Environmental Issues	Potentially Significant Impact	Less Than Significant With Mitigation	Less Than Significant Impact	No Impact
Would the project result in substantial adverse physical impacts associated with the provision of new or physically altered governmental facilities, need for new or physically altered governmental facilities, the construction of which could cause significant environmental impacts, in order to maintain acceptable service ratios, response times or other performance objectives for any of the public services:				
a) Fire Protection?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b) Police Protection?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c) Schools?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d) Parks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
e) Other public facilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## **Discussion**

### **a) Fire Protection?**

**Less than Significant Impact.** The City has two different fire departments within the boundaries of the City, Fire Station No. 21 (the Corydon Avenue Fire Station, 3367 Corydon Avenue) and Fire State No. 22 (Sixth Avenue Fire Station, 3902 Hillside Avenue). The City is also evaluating the addition of a third fire station to cover the southeast hills area of the City. The Corydon Avenue Fire Station is within 3 miles of the proposed project site and would likely service the Norco College as needed. The station houses a 1,500 gallon per minute first-line fire engine, a reserve engine, paramedics, and are staffed 24 hours a day, seven days per week. The City also has mutual aid responses from Corona City Fire Department and Cal Fire for large vegetation or structure fires.

Although the proposed project may require fire protection and/or paramedic services in the event of an emergency, the project is not expected to result in the need for new or physically altered fire facilities, or result in the station's inability to maintain acceptable service ratios, response times, or other performance objectives. The increase in demand for fire protection services due to the proposed project would result in a less than significant impact.

### **Mitigation Measure(s)**

No mitigation measures are required.

### **b) Police Protection?**

**Less than Significant Impact.** While the City of Norco is served by ample police in order to address any issues in and around the Norco College, the RCCD has their police department, with over 20 sworn officers, 6 reserve officers, 5 reserve detectives, and 19 community service officers (non-sworn). The bulk of these resources are located at the main college in Riverside, however there are a number of full-time officers assigned to the Norco College, as well as a number of community service officers and part-time officers for shift overlap and special services. The proposed project is not anticipated to add a new strain on the existing police functions and will only be restructuring a number of uses that already occur at various locations within the college. Any increase in demand for police protection services due to the proposed project would result in a less than significant impact.

### **Mitigation Measure(s)**

No mitigation measures are required.



**c) Schools?**

**No Impact.** The construction and operation of the proposed project would not increase the population within the area. The proposed project is necessary in order to create a MPOE for all goods coming into the school and create improved operations for the facility. Therefore, the project would not generate the need for additional school capacity. No impact would occur.

**Mitigation Measure(s)**

No mitigation measures are required.

**d) Parks?**

**No Impact.** The construction and operation of the proposed project would not increase the population within the area. The proposed project will not be eliminating any parks or recreational opportunities. The proposed project is necessary in order to create a MPOE for all goods coming into the school and create improved operations for the facility. Therefore, the project would not generate the need for additional parks. No impacts to parks are anticipated.

**Mitigation Measure(s)**

No mitigation measures are required.

**e) Other public facilities?**

**No Impact.** The proposed project would not result in adverse impacts related to the provision of other public facilities, including emergency medical services or libraries. The proposed project is needed under existing conditions and will not contribute to a significant growth in the surrounding community and will not exert undue pressure on public facilities. No impacts to other public facilities are anticipated.

**Mitigation Measure(s)**

No mitigation measures are required.

4.3.15 Recreation

Environmental Issues <i>Would the project:</i>	Potentially Significant Impact	Less Than Significant With Mitigation	Less Than Significant Impact	No Impact
a) Increase the use of existing neighborhood and regional parks or other recreational facilities such that substantial physical deterioration of the facility would occur or be accelerated?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b) Include recreational facilities or require the construction or expansion of recreational facilities, which might have an adverse physical effect on the environment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Discussion**

**a) Increase the use of existing neighborhood and regional parks or other recreational facilities such that substantial physical deterioration of the facility would occur or be accelerated?**

**No Impact.** The project does not propose any residential uses that may increase the utilization of existing neighborhood parks in the vicinity such that substantial physical deterioration of the facility or an increase in park facilities would occur or be accelerated. The facility is needed to control and improve inventory processing as well as improved storage and maintenance facilities. No impacts related to the increase of use to existing parks will occur.

**Mitigation Measure(s)**

No mitigation measures are required.

**b) Include recreational facilities or require the construction or expansion of recreational facilities, which might have an adverse physical effect on the environment?**

**No Impact.** The proposed project will not include any recreational facilities and will not require the expansion of any recreational facilities elsewhere that may have a physical impact on the environment. No impacts due to recreational facilities will occur.

**Mitigation Measure(s)**

No mitigation measures are required.

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4.3.16 Transportation and Traffic

Environmental Issues <i>Would the project:</i>	Potentially Significant Impact	Less Than Significant With Mitigation	Less Than Significant Impact	No Impact
a) Conflict with an applicable plan, ordinance or policy establishing measures of effectiveness for the performance of the circulation system, taking into account all modes of transportation including mass transit and non-motorized travel and relevant components of the circulation system, including but not limited to intersections, streets, highways and freeways, pedestrian and bicycle paths, and mass transit?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b) Conflict with an applicable congestion management program, including, but not limited to level of service (LOS) standards and travel demand measures, or other standards established by the county congestion management agency for designated roads or highways?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c) Result in a change in air traffic patterns, including either an increase in traffic levels or a change in location that result in substantial safety risks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d) Substantially increase hazards due to a design feature (e.g., sharp curves or dangerous intersections) or incompatible uses (e.g., farm equipment)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
e) Result in inadequate emergency access?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
f) Conflict with adopted policies, plans, or programs regarding public transit, bicycle, or pedestrian facilities, or otherwise decrease the performance or safety of such facilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Discussion**

**a) Conflict with an applicable plan, ordinance or policy establishing measures of effectiveness for the performance of the circulation system, taking into account all modes of transportation including mass transit and non-motorized travel and relevant components of the circulation system, including but not limited to intersections, streets, highways and freeways, pedestrian and bicycle paths, and mass transit?**

**Less than Significant Impact.** A Traffic Impact Analysis was prepared for the proposed project to address traffic-related impacts resulting from implementation of the project (VRPA Technologies 2010). The Traffic Impact Analysis is included as Appendix E. In traffic engineering methodology, roadway operations are described in terms of level of service (LOS), ranging from LOS A (light traffic, minimal delays) to LOS F (significant traffic congestion). The report followed the County of Riverside traffic guidelines that allow LOS D to be used as the maximum threshold for the study intersections and roadway segments. The traffic engineers

determined that given the proposed use of the completed project coupled with the main access to the proposed site, the critical intersection for evaluation was the intersection of Hamner Avenue and Third Street.

The analysis concluded that the proposed project would generate additional AM and PM trips, but that all segments and intersections evaluated within the study area would continue to operate at an LOS of D or better under both the existing plus the project conditions as well as the existing plus ambient growth plus project (opening day) conditions. Overall, the project would contribute upwards of 78 daily trips, 6 in the AM peak hour and 7 in the PM peak hour. Therefore, trips generated from the proposed project are not expected to result in the deterioration of any roadway segments or intersections in the study area to below LOS D. Any impacts would be minimal and no mitigation is required.

The proposed project will not have any physical impacts on bicycling or mass transit. The site will not generate a significant number of visitors or students and the development of the site will not impact any other modes of transit or pedestrian use of the area. Impacts would be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

**b) Conflict with an applicable congestion management program, including, but not limited to level of service (LOS) standards and travel demand measures, or other standards established by the county congestion management agency for designated roads or highways?**

**Less than Significant Impact.** Refer to response (a) above. The proposed project will not result in either or a cumulative impact to an existing level of service within the applicable study area. All roadways and intersections will continue to operate at an acceptable level of service. Impacts are, therefore, less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

**c) Result in a change in air traffic patterns, including either an increase in traffic levels or a change in location that results in substantial safety risks?**

**No Impact.** According to the City's General Plan, the City is not located within any Airport Land use Compatibility Zones for any of the airports in the region including Ontario, Riverside, Chino, or Corona (Norco General Plan 2002). The proposed project site is located approximately 2 miles from the Corona Municipal Airport, but it is not located within an Airport Compatibility

Zone or an Airport Influence Area. According to the City of Corona website, the Corona Municipal Airport is a small airport founded in 1960 with an airplane capacity of only 600 planes. The airport is owned by ACOE. As such, it is only used for recreational purposes and not commercial. The proposed project will not result in any changes to air traffic patterns. No impacts would result.

**Mitigation Measure(s)**

No mitigation measures are required.

**d) Substantially increase hazards due to a design feature (e.g., sharp curves or dangerous intersections) or incompatible uses (e.g., farm equipment)?**

**Less than Significant Impact.** The main access to the project site will continue to be from Third Street, with major access to Third Street via Hamner Avenue and I-15 in the City. There will be no required roadway mitigation and the proposed project will not develop any significant roads for access aside from a proposed access road that follows the perimeter of the site to provide for separate delivery access away from the main college. The access road will help alleviate existing hazards by providing an alternate access for delivery trucks as opposed to the current condition where deliveries are distributed to numerous points throughout the college. All access roads and driveways will be appropriately designed to the satisfaction of the Division of the State Architect. All construction will be appropriately staged and construction controls including temporary signage, access, detours, and fencing will be provided during construction activities as may be needed. Therefore, the proposed project will not substantially increase any hazards due to design features, incompatible uses, or construction of the project during college hours of operation. Impacts will remain less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

**e) Result in inadequate emergency access?**

**Less than Significant Impact.** As discussed above, the main access to the site will be from Third Street, with major access from the east via Hamner Avenue and Interstate 15. Once on college, the project site can be accessed from multiple points. Additionally, once the site is built, an access road will provide emergency access to the rear of the project site. During construction, RCCD will ensure there is suitable access to all areas of the college. Neither construction nor the operation of the proposed project will unduly affect access from Third Street to the college. Any potential impacts are anticipated to be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

**f) Conflict with adopted policies, plans, or programs regarding public transit, bicycle, or pedestrian facilities, or otherwise decrease the performance or safety of such facilities?**

**No Impact.** The proposed project will not interfere or conflict with any policies, plans, or programs regarding public transit, bicycle, or pedestrian facilities. The proposed project will not unduly impact any such transit operations or plans due to either construction or operation of the site. The project will include a separate access road to the rear of the site for deliveries, which will separate truck deliveries from pedestrian activities within the college, enhancing pedestrian access to the college. No impacts are anticipated.

**Mitigation Measure(s)**

No mitigation measures are required.

**4.3.17 Utilities and Service Systems**

Environmental Issues <i>Would the project:</i>	Potentially Significant Impact	Less Than Significant With Mitigation	Less Than Significant Impact	No Impact
a) Exceed wastewater treatment requirements of the applicable Regional Water Quality Control Board?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b) Require or result in the construction of new water or wastewater treatment facilities or expansion of existing facilities, the construction of which could cause significant environmental effects?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c) Require or result in the construction of new storm water drainage facilities or expansion of existing facilities, the construction of which could cause significant environmental effects?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d) Have sufficient water supplies available to serve the project from existing entitlements and resources, or are new or expanded entitlements needed?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
e) Result in a determination by the wastewater treatment provider, which serves or may serve the project that it has adequate capacity to serve the project's projected demand in addition to the provider's existing commitments?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
f) Be served by a landfill with sufficient permitted capacity to accommodate the project's solid waste disposal needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
g) Comply with federal, state, and local statutes and regulations related to solid waste?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## **Discussion**

### **a) Exceed wastewater treatment requirements of the applicable Regional Water Quality Control Board?**

**Less than Significant Impact.** The Western Municipal Water District (WMWD) manages the wastewater for the proposed project service area. According to the WMWD's updated 2005 Urban Water Management Plan (UWMP), the wastewater collection system for the college is serviced by the WMWD (2005). The WMWD currently treats wastewater via the March Wastewater Reclamation Facility and the West Riverside County Regional Wastewater Treatment Plant (WRCR Plant). These two plants process the vast bulk of the district's service area, aside from a small portion treated by the City of Riverside. The City is primarily serviced by the WRCR Plant, which has a design capacity of 8 mgd and the capability to be increased to 32 mgd, providing more than sufficient wastewater capacity for the proposed project and growth within the WMWD service area. Moreover, the March facility, according to the 2005 UWMP anticipated increasing the service capacity to 5 mgd to handle additional growth within the service area. The facility produces tertiary effluent as part of its processes and is suitable for subsequent uses such as irrigation, but is typically cleaned and discharged into the Santa Ana River. However, according to the 2005 UWMP, it was estimated that within a number of years upwards of 3 mgd of treated water might be provided to the City of Norco for landscaping needs and to supply Lake Norconian.

Existing sewer infrastructure is located within roadways surrounding the Norco College and the proposed project site and it is anticipated to have adequate capacity to serve the proposed project. The proposed project will only minimally increase the Norco College' volume of wastewater and will not require any necessary improvements to existing infrastructure serving the project site. The project would not result in the need for additional wastewater treatment capacity or infrastructure beyond what is already planned as part of the WMWD and City planning efforts. The RCCD will construct all necessary infrastructure extensions of existing lines to the site in order to meet the sewer demands of the project. In addition, the RCCD will pay all applicable connection fees and monthly usage charges that may be necessary as part of the final project. Any potential impacts related to wastewater will be less than significant.

### **Mitigation Measure(s)**

No mitigation measures are required.

**b) Require or result in the construction of new water or wastewater treatment facilities or expansion of existing facilities, the construction of which could cause significant environmental effects?**

**Less than Significant Impact.** Refer to the response to (a) above and to (d) below. The proposed project would not require or result in the construction or expansion of new water or wastewater treatment facilities. Impacts would be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

**c) Require or result in the construction of new storm water drainage facilities or expansion of existing facilities, the construction of which could cause significant environmental effects?**

**Less than Significant Impact.** Refer to the response to 4.3.8(a) Hydrology and Water Quality above. As discussed previously, the existing on site drainage consists of sheet flow along the slopes towards the northern boundary of the site, as well as a number of storm drains located at various points in the middle of the project site. The storm drains drain to a single cement drainage pipe that empties to a ditch along the northern boundary down the fence that separates the college from the land owned by the U.S. Navy. The system as currently designed is not appropriately sized to handle the potential volume of water that can be generated during a storm event. As part of the updated drainage plans for the site, aside from the completion of a WQMP for the site and the use of BMPs during construction, the proposed project will create an earthen basin designed to allow the water to filter and percolate back into the ground. Water that does not percolate will drain to designed catch basins that will filter and clean the water prior to entering the main storm drain system for the college. Further, a filtration system will be incorporated into the design of the maintenance shop to capture any runoff water from vehicle washing. This system will substantially reduce the amount of runoff that currently drains from the site during storm events. Therefore, impacts will be less than significant and will not result in the need for new off site drainage facilities or infrastructure.

**Mitigation Measure(s)**

No mitigation measures are required.

**d) Have sufficient water supplies available to serve the project from existing entitlements and resources, or are new or expanded entitlements needed?**

**Less than Significant Impact.** The California Urban Water Management Planning Act (Water Code §§ 10610-10656) requires water utilities providing water for municipal uses to more than



3,000 customers or supplying more than 3,000 acre feet per year to prepare a UWMP every 5 years. The proposed project will be served by the WMWD, which last updated their UWMP in 2005. The vast majority of the water for the WMWD's service area is part of the State Water Project, along with wholesale supplies purchased from the Metropolitan Water District. Additionally, the Arlington Desalter provides high quality water sources to the City. According to the City's General Plan, the ultimate build out of the City will increase the average annual water production need to 9,000-acre feet of water per year. The General Plan also incorporates a number of goals and measures planned for control of water resources. Regardless, according to the 2005 UWMP, the WMWD has determined that water resources are sufficient to handle all projected growth within their service area, including during multiple dry years. The agency is currently enhancing existing infrastructure, major new developments to provide appropriate stability, and capacity of water as the serviced area grows. For example, the expansion of the Arlington and Chino Desalter will help clean existing groundwater that is currently unusable due to perchlorate and nitrates, providing up to 14 mgd of available drinking water. Furthermore, the Riverside-Corona Feeder project will allow the WMWD to store additional water sources during wet years to provide reliable water supplies during dry years to the entire service area, greatly reducing the need for the agency to purchase wholesale water supplies from the Metropolitan Water District.

A Water Supply Assessment for the proposed project is not required pursuant to California Water Code, section 10910 since the project as proposed does not meet the criteria under California Water Code, section 10912 nor does it meet the definition of a "water demand project" pursuant to State CEQA Guidelines, section 15155(a). Based on the site engineering and design plans, the RCCD will construct all necessary infrastructure extensions of existing lines to the site in order to meet the water and sewer demands of the project. The RCCD will also install all necessary fire service with backflow device lines and fire hydrants to ensure a reliable and appropriate water source exists on site for fire fighting purposes. In addition, the RCCD will pay all applicable connection fees and monthly usage charges to the City for the provision of water to the project site.

Due to the limited water requirements for the proposed project, sufficient capacity for both domestic water and sewer is reasonably expected. Moreover, based on WMWD's 2005 UWMP, the City's projected water supplies are expected to be sufficient to meet the additional water demand resulting from the proposed project, in addition to existing and planned future uses. Impacts would be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

**e) Result in a determination by the wastewater treatment provider, which serves or may serve the project that it has adequate capacity to serve the project's projected demand in addition to the provider's existing commitments?**

**Less than Significant Impact.** Refer to the response to (a) above. The proposed project would not result in the determination by the wastewater treatment provider (WMWD) that it does not have sufficient capacity to serve the proposed project's anticipated wastewater demand. As previously discussed, the WMWD maintains sufficient wastewater infrastructure and service capacity and the proposed project will produce only minimal wastewater. Impacts would be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

**f) Be served by a landfill with sufficient permitted capacity to accommodate the project's solid waste disposal needs?**

**Less than Significant Impact.** The Riverside County Waste Management Department (RCWMD) manages Riverside County's solid waste system through the provision of facilities and programs that meet or exceed all applicable local, state, federal and land use regulations. The department manages seven Riverside County Sanitary Landfills: Badlands, Blythe, Desert Center, El Sobrante, Lamb Canyon, Mecca II, and Oasis. Each of these landfills has sufficient capacity to accommodate the project's minimal solid waste disposal needs and are permitted to receive non-hazardous municipal solid waste.

Construction of the proposed project will consist of the demolition of the existing on site structures. Expected materials from this demolition would include asphalt, concrete, sand, wood, steel, and landscape materials. The site will be mass graded at a maximum of one and a half acres per day and it is anticipated that upwards of 800 cy of cut will be removed from the site. Any number of local landfills typically utilized by the City of Norco has sufficient capacity to accommodate this volume of non-hazardous waste. Only minimal waste is anticipated once the proposed operations center is built and can easily be handled as part of the existing college's handling of its day-to-day waste stream. Any impacts related to solid waste will be less than significant.

**Mitigation Measure(s)**

No mitigation measures are required.

**g) Comply with federal, state, and local statutes and regulations related to solid waste?**

**Less than Significant Impact.** The proposed uses for the project site are consistent with surrounding educational uses of the site. The proposed project will not violate any adopted federal, state, and local policies and regulations related to solid waste. Compliance with these regulations would result in a less than significant impact.

**Mitigation Measure(s)**

No mitigation measures are required.

**4.3.18 Mandatory Findings of Significance**

Environmental Issues	Potentially Significant Impact	Less Than Significant With Mitigation	Less Than Significant Impact	No Impact
a) Does the project have the potential to degrade the quality of the environment, substantially reduce the habitat of a fish or wildlife species, cause a fish or wildlife population to drop below self-sustaining levels, threaten to eliminate a plant or animal community, reduce the number or restrict the range of a rare or endangered plant or animal, or eliminate important examples of the major periods of California history or prehistory?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Does the project have impacts that are individually limited, but cumulatively considerable? ("Cumulatively considerable" means that the incremental effects of a project are considerable when viewed in connection with the effects of past projects, the effects of other current projects, and the effects of probable future projects.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Does the project have environmental effects, which will cause substantial adverse effects on human beings, either directly or indirectly?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Discussion**

**a) Does the project have the potential to degrade the quality of the environment, substantially reduce the habitat of a fish or wildlife species, cause a fish or wildlife population to drop below self-sustaining levels, threaten to eliminate a plant or animal community, reduce the number or restrict the range of a rare or endangered plant or animal, or eliminate important examples of the major periods of California history or prehistory?**

**Less than Significant Impact With Mitigation Incorporated.** As described in Sections 4.3.4 and 4.3.5 of this IS/MND, the proposed project would not substantially reduce the habitat of a fish or wildlife species; cause a fish or wildlife species population to drop below self-sustaining levels, threaten to eliminate a plant or animal community, reduce the number or restrict the range of a rare or endangered plant or animal; or eliminate important examples of the major periods of

California history or prehistory. Mitigation measures are provided to avoid or reduce adverse effects that would potentially degrade the quality of the environment. The City will implement all required mitigation measures, thereby reducing all environmental impacts to below a level of significance.

**Mitigation Measure(s)**

Refer to Mitigation Measure CR-1 and CR-2 related to the potential discovery of cultural resources during grading activities. Refer to Mitigation Measure BR-1, BR-2, and BR-3 related to potential impacts to biological resource during construction.

**b) Does the project have impacts that are individually limited, but cumulatively considerable? ("Cumulatively considerable" means that the incremental effects of a project are considerable when viewed in connection with the effects of past projects, the effects of other current projects, and the effects of probable future projects.)**

**Less than Significant Impact With Mitigation Incorporated.** In addition to direct impacts resulting from the project, this IS/MND (as described in Sections 4.3.1 through 4.3.16) considered the project's potential incremental effects that may be cumulatively considerable. Mitigation measures identified in the applicable sections of this IS/MND would reduce both project-specific impacts, as well as any cumulatively considerable impacts attributable to the project's incremental environmental effects. With implementation of these mitigation measures, there is no substantial evidence that there are cumulatively considerable impacts associated with the project.

**Mitigation Measure(s)**

Implementation of mitigation measures described in Section 4.3.1 through 4.3.16.

**c) Does the project have environmental effects, which will cause substantial adverse effects on human beings, either directly or indirectly?**

**Less than Significant Impact With Mitigation Incorporated.** The potential for adverse direct or indirect impacts to human beings was considered in this IS/MND in Section 4.3.1, Aesthetics; Section 4.3.3, Air Quality; Section 4.3.6, Geology and Soils; Section 4.3.7, Hazards and Hazardous Materials; Section 4.3..8, Hydrology and Water Quality; Section 4.3..11, Noise; Section 4.3.12, Population and Housing; Section 4.3.14, Public Services; Section 4.3.15, Recreation; and Section 4.3.16 Transportation and Traffic. Based on this evaluation, there is no substantial evidence that construction or operation of the proposed Norco Operations Center would result in a substantial adverse effect on human beings.

**Mitigation Measure(s)**

Implementation of mitigation measures described in Sections 4.3.1 through 4.3.16 and summarized in Section 5.0 of this IS/MND.

---

## 5.0 LIST OF MITIGATION MEASURES

- BIO-1:** A preconstruction nesting bird survey should be conducted by a qualified biologist concurrently with the preconstruction burrowing owl survey as identified within Mitigation Measure BIO-2. This survey is necessary to check the status of the existing black phoebe and raptor nests, and to determine if there are any additional active nests within the project site and in the immediate vicinity. If active nests are located, then work should not occur within 300 feet of these nests during the nesting bird season from March 1 to August 31 or until the qualified biologist determines the nest is no longer active and the young have fledged.
- BIO-2:** While focused burrowing owl surveys for the proposed project site were negative, a preconstruction survey shall be conducted by a qualified biologist within 30 days prior to initiation of construction. If burrowing owls are observed between March 1, to August 31, a 300-foot buffer shall be established around the burrow and no work shall commence in the buffer zone until young have fledged. If construction is occurring during non-breeding season, then passive relocations shall be conducted pursuant to suitable relocation directions as provide by the CDFG.
- BIO-3:** Although the Project will not result in significant direct impacts to the granite spiny lizard, it is recommended that the on site storage trailers be removed from the site several weeks before grading or construction activities. This will provide ample time for granite spiny lizards to leave the project site and re-establish a portion of the population at nearby rock outcrops.
- CR-1:** In the event that archaeological resources or sites containing human remains or artifacts are inadvertently discovered during construction activities (including grading), all construction work shall be halted in the vicinity of the discovery until the RCCD can contact a registered professional archaeologist to visit the site of discovery and assess the significance and origin of the archaeological resource. If the resource is determined to be of Native American origin, the appropriate Native American tribe shall be consulted. Treatment of encountered archeological resources and sites may include monitoring, resource recovery, and documentation. For any human remains discovered, the County Coroner will be contacted and all procedures shall comply with State Health and Safety Code Section 7050.5 and Public Resources Code 5097.98.
- CR-2:** In the event that paleontological resources are inadvertently discovered during construction activities (including grading), all construction work shall be halted near the discovery until a qualified paleontologist retained by the RCCD can visit the site and assess the significance of the potential paleontological resource.

Specifically, the qualified paleontologist shall conduct on site paleontological monitoring for the project site to include inspection of exposed surfaces to determine if fossils are present. The monitor shall have authority to divert grading away from exposed fossils temporarily in order to recover the fossil specimens.

**HAZ-1:** Prior to approval of final construction plans, a hazardous materials management plan for the construction phase of the proposed project shall be created. The plan shall identify all hazardous materials that will be present on any portion of the construction site, including, but not limited to, fuels, solvents, and petroleum products. A contingency plan shall be developed to identify potential spill hazards, how to prevent their occurrence, and how to address any spills that may occur. The plan shall also identify materials that will be on site and readily accessible to clean up small spills (i.e., spill kit, absorbent pads, and shovels). The hazardous materials management plan shall be included as part of all contractor specifications and final construction plans to the satisfaction of the RCCD.

**HYD-1:** Best management practices (BMPs) shall be incorporated into the final construction and design plans to be reviewed and approved by the RCCD and shall include, but not be limited to, the following:

- All construction vehicles shall be adequately maintained and equipped to minimize/eliminate fuel spillage. All equipment maintenance work shall occur off site or within the designated construction staging area.
- Any construction materials that need to be temporarily stockpiled or equipment/supplies that need to be stored on site shall be kept within the construction staging areas and shall be covered when not in use.
- The operations facility and access points will be swept to maintain cleanliness of any paved areas.
- Informational materials to promote the prevention of urban runoff pollutants are included in the WQMP for the project. These materials include general working site practices that contribute to the protection of urban runoff water quality and BMPs that eliminate or reduce pollution during property improvements.
- All trash enclosure areas proposed at the site shall be appropriately designed and maintained to ensure functionality.
- The RCCD will perform a visual inspection annually of the project site to ensure that proper litter/debris controls are maintained and that proper landscaping, fertilizer, and pesticide practices are upheld.

**HYD-2:** Prior to approval of final construction plans, a grading and erosion control plan shall be reviewed and approved by the RCCD. The plan shall be implemented for all construction activities associated with the proposed project. The plan shall include measures to stabilize the soil to prevent erosion and retain sediment where erosion has already occurred. Stabilization measures may include temporary seeding, permanent seeding or mulching. Structural control measures may include silt fencing, sand bagging, sediment traps, or sediment basins. Additional erosion control measure (e.g., hydroseeding, mulching of straw, diversion ditches, retention basins) may be necessary as determined by field conditions to prevent erosion and/or the introduction of dirt, mud, or debris into existing public streets and/or onto adjacent properties during any phase of construction operations. Particular attention shall be given to additional erosion control measures during the rainy season, generally from October 15 to April 15. Topsoil shall be stockpiled and covered on the project site for reuse. The grading and erosion control plan shall be included as part of all contractor specifications and final construction plans to the satisfaction of the RCCD.

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## 7.0 LIST OF PREPARERS

This IS/MND was prepared by Dudek. The following individuals participated in its preparation.

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### **Technical Analyses**

#### **Traffic Impact Analysis**

VRPA Technologies, Inc., Aditya Jatar

#### **Air Quality Technical Report**

Dudek, Dave Deckman

#### **Biological Resources Technical Report**

Dudek, Brock Ortega

#### **Environmental Noise Study**

Dudek, Mike Komula

#### **Preliminary Geotechnical Evaluation**

Leighton Consulting, Inc., Jason Hertzberg

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Exhibit B

MITIGATION MONITORING AND REPORTING PROGRAM  
for the  
NORCO COLLEGE OPERATIONS CENTER

*Prepared for:*

Riverside Community College District

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NOVEMBER 2010

## **Mitigation Monitoring and Reporting Program for the Norco College Operations Center**

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### **MITIGATION MONITORING AND REPORTING PROGRAM**

The Mitigation Monitoring and Reporting Program (MMRP) will be used by the Riverside Community College District (District) as Lead Agency to ensure compliance with adopted mitigation measures associated with the development of the proposed project. The District, as Lead Agency pursuant to the State CEQA Guidelines, will ensure that all mitigation measures are carried out.

The MMRP consists of a checklist that identifies the mitigation measures associated with the proposed project. The table identifies the mitigation monitoring and reporting requirements, including the person(s) responsible for verifying implementation of the mitigation measure, timing of verification (prior to, during, or after construction) and responsible party. Space is provided for sign-off following completion/implementation of the design feature or mitigation measure.



## Mitigation Monitoring and Reporting Program for the Norco College Operations Center

Mitigation Measure No.	Mitigation Measures/ Design Features	Method of Verification	Timing of Verification			Responsible Party	Completed		Comments
			Pre Const.	During Const.	Post Const.		Initials	Date	
Bio-1	A preconstruction nesting bird survey should be conducted by a qualified biologist concurrently with the preconstruction burrowing owl survey as identified within Mitigation Measure BIO-2. This survey is necessary to check the status of the existing black phoebe and raptor nests, and to determine if there are any additional active nests within the project site and in the immediate vicinity. If active nests are located, then work should not occur within 300 feet of these nests during the nesting bird season from March 1 to August 31 or until the qualified biologist determines the nest is no longer active and the young have fledged.	Environmental Monitor (District)	X	X		District			
Bio-2	While focused burrowing owl surveys for the proposed project site were negative, a preconstruction survey shall be conducted by a qualified biologist within 30 days prior to initiation of construction. If burrowing owls are observed between March 1, to August 31, a 300-foot buffer shall be established around the burrow and no work shall commence in the buffer zone until young have fledged. If construction is occurring during non-breeding season, then passive relocations shall be conducted pursuant to suitable relocation directions as provide by the CDFG.	Environmental Monitor (District)	X			District			
Bio-3	Although the Project will not result in significant direct impacts to the granite spiny lizard, it is recommended that the on site storage trailers be removed from the site several weeks before grading or construction activities. This will provide ample time for granite spiny lizards to leave the project site and re-establish a portion of the population at nearby rock outcrops.	Environmental Monitor (District)	X			District			
CR-1	In the event that archaeological resources or sites containing human remains or artifacts are inadvertently discovered during construction activities (including grading), all construction work shall be halted in the vicinity of the discovery until the RCCD can contact a registered professional archaeologist to visit the site of discovery and assess the significance and origin of the archaeological resource. If the resource is determined to be of Native American origin, the appropriate Native	Environmental Monitor (District)		X		District			

## Mitigation Monitoring and Reporting Program for the Norco College Operations Center

Mitigation Measure No.	Mitigation Measures/ Design Features	Method of Verification	Timing of Verification			Responsible Party	Completed		Comments
			Pre Const.	During Const.	Post Const.		Initials	Date	
	American tribe shall be consulted. Treatment of encountered archeological resources and sites may include monitoring, resource recovery, and documentation. For any human remains discovered, the County Coroner will be contacted and all procedures shall comply with State Health and Safety Code Section 7050.5 and Public Resources Code 5097.98.								
CR-2	In the event that paleontological resources are inadvertently discovered during construction activities (including grading), all construction work shall be halted near the discovery until a qualified paleontologist retained by the RCCD can visit the site and assess the significance of the potential paleontological resource. Specifically, the qualified paleontologist shall conduct on site paleontological monitoring for the project site to include inspection of exposed surfaces to determine if fossils are present. The monitor shall have authority to divert grading away from exposed fossils temporarily in order to recover the fossil specimens.	Environmental Monitor (District)		X		District			
HAZ-1	Prior to approval of final construction plans, a hazardous materials management plan for the construction phase of the proposed project shall be created. The plan shall identify all hazardous materials that will be present on any portion of the construction site, including, but not limited to, fuels, solvents, and petroleum products. A contingency plan shall be developed to identify potential spill hazards, how to prevent their occurrence, and how to address any spills that may occur. The plan shall also identify materials that will be on site and readily accessible to clean up small spills (i.e., spill kit, absorbent pads, and shovels). The hazardous materials management plan shall be included as part of all contractor specifications and final construction plans to the satisfaction of the RCCD.	Environmental Monitor (District)	X	X		District			
HYD-1	Best management practices (BMPs) shall be incorporated into the final construction and design plans to be reviewed and approved by the RCCD and shall include, but not be limited to, the following: All construction vehicles shall be adequately maintained and equipped to minimize/eliminate fuel spillage. All equipment maintenance work shall occur off site or within the designated construction staging area. Any	Environmental Monitor (District)	X	X		District			

## Mitigation Monitoring and Reporting Program for the Norco College Operations Center

Mitigation Measure No.	Mitigation Measures/ Design Features	Method of Verification	Timing of Verification			Responsible Party	Completed		Comments
			Pre Const.	During Const.	Post Const.		Initials	Date	
	<p>construction materials that need to be temporarily stockpiled or equipment/supplies that need to be stored on site shall be kept within the construction staging areas and shall be covered when not in use. The operations facility and access points will be swept to maintain cleanliness of any paved areas. Informational materials to promote the prevention of urban runoff pollutants are included in the WQMP for the project. These materials include general working site practices that contribute to the protection of urban runoff water quality and BMPs that eliminate or reduce pollution during property improvements. All trash enclosure areas proposed at the site shall be appropriately designed and maintained to ensure functionality. The RCCD will perform a visual inspection annually of the project site to ensure that proper litter/debris controls are maintained and that proper landscaping, fertilizer, and pesticide practices are upheld.</p>								
HYD-2	<p>Prior to approval of final construction plans, a grading and erosion control plan shall be reviewed and approved by the RCCD. The plan shall be implemented for all construction activities associated with the proposed project. The plan shall include measures to stabilize the soil to prevent erosion and retain sediment where erosion has already occurred. Stabilization measures may include temporary seeding, permanent seeding or mulching. Structural control measures may include silt fencing, sand bagging, sediment traps, or sediment basins. Additional erosion control measure (e.g., hydroseeding, mulching of straw, diversion ditches, retention basins) may be necessary as determined by field conditions to prevent erosion and/or the introduction of dirt, mud, or debris into existing public streets and/or onto adjacent properties during any phase of construction operations. Particular attention shall be given to additional erosion control measures during the rainy season, generally from October 15 to April 15. Topsoil shall be stockpiled and covered on the project site for reuse. The grading and erosion control plan shall be included as part of all contractor specifications and final construction plans to the satisfaction of the RCCD</p>	Environmental Monitor (District)	X	X		District			

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
PLANNING COMMITTEE AND OPERATIONS

Report No.: III-A-3

Date: December 14, 2010

Subject: Riverside Community College District Report Card on the Strategic Plan  
2008-2012

Background: Presented for the Board's information is the Report Card on the District Strategic Plan 2008-2012. The Board approved the District Strategic Plan on September 16, 2008. The plan included outcome measures for each strategy. A report card on progress on the outcome measures for 2008-2010 was delivered to the District Strategic Planning Committee for their review on August 27, 2010 and accepted by them on October 29, 2010. The District Strategic Planning Committee forwards the Report Card for the Board's information.

Information Only.

Gregory W. Gray  
Chancellor

Prepared by: Ray Maghroori  
Vice Chancellor, Educational Services

Kristina Kauffman  
Associate Vice Chancellor, Institutional Effectiveness

# District Strategic Plan 2008 – 2012

## Report Card 2008-2010

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Riverside Community College District

**OFFICE OF INSTITUTIONAL EFFECTIVENESS**

October 2010

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# Riverside Community College District Mission Statement

Riverside Community College District is dedicated to the success of our students and to the development of the communities we serve.

To advance this mission, our colleges and learning centers provide educational and student services to meet the needs and expectations of their unique communities of learners.

To support this mission, District Offices provide our colleges with central services and leadership in the areas of advocacy, resource development, and planning.

## **Preface**

In April of 2008, Riverside Community College District began the efforts that resulted in creation of a District Strategic Plan 2008-2012. Following extensive dialogue with representatives of all constituency groups the District Strategic Planning Committee ultimately recommended six themes, thirty-three strategies and more than fifty outcomes measures to the Board of Trustees. In October of 2008, the Board adopted the plan. A “Report Card” on progress for the first year was presented to the Board in October of 2009 and resulted in the addition of a seventh theme.

This is the second “Report Card” on progress on the District Strategic Plan for 2008-2009. It contains narratives on the progress related to each strategy during the first two years of the plan, 2008-2010. In the first report most of the data provided a baseline for future analysis or starting point for dialogue. This report continues to provide data and begins to form the basis for an analysis of progress. The first report was over 100 pages in length and proved to be a bit unwieldy as a stepping off point for discussion. This report seeks to summarize findings and point out potential lessons, and locates detailed reports in its appendices.

Throughout the upcoming weeks and months faculty, staff and administrative personnel will take a careful look at each of the themes, strategies, and possible lessons while remaining focused on how this information may help guide policies, procedures, and practices that enhance student learning.



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## Executive Summary

### Executive Summary

This report reviews progress related to the District Strategic Plan for 2008-2010. This is the second Report Card in an anticipated four report set. Each report will build on the prior one so that the fourth, and final report will represent a total review of the plan, its implementation, and its outcomes.

The 2008-2010 report seeks to review significant activities related to each strategic theme and compile them in a district-wide report. The Appendix contains significant findings as they relate to each college. This report was written between July 1, 2010 and October 1, 2010 and, as a result, is limited to data available during that time frame. The reader will note that in several areas data reflects cohorts beginning long before the implementation of the 2008-2012 District Strategic Plan. In other areas, data reflecting activities in spring 2010 was not available for us in the preparation of this document.

Readers and policymakers may wish to make particular note of the following findings contained in the report:

- The college going rate for young persons across the district has been increasing in recent years. In fact, it has steadily increased each year since 2003 from less than 40% to more than 50% in 2008.
- More and more high school students are selecting one of the Riverside Community Colleges, thus increasing the district's capture rate. It was 15% in 2000 and more than 30% in 2008.
- Reflective of their presence in the overall population, the proportion of Hispanic students is increasing and is now the largest in the district at nearly 40%.
- More first generation students (those whose parents did not attend college) are pursuing higher education in the district. They represented about 35% of students in 2002 and about 60% of students in 2009.
- Student success rates in terms of retention, persistence, and ultimate certificate or degree completion has held relatively steady the past decade.
- More and more students are availing themselves of the support available through student services. Initial research suggests that those students who seek student services are more likely to stay in school and be more successful.
- Student satisfaction surveys, given for the first time in 2010, suggest students across the district are satisfied with the colleges and the services provided. The colleges were found to be particularly sensitive to the needs of students with disabilities. Library services were highly rated. Students did assert the need for more parking and healthier food options.
- The colleges and the district are making steady progress in the development of student learning outcomes and in the assessment of those outcomes.

## Executive Summary

- Enrollment management has become more effective. Both efficiency and fill rates are up, while class cancellation rates are down. Efficiency rates climbed from 467 at one college in 2007, to as high as 733 in 2009. Class cancellations dropped from 6.1% in fall 2007 to 1.6% in fall 2009. Fill rates climbed from a low of 71% in fall 2007 to a high of 101% in fall 2008.
- The colleges are awarding more degrees and certificates. 1,966 degrees were awarded district-wide in 2003-2004, with that number climbing to 2,513 in 2008-2009. Certificates climbed even more from 1,430 in 2003-2004 to 2,680 in 2008-2009.
- There are more Hispanic employees in all categories of district employment.
- While students who need developmental education (basic skills) represent a substantial proportion of the district's students, faculty report that faculty development opportunities have NOT prepared them to teach students with basic skills needs.
- The district has made significant overall progress toward increasing green awareness and practices in its first year with this strategic theme.

As was the case last year, the editors have hesitated to draw many conclusions from the findings to date. Last year represented a baseline year for the report. This year the outcomes in most areas cannot be clearly linked to the activities intended to improve those outcomes. This is generally the case because cohort data are too new or too limited to provide assurance that 2008-2010 practices caused the improvement. In other instances, data gathering and analysis tying the activity to the outcome was not undertaken due to time, staffing limitations, or the lack of a clear intention to link the activity to the outcome.

In these times of economic crisis, it is particularly important to ensure that costly activities will provide the intended results. At the same time thoroughly studying the activities to discern their value may be considered cost prohibitive and policymakers may choose to rely on time honored assumptions or anecdotal observations. Since this report represents just the second of its type in the district's history it is not surprising that these concerns are becoming clearer with each report.

The astute reader will likely find that this report, despite its length and detail, raises as many questions as it answers.

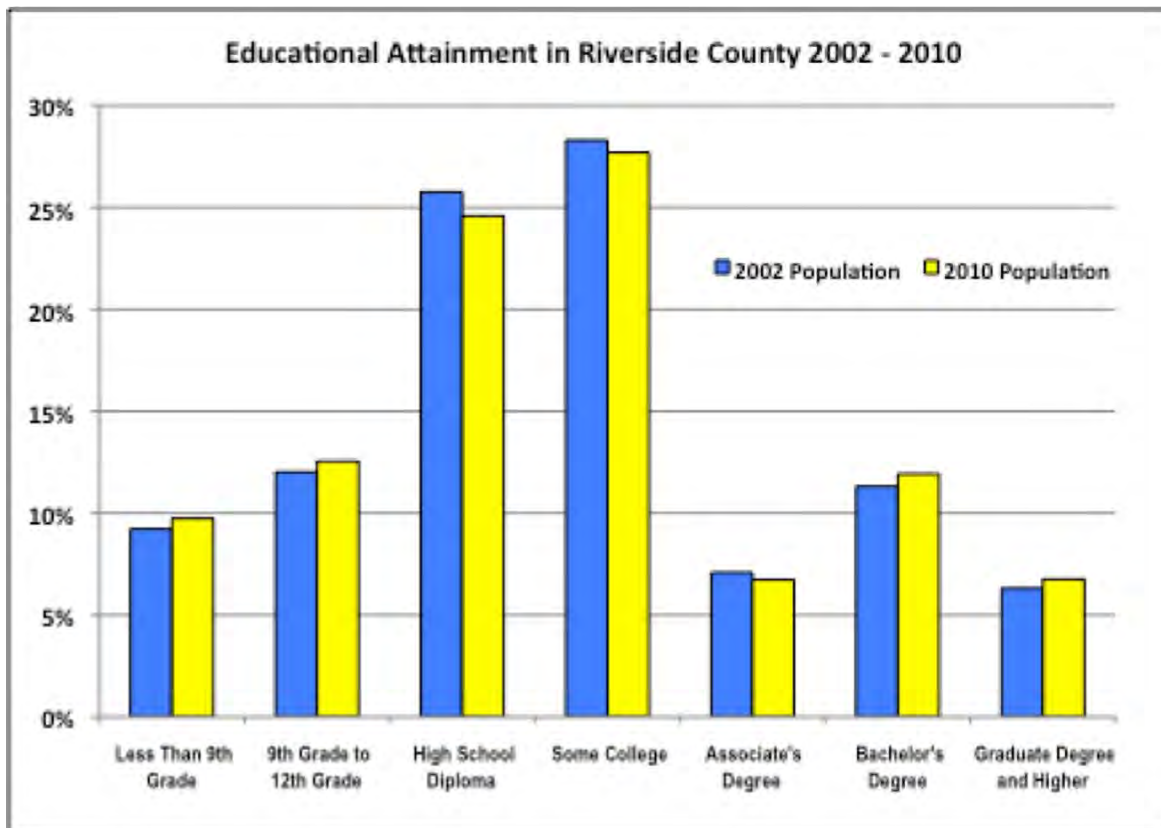
# Theme One: Student Access

## Theme One: Student Access

Education is the vital pathway to meeting career and social challenges, seizing opportunities in the workplace, and obtaining an enhanced quality of life. Yet, the percentage of individuals enrolled in college, particularly those in the 18-to-24 age group, has not kept pace with the need for higher education. As an **open-access institution** and the largest provider of post-secondary education in its region, Riverside Community College District recognizes the critical role and influence it has on the future of the region.

If we are to cultivate the educated society needed for 21st century job skills and global competitiveness, we must **increase awareness** about the benefits of a college education, particularly among younger students and those most at risk for unemployment. Research has shown that continuous enrollment from high school through college leads to greater goal completion as evidenced by higher levels of transfer, associate degree attainment, and completion of job skills training. Under-represented minorities and members of low-income families still lag behind other groups in seeking and receiving a college education directly following high school. The District is strongly committed to serving all students, and special programs and support mechanisms are in place to **recruit and retain first-generation and at-risk students**.

While the price of tuition in the Riverside Community College District is exceptionally low when compared to other institutions of higher education, the District is very much aware that the cost of attending may also include lost wages, child care, and transportation. As a result, RCCD is dedicated to providing **ease of access** through the continued establishment of neighborhood sites and **alternative ways of delivering instruction**.





# Theme One: Student Access

WHERE THE JOBS WILL BE IN 2018, BY OCCUPATION AND EDUCATION LEVEL (in thousands of jobs)*								
OCCUPATIONS		High school dropouts	High school graduates	Some college	Associate's degree	Bachelor's degree	Graduate degree	Total
Managerial and Professional Office	Management	52	165	96	240	402	216	1,170
	Business operations specialty	18	69	53	140	219	92	590
	Financial specialists	3	32	43	59	199	66	402
	Legal	1	8	8	18	21	92	148
STEM	Computer and mathematical science	4	26	45	89	242	139	545
	Architects and technicians	1	5	9	13	25	12	64
	Engineers and technicians	4	20	28	34	141	90	317
	Life and physical scientists	4	6	6	9	45	70	140
	Social scientists	0	2	3	5	27	45	82
Community Services and Arts	Community and social services	7	23	22	45	83	75	256
	Arts, design, entertainment, sports, and media	17	46	39	90	205	58	455
Education	Education	15	64	83	152	513	428	1,255
Healthcare	Healthcare practitioners	8	49	160	109	239	271	836
	Healthcare support	56	130	51	148	49	14	448
Food and Personal Services	Food preparation and serving	516	467	92	278	129	20	1,503
	Building and grounds cleaning and maintenance	401	218	26	92	30	5	771
	Personal care	134	184	52	160	75	15	620
	Protective services	25	85	69	145	86	14	423
Sales and Office Support	Sales	227	523	177	536	534	119	2,116
	Office and administrative support	249	838	322	1,009	471	82	2,970
Blue Collar	Farming, fishing and forestry	234	46	3	12	5	1	302
	Construction and extraction	294	298	36	147	38	6	819
	Installation, maintenance, and equipment repair	119	192	59	157	45	7	579
	Production	390	307	49	158	57	13	974
	Transportation and material moving	383	398	51	198	57	9	1,096
<b>TOTAL**</b>		<b>3,163</b>	<b>4,198</b>	<b>1,582</b>	<b>4,042</b>	<b>3,937</b>	<b>1,961</b>	<b>18,883</b>

\*Zero does not necessarily mean no jobs. Since jobs are rounded to the nearest thousand, zero means less than 500 jobs.

\*\*Total jobs are a snapshot of the economy that shows where jobs are located by education type. They differ from job vacancies because total jobs are filled by people currently working in these positions who may not be leaving in the short-term to create a job opening.

## Theme One: Student Access

### Student Access Strategies:

1. Promote visibility and greater awareness of the importance of college through innovative outreach programs and by promoting early awareness of the importance of college and academic skills.

**Outcome Measures:** District-wide survey; focus groups; increase in college-going rate
2. Increase the RCCD capture rate (percentage of High School (HS) students that attend RCCD after leaving HS) and the college-going rate of high school students in the District by building stronger collaborations with K-12.

**Outcome Measure:** Capture rate for recent high school graduates
3. Increase awareness that RCCD offers open access enrollment to all adults through outreach to underrepresented groups and through increased marketing of all aspects of the college, programs, and district services.

**Outcome Measures:** Enrollment rates for first-generation students, males, Latinos, African-Americans, Native Americans, and adults over 24
4. Expand services to students in outlying (unincorporated) areas, which are the fastest growing in the District.

**Outcome Measures:** Capture rates in outlying high school districts; summary of new service locations
5. Continue refinement of pre-enrollment processes including application, orientation, assessment, and counseling.

**Outcome Measures:** Enrollment rate of students who apply; survey of non-enrolled students

# Theme One: Student Access

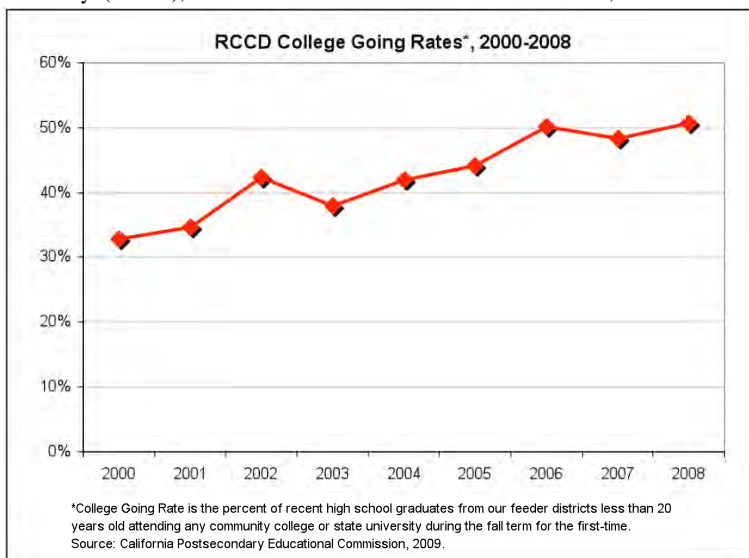
## Strategy One

**Promote visibility and greater awareness of the importance of college through innovative outreach programs and by promoting early awareness of the importance of college and academic skills.**

*OUTCOME MEASURES: District-wide survey; focus groups; increase in college-going rate*

**Riverside Community College District** is a founding member of the Federation for the Advancement of a Competitive Economy (FACE), which includes more than 60 educational, business and civic leaders who meet on a regular basis to

explore and develop strategies for increasing the college going rate of the students in our region.



The Public Affairs and Advancement Office has piloted new media and social networking sites and has:

- Published a guideline document to assist program staff in their new media campaign efforts.
- Collaborated with the Open Campus to develop an introductory workshop about new media and how best to initiate these efforts.
- Created a plan to integrate new media with re-design efforts currently underway for the district and college web sites.
- Broadcast KRCC television cable programming over Charter System to parts of Norco and Riverside, showing music and other

disciplines offered at the College.

### **Riverside City College:**

- Launched a general MySpace site for the campus and several program specific sites
- Piloted its first Twitter campaign through Outreach in conjunction with the campus marketing committee and followed with the Business/CIS Department in fall 2009.
- Early Childhood Education and Teacher Prep Paraprofessional pathways have been shared via live presentations at public high schools in Rialto, Fontana, Colton, Moreno Valley, Redlands, Alvord, Corona, Norco and Riverside Unified School Districts.
- Recruitment/Outreach: assisting student with registration process
- Application workshops/Assessment workshops/Assessment testing are conducted in Instructional Learning Centers.
- In 2009-2010, in response to economic challenges the Outreach Department redirected its resources to more of an "inreach" approach by assisting new students with registration and basic student services as well a technical support with Web Advisor / Email / Online Orientation / 1st Semester ED plans/ call center and Gear-up. Outreach has kept up with its special populations support with two tours with California School for the Deaf, Saboba and San Manuel as well as providing a student ambassador to Sherman Indian High School.

### **Norco College:**

- Launched a general campus MySpace and Facebook site.
- Hosted two high school visitations to promote CIS Gaming Simulation Program.
- Continue enhancing partnerships with JFK Middle College High School through the following ongoing activities: weekly meetings with leadership from both institutions; promoting specific enrollment services to include online registration and enrollment workshops; and college enrichment through student government and club participation.



## Theme One: Student Access

- The Outreach Department hosted two general high school senior visitations to expose graduating students to Norco College programs and services. Workshops and presentations to promote early awareness of the enrollment process, assessment and orientation requirements, as well as, degree and certificate program offerings were also offered at local high schools.
- Enhanced the college going rate for under privileged high school students through the facilitation of two Upward Bound programs serving local Unified School Districts.
- The National Science Foundation 4th Annual Summer Innovation Institute Technology Camps introduced high school students to electronics, robotics, manufacturing and logistics using math and science.
- DSP&S collaborated with Associated Students of Norco College to bring the Norco Mobile Veterans Center to the campus in December 2009 to raise awareness of services and accommodations for veterans with disabilities at Norco College and other services provided by the Norco Veterans Center to veterans. A community partnership with the Corona Veterans Center was established to promote the college's Veterans Services after receiving state approval as a Veterans Affairs certifying institution.
- Raised awareness of DSP&S services to students at three local high schools (7 visits to 200 seniors) and two Norco College Guidance 47 sections (53 students) through outreach presentations conducted by the DSP&S Counselor and staff.
- Spring 2009 - Launch Governance Sites (SPC, APC, SSPC, AdPC, Senate) including Accreditation for public view.
- Spring 2008 - YouTube Channel.
- Spring 2008 - Launched redeveloped Academic Department Websites <http://academic.rcc.edu/norco>
- Specialized web marketing (custom website, social network) for academic and student programs including Music@Norco, Norco GameArt, Norco Honors, Puente etc.
- Recruitment, outreach and enrollment for students participating in the Step Ahead first year experience program. This program is for students who assess into the lowest basic skills math, English and reading courses.
- Distribution of the Norco Notebook that promotes academic programs, student services programs and provides the students information about the campus.

# Theme One: Student Access

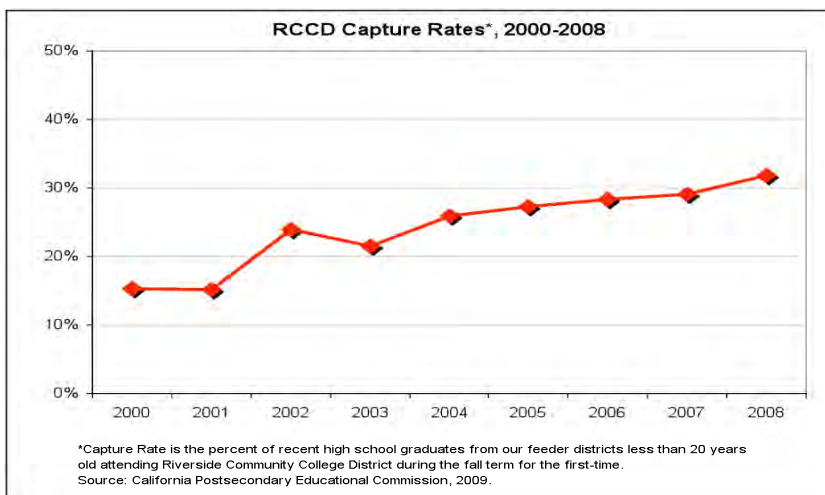
## Strategy Two

**Increase the RCCD capture rate (percentage of HS students that attend RCCD after leaving HS) and the college-going rate of high school students by building stronger collaborations with K-12.**

*OUTCOME MEASURE: Capture rate for recent high school graduates*

All colleges offer a placement exam at all feeder high schools during the spring semester to prepare high school seniors to be ready to enroll at RCC in the fall semester. In 2002, RCCD embarked on comprehensive training of high school counselors to teach the Guidance 45, Introduction to College, courses. Today, Guidance 45, Introduction to College, is offered at all high schools in the district to allow students to meet the mandatory orientation and counseling pre-enrollment requirement. The three colleges also host “Counselor to Counselor” days to increase communication between the high school and the college counselors.

**Moreno Valley:** Moreno Valley's three middle/early college high schools are filled to capacity. College personnel work closely throughout the academic year with high school counselors from three districts, who assist in advising applicants and, later, in tracking progress and success for those students enrolled. ESL placement testing is provided at Moreno Valley College's local feeder high schools for students that have English as a Second Language or were given the recommendation to take the ESL placement. During the spring semester, students are



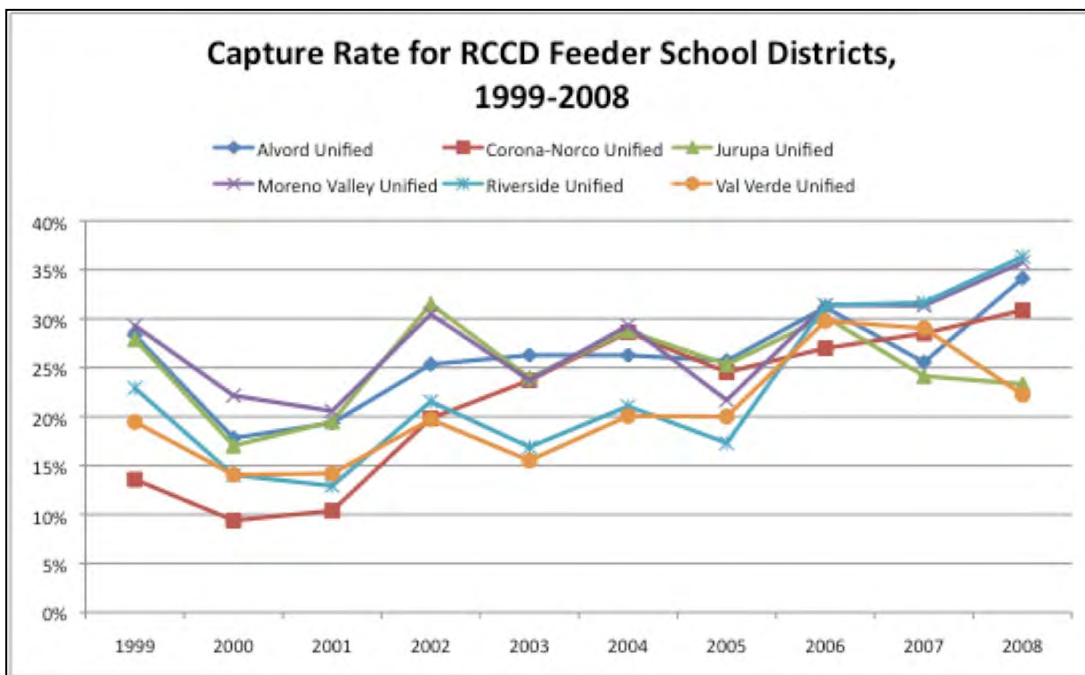
provided information on how to complete their Online New Student Orientation and their Online One Semester Plan. During college visits, students are provided information on the following Academic support programs:

- Jumpstart (students that placed into basic skill courses in Math, English and Reading)
- Puente Program (students that placed into English 50 or have completed English 60B)
- Honor's Program (Students that placed into English 1A)
- STEM students (student that placed into Math 53/Math 35 and higher level of Math courses).

**Norco:** The partnership between the Norco College and John F. Kennedy Middle College High School has contributed to the District's efforts to increase its capture rate. Since its opening in Fall 2006, 1087 JFK students have taken college courses at RCCD-Norco. These students have taken 3091 courses at Norco College with an overall pass rate of approximately 72%. Many JFK students will continue at Norco upon completing their High School diplomas, thus increasing the campus' local capture rate. Articulation agreements with CNUUSD High Schools also increase college going rates by collaborating with the K-12 system. Through faculty collaboration, the Math Articulation Agreement at Norco College has allowed JFK students to seamlessly transition into a specific college level math course. The college has also earned a “Portal to your Future” Title V, Hispanic Serving Institution grant, which involves outreach to high school students with an interest in gaming and Career Technical Education Programs. The Puente Program (students that placed into English 50 or have completed English 60B) primarily serves Latino/Hispanic students. T3P(students that placed into English 50 or have completed English 60B) primarily serves African American students

# Theme One: Student Access

**Riverside City College** is in its fourth year of our UPWARD Bound grant that prepares first generation and low-income students for college. In addition, the Rubidoux Annex **Student Success Center (SSC)** was created during the summer 08 intersession and was operational at the start of fall 2008 semester. The creation of the SSC allowed for a centralized location where students can use a computer, get career and transfer advice, meet with financial aid representatives, counselors, DSP&S, and order and pickup textbooks. In addition, grant writing efforts to fund the building of relationships between preschool and kindergarten programs at Stokoe Elementary School in Alvard Unified School District, where the RCC Innovative Learning Center, were undertaken. Volunteer opportunities for RCC Stokoe ILC students with the elementary school include: tutoring, assisting teachers, and event set up. Collaboration included college awareness meetings for families of college students and elementary school students.



Capture Rates for Public High Schools in our Service Area

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
<b>Alvard Unified</b>										
Alvard Continuation High, Riverside	33.33%	20.69%	8.33%	8.70%	0.00%	0.00%	10.00%	13.51%	12.50%	11.54%
La Sierra High, Riverside	29.81%	18.90%	25.86%	32.15%	29.16%	24.18%	25.60%	29.04%	27.32%	35.76%
Norte Vista High, Riverside	25.60%	16.46%	12.57%	18.93%	24.65%	30.26%	26.39%	35.93%	23.68%	34.92%
<b>Corona-Norco Unified</b>										
Buena Vista High, Corona	0.00%	0.00%	0.00%	0.00%	NA	3.08%	0.50%	2.07%	2.75%	1.27%
Centennial High, Corona	21.29%	15.17%	17.94%	24.41%	20.38%	21.99%	18.81%	27.48%	26.12%	24.47%
Centennial Vista High, Corona	0.00%	0.00%	0.00%	0.00%	0.00%	5.00%	0.00%	0.00%	4.00%	0.00%
Corona High, Corona	29.05%	22.37%	24.22%	25.39%	23.60%	28.06%	22.90%	27.95%	33.39%	36.36%
Corona Vista High, Corona	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	20.00%	0.00%	0.00%
Eleanor Roosevelt High, Corona	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	27.70%
John F. Kennedy High, Norco	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	29.27%	28.69%
Norco High, Norco	3.22%	0.44%	1.20%	1.47%	26.04%	34.57%	32.14%	30.68%	28.73%	35.91%
Norco Vista High, Norco	0.00%	0.00%	0.00%	0.00%	8.11%	0.00%	0.00%	2.86%	0.00%	0.00%
Santiago High, Corona	0.00%	0.00%	0.00%	29.12%	21.01%	34.94%	29.81%	27.73%	32.01%	34.59%
Adult Alternative Education, Riverside	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Jurupa Valley High, Mira Loma	33.60%	16.06%	16.67%	36.92%	22.32%	31.71%	29.68%	32.53%	25.31%	30.97%
Nueva Vista Continuation High, Riverside	6.85%	6.41%	14.52%	17.39%	11.11%	2.25%	6.59%	13.58%	10.29%	22.58%
Patriot High, Riverside	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	9.15%
Rubidoux High, Riverside	25.30%	20.56%	23.61%	29.17%	28.43%	30.80%	24.24%	30.70%	25.00%	40.97%
<b>Moreno Valley Unified</b>										
Bayside Community Day, Moreno Valley	0.00%	0.00%	0.00%	15.38%	2.94%	6.45%	5.88%	5.71%	3.45%	7.50%
Canyon Springs High, Moreno Valley	33.54%	26.59%	20.04%	32.49%	28.21%	30.96%	26.72%	36.77%	34.62%	37.84%
March Mountain High, Moreno Valley	16.33%	16.67%	12.12%	20.45%	18.27%	22.66%	21.43%	22.92%	25.71%	25.95%
March Valley, Moreno Valley	0.00%	0.00%	0.00%	0.00%	0.00%	11.90%	9.09%	14.29%	12.50%	20.00%
Moreno Valley High, Moreno Valley	29.09%	20.00%	22.22%	25.47%	18.58%	24.84%	23.62%	27.99%	28.35%	29.82%
Valley View High, Moreno Valley	30.64%	22.81%	22.98%	38.00%	28.89%	35.77%	34.15%	31.33%	33.51%	41.58%
Vista del Lago High, Moreno Valley	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	30.92%	31.08%	39.01%
<b>Riverside Unified</b>										
Abraham Lincoln Continuation, Riverside	14.29%	5.41%	5.36%	13.64%	6.41%	9.20%	11.63%	8.33%	13.86%	19.61%
Arlington High, Riverside	27.96%	18.89%	20.94%	28.86%	24.12%	25.65%	20.76%	27.78%	28.40%	37.81%
John W. North High, Riverside	18.11%	5.46%	6.08%	21.03%	20.12%	25.85%	23.24%	29.79%	30.72%	33.65%
Martin Luther King Jr. High, Riverside	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	37.15%	34.03%	40.32%
Opportunity Program, Riverside	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	20.00%	0.00%
Polytechnic High, Riverside	22.99%	14.20%	12.14%	30.04%	24.85%	27.61%	25.15%	30.98%	37.43%	40.71%
Raincross High (Continuation), Riverside	0.00%	0.00%	0.00%	NA	57.14%	71.43%	37.50%	NA	30.00%	78.95%
Ramona High, Riverside	29.78%	20.96%	17.15%	25.54%	17.26%	36.82%	27.01%	29.97%	32.84%	31.76%
Summit View Independent Study, Riverside	0.00%	0.00%	0.00%	2.38%	13.69%	13.97%	8.15%	27.78%	18.84%	28.99%
<b>Val Verde Unified</b>										
Rancho Verde High, Moreno Valley	20.65%	15.66%	15.69%	21.68%	18.00%	22.86%	23.64%	31.13%	30.31%	29.39%
Val Verde High, Perris	8.89%	3.39%	0.00%	5.80%	3.51%	9.38%	7.28%	26.26%	34.75%	27.74%

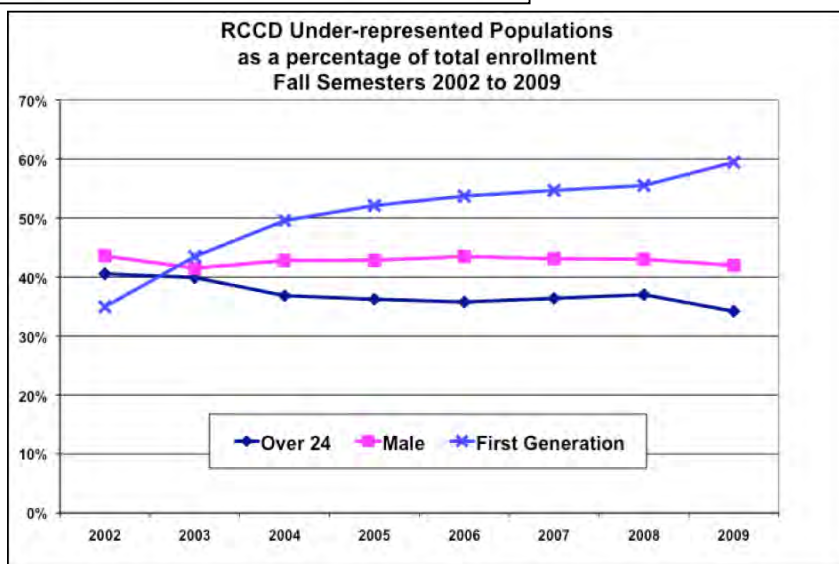
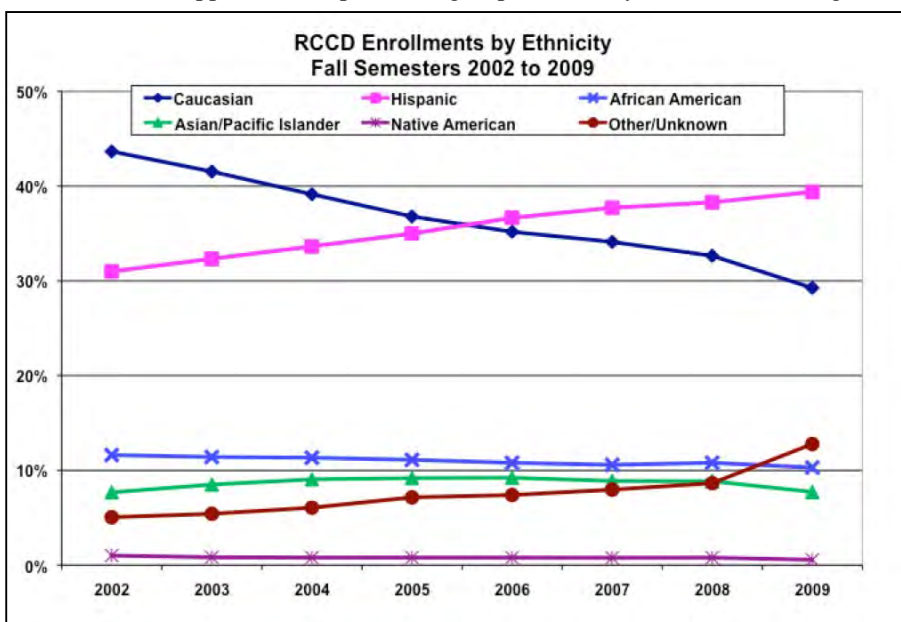
# Theme One: Student Access

## Strategy Three

Increase awareness that RCCD offers open access enrollment to all adults through outreach to underrepresented groups and through increased marketing of all aspects of the college, programs, and district services.

*OUTCOME MEASURES: Enrollment rates for first-generation students, males, Latinos, African-Americans, Native Americans, and adults over 24*

Outreach efforts to underserved populations in the past two academic years included expansion of the Rubidoux Education Center, marketing information in English and Spanish, the Stokoe Center, inclusion of more multi-ethnic visual images to align with target audience, increased marketing to minority media by 40%, and grant and other efforts to support underrepresented groups when they arrive at the college.



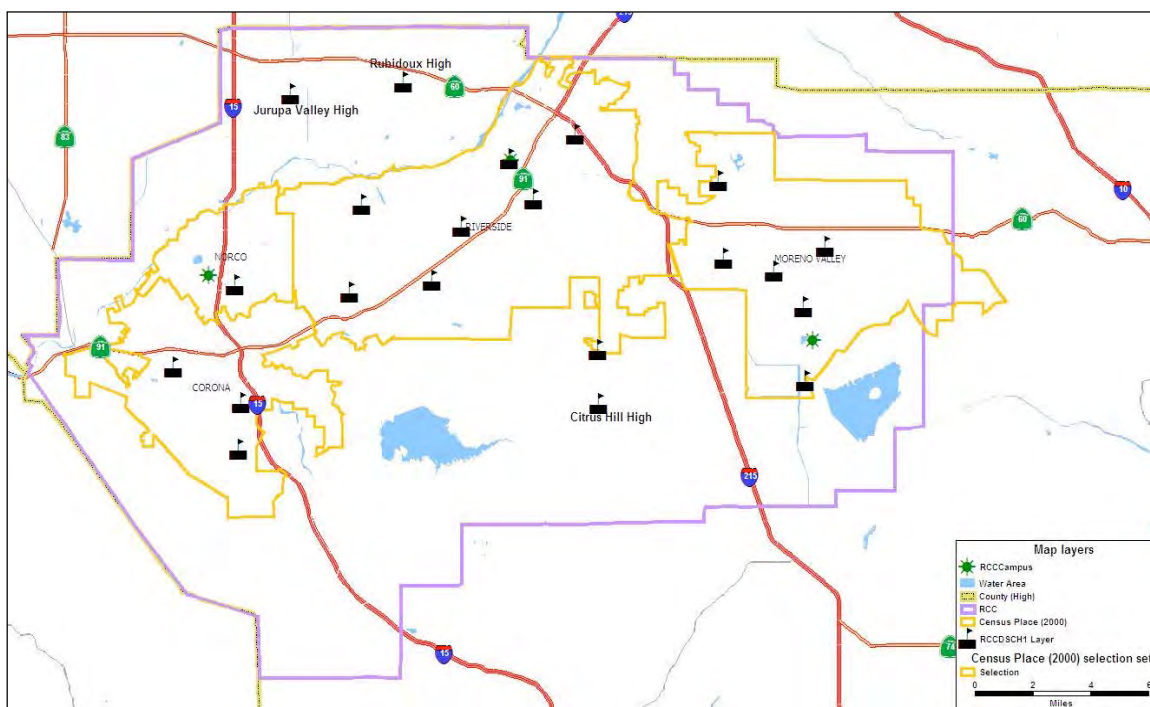
# Theme One: Student Access

## Strategy Four

**Expand services to students in outlying (unincorporated) areas, which are the fastest growing in the District.**

*OUTCOME MEASURES: Capture rates in outlying high school districts; summary of new service locations*

The map below shows the RCCD service area, which is composed of the six feeder high school districts: Alvord, Corona-Norco, Jurupa, Moreno Valley, Riverside, and Val Verde. As the definition suggests, looking outside of the legally defined cities (but still within district boundaries), there are three high schools meeting the criteria: Jurupa Valley High, Rubidoux High, and Citrus Hill.



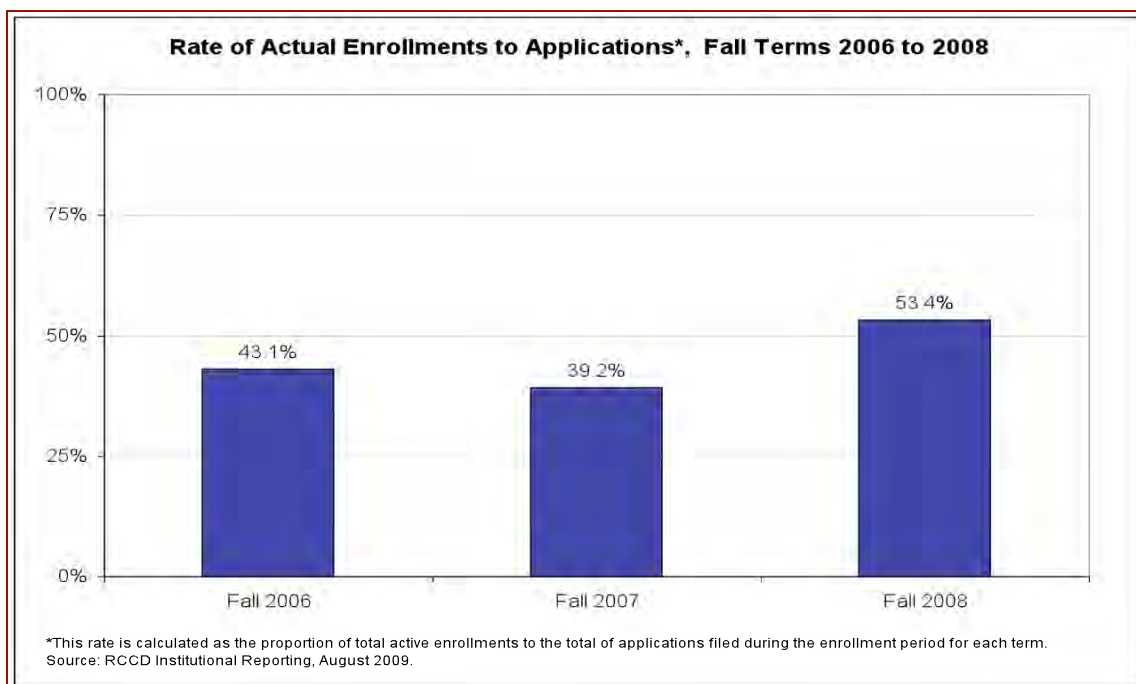
Norco College has engaged a consultant and preliminary planning is underway for a south Corona educational center. Development of a south Corona Education Center has been discussed at the Norco Strategic Planning Committee and at the District Strategic Planning Committee and has been prioritized by the DSPC for future funding recommendations.

# Theme One: Student Access

## Strategy Five

**Continue refinement of pre-enrollment processes including application, orientation, assessment, and counseling.**

*OUTCOME MEASURES: Enrollment rate of students who apply; survey of non-enrolled students*



All first time college students seeking an extended goal, such as certificate, degree or transfer, are required to participate in RCCD's assessment, orientation and counseling (AOC) processes. The colleges processes for implementation of this mandate vary. During 2008 – 2010, Riverside and Moreno Valley emphasized One Stop Workshops that allowed the student to complete all three components of the pre-enrollment mandate. Special efforts were expanded at Stokoe and at Ben Clark. In addition, Counseling Time Saving services were offered district-wide:

- Online orientation/counseling implemented in January 2010 (district wide)
- Online Academic Review offered to students district wide
- Simplified Dismissal Process to incorporate greater use of technology implemented programming changes in spring 2010 (district wide)
- Veterans Student Educational Plans developed onsite beginning January 2010.

Norco College expanded services through the following:

- Implementing a new Student Support Services (SSS) Book Loan Program for program participants.
- Providing participants with alternative sources to rent books instead of purchasing them.
- Launching an SSS Facebook page designed to increase communication with current participants and alumni.
- Setting up a NOR-SSS listserv to quickly disseminate program information, employment opportunities, scholarship opportunities, and internships.
- Introducing a new 90-minute, web based financial literacy course for college students and required continuing participants to complete it by June 15.
- Outreach offers pre-enrollment services including application, assessment, and orientation prior to high school graduation.
- Emails alerting new students of the mandatory AOC process continue to be refined for clarity towards new college students.
- "Step Ahead" Norco College's First Year Experience program, includes counseling and mandatory SEP completion for students who are accepted.

## Theme Two: Student Success

### Theme Two: Student Success

Riverside Community College District is **dedicated to the success of our students**. Success comes in many forms and the District facilitates achievement by offering numerous pathways and a variety of approaches to teaching and learning. The District is a recognized leader in the state in **online and hybrid course** offerings and in its use of student learning outcomes assessment to improve teaching and learning.

In addition, the District has identified model **basic skills** and **English as a Second Language programs** and is developing best practices for classrooms and labs. The District is committed to continue the **enhancement of basic skills education** and to ensure that all **faculty are equipped to facilitate learning** for all of our students.

## Theme Two: Student Success

### Student Success Strategies:

1. Expand basic skills options and integrate basic skills development into general curriculum through: learning communities, paired courses, supplemental instruction, scheduling patterns to support success, and by providing modes of instruction that support student learning preferences.  
*OUTCOME MEASURES: Baseline measures for developmental education and ARCC indicators*
2. Develop effective pathways for student success by encouraging all students to use student services, and promoting the completion of a Student Educational Plan (SEP).  
*OUTCOME MEASURES: Number of students who use student services and who have a current SEP*
3. Promoting degree and certificate completion in career and technical programs by expanding short-term classes and programs to improve job skills.  
*OUTCOME MEASURES: Degree and certification completion rates in career and technical programs; persistence rates*
4. Increase transfer awareness, transfer readiness, and transfer rates.  
*OUTCOME MEASURES: Faculty survey of transfer awareness concerns; increase in success rates in transfer level courses; increase in transfer ready students; increase in transfer rate to four-year colleges*
5. Expand and improve instructional delivery modes including hybrid courses, online courses, short-term (fast track) classes, and align delivery/timing of services to the needs of students.  
*OUTCOME MEASURES: Summary of instructional options; retention and success comparison for face-to-face, hybrid, and online classes; enrollment rates for short-term courses; student satisfaction survey.*
6. Promote effective teaching and learning through ongoing identification of and assessment of student learning outcomes.  
*OUTCOME MEASURES: Annual Student Learning Outcomes Assessment reports*
7. Expand upon the definitions of student success to include non-traditional indicators of success and develop a rubric for assessing broad forms of student achievement.  
*OUTCOME MEASURES: Definitions of student success and rubric for assessing the degree of success based on those indicators; survey data*

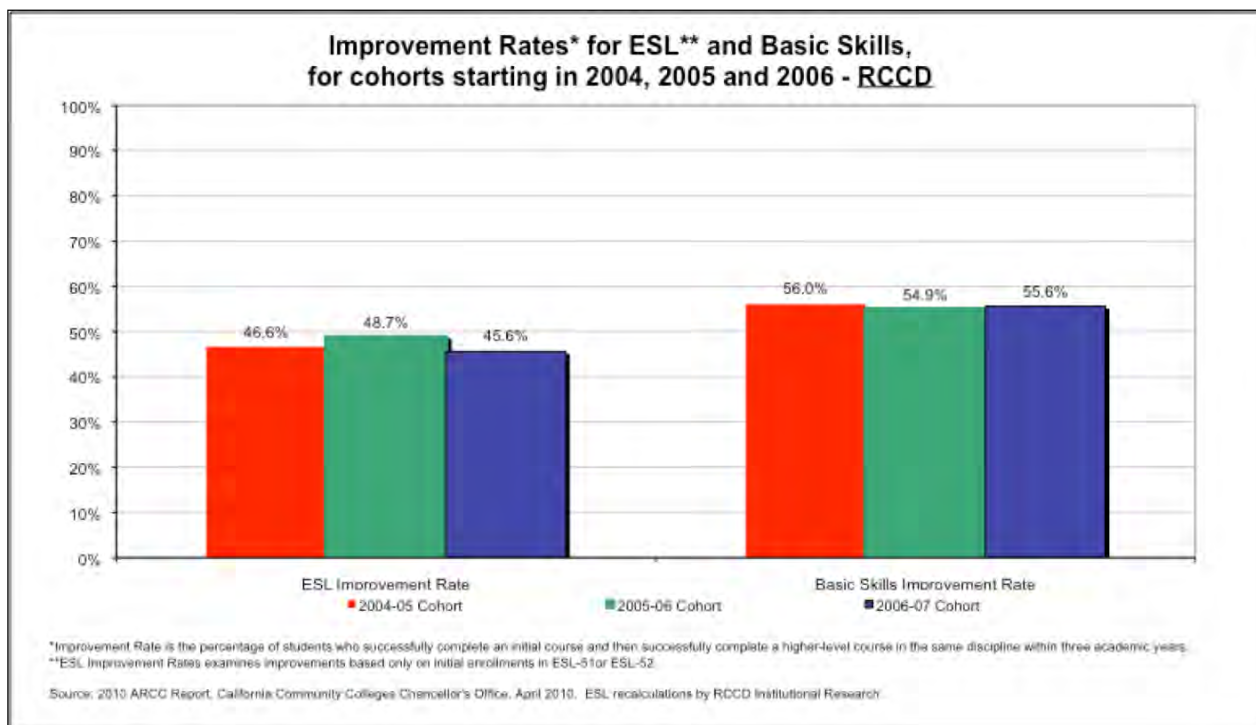


## Theme Two: Student Success

### Strategy One

Expand basic skills options and integrate basic skills development into general curriculum through: learning communities, paired courses, supplemental instruction, scheduling patterns to support success, and by providing modes of instruction that support student learning preferences.

**OUTCOME MEASURE:** *Baseline measures for developmental education and ARCC indicators\**



The above graphic shows the ARCC report data for the indicator "Improvement Rates for ESL and Credit Basic Skills Courses." This indicator measures the proportion of students successfully taking a higher level ESL or Basic Skills course within during a subsequent three year period. The ESL Improvement Rates reported here differ from the rates in the ARCC report. RCCD Institutional Research recalculated the rates after independent analysis of the data determined that ESL course coding was responsible for the substantial differences in improvement rates between the cohorts. A majority of RCCD's ESL course enrollments are coded so that their successful sequential completion does not fit the criteria as designated by ARCC standards. However, examining only ESL courses coded to meet the ARCC improvement criteria, the ESL improvement rates stabilize at 49%, with less than a 1% year-to-year difference.

Please see Appendix for college-by-college analysis of Basic Skills.

\*ARCC indicators have not proven to be helpful indicators of the success or failure of related initiatives. They will not be utilized to assess this strategy in the future.

## Theme Two: Student Success

The District Office of Institutional Research is currently engaged in an extensive and detailed research project to provide an analysis of ongoing district-wide and college specific efforts. A portion of their work appears below. Detailed information for each college appears in the Appendix.

### Summary of BSI measures of Data for Developmental Education 2005 – 2009 worksheets

The Basic Skills Initiative identifies several baseline measures that a college can use to track systemic changes to basic skills. The compilation of data for the district and the three campuses showed some interesting trends in developmental education (DE).

#### English-50 and Math-52 identified as DE in 2009:

- o In Fall 2009, English 50 and Math 52 were identified as DE, resulting in changes to the DE assessment and enrollment pool.
- o Between 2008 and 2009, the number of students that assessed and subsequently enrolled (district-wide) in English 60A/ESL declined by 5.3% (791 to 749). During this same period, the number of students that assessed and subsequently enrolled in English 60A declined by 6.1% (2,073 to 1,946). English 60B increased by 8.7% (618 to 672). Moreover, English 50A experienced an increase (7.4%) in the number of students that assessed and subsequently enrolled (1,921 to 2,064).
- o Between 2008 and 2009, the number of students that assessed and subsequently enrolled (district-wide) in Math 63 increased by 9.0% (1,691 to 1,843). During this same period, Math 64 experienced no significant change and declined from 178 to 165 (7.3%). Math 52 experienced a decline (3.3%) in the number of students that assessed and subsequently enrolled (1,740 to 1,683).
- o The courses below English 50 and Math 52 experienced no significant changes between 2008 and 2009, but identifying these courses as DE is what caused the increase in DE placement/enrollment and DE sections being offered.

#### Developmental education placement:

- o Between 2005 and 2008, the percentage of new students assessed into DE courses, and subsequently enrolled in any course (district-wide), substantially decreased from 68.8% to 57.4%. This same trend occurred at NOR and RIV, but MOV experienced a slight increase of 0.6%. Between 2008 and 2009, this percentage increased from 57.4% to 62.3% district-wide. This same trend occurred at all three colleges, but was more pronounced at RIV than NOR and MOV.

#### Increase in DE enrollments:

- o Between 2005 and 2008, the Riverside Community College District (RCCD) experienced an increase (15.6%) in the number of students that enrolled in DE (4,838 to 5,593). The increase in enrollment at RIV and NOR was similar (8.6% and 7.3%, respectively), but MOV experienced a larger increase (29.6%) during this period. From 2008 and 2009, RCCD experienced a substantial increase (67.9%) in DE enrollment (5,593 to 9,391). This same trend occurred at all three colleges, but larger enrollment increases were found at RIV and NOR (80.6% and 77.9%, respectively) when compared to MOV (53.6%).

#### Increase in the number of DE sections offered:

- o Between 2005 and 2008, the number of DE sections offered at RCCD increased by 19.9% (221 to 265). However, from 2008 and 2009, RCCD experienced a larger increase in DE sections offered (71.0%). The same pattern occurred at all three colleges, but the increase was larger at NOR (51.8%), relative to RIV (42.6) and MOV (27.9%).

#### Relative stability in Success Rate in DE:

- o The district-wide student success rate in DE remained stable between 2005 and 2007. From 2007 and 2008, RCCD experienced an increase (59.3 to 63.0%) in the success rate of students in DE, but from 2008 to 2009, the success rate declined by 2.7% (63.0% to 60.3%). RIV also experienced a similar pattern as the success rate remained stable between 2005 and 2007, but increased in 2008 (61.6%), and decreased again in 2009 (58.2%). Overall, the Norco campus success rate in DE remained fairly stable and with no substantial changes between 2005 and 2009. In contrast, MOV changed quite a bit, from 60.2% in 2005, 66.8% in 2006, 57.4% in 2007, 65.8% in 2008, and finally decreasing to 61.8% in 2009.

## Theme Two: Student Success

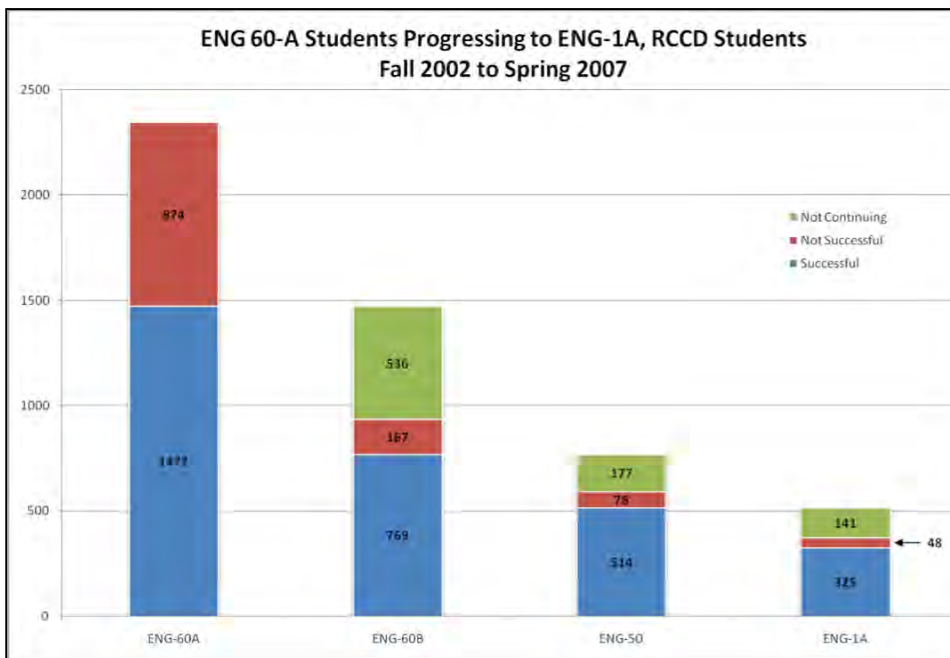
### Data for Developmental Education, RCCD, Districtwide (05 - 09)

Baseline Measures for Developmental Education (DEV) For Selected Fall Term	Levels of Measurement				
	Developmental Education				
	2005	2006	2007	2008	2009
Percentage of New Students Assessed into Developmental Education Courses	68.8%	69.2%	58.8%	57.4%	62.3%
Unduplicated Number of Students Enrolled in Developmental Education	4,838	5,053	5,405	5,593	9,391
Number of Developmental Education Sections Offered	221	244	264	265	373
Percentage of Section Offerings that are Developmental Education	7.2%	7.8%	8.3%	7.9%	12.7%
Student Success Rate in Developmental Education Courses	59.4%	60.5%	59.3%	63.0%	60.3%
Student Retention Rate in Developmental Education Courses	87.2%	87.4%	87.9%	89.4%	88.9%
Student Course Repetition Rate in Developmental Education Courses	30.0%	32.2%	32.8%	29.7%	N/A
Fall-to-Fall Persistence Rate of Developmental Education Students	50.7%	52.6%	51.8%	52.5%	N/A
Percentage of Developmental Ed. Sections Taught by Full-Time Faculty	33.8%	32.9%	29.8%	27.8%	31.1%
<b>Additional Recommended Measures</b>					
Percentage of Developmental Education Students who Subsequently Enroll in Transfer-Level Courses	76.8%	77.3%	77.7%	79.5%	N/A
Success Rate of Developmental Education Students in Transfer-Level Courses	78.2%	77.6%	78.5%	76.3%	N/A
Percentage of Students who Successfully Completed a Developmental Education Course and Earned a Degree or Certificate	9.1%	11.2%	10.1%	8.8%	4.7%
Percentage of Students who Successfully Completed a Developmental Education Course and Subsequently Transferred	9.3%	12.2%	10.9%	0%	N/A

# Theme Two: Student Success

## Progression through English, Math, and Reading (Fall 2002 to Spring 2007)

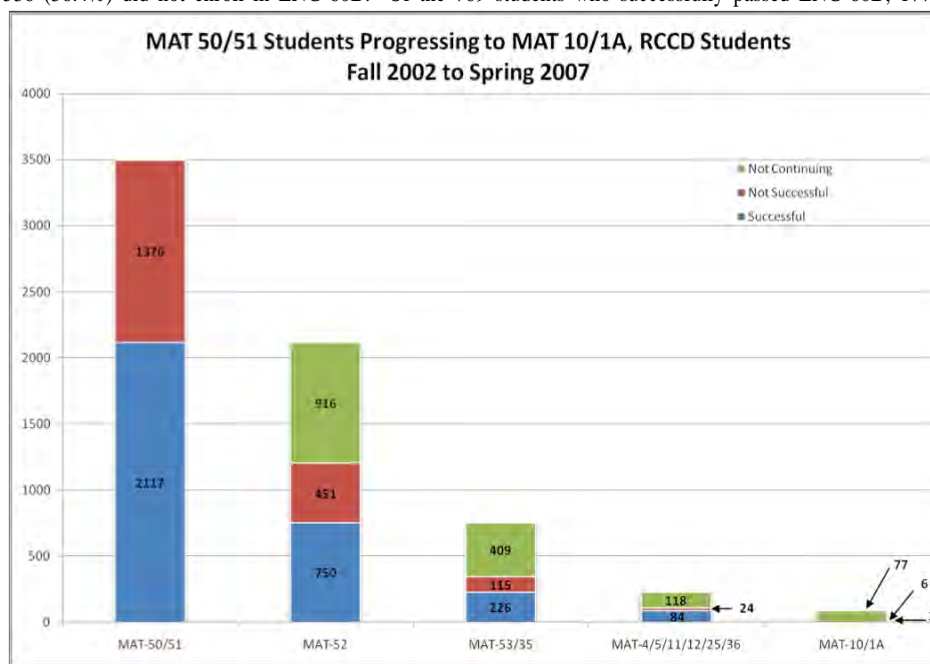
This chart indicates that during the period of Fall 2002 – Summer 2003, 2,346 students attempted ENG-60A. Of these students, 1,472 (62.7%) passed the course. Of the number of students who passed ENG-60A, 936 63.6%) attempted the next highest level, ENG-60B. Of



these students, 769 (82.2%) passed that course. Of the number of students who passed ENG-60B, 592 (77.0%) attempted the next highest level course, ENG-50. Of these students, 514 (86.8%) passed that course. Of the number of students who passed ENG-50, 373 (72.6%) attempted the next highest level course, ENG-1A. Of these students, 325 (87.1%) passed that course. Of the original 2,346 students who started in ENG-60A, 325 (13.9%) successfully completed ENG-1A during the 5 years under examination. The chart also shows the number of

students who were successful in the previous English course but did not take the subsequent English course. Of the 1,472 students who successfully passed ENG-60A, 536 (36.4%) did not enroll in ENG-60B. Of the 769 students who successfully passed ENG-60B, 177 (23.0%) did not enroll in ENG-50. Of the 514 students who successfully passed ENG-50, 141 (27.4%) did not enroll in ENG-1A.

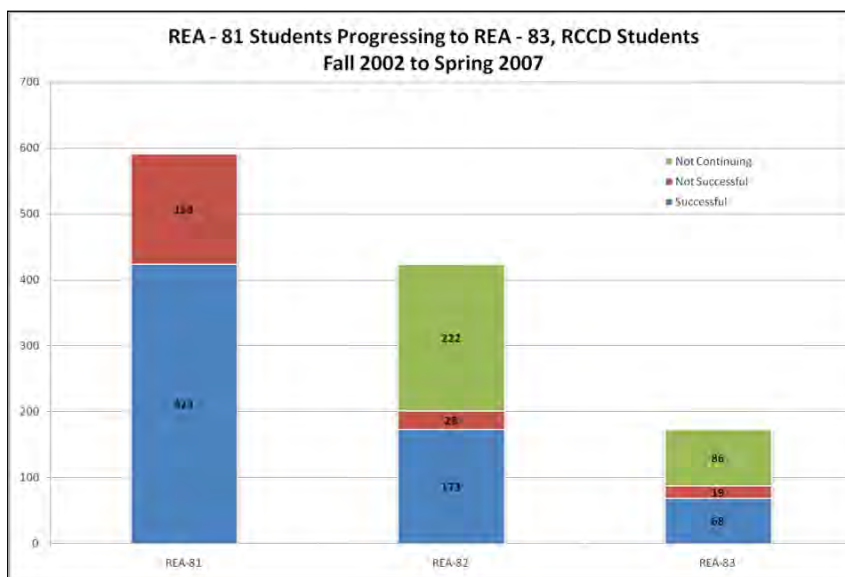
The math chart indicates that during the period of Fall 2002 – Summer 2003, 3,493 students attempted MAT-50 or 51. Of these students, 2,117 (60.6%) passed the course. Of the number of students who passed MAT-50 or 51, 1,201 (56.7%) attempted the next highest level, MAT-52. Of these students, 750 (62.4%) passed that course. Of the number of students who passed MAT-52, 341 (45.5%) attempted the next highest level, MAT-



## Theme Two: Student Success

53 or 35. Of these students, 226 (66.3%) passed that course. Of the number of students who passed MAT-53 or 35, 108 (47.8%) attempted the next highest level course, MAT- 4 or 5 or 11 or 12 or 25 or 36. Of these students, 84 (77.8%) passed MAT- 4 or 5 or 11 or 12 or 25 or 36. Of the number of students who passed MAT- 4 or 5 or 11 or 12 or 25 or 36, 7 (8.3%) attempted the next highest level course, MAT 10 or 1A. Of these students, 6 (85.7%) passed MAT-10 or 1A. Of the original 3,493 students who started in MAT-50 or 51, 6 (0.17%) successfully completed MAT-10 or 1A during the 5 years under examination.

The math chart also shows the number of students who were successful in the previous math course but did not take the subsequent math course. Of the 2,117 students who successfully passed MAT-50 or 51, 916 (43.3%) did not enroll in MAT-52. Of the 750 students who successfully passed MAT-52, 409 (54.5%) did not enroll in MAT-53 or 35. Of the 226 students who successfully passed MAT-53 or 35, 118 (52.2%) did not enroll in MAT- 4 or 5 or 11 or 12 or 25 or 36. Of the 84 students who successfully passed MAT- 4 or 5 or 11 or 12 or 25 or 36, 77 (91.6%) did not enroll in MAT-10 or 1A.



This reading chart indicates that during the period of Fall 2002 – Summer 2003, 591 students attempted REA-81. Of these students, 423 (71.6%) passed the course. Of the number of students who passed REA-81, 201 (47.5%) attempted the next highest level, REA-82. Of these students, 173 (86.1%) passed that course. Of the number of students who passed REA-82, 87 (50.3%) attempted the next highest-level course, REA-83. Of these students, 68 (78.2%) passed that course. Of the original 591 students who started in REA-81, 68 (11.5%) successfully completed REA-83 during the 5 years under examination. The chart also shows the number of students who were successful in the previous reading course but did not

take the subsequent reading course. Of the 423 students who successfully passed REA-81, 222 (52.4%) did not enroll in REA-82. Of the 173 students who successfully passed REA-82, 86 (49.7%) did not enroll in REA-83.

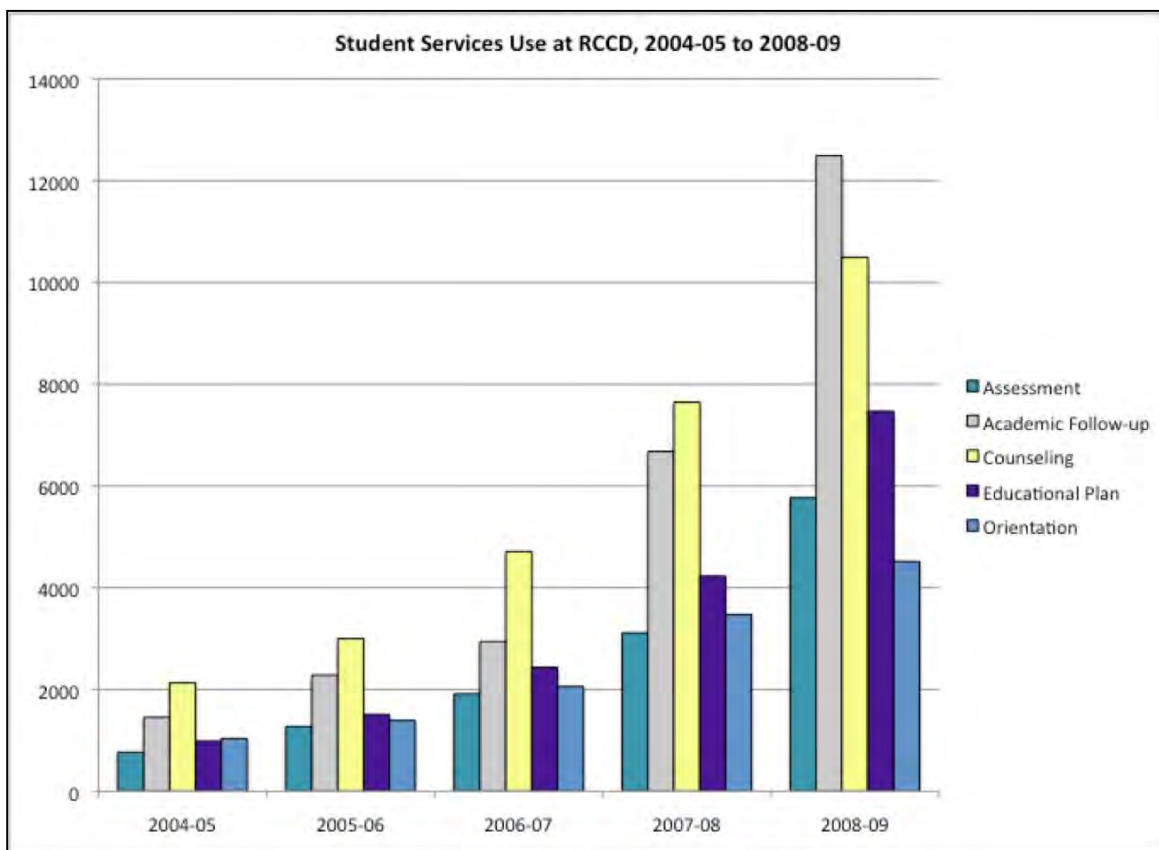
# Theme Two: Student Success

## Strategy Two

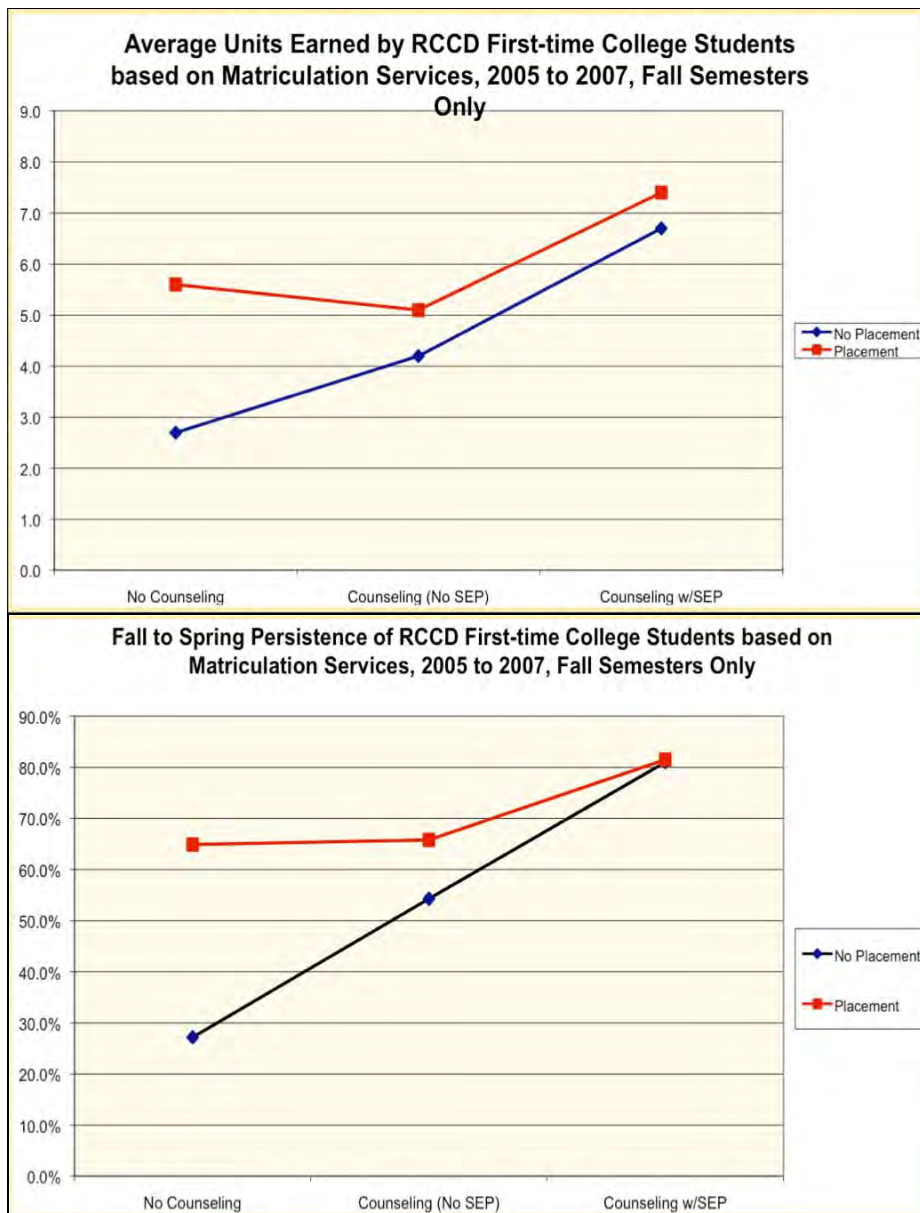
**Develop effective pathways for student success by encouraging all students to use student services, and promoting the completion of a Student Educational Plan (SEP).**

*OUTCOME MEASURE: Number of students who use student services and who have a current SEP*

Preliminary research suggests a positive link between the utilization of student services and the likelihood that a student will earn more units and persist from their first semester to their second semester. Since 2004, the use of student services has increased both in absolute numbers and in the percentage of students utilizing these services.



## Theme Two: Student Success



**Moreno Valley Campus:** The Moreno Valley campus has offered a full complement of student services for many years. New or expanding programs and services during include:

- Student Services classified personnel and counselors facilitating the Back-to-College Day for faculty, informing faculty of the functions and staffing of each Student Services department. In addition, faculty participated in simulated online enrollment process.
- Establishing a Science, Technology, Engineering, and Math (STEM) Student Success Center.
- Establishing a Veterans Program and initiated counselor training.
- Requiring all 400 Early College High School (Gates Grant) students to develop and update SEPs each semester.
- Increasing Tutorial Services from 23 areas in 2006-2007 to 34 subject areas in 2008-2009.
- Establishing a fully operational Health Services Office
- Assigned a full-time EOPS Coordinator to Campus.

## Theme Two: Student Success

**Riverside City College:** The Student Services Division initiated programs designed to increase student usage of student services with the goal of leading students to develop educational plans. Efforts included:

- **Basic Skills Presentations:** Providing workshops to all basic skills classes encouraging students to make an appointment with a counselor to develop an SEP. Follow-up is provided to those students who do not take the initiative to make the appointment, further encouraging them to utilize counseling services.
- **Learning Communities/Specialized Programs:** The counseling faculty made a concerted effort to work with target programs. Faculty collaborated with programs such as, Honors, Ujima, CAP/Basic Skills, and other groups to advertise the importance of students making an appointment in counseling to develop their SEP. Counselors conducted workshops, classroom presentations, and worked with faculty involved in those programs to make the development of a SEP a part of the student's class assignment.

**Norco Campus** engaged in the following activities:

- **SEP promotion at the counseling level:** During each new student orientation, emphasis was placed on meeting with a counselor every semester to develop and update student educational plans. Reminder postcards ("Yellow Cards") are completed by each student during orientation and subsequently mailed to the student about the 6th to 7th week of the following semester as a reminder to the student to visit counseling to develop their personalized SEP. At a grassroots level, all full-time counselors were associated with a student program and/or were a club advisor focused on promoting sound academic development that includes the development of an SEP. Outcomes assessment for counseling included the objective to increase the number of students completing Student Educational Plans. During the spring session, additional resources were leveraged to ensure a staffing level of five counselors during operational hours, allowing students greater access to counselors. Also, during the spring semester, at least one counselor was present at a booth, at any given time, during campus fairs providing outreach to students encouraging them to visit counseling for an SEP. During the fall Student Services Fair, appointments were made on the spot for students. All special funded program counselors (EOPS and DSPS) emphasized and/or required SEP development for their students. The Student Support Services (SSS) Coordinator also serves as an adjunct counselor and ensures that SSS participants have an updated SEP. Faculty, especially those in the English, science, and nursing disciplines, are becoming more and more aware of the importance of SEP development, and as a result, are requiring their students to develop SEPs.
- **SEP emphasis at the staffing level:** At the start of the academic year, Norco Campus participated in the district-wide training for frontline counseling staff designed to promote data integrity through correctly coding counseling appointments. In understanding the importance of data integrity, we added an additional, highly skilled hourly staff member to assist with the processing of SEPs.
- **Outreach Services** has been instrumental in promoting the completion of Online Orientation and SEP completion for recent high school graduates through several "Day of the Mustang" events.
- **Veterans Services** require the completion of SEP, which is inclusive of the Veterans certification process. The Unofficial Course Recommendation Form for Veterans was implemented to guide students in selecting an academic program through counseling visits.

**District-wide efforts included:**

- **15 Unit Completion Letter:** The district has continued the practice of mailing out letters to all RCCD students who have successfully completed 15 or more units, and who have not yet completed an educational plan, encouraging them to set-up a counseling appointment.
- Students in EOPS, Veteran's, DSPS, Athletics, and Puente are required to have an SEP.



# Theme Two: Student Success

## Strategy Three

**Promoting degree and certificate completion in career and technical programs by expanding short-term classes and programs to improve job skills.**

**OUTCOME MEASURES:** *Degree and certification completion rates in career and technical programs; persistence rates*

Workforce preparation has initiated and expanded their offerings to assist Career and Technical Education students in improving their jobs skills through workshops and classes. These include: Skills to Success, Resume Building, and Interpersonal Skills on the Job.

Career and Technical Education has implemented the use of eight-week classes in occupational areas and will continue to move forward in that area. Film and Television, Applied Digital Media, Business and Computer Information Systems, Culinary, and GM, Toyota and Ford Corporate Auto programs have moved in that direction.

The table below represents students enrolled in selected Career and Technical Education cohort-based programs. Students were included in the present analysis if they enrolled in the first course in the program sequence. These students' records were examined to determine whether they had received an award (either degree or certificate) within the subsequent three years. The Completion Rate of the program is calculated as the proportion of students receiving awards to the overall total of students who took the first course in the program.

The Career and Technical Education (CTE) programs selected for the present study represent programs with very clearly defined curricular patterns that students take largely as cohorts. Whereas a few of these cohort-based pro-grams have success rates lower than 10% for the three-year period under review, over half of these programs have a success rate over 70%.

Completion Rates for Selected Cohort-Based Career and Technical Education (CTE) Programs						
Program	Degree /Certificate	CTE Units Required	Cohort Started During	Students in cohort	# receiving award within 4 years	Completion Rate (within 4 years)
Vocational Nursing	Degree / Certificate	51	2004-2005	353	270	76.5%
Emergency Medical	Certificate	7	2004-2005	241	167	69.3%
Associate in Science Degree in Nursing	Degree	71.5	2004-2005	118	116	98.3%
Firefighter Academy	Degree / Certificate	19	2004-2005	79	55	69.6%
Cosmetology-General	Certificate	42	2004-2005	77	75	97.4%
Culinary	Certificate	26	2006-2007	45	31	68.9%
CISCO Networking	Certificate	16	2004-2005	41	35	85.4%
Paramedic	Certificate	49.5	2004-2005	30	1	3.3%
Esthetician	Certificate	17	2004-2005	29	29	100.0%
Automotive Technology-Ford Specialty	Degree	44	2006-2007	26	61	3.1%
Toyota-T-Ten	Certificate	28	2004-2005	26	9	34.6%
Physicians Assistant	Certificate	91.5	2004-2005	25	20	80.0%
Automotive Technology-General Motors Specialty	Degree	44	2004-2005	22	2	9.1%
Basic Correctional Deputy Training	Certificate	13	2004-2005	20	20	100.0%
Dental Assistant	Certificate	42	2007-2008	16	8	50.0%
Dental Hygiene	Degree	60.5	2004-2005	16	16	100.0%
<b>TOTAL</b>				<b>1,164</b>	<b>860</b>	<b>73.9%</b>

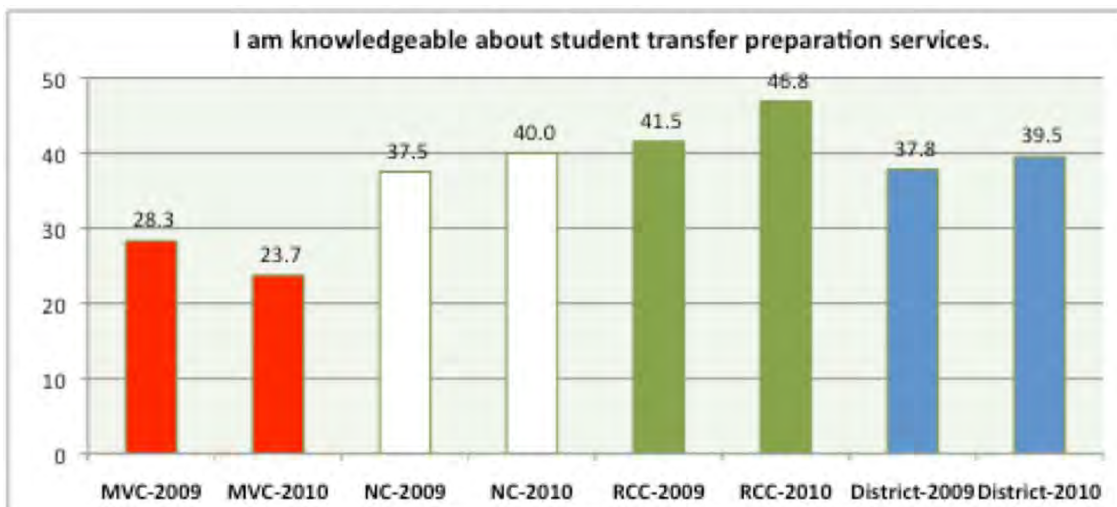
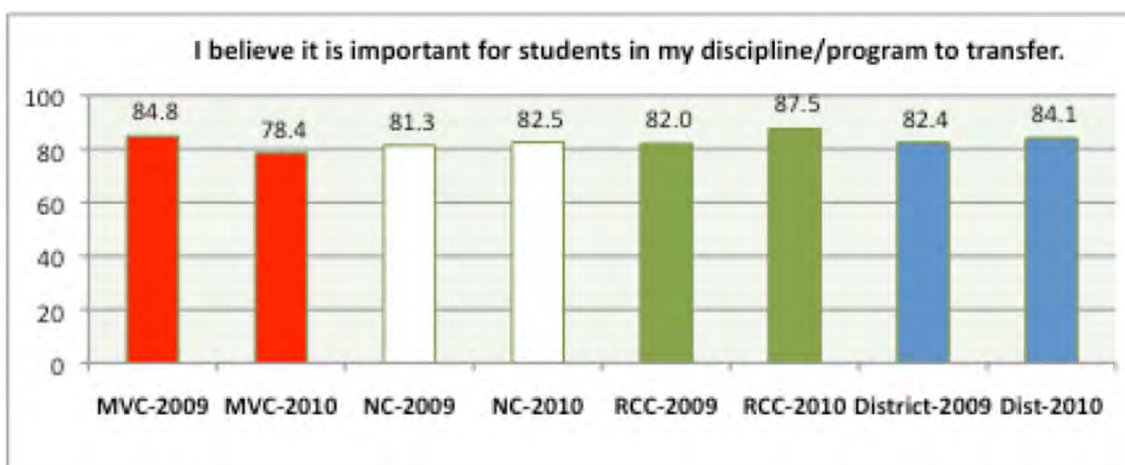
# Theme Two: Student Success

## Strategy Four

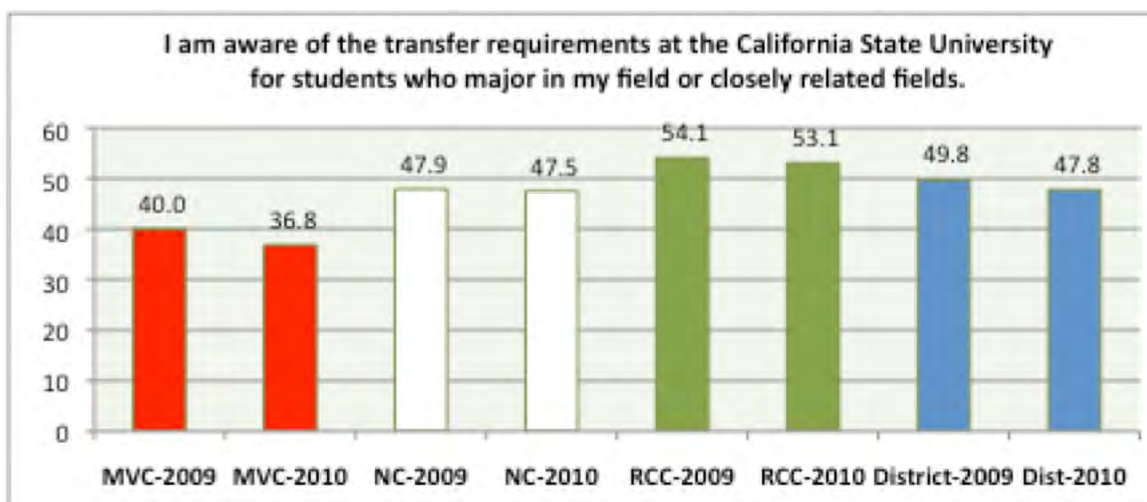
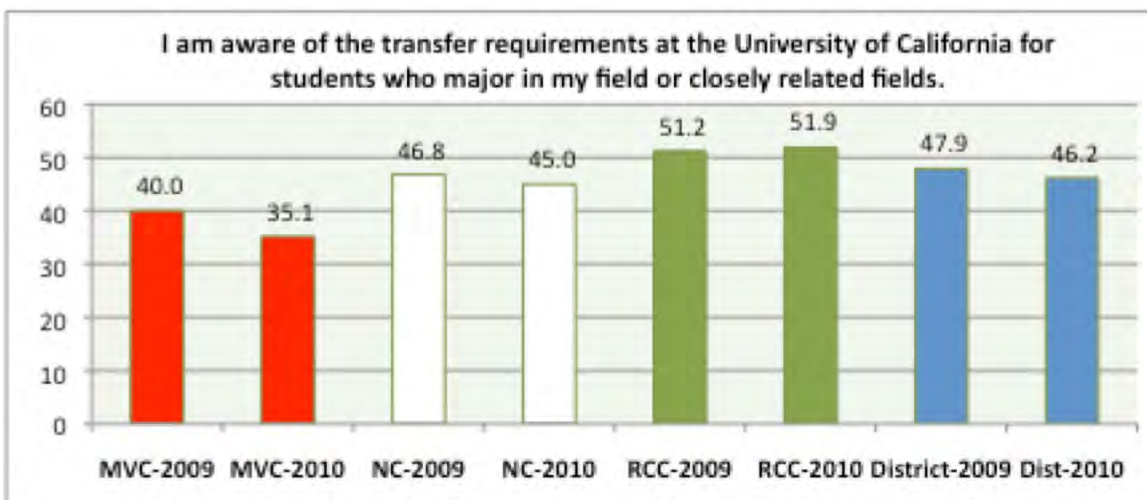
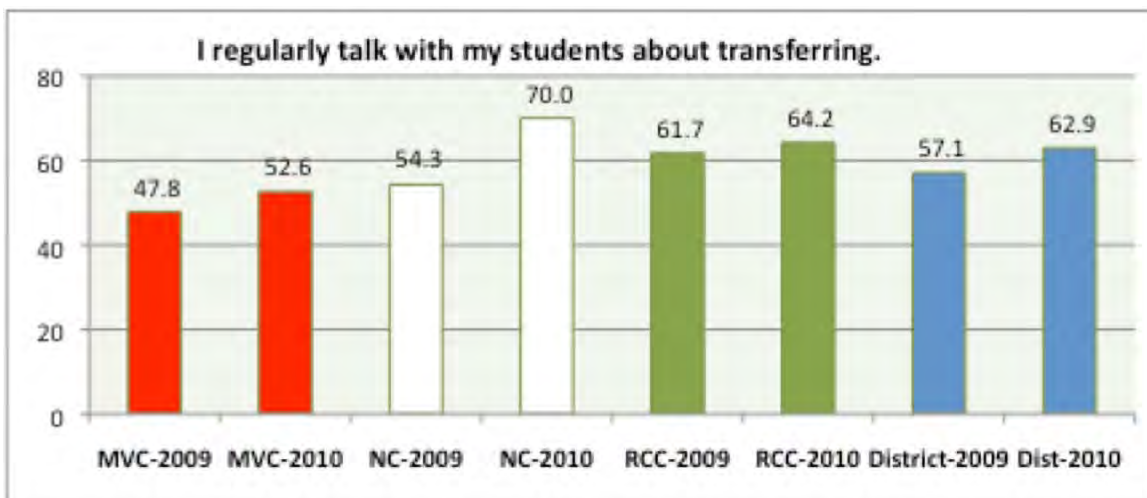
**Increase transfer awareness, transfer readiness, and transfer rates.**

*OUTCOME MEASURES: Faculty survey of transfer awareness concerns; increase in success rates in transfer level courses; increase in transfer ready students; increase in transfer rate to four-year colleges*

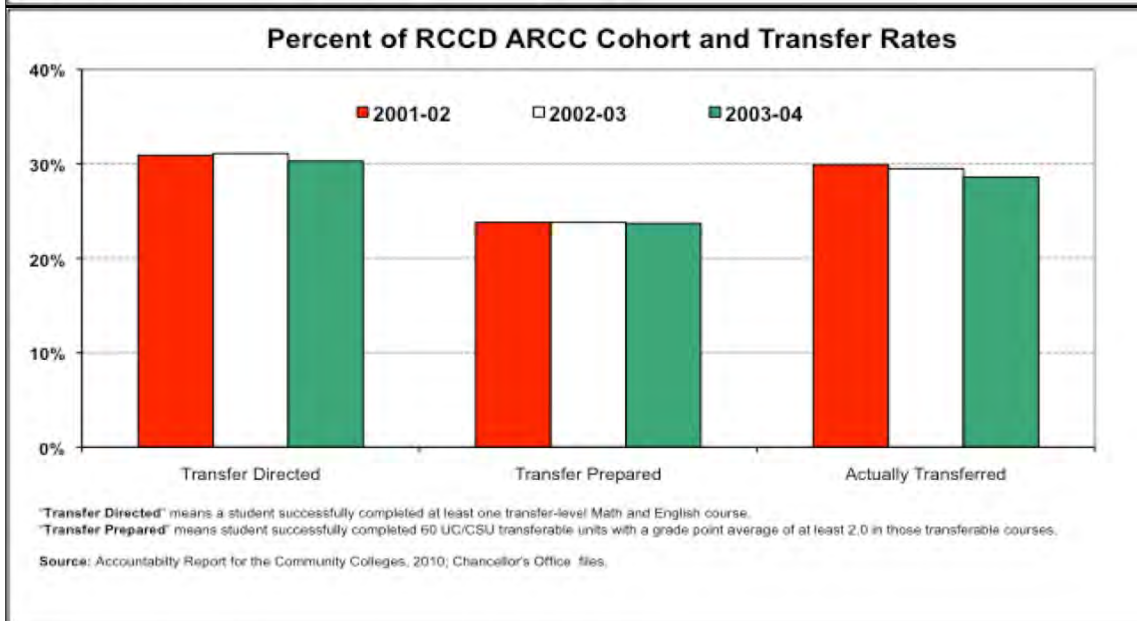
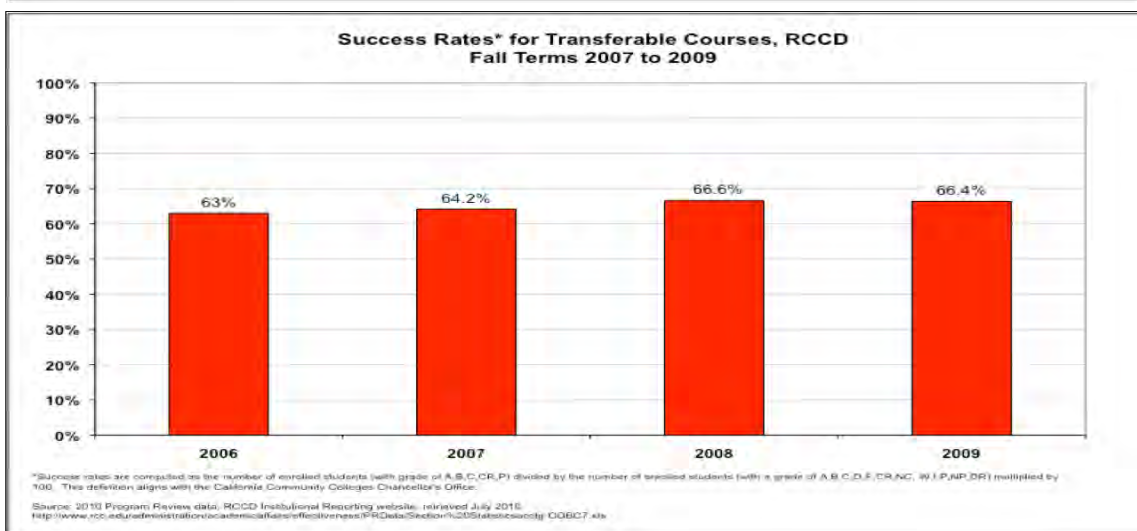
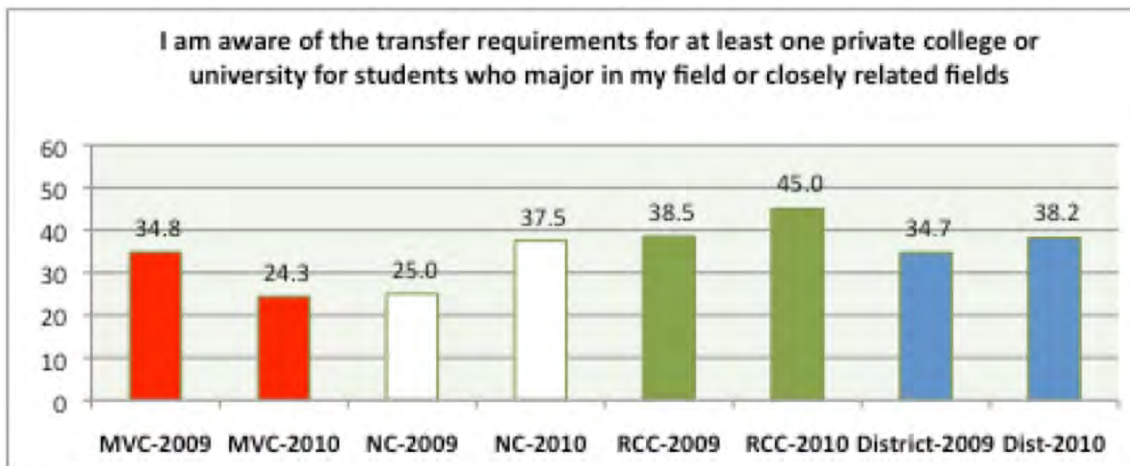
In the spring 2009 semester, RCCD faculty were asked to complete an online survey asking about their knowledge of Transfer Awareness and Developmental Education. The first survey in March 2009 yielded 216 responses (from both full and part-time faculty at all the three campuses). A second survey was carried out in June 2010 with 215 respondents. Below are the findings of both surveys. To ease interpretation, the graphics below reflect a composite recoding of “Strongly Agree” and “Agree” into one category (shown in the graphic). **All numbers in the graphs below indicate the percentage of respondents.**



## Theme Two: Student Success



# Theme Two: Student Success



# Theme Two: Student Success

## Strategy Five

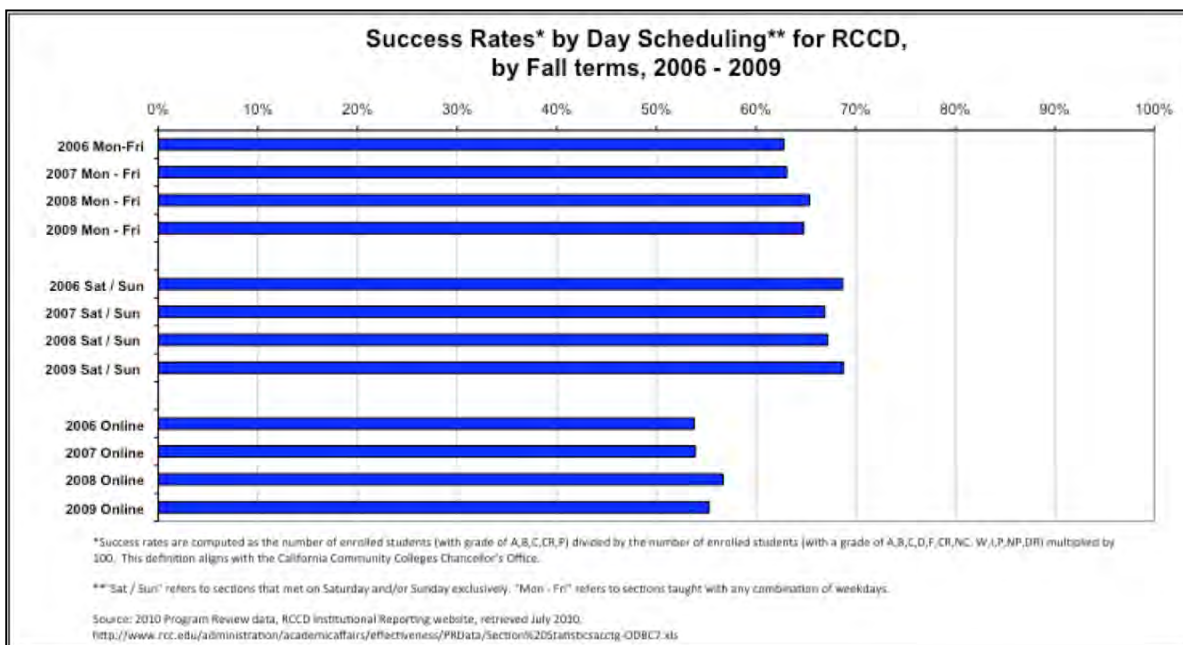
**Expand and improve instructional delivery modes including hybrid courses, online courses, short-term (fast track) classes, and align delivery/timing of services to the needs of students.**

*OUTCOME MEASURES: Summary of instructional options; retention and success comparison for face-to-face, hybrid, and online classes; enrollment rates for short-term courses; student satisfaction surveys*

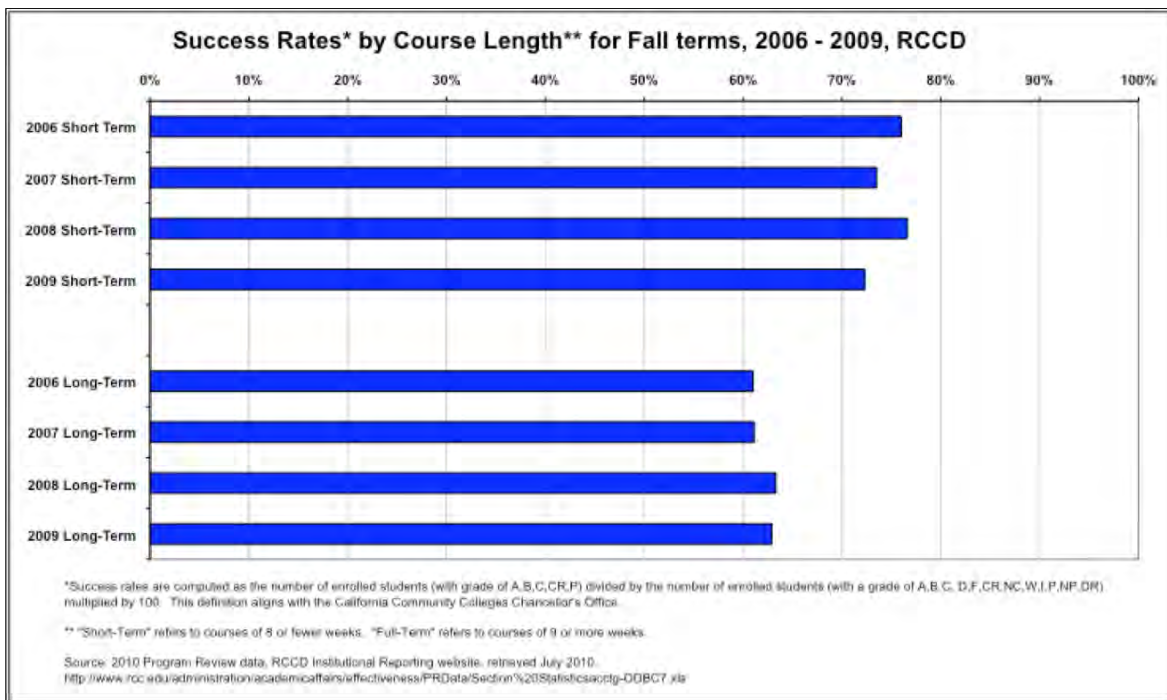
The district continues to offer a range of scheduling options, delivery formats, and instructional options including:

- Scheduling options:
  - Weekend
  - Short Term (6, 8 week)
  - Full Term (16 weeks)
  - Day
  - Evening
- Delivery formats:
  - Hybrid
  - Online
  - Web Enhanced
- Types of courses
  - Credit/Non Credit/Not for Credit
  - Lecture, Lab, Lecture/Lab, Activity Courses

Student satisfaction surveys were distributed during May at all three colleges. Detailed results can be found in the Appendix.



# Theme Two: Student Success



## Theme Two: Student Success



Please see Appendix for college data.

## Theme Two: Student Success

### Student Satisfaction Survey Riverside Community College District Spring 2010 EXECUTIVE SUMMARY

In Spring 2010, the three colleges in the Riverside Community College District conducted satisfaction surveys of their students. These surveys were done in conjunction with the Community College Survey of Student Engagement. Each college was encouraged to ask the same questions so that comparisons could be done throughout RCCD but each also tailored their questions to their own college.

There were 53 questions on the three surveys that were in common, and these were divided into 4 sections: the importance of various aspects of the college, campus climate, the use of services, and general satisfaction questions. For each section, the questions were ranked in terms of what students noted was most important or what they were most satisfied with and comparisons were made between the colleges using one-way ANOVAs to see if there were any differences by college (only statistically significant differences will be reported).

**Importance.** This section of the survey asked students to rate the importance of various aspects of the college. “Cost/Affordability” was most important to students with 72% rating it as Very Important and an overall mean of 2.65. This was followed by “Classes are scheduled at convenient times” and “Location,” both of which had means about 2.5.

Four questions were the lowest rated in terms of the mean and with almost 60% of respondents or more indicating it was Not Important: Extracurricular Activities (1.51); Recommendation from high school counselor (1.53); High school outreach program (1.55); and Personalized attention from college staff prior to enrollment (1.58).

**Campus Climate.** This portion of the survey asked students to rate the sensitivity of each college towards various groups of students. Students agreed that the district was sensitive to all the groups mentioned in the survey. All of the means were above 3.0 (Agree). The group that the district was most sensitive to was Student with various disabilities while the group that the district was least sensitive to was Online students (mean response = 3.06).

**Services.** This section of the survey asked students to rate their level of satisfaction with various services offered by the college. As with the previous section, the students in the district appear to be satisfied with the services offered; each of the services had an average (mean) response above 3.0. Students indicated the most satisfaction with Library Services.

**General Satisfaction.** The last section of the survey asked students to rate their level of agreement with various statements about aspects of the college. The means showed that students agreed most with the statement, “I would prefer healthier food options.” The statement they agreed the least with was, “There is sufficient parking to meet student needs.”

**See Appendix for the Complete Report**



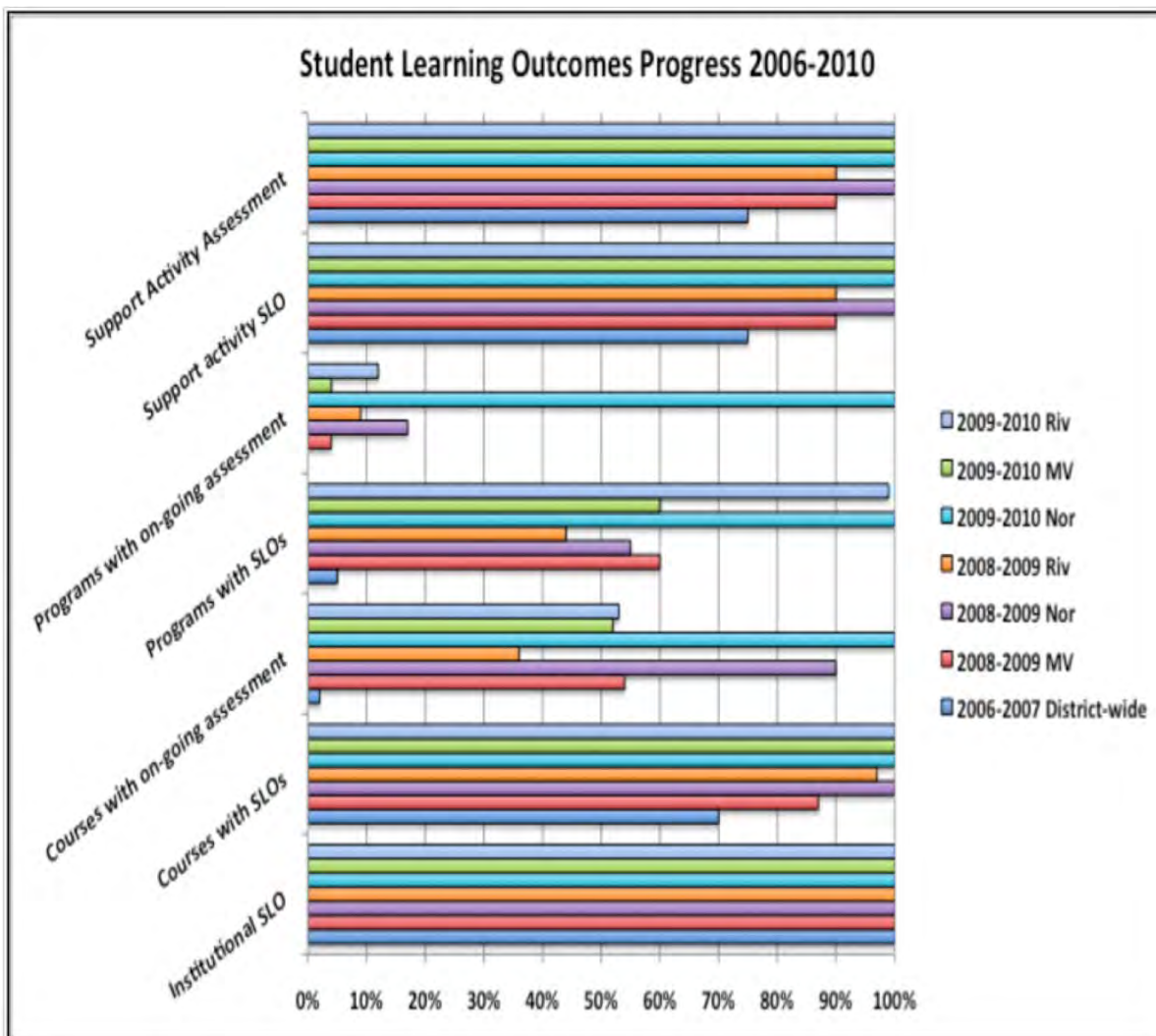
# Theme Two: Student Success

## Strategy Six

**Promote effective teaching and learning through ongoing identification of and assessment of student learning outcomes.**

*OUTCOME MEASURE: Annual Student Learning Outcomes (SLO) Assessment reports*

In 2001, formal efforts began across the district to develop student learning outcomes and assessments plans for all courses. Since then the district has adopted SLO for General Education, AA and AS degrees. All courses have formally adopted SLOs, as have many programs. Assessment of SLOs has increased significantly in the last two years. ACCJC policy requires that SLOs be in place and that assessment practices are ongoing and effective for all courses and programs by 2012. The chart below illustrates progress over the last four years as based upon each campus' report to the ACCJC.



# Theme Two: Student Success

## General Education Student Learning Outcomes Survey, Graduates, Spring 2009 -- RCCD

This report presents the results of the annual graduate survey of the RCCD General Education SLOs (GESLOs), conducted in Spring 2009. The District Assessment Committee (DAC) identified six GESLOs that reflect the skills and competencies all RCCD A.A./A.S. graduates should possess, regardless of major. These six general areas are defined by 25 statements that clarify the more general area. Table 1 below illustrates the relationship between the general GESLOs and the 25 supporting statements.

**Table 1: GESLOS and supporting statements**

Critical Thinking	Analyzing and solving complex problems Constructing sound arguments and evaluating the arguments of others Considering and evaluating rival hypotheses Recognizing and assessing evidence from a variety of sources Generalizing appropriately from specific cases Integrating knowledge across a range of academic and everyday contexts Identifying your own and others assumptions, biases, and their consequences
Information Skills	Demonstrating computer literacy Locating, evaluating, and using information effectively
Communication Skills	Writing with precision and clarity to express complex thought Reading college-level materials with understanding and insight Listening thoughtfully and respectfully to the ideas of others Speaking with precision and clarity to express complex thought
Breadth of Knowledge	Understanding the basic content and modes of inquiry of the major knowledge fields (i.e., humanities, social sciences, physical sciences) Analyzing experimental results and drawing reasonable conclusions from them Using the symbols and vocabulary of mathematics to solve problems and communicate results Responding to and evaluating artistic expression
Application of Knowledge	Maintaining and transferring academic and technical skills to the workplace Being a life-long learner, able to acquire and employ new knowledge Setting goals and devising strategies for personal and professional development and well being
Global Awareness	Demonstrating appreciation for civic responsibility and ethical behavior Participating in constructive social interaction Demonstrating teamwork skills Demonstrating understanding of ethnic, religious, and socioeconomic diversity Demonstrating understanding of alternative political, historical, and cultural viewpoints

These 25 items were put into a survey format and students were given four options for responding: “No Gains,” “Slight Gains,” “Moderate Gains,” and “Significant Gains.” The students were also given the option of responding, “Unable to Judge”. Surveys were passed out during the graduation rehearsal for Spring 2009. A total of 722 surveys were received: 176 from MOV, 158 from NOR, and 388 from RIV. Responses were coded on a 0 to 3 scale: 0 for “No Gains,” 1 for “Slight Gains,” 2 for “Moderate Gains,” and 3 for “Significant Gains.” Means were computed for each measure, with a range from 0 to 3.

**Gains:** The graduates in 2009 indicated moderate to significant gains in all areas. They indicated that they experienced the greatest amount of growth in the area of “Application of Knowledge” while the least amount of growth was in the area of “Breadth of Knowledge.” The six general areas and the corresponding averages, in decreasing order, were:

Application of Knowledge	2.55
Communication Skills	2.53
Critical Thinking	2.48
Global Awareness	2.48
Information Skills	2.45
Breadth of Knowledge	2.37

## Theme Two: Student Success

The following individual gains had an average response of 2.5 or higher:

Being a life-long learner, able to acquire and employ new knowledge	2.60
Integrating knowledge across a range of academic and everyday contexts	2.58
Locating, evaluating, and using information effectively	2.58
Setting goals and devising strategies for personal and professional development and well being	2.57
Analyzing and solving complex problems	2.56
Reading college-level materials with understanding and insight	2.56
Writing with precision and clarity to express complex thought	2.55
Recognizing and assessing evidence from a variety of sources	2.53
Constructing sound arguments and evaluating the arguments of others	2.52
Identifying your own and others assumptions, biases, and their consequences	2.51
Demonstrating teamwork skills	2.50

When the individual gains are mapped to the GESLOs, the top 10 reveal that students appear to be gaining knowledge across four of the six identified GESLOs. Two of these top gains indicate only one individual statement within a GESLO. The first one, “Locating, evaluating, and using information effectively,” is one of only two statements that comprise the GESLO of “Information Skills,” and the individual gain is tied with the 2<sup>nd</sup> highest gain the students report. However, “Demonstrating teamwork skills,” in the “Global Awareness” GESLO, is one of five individual statements. Table 2 (below) shows the gains by average response for the individual items, grouped according to the GESLO.

**Table2: Gains by individual items grouped by GESLOs**

Critical Thinking	Analyzing and solving complex problems	2.56
	Constructing sound arguments and evaluating the arguments of others	2.52
	Considering and evaluating rival hypotheses	2.31
	Recognizing and assessing evidence from a variety of sources	2.53
	Generalizing appropriately from specific cases	2.37
	Integrating knowledge across a range of academic and everyday contexts	2.58
	Identifying your own and others assumptions, biases, and their consequences	2.51
Information Skills	Demonstrating computer literacy	2.31
	Locating, evaluating, and using information effectively	2.58
Communication Skills	Writing with precision and clarity to express complex thought	2.55
	Reading college-level materials with understanding and insight	2.56
	Listening thoughtfully and respectfully to the ideas of others	2.27
	Speaking with precision and clarity to express complex thought	2.45
Breadth of Knowledge	Understanding the basic content and modes of inquiry of the major knowledge fields (i.e., humanities, social sciences, physical sciences)	2.49
	Analyzing experimental results and drawing reasonable conclusions from them	2.42
	Using the symbols and vocabulary of mathematics to solve problems and communicate results	2.32
	Responding to and evaluating artistic expression	2.23
Application of Knowledge	Maintaining and transferring academic and technical skills to the workplace	2.46
	Being a life-long learner, able to acquire and employ new knowledge	2.60
	Setting goals and devising strategies for personal and professional development and well being	2.57
Global Awareness	Demonstrating appreciation for civic responsibility and ethical behavior	2.48
	Participating in constructive social interaction	2.48
	Demonstrating teamwork skills	2.50
	Demonstrating understanding of ethnic, religious and socioeconomic diversity	2.45
	Demonstrating understanding of alternative political, historical, and cultural viewpoints	2.45

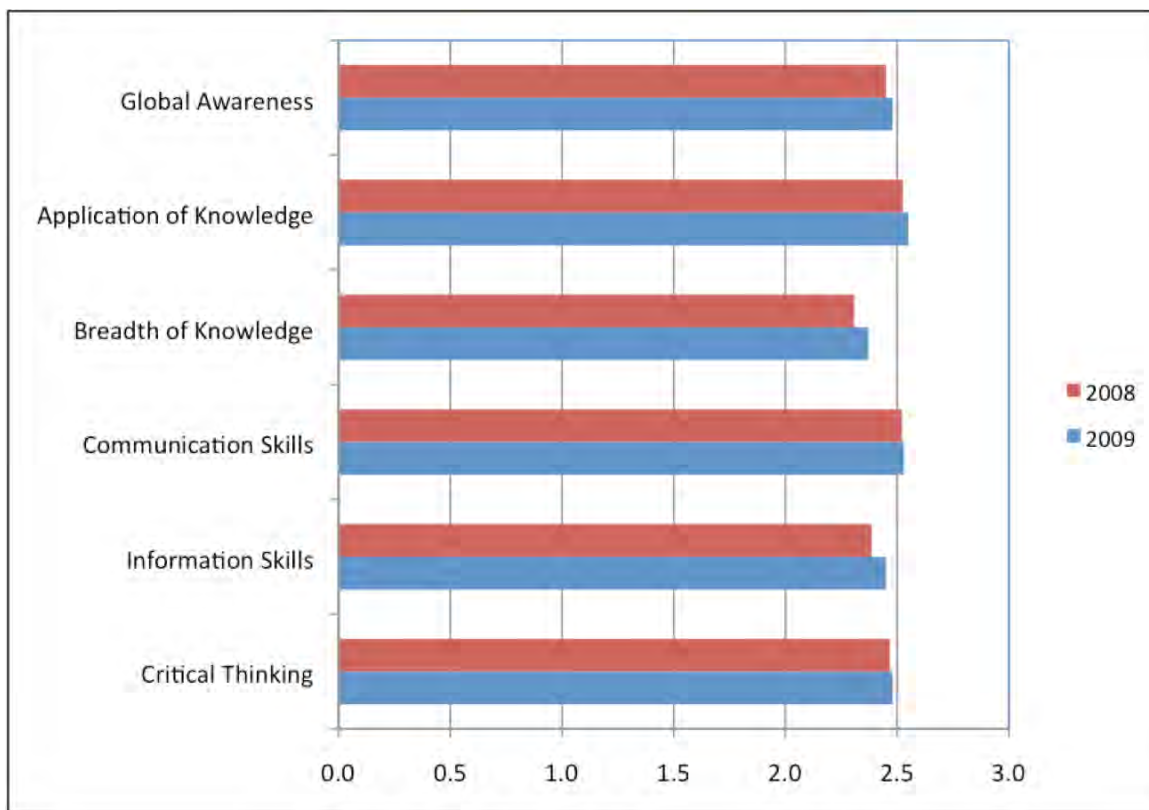
## Theme Two: Student Success

**Unable to Judge:** Five of the 25 individual gains showed that 5% or more graduates responded that they were “Unable to Judge.” These were:

- Demonstrating computer literacy 5.7
- Responding to and evaluating artistic expression 5.4
- Demonstrating understanding of ethnic, religious, and socioeconomic diversity 5.3
- Demonstrating understanding of alternative political, historical, and cultural viewpoints 5.0

### Comparison to 2008

The means for the GESLOs as well as for the individual items were compared with means from the 2008 survey. None of the GESLOs were significantly different between 2008 and 2009. Chart 1 illustrates the similarities between the two years.



Only one of the specific individual gains was significantly different between 2009 and 2008. Students reported more gain in 2009 than in 2008 regarding “Analyzing experimental results and drawing reasonable conclusions from them” ( $t=-2.36$ ,  $df=1,282$ ,  $p<.02$ ).

### Conclusion

This survey shows what students say they are gaining from their experience at RCCD. The district provides students with the tools to apply the knowledge they learn while here, to think critically and to communicate well. However, the survey also reveals areas that could be enhanced. Generally, the “Breadth of Knowledge” and the individual skills associated with this skill set could be fortified. The analysis of individual statements within the general areas of knowledge also reveals areas that could be enhanced throughout the curriculum. For instance, though students indicated significant gains in 5 of the 7 items in “Critical Thinking,” the other two items how some of the lowest average gains on the survey.

## Theme Two: Student Success

### General Education Student Learning Outcomes Survey, Graduates, Spring 2010 -- RCCD

This report presents the results of the annual graduate survey of the RCCD General Education SLOs (GESLOs), conducted in Spring 2010. The District Assessment Committee (DAC) identified six GESLOs that reflect the skills and competencies all RCCD A.A./A.S. graduates should possess, regardless of major. These six general areas are defined by 25 statements that clarify the more general area. Table 1 below illustrates the relationship between the general GESLOs and the 25 supporting statements.

**Table 1: GESLOS and supporting statements**

Critical Thinking	<ul style="list-style-type: none"> <li>Analyzing and solving complex problems</li> <li>Constructing sound arguments and evaluating the arguments of others</li> <li>Considering and evaluating rival hypotheses</li> <li>Recognizing and assessing evidence from a variety of sources</li> <li>Generalizing appropriately from specific cases</li> <li>Integrating knowledge across a range of academic and everyday contexts</li> <li>Identifying your own and others assumptions, biases, and their consequences</li> </ul>
Information Skills	<ul style="list-style-type: none"> <li>Demonstrating computer literacy</li> <li>Locating, evaluating, and using information effectively</li> </ul>
Communication Skills	<ul style="list-style-type: none"> <li>Writing with precision and clarity to express complex thought</li> <li>Reading college-level materials with understanding and insight</li> <li>Listening thoughtfully and respectfully to the ideas of others</li> <li>Speaking with precision and clarity to express complex thought</li> </ul>
Breadth of Knowledge	<ul style="list-style-type: none"> <li>Understanding the basic content and modes of inquiry of the major knowledge fields</li> <li>Analyzing experimental results and drawing reasonable conclusions from them</li> <li>Using the symbols and vocabulary of mathematics to solve problems and communicate results</li> <li>Responding to and evaluating artistic expression</li> </ul>
Application of Knowledge	<ul style="list-style-type: none"> <li>Maintaining and transferring academic and technical skills to the workplace</li> <li>Being a life-long learner, able to acquire and employ new knowledge</li> <li>Setting goals and devising strategies for personal and professional development and well being</li> </ul>
Global Awareness	<ul style="list-style-type: none"> <li>Demonstrating appreciation for civic responsibility and ethical behavior</li> <li>Participating in constructive social interaction</li> <li>Demonstrating teamwork skills</li> <li>Demonstrating understanding of ethnic, religious, and socioeconomic diversity</li> <li>Demonstrating understanding of alternative political, historical, and cultural viewpoints</li> </ul>

In Spring 2010, another question was added: "Understanding environmental issues and their importance to our society." These 26 items were put into a survey format and students were given four options for responding: "No Gains," "Slight Gains," "Moderate Gains," and "Significant Gains." The students were also given the option of responding, "Unable to Judge." Surveys were passed out during the graduation rehearsal for Spring 2010. A total of 736 surveys were received: 183 from MOV, 125 from NOR, and 428 from RIV. Responses were coded on a 0 to 3 scale: 0 for "No Gains," 1 for "Slight Gains," 2 for "Moderate Gains," and 3 for "Significant Gains." Means were computed for each measure, with a range from 0 to 3.

# Theme Two: Student Success

## Gains

The graduates in 2010 indicated moderate to significant gains in all areas. They indicated that they experienced the greatest amount of growth in the area of “Application of Knowledge” while the least amount of growth was in the area of “Breadth of Knowledge.” The six general areas and the corresponding averages, in decreasing order, were:

Application of Knowledge	2.61
Communication Skills	2.57
Critical Thinking	2.54
Global Awareness	2.54
Information Skills	2.50
Breadth of Knowledge	2.46

The following individual gains had an average response of 2.6 or higher:

- Being a life-long learner, able to acquire and employ new knowledge 2.70
- Integrating knowledge across a range of academic and everyday contexts 2.64
- Locating, evaluating, and using information effectively 2.62
- Setting goals and devising strategies for personal and professional development and well being 2.62
- Listening thoughtfully and respectfully to the ideas of others 2.62

When the individual gains were mapped to the GESLOs, the top 10 reveal that students appear to be gaining knowledge across four of the six identified GESLOs: “Critical Thinking,” “Information Skills,” “Communication Skills,” and “Breadth of Knowledge.” It is worth noting that the individual gain, “Locating, evaluating, and using information effectively,” is one of only two statements that comprise the GESLO of “Information Skills.” This individual gain is tied with the 3<sup>rd</sup> highest gain the students reported while the other individual gain in this GESLO, “Demonstrating computer literacy,” is next to last. Table 2 (below) shows the gains by average response for the individual items, grouped according to the GESLO.

**Table 2: Gains by individual items grouped by GESLOs**

Critical Thinking	Analyzing and solving complex problems	2.58
	Constructing sound arguments and evaluating the arguments of others	2.54
	Considering and evaluating rival hypotheses	2.41
	Recognizing and assessing evidence from a variety of sources	2.58
	Generalizing appropriately from specific cases	2.45
	Integrating knowledge across a range of academic and everyday contexts	2.64
	Identifying your own and others assumptions, biases, and their consequences	2.57
Information Skills	Demonstrating computer literacy	2.38
	Locating, evaluating, and using information effectively	2.62
Communication Skills	Writing with precision and clarity to express complex thought	2.57
	Reading college-level materials with understanding and insight	2.57
	Listening thoughtfully and respectfully to the ideas of others	2.62
	Speaking with precision and clarity to express complex thought	2.53
Breadth of Knowledge	Understanding the basic content and modes of inquiry of the major knowledge fields	2.56
	Analyzing experimental results and drawing reasonable conclusions from them	2.49
	Using the symbols and vocabulary of mathematics to solve problems and communicate results	2.43
	Responding to and evaluating artistic expression	2.36
Application of Knowledge	Maintaining and transferring academic and technical skills to the workplace	2.50
	Being a life-long learner, able to acquire and employ new knowledge	2.70
	Setting goals and devising strategies for personal and professional development and well being	2.62
Global Awareness	Demonstrating appreciation for civic responsibility and ethical behavior	2.55
	Participating in constructive social interaction	2.55
	Demonstrating teamwork skills	2.56
	Demonstrating understanding of ethnic, religious, and socioeconomic diversity	2.51
	Demonstrating understanding of alternative political, historical, and cultural viewpoints	2.50
New Question	Understanding environmental issues and their importance to our society	2.49

## Theme Two: Student Success

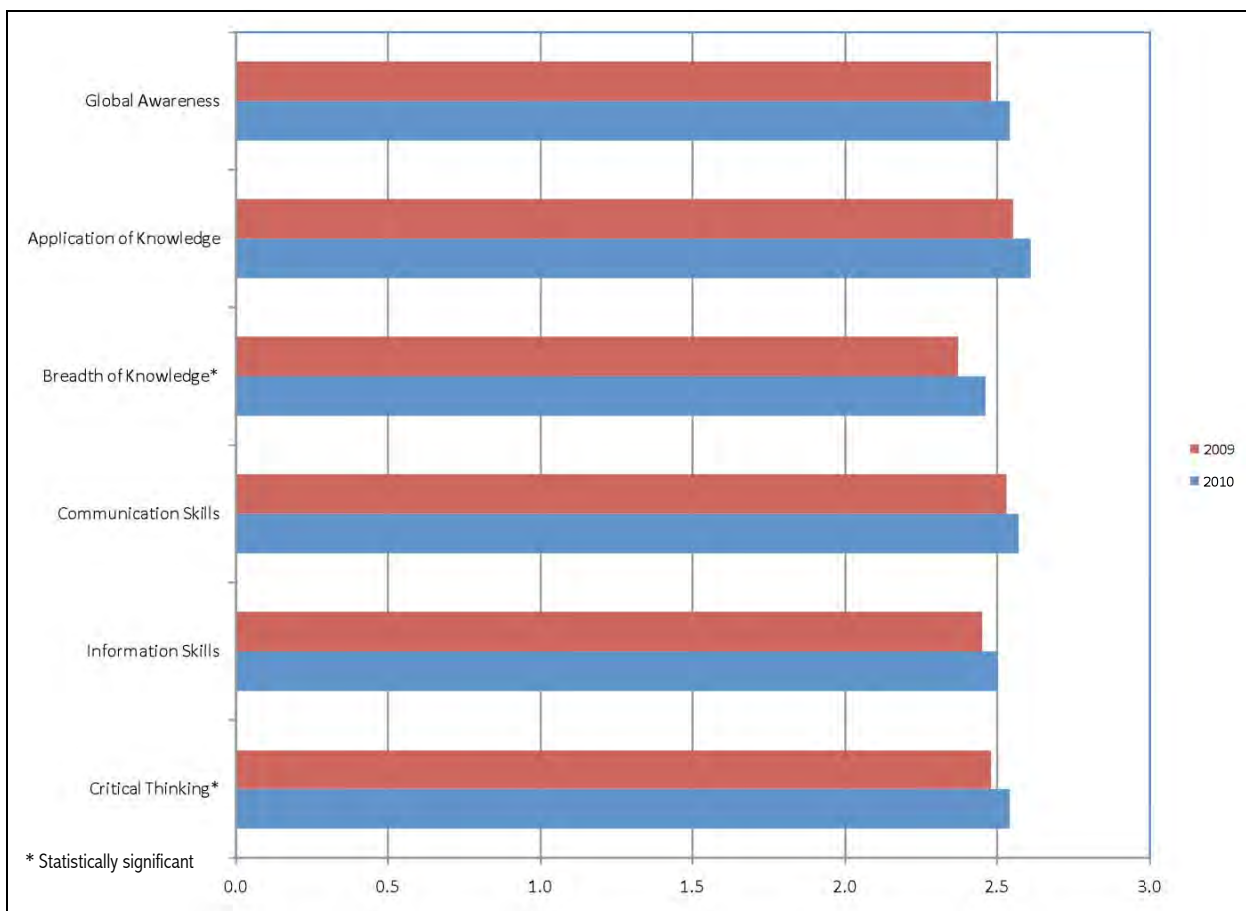
### Unable to Judge

Only one of the 25 individual gains, “Responding to and evaluating artistic expression,” showed that 5% or more graduates responded that they were “Unable to Judge.”

### Comparison to 2009

The means for the GESLOs as well as for the individual items were compared with means from the 2009 survey. Two of the GESLOs were significantly different between 2009 and 2010, “Critical Thinking,” ( $t=-2.152$ ,  $df=1317$ ,  $p<.05$ ) and “Breadth of Knowledge” ( $t=-2.590$ ,  $df=1317$ ,  $p<.05$ ). Chart 1 illustrates the similarities between the two years.

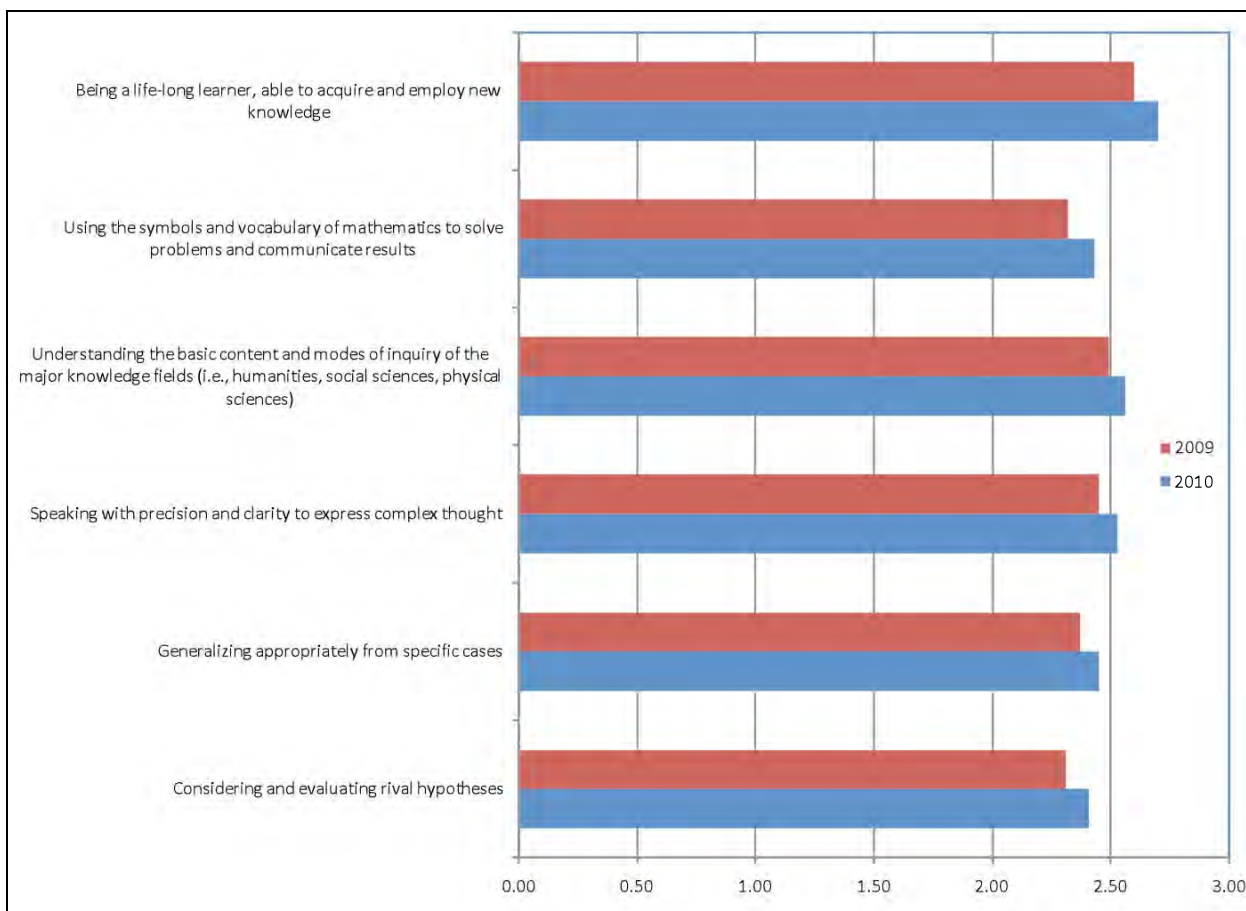
**Chart1: Comparison of GESLOs in 2010 and 2009**



Six of the specific individual gains were significantly different between 2010 and 2009 as illustrated in Chart 2 ( $p<.05$  for all the measures).

## Theme Two: Student Success

Chart 2: Individual GESLOs that had significant differences between 2010 and 2009



### Conclusion

Survey results indicate that students believe they are gaining knowledge, understanding and abilities from their experience at RCCD. Students report the district provides them with the tools to apply the knowledge they learn, to think critically and to communicate well. The survey also reveals areas that could be enhanced. Generally, the GESLOs “Breadth of Knowledge” and “Global Awareness” could be fortified. The analysis of individual statements within the general areas of knowledge also reveals areas that could be enhanced throughout the curriculum.



## Theme Three: Service to the Community

### Theme Three: Service to the Community

Businesses in the RCCD service area face considerable challenges. Local industries are looking for workers with vocational and trade skills, but the education of adults does not match the employer demands. At the same time, population gains in the Riverside area have outstripped gains in jobs for college graduates, an imbalance that has led to the region being one of the nation's largest commuter communities.

There is, however, considerable **demand for skilled labor**. The Inland Empire suffers from a significant deficit of high school graduates with vocational skills. The District is committed to provide an array of **educational services** to the local community empowering students to become **valuable contributors** to the economic and social life of the region.

#### Service to the Community Strategies:

1. Analyze, refine, and promote programs in Career and Technical Education, Economic Development, and Community Education to improve competency and competitive capability of incumbent workers/residents through training and vocational skills preparation.

*Outcome Measures: Employment surveys*
2. Foster economic growth and global competitiveness through high quality training and business development services that address the marketing needs of local business and expand international business and trading opportunities

*Outcome Measures: Change in existing sales, new jobs created, number of businesses trading internationally, and amount of federal and state contracts awarded to local businesses*
3. Maintain and strengthen existing ties with community-based organizations while developing new productive relationships with additional community groups geared toward the enhancement of existing programs and consideration of new initiatives to address identified community needs.

*Outcome Measures: Inventory of community activities engaged in by RCCD trustees, administrators, faculty, staff, and students.*
4. Ensure that all geographic areas of the District have opportunities for personal enrichment and life-long learning through Community Education programs and other initiatives.

*Outcome Measures: Inventory of programs and survey of participant satisfaction*
5. Respond to the needs of the region for social, cultural, and political programs.

*Outcome Measures: Inventory of programs and activities hosted by RCCD and its colleges*

# Theme Three: Service to the Community

## Strategy One

**Analyze, refine, and promote programs in Career and Technical Education, Economic Development, and Community Education to improve competency and competitive capability of incumbent workers/residents through training and vocational skills preparation.**

*OUTCOME MEASURE: Employment surveys*

Economic Development hosts multiple centers to provide workforce training for incumbent workers, transitional workers, and workforce advancement. These centers are funded by either grants or income generated by program offerings.

These centers provide training to businesses for workforce advancement. On-going training programs include topics such as leadership and supervisory skills, ESL and VESL, advanced manufacturing techniques (Six Sigma, lean manufacturing, and process automation), medical records training, business development, grant writing, international trade (such as import/export, tariffs, regulations, and financing) and government procurement.

In addition to these regular training programs, Economic Development offers specialized training funded by grants and fee-based events.

### Specialized Training

- *Manufacturing Skill Standards Council Logistics Training* for the two-county area, providing workforce training, transition, and placement into transportation and warehousing positions
- *Youth Entrepreneurship Program* providing life-skills and entrepreneurship training to K-12 at-risk students
- *Curriculum Development and Articulation* with CSU-Pomona to create fast-track programs for RCCD students and logistics/transportation career pathways with other 4-year universities
- *City of Moreno Valley Community Development Block Grant* and *City of Riverside Community Development Block Grant* for at-risk youth, providing warehousing, distribution and logistics training in entry-level positions and job referral
- *American Recovery and Reinvestment Act* funded training for unemployed residents of Riverside County in recession-resistant skills such as welding, photovoltaic panel installation, and water distribution/treatment. Working in cooperation with the County of Riverside and the Workforce Development Board, this program worked with local employers to develop jobs and placement opportunities.
- Funded by the Department of Labor, the *Southern California Logistics Technical Collaborative* enabled RCCD to train incumbent and displaced workers in the logistics and transportation industries.

Center	Students Trained in Calendar Year 2009
TriTech SBDC	679
Procurement Assistance	538
Ctr for Int'l Trade	249
Customized Training	2,206
<b>TOTAL</b>	<b>3,672</b>

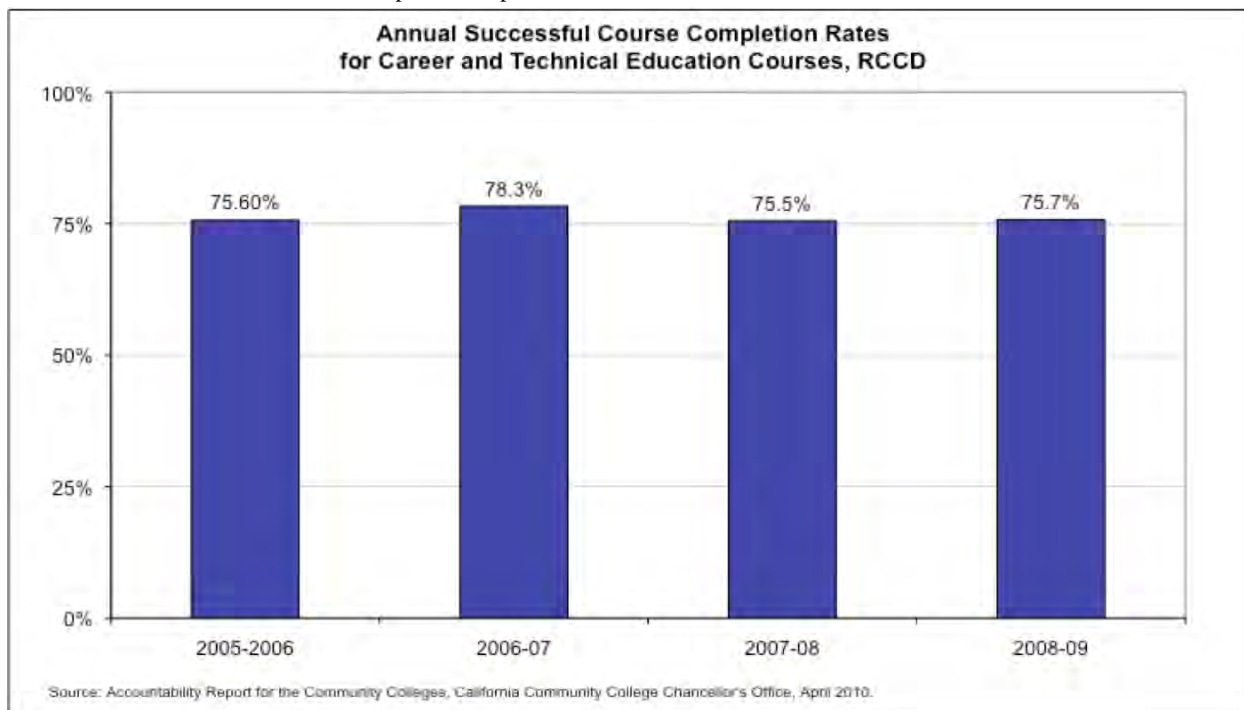
### Events

- RCCD offers the *RCC Robotics Camp* for high school students to engage in manufacturing and process-based systems. Students learned about advanced manufacturing tools and techniques, control systems, and built their own robot by the end of the event.
- *The Egypt Phase I* program brought Egyptian high school students to study abroad in California. The program, funded by the U.S. Department of State, enabled students to advance their education while developing cultural understanding between U.S. and Egyptian students.

## Theme Three: Service to the Community

**Norco:** A proposal for new “green technology” training program has been submitted in partnership with the district’s Contract Education Office for possible funding under the federal stimulus grant program. Green initiatives include community education courses offered at Norco such as Green retrofitting, as well as, the Botanical water-preservation garden. A new green Construction Technology program will infuse green building principles into existing curriculum as well as developing new green curriculum for the construction industry.

**Riverside:** The City of Riverside Chamber of Commerce has collaborated with the college to provide internships with the Work Experience program. Early Childhood Education added an Infant/Toddler Certificate Program and Teacher Education added the Career Technical Education Teacher Preparation Pipeline.



**Progress on Employment Surveys:** The Office of Institutional Research conducted a literature review on the administration of employer surveys. Much of the recent literature is based on the work of Banta (1993). The institutions Banta reviewed administered surveys by mail and phone to employers and to alumni to obtain employer information and permission to survey their employers. There was no significant difference between the use of mail or phone to obtain information. The use of alumni contact information for employers proved to be the best method. However, low response rates to surveys were attributed to low response rates of alumni. Another limitation of the study was that employers were unable to identify employed alumni of institutions.

The Office of Institutional Research has won a grant to fund telephone surveys of CTE completers in the fall of 2010.

# Theme Three: Service to the Community

## Strategy Two

**Foster economic growth and global competitiveness through high quality training and business development services that address the marketing needs of local business and expand international business and trading opportunities.**

*OUTCOME MEASURES: Change in existing sales, new jobs created, number of businesses trading internationally, and amount of federal and state contracts awarded to local businesses*

Economic Development hosts multiple centers to provide workforce training and to promote business development in the community. These centers are funded by either grants or income generated by program offerings.

The centers provide a number of on-going services and programs for the local business community. These include one-on-one counseling for business development, workshops on a variety of practical business topics, panels of experts, and conferences.

### Business Development

- RCCD founded the *Center for Green Economy*, a new center designed to promote sustainable energy job creation, business development, and education.

### Events

- The *Catch the Wave conference* provided attending businesses and entrepreneurs with features including expert panels, demonstration of investment deals, and special topics on starting and funding new high-growth businesses in the Inland Empire.
- The *9<sup>th</sup> Annual Veteran's Business Summit* was a day-long conference connecting veteran and disabled veteran-owned businesses with state and federal procurement agents, as well as significant prime contractors.
- *Inland Empire Tech Week* was a week-long collaboration event with the City of Riverside, UC Riverside, the County of Riverside, California State University-San Bernardino, and RCCD. RCCD hosted a day of educational sessions on business start-up and development, and produced a "Fast Pitch" event in which entrepreneurs pitched their start-up ideas to real investors.

In 2009, the Office of Economic Development's activities led to:

- 798 new job and job equivalents created in our service area
- \$32,074,000 in reported economic impact.

Center	Economic Impact	Jobs & Job Equivalents
TriTech SBDC	\$18,615,000	24/503
Statewide CITD	\$1,755,000	4
Procurement Assistance	\$11,000,000	224
Ctr for Int'l Trade	\$684,000	12
Customized Training	n/a	12/19
<b>TOTAL</b>	<b>\$32,074,000</b>	<b>276 jobs 522 job equivalents</b>

Note: Figures are for Calendar Year 2009

## Theme Three: Service to the Community

### Strategy Three

**Maintain and strengthen existing ties with community-based organizations while developing new productive relationships with additional community groups geared toward the enhancement of existing programs and consideration of new initiatives to address identified community needs.**

*OUTCOME MEASURE: Inventory of community activities engaged in by RCCD trustees, administrators, faculty, staff, and students.*

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A district-wide survey to establish a baseline of community involvement was carried out in fall 2009. Results appear in the Appendix. The survey will be redistributed in the fall of 2010 to determine if community involvement is increasing.

The colleges have also partnered with many community groups and offered opportunities for the community to become more engaged with the colleges. These activities have included for example:

#### Riverside:

- A dual admissions agreement with Chapman University;
- Weatherization jobs for Foster youth through the Community Action Partnership (CAP).
- A newly funded partnership with the California Family Life Center, which operates the Youth Opportunity Center in Rubidoux, will provide \$70,000 to partner with the Center and assist 16 – 24 year olds who have not completed high school, and are not engaged in college or are not employed.
- An AmeriCorps VISTA person is serving one year with the RCC Child Development Careers WORKs! (CDC WORKs!) Program. VISTA builds capacity in nonprofit organizations and communities to help bring individuals and communities out of poverty. The CDC VISTA provides CDC WORKs! participants educational and cohort support, job placement assistance, and professional development opportunities.
- Support the PEW Cultural Data Project and the Riverside Cultural Affairs Director's initiative to provide workshops for eligible funders in the community.
- Provided community art display in the library.
- Supported the development of the Mine` Okluba Project/Gallery, Archives.
- Partnered with Community Action Partnership and New Jerusalem Christian Center.

#### Norco:

- Outreach to CNUUSD-Adult Education Center to promote integration of ESL adult learners. ESL One-stop was offered to interested students towards the completion of the AOC process.
- Participated in Day of the Child, which is a community based event to celebrate K-3 children.
- Dual Admission and Cross Enrollment programs are offered to promote transfer of community college students to local universities. Dual articulation and transfer with Cal State San Bernardino and Brandman University have been established.
- Norco College participated in an event for the early detection of breast cancer hosted by the Community Health and Family Foundation. Norco College had 74 participants and received the first annual "Jazzercise with the Stars" Award.
- ESL Outreach Day was held on June 5, 2009. Thirty-one participants attended, many of whom were first-time visitors to the Norco Campus. The Campus Outreach Office participated in the Inland Empire College Fair, sponsored by Today's Youth, in May 2009.
- Incorporated Norco College student volunteers into Soroptimist International of Corona's annual Dreams & Decisions – Helping CNUUSD 7<sup>th</sup> & 8<sup>th</sup> graders make good decisions to achieve their dreams.
- Students and administrators participated as judges in the annual CNUUSD Middle School Speech Tournament.
- The National Science Foundation 4<sup>th</sup> Annual Summer Innovation Institute Technology Camps introduced high school students to electronics, robotics, manufacturing and logistics using math and science.

# Theme Three: Service to the Community

## Strategy Four

**Ensure that all geographic areas of the District have opportunities for personal enrichment and life-long learning through Community Education programs and other initiatives.**

*OUTCOME MEASURE: Inventory of programs and survey of participant satisfaction*

The District extended Community Education courses to the following new locations:

- Burl House Studio, 2060 Chicago, Riverside 92507
- Arlanza Community Center, 7950 Philbin Ave., Riverside
- Arlington Commons, 10849 Arlington Ave., Riverside 92505
- Bordwell Park Community Center, 2008 Martin Luther King, Riverside 92507
- Country Village, 10250 Country Club Dr., Mira Loma 91752
- Magnolia Presbyterian Church, 7200 Magnolia Ave., Riverside 92504
- Orange Terrace Community Center, 20010 Orange Terrace Pkwy, Riverside 92508

Senior Citizen Education New Locations 2008-2009:

- Arlanza Community Center
- Arlington Commons
- Bobby Bonds Sports Complex
- Bordwell Park Community Center
- Country Village
- Crown Pointe
- Cypress Gardens Convalescent Hospital
- Dales Senior Center
- Emeritus @ Villa de Anza
- Encore Senior Village
- Grove Community Church
- Integrated Care Communities
- Magnolia Presbyterian Church
- Orange Terrace Community Center
- Raincross Senior Village
- Sunrise Assisted Living
- Whispering Fountain Apartments

Special Programs

- *Summer School for the Riverside Unified School District* was administered by Community Education to enable high school students to take courses toward graduation.
- Community Education also supported the Emergency Medical Services program by offering fee-based courses in CPR enabling allied health students to complete their degree within RCCD.

<b>Community Education</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>
Unduplicated Head Count	6,982	5,227	7,738
Courses Offered	2,966	3,535	4,168

<b>Senior Citizen Education</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>
Unduplicated Head Count	8,959	11,897	7,481
Courses Offered	345	402	231
FTES Generated	197.24	291.58	185.21

# Theme Three: Service to the Community

## Strategy Five

**Respond to the needs of the region for social, cultural, and political programs.**

*OUTCOME MEASURE: Inventory of programs and activities hosted by RCCD and its colleges*

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An extensive array of programs were offered during the 2008-2010 fiscal years, particularly in the arts:

### **Riverside Programming:**

- A Midsummer Night's Dream
- Annie Get Your Gun
- Celebrate Dance
- Celebrating Women in Mathematics and Science workshop
- Clarinet & Strings Studio Recital
- Dancers for Life
- Empowering Young Women conference
- Faculty and Student Recitals
- Flute, French Horn, Bassoon, Trombone, Tube and Oboe Studio Recitals
- Guest Recitals
- Guys and Dolls
- Holly Dazzle
- How to Succeed in Business Without Really Trying
- Kinetic Conversations
- MIDI Recital
- Percussion Recital
- Piano Studio Recital.
- RCC Chamber Singers
- RCC College Choir Concert
- RCC Guitar Ensemble and Guitar Studio Recital
- RCC Jazz Combos and Jazz Band, including a Jazz festival
- RCC Percussion Ensemble
- RCC Piano Faculty and Friends Recital
- RCC President's Honor Recital
- RCC Symphony Orchestra
- RCC Wind Ensemble with various bands and others
- Riverside City College Chamber Singers Fall Concert with special guest choir
- Riverside Master Chorale presents: Haydn and Mendelssohn 200th Anniversary
- Saxophone and Bass Studio Recital
- Sensational Showtunes : Up Close and Personal
- The 3rd Annual RCC Music Faculty Recital
- The John Jorgensen Quintet pioneers of American gypsy jazz.
- The Laramie Project
- The North High School Chamber Singers
- The Vagina Monologues
- Tribute to Ellington and Basie Concert
- Voice Studio Recital

## Theme Three: Service to the Community

The World Affairs Council of the Inland Empire has its offices on the Riverside campus and makes all of its presentations and discussions available for free to students. The Council also makes DVDs of each presentation available to educators for classroom use. During fiscal year 2008-2009 these included:

- Tour of NPR WEST Studios in Culver City and “Q & A with Mike Shuster, Foreign Correspondent”
- “Negotiating Arab-Israeli Peace: American Leadership in the Middle East” with Ambassador Daniel C. Kurtzer and Professor Scott B. Lasensky
- “Iraq and the next American President” with Time Bureau Chief Brian Bennett
- “Re-engage! America and the World After Bush” with Journalist Helena Cobban
- “PAKISTAN: The Most Dangerous Country in the World” with Bruce Riedel of the Brookings Institution
- “Everyone Has the Right to my Opinion” with Political Cartoonist and Senior Editor for Investor’s Business Daily, Michael Ramirez
- “Diplomacy in Crisis: The Real Cost of Letting Diplomacy Decline” with Ambassador Ronald E. Neumann
- “The Gamble: General Petraeus and the American Military Adventure in Iraq, 2006 – 2008” with Pentagon Correspondent for the Washington Post, Thomas E. Ricks
- “Contemporary Challenges in Asia” with Ambassador Michael H. Armacost
- “How to Win a Cosmic War: God Globalization, and the End of the War on Terror” Author Reza Aslan
- “Health Care Crisis in Southern California: Can we improve Health Care and Reduce Costs?” with Dr. Robert M. Kaplan Distinguished Professor and Chair of the Department of Health Services in the School of Public Health and Distinguished Professor in the Department of Medicine UCLA/RAND.

### Norco Programming:

Poetry readings in Wilfred J. Aiery Library were held in November 2008 and April 2009; Notes Café concerts were held in spring 2008 and spring 2009.

In 2009-2010, the following programming was offered:

- Dr. Terrence Roberts, Original “Little Rock Nine,” (In Celebration of Black History Month)
- Ernest Adams, Internationally Renowned Game Developer—offered 8 workshops in game design
- “Crash” Facilitated Screening addressing institutional racism
- Dr. Jeffrey Duncan Andrade “Effective Teachers of Urban Students: The Gangsta, Wanksta, Rida Paradigm”
- Clara Knopfler – Holocaust Survivor and Author
- Diversity Tree Dedication – Celebrating College Diversity
- Sal Castro, leader of the “East L.A. Walkouts”
- Chris O’Besos, Acclaimed Game and Level Designer – Unreal engine game development (3 workshops in May)
- Papers Community Screening: A Story of Undocumented Youth
- “Foods Inc.” Facilitated screening led by faculty expert, focused on health and nutritional impacts in the food industry
- Norco Winter Concert
- Notes Café performance by Norco Choir
- Norco Choir invited to participate in Ihlombe! South African Choral Festival
- Mario Kart Game Event
- Meet and Beat Competition
- Smash Brothers Brawl Gaming Event
- Norco College Choir performed at numerous service clubs including the Chino Chamber quarterly meeting
- Norco College Choir performed as the opening act for Barry Manilow’s charity concert in Palm Springs



## Theme Four: System Effectiveness

# Theme Four: System Effectiveness

Riverside Community College District is experiencing rapid growth and systemic change. The District plans to transition from a single-college, multi-campus institution to a multiple-college, single-district structure. It is imperative that the transition makes it possible for the District to better serve students as a result of growing structural diversity. **Effective coordination** of procedures and practices **reduces costs** and ensures valuable **participation in important decisions**. Increasing the effectiveness of the District frees up **human, physical, financial, and intellectual resources** enabling an increasingly strong focus on student success.

## System Effectiveness Strategies:

1. Develop an effective and accredited three college district that is highly responsive to the unique needs of each college's service area and maximize economies of scale and service to students:
  - Decentralize responsibilities and authority to the campuses in accordance with an agreed upon timetable and funding plan
  - Maintain the benefits of a common core curriculum while effectively serving the unique needs of each college's community
  - Establish and maintain common baseline standards for physical and technological infrastructure, including total cost of ownership.

***OUTCOME MEASURES:** Accreditation of Norco and Moreno Valley; establishment of and assessment of responsiveness to timetables for decentralization; establishment of common baseline technical and facilities standards*
2. Enhance and institutionalize operational and strategic planning processes that are deliberative, systematic, and data driven; complement the District and campus strategic and master plans; and effectively prioritize new and ongoing resource needs.

***OUTCOME MEASURES:** Establishment of practices and procedures; integration of campus and District priorities identified in program review and campus/district master plan*
3. Institutionalize a budget allocation model that is data driven and informed by planning priorities.

***OUTCOME MEASURES:** Degree to which the criteria set forth in the budget allocation model are achieved.*
4. Continue implementation and improvement of a comprehensive enrollment management plan and effectively coordinate program and course offerings within and between campuses and centers to best serve students.

***OUTCOME MEASURES:** Increase in overall fill rates; decrease in percent of classes cancelled; increase in overall WSCH to FTEF; increase overall awards and certificates given*
5. Develop an integrated marketing plan that is aligned with the District and campus strategic planning processes.

***OUTCOME MEASURES:** Approved and implemented marketing plan that results in an increased level of contacts and awareness as defined through the strategic planning process*
6. Continue ongoing assessment and refinement of educational technology standards and future needs, including the use of innovative, hosted solutions for functions currently provided by Information Services.

***OUTCOME MEASURES:** Ongoing assessment of what is available in the market place, successful implementation of current and new technologies, resulting in satisfied users and cost savings*

## Theme Four: System Effectiveness

### Strategy One

**Develop an effective and accredited three-college district that is highly responsive to the unique needs of each college's service area and maximize economies of scale and service to students:**

- **Decentralize responsibilities and authority to the campuses in accordance with an agreed upon timetable and funding plan**
- **Maintain the benefits of a common core curriculum while effectively serving the unique needs of each college's community**
- **Establish and maintain common baseline standards for physical and technological infrastructure, including total cost of ownership.**

*OUTCOME MEASURES: Accreditation of Norco and Moreno Valley; establishment of and assessment of responsiveness to timetables for decentralization; establishment of common baseline technical and facilities standards*

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**Accreditation Achieved:** During the 2008-2009 fiscal year, Moreno Valley and Norco prepared applications for Accreditation and submitted them for Board of Trustees approval. ACCJC team visited in October 2009 and the commission granted Norco and Moreno Valley college status during their January 2010 meeting.

**Decentralization:** Significant efforts toward decentralization have included:

- New Faculty Orientation to the campuses for 2009-2010
- Back to College events were jointly managed in 2008-2009 and moved to a campus focus with the exception of the District Day for 2009-2010
- SLO assessment activities are now campus based
- Student Services, with the exception of police is college based.
- A district curriculum committee and three local college curriculum committees support the approval of courses and programs in a three-college system. Likewise, a curriculum-approval process is in place, which sustains campus autonomy while maintaining one-district core curriculum. Additionally, implementation of the curriculum management system, CurricUNET, streamlined the approval process and has created a transparent, paper-less process that allows for approval by the appropriate units/faculty and facilitates vetting within and among the college(s)' faculty.
- **Technological** infrastructure standards for all classrooms were established at a district wide level and are now augmented by campuses to facilitate discipline needs. Faculty and staff are engaged in renovation and new building construction so that their needs are part of a continual qualitative revision of the standards. Equipment definitions exist for standard presentation classrooms and smart classrooms. For example, document cameras have been added to the definition based on faculty feedback. All building wiring is category 6, except where more bandwidth is required. For example category 6A is used for the Norco technology building to handle a 10 gigabit transfer rate. Additionally, redundant rings allow for two entries to buildings, so if one fails or is damaged there is a redundant entry.
- **Physical Infrastructure:** Work is ongoing in establishment of common baseline standards for capital infrastructure. Internal meetings have been held to discuss standards. A consultant has been selected and data gathering has begun. Total Cost of Ownership considerations will be intertwined with determination of the final standards.
- Measure C funds were allocated to each college enhancing their decision making over capital expenditures.

## Theme Four: System Effectiveness

### Strategy Two

**Enhance and institutionalize operational and strategic planning processes that are deliberative, systematic, and data driven; complement the District and campus strategic and master plans; and effectively prioritize new and ongoing resource needs.**

*OUTCOME MEASURES: Establishment of practices and procedures; integration of campus and District priorities identified in program review and campus/district master plans*

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On October 21, 2008, the Board of Trustees approved the Riverside Community College District Strategic Plan 2008-2012. The plan includes a revised mission statement; one that drives the District's strategic themes and that provides a template for each college's individual mission statements. The overarching themes and strategies in the plan offer a foundation for each college's strategic planning process and also clarify the District's role in the planning process. In addition, the District's Mission Statement confirms, as a general principle, the support role of the District Offices in the planning process. The themes and strategies in the adopted strategic plan, although not identical, parallel and complement the strategic planning initiatives of the California Community Colleges and the three colleges within the District.

The District Strategic Planning Committee addresses planning issues that affect all three colleges.<sup>1</sup> The specific process for moving items or issues through the District's decision-making processes begins with the program review and strategic planning processes at the college level or with the program review of the District's administrative units. Program review templates (as developed by the Program Review Committee) are provided to the colleges and to the District Offices. Each college has adopted individual strategic planning processes that link comprehensive program reviews (every four years) and annual program reviews (called unit plans at Riverside) to the allocation of resources at the colleges. In 2007-2008, 2008-2009, and 2009-2010, the administrative units at the District Offices completed their program reviews. Each unit submitted its program review to the appropriate Vice Chancellor, who prioritized the requests for the Chancellor to consider. The funding for these requests comes from the District Office allocation provided in the budget allocation process that provides funds to the colleges and to the District Offices. The budget allocation process allows each segment of the District to distribute new financial resources using the strategic planning processes developed by each college and the District Offices. During 2008-2009, the function of the District Strategic Planning Committee (DSPC) was refined and established in the committee's Guidelines. Those Guidelines have been amended several times as the three-college district evolved between 2008 and 2010. The representatives from each college's strategic planning committee serve as the "feedback mechanism" between the college committees and the District Strategic Planning Committee. The agendas for the District Strategic Planning Committee meetings have a place for each college and the District to report their planning initiatives. The individual college representatives also report the activities and actions of the District Strategic Planning Committee to the college strategic planning committee, as part of their regular agendas.

With the formal adoption of the Riverside Community College District Strategic Plan and the implementation of the budget allocation process, the District has provided the framework for each college's mission and strategic planning process. The process clearly connects the planning with budget allocations at all levels of District operation. In fact, the budget allocation process reflects many of the District's strategic themes and offers incentives for increasing Weekly Student Contact Hours (WSCH), Full-time Equivalent Faculty, and providing resources for new programmatic initiatives.<sup>2</sup> Moreover, the program review templates and the nature of data made available to various District constituencies have been modified as a result of the recommendations deriving from the strategic planning committees at each college.

Additional References and documents referred to in this section can be found at:  
<http://www.rcc.edu/administration/academicaffairs/effectiveness/planning.cfm>

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<sup>1</sup> See the Operational Guidelines for the Riverside Community College District Strategic Planning Committee for a complete list of voting members and operating procedures.

<sup>2</sup> See the Introduction to the Riverside Community College District Budget for 2008-2009 for an explanation of the budget allocation process used to provide resources to the colleges and District Offices.

## Theme Four: System Effectiveness

### Strategy Three

**Institutionalize a budget allocation model that is data driven and informed by planning priorities.**

*OUTCOME MEASURES: Degree to which the criteria set forth in the budget allocation model are achieved.*

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In September 2007, a District task force made up of the chief business officers from each college and the District along with representatives from various college constituencies and campuses developed a Budget Allocation Model (BAM) that the District adopted in Fall 2008. The task force disseminated the proposed model with its various permutations throughout the District for comment and revision. The model continues to be refined and modified as each college assesses its processes. To ensure continued assessment and review, the original task force has evolved into the District Budget Advisory Council (formally formed in Spring 2009). It meets regularly and addresses budget-related issues. In addition, the work of this committee necessarily involves the continual evaluation of the BAM process resulting in revisions required to improve its relevance and effectiveness. The District used the model to allocate financial resources for the 2008-09 and 2009-2010 academic years. The District budget (2009-10) outlined the rationale and provided the allocations to each District entity in its budget narrative.<sup>1</sup>

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1. See the Introduction to the Riverside Community College District Budget 2008-09.

# Theme Four: System Effectiveness

## Strategy Four

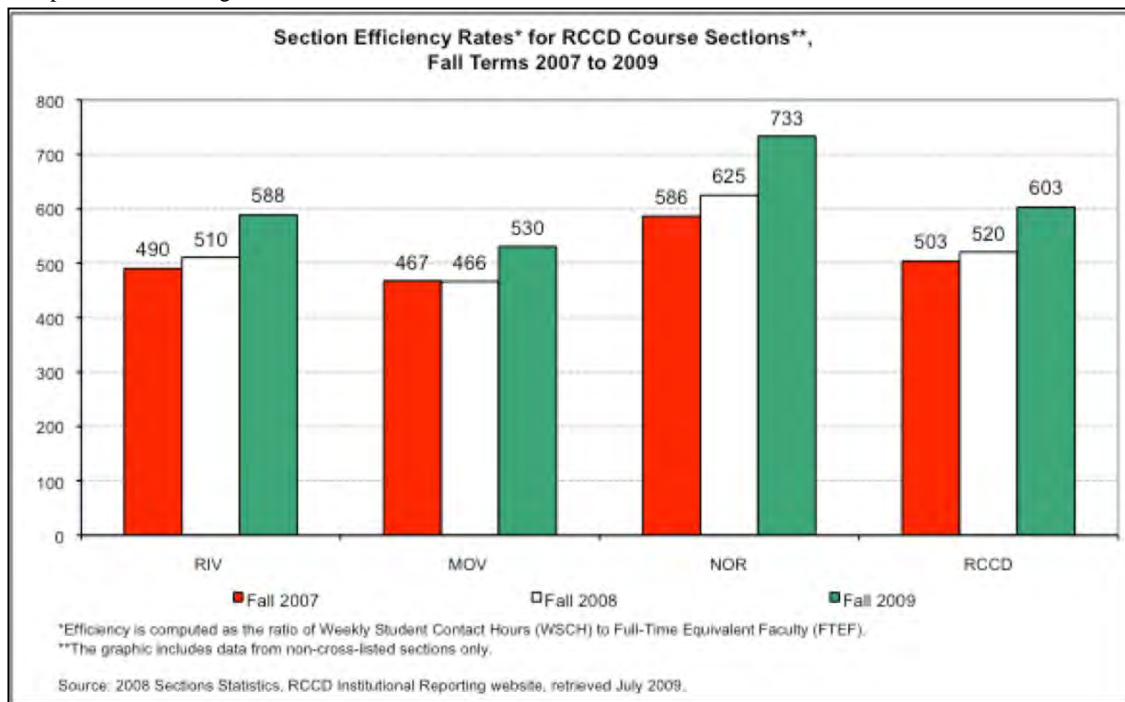
**Continue implementation and improvement of a comprehensive enrollment management plan and effectively coordinate program and course offerings within and between campuses and centers to best serve students.**

*OUTCOME MEASURES: Increase in overall fill rates; decrease in percent of classes cancelled; increase in overall WSCH to FTEF; increase overall awards and certificates given*

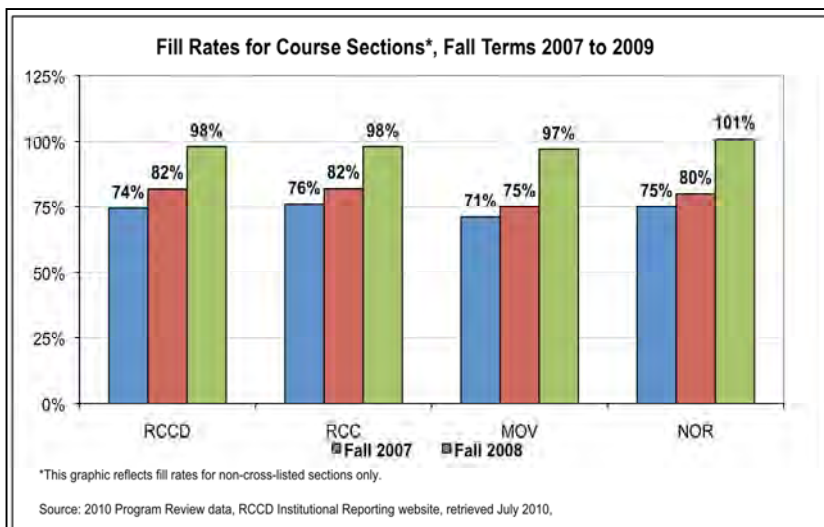
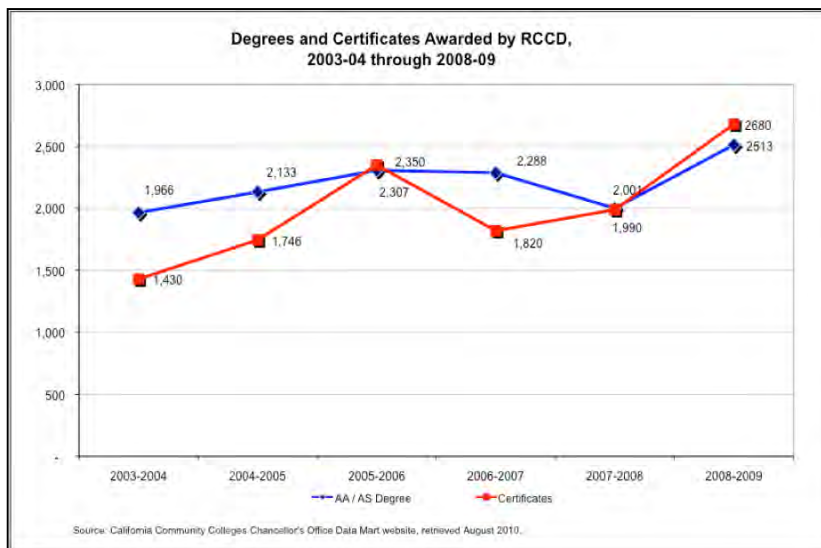
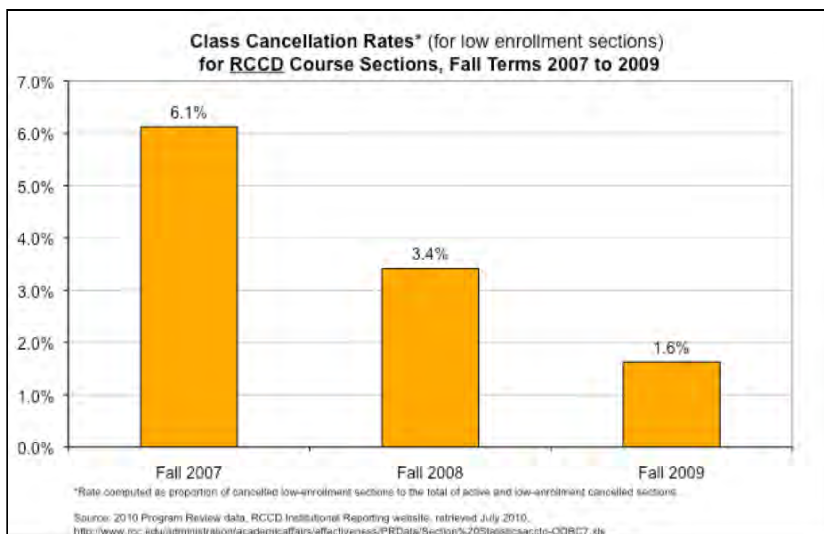
Educational Services (Institutional Reporting and Instruction) has worked in partnership with and supported the efforts of the colleges to develop a comprehensive enrollment strategy. In April 2010, the Chancellor formed an Enrollment Management Task Force and gave the group a two-fold charge: Provide a recommendation for a three-year plan to reduce unfunded FTES to an acceptable number; and develop a set of principles to be considered by District and College decision-makers charged with managing enrollment. The Task Force completed its work and the principles contained in its report will help guide the colleges' future strategic enrollment plans. Additionally, working cooperatively, Institutional Reporting and Information Services have continued to provide data and assistance with data interpretation to the colleges to inform decisions. These efforts have resulted in optimized scheduling, greater efficiency, and lower class cancellations.

The overall FTES growth for the year remained relatively consistent, but there was a dramatic increase in efficiency compared to 2008-2009. Effective class management, attention to schedule development, and data-based decision making yielded fill rates close to 100%. The increased student demand, section availability, and restricted budget resulted in peak efficiency measures of 588, 530, and 733 for Riverside, Moreno Valley, and Norco, respectively. Additionally, there was a significant increase in student awards (certificates and degrees), which is a positive sign that students are accomplishing their educational goals.

Challenging times still lie ahead. Student demand for classes continues to be high and the budget remains uncertain and restrictive. However, the combined efforts and commitment of the district and the colleges to base enrollment planning decisions on data and to meet the needs of students have helped to maintain access to courses and to ensure pathways to complete educational goals are available.



# Theme Four: System Effectiveness



## Theme Four: System Effectiveness

### Strategy Five

**Develop an integrated marketing plan that is aligned with the District and campus strategic planning processes.**

*OUTCOME MEASURES: Approved and implemented marketing plan that results in an increased level of contacts and awareness as defined through the strategic planning process*

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Development of a fully integrated marketing plan on the district level was deferred in 2009-2010 to concentrate on two other areas:

1. Campus, center, and program level marketing strategies
2. External communications component

Work has taken place with the Rubidoux Annex, the Innovative Learning Center at Stokoe, and the career technical programs to identify and implement marketing strategies to build awareness and promote benefits. Marketing vehicles included direct mail, advertising, media relations, and promotional collateral material, as well as support for open houses and other events. The responses from the two centers were very positive. A marketing plan was developed for career technical education, but put on hold due to resource limitations.

At the campus level, the Public Affairs Representative for Norco and Moreno Valley campuses initiated efforts to more fully integrate marketing into the campuses' strategic planning committees. This education phase is resulting in an increased awareness of the value of strategic marketing, the practical applications, and the level of commitment required by the campuses to execute strategic marketing strategies. We expect in 2009/10 to assist each RCCD campus with developing strategic marketing plans.

External communications efforts included the design and production of a quarterly Press-Enterprise insert, *The RCCD Community Report*, an 18% increase in media releases and placement, and an increase in external communications to under served populations (conducted by the Community Relations Specialist). In 2009 - 2010, measurement techniques to better quantify the work with under-served populations were refined. In 2009 – 2010, the district began a brand development process, resulting in a plan for strategic branding for the three campuses/colleges, the District and the RCCD Foundation.

### Strategy Six

**Continue ongoing assessment and refinement of educational technology standards and future needs, including the use of innovative, hosted solutions for functions currently provided by Information Services.**

*OUTCOME MEASURES: Ongoing assessment of what is available in the market place, successful implementation of current and new technologies, resulting in satisfied users and cost savings.*

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Information Services has been actively involved in assessment and enhancement of their services. In 2008-2009, student e-mail, which benefits from a "hosted solution" from Microsoft was expanded. Datatel services continued to be upgraded and expanded. The District undertook an extensive technology review in 2009-2010, resulting in the engagement of a consulting company in June of 2010 to complete an extensive review of all district and college technology resources. The expected outcome of the review is a new technology plan that will guide the institution in the upcoming years.

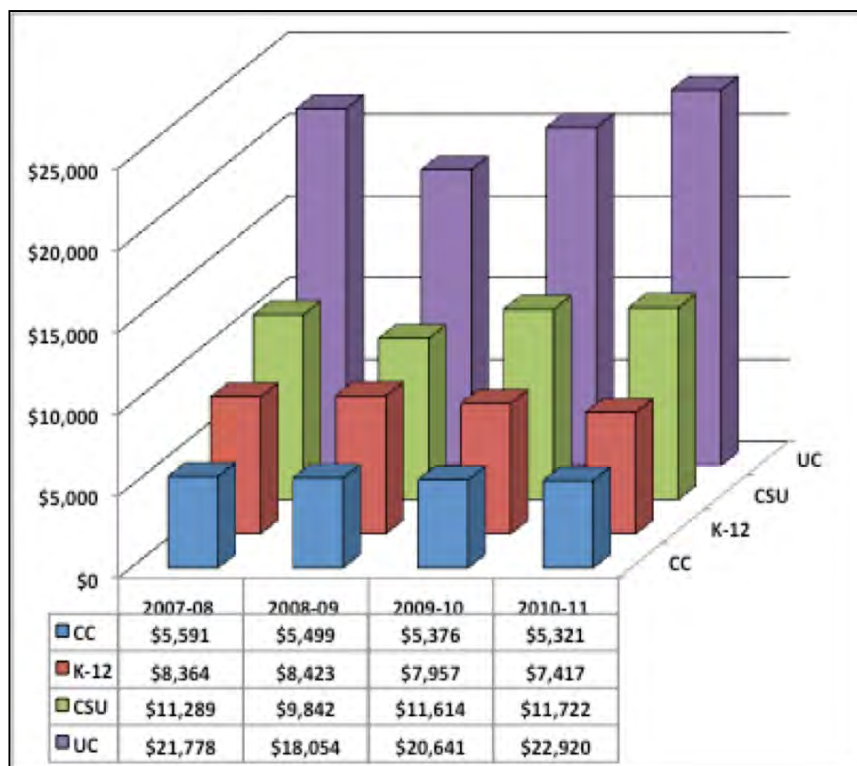
# Theme Five: Financial Resource Development

## Theme Five: Financial Resource Development

The District is committed to seeking expansion of all possible sources of revenue to support student learning. State funds and local property taxes account for more than 75 percent of funding. In order to provide long-term stability to District and college operations, **resource diversification** is crucial. In recent years the District has been very successful at receiving federal and state **grants** and is committed to continuing to seek such sources of revenue.

**Industry partnerships**, contract education, and **foundation support** continues to be vital to the District's ability to fulfill its mission.

The California Community Colleges rank among the lowest in the nation in terms of full-time equivalent student funding. In addition, community colleges, which provide most of the first responders, nurses, and other vital skills to the state, are funded at substantially lower levels than other segments of California education (see chart). The District is committed to continuing its **lobbying efforts** in support of community colleges in general and the District in particular.



Data compiled from: CPEC fiscal profiles, 2004-2010, California Community College League Fast Facts 2008, 2010

### Financial Resource Development Strategies:

1. Advocate for increased overall state apportionment and a differential funding model for high cost programs in critical career and technical education programs.

*OUTCOME MEASURES* Increases in funding
2. Advocate for changes in how grant funded square footage impacts inventory and future construction.

*OUTCOME MEASURES* Assessment of changes in the funding model
3. Integrate resource development efforts by the RCCD Foundation, bond measures, and external sources with District strategic planning and resource allocation processes.

*OUTCOME MEASURES* Degree to which priorities identified are addressed by resource development efforts
4. Increase grant funding from all sources to the District and its colleges.

*OUTCOME MEASURES;* Increases in grant funding



## Theme Five: Financial Resource Development

### Strategy One

**Advocate for increased overall state apportionment and a differential funding model for high cost programs in critical career and technical education programs.**

*OUTCOME MEASURE: Increases in funding*

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No progress on this strategy as a result of the state budget crisis.

### Strategy Two

**Advocate for changes in how grant funded square footage impacts inventory and future construction.**

*OUTCOME MEASURE: Assessment of changes in the funding model*

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No progress on this strategy as a result of the state budget crisis.

# Theme Five: Financial Resource Development

## Strategy Three

**Integrate resource development efforts by the RCCD Foundation, bond measures, grants and external sources with District strategic planning and resource allocation processes.**

*OUTCOME MEASURE: Degree to which priorities identified are addressed by resource development efforts*

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The District Strategic Planning Committee made significant progress on integrating resource development efforts including bond funds, foundation efforts and grants with the district's and college's strategic planning and resource allocation processes. With Board of Trustee's approval, Measure C bond measure funds have been allocated to the colleges, with a portion retained for district-wide projects. With this allocation the colleges became the primary decision makers over their allocation. The colleges, through their college strategic planning resource allocation processes may now directly recommend expenditures to the Board. District-wide projects must be approved by the District Strategic Planning Committee before being submitted to the Board.

The RCCD foundation has always worked in collaboration with the college presidents and Chancellor to ensure that resource development efforts are integrated. In an effort to build clearer linkages, the District Strategic Planning Committee added the Director of the Foundation as a staff member of the committee during their June 25, 2009 meeting.

The Director of the Foundation will provide the District Strategic Planning Committee with a report on the integration of resource development efforts during 2009-1010, and annually thereafter.

During fiscal years 2008/2009 and 2009/2010, grants were obtained in support of many vital services to students and system effectiveness. The list that follows details those grants.

### **Student Access:**

- CCRAA grants: Moreno Valley Campus and City College Individual Grants. City College has a Cooperative grant with Cal Poly Pomona. The strategy is to increase the preparation of underrepresented students in STEM fields and provide them with transfer opportunities to baccalaureate institutions. We are ending the first year of the grants and are expecting a second year of funding for each at about the same level. These are major infrastructure grants of about \$1 million (or more).
- Nursing Enrollment Growth: Chancellor's Office grant to support expansion of nursing enrollment. The Nursing Education program is successfully implementing the program and meeting the enrollment expectations.
- Nursing Song-Brown Capitation: There are two awards for City College to expand nursing enrollment by about 10 students each. Successfully being implemented by Nursing Education.
- Nurse Education Practice and Retention (HRSA). This major federal grant further develops and continues efforts to retain and support nursing students, particularly those from underserved populations as they progress through RCC's established career ladder. HRSA used this grant as a national model.
- Song-Brown Nursing Special Programs: This is a focus grant from the State to provide additional pre- and post-testing for the first year cohort to fill in gaps in knowledge using new software. Successful implementation by Nursing Education.

## Theme Five: Financial Resource Development

- Title V-Developing Hispanic Serving Institutions: City College and Moreno Valley are in the 6<sup>th</sup> year (extension of their grants) and have successfully completed their projects. These grants provided basic skills opportunities to underserved students.
- Song-Brown Physician Assistant Capitation: Moreno Valley Campus: The PA grant provides funding toward an instructor in this program. It has been awarded each year to the program. The grant helps to support an instructor and is successful.
- Song-Brown Physician Assistant Mental Health: Moreno Valley Campus: This is a special focus grant with the mental health facilities. Graduates of the PA program continue study in this field using these funds through clinicals at the mental health facilities.
- Early College High School, NuView Union High School: Moreno Valley Campus has led a grant from the Foundation for California Community Colleges (using Gates funding) to establish a successful ECHS.
- Child Care Access Means Parents in School: City College TRIO grant supports child care for underserved students to be able to attend college.

### Student Success

- Student Support Services, federal TRIO program at Norco Campus: This grant provides services to a cohort at Norco Campus to increase success in college.
- Nursing Capacity Building Grants: (two of them) from the Chancellor's Office. These grants build the infrastructure needed to serve more students. Nursing Education has successfully been implementing these grants.
- Fast Track to the ADN in Nursing: This is an earmark grant being run through the Rubidoux Annex.

### Service to the Community:

- California Civil Liberties Public Education Program, California State Library: (two grants) - These grants support the inventory and digitizing processes for the Mine Okubo collection.
- National Endowment of the Humanities, Challenge America grant: This is a small but prestigious grant for Performance Riverside.
- City of Riverside: Provides support for Performance Riverside through the Arts Council.
- National Science Foundation - Goods to Go: Norco Campus CACT works with industry to develop and enhance manufacturing instructional opportunities for students. Grant is about to close successfully.
- National Science Foundation - Close the Gap: Norco Campus CACT supports the development of Logistics curriculum in coordination industry. Successful implementation in progress. This grant is the basis for developing a National Center of Excellence in Supply Chain Management through the NSF.
- Small Business Development Center: Tri-Tech SBDC is operated by RCCD's Economic Development. The Center has met expectations from the intermediary, Cal State University, Fullerton. The SBDC provides services to businesses in San Bernardino, Riverside, and Orange Counties.

### Organizational and Professional Development:

- Title V Cooperative Development Grant: (Moreno Valley Campus with partner Norco Campus) This grant with UC Riverside is for faculty professional development. It runs one more year.
- Career and Technical Education Collaborative-Project UNITE. The project is district-wide, providing model CTE curriculum among six partners. RCC also received supplemental funding to support high school students in architecture working with Norco Campus.

# Theme Five: Financial Resource Development

## New Grants 2009-2010

<i>Project Title</i>	<i>Campus</i>	<i>Award</i>	<i>Funding Agency</i>	<i>Summary</i>
Allied Health Program Expansion Project Governor's 15% WIA (yr.2)	MVC	\$495,000	Chancellor's Office	RCCD, Moreno Valley Campus, Allied Health Programs, Certified Nursing Assistant, Medical Assistants, and Speech-Language Pathology Assistant are leading a local and regional effort to reduce the shortage of qualified allied health workers in Southern California. In order to keep programs as up-to-date and competitive as possible MVC will use the funds to hire additional faculty and purchase up-to-date equipment. This will allow these programs to increase enrollment and produce more qualified workers who will be more competitive in the job market while reducing the shortage of these types of positions both locally, regionally, and state-wide.
Allied Health Equipment Earmark - Health Care and Other Facilities	MVC	\$329,670	Health Resources and Services Administration	Congressionally-directed funding for the purchase of equipment for new programs in the areas of Pharmacy Technician, Biotechnical Technician, and Clinical Laboratory Technician
Allied Health Equipment Earmark - Health Care and Other Facilities	MVC	\$148,500	Health Resources and Services Administration	Congressionally-directed funding for the purchase of equipment for new programs in the areas of Pharmacy Technician, Biotechnical Technician, and Clinical Laboratory Technician
ARRA - Department of Rehabilitation - Workability Program DSPS	DIST	\$68,619	State Department of Rehabilitation	The WorkAbility Program serves community college students with disabilities, which are administered through cooperative agreement.
Bridges Program - Cell Culture Lab at Moreno Valley - Partnership with CSUSB (3 years)	MVC	\$75,000	California Institute for Regenerative Medicine	Moreno Valley Campus will receive about \$25,000-\$30,000 per year for three years to establish a cell culture lab to reinforce the upgrading of the biotechnology program.
California Community College Initiative for Egypt Phase II	DIST	\$58,658	Foundation for California Community Colleges	Implementation of a Department of State contract for 2010-2011 year to host 50 Egyptian students at California Community Colleges for one year of study
CDC-WORKS! (Child Dev. Careers WORKS!)	DIST	\$100,200	Foundation for California Community Colleges	Provides an opportunity for students who are Temporary Assistance for Needy Families (TANF) eligible to engage in Early Childhood education courses with the goal of obtaining an Associate Teacher and/or Teacher permit in relation to the Child Development Permit matrix.
CITD (Center for International Trade Development) Statewide Leadership	DIST	\$172,500	Chancellor's Office	Provide leadership for the CITD program for 2010-2011 year.
Community Based Job Training Grant	DIST	\$237,000	U.S. Dept. of Labor Subaward from San Bernardino Valley College	
CTE Pathway Initiative - Workforce Innovation Partnership Grant	DIST	\$140,854	Chancellor's Office	Corona-Norco USD will work collaboratively with RCCD to develop projects such as 2+2 programs and create career pathways aligned with Economic & Workforce Development (EWD). These projects will prepare the future workforce of California with the skills needed for emerging highly skill, high opportunity industry areas, and add alternatives for those not immediately pursuing a 4-year degree.

## Theme Five: Financial Resource Development

Culinary Academy Project - Riverside County	RIV	\$243,461	Community Action Partnership of Riverside County	CAP Riverside will partner with RCC to train culinary students for employment. CAP will fund 1 Culinary Chef instructor position to assist students in the instructional aspects of the program and 1 Office Assistant/Job Developer position to provide clerical support to the academy and students and to assist in working with local and regional restaurants for the placement of culinary graduates into permanent jobs. CAP will also purchase a Combi Oven - a high tech, state-of-the-art instructional piece of equipment (which would increase student productivity, knowledge and employment opportunities), and 10 computers to be used by students in conducting research and instruction via the web to assist them in class projects.
Enrollment Growth & Retention for RN Programs (2 yrs.)	MVC	\$521,374	Chancellor's Office	To support expanded capacity in the ADN program
Entrepreneurship Curriculum Development	RIV	\$5,000	Chancellor's Office	Create Entrepreneurship courses and/or low-unit certificates
EWD Entrepreneurship Curriculum Development (Mini-grant)	RIV	\$5,000	Chancellor's Office	To establish two 12-17 unit certificate patterns in CIS associated with vocational (CTE) programs and entrepreneurship courses. Courses will be offered in the fall of 2010.
Homeland Security Grant Program - 2009	MVC	\$54,000	State through Riverside County	The funds are to develop curriculum for Ben Clark's Scenario Village.
Homeland Security Grant Program - 2010	MVC/DISTR ICT	\$54,000	State of California through Riverside County	To develop courses for a Wild Land Fire Certificate/AS degree pattern that will be offered at the Ben Clark Training Center and incorporated into the scenario-based training offered in Scenario Village.
HRSA - PA Scholarships for Health Professions Students from Disadvantaged Backgrounds	MVC	\$24,176	Health Resources and Services Administration	To promote diversity among health profession students and practitioners by providing scholarships to full-time students with financial need and from disadvantaged backgrounds.
HRSA - PA Scholarships for Health Professions Students from Disadvantaged Backgrounds	MVC	\$15,968	Health Resources and Services Administration (ARRA)	To promote diversity among health profession students and practitioners by providing scholarships to full-time students with financial need from disadvantaged backgrounds.
HRSA (NEPR) Nurse, Education, Practice & Retention (3-yr.)	RIV	\$999,964	Health Resources and Services Administration	To continue and enhance the currently operating Nurse Education, Practice and Retention Career Ladder Program, which facilitates students' transition from Certified Nursing Assistant to ADN in Nursing and on to the B.S. in Nursing degree through a cooperative program with Cal-State Fullerton. This allows student to receive video streamed instruction on the City College campus.
HRSA ARRA- RCC School of Nursing Scholarships for Disadvantaged Students	RIV	\$115,557	Health Resources and Services Administration (ARRA)	To promote diversity among health profession students and practitioners by providing scholarships to full-time students with financial need and from disadvantaged backgrounds.
HRSA RCC School of Nursing Scholarships for Disadvantaged Students	RIV	\$176,184	Health Resources and Services Administration	To promote diversity among health profession students and practitioners by providing scholarships to full-time students with financial need and from disadvantaged backgrounds.
NIFA (formerly CSREES) HSI "Building Bridges Across Riverside thru Nano-Water Research" (Partner with UCR) 3 yrs.	RIV	\$97,941	U.S. Dept. of Agriculture	This grant represents a collaboration between RCC and UCR that will provide RCC students experiential learning opportunities in applied nanotechnology research occurring at UCR. This will motivate and facilitate RCC student transfer to a four-year institution and continue studies in USDA related fields. UCR will act as the fiscal agent.
Performance Riverside - Elton John and Tim Rice AIDA - Music Presenting Grant	RIV	\$15,000	DOJ and California Arts Council	Discounted or free music performances that will serve California's underserved, rural and/or inner city populations.
Performance Riverside Music Presenting Grant	RIV	\$15,000	California Arts Council	To support Performance Riverside's 2009-10 season. Performance Riverside will use the funds to pay arts expenses for the Discovery Theater performance of Aida in June 2010

Procurement Assistance Center (PAC)	DIST	\$137,497	Defense Logistics Agency	To establish a nationwide network of assistance offices for business entities seeking to market their goods and/or services to the government
Procurement Assistance Center (PAC)	DIST	\$250,000	Defense Logistics Agency	To establish a nationwide network of assistance offices for business entities seeking to market their goods and/or services to the government
So. CA Logistics Grant Partnership with SBVCC		\$765,261	Dept. of Labor	Logistics and Manufacturing Training focuses on unemployed and incumbent workers to be trained to work in distribution and manufacturing.
Song Brown Physician Assistant Mental Health Special Program	MVC	\$99,808	OSHPD	Provide graduates of the PA program with specialized training in the field of mental health
Song Brown RN Education Capitation	RIV	\$200,000	OSHPD	Provides funding for the Nursing Department to offer educational services to 10 Associate Degree Nursing students.
Song-Brown RN Education Capitation	RIV	\$200,000	OSHPD	To expand capacity in the ADN program by ten students.
Song-Brown RN Education Capitation (2 yrs.)	RIV	\$200,000	OSHPD	Under the direction of the Program Director of the Riverside City College RN Education Program, provide nursing education for ten nursing students in the 07/01/10-06/30/11 FY and ten (10) nursing students in the 07/01/11-06/30/12 FY.
Song-Brown RN Education Program - Special Programs (2 yrs.)	RIV	\$124,358	OSHPD	Funding allows the Nursing Dept. to hire a .75 FTE Educational Advisor, who will work with the ADN program to assist students prepare for the Test of Essential Academic Skills (TEAS).
Southern California Logistics Technology Collaborative - Sub-Grantee with San Bernardino CCD	DIST	\$237,683	Dept. of Labor	A sub-grantee agreement with San Bernardino, in which the funds will be used for salaries, benefits, materials, and other operational expenses of the ARRA Southern California Logistics Technology program.
Statewide Economic Stimulus Program Funds for Allied Health	MVC	\$350,000	Chancellor's Office	Funds will be used to allow MVC's Allied Health Programs (Pharmacy Tech, Clinical Tech, (Medical) Lab Tech, Dental Assistant, Dental Hygiene, and Medical Records and Health Information Systems) to hire additional faculty and purchase more up-to-date equipment. This will allow the programs to increase enrollment and produce more qualified workers who will be more competitive in the job market while reducing the shortage of these types of positions both locally, regionally and statewide.
Title V - Hispanic Serving Institutions "Answering the Call: Expanding Access to Public Safety Programs" (5 yr. grant-new)	MVC	\$2,874,979	U. S. Dept. of Education	Expand educational opportunities for, and improve the academic attainment of Hispanic students; and expand and enhance the academic offering, program quality, and institutional stability of colleges and universities that are educating the majority of Hispanic college students and helping large numbers of Hispanic students and other low-income individuals complete postsecondary degrees.
Title V - Hispanic Serving Institutions "El Portal a tu Futuro: Portal to Your Future" (5 yr. grant-new)	NOR	\$2,865,837	U. S. Dept. of Education	Expand educational opportunities and improve the academic attainment of Hispanic students; and expand and enhance the academic offering, program quality, and institutional stability of colleges and universities that are educating the majority of Hispanic college students and helping large numbers of Hispanic students and other low-income individuals complete postsecondary degrees.
Tri-Tech Small Business Development Center (SBDC)	DIST	\$3,000,000	CSU Fullerton Auxiliary Services Corp/ U.S. Small Business Admin.	Renewal of subcontract agreement between CSU Fullerton ASC and TriTech SBDC/RCCD, which allows for the continuing operation of RCCD's TriTech SBDC. This agreement provides business counseling and training services to grow the high technology business sector within Riverside, San Bernardino, and Orange counties.
TRIO Student Support Services -	RIV	\$1,100,000	U. S. Dept. of Education	To increase the college retention and graduation rates of its eligible participants (low-income, first generation or disabled and enrolled in an institution of postsecondary education) and facilitate the transition from one level of higher education to the next through the provision of counseling, academic services and grant aid
TRIO Student Support Services - NEW	MVC	\$550,000	U. S. Dept. of Education	To increase the college retention and graduation rates of its eligible participants (low-income, first generation or disabled and enrolled in an institution of postsecondary education) and facilitate the transition from one level of higher education to the next through the provision of counseling, academic services and grant aid
TRIO Student Support Services - Continuation of P042A050170	NOR	\$1,192,480	U. S. Dept. of Education	To increase the college retention and graduation rates of its eligible participants (low-income, first generation or disabled and enrolled in an institution of postsecondary education) and facilitate the process of transition from one level of higher education to the next through the provision of counseling, academic services and grant aid
TRIO Student Support Services -RISE Project for Students with Disabilities	NOR	\$1,100,000	U. S. Dept. of Education	The SSS-RISE (Realizing Individual Success through Education) Project will serve 100 disabled and low-income students through a comprehensive academic support program tailored to serve this population.

# Theme Six: Organizational and Professional Development

## Theme Six: Organizational and Professional Development

Community college faculty, staff, and administrators face an increasingly complex array of educational and service needs necessitating a major commitment to human resource development in at least five broad areas:

- recruitment of a qualified and diverse workforce;
- leadership development;
- professional development particularly in the area of how best to facilitate student learning and assessment in all areas including basic skills;
- technology training; and
- organizational development to prepare faculty, staff, and administrators to effectively evaluate data, participate in strategic planning, and cope with rapid change.

### Organizational and Professional Development Strategies

1. Expand the District's capacity to recruit a qualified and diverse workforce and increase the percentage of full-time faculty and staff. *OUTCOME MEASURES: Increase in the percentage of full-time faculty and full-time staff; increase outreach and recruitment of diverse candidates*
2. Recruit, select, and expand the skills of faculty who are dedicated to teaching students at all developmental levels regardless of their discipline. *OUTCOME MEASURES: Increase in the percentage of faculty who report dedication to teaching students at all developmental levels and who report increases in their skill set enabling them to effectively facilitate learning for developmental students*
3. Develop methodologies to evaluate and adjust employee assignments in order to enhance the District's capacity to respond to change by implementing effective approaches to training, reclassifying, and retaining staff within Title 5 guidelines regarding recruitment. *OUTCOME MEASURES: Increases in staff retention and satisfaction*
4. Foster the development of effective management and leadership skills for faculty and staff and secure pathways for leadership development. *OUTCOME MEASURES: List of professional development opportunities in management and leadership; survey of attendees; increase in the number of people involved in leadership at all levels; increase in the percentage of current employees who apply for promotional opportunities within the District*
5. Enhance development and training opportunities for all employees to meet the mission, vision, and values of the District. *OUTCOME MEASURES: Increase in number of development and training opportunities; survey of employee knowledge of the mission, vision and values of the District*

# Theme Six: Organizational and Professional Development

## Strategy One

**Expand the District's capacity to recruit a qualified and diverse workforce and increase the percentage of full-time faculty and staff.**

*OUTCOME MEASURES: Increase in the percentage of full-time faculty and full-time staff; increase outreach and recruitment of diverse candidates*

During the 2008-2009 and 2009-2010 fiscal years external outreach activities included:

- Participation at the LA CCC Registry Job Fair with information booth and hospitality suite; 1,700 job seekers attended
- Advised employment opportunities in diversity publications:
  - Diverse Issues in Higher Education
  - Hispanic Outlook in Higher Education
  - Asian Pacific Careers
  - Latinos in Higher Education
  - Tribal College Journal
- Participated in community events (table sponsorship and program advertising):
  - NAACP Annual Freedom Fund Awards and Scholarship Dinner
  - John Sotelo: A Legacy of Social Change sponsored by Community Settlement Association
  - Dining in the Dark sponsored by the Blindness Support Services
  - Cesar Chavez Memorial Breakfast sponsored by the Latino Network
  - Martin Luther King, Jr. & Black History Celebration sponsored by Moreno Valley Black Chamber of Commerce
  - Celebration of Women (Celebracion do la Mujer) sponsored by the Latino Network
  - YWCA Women of Achievement: Eliminating Racism, Empowering Women
  - Moreno Valley Chamber of Commerce Installation Dinner
- Two Faculty Recruitment Retreats with campus Deans of Instruction for the development of a recruitment strategy for the large volume of tenure-track positions
- Funded cost of special edition advertising in Diverse magazine
- Presentations to Chapman University students on Diversity Awareness & Cross Cultural Communication and Addressing Transgender Harassment & Discrimination in the Workplace

Internal outreach included:

- Diversity Appreciation week/month activities
  - District-wide:
    - Employee Climate Survey (online)
    - Distributed Updated Diversity Quote Bookmarks to include all three college names to all employees
    - Distributed Diversity pens to employees
    - Weekly RCC-All messages on diversity information
    - Banner display at each College
  - Moreno Valley College:
    - Sponsored a Student Essay Contest on College book, *Me Talk Pretty One Day*, by David Sedaris
    - \$200-\$100 awarded to top student essays regarding a time when the writer felt different from others. A total of 17 essays were submitted. Contest winners were Michael Sutherlin (1st Place), Rebecca Kennedy (2nd Place), and Andrew Johnson (3rd Place).
    - Essays reviewed by Diversity Committee faculty members to identify issues that should be shared with employees to help improve college services and administration
  - Norco College:
    - April 23rd "Crash" screening and facilitated discussion Theater 101, 1:00-4:00PM
    - April 28th Clara Knopfler shared her journey as a Nazi concentration camp holocaust survivor. Theater 101, 3:00-5:00PM. DEC funded the purchase of 50 books written by Clara Knopfler titled "I Am Still Here" that were available to attendees for a book signing following the presentation.



## Theme Six: Organizational and Professional Development

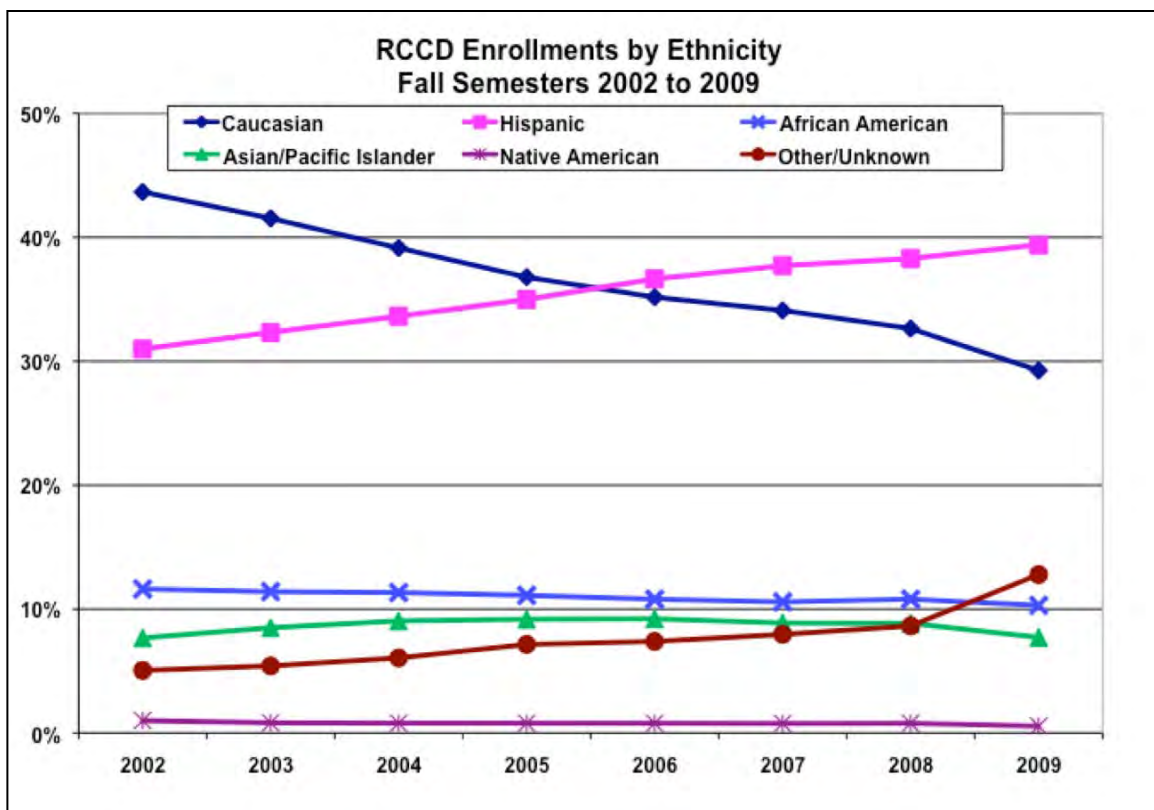
- Purchased the flowering plum tree and the dedication plaque for the April 29th Legacy Tree Dedication behind Student Services.
  - Purchased the materials for wooden key chains to be manufactured by college staff and distributed during the Legacy Tree Dedication.
  - Diversity Awareness Posters (i.e. dispelling myths and misconceptions regarding race and gender differences) were posted and rotated each Monday during the month.
  - Developed a video photo montage of employees welcoming diversity.
  - Riverside City College:
    - “Respect” Campaign – Engaged a college-wide discussion on the elements of respect. Final product was a list of “Respect” indicators used to create college expectations for respectful interactions (posters, student and employee handbooks).
    - Diversity Quotes were displayed on the Martin Luther King, Jr. High Tech Center marquee
    - Ujima sponsored information table in front of Landis Auditorium
    - Film Screenings and discussion
      - “The Lunch Date” April 8th 12:50-1:50 Quad 122
      - “Shadow of Hate” April 20 12:50 -1:50 Quad 25
      - “Skin Deep” April 22 12:50-1:50 Quad 122
      - “Color of Fear” April 27 12:50 – 1:50 Quad 25
    - Diversity Celebration banners developed and displayed at each campus during the month of April
    - Development and distribution of Diversity bookmarks
    - Facilitated diversity awareness activities at each campus
    - Development and purchase of “Equity” pins
- District programs, policies and procedures were also developed or enhanced:
- A new Diversity Initiative
  - Established and organized campus-based diversity committees
  - District wide Employee Climate Survey
  - Development of web page accessibility monitoring and notification process -- AP 3725: Establishing and Maintaining Web Page Accessibility
  - Updated and aligned District procedure for providing group benefits for Registered Domestic Partners – AP 7515: Group Benefits for Domestic Partners
  - Worked with DSP&S on revision and documentation of test accommodation procedure
  - Worked with District Facilities Planning, Design & Construction and PSOMAS on District ADA Transition Plan update and outreach
  - Developed District EEO recruitment, retention and statistical reporting process
  - Campus based diversity committee at each college held planning retreats for the year. Goals and mission statements were developed
  - Worked with District Facilities Planning, Design & Construction and PSOMAS/BOA on District ADA Transition Plan for update, outreach and setting priorities
  - Finalized standard DHR reports for recruitment, employment, and retention statistics
  - Developed an Equity Monitors training for increased accountability during the hiring process
- Diversity support training opportunities included:
- Internal and online training resources for AB-1825 compliant Sexual Harassment Avoidance and Reporting for Supervisors training
  - Sponsored employee attendance at the following institutes and conferences:
    - Windmills: Disabilities Awareness Training of the Trainer (1 classified staff)
    - National Multicultural Institute Training of the Trainer (4 faculty and 2 classified staff)
    - National Conference of Race & Ethnicity in American Higher Education (2 administrators)
    - Liebert Cassidy Whitmore -- Train the Trainer: Harassment Prevention
    - Faculty Recruitment & Retention: Successful Strategies with Dr. JoAnn Moody --2 sessions; 66 attendees—faculty, administrators, and HR Specialists
    - EEO and Interview Protocols Workshop --21 sessions; 212 attendees
    - District Reporting Procedure for Unlawful Discrimination, Harassment, and Retaliation workshop—11 sessions; 216 attendees
  - Informational presentations to the Academic Planning Council, Strategic Planning, accreditation preparation meetings at all three campuses

## Theme Six: Organizational and Professional Development

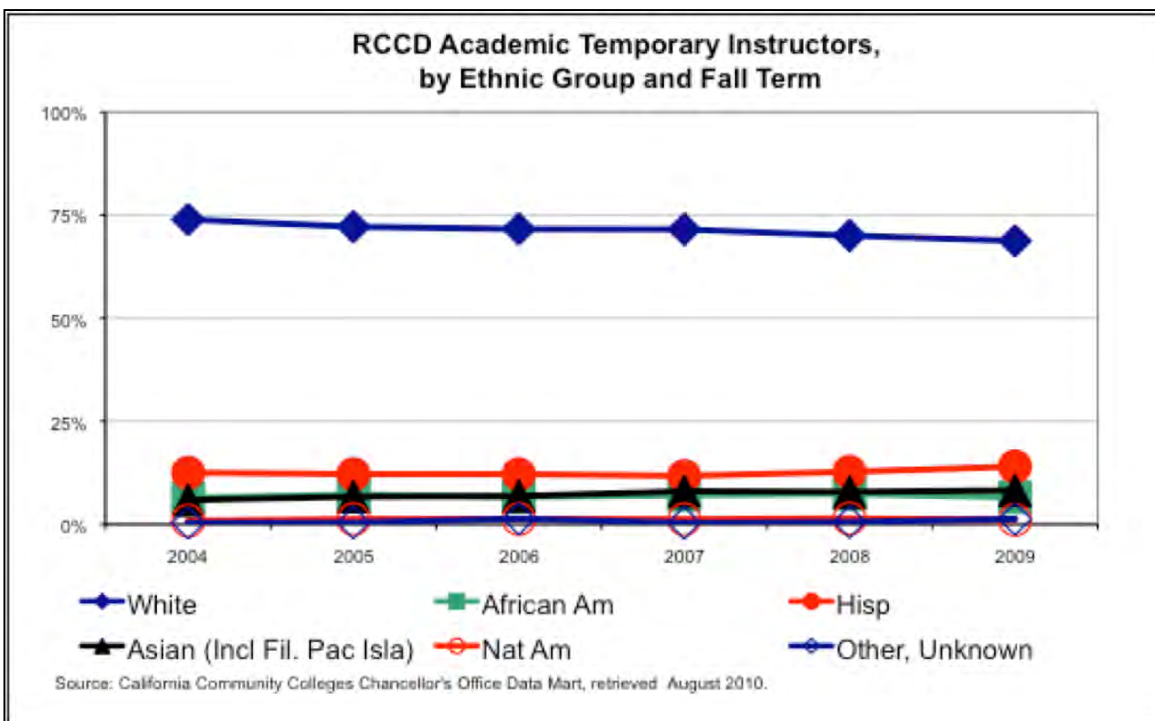
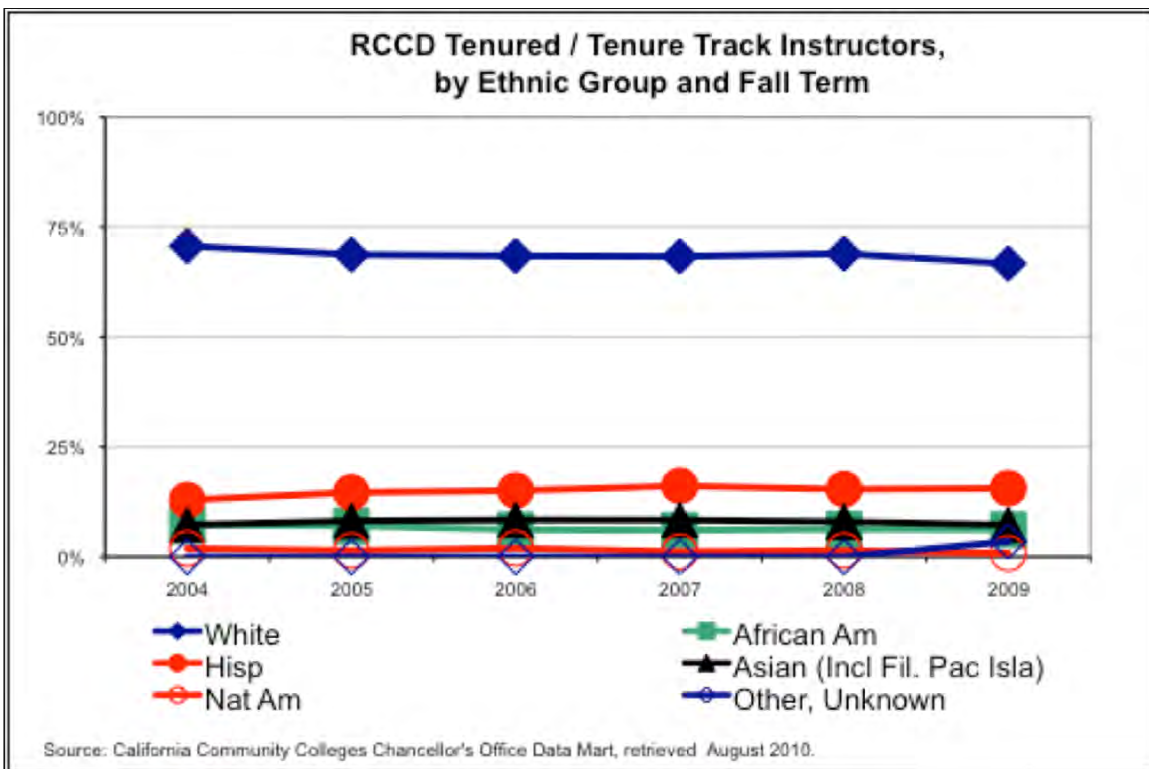
- Sponsorship of District Executive Leadership class: “Culturally Centered Communications: Bridging Cross-Cultural Communication”
- Establishment of a District Diversity Training development team
- Development of certified training program for Equity Monitors of screening and interview committees
- Informational presentations on Diversity, Civility, and Discrimination and Harassment Reporting Procedures for classes and department staff meetings -- 17 sessions; 268 attendees
- Complaint Processing
  - Title 5 Formal Complaint of Discrimination, Harassment and Retaliation: 14
  - Title 5 Informal Complaint of Discrimination, Harassment and Retaliation: 2
  - ADA Accommodation: 1
- Sponsored employee attendance at the following institutes and conferences:
  - Mastering the Art of Employment Investigations
  - California Association of Workplace Investigations Best Practices Roundtable
  - Fall Training Institute of the Association of Chief Human Resource/Equal Employment Officers (ACHRO/EEO)
  - Equal Employment Diversity & Equity Consortium
  - Participated in statewide working group for developing changes to Title 5, California Code of Education
- Continued online training resources for AB-1825 Compliant Anti-Harassment Supervisors training—Ongoing session, 43 attendees
- Expanded online training resources for AB-1825 Compliant Anti-Harassment Supervisors training to include information on AP3435 Handling Complaints of Unlawful Discrimination, Harassment and Retaliation—Ongoing session, 18 attendees
- In person training for AB-1825 Compliant Preventing Discrimination, Harassment and Retaliation in the Academic Setting/Environment for Supervisors training that included training on AP3435 Handling Complaints of Unlawful Discrimination, Harassment and Retaliation—2 sessions, 37 attendees
- On-line training for non-supervisory staff on Discrimination, Harassment and Retaliation prevention—Ongoing session, 38 attendees
- EEO and Interview Protocols Workshop –11 sessions; 81 attendees
- District Reporting Procedure for Handling complaints of Unlawful Discrimination, Harassment and Retaliation workshop— 6 sessions; 51 attendees
- Discrimination and Harassment Prevention: Awareness & Avoidance workshops for departments and students—6 sessions, 91 attendees
- Informational presentations on Diversity Awareness & Cross Cultural Communication and Addressing Transgender Harassment & Discrimination in the Workplace to students at Chapman University—2 sessions; 35 attendees
- Federal Equal Employment Opportunity Commission Complaint: 1
- Purchase of reference materials for District employees
  - The History Channel Presents Voices of Civil Rights, Martin Luther King, Jr.
  - The Lunch Date DVD
  - Two-Faced Racism: Whites in the Backstage and Frontstage by Leslie Houts Picca
  - Foreign to Familiar by Sarah Lanier for discussion at DHR staff meeting
  - Surprising Studies “Gorilla” DVD, Volume 1
- In conjunction with Public Affairs, development of accommodation statement to be included in all program and workshop announcements

# Theme Six: Organizational and Professional Development

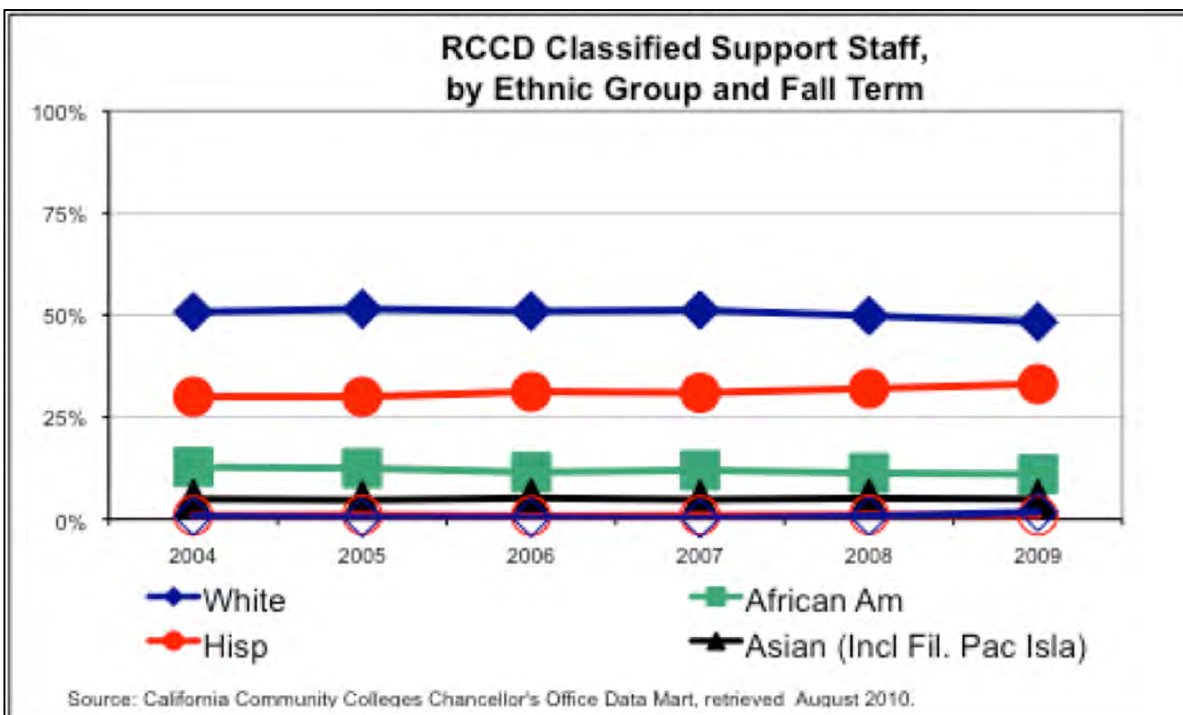
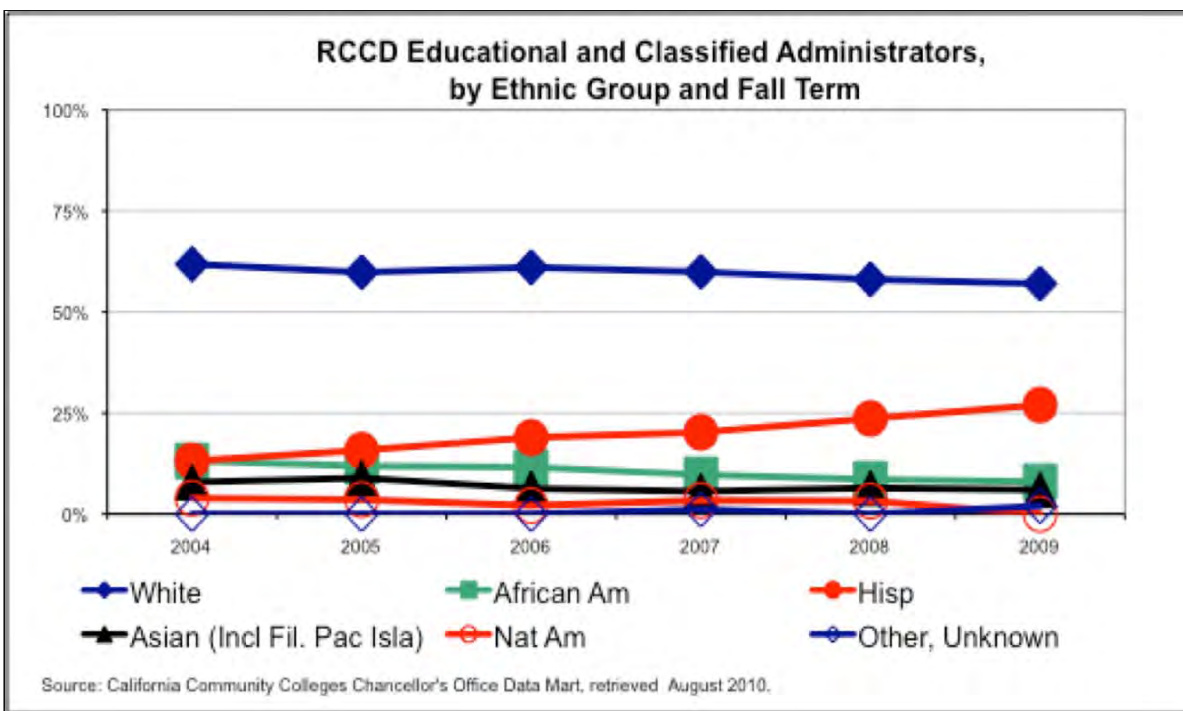
The charts that follow were produced using data available from the California Community Colleges Chancellor's Office online Data Mart. These charts show various RCCD employment categories and the counts of employees, by self-reported ethnic category and fall term. To provide context, the chart below shows the student headcount for the fall terms 2004 through 2009.



# Theme Six: Organizational and Professional Development



# Theme Six: Organizational and Professional Development



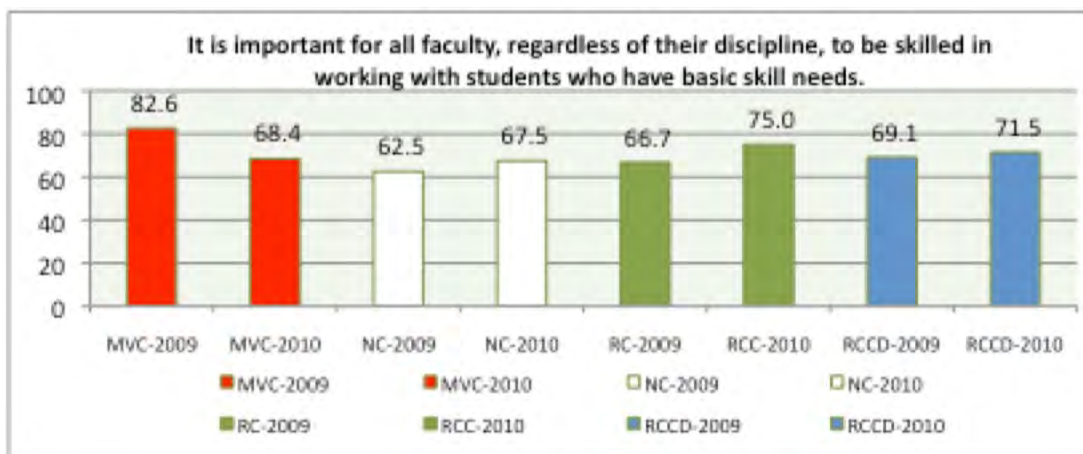
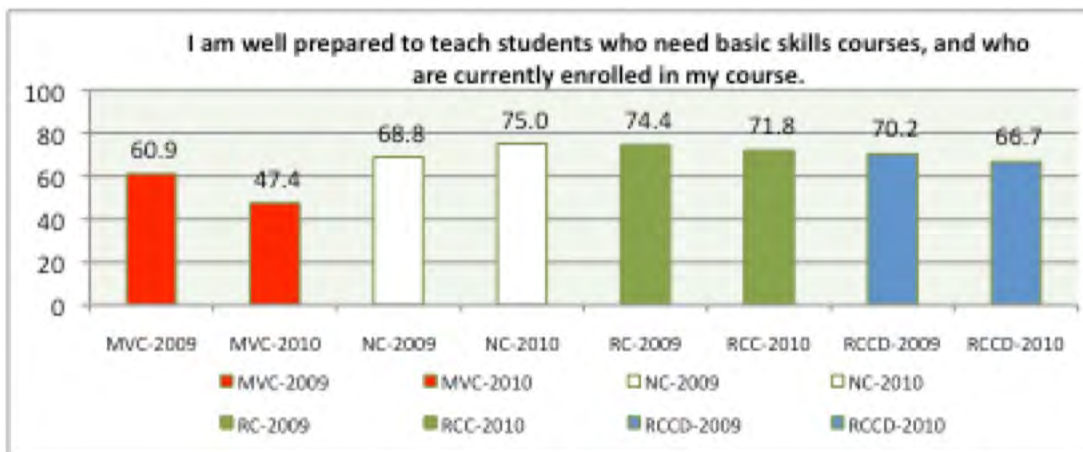
# Theme Six: Organizational and Professional Development

## Strategy Two

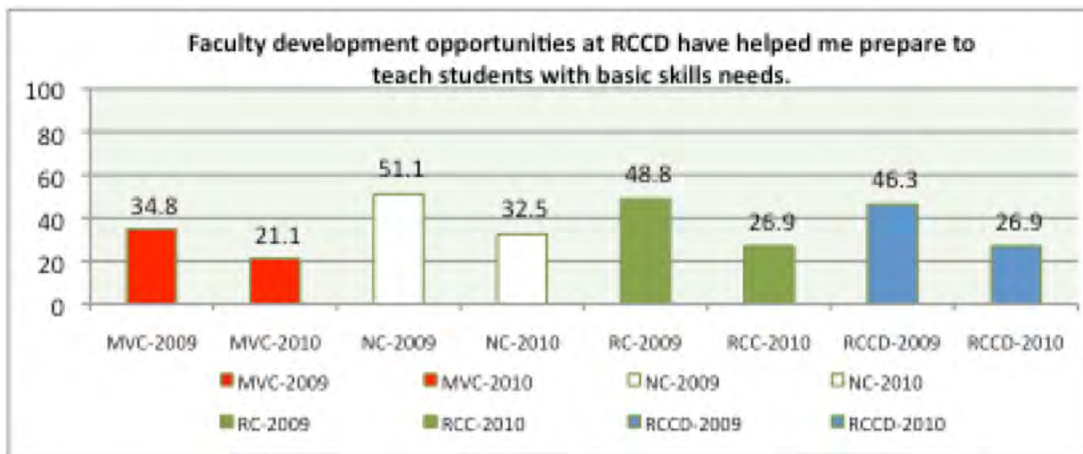
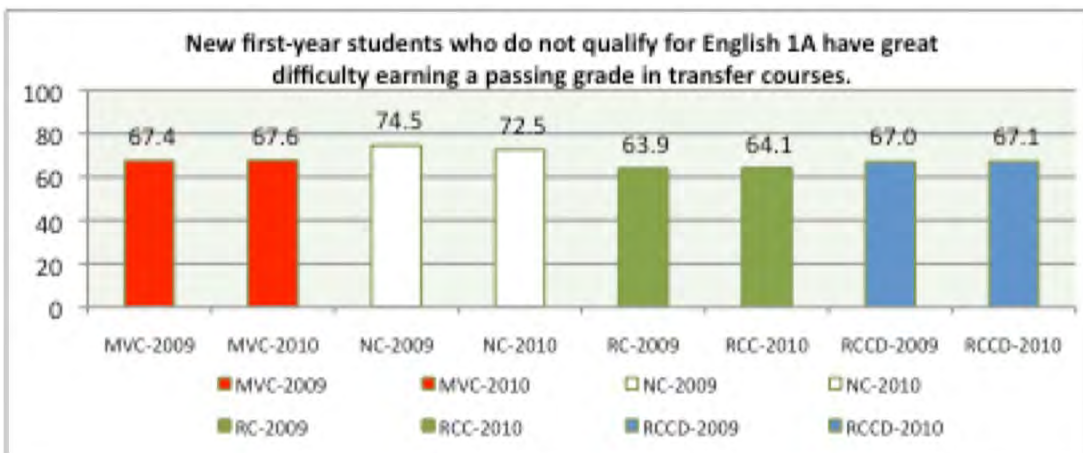
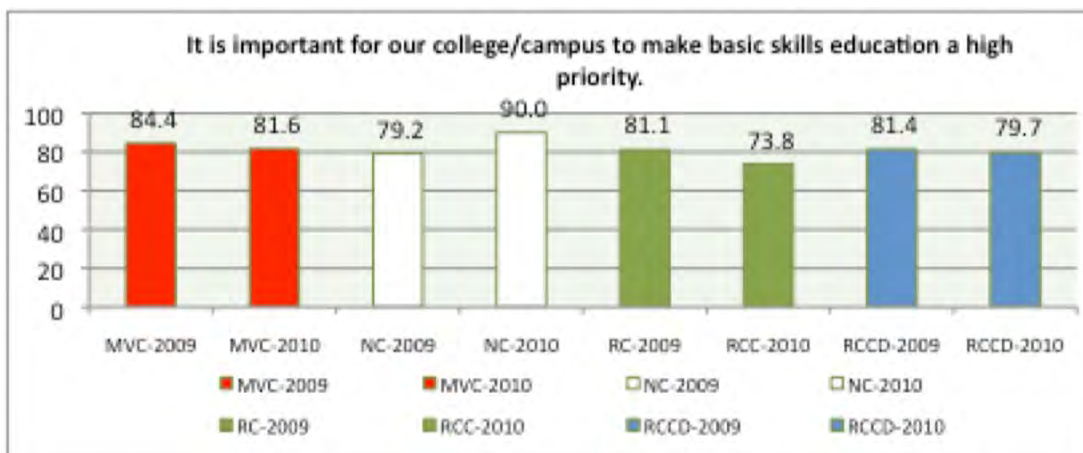
**Recruit, select, and expand the skills of faculty who are dedicated to teaching students at all developmental levels regardless of their discipline.**

*OUTCOME MEASURES: Increase in the percentage of faculty who report dedication to teaching students at all developmental levels and who report increases in their skill set enabling them to effectively facilitate learning for developmental students*

In the spring 2009 semester, RCCD faculty members were asked to complete an online survey asking about their knowledge of developmental education. The survey period was open from March 10, 2009 to March 27, yielding 216 responses (from both full and part-time faculty at all the three campuses). The present document shows the results of these findings. To ease interpretation, the graphics below reflect a composite recoding of “Strongly Agree” and “Agree” into one category (shown in the graphic). All figures are given in percentages.



# Theme Six: Organizational and Professional Development



# Theme Six: Organizational and Professional Development

## Strategy Three

**Develop methodologies to evaluate and adjust employee assignments in order to enhance the District's capacity to respond to change by implementing effective approaches to training, reclassifying, and retaining staff within Title 5 guidelines regarding recruitment.**

*OUTCOME MEASURE: Increases in staff retention and satisfaction*

For many years the District has encouraged faculty and staff to pursue additional education by offering professional growth opportunities for advanced pay and to enhance employees' morale, self-esteem, self-improvement and upward mobility.

During 2008-2009 additional opportunities with in the District included:

- A No Holes Barred Approach to Employee Body Piercing, Tattoos, and Dress Codes
- Administrative Assistant's Conference (2 Sessions Provided)
- Business Writing Basics for Professionals
- CalSTRS Retirement Workshop (3 Sessions Provided)
- Creating More Efficiencies from the Evaluation Process
- Customer Service the RCCD Way (3 Sessions Provided)
- Demystifying CalSTRS Workshop (3 Sessions Provided)
- Disciplinary Matrix Training (3 Sessions Provided)
- EEO & Interview Protocols (16 Sessions Provided)
- Effective Teamwork Strategies
- Employee Due Process Rights and Skelly: A Guide to Implementing Public Employee Discipline
- Faculty Recruitment & Retention: Successful Strategies for Administrators
- Faculty Recruitment & Retention: Successful Strategies for Interview Committees
- Handling Grievances
- Legal Issues for Negotiators
- Legally Compliant Strategies for Diversity Enhancement
- Manager and Supervisors Conference
- Managing Overlapping Leave Laws and the Discipline Process
- Managing the Marginal Employee
- New Classified/Confidential Employee Orientation/Training (9 Sessions Provided)
- Preventing Discrimination, Harassment & Retaliation in Colleges and Universities (3 Sessions Provided)
- Privacy Issues in Our Technological World
- Procedures for Handling Complaints of Unlawful Discrimination, Harassment & Retaliation (5 Sessions Provided)
- Promoting Safety in Community College Districts
- Public Meeting Law and Public Records Act: Review and Update
- Reductions in Staffing
- Speed Reading, How to Read Faster and Improve Retention

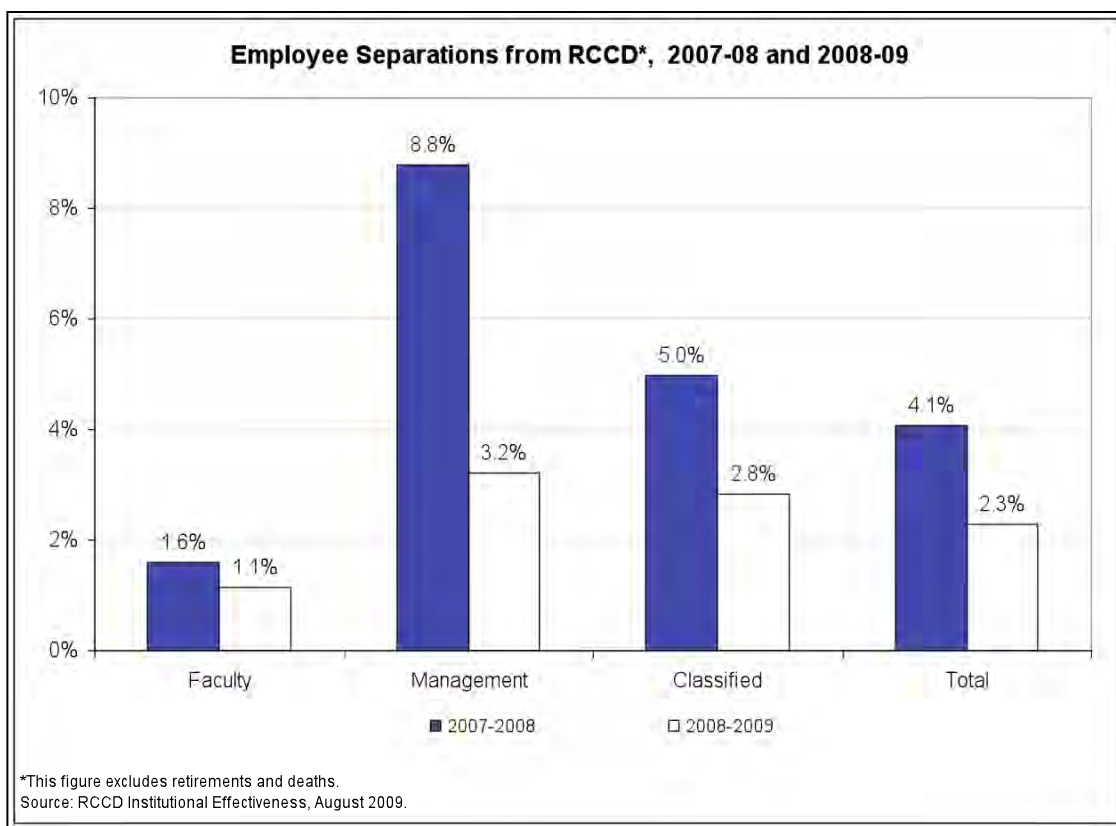
During 2009-2010 activities included:

- New Employee Orientation/Training – 10 sessions
- CalPERS - Planning Your Retirement Workshop – 2 sessions
- CalSTRS Fundamentals of Retirement Income Management Workshop – 3 sessions
- CalSTRS - Retirement Check-Up – 1 session
- Human Resources Academy I for CCDs Human Resources Academy II for CCDs
- California Code of Regulations: Education Code and Title V – 23 attendees
- An Employment Relations Primer for CCD Administrators and Supervisors
- Creating a Culture of Respect Hiring the EEO Way
- The Disability Interactive Process
- Exercising Your Management Rights
- 12 Steps to Avoiding Liability Retaliation – 9 attendees
- Advanced Investigations of Harassment Complaints – 14 attendees



## Theme Six: Organizational and Professional Development

**Reclassification:** Prior to the 2008-2009 fiscal year, the District contracted with a consultant to perform a comprehensive Classification and Compensation study for managers/supervisors, and classified and confidential staff. As part of the project, job descriptions were completed and evaluations were done on all RCCD classifications using the Hay Guide Chart method of job evaluation. Grade and salary structures were developed. The plan established a new market based salary schedule to replace the old salary schedule effective September 1, 2009. In addition, the District has established the requisite trained resources to be able to administer the plan on an ongoing basis using the Hay Guide Chart method of job evaluation.



# Theme Six: Organizational and Professional Development

## Strategy Four

**Foster the development of effective management and leadership skills for faculty and staff and secure pathways for leadership development.**

*OUTCOME MEASURES: List of professional development opportunities in management and leadership; survey of attendees; increase in the number of people involved in leadership at all levels; increase in the percentage of current employees who apply for promotional opportunities within the District.*

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Ongoing enrollment management workshops are held on campus for department chairs and assistant chairs.

In 2008-2009 and 2009-2010, workshops for managers and administrators also included:

- Appreciative Inquiry and Capitalizing on Kindness
- Creating More Efficiencies from the Evaluation Process
- Development of Administrative Unit Assessment strategies
- Effective Teamwork Strategies
- Employee Due Process Rights and Skelly: A Guide to Implementing Public Employee Discipline
- Faculty Recruitment & Retention: Successful Strategies for Administrators
- Handling Grievances
- Legal Issues for Negotiators
- Legally Compliant Strategies for Diversity Enhancement
- Manager and Supervisors Conference
- Managing Overlapping Leave Laws and the Discipline Process
- Managing the Marginal Employee
- Public Meeting Law and Public Records Act: Review and Update

## Strategy Five

**Enhance development and training opportunities for all employees to meet the mission, vision, and values of the District.**

*OUTCOME MEASURES: Increase in number of development and training opportunities; survey of employee knowledge of the mission, vision and values of the District*

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A new Mission, Vision and Values Statement for the District was adopted by the Board of Trustees on October 21, 2008. During 2008-2009 fiscal year, a survey was designed to measure employee knowledge of the mission vision and values. Back to College events in 2009, including a review of the mission, vision and values. A survey of employee knowledge was given. The first year, baseline, results appear in the Appendix.

Riverside City College updated its mission and vision statements during Spring semester 2010.

# Theme Seven: Green Initiatives

## Theme Seven: Green Initiatives



As a higher education institution, Riverside Community College District is committed to educating and training individuals who are sensitive, cognizant, and able to relate effectively to their surroundings. Given the growing importance of our environmental issues, it is RCCD's goal to prepare its students for an era when the preservation of our environment and stewardship of our natural resources is everyone's business. We need to be aware and educated about the sustainability and quality of our surroundings: From our farms to our factories, from our lakes to our rivers. Sustainability cannot be assumed. We need to ensure it.

Sustainability. There will be challenges. But there will be opportunities as well. Opportunities will come in the form of new jobs and careers. They will come in the form of new technologies and new energy sources. It is RCCD's goal to train its students so they can be effective members of this new emerging economy.

And finally, RCCD is a significant business organization. It has a budget of nearly \$160 million. It has over 2000 employees. It is a major user of water, gas, and electricity. It is RCCD's goal to be an environmentally socially responsible organization. We want to practice what we teach our students. We want to be an exemplary community college district that contributes to the sustainability of not just its immediate surrounding, but our state, our country, and indeed, our planet.

## Green Initiative Strategies

1. Ensures that RCCD is sensitive to and encourages environmentally responsible citizens  
*OUTCOME MEASURES: Degree to which graduates report greater sensitivity to environmental concerns as a result of their experiences while a student, revisions to current course materials designed to assist students in developing environmental sensitivity.*
2. Support the development of courses and programs that enable students to participate directly in the green economy.  
*OUTCOME MEASURES: Increase in course and programmatic offerings that prepare students for employment in the green economy and related fields.*
3. Enhance RCCD's organizational capacity and practices as a socially responsible institution of higher learning.  
*OUTCOME MEASURES: Changes in practices that increase the capacity of the institution to be environmentally socially responsible.*

# Theme Seven: Green Initiatives

## Strategy One

**Ensures that RCCD is sensitive to and encourages environmentally responsible citizens.**

***OUTCOME MEASURES:** Degree to which graduates report greater sensitivity to environmental concerns as a result of their experiences while a student, revisions to current course materials designed to assist students in developing environmental sensitivity.*

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In Summer 2009, Riverside Community College District launched its Green Initiatives with the formation of a District-wide committee. The committee, led by the Vice Chancellor of Educational Services adopted its **mission statement** in August 2009:

- To ensure that RCCD's curriculum sensitizes and prepares students to live as environmentally responsible citizens
- To develop courses and programs that enable students to participate directly in the green economy
- To enhance RCCD's organizational capacity and practices as a socially responsible institution of higher learning

Additionally, one of the first activities of the Green Initiatives Committee was the recommendation that **Green Initiatives**, including three related strategies, become the **seventh theme** of the **District's Strategic Plan 2008-2012**. In October of 2009, the Board of Trustees approved the recommendation.

During 2009-2010, with collaboration from faculty, staff and administration, across the district and its colleges, numerous activities have been undertaken and many achievements have been reached.

- As an alternative to printing an annual telephone directory the District staff developed a regularly updated electronic telephone directory available via the web
- The Green Initiatives Committee reviewed the extensive recycling program at Riverside City campus and discussed its application to other campuses
- Facilities distributed recycle bins to the Spruce Street District Office and facilitated expansion of the District's recycling program
- Academic Affairs (district-wide) began utilization of an electronic teaching assignment, saving reams of paper
- The Green Initiatives Committee voted to encourage incorporation of our green commitment into our General Education SLOs
- Norco College approved the establishment of a community garden on their campus

# Theme Seven: Green Initiatives

## Strategy Two

**Support the development of courses and programs that enable students to participate directly in the green economy.**

*OUTCOME MEASURES: Increase in course and programmatic offerings that prepare students for employment in the green economy and related fields.*

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During fiscal year 2009-2010, the district and its colleges accomplished the following in support of Green Courses and Programs:

1. The Green Initiatives Committee explored best practices in “green” course development around the state and shared their findings with interested faculty
2. An adhoc faculty committee began work on greening the curriculum
3. The Political Science discipline revised course outlines of record including “green” issues
4. The Office of Economic Development and Career and Technical Education worked in collaboration with the Workforce Development Board on programs for photovoltaic, biofuels and water distribution programs
5. Norco College developed a weatherization program
6. An Alternative Fuels class was added to the Auto Technology curriculum at Riverside City College
7. Cognizant Cuisine courses at Riverside City were approved by the curriculum committee for offering in the fall.

### **NORCO COLLEGE:**

1. Norco College developed ARRA funded training programs focused on renewable energies such as weatherization, and has revised its Electronics curriculum to include green principles.
2. Instituted the Norco College Green Initiatives Committee, comprised of faculty, staff, students, administrators, and members of the community.
3. Designated 2500 sq ft of unused lawn space to be used as a Water Demonstration Garden. Plans were designed by a local landscape architect to include outdoor teaching spaces, community outreach opportunities, and demonstrations for drip irrigation and California native plants.
4. The Green Initiatives Committee supported an Earth Day Celebration featuring a taste of Corona's farmer's Market, facilitated film discussions, and student club involvement.
5. Norco College has been recycling paper for over 4 years in partnership with the Athens Company.
6. 6 Bike racks were purchased to encourage green transportation opportunities for students and staff.
7. Members of the faculty and administration attended the 2009 Green California Community College Summit.
8. As a result of the Green Initiatives Committee, a new student club was developed called the Green Health Club, focusing on clean foods, health, and nutrition.

# Theme Seven: Green Initiatives

## Strategy Three

### **Enhance RCCD's organizational capacity and practices as a socially responsible institution of higher learning.**

*OUTCOME MEASURES: Changes in practices that increase the capacity of the institution to be environmentally socially responsible.*

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Accomplishments related to Organizational Capacity and practices as a socially responsible institution of higher learning.

1. The Grants Office organized a workshop for faculty and administration on "Understanding the Green Economy in California" presented by the Centers of Excellence of the California Community Colleges
2. The Grants Office actively investigated options for green themed grants and began matching those opportunities to district and college goals
3. A team was sent to the "Green California: Community College Summit" in October and their findings were shared with the Green Initiatives Committee
4. A survey of faculty exploration of green themes in their classrooms was completed in September 2009. The survey will serve as a pretest of the impact of Green Initiatives on teaching and learning district-wide
5. The Green Initiatives Committee studied the "green" activities of local governments which might be applicable to the district
6. Academic Web Services set up a district-wide website for Green Initiatives at <http://websites.rcc.edu/greeninitiatives/>
7. In January 2010, the Board of Trustees adopted a resolution on LEED certification for all buildings begun after fall 2009, including the new Nursing/Sciences building at Riverside and the Learning Gateway Building at Moreno Valley
8. Facilities, Planning, Design & Construction completed a \$2 million per campus project to save energy through retrofitting, and reducing consumption resulting in a 19% reduction district wide. The project was completed in partnership with Edison at Norco and Moreno Valley.
9. The Office of Institutional Effectiveness began development of a database illustrating anticipated future demand for green jobs
10. Community Education changed the format of their summer catalog to greatly reduce paper content and cost
11. The District approved continuation of its four day work week initiative for the summer reducing power consumption on hot summer days
12. Moreno Valley College have maintained a grey water system and xeroscaping system
13. Moreno Valley established a college based Green Initiative Committee that meets monthly, and utilizes the work of active subcommittees. The subcommittees are as follows:
  - Subcommittee 1: Greening our Campus - led by students will focus on waste management systems. It works to create a proper recycling program that could generate proceeds for the student union. It ensures that recycling bins are properly labeled and distributed throughout the campus.
  - Subcommittee 2: Greening the Curriculum Committee - led by faculty is preparing a detailed guideline on how the concepts, principles, applications, and implications of the green concept may be embedded into new and existing curricula across all general education and CTE curriculum. It will ensure that both the Senate and the Curriculum Committee approve the guidelines for implementation, and will coordinate service learning and student community service activities with the greening of the curricula. It will also help in developing green student projects.
  - Subcommittee 3: Green Outreach Committee - led by faculty, organizes workshops, seminars and plans to publish a Moreno Valley Green Newsletter providing information, updates and plans of the Green Committee to the MVC community and to the public. It conducts a special speaker series with guests from industry and academia, and organizes contests and competitions on green topics with prizes sponsored by industry. A solar energy workshop

## Theme Seven: Green Initiatives

- kicked off their efforts.
  - Subcommittee 4: Resource and Energy Conservation Committee - led by classified staff will develop recommendations and guidelines that will enable:
    - a. Electrical energy savings
    - b. Water-resource savings through the use of recycled water
    - c. Introduce the use of solar panels
    - d. Introduce plants and vegetation compatible with water conservation
    - e. Efforts to reduce printing.
  - Sub-committee 5: Fundraising Committee - led by management develops partnerships with various industry sectors including public utilities, the Gas Company, construction industries, the oil industry, Chambers of Commerce, etc. It will solicit sponsorship for the various green projects and activities. It will organize Green Student Scholarship Funds and solicit sponsorships for the various green projects and activities.
14. Norco College established a Green Initiatives Committee and a Green Health student club.
  15. Norco College approved a "Water Conservation Garden"
  16. Norco organized and held Earth Week celebrations in April 2010 including:
    - A Taste of Corona's Farmer's Market
    - A facilitated discussion of the film Food Inc.
  17. The District Strategic Planning Committee recommended to the Chancellor creation of a Riverside Community College District Center for Green Economy. The Center is currently being formed with the following:

***Vision Statement:*** *Riverside Community College District will be a statewide leader in assisting the State of California with its transformation toward a Green economy. This will be done by assisting Southern California businesses to make products and provide services that enable a cleaner, more efficient, and more competitive economy.*

*The Center will have full time staff to increase competitive advantage in the grant market, consolidate industry and government contacts, to provide resources and assistance for the colleges' academic and technical programs, and for the green initiatives of the district.*

*Further, the Center will educate the citizens of California about the role and responsibilities of individuals in effecting a sustainable global environment.*

**Mission Statement:** The CFGE at Riverside Community College District contributes to the creation of Green Economy by providing both training and education needed to live in green and sustainable global economy.

### **Goals:**

- The Center will provide training for business organizations; it will facilitate the offering of certificate and associate degree programs related to the green economy.
- The Center will provide counseling services to business organizations in alternative energy and transportation as well as green production, building, and sustainability.
- The Center will facilitate the training of future technicians in the area of renewable energy, transportation and alternative fuels, environmental health, green building and energy efficiency, and environmental compliance and sustainability planning.
- The Center will offer education programs for the region's city about resource conservation and environmental goals
- The Center will assist faculty with developing new courses related to green economy and sustainability. This may bring in leading speakers, provide release time to faculty be an associate fellow of the center, and to provide projects and stipends for faculty.
- The Center will host conferences and workshops related to green economy.
- The Center will have an Advisory Board made up of representatives from each of the colleges and the District. The Green Initiatives Committee shall constitute the initial Advisory Board.
- The Center will provide research and advocacy related green economy.
- The Center will be self-sufficient.

### **Areas of Emphasis:**

- **Renewable Energy** — Renewable energy generation and storage • Renewable energy commercialization • System installation and repair • Testing and certification of renewable energy systems

## Theme Seven: Green Initiatives

- **Energy Efficiency** — Energy conservation • Low impact manufacturing and production • Efficient energy use • Sustainable land use • Energy transmission and distribution
- **Transportation and Alternative Fuels** — Transportation technology • Green logistics • Repair and maintenance of alternative fuel vehicles • Green ports and airports • Biofuel and alternative fuel systems
- **Environmental Health** — Water, wastewater, and water management • Bio-diversity • Air quality • Green landscaping • Agricultural practices • Pollution monitoring and control • Waste management • Recycling • Hazardous waste management
- **Green Building** — Low impact manufacturing and production • Building inspection and certification • Sustainable urban development • Efficient energy design • Sustainable land use • Certification and energy audits • Site management
- **Environmental Compliance and Sustainability Planning** — Air quality • Recycling • Cleanup and safety • Monitoring and compliance



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# APPENDIX

## Riverside Community College District Strategic Plan Report Card 2008-2010 Appendix

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Items in this Appendix appear in Alphabetical Order by Topic

Community Involvement Survey	Appendix 2
Class Cancellation Rates	Appendix 5
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General Education Student Learning Outcomes (2009 and 2010 by college)	Appendix 23
Online Student Survey (2008 and 2010 district-wide)	Appendix 46
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Success Rates	Appendix 95
Transfer Rates	Appendix 101
Web Enhanced Student Survey (2010 district wide)	Appendix 102

# Community Involvement Survey

Participation in between July 1, 2008 and June 30, 2009. Total Number of Submissions: 161

## **Community Arts Group (Art, Music, or performance activity)**

Regularly (12+ times annually): 14 times: 9 %  
Occasionally (3 to 12 times annually): 45 times: 28 %  
Rarely (less than 3 times annually): 74 times: 46 %

## **Book club or cultural / intellectual discussion group**

Regularly (12+ times annually): 7 times: 4 %  
Occasionally (3 to 12 times annually): 22 times: 14 %  
Rarely (less than 3 times annually): 95 times: 59 %

## **Sports organization (includes Little League, Soccer, etc.)**

Regularly (12+ times annually): 35 times: 22 %  
Occasionally (3 to 12 times annually): 28 times: 17 %  
Rarely (less than 3 times annually): 72 times: 45 %

## **Chamber of Commerce and/or civic group**

Regularly (12+ times annually): 15 times: 9 %  
Occasionally (3 to 12 times annually): 27 times: 17 %  
Rarely (less than 3 times annually): 88 times: 55 %

## **Government board (city council, special district board, etc.)**

Regularly (12+ times annually): 11 times: 7 %  
Occasionally (3 to 12 times annually): 23 times: 14 %  
Rarely (less than 3 times annually): 96 times: 60 %

## **Multicultural organization or civil rights / liberties group**

Regularly (12+ times annually): 5 times: 3 %  
Occasionally (3 to 12 times annually): 26 times: 16 %  
Rarely (less than 3 times annually): 91 times: 57 %

## **Educational board outside of RCCD (PTA , K-12, etc.)**

Regularly (12+ times annually): 10 times: 6 %  
Occasionally (3 to 12 times annually): 22 times: 14 %  
Rarely (less than 3 times annually): 92 times: 57 %

**Professional organization on local, state or national level**

Regularly (12+ times annually): 28 times: 17 %  
Occasionally (3 to 12 times annually): 45 times: 28 %  
Rarely (less than 3 times annually): 68 times: 42 %

**Volunteer with elderly / persons in hospitals, etc.**

Regularly (12+ times annually): 14 times: 9 %  
Occasionally (3 to 12 times annually): 17 times: 11 %  
Rarely (less than 3 times annually): 96 times: 60 %

**Health Volunteer (Red Cross, American Cancer Society, etc.)**

Regularly (12+ times annually): 7 times: 4 %  
Occasionally (3 to 12 times annually): 12 times: 7 %  
Rarely (less than 3 times annually): 102 times: 63 %

**Religious or spiritual organization**

Regularly (12+ times annually): 60 times: 37 %  
Occasionally (3 to 12 times annually): 32 times: 20 %  
Rarely (less than 3 times annually): 51 times: 32 %

**Charitable group (United Way, Make-A-Wish, Habitat for Humanity, etc.)**

Regularly (12+ times annually): 25 times: 16 %  
Occasionally (3 to 12 times annually): 37 times: 23 %  
Rarely (less than 3 times annually): 75 times: 47 %

**Fraternity or sorority involvement**

Regularly (12+ times annually): 2 times: 1 %  
Occasionally (3 to 12 times annually): 3 times: 2 %  
Rarely (less than 3 times annually): 117 times: 73 %

**Youth mentoring, (Girl or Boy Scouts, etc.)**

Regularly (12+ times annually): 15 times: 9 %  
Occasionally (3 to 12 times annually): 23 times: 14 %  
Rarely (less than 3 times annually): 89 times: 55 %

**Organization for disabled persons (Special Olympics or the School for the Deaf, etc)**

Regularly (12+ times annually): 2 times: 1 %  
Occasionally (3 to 12 times annually): 8 times: 5 %  
Rarely (less than 3 times annually): 108 times: 67 %

**Social support group that serves the poor, homeless or abuse victims**

Regularly (12+ times annually): 11 times: 7 %  
Occasionally (3 to 12 times annually): 26 times: 16 %  
Rarely (less than 3 times annually): 91 times: 57 %

**Disaster, fire, or other unpaid relief efforts**

Regularly (12+ times annually): 4 times: 2 %  
Occasionally (3 to 12 times annually): 11 times: 7 %  
Rarely (less than 3 times annually): 109 times: 68 %

**Science or environmental organization**

Regularly (12+ times annually): 4 times: 2 %  
Occasionally (3 to 12 times annually): 14 times: 9 %  
Rarely (less than 3 times annually): 104 times: 65 %

**Political group activity (political party, political action group, or discussion)**

Regularly (12+ times annually): 5 times: 3 %  
Occasionally (3 to 12 times annually): 17 times: 11 %  
Rarely (less than 3 times annually): 101 times: 63 %

**Animal rights, rescue organization (or other related to animal care)**

Regularly (12+ times annually): 6 times: 4 %  
Occasionally (3 to 12 times annually): 25 times: 16 %  
Rarely (less than 3 times annually): 97 times: 60 %

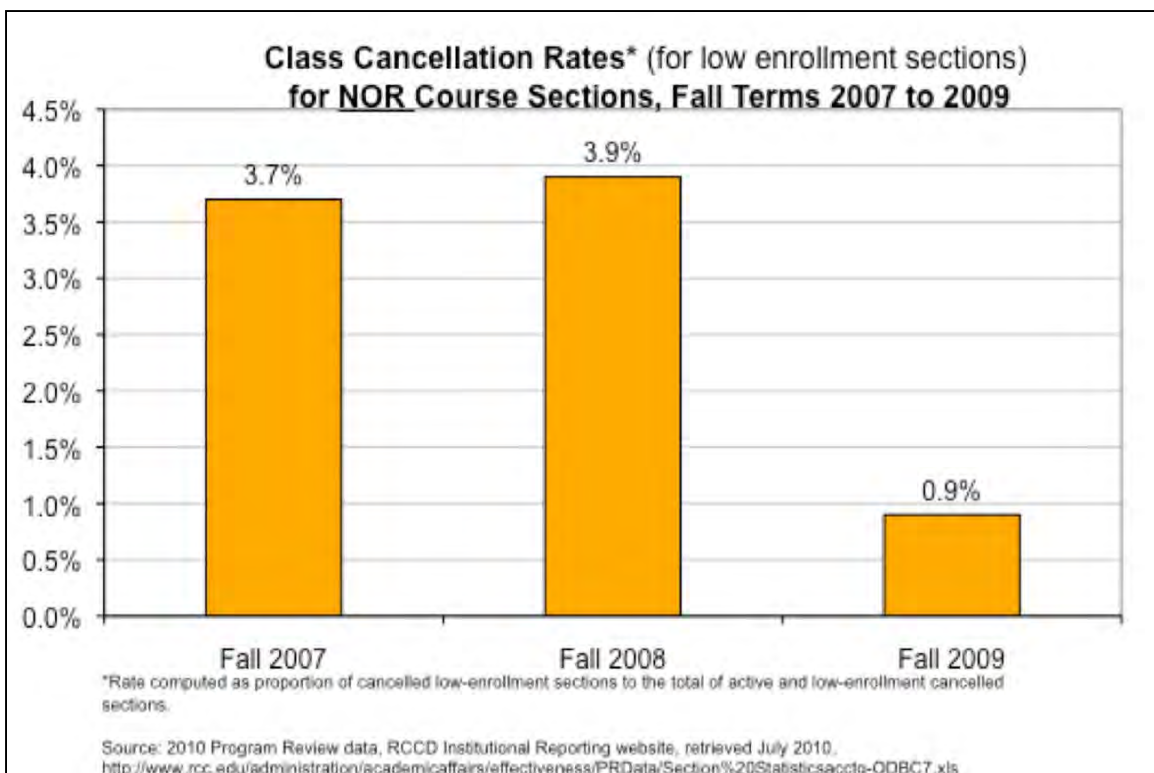
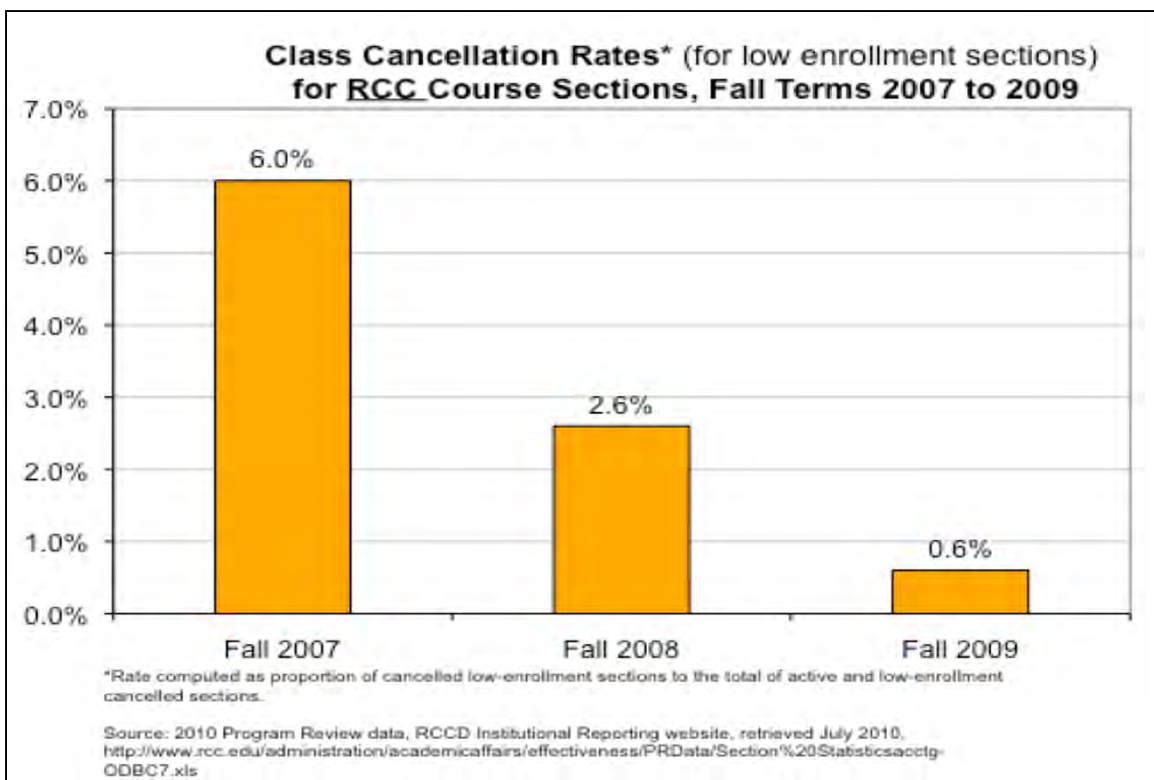
**Other (please list)**

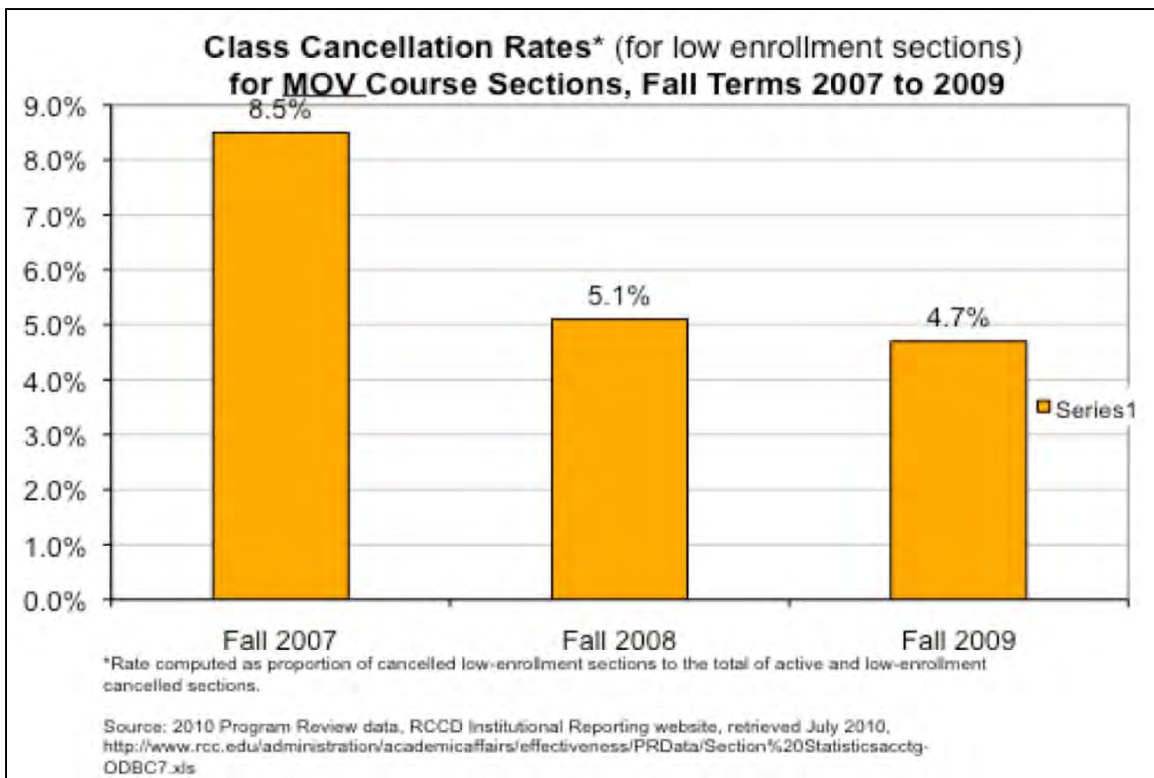
Regularly (12+ times annually): 14 times: 9 %  
Occasionally (3 to 12 times annually): 1 times: 1 %  
Rarely (less than 3 times annually): 5 times: 3 %

**Are you ...**

Administration / Management: 47 times: 29 %  
Faculty: 28 times: 17 %  
Staff: 86 times: 53 %

## Class Cancellation Rates





## Developmental Education Data, Moreno Valley College (05 - 09)

<b>Baseline Measures for Developmental Education (DEV) For Selected Fall Term</b>	<b>Levels of Measurement</b>				
	<b>Developmental Education</b>				
	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
Percentage of New Students Assessed into Developmental Education Courses	71.9%	61.8%	55.0%	55.6%	57.8%
Unduplicated Number of Students Enrolled in Developmental Education	1,241	1,386	1,455	1,608	2,470
Number of Developmental Education Sections Offered	47	57	62	68	87
Percentage of Section Offerings that are Developmental Education	7.6%	7.7%	8.8%	8.5%	13.0%
Student Success Rate in Developmental Education Courses	60.2%	66.8%	57.4%	65.8%	61.8%
Student Retention Rate in Developmental Education Courses	86.1%	87.3%	87.4%	90.0%	88.9%
Student Course Repetition Rate in Developmental Education Courses	23.9%	29.5%	29.3%	29.4%	N/A
Fall-to-Fall Persistence Rate of Developmental Education Students	42.9%	44.2%	44.1%	42.7%	N/A
Percentage of Developmental Ed. Sections Taught by Full-Time Faculty	18.8%	21.2%	20.0%	25.0%	27.8%
<b>Additional Recommended Measures</b>					
Percentage of Developmental Education Students who Subsequently Enroll in Transfer-Level Courses	86.6%	77.2%	77.0%	76.4%	N/A
Success Rate of Developmental Education Students in Transfer-Level Courses	85.4%	80.7%	81.1%	77.6%	N/A
Percentage of Students who Successfully Completed a Developmental Education Course and Earned a Degree or Certificate	9.1%	12.9%	10.7%	13.5%	7.5%
Percentage of Students who Successfully Completed a Developmental Education Course and Subsequently Transferred	6.8%	11.3%	5.5%	0.0%	N/A



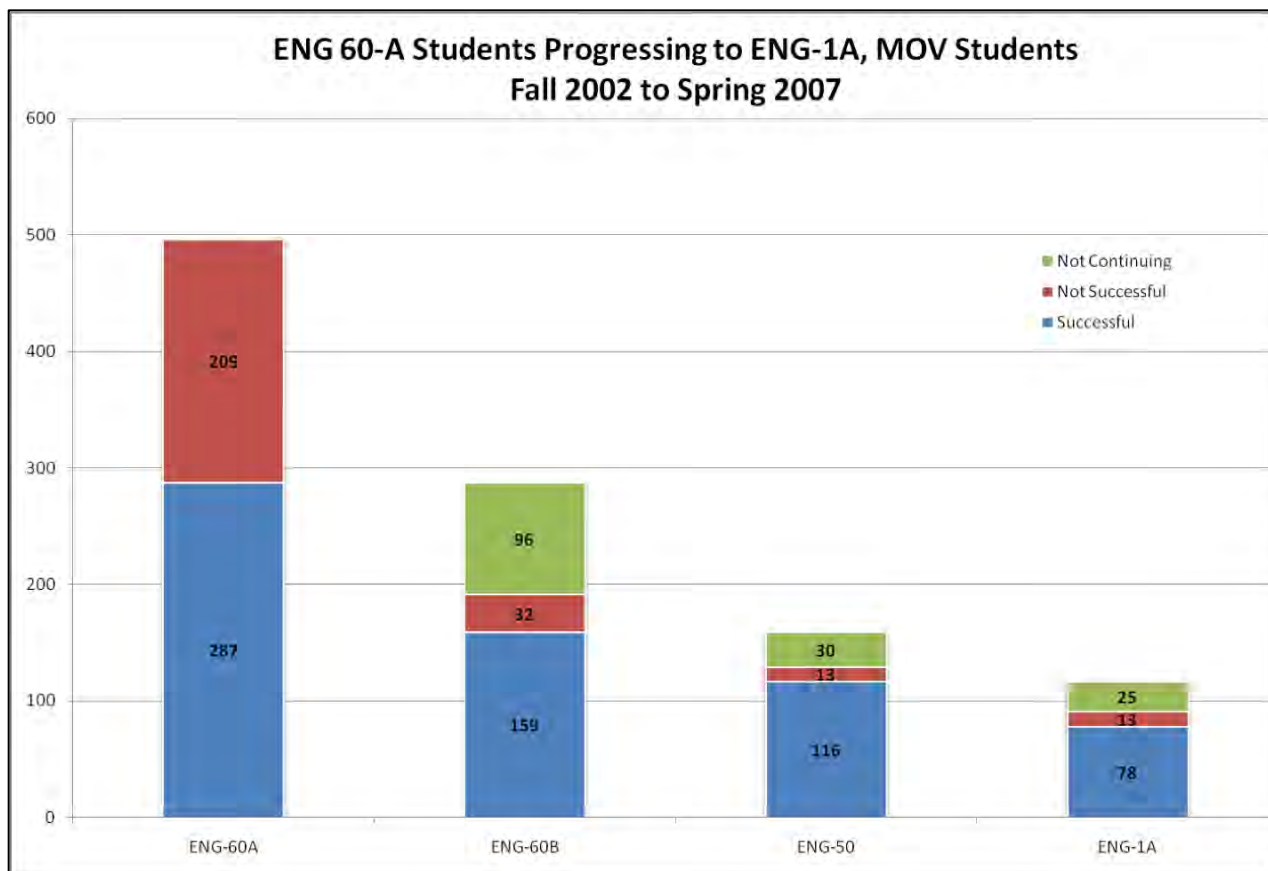
## Developmental Education Data, Norco College (05 - 09)

<b>Baseline Measures for Developmental Education (DEV) For Selected Fall Term</b>	<b>Levels of Measurement</b>				
	<b>Developmental Education</b>				
	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
Percentage of New Students Assessed into Developmental Education Courses	72.1%	71.9%	58.1%	57.0%	58.3%
Unduplicated Number of Students Enrolled in Developmental Education	1,404	1,429	1,511	1,506	2,679
Number of Developmental Education Sections Offered	52	56	56	56	85
Percentage of Section Offerings that are Developmental Education	8.4%	8.4%	9.1%	8.7%	14.9%
Student Success Rate in Developmental Education Courses	65.1%	63.4%	64.5%	62.7%	63.1%
Student Retention Rate in Developmental Education Courses	90.4%	89.3%	90.5%	90.1%	89.8%
Student Course Repetition Rate in Developmental Education Courses	31.6%	33.9%	35.0%	28.9%	N/A
Fall-to-Fall Persistence Rate of Developmental Education Students	43.4%	43.9%	43.8%	43.5%	N/A
Percentage of Developmental Ed. Sections Taught by Full-Time Faculty	36.1%	31.6%	22.2%	21.1%	31.9%
<b>Additional Recommended Measures</b>					
Percentage of Developmental Education Students who Subsequently Enroll in Transfer-Level Courses	84.4%	76.6%	77.5%	80.5%	N/A
Success Rate of Developmental Education Students in Transfer-Level Courses	86.8%	76.5%	78.2%	77.9%	N/A
Percentage of Students who Successfully Completed a Developmental Education Course and Earned a Degree or Certificate	6.7%	10.6%	12.0%	8.6%	4.6%
Percentage of Students who Successfully Completed a Developmental Education Course and Subsequently Transferred	8.3%	11.1%	13.0%	0%	0%

## Developmental Education Data, Riverside City College (05 - 09)

Baseline Measures for Developmental Education (DEV) For Selected Fall Term	Levels of Measurement				
	Developmental Education				
	2005	2006	2007	2008	2009
Percentage of New Students Assessed into Developmental Education Courses	66.5%	70.6%	61.3%	57.9%	61.8%
Unduplicated Number of Students Enrolled in Developmental Education	2,800	2,847	3,010	3,040	5,491
Number of Developmental Education Sections Offered	122	131	146	141	201
Percentage of Section Offerings that are Developmental Education	6.6%	7.6%	8.1%	7.4%	12.0%
Student Success Rate in Developmental Education Courses	56.4%	56.3%	57.7%	61.6%	58.2%
Student Retention Rate in Developmental Education Courses	86.2%	86.6%	86.9%	88.5%	88.5%
Student Course Repetition Rate in Developmental Education Courses	31.4%	32.3%	33.3%	30.0%	N/A
Fall-to-Fall Persistence Rate of Developmental Education Students	43.1%	46.4%	45.9%	47.7%	N/A
Percentage of Developmental Ed. Sections Taught by Full-Time Faculty	37.5%	38.8%	37.2%	31.0%	30.8%
<b>Additional Recommended Measures</b>					
Percentage of Developmental Education Students who Subsequently Enroll in Transfer-Level Courses	85.3%	78.8%	79.0%	81.7%	N/A
Success Rate of Developmental Education Students in Transfer-Level Courses	79.4%	75.9%	77.7%	74.2%	N/A
Percentage of Students who Successfully Completed a Developmental Education Course and Earned a Degree or Certificate	11.1%	11.9%	9.2%	6.9%	4.9%
Percentage of Students who Successfully Completed a Developmental Education Course and Subsequently Transferred	11.1%	12.7%	11.8%	0%	N/A

### Moreno Valley College

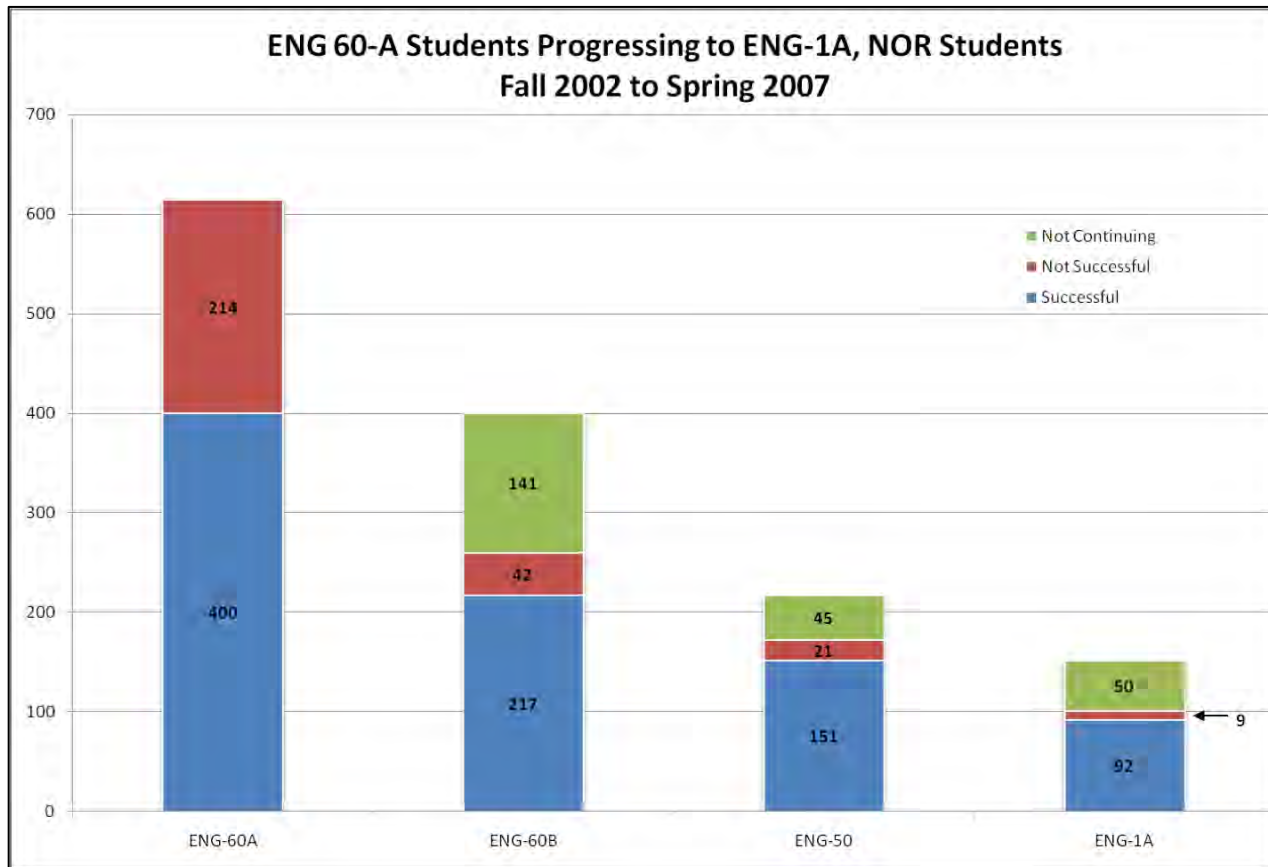


This chart indicates that during the period of Fall 2002 – Summer 2003, 496 MOV students attempted ENG-60A. Of these students, 287 (57.9%) passed the course. Of the number of students who passed ENG-60A, 191 (66.6%) attempted the next highest level, ENG-60B. Of these students, 159 (83.2%) passed that course. Of the number of students who passed ENG-60B, 129 (81.1%) attempted the next highest level course, ENG-50. Of these students, 116 (89.9%) passed that course. Of the number of students who passed ENG-50, 91 (78.4%) attempted the next highest level course, ENG-1A. Of these students, 78 (85.7%) passed that course.

Of the original 496 students who started in ENG-60A, 78 (15.7%) successfully completed ENG-1A during the 5 years under examination.

The chart also shows the number of students who were successful in the previous English course but did not take the subsequent English course. Of the 287 students who successfully passed ENG-60A, 96 (33.4%) did not enroll in ENG-60B. Of the 159 students who successfully passed ENG-60B, 30 (18.9%) did not enroll in ENG-50. Of the 116 students who successfully passed ENG-50, 25 (21.6%) did not enroll in ENG-1A.

### Norco College

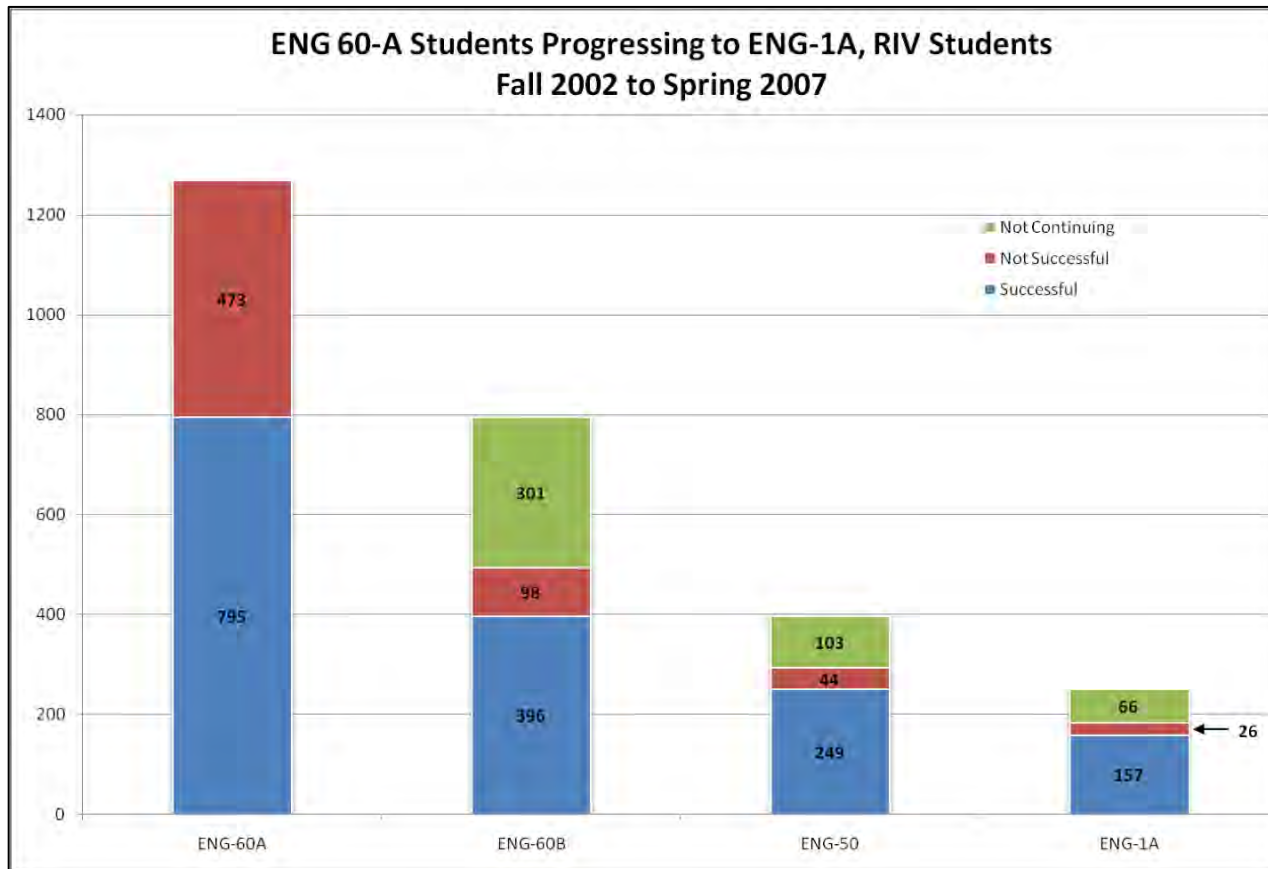


This chart indicates that during the period of Fall 2002 – Summer 2003, 614 NOR students attempted ENG-60A. Of these students, 400 (65.1%) passed the course. Of the number of students who passed ENG-60A, 259 (64.8%) attempted the next highest level, ENG-60B. Of these students, 217 (83.8%) passed that course. Of the number of students who passed ENG-60B, 172 (79.3%) attempted the next highest level course, ENG-50. Of these students, 151 (87.8%) passed that course. Of the number of students who passed ENG-50, 101 (66.9%) attempted the next highest level course, ENG-1A. Of these students, 92 (91.1%) passed that course.

Of the original 614 students who started in ENG-60A, 92 (15.0%) successfully completed ENG-1A during the 5 years under examination.

The chart also shows the number of students who were successful in the previous English course but did not take the subsequent English course. Of the 400 students who successfully passed ENG-60A, 141 (35.3%) did not enroll in ENG-60B. Of the 217 students who successfully passed ENG-60B, 45 (20.7%) did not enroll in ENG-50. Of the 151 students who successfully passed ENG-50, 50 (33.1%) did not enroll in ENG-1A.

### Riverside City College

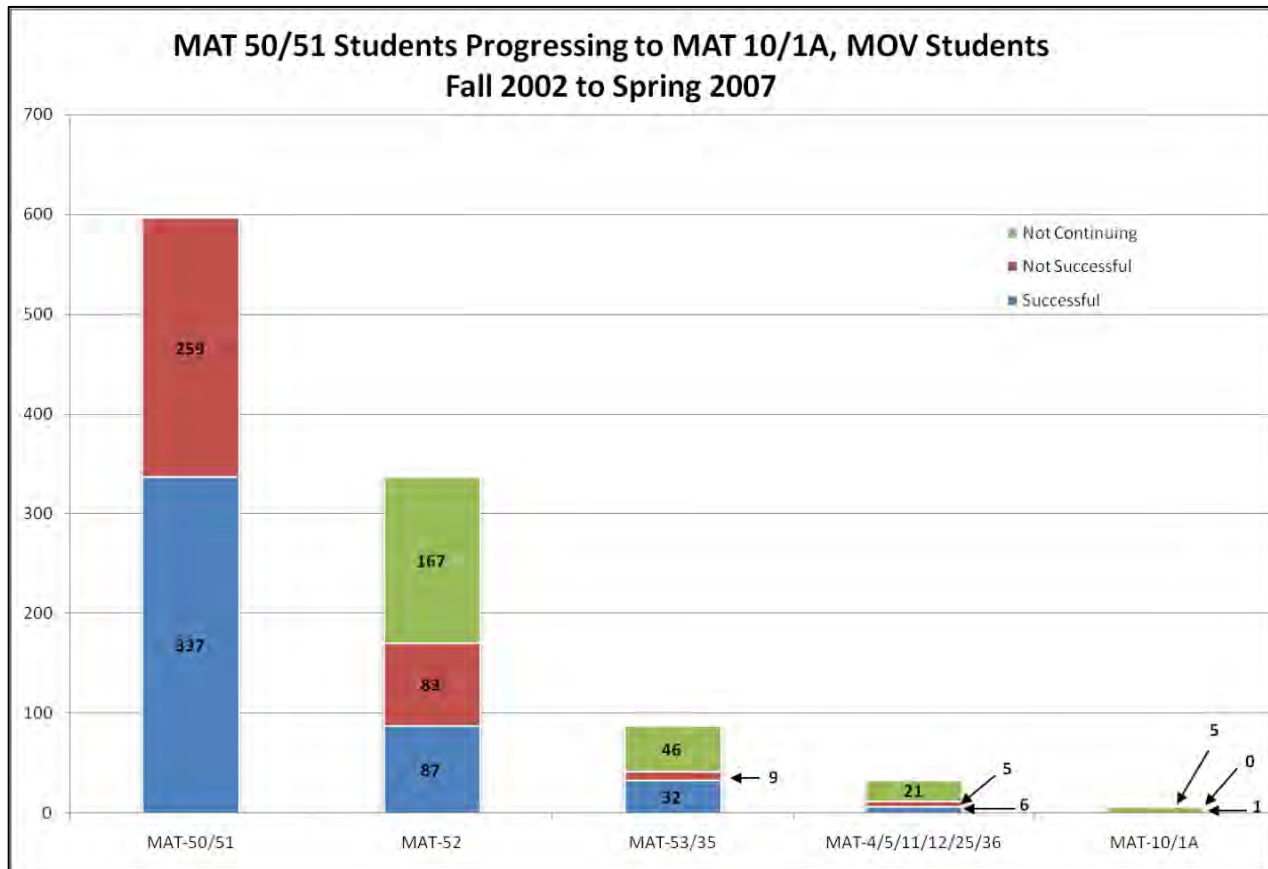


This chart indicates that during the period of Fall 2002 – Summer 2003, 1,268 RIV students attempted ENG-60A. Of these students, 795 (62.7%) passed the course. Of the number of students who passed ENG-60A, 494 (62.1%) attempted the next highest level, ENG-60B. Of these students, 396 (80.2%) passed that course. Of the number of students who passed ENG-60B, 293 (74.0%) attempted the next highest level course, ENG-50. Of these students, 249 (85.0%) passed that course. Of the number of students who passed ENG-50, 183 (73.5%) attempted the next highest level course, ENG-1A. Of these students, 157 (85.8%) passed that course.

Of the original 1,268 students who started in ENG-60A, 157 (12.4%) successfully completed ENG-1A during the 5 years under examination.

The chart also shows the number of students who were successful in the previous English course but did not take the subsequent English course. Of the 795 students who successfully passed ENG-60A, 301 (37.9%) did not enroll in ENG-60B. Of the 396 students who successfully passed ENG-60B, 103 (26.0%) did not enroll in ENG-50. Of the 249 students who successfully passed ENG-50, 66 (26.5%) did not enroll in ENG-1A.

### Moreno Valley College

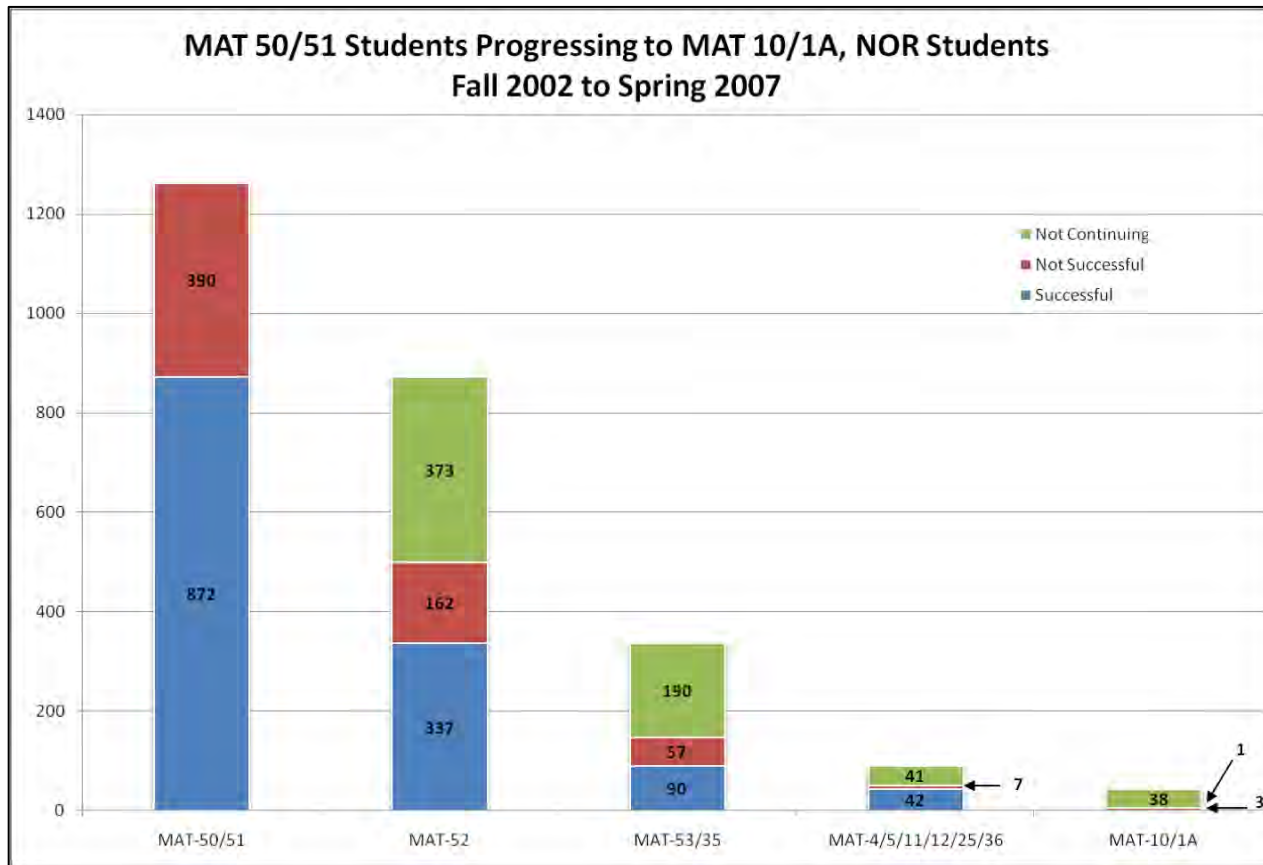


This chart indicates that during the period of Fall 2002 – Summer 2003, 596 MOV students attempted MAT-50 or 51. Of these students, 337 (56.5%) passed the course. Of the number of students who passed MAT-50 or 51, 170 (50.4%) attempted the next highest level, MAT-52. Of these students, 87 (51.2%) passed that course. Of the number of students who passed MAT-52, 41 (47.1%) attempted the next highest level course, MAT-53 or 35. Of these students, 32 (78.0%) passed that course. Of the number of students who passed MAT-53 or 35, 11 (34.4%) attempted the next highest level course, MAT- 4 or 5 or 11 or 12 or 25 or 36. Of these students, 6 (54.5%) passed MAT- 4 or 5 or 11 or 12 or 25 or 36. Of the number of students who passed MAT- 4 or 5 or 11 or 12 or 25 or 36, 1 (16.7%) attempted the next highest level course, MAT-10 or 1A. Of this 1 student, 1 (100.0%) passed MAT-10 or 1A.

Of the original 596 students who started in MAT-50 or 51, 1 (0.17%) successfully completed MAT-10 or 1A during the 5 years under examination.

The chart also shows the number of students who were successful in the previous math course but did not take the subsequent math course. Of the 337 students who successfully passed MAT-50 or 51, 167 (49.6%) did not enroll in MAT-52. Of the 87 students who successfully passed MAT-52, 46 (52.9%) did not enroll in MAT-53 or 35. Of the 32 students who successfully passed MAT-53 or 35, 21 (65.6%) did not enroll in MAT- 4 or 5 or 11 or 12 or 25 or 36. Of the 6 students who successfully passed MAT- 4 or 5 or 11 or 12 or 25 or 36, 5 (83.3%) did not enroll in MAT-10 or 1A.

### Norco College

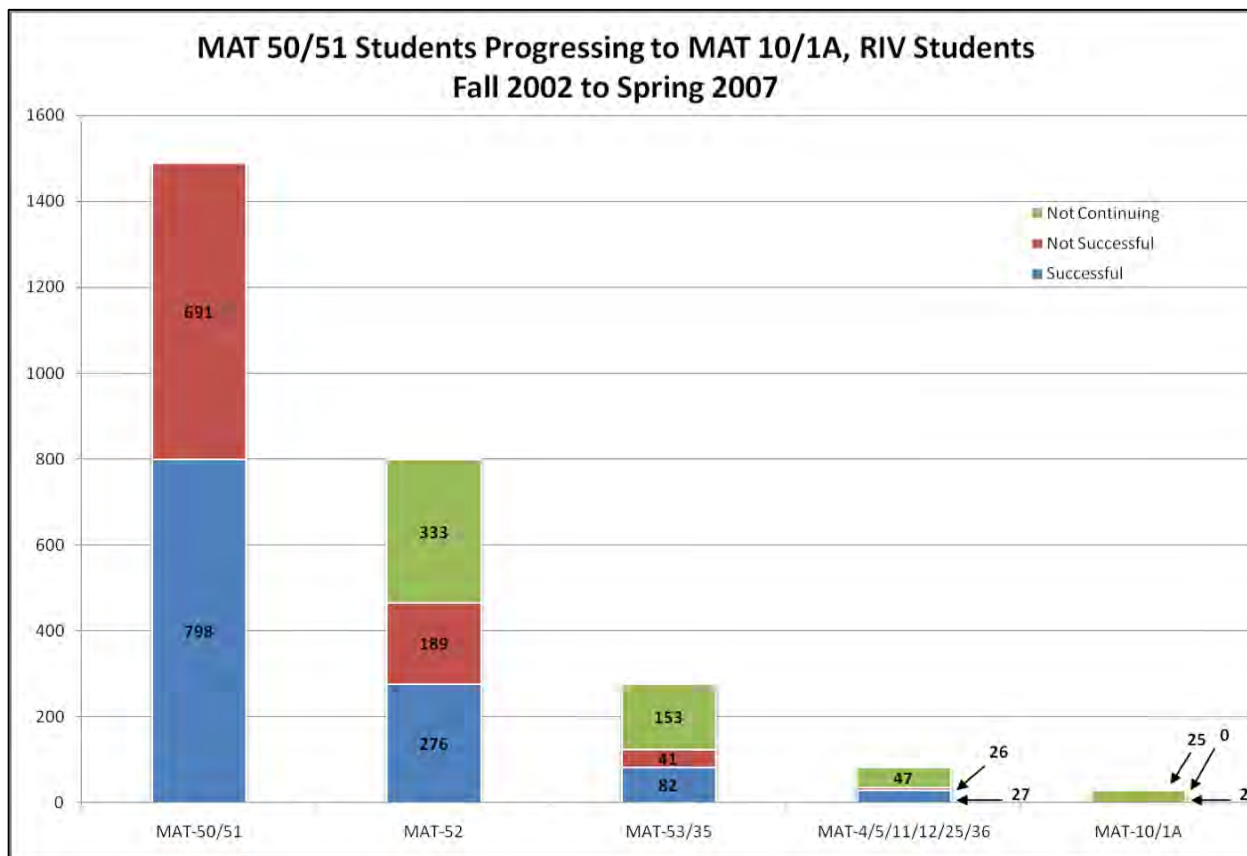


This chart indicates that during the period of Fall 2002 – Summer 2003, 1,262 NOR students attempted MAT-50 or 51. Of these students, 872 (69.1%) passed the course. Of the number of students who passed MAT-50 or 51, 499 (57.2%) attempted the next highest level, MAT-52. Of these students, 337 (67.5%) passed that course. Of the number of students who passed MAT-52, 147 (43.6%) attempted the next highest level course, MAT-53 or 35. Of these students, 90 (61.2%) passed that course. Of the number of students who passed MAT-53 or 35, 49 (54.4%) attempted the next highest level course, MAT - 4 or 5 or 11 or 12 or 25 or 36. Of these students, 42 (85.7%) passed MAT- 4 or 5 or 11 or 12 or 25 or 36. Of the number of students who passed MAT- 4 or 5 or 11 or 12 or 25 or 36, 4 (9.5%) attempted the next highest level course, MAT-10 or 1A. Of these students, 1 (25.0%) passed MAT-10 or 1A (Level 5).

Of the original 1,262 students who started in MAT-50 or 51, 1 (0.8%) successfully completed MAT-10 or 1A during the 5 years under examination.

The chart also shows the number of students who were successful in the previous math course but did not take the subsequent math course. Of the 872 students who successfully passed MAT-50 or 51, 373 (42.8%) did not enroll in MAT-52. Of the 337 students who successfully passed MAT-52, 190 (56.4%) did not enroll in MAT-53 or 35. Of the 90 students who successfully passed MAT-53 or 35, 41 (45.6%) did not enroll in MAT - 4 or 5 or 11 or 12 or 25 or 36. Of the 42 students who successfully passed MAT - 4 or 5 or 11 or 12 or 25 or 36, 38 (90.5%) did not enroll in MAT-10 or 1A.

### Riverside City College



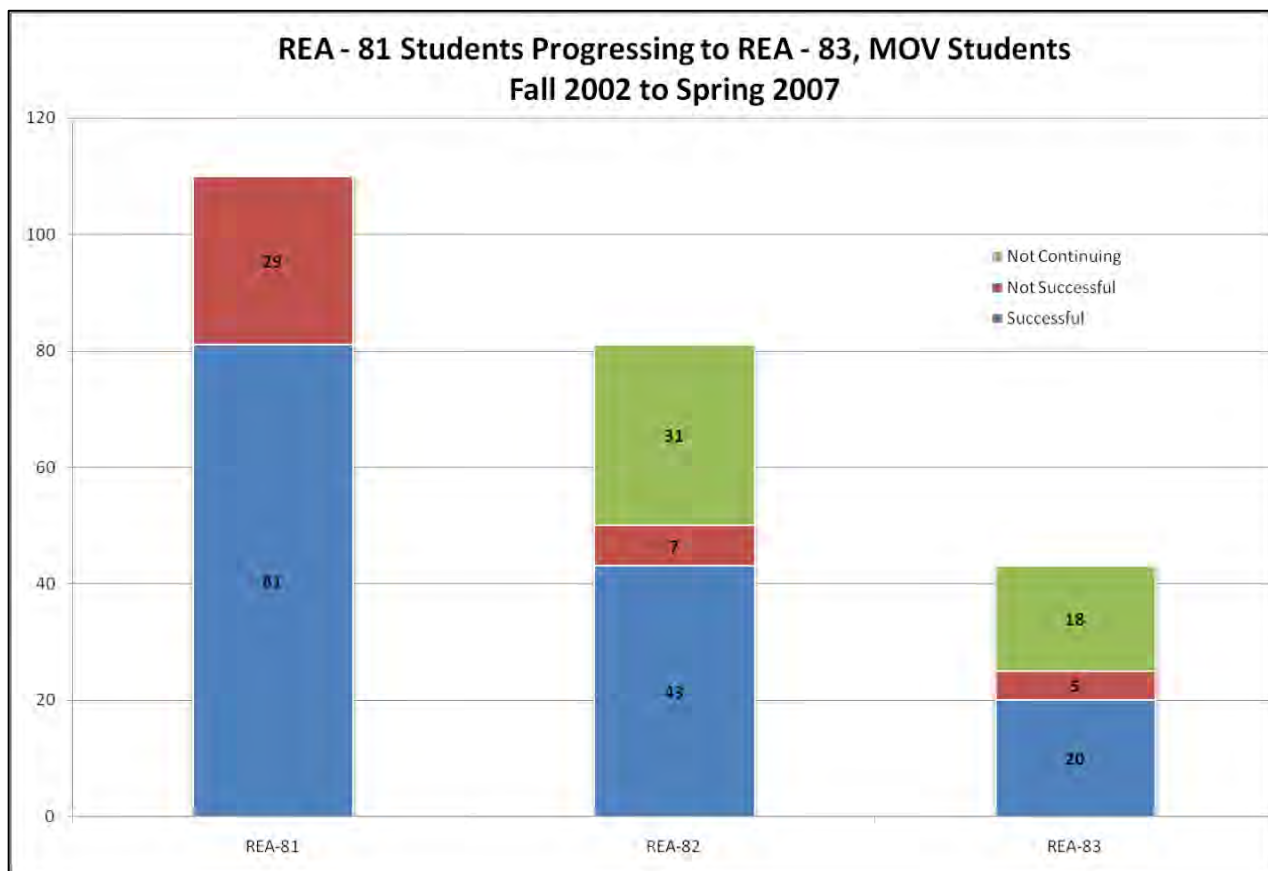
This chart indicates that during the period of Fall 2002 – Summer 2003, 1,489 RIV students attempted MAT-50 or 51. Of these students, 798 (53.6%) passed the course. Of the number of students who passed MAT-50 or 51, 465 (58.3%) attempted the next highest level, MAT-52. Of these students, 276 (59.4%) passed that course. Of the number of students who passed MAT-52, 123 (44.6%) attempted the next highest level course, MAT-53 or 35. Of these students, 82 (66.7%) passed that course. Of the number of students who passed MAT-53 or 35, 35 (42.7%) attempted the next highest level course, MAT- 4 or 5 or 11 or 12 or 25 or 36. Of these students, 27 (77.1%) passed MAT- 4 or 5 or 11 or 12 or 25 or 36. Of the number of students who passed MAT- 4 or 5 or 11 or 12 or 25 or 36, 2 (7.4%) attempted the next highest level course, MAT-10 or 1A. Of these students, 2 (100.0%) passed MAT-10 or 1A.

Of the original 1,489 students who started in MAT-50 or 51, 2 (0.13%) successfully completed MAT-10 or 1A during the 5 years under examination.

The chart also shows the number of students who were successful in the previous math course but did not take the subsequent math course. Of the 798 students who successfully passed MAT-50 or 51, 333 (41.7%) did not enroll in MAT-52. Of the 276 students who successfully passed MAT-52, 153 (55.4%) did not enroll in MAT-53 or 35. Of the 82 students who successfully passed MAT-53 or 35, 47 (57.3%) did not enroll in MAT – 4 or 5 or 11 or 12 or 25 or 36. Of the 27 students who successfully passed MAT- 4 or 5 or 11 or 12 or 25 or 36, 25 (92.6%) did not enroll in MAT-10 or 1A.



Moreno Valley College

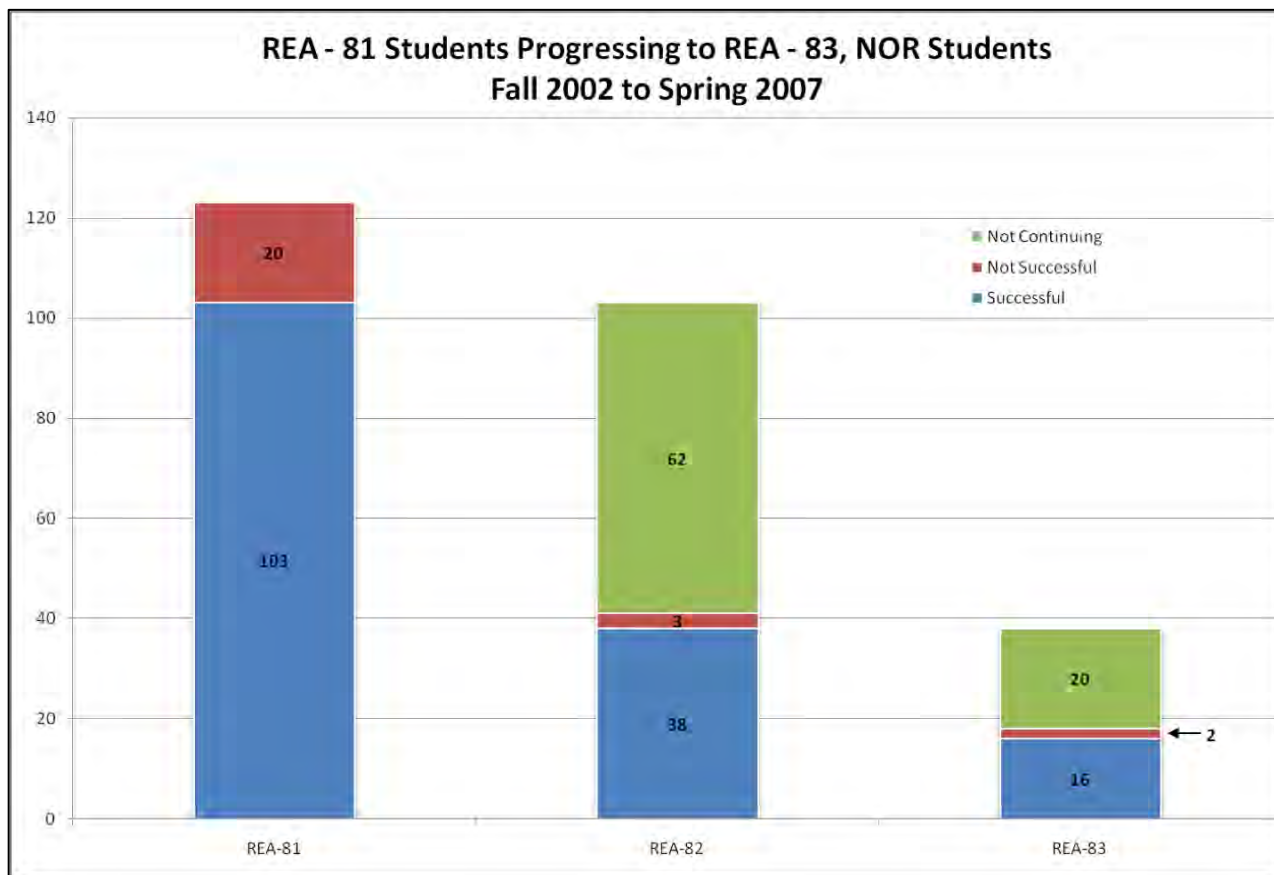


This chart indicates that during the period of Fall 2002 – Summer 2003, 110 MOV students attempted REA-81. Of these students, 81 (73.6%) passed the course. Of the number of students who passed REA-81, 50 (61.7%) attempted the next highest level, REA-82. Of these students, 43 (86.0%) passed that course. Of the number of students who passed REA-82, 25 (58.1%) attempted the next highest level course, REA-83. Of these students, 20 (80.0%) passed that course.

Of the original 110 students who started in REA-81, 20 (18.2%) successfully completed REA-83 during the 5 years under examination.

The chart also shows the number of students who were successful in the previous reading course but did not take the subsequent reading course. Of the 81 students who successfully passed REA-81, 31 (38.3%) did not enroll in REA-82. Of the 43 students who successfully passed REA-82, 18 (41.9%) did not enroll in REA-83.

### Norco College

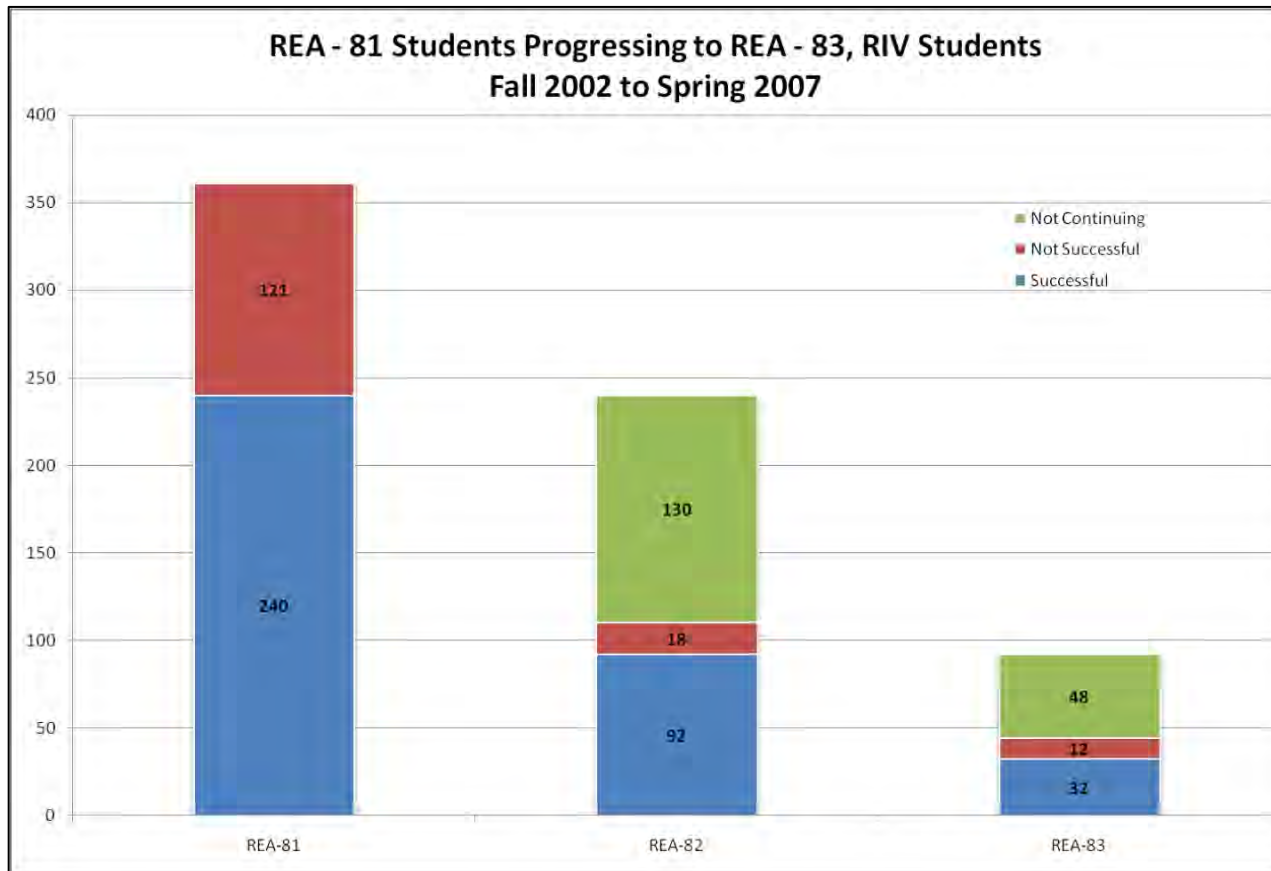


This chart indicates that during the period of Fall 2002 – Summer 2003, 123 NOR students attempted REA-81. Of these students, 103 (83.7%) passed the course. Of the number of students who passed REA-81, 41 (39.8%) attempted the next highest level, REA-82. Of these students, 38 (92.7%) passed that course. Of the number of students who passed REA-82, 18 (47.4%) attempted the next highest level course, REA-83. Of these students, 16 (88.9%) passed that course.

Of the original 123 students who started in REA-81, 16 (13.0%) successfully completed REA-83 during the 5 years under examination.

The chart also shows the number of students who were successful in the previous reading course but did not take the subsequent reading course. Of the 103 students who successfully passed REA-81, 62 (60.2%) did not enroll in REA-82. Of the 38 students who successfully passed REA-82, 20 (52.6%) did not enroll in REA-83.

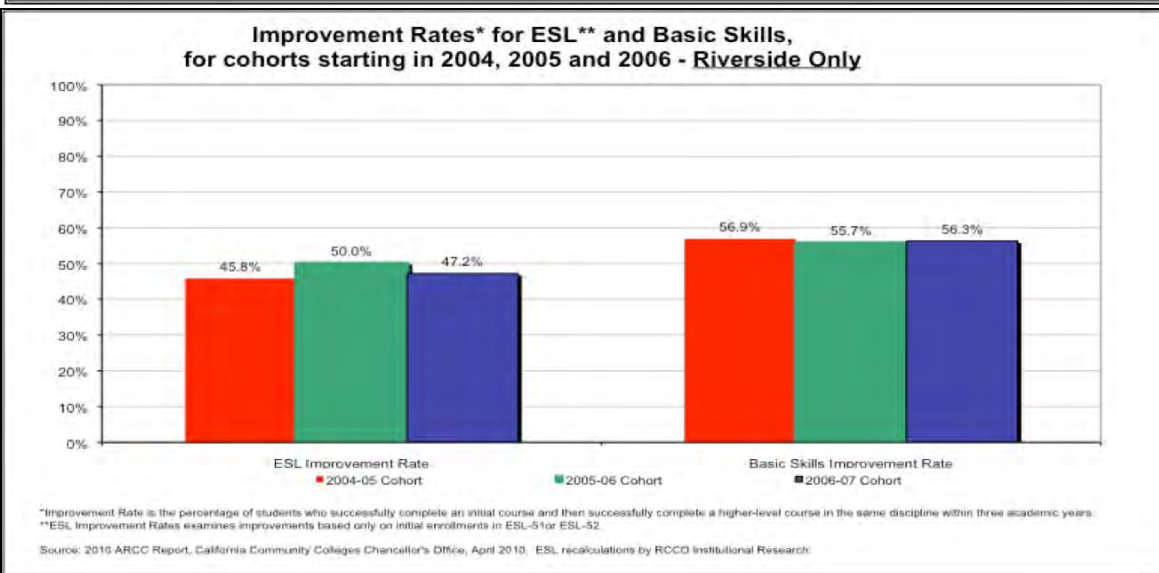
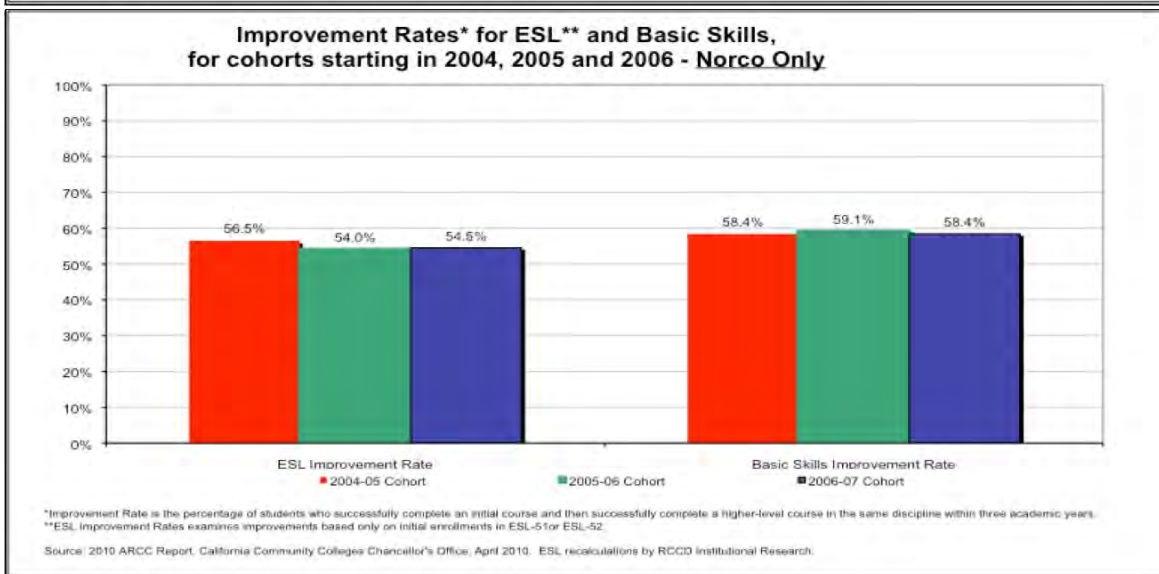
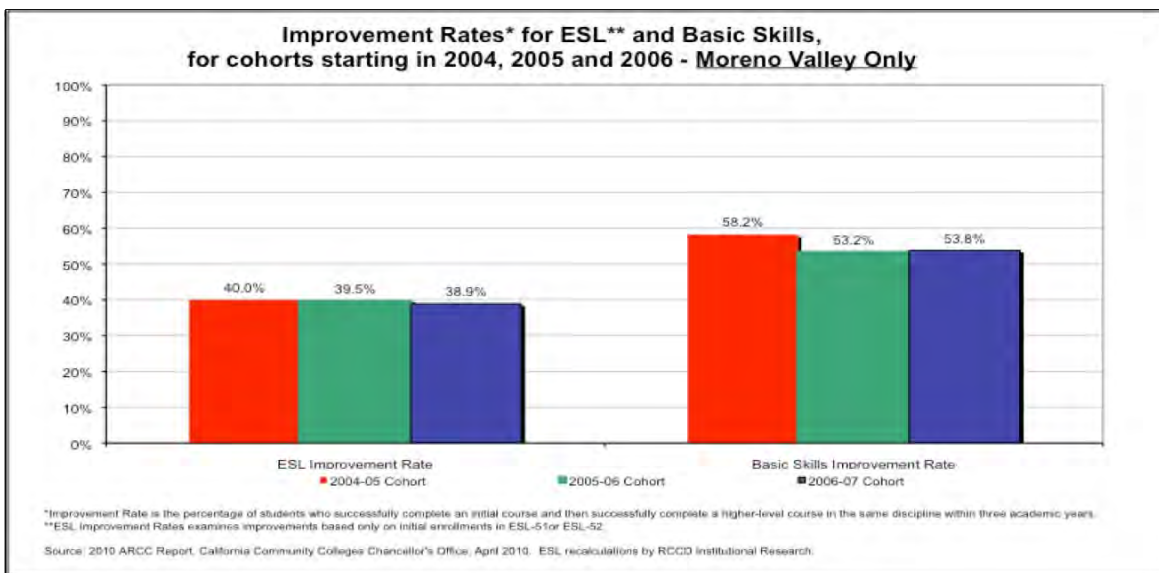
### Riverside City College



This chart indicates that during the period of Fall 2002 – Summer 2003, 361 RIV students attempted REA-81. Of these students, 240 (66.5%) passed the course. Of the number of students who passed REA-81, 110 (45.8%) attempted the next highest level, REA-82. Of these students, 92 (83.6%) passed that course. Of the number of students who passed REA-82, 44 (47.8%) attempted the next highest level course, REA-83. Of these students, 32 (72.7%) passed that course.

Of the original 361 students who started in REA-81, 32 (8.9%) successfully completed REA-83 during the 5 years under examination.

The chart also shows the number of students who were successful in the previous reading course but did not take the subsequent reading course. Of the 240 students who successfully passed REA-81, 130 (54.2%) did not enroll in REA-82. Of the 92 students who successfully passed REA-82, 48 (52.2%) did not enroll in REA-83.



The above graphic shows the ARCC report data for the indicator "Improvement Rates for ESL and Credit Basic Skills Courses." This indicator measures the proportion of students successfully taking a higher level ESL or Basic Skills course within during a subsequent three year period. The ESL Improvement Rates reported here differ from the rates in the ARCC report. RCCD Institutional Research recalculated the rates after independent analysis of the data determined that ESL course coding was responsible for the substantial differences in improvement rates between the cohorts. A majority of RCCD's ESL course enrollments are coded so that their successful sequential completion does not fit the criteria as designated by ARCC standards. However, examining only ESL courses coded to meet the ARCC improvement criteria, the ESL improvement rates stabilize at 49%, with less than a 1% year-to-year difference.

## Developmental Education - Campus Specific Activities

**Norco** continued with its success track, which focuses on scheduling patterns in basic skills courses, primarily math and English, to support both retention and success. The scheduling patterns remained primarily between 8 am-2 pm from Monday through Friday. The Five tracks offered include: Early Bird, Night Owl, Late Riser, Fast Track and Other Choices. All tracks incorporate a cluster of basic skills math and English courses, guidance courses and an elective. Tutor-assisted courses were employed for 17 of the courses that are historically difficult for students and/or have large enrollments. Online tutoring through Smarthinking was also implemented allowing Norco students tutorial access off campus. The Student Success Committee is a robust committee made up of a cross section of faculty, staff, and students who meet biweekly to address the ways in which student success can be supported at Norco College. The Talented Tenth Program (T3P) is designed to meet the needs of African American students through learning communities, career guidance, mentoring, success and financial aid workshops, and culturally relevant celebrations. T3p incorporates a cohort model linking Guidance and English courses thematically focused on African American culture. T3p supports basic skills students through the basic skills pipeline of English 60A, 60B, 50 toward college level English 1A, and 1B. ILA-800 courses have been designed to provide supervised tutoring services in the CIS, WRC, and Math Labs in the areas of CIS, English, and Math. To further meet the needs of our Honors students, Norco College has a thriving Honors Program with a compliment of carefully designed, seminar style courses. Honors students can take full advantage of the Transfer Articulation Program (TAPS) agreements with UCLA, UC Irvine, University of San Diego, Pomona College, San Jose State School of Engineering, Cal Poly Pomona, and Mills College, along with other participating colleges.

**Riverside** enhanced or developed several programs between 2008 and spring 2010 including:

- **JumpStart Summer Program** - The target student populations were students who placed in English 60A, Reading 81 or Reading 82 and Math 63 on the Accuplacer. These are basic skills courses at the lowest placement levels. There was open recruitment to all students based on placement levels (438 students qualified). The program accepted students on a first come, first serve basis with the understanding that students were required to attend a mandatory orientation to review the structure and schedule of the program. Participating students were allowed to invite a family member or individual who supports their academic endeavors. Students enrolled in non-credit courses and textbooks were provided. Therefore, the program was FREE to participating students and funded through the Basic Skills Initiative. Students attended an intensive six-week summer program that provided instruction in English, Reading, and Mathematics with an additional weekly workshop to enhance their study skills and increase motivation. The course schedule was Monday – Thursday from 8:00am to 1:00pm. Supplemental Instructional leaders served as Classroom Assistants in all three disciplines and held study sessions once a week.
- **CAP** - Students enroll in a learning community where the courses share common themes and assignments. Students in Eng-60, 60B, 50, ESL 54 and 55 are also invited to participate in SI sessions. Students can borrow a laptop for the semester and go on campus tours of four-year universities. Students are encouraged to meet with a counselor to create a 2-year Student Educational Plan.
- **ILA 800 (Reading)** - ILA 800 allows students (not currently enrolled in Reading courses or enrolled in a course that does not require hours of lab attendance at the Writing Reading Center (WRC) access to the Center and resources. Students can be referred by instructors in content area classes, or basic skills courses. Students then meet with instructors on duty and use DLA, software, or other resources to improve areas of academic weakness.
- **English 50 Industry Course Project** - One English 50 course's assignment topics will be geared toward students in the culinary arts program, the Ford Asset program, etc. in order to hopefully engage their interest.
- **Center for Communication Excellence (CCE)** - The Speech Communication Discipline is currently in the pilot of the CCE, which offers services to the whole college community. While the program currently serves a majority of SPE 1 and SPE 9 students, the long term vision is the integration of the CCE to students not currently enrolled in credit Speech Communication courses.
- **ILA 800 (ESL)** - The project activities include developing DLA materials for the curriculum of ILA 800, piloting the course in fall 2009, and developing a referral form in spring 2010. The course is now in place and ready to be used. Referral forms are available to faculty and materials are in place for instructors and students to access. The DLA materials were developed in summer 2009, continue to expand each semester, and can be accessed online. The referral forms have been developed and approved as of spring 2010. A missing component of this project is making students and faculty aware of the opportunity to use the Writing & Reading Center and of how the referral system works, and training Writing & Reading Center faculty to use the materials that have been developed.
- **HOME Room** - Supplemental instruction, independent study, computer usage, meeting with faculty, movie/documentary viewing, club meetings, special events.

- Supplemental Instructional Program – There are bi-monthly training sessions provided for SI leaders and faculty. SI Leaders are in basic skills and CTE courses to assist instructors and to serve as role models to students. In addition, SIs conduct two-one hour group study sessions per week for all courses.
- ILA 800 (Math) - Three faculty from the Mathematics Department worked on each of the three subjects (Math 64, Math 52, and Math 35) writing up approximately 15 DLAs each. Tutors were then hired to work with students needing extra help on these topics. Instructors during the spring semester were encouraged to advertise the DLAs to their students and offer extra credit or some other type of incentive to get them to complete DLAs. Students were required to complete the entire DLA with the tutor and the tutor was required to make sure that the student understood all of the concepts and got every question on the worksheet correct.
- Math 52 Common Assessment Project - During the winter intercession, 4 full-time and 4 part-time faculty members reviewed the free-response answers from 59 exams, created rubrics for each question, scored each question based on the rubric and tallied the results. This information was shared and discussed at the Math Day in February and at a Developmental Math Committee meeting in March. Based on these results, changes were made to some of the questions and these changes will be looked at after reviewing the spring common finals. The group will meet again in June to score the free response questions from a sample of spring 52 exams. They will report their findings to faculty at the August Math Day and again at a Developmental Math Committee meeting in September. They will discuss the changes made to determine the actual areas of difficulties that the students appear to have.
- ESL Computerized PTESL Project - The goal of this project is to revise the PTESL to better align with curriculum to assess the current student population. In addition, by computerizing the test, the students will be automatically referred from the existing Accuplacer English assessment to the PTESL so that assessment can be completed immediately, rather than having students make another appointment to come in and take the ESL placement test. The goal is to make it easier for students to complete the assessment process in a timely manner and be placed correctly in an ESL course if needed rather than in the English series of courses.
- ESL Adult School Education Project - RCC has hosted two meetings with local-area adult schools. Alvord and Riverside Adult School representatives have attended. During these meetings, information has been shared about course articulation, resources, counseling, AB 540 rules and the application process. These meetings have resulted in a common understanding of what is required for students to come from adult education to RCC. RCC has started to provide family-inclusive counseling and orientation for students at these sites. Material about adult schools will be included in literature provided to students, and faculty are working to ensure that curriculum, especially new non-credit courses at RCC, do not overlap with existing adult education courses.
- ESL 801 course - ESL faculty met with Auto and Early Childhood Development to assess their entry-level courses and the needs that language learners have. The faculty developed ESL 801 to meet those needs. ESL 801 was designed and written in summer and fall 2009. The Discipline, Department, and curriculum committee approved this course in Spring 2010. This new non-credit course is being submitted to the Chancellor's office for approval.

#### **Moreno Valley:**

- In fall 2008, an interactive website was built for the Basic Skills Initiative Committee. The site serves as an information clearinghouse, storing committee documents such as proposal forms, agendas, and committee meeting minutes. Also, funded proposals are posted on the site so that the college community has access to information on funded projects. Information regarding upcoming BSI-related conferences is displayed as well as a calendar with meeting dates and events. Links to the state Basic Skills Initiative (BSI) site can also be found on this page.
- As a method of engaging Moreno Valley faculty in working on projects, the Basic Skills Initiative committee concentrated on funding curriculum development for learning communities. Faculty were interested in curriculum development prior to the grant, but often lacked time to devote to this endeavor while carrying their full teaching load. The committee actively recruited faculty to design linked-course curriculum during the winter 2009 semester and paid a stipend of \$3000 per faculty member to develop a syllabus and linked assignments for the following pairs of courses: Guidance 48/Math 90 ABC, Chemistry 2A/Math 35, English 50/Reading 83, Geography 1/Reading 83, English 50/Library 1, EAR 28/ESL55, and Reading 86/Psych 1. Additional curriculum was being developed in summer 2009 for learning communities: English 50/Fire Tech 1 and 2, and Math 63/PHP A75.
- With the help of BSI funds, tutorial services are being developed for online students in Math and English classes to be delivered using Elluminate, an online conferencing tool. Two faculty members traveled to the University of Missouri's National Supplemental Instruction Workshop to help in developing a training program for tutors in the online centers at Moreno Valley.
- BSI funding has enabled expansion of tutorial services in the campus math lab and the writing and reading center.

- Basic Skills funding supported the One Book/One College project by purchasing a copy of *Exposed: the Toxic Chemistry of Everyday Products and What's at Stake for American Power*, for every faculty member. Faculty, from all disciplines, were encouraged to use the book for assignments in writing across the curriculum.
- Fifty percent of a faculty position has been supported for a Basic Skills Facilitator
- To better assist with assessment of Basic Skills projects, fifty percent of the salary for an Outcomes Assessment Specialist was funded through the Basic Skills Initiative in 2009-2010.
- A Basic Skills Retreat was held October 29-30, 2009. Presenters Laura Hope and Merrill Deming discussed the principles involved in Chaffey College's student success centers and Moreno Valley faculty explored how these concepts could be customized to best serve our students.
- The MVC Basic Skills Initiative committee is supporting special projects to district ESL faculty in helping them to computerize the ESL placement test
- Two Moreno Valley faculty received Supplemental Instruction (SI) training and conducted an informational workshop on SI for interested faculty in Winter 2010. Training for SI leaders was held on campus and two SI leaders were hired for basic skills classes in English 50A and Math 52 during the Spring 2010 semester. Two additional classes will offer SI support in the Fall 2010 semester.
- Support was given to part-time English faculty to develop and present workshops on integrating Writing and Reading Center activities in English courses.
- A Learning Community curriculum was developed for Reading/Community Interpretation in 2010.
- A database, America's Newspapers, was purchased for use in Moreno Valley classes, particularly in Fire Technology
- Five faculty attended the Basic Skills Regional meeting in October 2009, two faculty attended the University of Missouri's National Supplemental Instruction Workshop in January 2010, one faculty attended an online teaching conference in San Diego, CA, and travel has been approved for the new Writing and Reading Center Coordinator to travel to the International Writing Center Administrators Summer Institute in July 2010.
- A JumpStart summer program was instituted that will review material in English, Reading, and Math so that students may retake the college's placement test in hopes of placing at a higher level. Twenty-one students were recruited, three faculty were hired, and three Supplemental Instruction Leaders were employed. Additionally, books for students' use were purchased. The workshops will run through the summer 2010 semester.

## General Education Student Learning Outcomes Survey, Graduates, Spring 2009 – Moreno Valley College

This report presents the results of the annual graduate survey of the RCCD General Education SLOs (GESLOs), conducted in Spring 2009. The District Assessment Committee (DAC) identified six GESLOs that reflect the skills and competencies all RCCD A.A./A.S. graduates should possess, regardless of major. These six general areas are defined by 25 statements that clarify the more general area. Table 1 below illustrates the relationship between the general GESLOs and the 25 supporting statements.

**Table 1: GESLOS and supporting statements**

Critical Thinking	<ul style="list-style-type: none"> <li>• Analyzing and solving complex problems</li> <li>• Constructing sound arguments and evaluating the arguments of others</li> <li>• Considering and evaluating rival hypotheses</li> <li>• Recognizing and assessing evidence from a variety of sources</li> <li>• Generalizing appropriately from specific cases</li> <li>• Integrating knowledge across a range of academic and everyday contexts</li> <li>• Identifying your own and others assumptions, biases, and their consequences</li> </ul>
Information Skills	<ul style="list-style-type: none"> <li>• Demonstrating computer literacy</li> <li>• Locating, evaluating, and using information effectively</li> </ul>
Communication Skills	<ul style="list-style-type: none"> <li>• Writing with precision and clarity to express complex thought</li> <li>• Reading college-level materials with understanding and insight</li> <li>• Listening thoughtfully and respectfully to the ideas of others</li> <li>• Speaking with precision and clarity to express complex thought</li> </ul>
Breadth of Knowledge	<ul style="list-style-type: none"> <li>• Understanding the basic content and modes of inquiry of the major knowledge fields (i.e., humanities, social sciences, physical sciences)</li> <li>• Analyzing experimental results and drawing reasonable conclusions from them</li> <li>• Using the symbols and vocabulary of mathematics to solve problems and communicate results</li> <li>• Responding to and evaluating artistic expression</li> </ul>
Application of Knowledge	<ul style="list-style-type: none"> <li>• Maintaining and transferring academic and technical skills to the workplace</li> <li>• Being a life-long learner, able to acquire and employ new knowledge</li> <li>• Setting goals and devising strategies for personal and professional development and well being</li> </ul>
Global Awareness	<ul style="list-style-type: none"> <li>• Demonstrating appreciation for civic responsibility and ethical behavior</li> <li>• Participating in constructive social interaction</li> <li>• Demonstrating teamwork skills</li> <li>• Demonstrating understanding of ethnic, religious, and socioeconomic diversity</li> <li>• Demonstrating understanding of alternative political, historical, and cultural viewpoints</li> </ul>

These 25 items were put into a survey format and students were given four options for responding: “No Gains,” “Slight Gains,” “Moderate Gains,” and “Significant Gains.” The students were also given the option of responding, “Unable to Judge.” Surveys were passed out during the graduation rehearsal for Spring 2009. A total of 176 surveys were received. Responses were coded on a 0 to 3 scale: 0 for “No Gains,” 1 for “Slight Gains,” 2 for “Moderate Gains,” and 3 for “Significant Gains.” Means were computed for each measure, with a range from 0 to 3.

### Gains

The graduates in 2009 indicated moderate to significant gains in all areas. They indicated that they experienced the greatest amount of growth in the area of “Application of Knowledge” while the least amount of growth was in the area of “Breadth of Knowledge.” The six general areas and the corresponding averages, in decreasing order, were:

Application of Knowledge	2.64
Communication Skills	2.63
Global Awareness	2.61
Critical Thinking	2.59
Information Skills	2.55
Breadth of Knowledge	2.52



All but 4 of the 25 individual gains had an average response of 2.5 or higher. Below are listed the top 15, all with an average response rate at or above 2.6:

- Locating, evaluating, and using information effectively 2.69
- Integrating knowledge across a range of academic and everyday contexts 2.68
- Writing with precision and clarity to express complex thought 2.68
- Setting goals and devising strategies for personal and professional development and well being 2.67
  
- Reading college-level materials with understanding and insight 2.66
- Being a life-long learner, able to acquire and employ new knowledge 2.66
- Listening thoughtfully and respectfully to the ideas of others 2.64
- Demonstrating appreciation for civic responsibility and ethical behavior 2.64
- Analyzing and solving complex problems 2.63
- Understanding the basic content and modes of inquiry of the major knowledge fields (i.e., humanities, social sciences, physical sciences) 2.63
- Constructing sound arguments and evaluating the arguments of others 2.62
- Recognizing and assessing evidence from a variety of sources 2.61
- Participating in constructive social interaction 2.61
- Identifying your own and others assumptions, biases, and their consequences 2.60
- Demonstrating understanding of ethnic, religious, and socioeconomic diversity 2.60

When the individual gains are mapped to the GESLOs, the top 15 reveal that students appear to be gaining knowledge across all six identified GESLOs. Two of these top gains indicate only one individual statement within a GESLO. The first one, “Locating, evaluating, and using information effectively,” is one of only two statements that comprise the GESLO of “Information Skills,” and the individual gain is the highest gain the students report. However, “Understanding the basic content and modes of inquiry of the major knowledge fields (i.e., humanities, social sciences, physical sciences),” in the “Breadth of Knowledge” GESLO, is one of four individual statements. Table 2 (below) shows the gains by average response for the individual items, grouped according to the GESLO.

**Table2: Gains by individual items grouped by GESLOs**

Critical Thinking	Analyzing and solving complex problems	2.63
	Constructing sound arguments and evaluating the arguments of others	2.62
	Considering and evaluating rival hypotheses	2.44
	Recognizing and assessing evidence from a variety of sources	2.61
	Generalizing appropriately from specific cases	2.51
	Integrating knowledge across a range of academic and everyday contexts	2.68
	Identifying your own and others assumptions, biases, and their consequences	2.60
Information Skills	Demonstrating computer literacy	2.41
	Locating, evaluating, and using information effectively	2.69
Communication Skills	Writing with precision and clarity to express complex thought	2.68
	Reading college-level materials with understanding and insight	2.66
	Listening thoughtfully and respectfully to the ideas of others	2.64
	Speaking with precision and clarity to express complex thought	2.54
Breadth of Knowledge	Understanding the basic content and modes of inquiry of the major knowledge fields (i.e., humanities, social sciences, physical sciences)	2.63
	Analyzing experimental results and drawing reasonable conclusions from them	2.55
	Using the symbols and vocabulary of mathematics to solve problems and communicate results	2.49
	Responding to and evaluating artistic expression	2.42
Application of	Maintaining and transferring academic and technical skills to the workplace	2.57
	Being a life-long learner, able to acquire and employ new knowledge	2.66

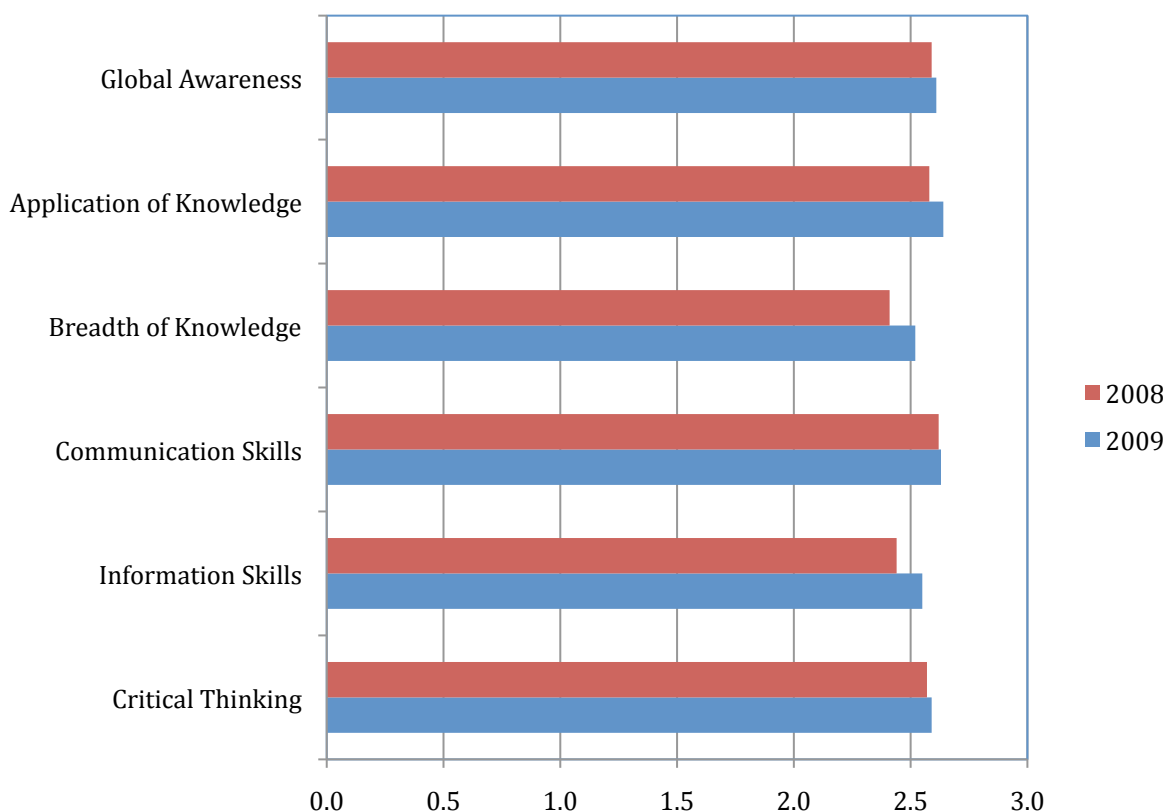
Knowledge	Setting goals and devising strategies for personal and professional development and well being	2.67
Global Awareness	Demonstrating appreciation for civic responsibility and ethical behavior	2.64
	Participating in constructive social interaction	2.61
	Demonstrating teamwork skills	2.57
	Demonstrating understanding of ethnic, religious, and socioeconomic diversity	2.60
	Demonstrating understanding of alternative political, historical, and cultural viewpoints	2.59

Unable to Judge

None of the individual gains showed more than 5% or more graduates responded that they were “Unable to Judge.”

Comparison to 2008

The means for the GESLOs as well as for the individual items were compared with means from the 2008 survey. None of the GESLOs were significantly different between 2008 and 2009. Chart 1 illustrates the similarities between the two years.



Only one of the specific individual gains was significantly different between 2008 and 2009. Students reported more gain in 2009 than in 2008 regarding “Locating, evaluating, and using information effectively” ( $t=-1.98$ ,  $df=325$ ,  $p<.05$ ).

Conclusion

This survey shows what students say they are gaining from their experience at Moreno Valley College. The district provides students with the tools to apply the knowledge they learn while here, to think critically and to communicate well. However, the survey also reveals areas that could be enhanced. Generally, the “Breadth of Knowledge” and the individual skills associated with this skill set could be fortified. The analysis of individual statements within the general areas of knowledge also reveals areas that could be enhanced throughout the curriculum. For instance, though students indicated significant gains in 5 of the 7 items in “Critical Thinking,” one of the items, “Considering and evaluating rival hypotheses,” was one of the lowest average gains on the survey.

**General Education Student Learning Outcomes Survey,  
 Graduates, Spring 2009 – Norco College**

This report presents the results of the annual graduate survey of the RCCD General Education SLOs (GESLOs), conducted in Spring 2009. The District Assessment Committee (DAC) identified six GESLOs that reflect the skills and competencies all RCCD A.A./A.S. graduates should possess, regardless of major. These six general areas are defined by 25 statements that clarify the more general area. Table 1 below illustrates the relationship between the general GESLOs and the 25 supporting statements.

**Table 1: GESLOS and supporting statements**

Critical Thinking	<ul style="list-style-type: none"> <li>• Analyzing and solving complex problems</li> <li>• Constructing sound arguments and evaluating the arguments of others</li> <li>• Considering and evaluating rival hypotheses</li> <li>• Recognizing and assessing evidence from a variety of sources</li> <li>• Generalizing appropriately from specific cases</li> <li>• Integrating knowledge across a range of academic and everyday contexts</li> <li>• Identifying your own and others assumptions, biases, and their consequences</li> </ul>
Information Skills	<ul style="list-style-type: none"> <li>• Demonstrating computer literacy</li> <li>• Locating, evaluating, and using information effectively</li> </ul>
Communication Skills	<ul style="list-style-type: none"> <li>• Writing with precision and clarity to express complex thought</li> <li>• Reading college-level materials with understanding and insight</li> <li>• Listening thoughtfully and respectfully to the ideas of others</li> <li>• Speaking with precision and clarity to express complex thought</li> </ul>
Breadth of Knowledge	<ul style="list-style-type: none"> <li>• Understanding the basic content and modes of inquiry of the major knowledge fields (i.e., humanities, social sciences, physical sciences)</li> <li>• Analyzing experimental results and drawing reasonable conclusions from them</li> <li>• Using the symbols and vocabulary of mathematics to solve problems and communicate results</li> <li>• Responding to and evaluating artistic expression</li> </ul>
Application of Knowledge	<ul style="list-style-type: none"> <li>• Maintaining and transferring academic and technical skills to the workplace</li> <li>• Being a life-long learner, able to acquire and employ new knowledge</li> <li>• <u>Setting goals and devising strategies for personal and professional development and well being</u></li> </ul>
Global Awareness	<ul style="list-style-type: none"> <li>• Demonstrating appreciation for civic responsibility and ethical behavior</li> <li>• Participating in constructive social interaction</li> <li>• Demonstrating teamwork skills</li> <li>• Demonstrating understanding of ethnic, religious, and socioeconomic diversity</li> <li>• Demonstrating understanding of alternative political, historical, and cultural viewpoints</li> </ul>

These 25 items were put into a survey format and students were given four options for responding: “No Gains,” “Slight Gains,” “Moderate Gains,” and “Significant Gains.” The students were also given the option of responding, “Unable to Judge.” Surveys were passed out during the graduation rehearsal for Spring 2009. A total of 158 surveys were received. Responses were coded on a 0 to 3 scale: 0 for “No Gains,” 1 for “Slight Gains,” 2 for “Moderate Gains,” and 3 for “Significant Gains.” Means were computed for each measure, with a range from 0 to 3.

Gains

The graduates in 2009 indicated moderate to significant gains in all areas. They indicated that they experienced the greatest amount of growth in the area of “Application of Knowledge” while the least amount of growth was in the area of “Breadth of Knowledge.” The six general areas and the corresponding averages, in decreasing order, were:

Application of Knowledge	2.59
Communication Skills	2.57
Critical Thinking	2.52
Global Awareness	2.52
Information Skills	2.51
Breadth of Knowledge	2.40

The following 14 individual gains had an average response of 2.5 or higher:

- Integrating knowledge across a range of academic and everyday contexts 2.72
- Being a life-long learner, able to acquire and employ new knowledge 2.66
- Analyzing and solving complex problems 2.65
- Listening thoughtfully and respectfully to the ideas of others 2.65
- Reading college-level materials with understanding and insight 2.62
- Identifying your own and others assumptions, biases, and their consequences 2.60
- Setting goals and devising strategies for personal and professional development and well being 2.59
  
- Recognizing and assessing evidence from a variety of sources 2.58
- Demonstrating teamwork skills 2.57
- Locating, evaluating, and using information effectively 2.56
- Writing with precision and clarity to express complex thought 2.56
- Participating in constructive social interaction 2.56
- Constructing sound arguments and evaluating the arguments of others 2.52
- Demonstrating appreciation for civic responsibility and ethical behavior 2.52

When the individual gains are mapped to the GESLOs, the top 14 reveal that students appear to be gaining knowledge across all five of the six identified GESLOs. One of these top gains was for only one individual statement within a GESLO – “Locating, evaluating, and using information effectively,” which is one of only two statements that comprise the GESLO of “Information Skills.” It is interesting to note that none of the top 14 individual gains was in the “Breadth of Knowledge” GESLO. Table 2 (below) shows the gains by average response for the individual items, grouped according to the GESLO.

**Table2: Gains by individual items grouped by GESLOs**

Critical Thinking	Analyzing and solving complex problems	2.65
	Constructing sound arguments and evaluating the arguments of others	2.52
	Considering and evaluating rival hypotheses	2.31
	Recognizing and assessing evidence from a variety of sources	2.58
	Generalizing appropriately from specific cases	2.39
	Integrating knowledge across a range of academic and everyday contexts	2.72
	Identifying your own and others assumptions, biases, and their consequences	2.60
Information Skills	Demonstrating computer literacy	2.46
	Locating, evaluating, and using information effectively	2.56
Communication Skills	Writing with precision and clarity to express complex thought	2.56
	Reading college-level materials with understanding and insight	2.62
	Listening thoughtfully and respectfully to the ideas of others	2.65
	Speaking with precision and clarity to express complex thought	2.47
Breadth of Knowledge	Understanding the basic content and modes of inquiry of the major knowledge fields	2.46
	Analyzing experimental results and drawing reasonable conclusions from them	2.42
	Using the symbols and vocabulary of mathematics to solve problems and communicate results	2.34
	Responding to and evaluating artistic expression	2.34
Application of Knowledge	Maintaining and transferring academic and technical skills to the workplace	2.49
	Being a life-long learner, able to acquire and employ new knowledge	2.66
	Setting goals and devising strategies for personal and professional development and well being	2.59
Global Awareness	Demonstrating appreciation for civic responsibility and ethical behavior	2.52
	Participating in constructive social interaction	2.56
	Demonstrating teamwork skills	2.57
	Demonstrating understanding of ethnic, religious, and socioeconomic diversity	2.49
	Demonstrating understanding of alternative political, historical, and cultural viewpoints	2.48

Unable to Judge

Nine of the individual gains showed more that 5% or more graduates responded that they were “Unable to Judge.” These individual gains were:

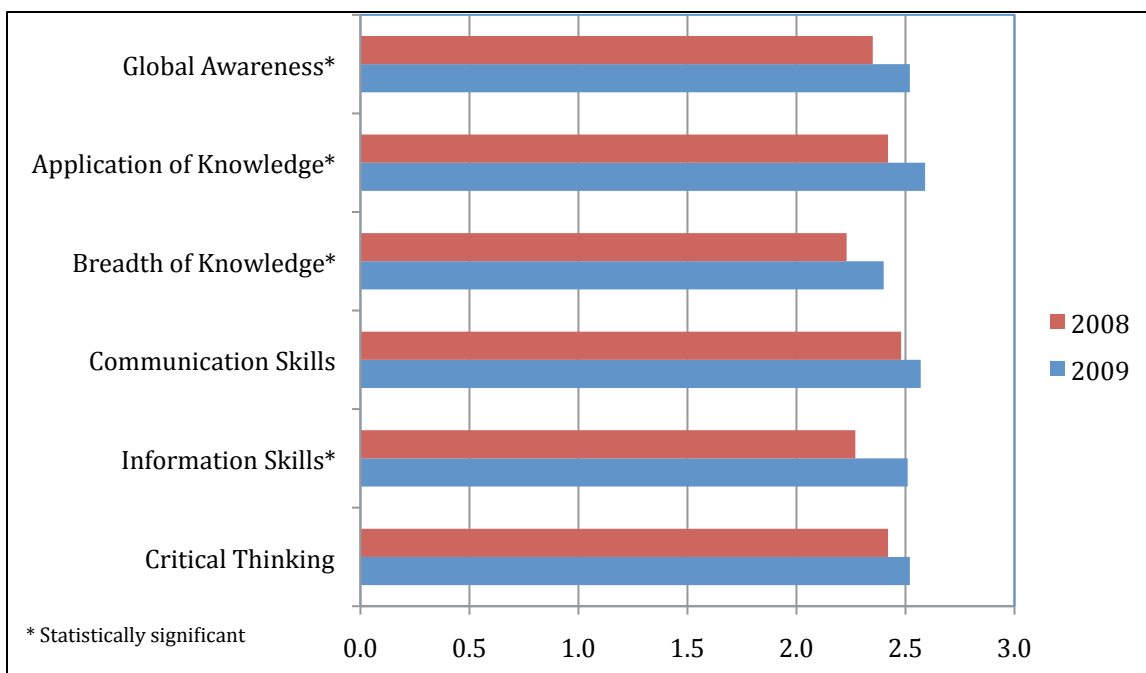
- Considering and evaluating rival hypotheses 7.0
- Listening thoughtfully and respectfully to the ideas of others 7.0
- Responding to and evaluating artistic expression 6.3
- Identifying your own and others assumptions, biases, and their consequences 5.7
- Reading college-level materials with understanding and insight 5.7
- Demonstrating understanding of alternative political, historical, and cultural viewpoints 5.7
- Demonstrating computer literacy 5.1
- Understanding the basic content and modes of inquiry of the major knowledge fields (i.e., humanities, social sciences, physical sciences) 5.1
- Demonstrating understanding of ethnic, religious, and socioeconomic diversity 5.1

Comparison to 2008

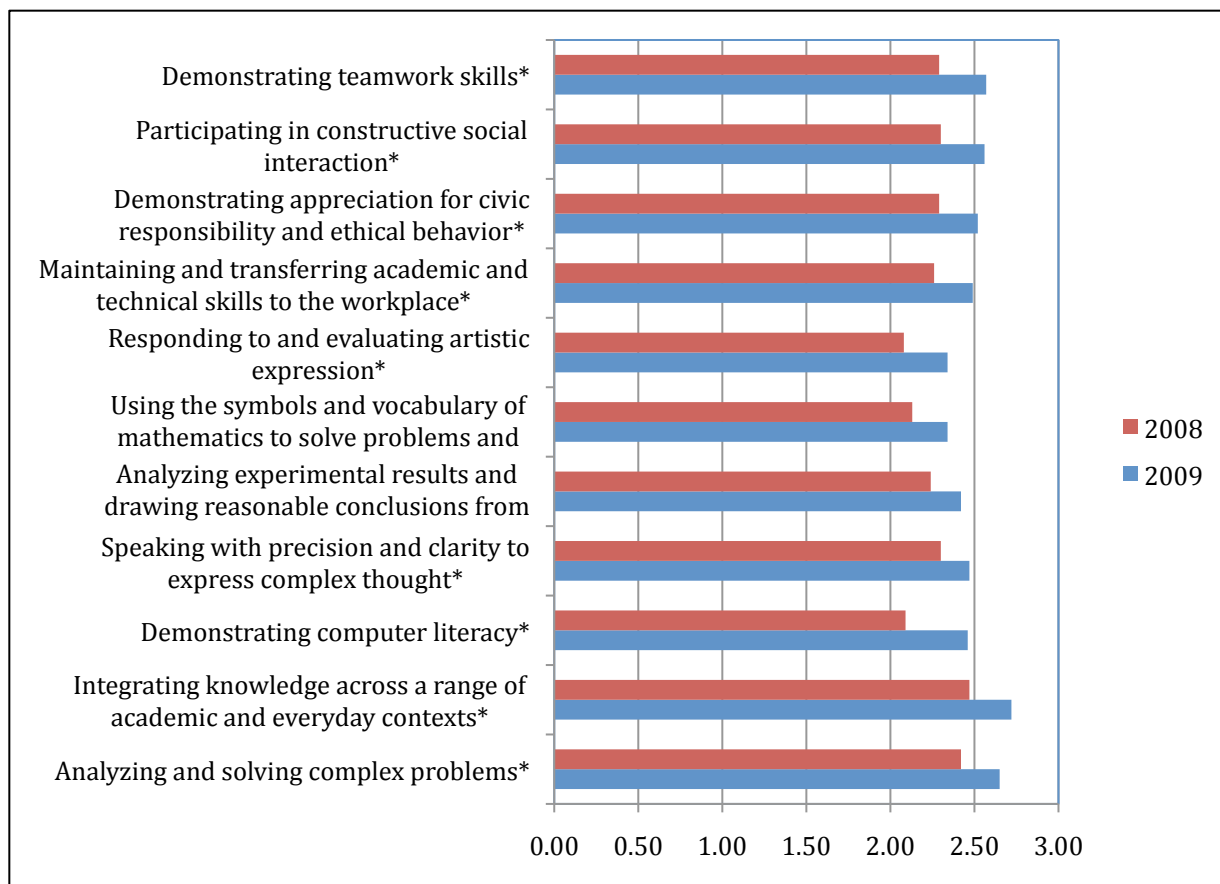
The means for the GESLOs as well as for the individual items were compared with means from the 2008 survey. Four of the six GESLOs were significantly different between 2008 and 2009:

- Information Skills
- Breadth of Knowledge
- Application of Knowledge
- Global Awareness

**Chart1: Comparison of GESLOs in 2009 and 2008**



**Chart 2: Comparison of individual GESLOs between 2009 and 2008**



Conclusion

This survey shows what students say they are gaining from their experience at Norco College. Survey results showed significant changes between 2008 and 2009 for GESLOs (4 out of the 6). In addition, there were significant differences for 11 of the 25 individual items.

Generally, the “Breadth of Knowledge” and the individual skills associated with this skill set could be strengthened. The analysis of individual statements within the general areas of knowledge also reveals areas that could be enhanced throughout the curriculum.

## General Education Student Learning Outcomes Survey, Graduates, Spring 2009 – Riverside City College

This report presents the results of the annual graduate survey of the RCCD General Education SLOs (GESLOs), conducted in Spring 2009. The District Assessment Committee (DAC) identified six GESLOs that reflect the skills and competencies all RCCD A.A./A.S. graduates should possess, regardless of major. These six general areas are defined by 25 statements that clarify the more general area. Table 1 below illustrates the relationship between the general GESLOs and the 25 supporting statements.

Table 1: GESLOS and supporting statements

Critical Thinking	<ul style="list-style-type: none"> <li>• Analyzing and solving complex problems</li> <li>• Constructing sound arguments and evaluating the arguments of others</li> <li>• Considering and evaluating rival hypotheses</li> <li>• Recognizing and assessing evidence from a variety of sources</li> <li>• Generalizing appropriately from specific cases</li> <li>• Integrating knowledge across a range of academic and everyday contexts</li> <li>• Identifying your own and others assumptions, biases, and their consequences</li> </ul>
Information Skills	<ul style="list-style-type: none"> <li>• Demonstrating computer literacy</li> <li>• Locating, evaluating, and using information effectively</li> </ul>
Communication Skills	<ul style="list-style-type: none"> <li>• Writing with precision and clarity to express complex thought</li> <li>• Reading college-level materials with understanding and insight</li> <li>• Listening thoughtfully and respectfully to the ideas of others</li> <li>• Speaking with precision and clarity to express complex thought</li> </ul>
Breadth of Knowledge	<ul style="list-style-type: none"> <li>• Understanding the basic content and modes of inquiry of the major knowledge fields (i.e., humanities, social sciences, physical sciences)</li> <li>• Analyzing experimental results and drawing reasonable conclusions from them</li> <li>• Using the symbols and vocabulary of mathematics to solve problems and communicate results</li> <li>• Responding to and evaluating artistic expression</li> </ul>
Application of Knowledge	<ul style="list-style-type: none"> <li>• Maintaining and transferring academic and technical skills to the workplace</li> <li>• Being a life-long learner, able to acquire and employ new knowledge</li> <li>• Setting goals and devising strategies for personal and professional development and well being</li> </ul>
Global Awareness	<ul style="list-style-type: none"> <li>• Demonstrating appreciation for civic responsibility and ethical behavior</li> <li>• Participating in constructive social interaction</li> <li>• Demonstrating teamwork skills</li> <li>• Demonstrating understanding of ethnic, religious, and socioeconomic diversity</li> <li>• Demonstrating understanding of alternative political, historical, and cultural viewpoints</li> </ul>

These 25 items were put into a survey format and students were given four options for responding: “No Gains,” “Slight Gains,” “Moderate Gains,” and “Significant Gains.” The students were also given the option of responding, “Unable to Judge.”

Surveys were passed out during the graduation rehearsal for Spring 2009. A total of 388 surveys were received. Responses were coded on a 0 to 3 scale: 0 for “No Gains,” 1 for “Slight Gains,” 2 for “Moderate Gains,” and 3 for “Significant Gains.” Means were computed for each measure, with a range from 0 to 3.

### Gains

The graduates in 2009 indicated moderate to significant gains in all areas. They indicated that they experienced the greatest amount of growth in the area of “Application of Knowledge” while the least amount of growth was in the area of “Breadth of Knowledge.” The six general areas and the corresponding averages, in decreasing order, were:

Application of Knowledge	2.49
Communication Skills	2.47
Critical Thinking	2.41
Global Awareness	2.40
Information Skills	2.37
Breadth of Knowledge	2.29

Five of the 25 individual gains had an average response of 2.5 or higher listed below:

- Locating, evaluating, and using information effectively 2.54
- Being a life-long learner, able to acquire and employ new knowledge 2.54
- Setting goals and devising strategies for personal and professional development and well being 2.52
  
- Writing with precision and clarity to express complex thought 2.50
- Listening thoughtfully and respectfully to the ideas of others 2.50

When the individual gains are mapped to the GESLOs, the top 5 reveal that students appear to be gaining knowledge across 3 of the six identified GESLOs. One of these top gains aligns with only one individual statement within a GESLO; “Locating, evaluating, and using information effectively,” is one of only two statements that comprise the GESLO of “Information Skills.”

Table 2 (below) shows the gains by average response for the individual items, grouped according to the GESLO.

Table2: Gains by individual items grouped by GESLOs

Critical Thinking	Analyzing and solving complex problems	2.48
	Constructing sound arguments and evaluating the arguments of others	2.48
	Considering and evaluating rival hypotheses	2.25
	Recognizing and assessing evidence from a variety of sources	2.46
	Generalizing appropriately from specific cases	2.30
	Integrating knowledge across a range of academic and everyday contexts	2.48
	Identifying your own and others assumptions, biases, and their consequences	2.43
Information Skills	Demonstrating computer literacy	2.20
	Locating, evaluating, and using information effectively	2.54
Communication Skills	Writing with precision and clarity to express complex thought	2.50
	Reading college-level materials with understanding and insight	2.49
	Listening thoughtfully and respectfully to the ideas of others	2.50
	Speaking with precision and clarity to express complex thought	2.40
Breadth of Knowledge	Understanding the basic content and modes of inquiry of the major knowledge fields (i.e., humanities, social sciences, physical sciences)	2.43
	Analyzing experimental results and drawing reasonable conclusions from them	2.36
	Using the symbols and vocabulary of mathematics to solve problems and communicate results	2.23
	Responding to and evaluating artistic expression	2.20
Application of Knowledge	Maintaining and transferring academic and technical skills to the workplace	2.39
	Being a life-long learner, able to acquire and employ new knowledge	2.54
	Setting goals and devising strategies for personal and professional development and well being	2.52
Global Awareness	Demonstrating appreciation for civic responsibility and ethical behavior	2.39
	Participating in constructive social interaction	2.40
	Demonstrating teamwork skills	2.44
	Demonstrating understanding of ethnic, religious, and socioeconomic diversity	2.36
	Demonstrating understanding of alternative political, historical, and cultural viewpoints	2.38



### Unable to Judge

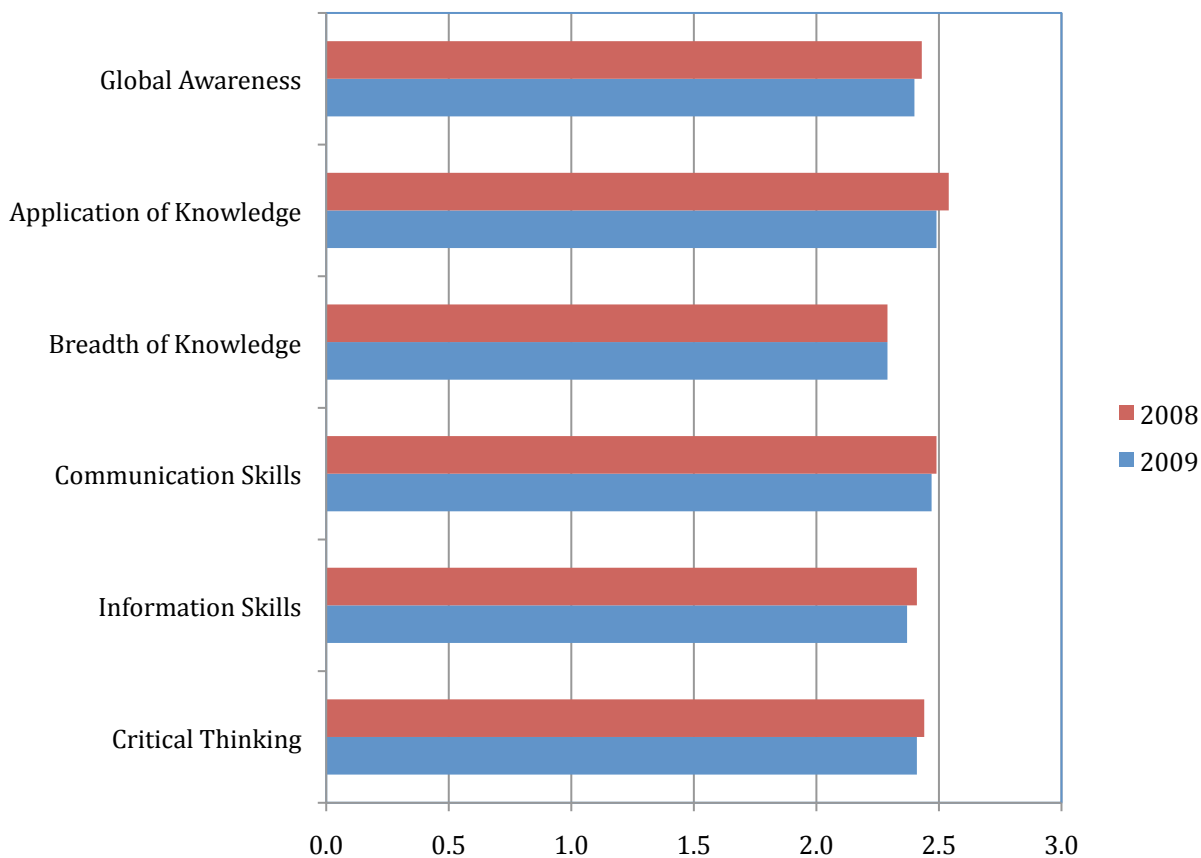
Eight of the individual gains showed more than 5% or more graduates responded that they were “Unable to Judge.” These eight are listed below:

- Demonstrating computer literacy
- Generalizing appropriately from specific cases
- Responding to and evaluating artistic expression
- Demonstrating understanding of ethnic, religious, and socioeconomic diversity
- Maintaining and transferring academic and technical skills to the workplace
- Using the symbols and vocabulary of mathematics to solve problems and communicate results
- Demonstrating understanding of alternative political, historical, and cultural viewpoints
- Considering and evaluating rival hypotheses

### Comparison to 2008

The means for the GESLOs as well as for the individual items were compared with means from the 2008 survey. None of the GESLOs were significantly different between 2008 and 2009. Chart 1 illustrates the similarities between the two years.

**Chart 1: GESLOs comparison of average responses, 2008 and 2009**



None of the specific individual gains was significantly different between 2009 and 2008.

### Conclusion

This survey shows what students say they are gaining from their experience at Riverside City College. The district provides students with the tools to apply the knowledge they learn while here, to communicate well and to use information effectively. However, the survey also reveals areas that could be enhanced. Generally, the “Breadth of Knowledge” and the individual skills associated with this skill set could be fortified. The analysis of individual statements within the general areas of knowledge also reveals areas that could be enhanced throughout the curriculum. For instance, the GESLO of “Information Skills” ranked next to last, one of the individual SLOs (“Locating, evaluating, and using information effectively” ) was tied with being in the top spot among the 25 listed.

**General Education Student Learning Outcomes Survey,  
 Graduates, Spring 2010 – Moreno Valley College**

This report presents the results of the annual graduate survey of the RCCD General Education SLOs (GESLOs), conducted in Spring 2010. The District Assessment Committee (DAC) identified six GESLOs that reflect the skills and competencies all RCCD A.A./A.S. graduates should possess, regardless of major. These six general areas are defined by 25 statements that clarify the more general area. Table 1 below illustrates the relationship between the general GESLOs and the 25 supporting statements.

**Table 1: GESLOS and supporting statements**

Critical Thinking	<ul style="list-style-type: none"> <li>• Analyzing and solving complex problems</li> <li>• Constructing sound arguments and evaluating the arguments of others</li> <li>• Considering and evaluating rival hypotheses</li> <li>• Recognizing and assessing evidence from a variety of sources</li> <li>• Generalizing appropriately from specific cases</li> <li>• Integrating knowledge across a range of academic and everyday contexts</li> <li>• Identifying your own and others assumptions, biases, and their consequences</li> </ul>
Information Skills	<ul style="list-style-type: none"> <li>• Demonstrating computer literacy</li> <li>• Locating, evaluating, and using information effectively</li> </ul>
Communication Skills	<ul style="list-style-type: none"> <li>• Writing with precision and clarity to express complex thought</li> <li>• Reading college-level materials with understanding and insight</li> <li>• Listening thoughtfully and respectfully to the ideas of others</li> <li>• Speaking with precision and clarity to express complex thought</li> </ul>
Breadth of Knowledge	<ul style="list-style-type: none"> <li>• Understanding the basic content and modes of inquiry of the major knowledge fields (i.e., humanities, social sciences, physical sciences)</li> <li>• Analyzing experimental results and drawing reasonable conclusions from them</li> <li>• Using the symbols and vocabulary of mathematics to solve problems and communicate results</li> <li>• Responding to and evaluating artistic expression</li> </ul>
Application of Knowledge	<ul style="list-style-type: none"> <li>• Maintaining and transferring academic and technical skills to the workplace</li> <li>• Being a life-long learner, able to acquire and employ new knowledge</li> <li>• Setting goals and devising strategies for personal and professional development and well being</li> </ul>
Global Awareness	<ul style="list-style-type: none"> <li>• Demonstrating appreciation for civic responsibility and ethical behavior</li> <li>• Participating in constructive social interaction</li> <li>• Demonstrating teamwork skills</li> <li>• Demonstrating understanding of ethnic, religious, and socioeconomic diversity</li> <li>• Demonstrating understanding of alternative political, historical, and cultural viewpoints</li> </ul>

In Spring 2010, another question was added: “Understanding environmental issues and their importance to our society.” These 25 items were put into a survey format and students were given four options for responding: “No Gains,” “Slight Gains,” “Moderate Gains,” and “Significant Gains.” The students were also given the option of responding, “Unable to Judge.” Surveys were passed out during the graduation rehearsal for Spring 2010. A total of 183 surveys were received. Responses were coded on a 0 to 3 scale: 0 for “No Gains,” 1 for “Slight Gains,” 2 for “Moderate Gains,” and 3 for “Significant Gains.” Means were computed for each measure, with a range from 0 to 3.

Gains

The graduates in 2010 indicated moderate to significant gains in all areas. They indicated that they experienced the greatest amount of growth in the area of “Application of Knowledge” while the least amount of growth was in the area of “Breadth of Knowledge.” The six general areas and the corresponding averages, in decreasing order, were:

Application of Knowledge	2.64
Communication Skills	2.62
Global Awareness	2.60
Critical Thinking	2.58
Information Skills	2.55
Breadth of Knowledge	2.50

All but 4 of the 25 individual gains had an average response of 2.5 or higher. Below are listed the top 6, all with an average response rate at or above 2.65:

- Being a life-long learner, able to acquire and employ new knowledge 2.73
- Listening thoughtfully and respectfully to the ideas of others 2.68
- Locating, evaluating, and using information effectively 2.67
- Setting goals and devising strategies for personal and professional development and well being 2.66
- Demonstrating teamwork skills 2.65
- Understanding the basic content and modes of inquiry of the major knowledge fields (i.e., humanities, social sciences, physical sciences) 2.65

When the individual gains are mapped to the GESLOs, the top 10 reveal that students appear to be gaining knowledge across all six identified GESLOs. However, two of these top gains indicate only one individual statement within a GESLO. The first one, “Locating, evaluating, and using information effectively,” is one of only two statements that comprise the GESLO of “Information Skills,” and the individual gain is the 3<sup>rd</sup> highest gain the students report. However, “Understanding the basic content and modes of inquiry of the major knowledge fields (i.e., humanities, social sciences, physical sciences),” in the “Breadth of Knowledge” GESLO, is one of four individual statements.

**Table2: Gains by individual items grouped by GESLOs**

Critical Thinking	Analyzing and solving complex problems	2.58
	Constructing sound arguments and evaluating the arguments of others	2.64
	Considering and evaluating rival hypotheses	2.48
	Recognizing and assessing evidence from a variety of sources	2.57
	Generalizing appropriately from specific cases	2.50
	Integrating knowledge across a range of academic and everyday contexts	2.63
	Identifying your own and others assumptions, biases, and their consequences	2.63
Information Skills	Demonstrating computer literacy	2.42
	Locating, evaluating, and using information effectively	2.67
Communication Skills	Writing with precision and clarity to express complex thought	2.59
	Reading college-level materials with understanding and insight	2.61
	Listening thoughtfully and respectfully to the ideas of others	2.68
	Speaking with precision and clarity to express complex thought	2.60
Breadth of Knowledge	Understanding the basic content and modes of inquiry of the major knowledge fields	2.65
	Analyzing experimental results and drawing reasonable conclusions from them	2.56
	Using the symbols and vocabulary of mathematics to solve problems and communicate results	2.47
	Responding to and evaluating artistic expression	2.34
Application of Knowledge	Maintaining and transferring academic and technical skills to the workplace	2.54
	Being a life-long learner, able to acquire and employ new knowledge	2.73
	Setting goals and devising strategies for personal and professional development and well being	2.66
Global Awareness	Demonstrating appreciation for civic responsibility and ethical behavior	2.61
	Participating in constructive social interaction	2.60
	Demonstrating teamwork skills	2.65
	Demonstrating understanding of ethnic, religious, and socioeconomic diversity	2.61
	Demonstrating understanding of alternative political, historical, and cultural viewpoints	2.53
New Question	Understanding environmental issues and their importance to our society	2.54

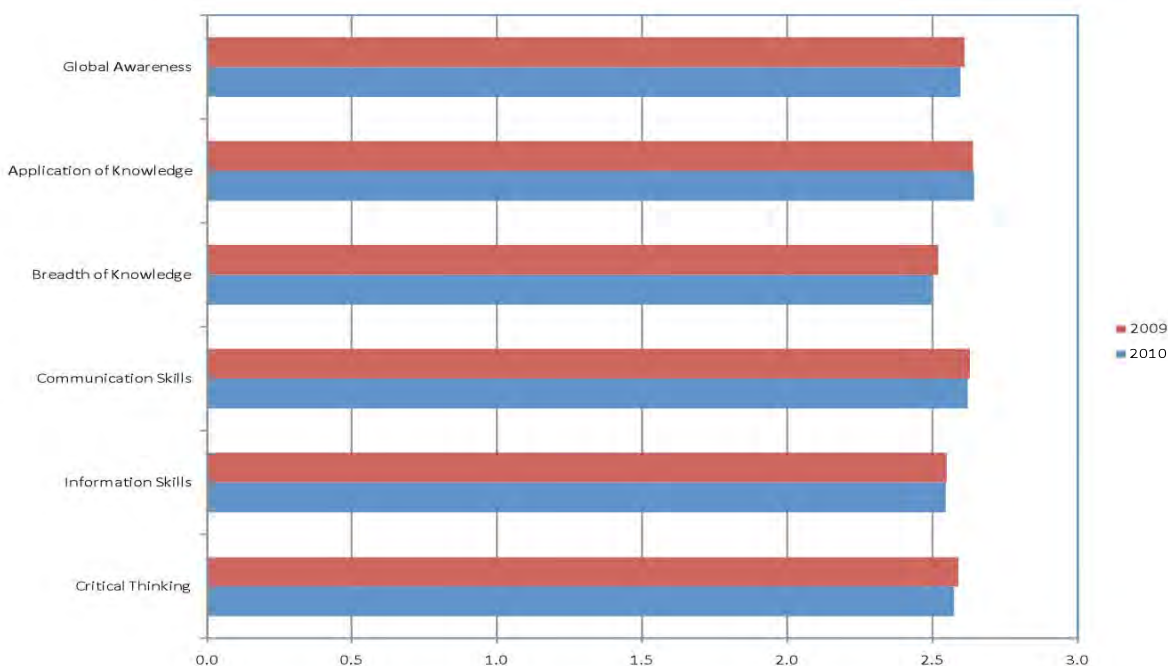
Unable to Judge

Five of the individual gains showed more than 5% or more graduates responded that they were “Unable to Judge.” Those five were, in decreasing order were:

- Maintaining and transferring academic and technical skills to the workplace 6.60
- Demonstrating computer literacy 6.00
- Analyzing experimental results and drawing reasonable conclusions from them 6.00
- Responding to and evaluating artistic expression 5.50
- Being a life-long learner, able to acquire and employ new knowledge 5.50

Comparison to 2009

The means for the GESLOs as well as for the individual items were compared with means from the 2009 survey. None of the GESLOs were significantly different between 2010 and 2009. Chart 1 illustrates the similarities between the two years.



The average responses to the specific individual gains were also compared between 2010 and 2009 and there were no significant differences found.

Conclusion

This survey shows what students say they are gaining from their experience at Moreno Valley College. The district provides students with the tools to apply the knowledge they learn while here, to think critically and to communicate well. However, the survey also reveals areas that could be enhanced. Generally, the “Breadth of Knowledge” and the individual skills associated with this skill set could be fortified. The analysis of individual statements within the general areas of knowledge also reveals areas that could be enhanced throughout the curriculum, such as “Responding to and evaluating artistic expression,” which showed the lowest gain on the survey.

**General Education Student Learning Outcomes Survey,  
 Graduates, Spring 2010 – Norco College**

This report presents the results of the annual graduate survey of the RCCD General Education SLOs (GESLOs), conducted in Spring 2010. The District Assessment Committee (DAC) identified six GESLOs that reflect the skills and competencies all RCCD A.A./A.S. graduates should possess, regardless of major. These six general areas are defined by 25 statements that clarify the more general area. Table 1 below illustrates the relationship between the general GESLOs and the 25 supporting statements.

**Table 1: GESLOS and supporting statements**

Critical Thinking	<ul style="list-style-type: none"> <li>• Analyzing and solving complex problems</li> <li>• Constructing sound arguments and evaluating the arguments of others</li> <li>• Considering and evaluating rival hypotheses</li> <li>• Recognizing and assessing evidence from a variety of sources</li> <li>• Generalizing appropriately from specific cases</li> <li>• Integrating knowledge across a range of academic and everyday contexts</li> <li>• Identifying your own and others assumptions, biases, and their consequences</li> </ul>
Information Skills	<ul style="list-style-type: none"> <li>• Demonstrating computer literacy</li> <li>• Locating, evaluating, and using information effectively</li> </ul>
Communication Skills	<ul style="list-style-type: none"> <li>• Writing with precision and clarity to express complex thought</li> <li>• Reading college-level materials with understanding and insight</li> <li>• Listening thoughtfully and respectfully to the ideas of others</li> <li>• Speaking with precision and clarity to express complex thought</li> </ul>
Breadth of Knowledge	<ul style="list-style-type: none"> <li>• Understanding the basic content and modes of inquiry of the major knowledge fields (i.e., humanities, social sciences, physical sciences)</li> <li>• Analyzing experimental results and drawing reasonable conclusions from them</li> <li>• Using the symbols and vocabulary of mathematics to solve problems and communicate results</li> <li>• Responding to and evaluating artistic expression</li> </ul>
Application of Knowledge	<ul style="list-style-type: none"> <li>• Maintaining and transferring academic and technical skills to the workplace</li> <li>• Being a life-long learner, able to acquire and employ new knowledge</li> <li>• Setting goals and devising strategies for personal and professional development and well being</li> </ul>
Global Awareness	<ul style="list-style-type: none"> <li>• Demonstrating appreciation for civic responsibility and ethical behavior</li> <li>• Participating in constructive social interaction</li> <li>• Demonstrating teamwork skills</li> <li>• Demonstrating understanding of ethnic, religious, and socioeconomic diversity</li> <li>• Demonstrating understanding of alternative political, historical, and cultural viewpoints</li> </ul>

In Spring 2010, another question was added: “Understanding environmental issues and their importance to our society.” These 25 items were put into a survey format and students were given four options for responding: “No Gains,” “Slight Gains,” “Moderate Gains,” and “Significant Gains.” The students were also given the option of responding, “Unable to Judge.”

Surveys were passed out during the graduation rehearsal for Spring 2010. A total of 125 surveys were received. **Responses were coded on a 0 to 3 scale: 0 for “No Gains,” 1 for “Slight Gains,” 2 for “Moderate Gains,” and 3 for “Significant Gains.”** Means were computed for each measure, with a range from 0 to 3.

**Gains**

The graduates in 2010 indicated moderate to significant gains in all areas. They indicated that they experienced the greatest amount of growth in the area of “Application of Knowledge” while the least amount of growth was in the area of “Breadth of Knowledge.” The six general areas and the corresponding averages, in decreasing order, were:

Application of Knowledge	2.72
Critical Thinking	2.68
Communication Skills	2.67
Global Awareness	2.66
Information Skills	2.58
Breadth of Knowledge	2.57

**The following 9 individual gains had an average response of 2.7 or higher:**

- Being a life-long learner, able to acquire and employ new knowledge 2.79
- Integrating knowledge across a range of academic and everyday contexts 2.76
- Setting goals and devising strategies for personal and professional development and well being 2.74
- Constructing sound arguments and evaluating the arguments of others 2.73
- Locating, evaluating, and using information effectively 2.72
- Listening thoughtfully and respectfully to the ideas of others 2.71
- Analyzing and solving complex problems 2.71
- Understanding the basic content and modes of inquiry of the major knowledge fields (i.e., humanities, social sciences, physical sciences) 2.70
- Identifying your own and others assumptions, biases, and their consequences 2.70

When the individual gains were mapped to the GESLOs, the top 10 revealed that students were gaining knowledge across five of the six identified GESLOs. Two of these top gains were for only one individual statement within a GESLO: “Locating, evaluating, and using information effectively,” is one of only two statements that comprise the GESLO of “Information Skills” and “Understanding the basic content and modes of inquiry of the major knowledge fields (i.e., humanities, social sciences, physical sciences)” is one of 4 statements that comprise “Breadth of Knowledge” GESLO. None of the individual statements in the “Global Awareness” GESLO were in the top 10. Table 2 (below) shows the gains by average response for the individual items, grouped according to the GESLO.

**Table2: Gains by individual items grouped by GESLOs**

Critical Thinking	Analyzing and solving complex problems	2.71
	Constructing sound arguments and evaluating the arguments of others	2.73
	Considering and evaluating rival hypotheses	2.61
	Recognizing and assessing evidence from a variety of sources	2.69
	Generalizing appropriately from specific cases	2.58
	Integrating knowledge across a range of academic and everyday contexts	2.76
	Identifying your own and others assumptions, biases, and their consequences	2.70
Information Skills	Demonstrating computer literacy	2.45
	Locating, evaluating, and using information effectively	2.72
Communication Skills	Writing with precision and clarity to express complex thought	2.69
	Reading college-level materials with understanding and insight	2.64
	Listening thoughtfully and respectfully to the ideas of others	2.71
	Speaking with precision and clarity to express complex thought	2.64
Breadth of Knowledge	Understanding the basic content and modes of inquiry of the major knowledge fields (i.e., humanities, social sciences, physical sciences)	2.70
	Analyzing experimental results and drawing reasonable conclusions from them	2.57
	Using the symbols and vocabulary of mathematics to solve problems and communicate results	2.55
	Responding to and evaluating artistic expression	2.46

Application of Knowledge	Maintaining and transferring academic and technical skills to the workplace	2.66
	Being a life-long learner, able to acquire and employ new knowledge	2.79
	Setting goals and devising strategies for personal and professional development and well being	2.74
Global Awareness	Demonstrating appreciation for civic responsibility and ethical behavior	2.69
	Participating in constructive social interaction	2.65
	Demonstrating teamwork skills	2.65
	Demonstrating understanding of ethnic, religious, and socioeconomic diversity	2.65
	Demonstrating understanding of alternative political, historical, and cultural viewpoints	2.62
New Question	Understanding environmental issues and their importance to our society	2.57

Unable to Judge

Two of the individual gains showed that 5% or more graduates responded that they were “Unable to Judge.” These individual gains were:

- Setting goals and devising strategies for personal and professional development and well being 6.4
- Demonstrating appreciation for civic responsibility and ethical behavior 5.6

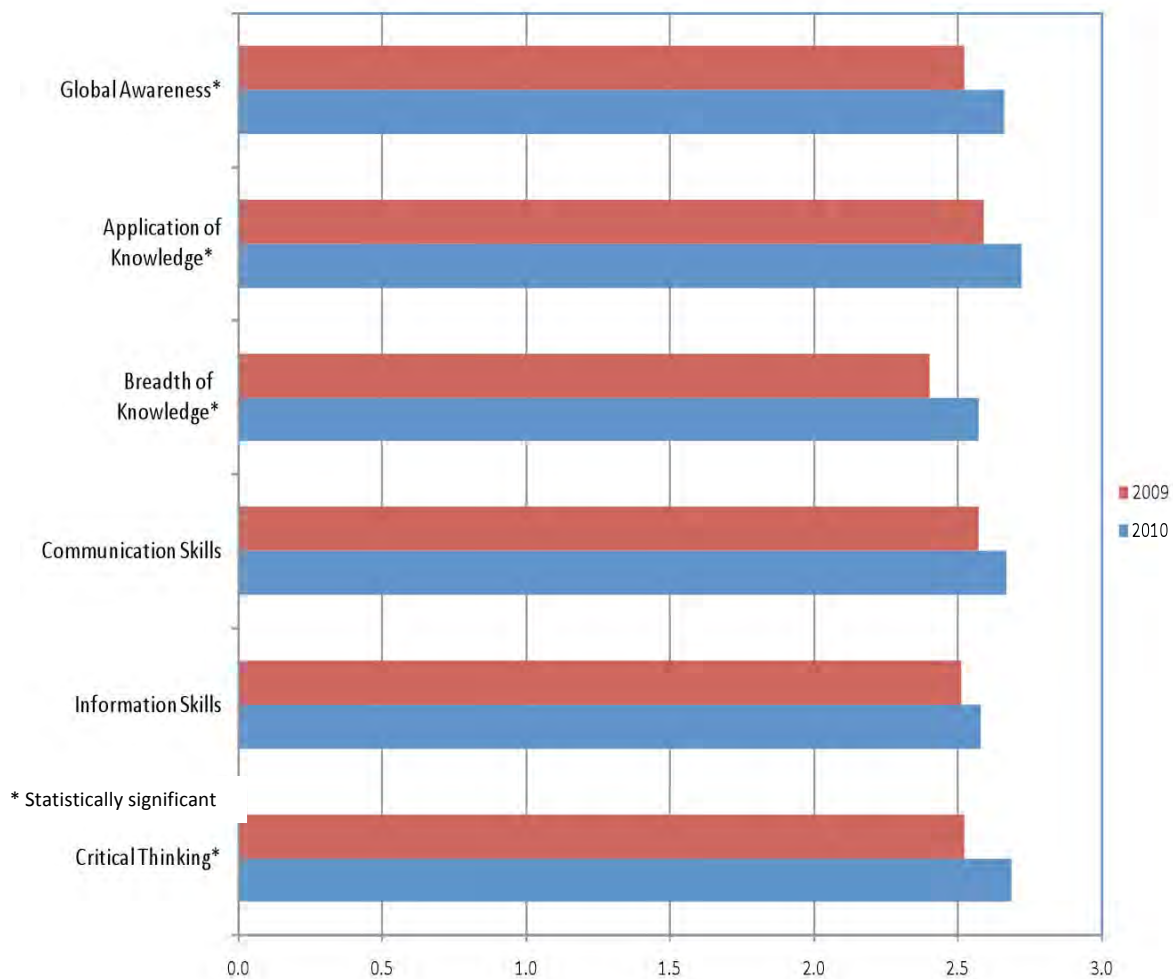
Comparison to 2009

The means for the GESLOs as well as for the individual items were compared with means from the 2009 survey. Four of the six GESLOs were significantly different between 2009 and 2010:

- Critical Thinking
- Breadth of Knowledge
- Application of Knowledge
- Global Awareness

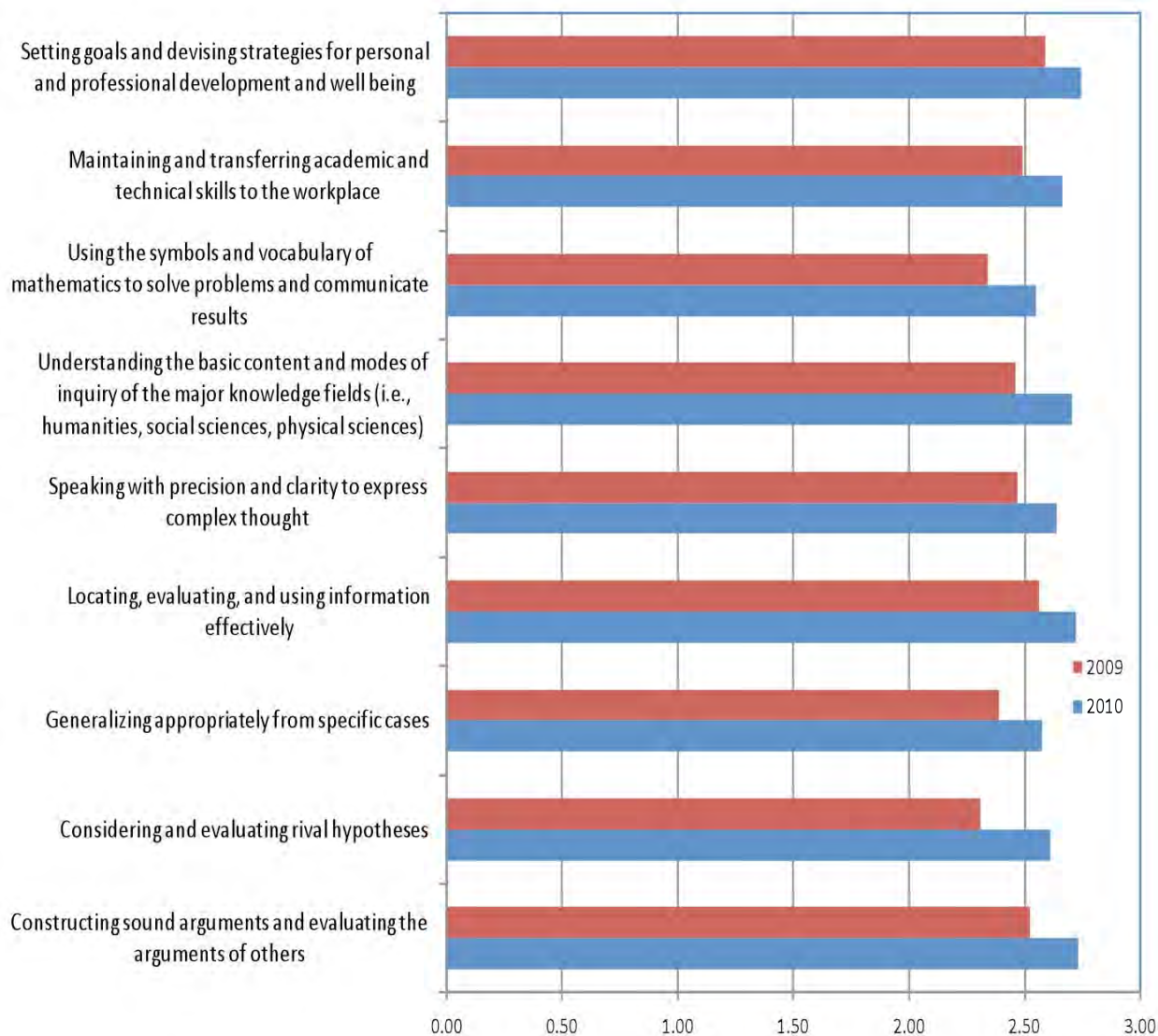


**Chart1: Comparison of GESLOs gains in 2010 and 2009**



Nine of the specific individual gains were significantly different between 2010 and 2009 as illustrated in Chart 2 ( $p < .05$  for all the measures).

**Chart 2: Comparison of individual GESLOs between 2010 and 2009**



Conclusion

This survey shows what students say they are gaining from their experience at Norco College. Survey results showed significant changes between 2010 and 2009 for GESLOs (4 out of the 6). In addition, there were significant differences for 9 of the 25 individual items.

Generally, the “Global Awareness” GESLO and the individual skills associated with this skill set could be fortified. The analysis of individual statements within the general areas of knowledge also reveals areas that could be enhanced throughout the curriculum.

## General Education Student Learning Outcomes Survey, Graduates, Spring 2010 – Riverside City College

This report presents the results of the annual graduate survey of the RCCD General Education SLOs (GESLOs), conducted in Spring 2010. The District Assessment Committee (DAC) identified six GESLOs that reflect the skills and competencies all RCCD A.A./A.S. graduates should possess, regardless of major. These six general areas are defined by 25 statements that clarify the more general area. Table 1 below illustrates the relationship between the general GESLOs and the 25 supporting statements.

**Table 1: GESLOS and supporting statements**

Critical Thinking	<ul style="list-style-type: none"> <li>• Analyzing and solving complex problems</li> <li>• Constructing sound arguments and evaluating the arguments of others</li> <li>• Considering and evaluating rival hypotheses</li> <li>• Recognizing and assessing evidence from a variety of sources</li> <li>• Generalizing appropriately from specific cases</li> <li>• Integrating knowledge across a range of academic and everyday contexts</li> <li>• Identifying your own and others assumptions, biases, and their consequences</li> </ul>
Information Skills	<ul style="list-style-type: none"> <li>• Demonstrating computer literacy</li> <li>• Locating, evaluating, and using information effectively</li> </ul>
Communication Skills	<ul style="list-style-type: none"> <li>• Writing with precision and clarity to express complex thought</li> <li>• Reading college-level materials with understanding and insight</li> <li>• Listening thoughtfully and respectfully to the ideas of others</li> <li>• Speaking with precision and clarity to express complex thought</li> </ul>
Breadth of Knowledge	<ul style="list-style-type: none"> <li>• Understanding the basic content and modes of inquiry of the major knowledge fields (i.e., humanities, social sciences, physical sciences)</li> <li>• Analyzing experimental results and drawing reasonable conclusions from them</li> <li>• Using the symbols and vocabulary of mathematics to solve problems and communicate results</li> <li>• Responding to and evaluating artistic expression</li> </ul>
Application of Knowledge	<ul style="list-style-type: none"> <li>• Maintaining and transferring academic and technical skills to the workplace</li> <li>• Being a life-long learner, able to acquire and employ new knowledge</li> <li>• Setting goals and devising strategies for personal and professional development and well being</li> </ul>
Global Awareness	<ul style="list-style-type: none"> <li>• Demonstrating appreciation for civic responsibility and ethical behavior</li> <li>• Participating in constructive social interaction</li> <li>• Demonstrating teamwork skills</li> <li>• Demonstrating understanding of ethnic, religious, and socioeconomic diversity</li> <li>• Demonstrating understanding of alternative political, historical, and cultural viewpoints</li> </ul>

In Spring 2010, another question was added: “Understanding environmental issues and their importance to our society.”

These 25 items were put into a survey format and students were given four options for responding: “No Gains,” “Slight Gains,” “Moderate Gains,” and “Significant Gains.” The students were also given the option of responding, “Unable to Judge.”

Surveys were passed out during the graduation rehearsal for Spring 2010. A total of 428 surveys were received. Responses were coded on a 0 to 3 scale: 0 for “No Gains,” 1 for “Slight Gains,” 2 for “Moderate Gains,” and 3 for “Significant Gains.” Means were computed for each measure, with a range from 0 to 3.

Gains

The graduates in 2010 indicated moderate to significant gains in all areas. They indicated that they experienced the greatest amount of growth in the area of “Application of Knowledge” while the least amount of growth was in the area of “Breadth of Knowledge.” The six general areas and the corresponding averages, in decreasing order, were:

Application of Knowledge	2.56
Communication Skills	2.52
Critical Thinking	2.49
Global Awareness	2.48
Information Skills	2.45
Breadth of Knowledge	2.40

Six of the 25 individual gains had an average response of 2.55 or higher listed below:

- Being a life-long learner, able to acquire and employ new knowledge 2.66
- Integrating knowledge across a range of academic and everyday contexts 2.60
- Locating, evaluating, and using information effectively 2.57
- Setting goals and devising strategies for personal and professional development and well being 2.57
- Listening thoughtfully and respectfully to the ideas of others 2.56
- Recognizing and assessing evidence from a variety of sources 2.55

When the individual gains were mapped to the GESLOs, the top 10 revealed that students appear to be gaining knowledge across four of the six identified GESLOs. One of these top gains aligns with only one individual statement within a GESLO: “Locating, evaluating, and using information effectively,” is one of only two statements that comprise the GESLO of “Information Skills.” None of the individual gains in “Breadth of Knowledge,” and “Global Awareness” were in the top 10 of the individual gains.

Table 2 (below) shows the gains by average response for the individual items, grouped according to the GESLO.

**Table2: Gains by individual items grouped by GESLOs**

Critical Thinking	Analyzing and solving complex problems	2.54
	Constructing sound arguments and evaluating the arguments of others	2.45
	Considering and evaluating rival hypotheses	2.32
	Recognizing and assessing evidence from a variety of sources	2.55
	Generalizing appropriately from specific cases	2.39
	Integrating knowledge across a range of academic and everyday contexts	2.60
	Identifying your own and others assumptions, biases, and their consequences	2.51
Information Skills	Demonstrating computer literacy	2.34
	Locating, evaluating, and using information effectively	2.57
Communication Skills	Writing with precision and clarity to express complex thought	2.53
	Reading college-level materials with understanding and insight	2.53
	Listening thoughtfully and respectfully to the ideas of others	2.56
	Speaking with precision and clarity to express complex thought	2.47
Breadth of	Understanding the basic content and modes of inquiry of the major knowledge fields (i.e., humanities, social sciences, physical sciences)	2.48

Knowledge	Analyzing experimental results and drawing reasonable conclusions from them	2.43
	Using the symbols and vocabulary of mathematics to solve problems and communicate results	2.38
	Responding to and evaluating artistic expression	2.33
Application of Knowledge	Maintaining and transferring academic and technical skills to the workplace	2.44
	Being a life-long learner, able to acquire and employ new knowledge	2.66
	Setting goals and devising strategies for personal and professional development and well being	2.57
Global Awareness	Demonstrating appreciation for civic responsibility and ethical behavior	2.48
	Participating in constructive social interaction	2.50
	Demonstrating teamwork skills	2.50
	Demonstrating understanding of ethnic, religious, and socioeconomic diversity	2.42
	Demonstrating understanding of alternative political, historical, and cultural viewpoints	2.46
New Question	Understanding environmental issues and their importance to our society	2.44

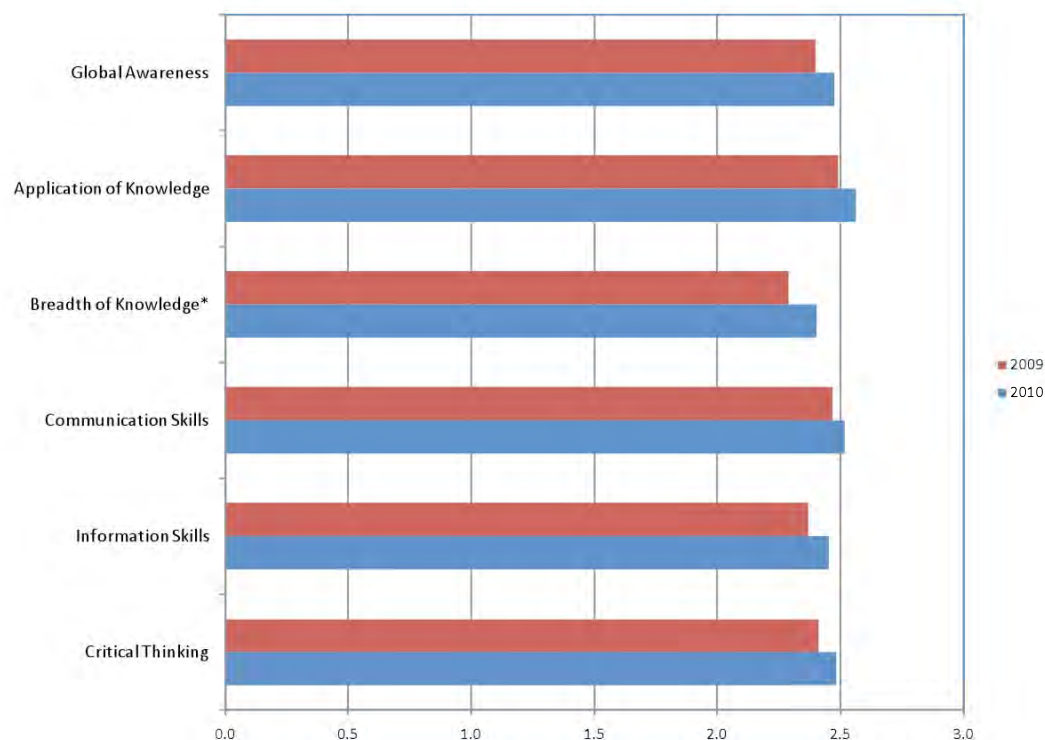
### Unable to Judge

Only one of the individual gains, “Responding to artistic expression,” showed that 5% or more graduates responded that they were “Unable to Judge.”

### Comparison to 2009

The means for the GESLOs as well as for the individual items were compared with means from the 2009 survey. None of the GESLOs were significantly different between 2010 and 2009. Chart 1 illustrates the similarities between the two years.

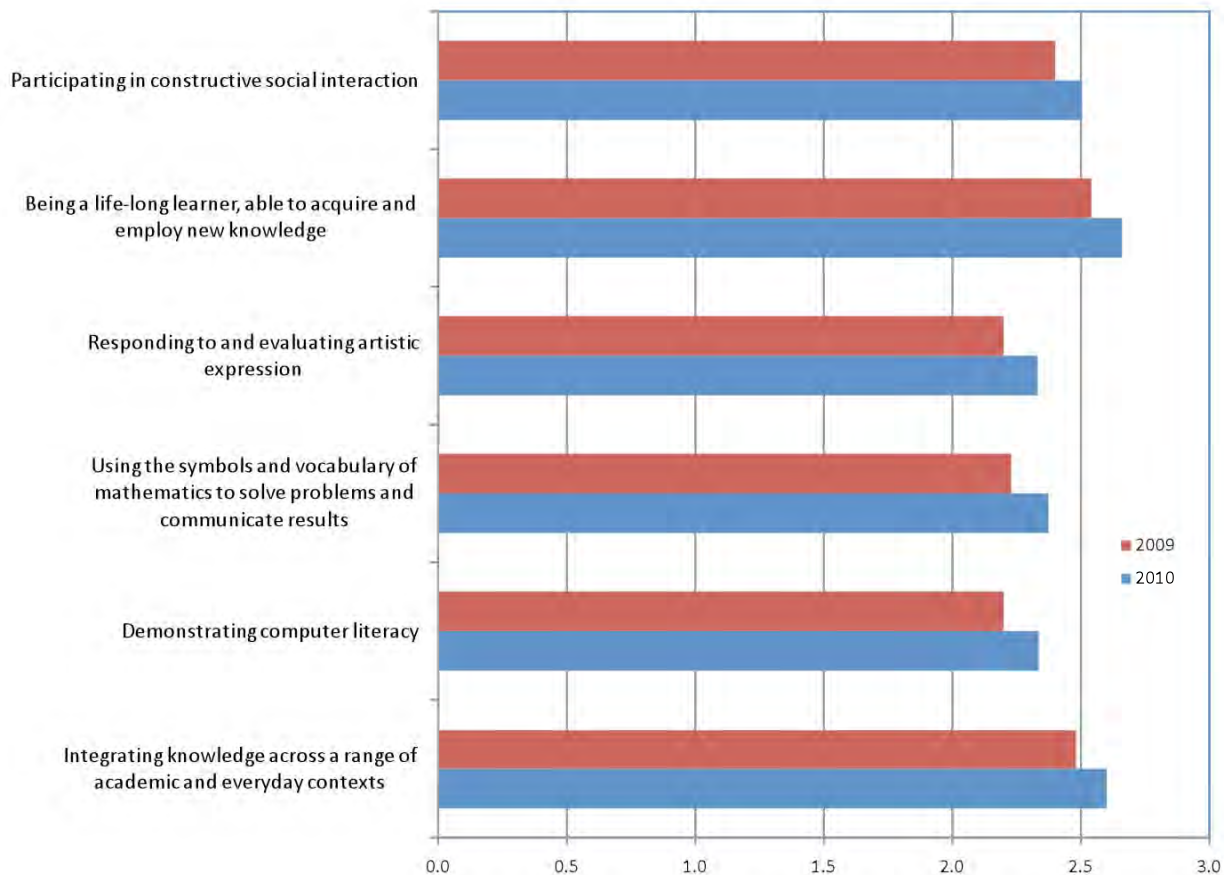
**Chart 1: GESLOs comparison of average responses, 2010 and 2009**



\* Statistically significant

Six of the specific individual gains were significantly different between 2010 and 2009 as illustrated in Chart 2 ( $p < .05$  for all the measures).

**Chart 2: Comparison of individual GESLOs between 2010 and 2009**



### **Conclusion**

This survey shows what students say they are gaining from their experience at Riverside City College. The district provides students with the tools to apply the knowledge they learn while here, to communicate well, and to use information effectively. However, the survey also reveals areas that could be enhanced. Generally, the “Breadth of Knowledge” and “Global Awareness” GESLOs (and the individual skills associated with these skill sets) could be fortified.

**Online Course Student Survey  
Selected Results from the Fall 2008  
(n=605)**

**Have you completed an online course before?**

- 75% No, this was first course online
- 11% Taken a course within the past year
- 14% Within the past two years

**Which of the following grades best describes your most recent online course experience?**

- 53% A
- 36% B
- 7% C or D
- 4% F, Incomplete or Withdrawal

**Which of the following best describes the difficulty of your last online course experience?**

- 20% I completed the course, and it was easy. (74)
- 66% I completed the course and it was challenging. (238)
- 9% I completed the course, and it was hard. (33)
- 5% I did not complete the course. (17)

**Would you consider taking another RCC online course in the future?**

- 84% Yes
- 5% No
- 11% Undecided

**Which best describes the level of interaction between yourself and the online instructor?**

- 48% Excellent, I have plenty of opportunities to interact with the instructor.
- 35% Good, but I would like more opportunities to interact with the instructor.
- 11% Poor, I need more contact with the instructor.
- 6% I would like to take the course without ever interacting with the instructor.

**Which best describes the level of interaction between yourself and other students in your online course?**

- 52% Excellent, I have plenty of opportunities to interact with other students.
- 25% Good, but I would like more opportunities to interact with other students.
- 9% Poor, I need more contact with other students.
- 15% I would like to take the course without ever interacting with other students.

**What type of courses are you taking this semester? (Multiple responses allowed)**

- 57% Regular (face-to-face) classes.
- 76% Online classes.
- 26% Hybrid classes.
- 0% Teleweb classes.
- 9% Web-enhanced classes.

## Online Course Student Survey Results of 2010 Spring

(732 responses from 10,254 enrollments @ C-1 = 7.1% response rate)

1. **How did you find out about Riverside Community College District (RCCD) online courses?** (730)
  - A. From the RCCD course schedule. 53.42%
  - B. From the RCCD website ([www.rcc.edu](http://www.rcc.edu)) 25.75%
  - C. From the Open Campus website ([www.opencampus.com](http://www.opencampus.com)). 4.11%
  - D. From an instructor. 0.55%
  - E. From a student or friend. 8.36%
  - F. From an RCCD counselor or staff member. 7.81%
  - G. Other.
2. **Have you completed an online course before?** (732)
  - A. No, this is my first online course (skip to # 5). 22.95%
  - B. Yes, last semester. 44.40%
  - C. Yes, within the past year. 15.85%
  - D. Yes, within the past two years. 11.75%
  - E. Yes, more than two years ago. 5.05%
3. **Which of the following grades best describes your most recent online course experience?** (557)
  - A. A. 56.01%
  - B. B. 33.75%
  - C. C or D. 7.18%
  - D. F or Incomplete. 1.44%
  - E. Withdrawal. 1.62%
4. **Which of the following best describes the difficulty of your last online course experience?** (555)
  - A. I completed the course, and it was easy. 22.88%
  - B. I completed the course, and it was challenging. 66.49%
  - C. I completed the course and it was hard. 7.75%
  - D. I did not complete the course. 2.88%
5. **Would you consider taking another RCCD online course in the future?** (727)
  - A. Yes. 90.10%
  - B. No. 2.34%
  - C. Undecided. 7.57%
6. **Was the location where your online course originated (Moreno Valley, Norco, or Riverside) important in your selection? (Note: Moreno Valley section numbers begin with a "2"; Norco section numbers begin with a "3"; Riverside section numbers begin with a "4")** (727)
  - A. Yes. 43.88%
  - B. No. 56.12%
7. **What was the most significant reason you enrolled in your online course?** (712)
  - A. Location where course was offered or originated (skip to # 9). 26.54%
  - B. Time of day course was offered (skip to # 9). 45.37%
  - C. Instructor (skip to # 9). 7.72%
  - D. The course I really wanted was not available (go to # 8). 20.37%
8. **What was the instruction mode of course you wanted to enroll in?** (154)
  - A. Face-to-face/on-campus. 44.16%
  - B. Web-enhanced (face-to-face course with optional online component). 3.90%
  - C. Hybrid (half on-campus and half online). 7.79%
  - D. Online (fully online with no regular on-campus meetings). 44.16%
9. **Have you accessed RCCD online course information at the Open Campus website ([www.opencampus.com](http://www.opencampus.com))?** (720)
  - A. Yes. 86.67%
  - B. No. 13.33%
10. **Navigating through different sections of your online course is:** (727)
  - A. Hard. 3.16%
  - B. Challenging. 20.63%
  - C. Easy. 76.20%
11. **Which best describes the level of interaction between yourself and your online course instructor?** (717)
  - A. Excellent, I have plenty of opportunity to interact with the instructor. 56.69%
  - B. Good, but I would like a little more opportunity to interact with the instructor. 27.62%
  - C. Poor, I need more contact with the instructor. 8.51%
  - D. I would like to take the course without ever interacting with the instructor. 4.18%
12. **Which best describes the level of interaction between yourself and other students in your \_\_\_\_\_ course?** (721)
  - A. Excellent, I have plenty of opportunity to interact with other students. 57.00%
  - B. Good, but I would like a little more opportunity to interact with other students. 25.80%
  - C. Poor, I need more contact with other students. 6.80%
  - D. I would like to take the course without ever interacting with other students. 10.40%
13. **When you began your online course, did you feel you had enough computer experience to perform well in the course?** (719)
  - A. Yes. 96.52%
  - B. No. 3.48%
14. **Please rate your computer experience before you began your online course this semester.** (723)
  - A. No experience. 1.24%
  - B. Limited experience. 6.09%
  - C. Moderate experience. 43.02%
  - D. Extensive experience. 49.65%
15. **Did you have to receive assistance from someone to access your online course?** (718)
  - A. Yes. 9.47%
  - B. No. 90.53%
16. **Which of the following sources of online course assistance have you used this semester? (check all that apply)** (808)



- A. Online Course Sample Class (via Open Campus website). 14.11%
- B. Open Campus 24/7 Support Line (1-866-259-7271). 9.16%
- C. Online Learning Support Center 24/7 Online Assistance Portal (chat via email). 3.22%
- D. Open Campus website Help Page. 11.14%
- E. None of the above. 62.38%
- 17. What type of computer do you use for your online course? (718)**
- A. Windows 89.42%
- B. Macintosh 8.77%
- C. Other 1.81%
- 18. How old is the computer you use for your online course? (724)**
- A. Less than a year. 24.72%
- B. Less than two years. 27.21%
- C. Less than three years. 19.89%
- D. More than three years. 24.31%
- E. Don't know. 3.87%
- 19. What components have you used in your current online course? (check all that apply) (4161)**
- A. "Discussion" tool. 16.39%
- B. "Mail" tool. 15.86%
- C. "Chat" tool. 2.84%
- D. "Assignments" tool. 11.56%
- E. "Assessments" tool. 15.67%
- F. "My Grades" tool. 16.03%
- G. Online video/video podcasts. 6.80%
- H. Online audio/audio podcasts. 3.99%
- I. Interactive study tools/games. 5.77%
- 20. What online course components would you like to use more in the future? (check all that apply) (2121)**
- A. "Discussion" tool. 10.80%
- B. "Mail" tool. 10.14%
- C. "Chat" tool. 11.83%
- D. "Assignments" tool. n/a
- E. "Assessments" tool. 10.47%
- F. "My Grades" tool. 11.88%
- G. Online video/video podcasts. 15.70%
- H. Online audio/audio podcasts. 12.21%
- I. Interactive study tools/games. 16.97%
- 21. What kind of Internet access do you have for the computer you use for your online course? (721)**
- A. Dialup telephone modem. 0.83%
- B. Cable modem. 29.13%
- C. DSL. 54.09%
- D. T-1 or higher. 6.24%
- E. Don't know. 9.71%
- 22. What is your home zip code? (712)**
- A. District (482) 67.69% (R: 243; N/C: 132; M: 107)
- B. 215/15 corridor south (74) 10.39%
- C. 10/60 corridor west (65) 9.12%
- D. San Bernardino/Redlands (48) 6.76%
- E. LA/OC (42) 5.89%
- F. 10/60 corridor east (15) 2.10%
- G. Mtns/High Desert (10) 1.40%
- H. San Diego area (6) .84%
- I. Misc/out-of-state (6) .84%
- 23. What is your gender? (707)**
- A. Male. 23.06%
- B. Female. 76.94%
- 24. What is your ethnic background? (702)**
- A. White. 47.72%
- B. Black. 11.40%
- C. Hispanic. 23.93%
- D. Asian. 6.13%
- E. Native American. 2.14%
- F. Other. 8.69%
- 25. What is your age? (710)**
- A. Under 18. 0.56%
- B. 18-25. 39.58%
- C. 26-35. 24.51%
- D. 36-45. 18.31%
- E. Over 45. 17.04%
- 26. Which best describes your personal status? (713)**
- A. Single with no children living at home. (skip to # 28) 39.97%
- B. Single with children living at home. 18.51%
- C. Married with no children living at home. (skip to # 28) 9.96%
- D. Married with children living at home. 28.05%
- E. Other. 3.51%
- 27. How many children live in your home? (356)**
- A. One. 4.78%
- B. Two. 35.11%
- C. Three. 35.39%
- D. Four or more. 15.73%
- 28. What is your employment status? (712)**
- A. Work one job away from home. 45.37%
- B. Work two or more jobs away from home. 5.20%
- C. Work away from home and work in my home. 5.48%
- D. Work exclusively in my home. 5.06%
- E. Presently unemployed. (skip to # 32) 38.90%
- 29. How many hours do you work per week? (434)**
- A. Less than 10 hours per week. 6.91%
- B. 10-25 hours per week. 25.58%
- C. 26-39 hours per week. 21.43%
- D. 40 or more hours per week. 46.08%
- 30. What is your work schedule? (434)**
- A. Days. 57.14%
- B. Afternoon or evenings. 16.13%
- C. Overnights. 2.07%
- D. Work hours rotate regularly. 18.20%
- E. Other. 6.45%
- 31. Does your employer have an educational reimbursement program? (433)**
- A. Yes. 21.71%
- B. No. 64.67%
- C. don't know. 13.63%
- 32. Which best describes your educational goals? (713)**
- A. Earn a Technical certificate. 3.79%
- B. Earn an Associate Degree. 19.07%
- C. Earn an Associate Degree and transfer to a university. 47.12%
- D. Earn college credit and transfer to a university. 21.46%
- E. Other. 8.56%
- 33. What type of courses are you taking this semester? (check all that apply) (1170)**
- A. Regular face-to-face classes. 30.43%
- B. Online classes. 58.80%

- C. Hybrid classes. 5.81%  
D. Web-enhanced classes. 4.96%
- 34. If this course had not been offered as an online course, would you have been able to complete the course? (711)**  
A. Yes. 34.04%  
B. No. 65.96%
- 35. Why did you enroll in this course? (select one) (717)**  
A. It is required for my degree or certificate. 65.97%  
B. The course looked interesting. 12.27%  
C. I wanted to improve my skills in this area. 13.39%  
D. I have had this instructor before. 1.39%  
E. Other. 6.97%
- 36. Do you have access to email? (715)**  
A. Yes, my instructor has my e-mail address. 66.01%  
B. Yes, my instructor has not asked for my email address. 32.03%  
C. Yes, I don't want to give my e-mail address to my instructor. 1.40%  
D. No. (skip to # 39) 0.56%
- 37. Do you have an RCCD student email account "[@student.rcc.edu](mailto:student.rcc.edu)"? (713)**  
A. Yes, my RCCD email account is my only email account. 10.52%  
B. Yes, I use my RCCD email account with my online course. 48.11%  
C. Yes, but I don't use my RCCD email account with my online course – I use another email account. 38.71%  
D. No. 2.66%  
E. I don't know. n/a
- 38. Where do you normally access email? (710)**  
A. At home. 54.79%  
B. At work. .099%  
C. At both home and work. 24.37%  
D. At a library or school. 1.97%  
E. A and D above. 10.14%  
F. B and D above. 0.28%  
G. C and D above. 3.66%  
H. Other. 4.51%
- 39. Where do you normally access the Internet? (711)**  
A. At home. 54.71%  
B. At work. 1.13%  
C. At both home and work. 23.07%  
D. At a library or school. 2.11%  
E. A and D above. 11.95%  
F. B and D above. 0.28%  
G. C and D above. 3.66%  
H. Other. 3.09%
- 40. Does your current online-based course include video content? (711)**  
A. Yes. 44.59%  
B. No. (skip to # 43) 55.41%
- 41. How do you currently access video for your online-based course? (select all that apply) (437)**  
A. My RCCD/Open Campus Blackboard-based course (over the Internet). 73.70%  
B. Campus library or computer lab. 5.99%  
C. Television/cable. 1.56%  
D. iTunesU 1.30%  
E. YouTube/Facebook/MySpace. 13.80%  
F. Other\_\_\_\_\_. 2.97%
- 42. What mode of video distribution would you prefer using with an online-based course in the future? (select one) (410)**  
A. My RCCD/Open Campus Blackboard-based course (over the Internet). 64.88%  
B. Campus library or computer lab. 5.12%  
C. Television/cable. 4.63%  
D. iTunesU. 3.90%  
E. YouTube/Facebook/MySpace. 18.29%  
F. Other\_\_\_\_\_. 1.46%
- 43. Are there student services you would like to use online? (check all that apply) (3211)**  
A. Assessment. 9.78%  
B. Admissions. 10.25%  
C. Counseling. 14.01%  
D. Grade reports. 12.05%  
E. Financial aid. 11.93%  
F. Financial account status. 9.69%  
G. Registration and payment. 10.62%  
H. Syllabi. 8.97%  
I. Textbook purchases. 11.55%  
J. Other. 0.28%

## Student Services at Riverside Community College District, 2004-05 to 2008-09

Tracking services that students receive from various student service departments is an important part of program review. In the Riverside Community College District (RCCD), the ability to track these services is aided through the use of SARS, a PC-based tracking program available to many if not most student services departments. When a student makes an appointment for a particular service, the information is entered into the SARS system. Information from SARS is uploaded into DATATEL on a regular basis so that the services can be reported through the state MIS system.

These three systems – SARS, DATATEL, and MIS – have strengths and weaknesses. SARS is available to most if not all student services departments and the various reasons for student appointments can be helpful to a department seeking to track student need for a particular service. However, extracting data for a particular college is currently cumbersome at best; a simple data extract is currently not available (though paying for additional programming could probably make it available). MIS is consistent and available but it is not comprehensive enough to capture all of the student services that are available to students. DATATEL is more comprehensive than MIS and is generally available district wide like SARS, even more so. The availability of reports for end users is unknown but data can be accessed for research purposes. For that reason, this report will utilize data available through DATATEL.

As mentioned earlier, SARS has several “reason codes” available to indicate why a student is making an appointment, 17 to be exact. However, when these reason codes are uploaded into DATATEL, they are reduced to 5 codes. Table 1, below, shows the SARS reason codes and the codes that are translated when uploaded to DATATEL. Please note that AE, “Accuplacer Upload,” is not uploaded via SARS but through a different process.

Table 1: SARS reason codes and DATATEL codes

Reason Code	Description	MIS Contact
AE	Accuplacer Upload	AE
AA	Academic Advising	CE & AF
AOCGP	Orientation/Counseling	CE & OR
ATHLETE	Athletic Advising	CE & AF
BSKILLS	Basic Skills	AF
CAREER	Career Planning	CE & AF
EALERT	Early Alert	AF
ESLGP	ESL Orientation & Counseling	CE & OR
NURSING	Nursing	CE & AF
OCCUP	Occupational Advising	CE & AF
ON-LINE	On-line Counseling	CE & AF
PROB	Probation	AF
READMIT	Readmit Contract	AF

Table 1: SARS reason codes and DATATEL codes (continued)

SEP	Student Ed Plan	EP
TIGER	Day of the Tiger	CE & OR
TRANSFER	Transfer	CE & AF
TRANSWK	Transfer Center Workshop	AF

The five codes tracked by student services via DATATEL are:

- AE = Assessment Services
- AF = Academic Follow-Up
- CE = Counseling/Advisement
- EP = Educational Plan
- OR = Orientation Services

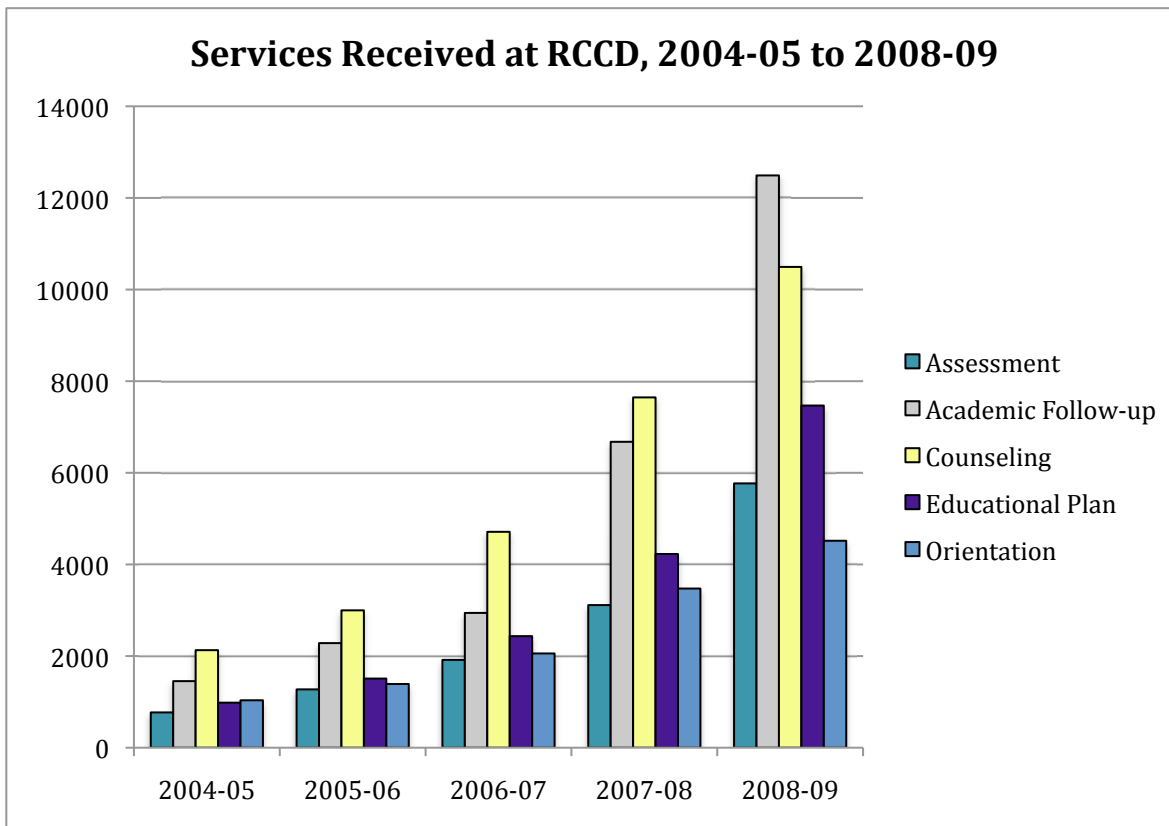
This report investigated the services students received between 2004-05 and 2008-09 for RCCD and the three colleges – Moreno Valley College (MVC), Norco College (NC), and Riverside City College (RCC). Students were identified using state MIS records. The unique number of students from each academic year was used for the following counts; if a student was enrolled in

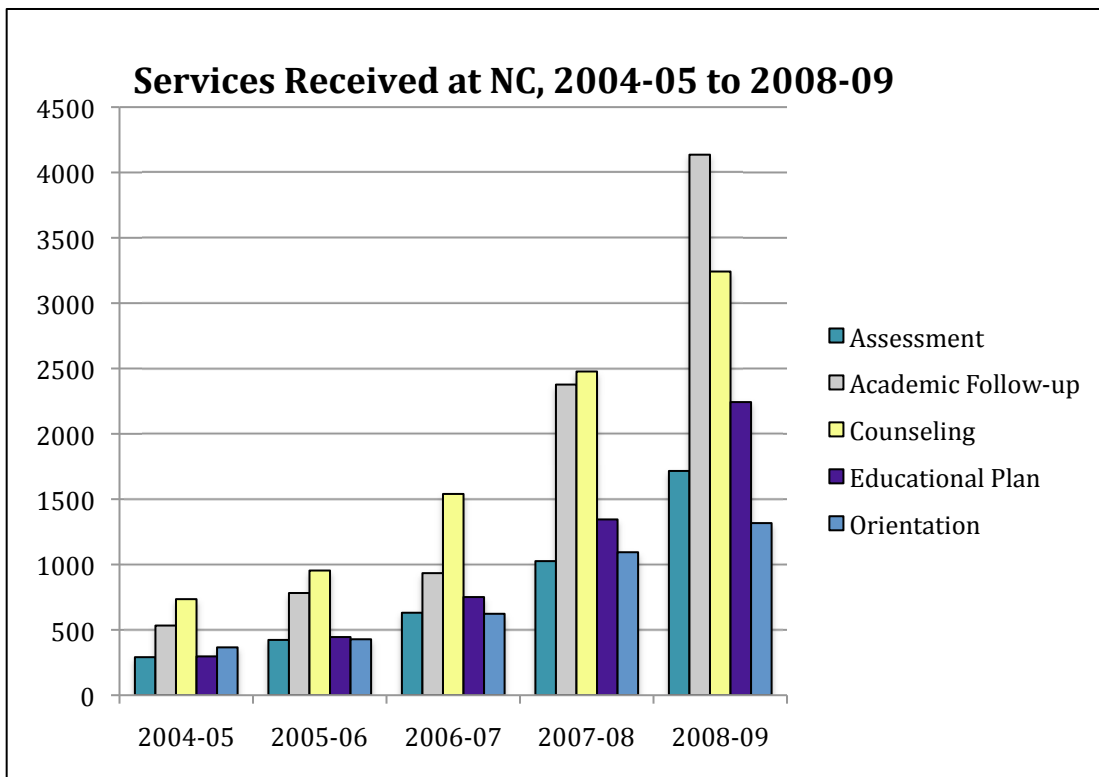
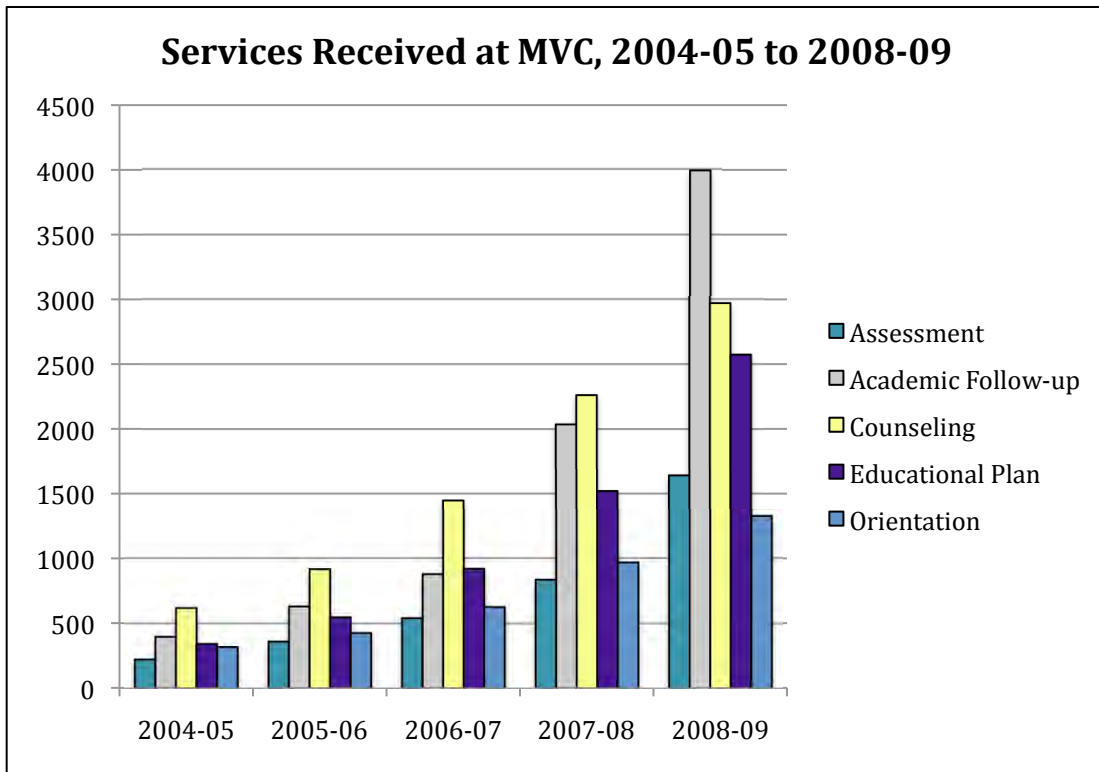
more than one semester for an academic year, they were counted only once. Students were counted only for each service received in a given academic year.

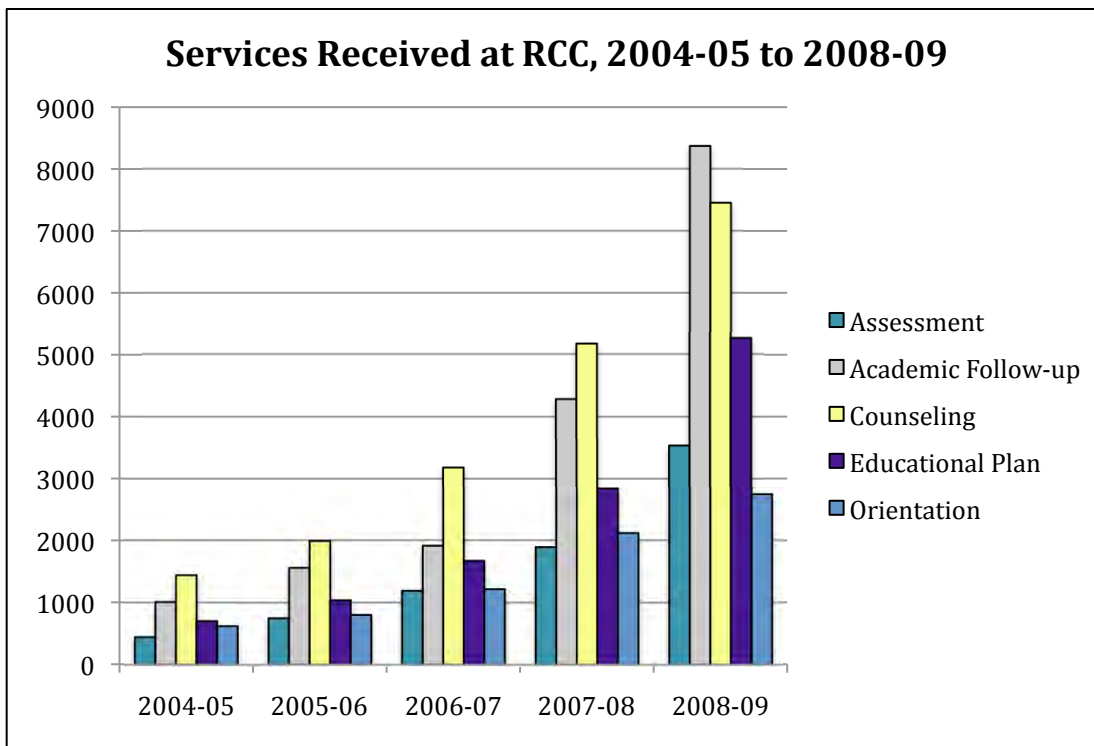
Services Received

As Chart 1 through 4 shows, the number of services provided to students has increased between the 2004-05 academic year and 2008-09 academic year. During this period, Academic Follow-up had an increase between 2007-08 and 2008-09. This pattern was seen for the colleges as well

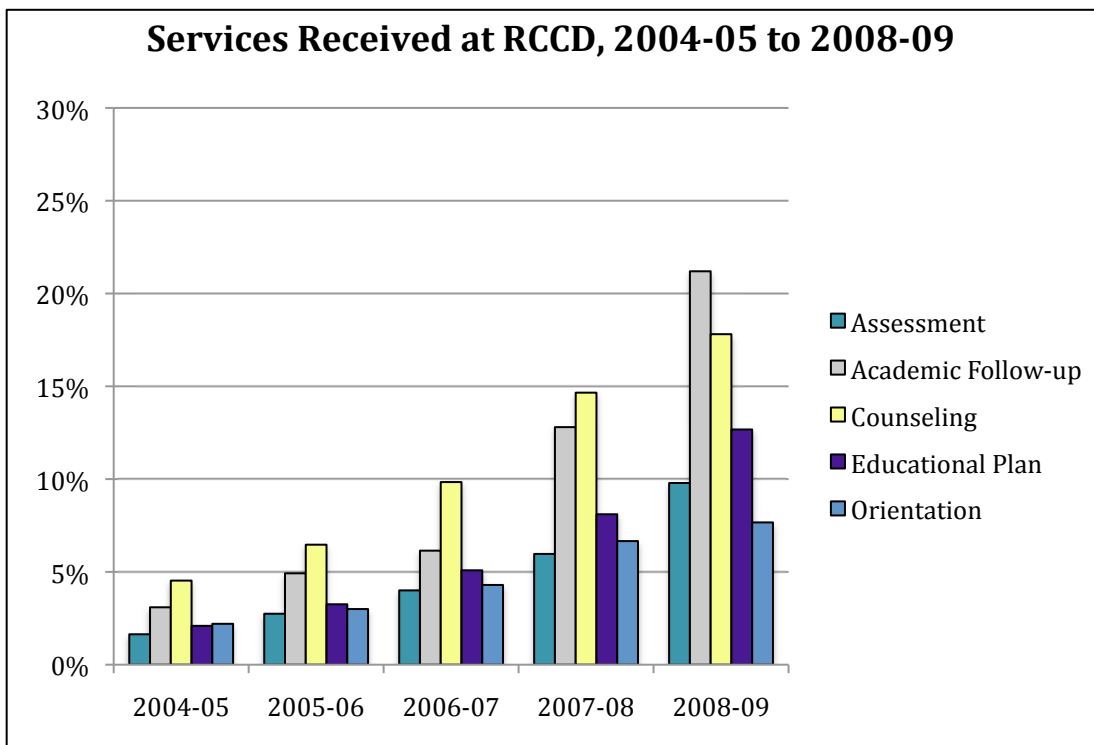
**Chart 1: RCCD Students receiving at least one service, 2004-05 to 2008-09**

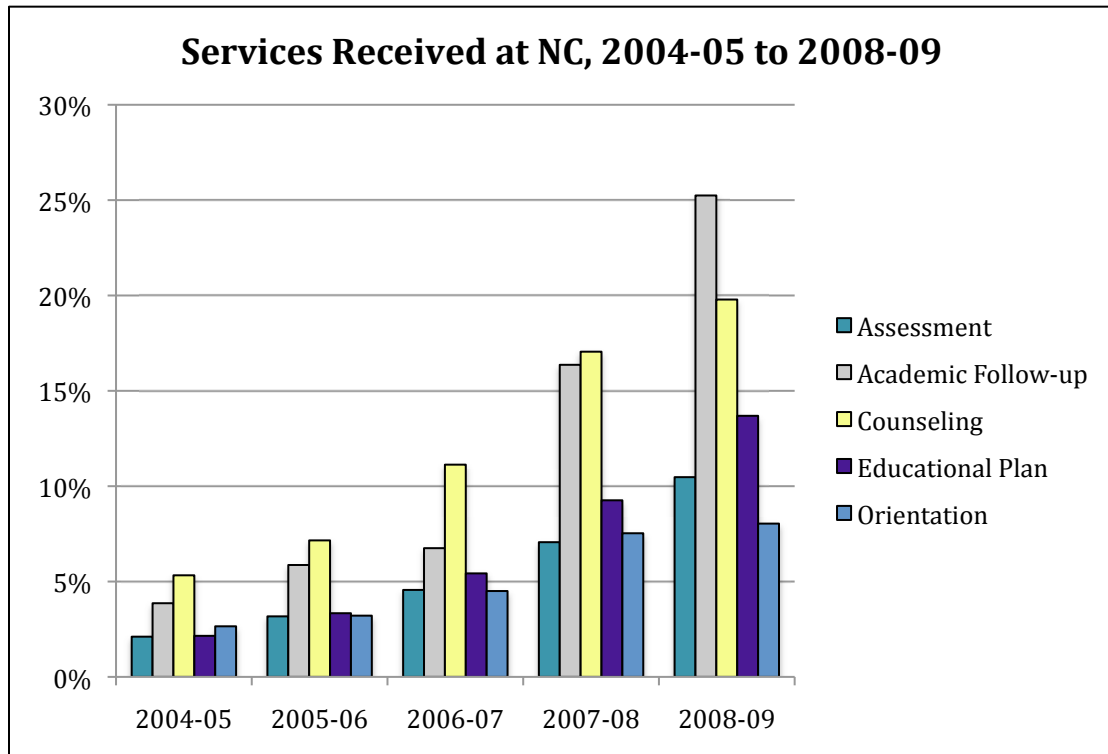
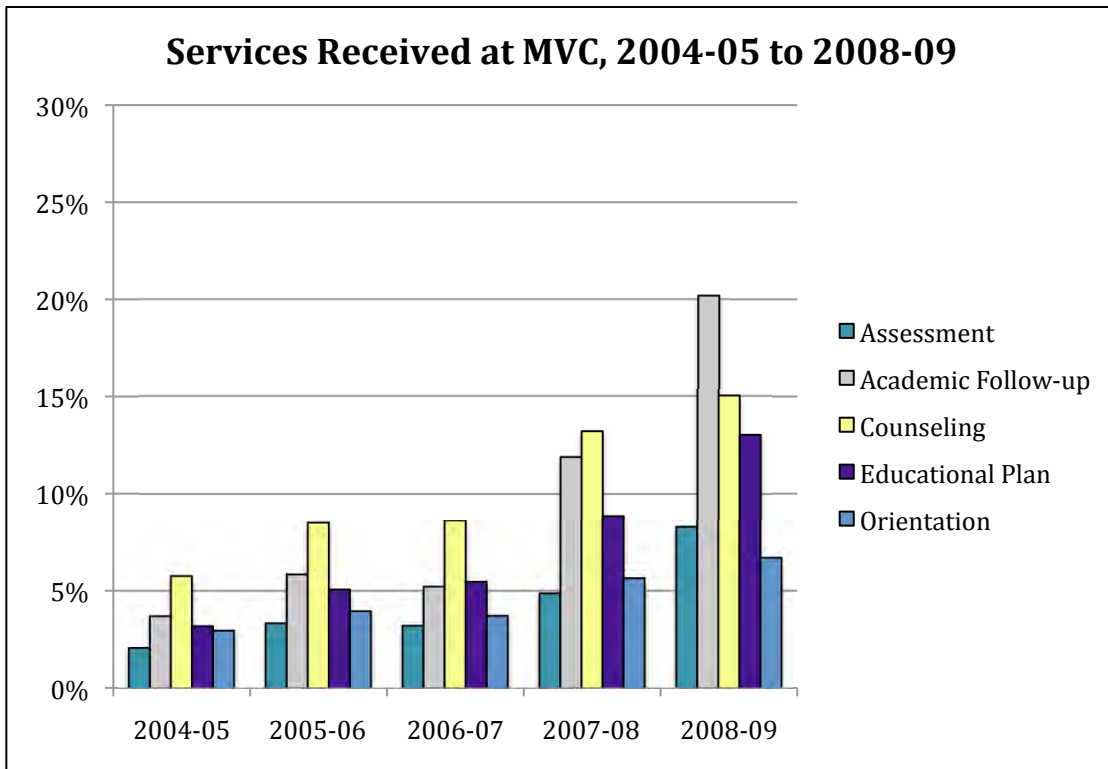


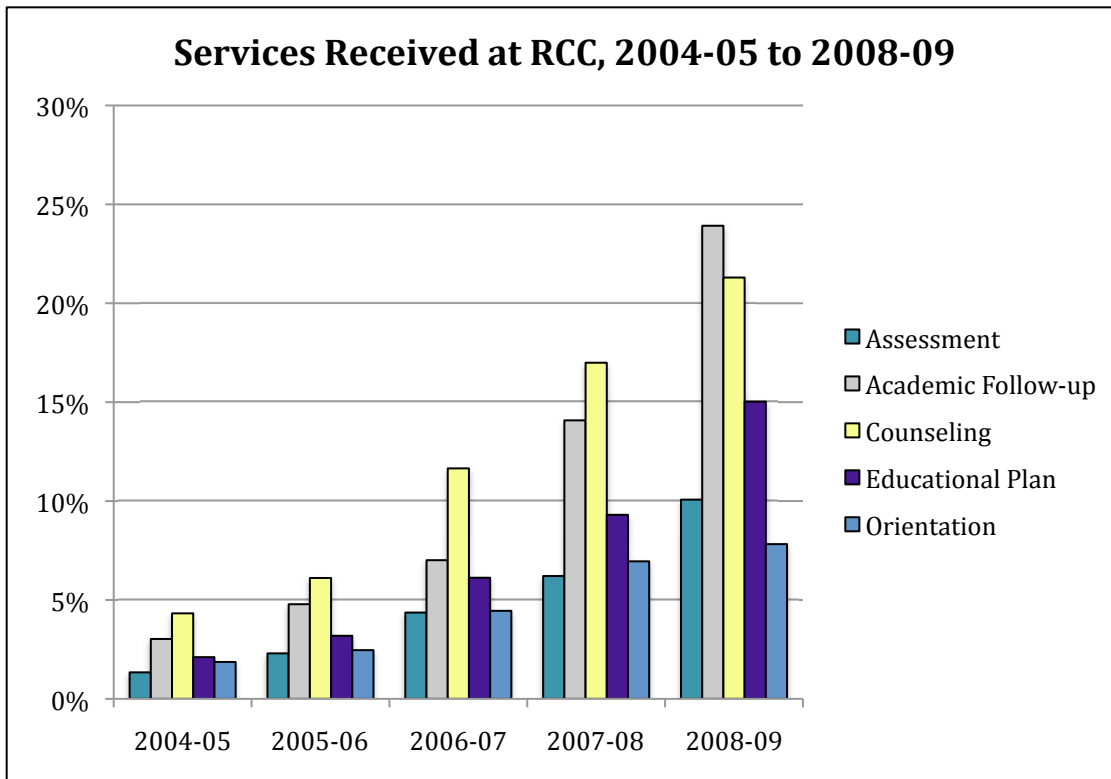




**Percent of RCCD students receiving services, 2004-05 to 2008-09**







#### Conclusion

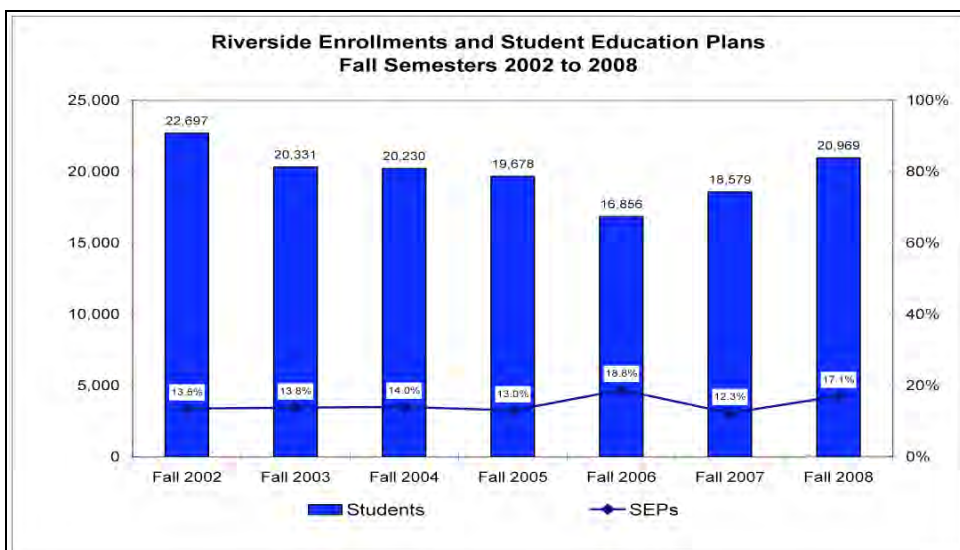
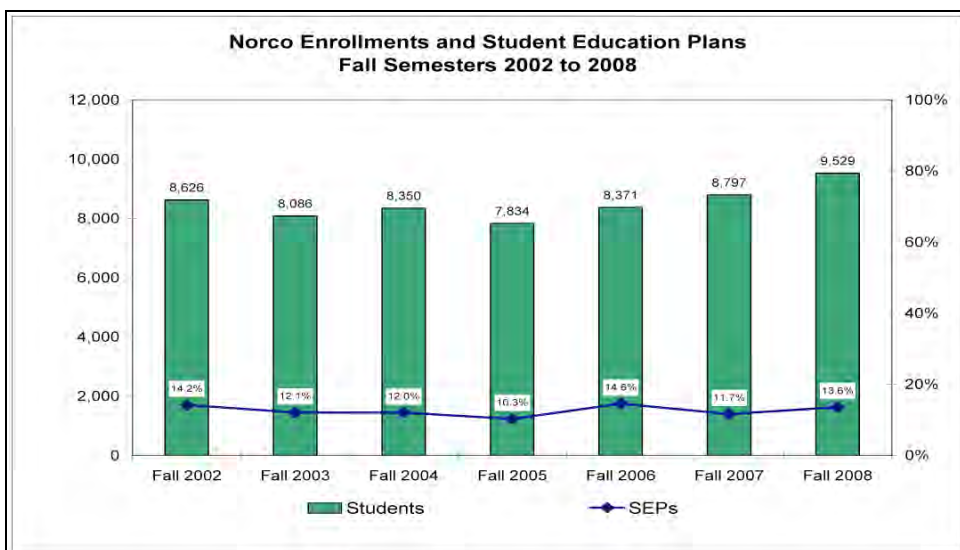
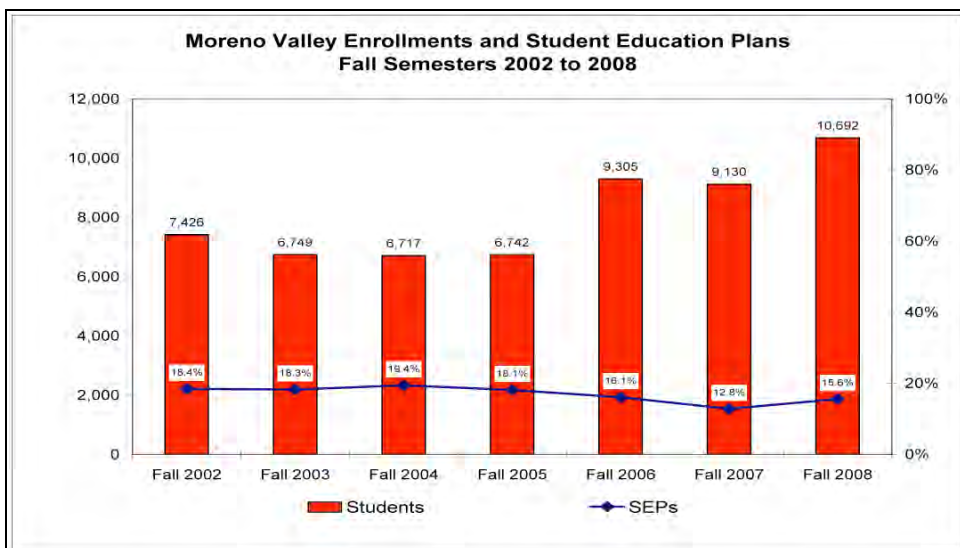
Reporting the number of services provided to students is just one piece of services puzzle. Other questions arise from this basic approach, such as, “How many students receive multiple services?” or “Are students who receive multiple services different than students who receive one service or no service?”

The evaluation of the impact of services on student success becomes difficult when seen through the lens of student volition. Most student services are not provided intrusively but rely on a student making an appointment. In addition, student services in postsecondary education in general tends to shy away from experimental designs that could provide important information as to which practices are most effective.

Effective evaluations can still take place. Like SLOs in classrooms where outcomes are tied to specific in-class strategies, student services could benefit from evaluations of services as they are rendered. For example, an evaluation of what topics are seen as most useful to students during orientation could provide beneficial feedback so that orientation developers can clarify items that are confusing or eliminate items that are seen as not useful, thus making the process more effective.



### Student Education Plans Compared to Enrollments



**Student Satisfaction Survey  
Riverside Community College District  
Spring 2010**

In Spring 2010, the three colleges in the Riverside Community College District conducted satisfaction surveys of their students. These surveys were done in conjunction with the Community College Survey of Student Engagement. Each college was encouraged to ask the same questions so that comparisons could be done throughout RCCD but each also tailored their questions to their own college.

There were 53 questions on the three surveys which were in common, and these were divided into 4 sections: the importance of various aspects of the college, campus climate, the use of services, and general satisfaction questions. For each section, the questions were ranked in terms of what students noted was most important or what they were most satisfied with and comparisons were made between the colleges using one-way ANOVAs to see if there were any differences by college (only statistically significant differences will be reported).

**Importance**

This section of the survey asked students to rate the importance of various aspects of the college. The items included were:

- Cost/Affordability
- Academic Reputation
- Extracurricular Activities
- Recommendations from family/friends
- Location
- Campus Appearance
- High school outreach program
- Recommendation from high school counselor
- Personalized attention from college staff prior to enrollment
- Classes are scheduled at convenient times
- Parking availability
- The program or certificate that interests me is offered on this campus

Students could respond with, “Very Important,” “Important,” and “Not Important,” to each question. Because these questions are to be used as a baseline for future satisfaction surveys, means (averages) were computed for each question. The responses were coded from 3 (Very Important) to 1 (Not Important).

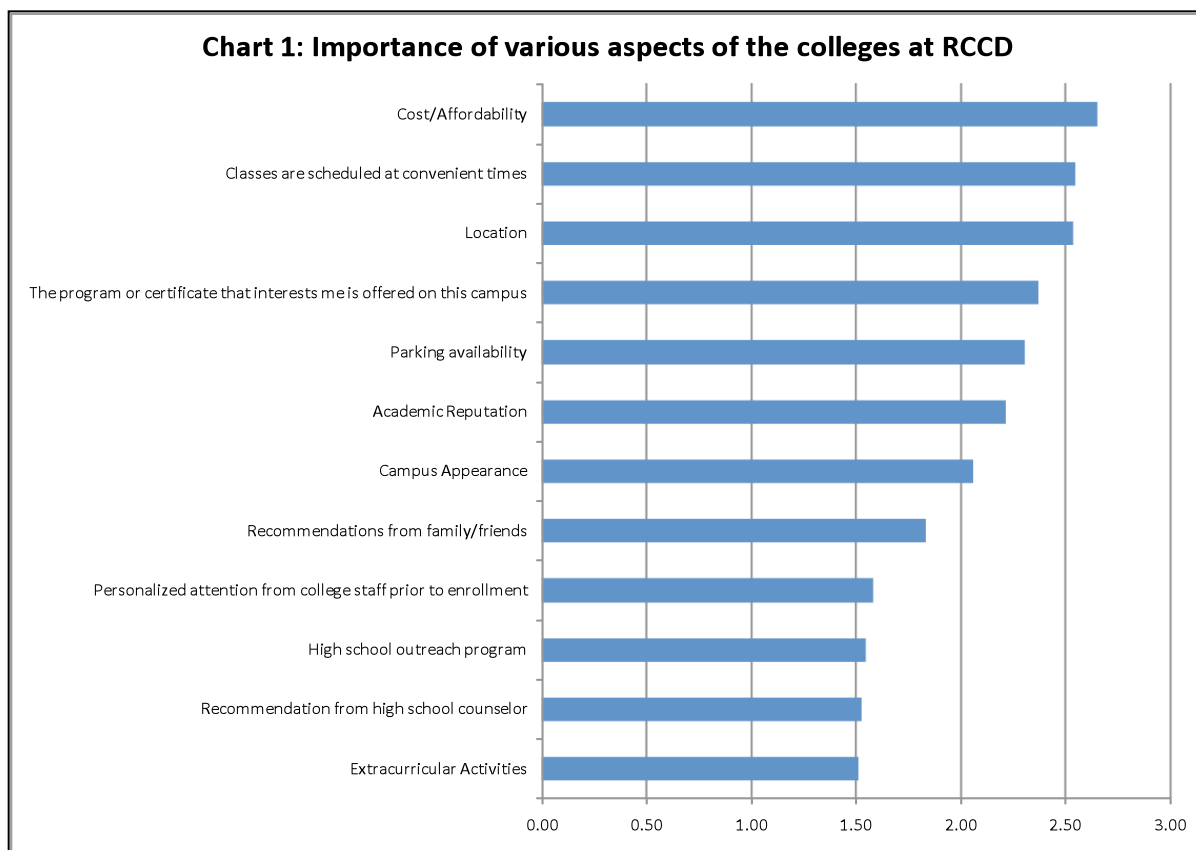
Using the means to compare responses for each question showed that respondents indicated that “Cost/Affordability” was most important to them with 72% rating it as Very Important and an overall mean of 2.65. This was followed by questions that all had a mean of 2.5 (means indicated in parentheses):

- Classes are scheduled at convenient times (2.55)
- Location (2.53)

Four questions were the lowest rated in terms of the mean and with almost 60% of respondents or more indicating it was Not Important. These four were (means indicated in parentheses):

- Extracurricular Activities (1.51)
- Recommendation from high school counselor (1.53)
- High school outreach program (1.55)
- Personalized attention from college staff prior to enrollment (1.58)

Chart 1 shows these items by average (mean) of their importance for the district in descending order.



Five questions showed differences by campus.

- **Academic reputation** and **Extracurricular activities** was more important to students at Moreno Valley and Riverside City than for students at Norco. On the other hand, **Location** was more important to students at Norco than for students at Moreno Valley or Riverside City.
- **Recommendation from high school counselor** was more important for students at Moreno Valley than for students at Riverside
- Finally, **The program or certificate that interests me is offered on this campus** was more important for students at Moreno Valley than for students at Norco or Riverside, City.

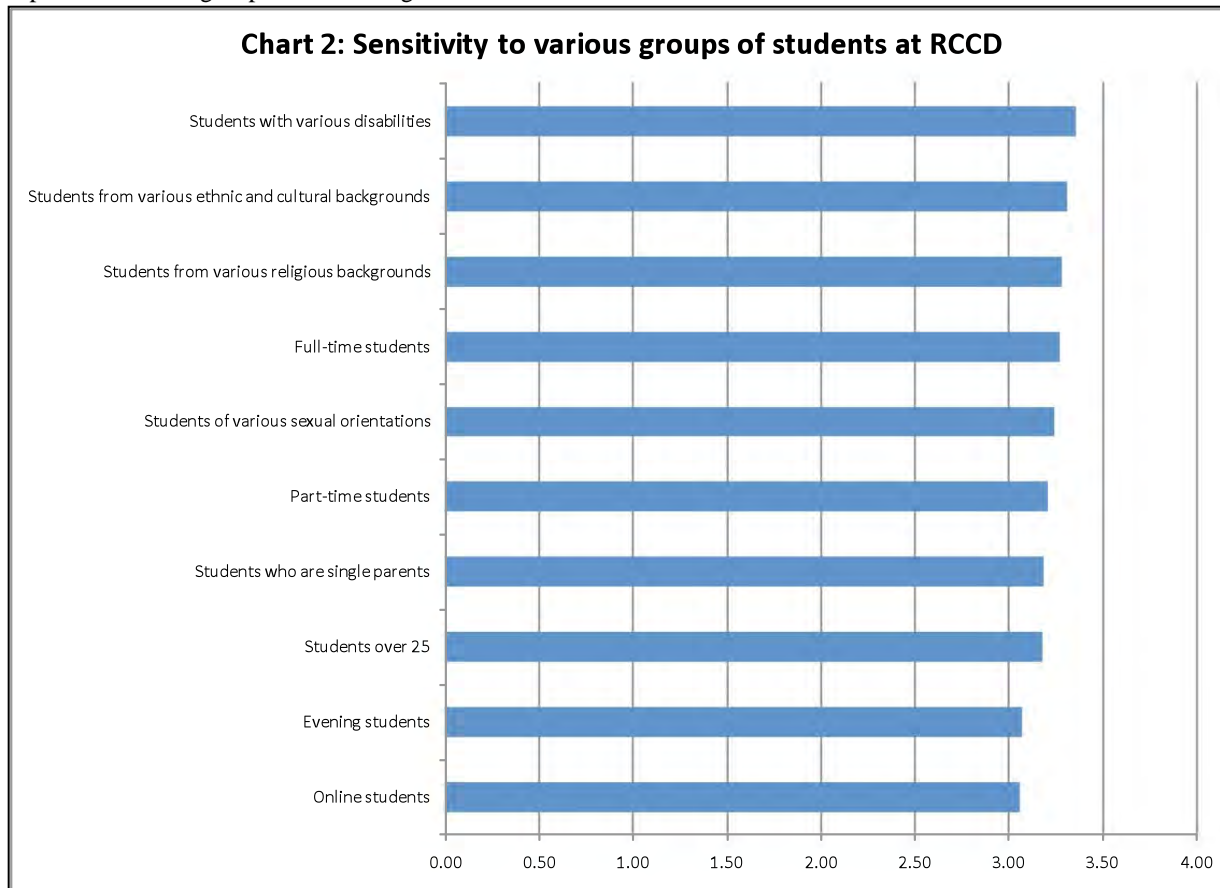
### Campus Climate

This portion of the survey asked students to rate the sensitivity of each college towards various groups of students. Students were able to rate their agreement on a 5-point scale: Strongly Agree, Agree, Disagree, Strongly Disagree, and Does not apply/do not know.

Those groups included:

- Full-time students
- Part-time students
- Evening students
- Online students
- Students over 25
- Students who are single parents
- Students from various ethnic and cultural backgrounds
- Students from various religious backgrounds
- Students with various disabilities
- Students of various sexual orientations

The responses were coded so that averages (means) could be computed with a range from 4 (Strongly Agree) to 1 (Strongly Disagree)<sup>1</sup>. Using the means to compare responses for each question showed that students agreed that the district was sensitive to all the groups mentioned in the survey. All of the means were above 3.0 (Agree). The group that the district was most sensitive to was Student with various disabilities, with an average response of 3.35, while the group that the district was least sensitive to was Online students (mean response = 3.06). Chart 2 shows the mean responses for each group in descending order.



When the colleges were compared on these items, several differences were found. Students at Moreno Valley were more likely to agree that the college was sensitive to the following groups than did students at Riverside City:

- Evening students
- Students over 25
- Students who are single parents

Students at Moreno Valley were more likely to agree that their college was sensitive to **Students from various ethnic and cultural backgrounds** than students at Norco.

Regarding **Full-time students**, students at Moreno Valley were more likely to agree that their college was more sensitive to these students than did students at Norco and Riverside City. Students at Norco were more likely to agree that their college was more sensitive to these students than did students at Riverside City.

### Services

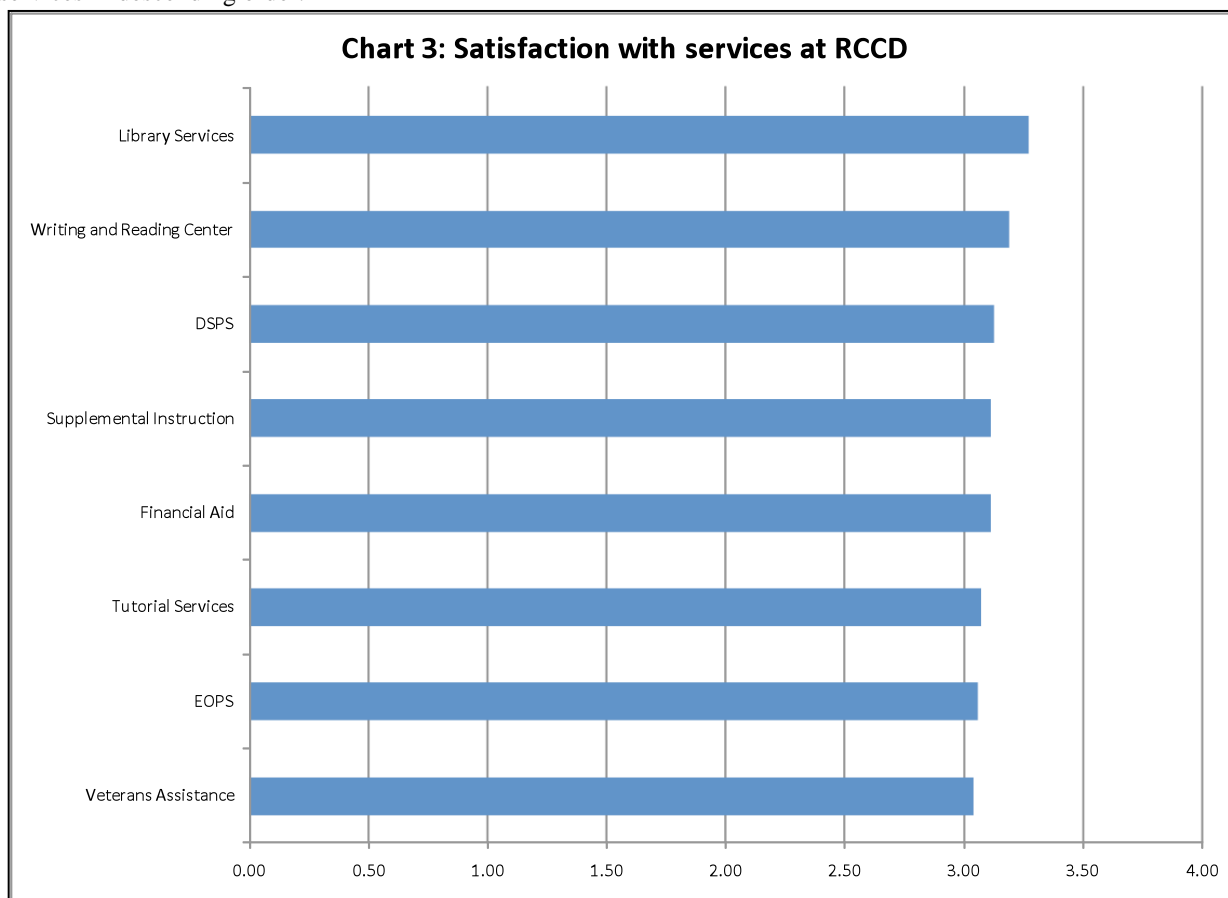
This section of the survey asked students to rate their level of satisfaction with various services offered by the college. Students were able to rate their agreement on a 5-point scale: Very Satisfied, Satisfied, Dissatisfied, Very

<sup>1</sup> Strongly Agree was coded as 4, Agree was coded as 3, Disagree was coded as 2 and Strongly Disagree was coded as 1. Does not apply/Do not know was not included in the computation of the means.

Dissatisfied, and I have not used this service. The responses were coded so that means could be computed with a range from 4 (Very Satisfied) to 1 (Very Dissatisfied)<sup>2</sup>. Students were asked to judge their level of satisfaction with these services:

- DSPS
- EOPS
- Financial Aid
- Library Services
- Supplemental Instruction
- Tutorial Services
- Veterans Assistance
- Writing and Reading Center

Using the means to compare responses for each question showed that respondents indicated the most satisfaction with Library Services. As with the previous section, the students in the district appear to be satisfied with the services offered; each of the services had an average (mean) response above 3.0. Chart 3 shows the average satisfaction of services in descending order.



Comparisons between colleges revealed differences for two services:

- **Financial Aid:** Students at Norco were more satisfied with this service compared to students at Riverside City.
- **Library Services:** Students at Norco and Riverside City were more satisfied with this service than were students at Norco.

<sup>2</sup> Very Satisfied was coded as a 4, Satisfied was coded as a 3, Dissatisfied was coded as a 2 and Very Dissatisfied was coded as a 1. I have not used this service was not included in the computation of the means.

### General Satisfaction

The last section of the survey asked students to rate their level of agreement with various statements about aspects of the college. Students were able to rate their agreement on a 5-point scale: Strongly Agree, Agree, Disagree, Strongly Disagree, and Does not apply/do not know. The responses were coded as they were for the Campus Climate portion of the survey<sup>3</sup>. The means showed that students agreed most with the statement, “I would prefer healthier food options.” The statement they agreed the least with was, “There is sufficient parking to meet student needs.” Table 3 (below) shows the statements that students responded to in descending order by the mean response.

<b>Table 1: Student agreement with various aspects of the college</b>	<b>mean</b>
I would prefer to have healthier food options	3.39
I would choose to attend this college again	3.30
The application process for admission to the college is user friendly	3.22
There are convenient ways of paying my registration fees	3.22
The campus is generally a safe place	3.21
Bookstore staff are helpful	3.19
Campus buildings are well maintained	3.16
I would prefer that the campus allow more vendors (such as McDonald’s, Starbucks, etc.)	3.14
WebAdvisor is user friendly	3.13
Instructors/Professors are usually available outside of class (Ex, during office hours or by appointment)	3.12
The staff where I took my placement exam are helpful	3.09
Instructors/Professors care about my progress in their courses	3.07
Campus Police staff respond quickly in emergencies	3.07
Admissions staff are knowledgeable	3.03
There are a sufficient number of study areas on campus	3.02
The registration staff are helpful	3.00
Procedures regarding course selection and registration for courses are clear and well-publicized	2.97
Places to buy food are open at convenient times	2.97
Campus restrooms are well maintained	2.94
I feel safe in the parking lots during evening class hours	2.94
The college promotes environmental responsibility (such as recycling and energy efficiency)	2.90
The assessment and course placement process accurately placed me	2.88
There is sufficient parking to meet student needs	2.33

There were several differences found between the campuses on these general items.

- **The assessment and course placement process accurately placed me and I would prefer that the campus allow more vendors (such as McDonald’s, Starbucks, etc.):** Students at Moreno Valley agreed with these two statements more than students at both Norco and Riverside City.
- **WebAdvisor is user friendly and There are convenient ways of paying my registration fees:** Students at Moreno Valley agreed with these two statements more than students at Riverside City.
- **Bookstore staff are helpful:** Students at Norco agreed with this statement more than students at Riverside City and Moreno Valley. Students at Riverside City also agreed with this more than did students at Moreno Valley.

<sup>3</sup> Very Satisfied was coded as a 4, Satisfied was coded as a 3, Dissatisfied was coded as a 2, and Very Dissatisfied was coded as a 1. I have not used this service was not included in the computation of the means.

- **There are a sufficient number of study areas on campus and Places to buy food are open at convenient times:** Students at Norco and Riverside City agreed with these two items more than did students at Moreno Valley.
- **The campus is generally a safe place and Campus buildings are well maintained:** Students at Norco agreed with this statement more than did students at Moreno Valley or Riverside City.
- **Campus Police staff respond quickly in emergencies:** Students at Norco agreed with this statement more than students at Riverside City.
- **Campus restrooms are well maintained:** Students at Moreno Valley and Norco agreed with this statement more than students from Riverside City.
- **I feel safe in the parking lots during evening class hours and There is sufficient parking to meet student needs:** Students at Norco agreed with these two statements more than students at Moreno Valley and Riverside City. Students at Moreno Valley agreed with these two statements more than students at Riverside City.

**Student Satisfaction Survey  
 Moreno Valley College  
 Spring 2010**

In Spring 2010, the three colleges in the Riverside Community College District conducted satisfaction surveys of their students. These surveys were done in conjunction with the Community College Survey of Student Engagement. Each college was encouraged to ask the same questions so that comparisons could be done throughout RCCD, but each also tailored their questions to their own college. Below are the responses for Moreno Valley College (MVC).

The survey for MVC was divided into 5 parts: demographics, the importance of various aspects of the college, campus climate, the use of services and general satisfaction questions. Each part will be discussed in turn.

Demographic Information

Surveys were received from 652 students. Students who took the survey at the MVC campus indicated that 4 out of 5 took most of their units at MVC, followed by Riverside City College (12%) and then Norco College (7%). Most of the respondents were female (58%) and three out of four were between 18 and 25 years old. Table one below shows the ethnic distribution of respondents.

**Table 1: Ethnic Distribution MVC Student Satisfaction Survey, Spring 2010**

<b>African American</b>	85	13%
<b>Asian/Pacific Islanders</b>	73	11%
<b>Hispanic/Latino</b>	262	41%
<b>White</b>	159	25%
<b>Other/Unknown</b>	61	10%

Almost two thirds of respondents (63%) earned less than \$50,000 a year and approximately the same percentage of students (67%) live with at least one of their parents or a guardian. One out of every 8 respondents indicated that they were a single parent. Over 80% said that they live in a household with 3 to 10 people. More than three out of four students are first generation students (78%) and 74% of respondents indicated that their primary reason for attending college is to get an associate’s degree or to transfer.

More than half of the respondents (52%) take classes in the morning and usually take 12 or more units in fall or spring semesters. Regarding the number of hours the students work each week, two out of every five students do not work, 20% work less than 20 hours per week, and almost one-quarter work 21 to 34 hours per week. Nine percent indicated that they work full time.

Two of the questions asked about student learning outcomes (SLOs). Almost 3 out of four respondents indicated that their teachers “introduce and/or discuss the course-based SLOs” in their courses. However, regarding the six general SLOs adopted district-wide and expected of every graduating student, almost half (48%) had not heard of them and just over one quarter (28%) had heard about them in class or from their instructors.

Students were asked, “Which of the following reasons might prevent you from attending college?” Most students (56%) said that financial reasons would prevent them from attending college, followed by work (16%) and personal issues (13%). Table 2, below, shows the responses to that question.

**Table 2: Reasons which might prevent the student from attending college**

<b>Financial reasons (books, tuition, too expensive)</b>	354	56%
<b>Work situation (must work and cannot continue college)</b>	104	16%
<b>Academic concerns (courses are difficult)</b>	34	5%
<b>Personal issues (family, relationships, or self)</b>	84	13%
<b>Other</b>	60	9%

**Importance**

This section of the survey asked students to rate the importance of various aspects of the college. The items included were:

- Cost/Affordability
- Financial Aid
- Academic Reputation
- Extracurricular Activities
- Recommendations from family/friends
- Location



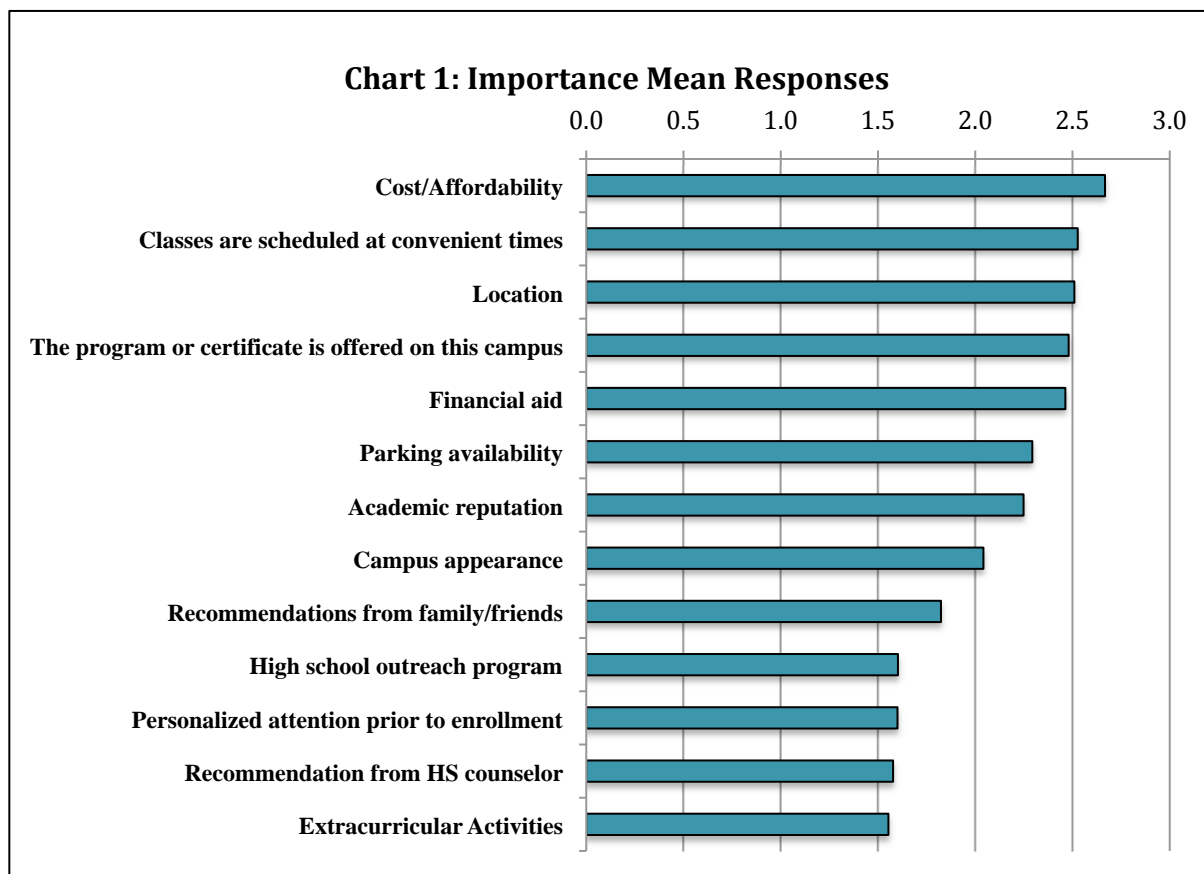
- Campus Appearance
- High school outreach program
- Recommendation from high school counselor
- Personalized attention from college staff prior to enrollment
- Classes are scheduled at convenient times
- Parking availability
- The program or certificate that interests me is offered on this campus

Students could respond with, “Very Important,” “Important,” and “Not Important,” to each question. Because these questions are to be used as a baseline for future satisfaction surveys, the responses were coded in such a way so that means could be computed<sup>4</sup> with a range from 3 (Very Important) to 1 (Not Important). Using the means to compare responses for each question showed that respondents indicated that “Cost/Affordability” was most important to them with 73% rating it as Very Important and an overall mean of 2.7. This was followed by questions that all had a mean of 2.5:

- Classes are scheduled at convenient times
- Location
- The program or certificate that interests me is offered on this campus
- Financial Aid

Four questions were the lowest rated in terms of the mean and with approximately 60% of respondents indicating they were Not Important. These four were:

- High school outreach program
- Personalized attention from college staff prior to enrollment
- Recommendation from high school counselor
- Extracurricular Activities



<sup>4</sup> Very Important were coded as 3, Important was coded as 2, and Not Important was coded as 1.

Comparisons by demographic group:

These questions were analyzed to see if there were differences in mean responses for various demographic groups. One way ANOVAs were computed and only significant differences ( $p < .05$ ) will be reported here. Where differences are found between groups with less than 10 students in them, they will not be reported.

Gender. Investigation of these measures by gender revealed the following results. Females were more likely to report that the following areas were more important to them than males:

- Cost/Affordability
- Financial aid
- Academic reputation
- Classes are scheduled at convenient times
- Parking availability
- The program or certificate that interests me is offered on this campus

Age. Age differences were found for several of the questions.

- **Extracurricular activities:** This was more important to younger students and as students got older, it became less important.
- **High school outreach programs:** This was more important to students younger than 21.
- **Recommendation from high school counselor:** Students age 18-20 found this to be more important than students age 26 and older.
- **Personalized attention from college staff prior to enrollment:** This was more important to younger students.
- **Parking availability:** Conversely, this measure was far more important for students 36 and older than for students 18-20.
- **The program or certificate that interests me is offered on this campus:** This was less important for students age 18 to 25 than for other students.

Ethnicity. Differences were found for 9 of the 13 questions between different ethnic groups.

- **Financial aid:** This was important for all ethnic groups except for White students.
- **Academic reputation:** African American and Asian/Pacific Islanders said this was more important than did White students.
- **Extracurricular activities:** This item was more important to African American, Asian/Pacific Islander and Hispanic students than it was for White students.
- **Location:** This was more important for Hispanic students than for White students.
- There were several items that were important to Asian/Pacific Islander students that were not important to White students. These were:
  - Recommendations from family/friends
  - Campus appearance
  - High school outreach program
  - Recommendation from high school counselor
  - Personalized attention from college staff prior to enrollment

Academic goal. Differences between several of the items were found between students with different academic goals. The following items were more important for students who had a goal of earning a certificate than students who want to transfer:

- Recommendations from family/friends
- High school outreach program
- Recommendation from high school counselor

In addition, **the program or certificate that interests me is offered on this campus** was more important to students who wanted a degree or wanted to earn a certificate than it was for transfer students.

Units taken each semester. Students who take different amounts of units each semester differed on two items.

**Location** was more important for students who take 6 or fewer units than for students who enroll in 7-11 units each semester. On the other hand, **Campus appearance** was more important for students who enroll in 7-11 units each semester than for full time students (12 units or more).

First generation students. First generation students are students whose parents did not graduate from a 4-year college or university. Two items were found for these students compared to non-first generation students. Both

**Financial aid** and **Parking availability** were more important for first generation students than non-first generation students.

Income. Differences were found between students who reported different income levels for two items. **Financial aid** was more important to students with lower incomes than students who reported higher-level incomes. **Recommendation from high school counselor** showed differences for those students who reported income levels less than \$50,000 and more than \$110,000 than students with incomes between \$80,000 -\$109,999.

Number in household. The number of people in a household revealed differences for two items.

- **Recommendations from family/friends**: This was more important for students who lived by themselves than for other students.
- **Parking availability**: This was more important for students who reported households of 3-4 than for smaller households.

Single parents. Several differences were found between students who were single parents and those who were not. All of these items were more important for single parents than for those who are not single parents.

- Financial aid
- Academic reputation
- Extracurricular activities
- Campus appearance
- Classes are scheduled at convenient times
- Parking availability

### **Campus Climate**

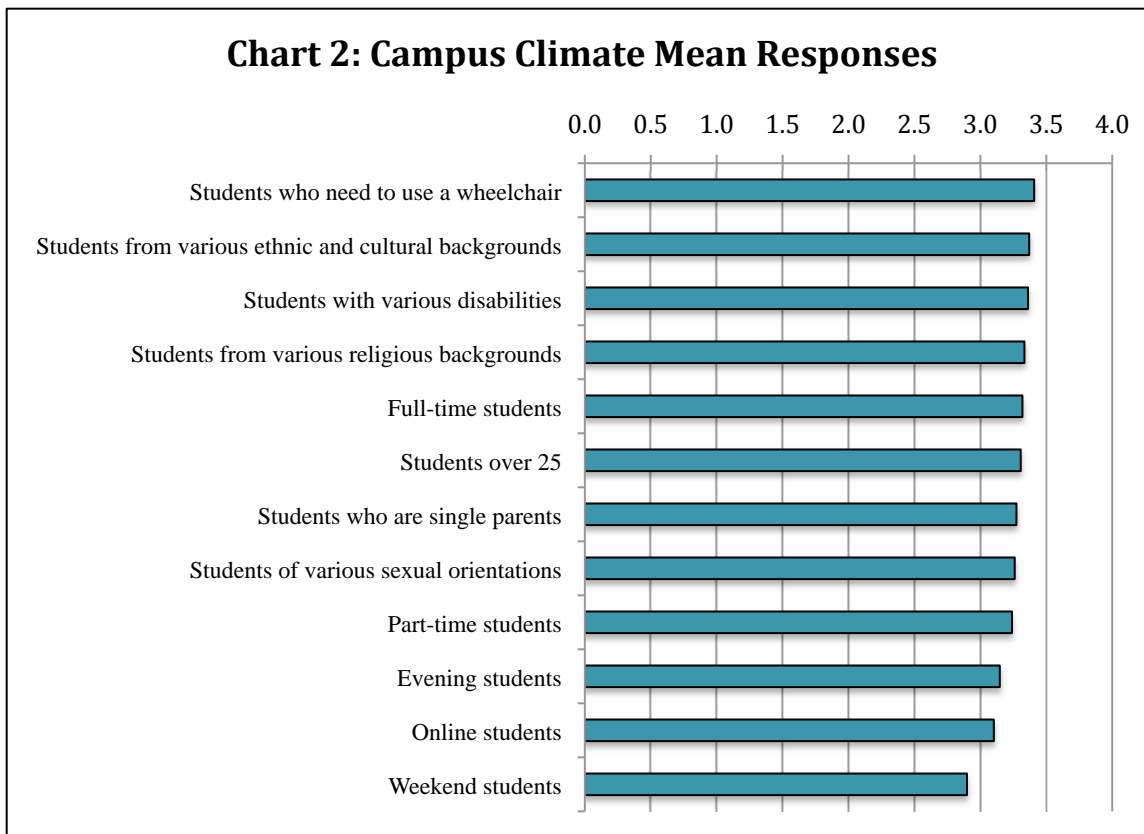
This section of the survey asked students to rate their level of agreement with various aspects of campus climate. Students were able to rate their agreement on a 5-point scale: Strongly Agree, Agree, Disagree, Strongly Disagree, and Does not apply/do not know. The following are the campus climate topics:

- Full-time students
- Part-time students
- Evening students
- Weekend students
- Online students
- Students over 25
- Students who are single parents
- Students from various ethnic and cultural backgrounds
- Students from various religious backgrounds
- Students with various disabilities
- Students who need to use a wheelchair
- Students of various sexual orientations

The responses were coded so that means could be computed with a range from 4 (Strongly Agree) to 1 (Strongly Disagree)<sup>5</sup>. Using the means to compare responses for each question showed that respondents indicated that MVC is committed to meeting the needs of most student groups. All but one had a mean above 3.0. The one area below 3.0 was “Students who need to use a wheelchair.” Chart 2 shows these questions in descending order by the mean.

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<sup>5</sup> Strongly Agree was coded as 4, Agree was coded as 3, Disagree was coded as 2 and Strongly Disagree was coded as 1. Does not apply/Do not know was not included in the computation of the means.



These questions were analyzed to see if there were differences in mean responses for various demographic groups. One way ANOVAs were computed and only significant differences ( $p < .05$ ) will be reported here. Where differences are found between groups with less than 10 students in them, they will not be reported. Unlike the “Importance” questions, only a few differences were found for Campus Climate.

**Ethnicity.** Asian/Pacific Islanders agreed more than Hispanic students that MVC was sensitive to **Students over 25**. Asian/Pacific Islanders were also more likely to agree that MVC was sensitive to **Students who are single parents** than students with an Other/Unknown ethnicity.

**Units.** Full-time students (12 units or more) were more likely to agree that MVC is sensitive to **Full-time students** than were students who enrolled in 7-11 units.

**Income.** Students who reported incomes from \$50,000-\$79,999 were less likely to agree that MVC was sensitive to **Online students** than were students with incomes less than \$50,000. Students who reported incomes above \$110,000 were more likely to agree that MVC was sensitive to **Students who are single parents** than students with lower incomes.

**Number in household.** Students who live alone were less likely to agree that MVC is sensitive to **Students with various disabilities** than students who had 2 or more people living in the same household.

**Single parents.** Students who are single parents were more likely to agree that MVC is sensitive to **Online students** than students who are not single parents, but there were less likely to agree that MVC is sensitive to **Students who are single parents**.

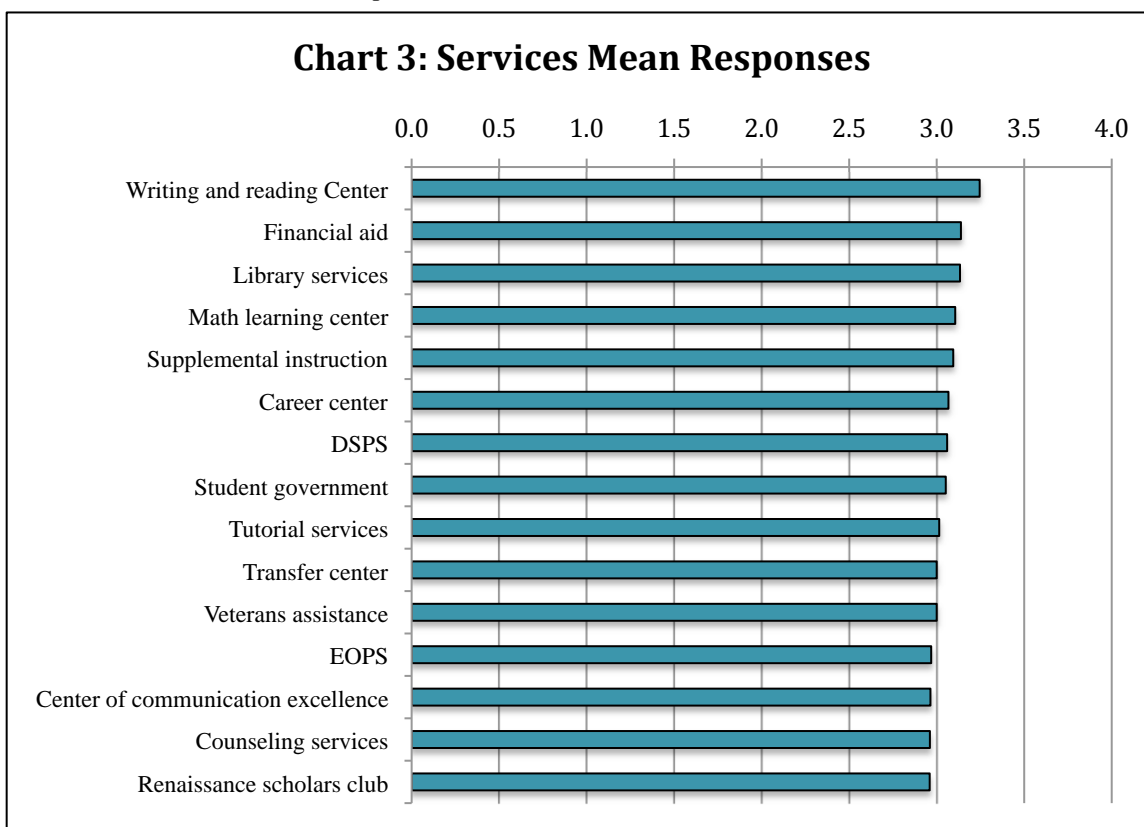
#### Services

This section of the survey asked students to rate their level of satisfaction with various services offered by the college. Students were able to rate their agreement on a 5-point scale: Very Satisfied, Satisfied, Dissatisfied, Very Dissatisfied, and I have not used this service. The responses were coded so that means could be computed with a

range from 4 (Very Satisfied) to 1 (Very Dissatisfied)<sup>6</sup>. Students were asked to judge their level of satisfaction with these services:

- Career Center
- Counseling Services
- Center of Communication Excellence
- DSPS
- EOPS
- Financial Aid
- Library Services
- Math Learning Center
- Supplemental Instruction
- Transfer Center
- Tutorial Services
- Veterans Assistance
- Writing and Reading Center
- Student Government
- Renaissance Scholars Club

Using the means to compare responses for each question showed that respondents indicated the most satisfaction with the Writing and Reading Center. Most of the services (11 out of 15) had mean satisfaction scores of 3 or higher and the 4 that were below three satisfaction scores were no lower than 2.96. Students appear to be generally satisfied with all the services at MVC (please see Chart 3).



Differences were investigated by demographic variables for satisfaction with these services. One way ANOVAs were computed and only significant differences ( $p < .05$ ) will be reported here. Below are those areas that revealed significant differences by groups.

<sup>6</sup> Very Satisfied was coded as a 4, Satisfied was coded as a 3, Dissatisfied was coded as a 2 and Very Dissatisfied was coded as a 1. I have not used this service was not included in the computation of the means.

Gender. Males were more satisfied than females with **DSPS**.

Time of Day. Students who attend college in the morning were more satisfied with **Veterans services** than students who attend in the afternoon.

Income. Students who reported incomes from \$50,000-\$79,999 were less satisfied with **Financial aid** than students who reported incomes from \$20,000-\$49,999. Students in this category (\$20,000-\$49,999) were more satisfied with **Student government** than students with higher incomes.

Single parents. Students who are single parents were more satisfied with **Financial aid** than students who are not single parents, but less satisfied with **Supplemental instruction**.

Work. Students who work 35-39 hours per week were less satisfied with **Library services** than students who do not work.

### General Satisfaction

The last section of the survey asked students to rate their level of agreement with various statements about aspects of the college. Students were able to rate their agreement on a 5-point scale: Strongly Agree, Agree, Disagree, Strongly Disagree, and Does not apply/do not know. The responses were coded as they were for the Campus Climate portion of the survey<sup>7</sup>. The means showed that students agreed most with the statement, “I would prefer healthier food options.” The statement they agreed the least with was, “There is sufficient parking to meet student needs.” Table 3 (below) shows the statements that students responded to in descending order by the mean response.

<b>Table 3: Student agreement with various aspects of the college</b>	<b>mean</b>
I would prefer to have healthier food options	3.374
There are convenient ways of paying registration fees	3.279
I would choose to attend this college again	3.265
I would prefer that the campus allow more vendors	3.262
The application process is user friendly	3.244
The campus is generally a safe place	3.203
WebAdvisor is user friendly	3.199
I get the help that I need at the Academic Support Lab	3.152
The staff where I took my placement exam are helpful	3.127
Campus buildings are well maintained	3.123
Instructors are usually available outside of class	3.113
Campus Police staff respond quickly in emergencies	3.110
Personnel in the Financial Aid Office are helpful	3.108
Bookstore staff are helpful	3.096
Instructors care about my progress in their courses	3.066
Admissions staff are knowledgeable	3.037
Campus restrooms are well maintained	3.025
Procedures re: course selection/registration are clear and well-publicized	3.022
The counselor who I met with was helpful	3.020
The assessment process accurately placed me	2.981
The registration staff are helpful	2.969
I feel safe in the parking lots during evening class hours	2.959
The college promotes environmental responsibility	2.859
There are a sufficient number of study areas on campus	2.833
Places to buy food are open at convenient times	2.792
There is sufficient parking to meet student needs	2.414

As with the other sections of the survey, these questions were analyzed to see if there were differences by various demographic factors. One way ANOVAs were computed and only significant differences (p<.05) will be reported here.

Gender. Females agreed with the following statements more than males.

<sup>7</sup> Very Satisfied was coded as a 4, Satisfied was coded as a 3, Dissatisfied was coded as a 2 and Very Dissatisfied was coded as a 1. I have not used this service was not included in the computation of the means.

- The application process for admission to the college is user friendly
- WebAdvisor is user friendly
- I would prefer to have healthier food options

Males agreed with the following statements more than females.

- Places to buy food are open at convenient times:
- I feel safe in the parking lots during evening class hours:
- Campus restrooms are well maintained

Age. Differences between age groups were found for the following statements.

- **The counselor who I met with was helpful:** Students between 21-25 agreed with this statement less than other age groups. Students 36 and older agreed with this the most.
- **There are convenient ways of paying my registration fees:** Students between 26-35 agreed with this more than did students between 18-20.
- **Places to buy food are open at convenient times:** Younger students agreed with this more than older students.
- **I would prefer to have healthier food options:** Older students agreed with this more than younger students.
- **There is sufficient parking to meet student needs:** Students between 26-35 agreed with this more than did other students.
- **The college promotes environmental responsibility (such as recycling and energy efficiency):** Students age 21-25 agreed with this less than other students.

Ethnicity. Differences between ethnic groups were found for the following two statements.

- **The counselor who I met with was helpful:** African American students were more likely to agree with this statement than were other groups.
- **I would prefer that the campus allow more vendors (such as McDonalds, Starbucks, etc.):** Students in the Other/unknown group were less likely to agree with this statement than were other groups.

Goal. Differences between students with different education goals were found for the following statements.

- **The assessment and course placement process accurately placed me:** Students whose goal is to “Prepare to transfer” were less likely to agree with this than other students.
- **There are convenient ways of paying my registration fees:** Students with goals of “Personal enrichment” and “Get a better job” were more likely to agree with this statement than were students with goals of “Earn a degree,” “Earn a certificate,” or “Prepare to transfer.”
- **There is sufficient parking to meet student needs:** Students whose goal is to “Earn a certificate” were more likely to agree with this statement than students whose goal was “Prepare to transfer.”
- **The college promotes environmental responsibility (such as recycling and energy efficiency):** Students with a goal of “Personal enrichment” were more likely to agree to this more than other students.

First generation. First generation students were more likely to agree to the following statements than non-first generation students.

- The college promotes environmental responsibility (such as recycling and energy efficiency)
- Instructors/Professors care about my progress in their courses

Number in household. Several differences were found for students with a different number of people in their household.

- **Admissions staff are knowledgeable:** Students who lived alone were less likely to agree with this than were students who have between 2-4 people in their household.
- **I would prefer that the campus allow more vendors (such as McDonalds, Starbucks, etc.):** Students who lived alone were less likely to agree to this statement than other students.
- **I feel safe in the parking lots during evening class hours:** Students with more people in the household were more likely to agree to this than other students.
- **Campus restrooms are well maintained:** The more people in a household, the more likely the student was to agree with this statement.
- **I get the help that I need when I go to the Academic Support Lab (reading, writing, language, etc.):** Students who lived alone were less likely to agree with this statement.

Single parents. Students who were single parents were more likely than non-single parents to agree to the statement, **“The assessment and course placement process accurately placed me.”**

Work. Differences in the number of hours a student worked per week were found for the following two statements.

- **Places to buy food are open at convenient times:** Students who worked 40 hours or more per week were less likely to agree with this statement than were students who did not work.
- **I get the help that I need when I go to the Academic Support Lab (reading, writing, language, etc.):** The more hours a student worked, the less likely they were to agree to this statement.



## Student Satisfaction Survey, Norco College Spring 2010

In Spring 2010, the three colleges in the Riverside Community College District conducted satisfaction surveys of their students. These surveys were done in conjunction with the Community College Survey of Student Engagement (CCSSE). The bulk of the surveys were common between the three colleges but each college modified the content or delivery of the survey to meet its needs. Norco College (NC) used the survey to continue the collection of data similar to a survey they have used in 2004, 2006, and 2008. In addition, because the satisfaction survey was done in conjunction with CCSSE, NC chose to eliminate demographic questions from the satisfaction survey that were covered in the CCSSE.

The survey for NC was divided into several sections. Five parts were similar to the other colleges in the district: background questions, the importance of various aspects of the college, campus climate, the use of services, general satisfaction questions. NC also added two sections to reflect the surveys done in previous years: The frequency in which a student participated in various activities and gains the students received while at NC. Each part will be discussed in turn.

### Demographic Information

Surveys were received from 675 students. Students who took the survey at NC indicated that 7 out of 8 (88%) took most of their units at NC, followed by Riverside City College (11%) and then Moreno Valley College (1%).

Just over half of the respondents (52%) earned less than \$50,000 a year and nearly 40% had incomes between \$50,000-\$109,999 a year. Three out of four students (73%) live with at least one of their parents or a guardian and 8% of respondents indicated that they were a single parent. Almost 90% said that live in a household with 3 to 10 people. Fewer than half of the respondents take 12 or more units in fall or spring semesters (46%) and only 5% indicated that they take most of their classes online.

The majority of students were evenly split regarding where they buy their college textbooks between the college bookstore (45%) and an online source (47%). A majority of students (56%) said that they spend between 1-6 hours per week on campus not attending class and almost a third said that they spend no additional time on campus outside of class. Three out of four students agreed that there are places on campus to meet and study with other students.

Two of the questions asked were about student learning outcomes (SLOs). Eight out of 10 respondents (80%) indicated that their teachers “introduce and/or discuss the course-based SLOs” in their courses. In terms of the six general SLOs adopted district-wide and expected of every graduating student, almost 3 out 5 students (57%) had heard about them in class, seen a poster about them, read it on a website or in a publication, or heard about them outside of class. One third (34%) heard about them in class or from their instructors.

### **Importance**

This section of the survey asked students to rate the importance of various aspects of the college. The items included were:

- Cost/Affordability
- Academic Reputation
- Extracurricular Activities
- Recommendations from family/friends
- Location
- Campus Appearance
- High school outreach program
- Recommendation from high school counselor
- Personalized attention from college staff prior to enrollment
- Classes are scheduled at convenient times
- Parking availability
- The program or certificate that interests me is offered on this campus

Students could respond with, “Very Important,” “Important,” and “Not Important,” to each question. Because these questions are to be used as a baseline for future satisfaction surveys, the responses were coded in such a way so that means could be computed<sup>8</sup> with a range from 3 (Very Important) to 1 (Not Important). Using the means to compare responses for each question showed that respondents indicated that “Cost/Affordability” was most important to them with 70% rating it as Very Important and an overall mean of 2.6. This was followed by two other questions which also had a mean of 2.6:

- Location
- Classes are scheduled at convenient times

Three questions were the lowest rated in terms of the mean and with over 60% of respondents indicating they were Not Important. These three were:

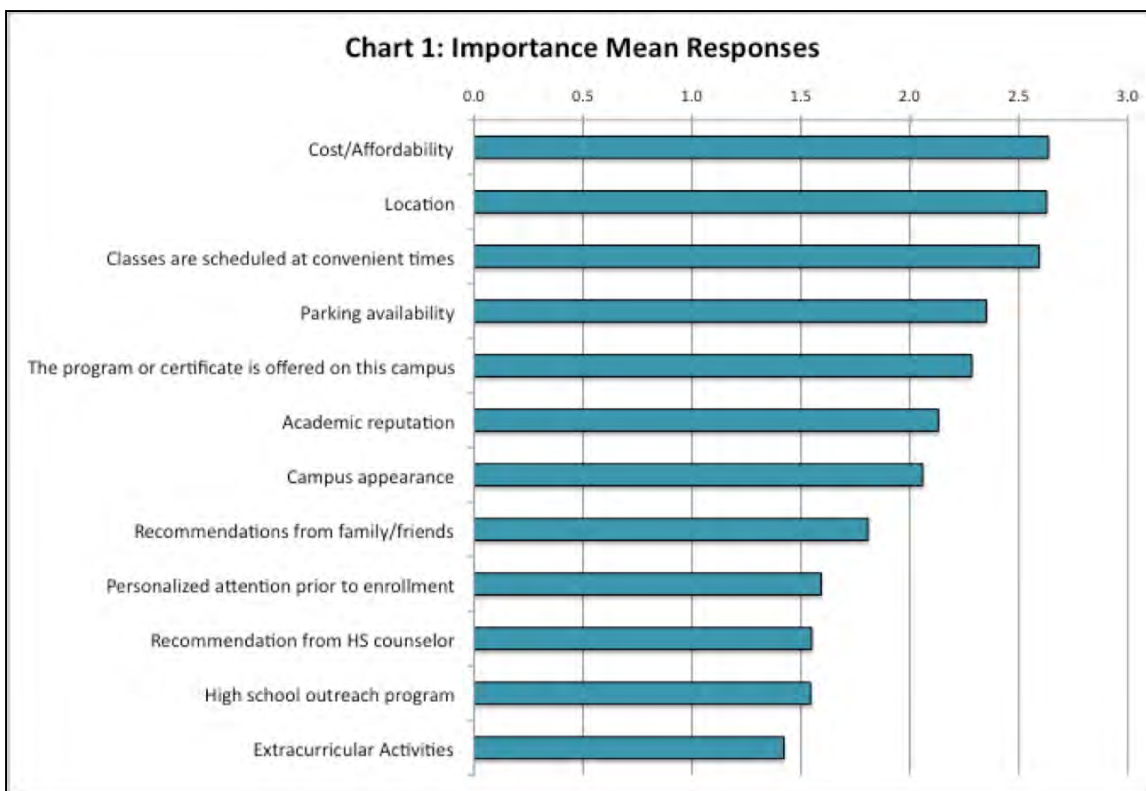
- Recommendation from high school counselor (62% said not important)

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<sup>8</sup> Very Important were coded as 3, Important was coded as 2, and Not Important was coded as 1.

- High school outreach program (61% said not important)
- Extracurricular Activities (69% said not important)

Chart 1 shows these questions in descending order by the mean.



These questions were analyzed to see if there were differences in mean responses for various demographic groups. One way ANOVAs were computed and only significant differences ( $p < .05$ ) will be reported here. Where differences are found between groups with less than 10 students in them, they will not be reported.

Income. Differences were found between students who reported different income levels on the following items.

- **Cost/Affordability, Recommendations from family/friends and Personalized attention from college staff prior to enrollment:** Generally, the less income a student reported, the more important these items were.
- **Parking availability:** This was more important to students with an annual income of less than \$20,000 than for students whose annual income was \$50,000-\$79,000.
- **The program or certificate that interests me is offered on this campus:** This was more important to students with an annual income of less than \$20,000 than for students whose annual income was \$80,000-\$109,999.

Live with parents. Students who live with their parents found the following items more important than did students who do not live with their parents:

- Extracurricular activities
- High school outreach program
- Recommendation from high school counselor

Students who do not live with their parents found the following two items more important than students who live with their parents:

- Location
- The program or certificate that interests me is offered on this campus

Number in household. Three differences were found between students of different household sizes.

- **Academic reputation:** This was more important to students in a household of 5-10 people than students with only 2 people in the household.

- **Extracurricular activities:** This was less important for students who had 2 people in their household.

Single parents. **The program or certificate that interests me is offered on this campus** was more important to students who are single parents than for students who are not single parents.

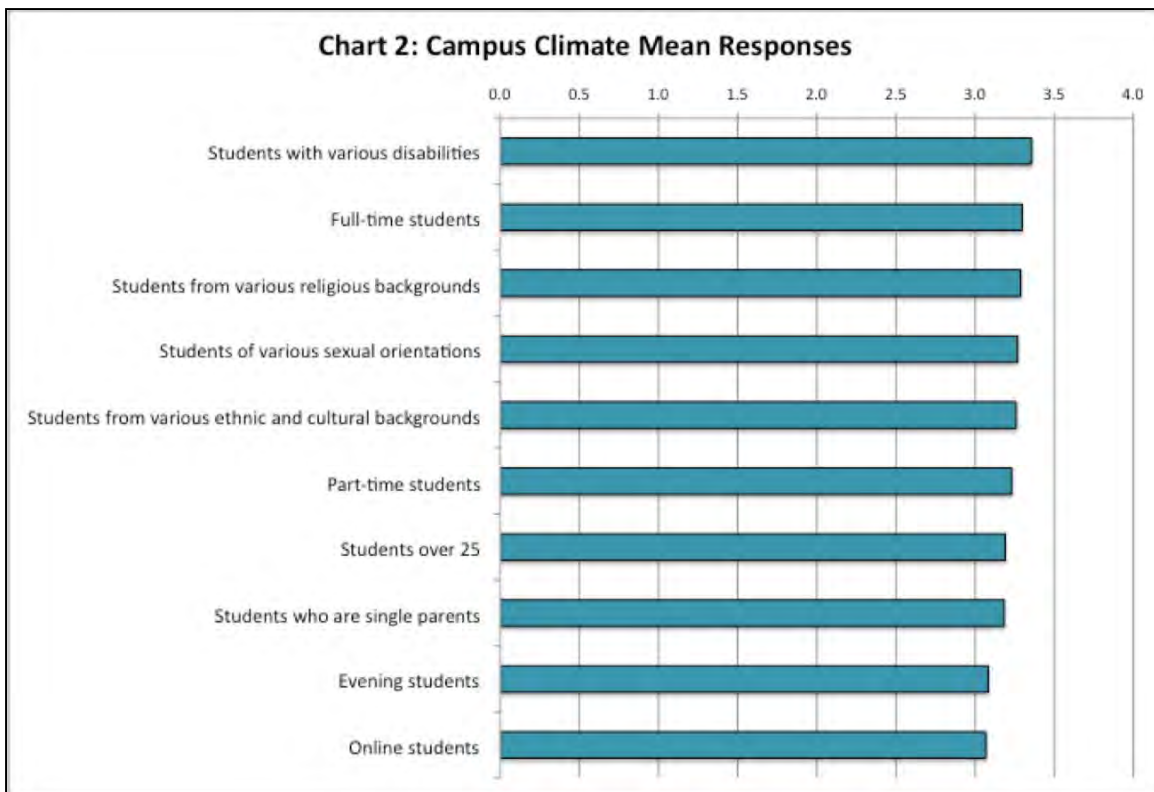
Online. Students who did not take most of their classes online reported that **Recommendations from family/friends** was more important than students who took most of their classes online. In contrast, students who took most of their classes online said that **Classes are scheduled at convenient times** was more important than students who did not take most of their classes online. Units taken each semester. Full time students (those who take 12 or more units in the Fall or Spring) said that **Extracurricular activities** was more important than did students who took 6 or fewer units.

### Campus Climate

This section of the survey asked students to rate their level of agreement with various aspects of campus climate. Students were able to rate their agreement on a 5-point scale: Strongly Agree, Agree, Disagree, Strongly Disagree, and Does not apply/do not know. The following were the campus climate topics:

- Full-time students
- Part-time students
- Evening students
- Weekend students
- Online students
- Students over 25
- Students who are single parents
- Students from various ethnic and cultural backgrounds
- Students from various religious backgrounds
- Students with various disabilities
- Students who need to use a wheelchair
- Students of various sexual orientations

The responses were coded so that means could be computed with a range from 4 (Strongly Agree) to 1 (Strongly Disagree)<sup>9</sup>. Using the means to compare responses for each question showed that respondents indicated that NC is committed to meeting the needs of various student groups. All groups had a mean above 3.0.



<sup>9</sup> Strongly Agree was coded as 4, Agree was coded as 3, Disagree was coded as 2 and Strongly Disagree was coded as 1. Does not apply/Do not know was not included in the computation of the means.

These questions were analyzed to see if there were differences in mean responses for various demographic groups. One way ANOVAs were computed and only significant differences ( $p < .05$ ) will be reported here. Where differences are found between groups with less than 10 students in them, they will not be reported.

Online. Students who do not take most of their classes online were more likely to agree that NC is sensitive to **Full time students** than student who take most of their classes online.

Units taken each semester. Full time students were more likely to agree that NC is sensitive to **Full time students** compared to students who take 11 or fewer units each semester. Full time students were also more likely to agree that NC is sensitive to **Students with various disabilities** than did students who take 6 or fewer units.

### General Satisfaction

This section of the survey asked students to rate their level of agreement with various statements about aspects of the college. Students were able to rate their agreement on a 5-point scale: Strongly Agree, Agree, Disagree, Strongly Disagree, and Does not apply/do not know. The responses were coded as they were for the Campus Climate portion of the survey<sup>10</sup>. The means showed that students agreed most with the statement, "I would prefer healthier food options." The statement they agreed the least with was, "The assessment and course placement process accurately placed me." Table 1 (below) shows the statements that students responded to in descending order by the mean response.

<b>Table 1: Student agreement with various aspects of the college</b>		<b>mean</b>
I would prefer to have healthier food options		3.4
The campus is generally a safe place		3.3
I would choose to attend this college again		3.3
Campus buildings are well maintained		3.3
Bookstore staff are helpful		3.3
There are convenient ways of paying registration fees		3.3
The application process for admission to the college is user friendly		3.2
Campus Police staff respond quickly in emergencies		3.2
Instructors are usually available outside of class		3.1
WebAdvisor is user friendly		3.1
I feel safe in the parking lots during evening class hours		3.1
The staff where I took my placement exam are helpful		3.1
Instructors care about my progress in their courses		3.1
Admissions staff are knowledgeable		3.1
I would prefer that the campus allow more vendors		3.1
Campus restrooms are well maintained		3.1
The registration staff are helpful		3.1
Places to buy food are open at convenient times		3.0
There are a sufficient number of study areas on campus		3.0
The financial aid process is understandable		3.0
Procedures re: course selection/registration are clear and well-publicized		3.0
There is sufficient parking to meet student needs		3.0
The college promotes environmental responsibility		2.9
The assessment and course placement process accurately placed me		2.9

As with the other sections of the survey, these questions were analyzed to see if there were differences by various demographic factors. One way ANOVAs were computed and only significant differences ( $p < .05$ ) will be reported here.

Income. Students with annual incomes of less than \$50,000 agreed with **The assessment and course placement process accurately placed me** more than did students with annual incomes of \$80,000-\$109,999. Students with annual incomes of less than \$80,000 agreed more with **WebAdvisor is user friendly** more than students with annual incomes of \$80,000-\$109,999.

<sup>10</sup> Very Satisfied was coded as a 4, Satisfied was coded as a 3, Dissatisfied was coded as a 2 and Very Dissatisfied was coded as a 1. I have not used this service was not included in the computation of the means.

Live with parents. Students who did not live with their parents were more likely agree to the following statements than students who live with their parents:

- The application process for admission to the college is user friendly
- There is sufficient parking to meet student needs
- I would choose to attend this college again

Students who live with their parents agreed more with **I would prefer that the campus allow more vendors** than did students who did not live with parents.

Single parents. Students who are single parents were more likely to agree to the following statements than students who are not single parents:

- There is sufficient parking to meet student needs
- The college promotes environmental responsibility
- I would choose to attend this college again

Units. Full time students agreed more with **I would prefer that the campus allow more vendors** than did students enrolled in 6 units or less. In contrast, students enrolled in 6 units or less agreed more with **The college promotes environmental responsibility** than full time students.

### Services

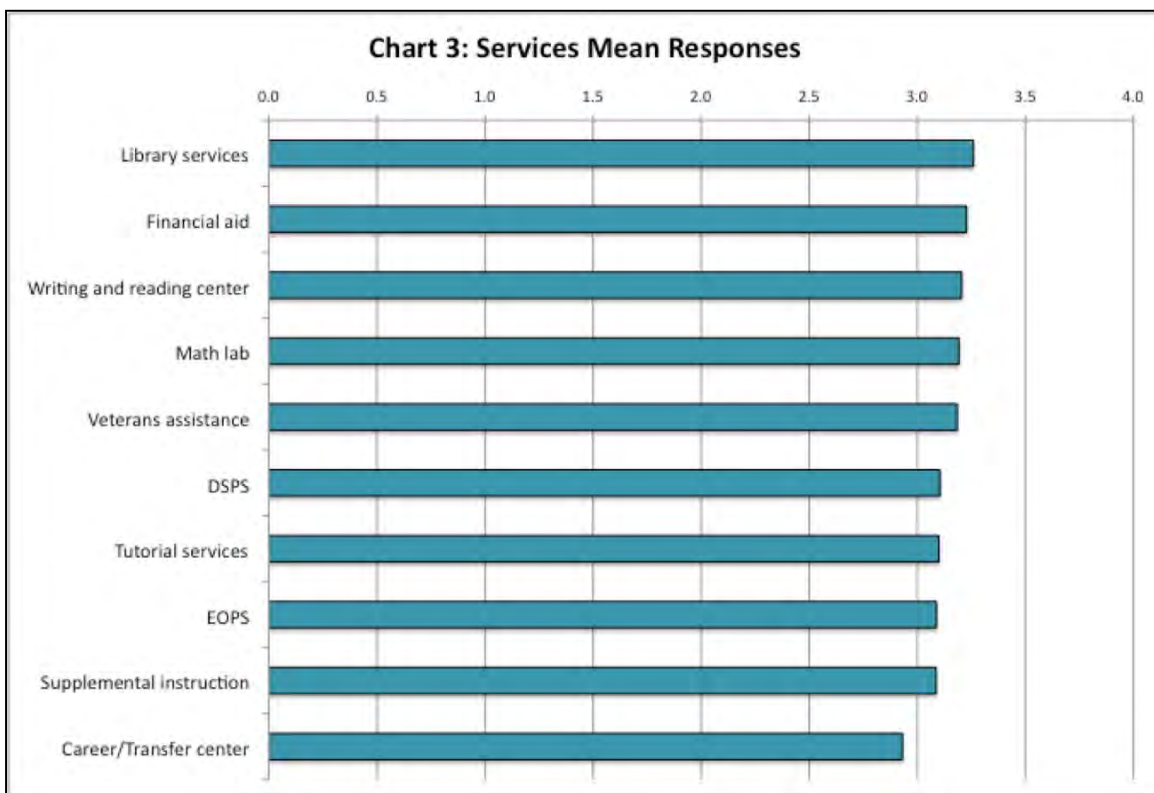
This section of the survey asked students to rate their level of satisfaction with various services offered by the college. Students were able to rate their agreement on a 5-point scale: Very Satisfied, Satisfied, Dissatisfied, Very Dissatisfied, and I have not used this service. The responses were coded so that means could be computed with a range from 4 (Very Satisfied) to 1 (Very Dissatisfied)<sup>11</sup>. Students were asked to judge their level of satisfaction with these services:

- Career/Transfer center
- DSPS
- EOPS
- Financial aid
- Library services
- Math lab
- Supplemental instruction
- Tutorial services
- Veterans assistance
- Writing and reading center

Using the means to compare responses for each question showed that respondents indicated the most satisfaction with Library Services. All but one of the services had mean satisfaction scores of 3 or higher and the one below three was no lower than 2.93. Students appear to be generally satisfied with all the services at NC (please see Chart 3).

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<sup>11</sup> Very Satisfied was coded as a 4, Satisfied was coded as a 3, Dissatisfied was coded as a 2 and Very Dissatisfied was coded as a 1. I have not used this service was not included in the computation of the means.



Differences were investigated by demographic variables for satisfaction with these services. One way ANOVAs were computed and only significant differences ( $p < .05$ ) will be reported here. Below are those areas that revealed significant differences by groups.

Live with parents. Students who live with their parents were more satisfied with **Supplemental instruction** than students who did not live with their parents.

Single parents. Students who are not single parents were more satisfied with the **Career/Transfer center** than students who are single parents.

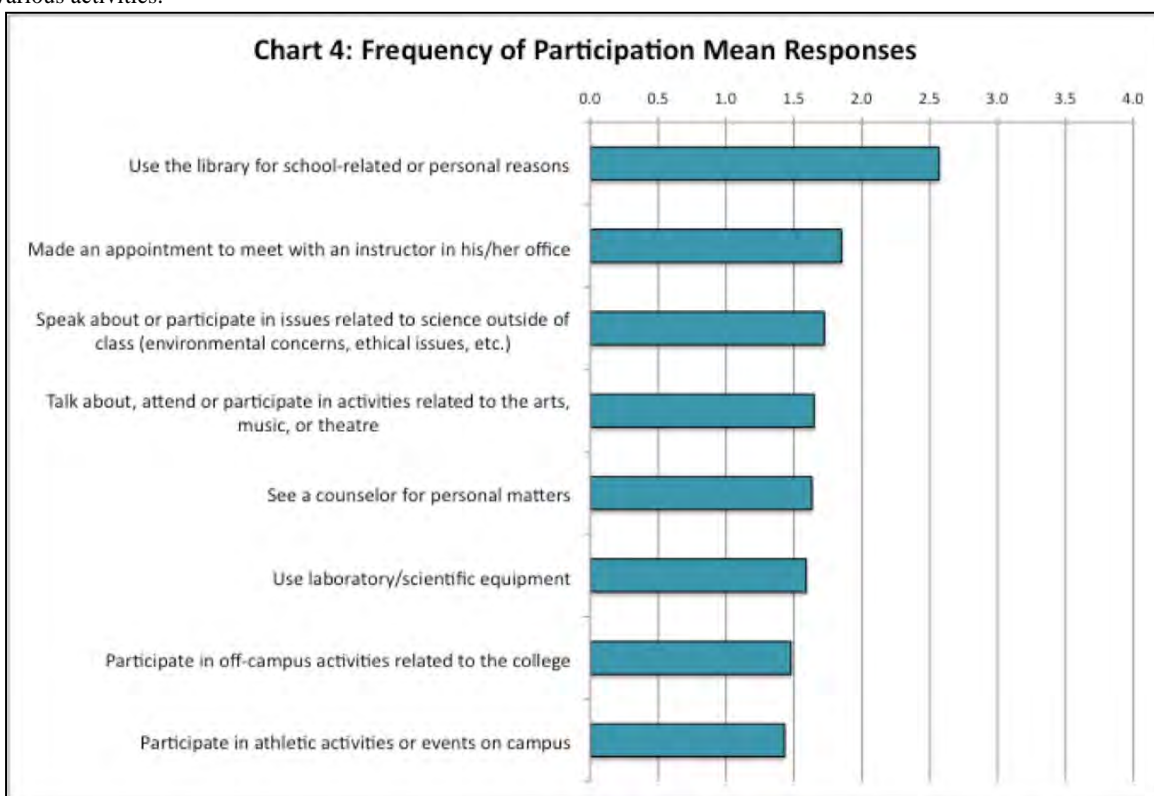
Online. Students who did not take the majority of their units online were more satisfied with the **Career/Transfer center** than students who take the majority of their units online.

### Frequency of Participation

The last two sections of the NC survey were designed to match the survey conducted by the college in 2004, 2006, and 2008. The first section concerned the frequency of participation in the current school year for the following activities:

- Use the library for school-related or personal reasons
- Made an appointment to meet with an instructor in his/her office
- Speak about or participate in issues related to science outside of class (environmental concerns, ethical issues, etc.)
- Talk about, attend or participate in activities related to the arts, music, or theatre
- See a counselor for personal matters
- Use laboratory/scientific equipment
- Participate in off-campus activities related to the college
- Participate in athletic activities or events on campus

Students were able to rate their frequency of participation on a 4-point scale: Very Often, Often, Occasionally, and Never. The responses were coded so that means could be computed with a range from 4 (Very Often) to 1 (Never)<sup>12</sup>. Of the various activities asked in the survey, the one most frequently used by students was the library. Chart 4 shows the frequency of participation for the various activities.



Differences were investigated by demographic variables for frequency of participation. One way ANOVAs were computed and only significant differences ( $p < .05$ ) will be reported here. Below are those areas that revealed significant differences by groups.

Income. Two differences were found for frequency of participation based on the annual incomes of students.

- **Use the library for school-related or personal reasons:** Students with annual incomes of less than \$20,000 said that they did this more than students with annual incomes of \$110,000 or more.
- **Made an appointment to meet with an instructor in his/her office:** Generally, the lower the income, the more likely that students participated in this activity.

Number in household. Generally, the fewer number of people in the household, the more likely the student **Made an appointment to meet with an instructor in his/her office.**

Single parents. Students who are single parents said that they **Made an appointment to meet with an instructor in his/her office** more often than did students who are not single parents.

Online. Students who take most of their units online reported that they **Participate[d] in off-campus activities related to the college** more often than students who do not take the majority of their units online.

Units taken each semester. Two differences were found for the following activities based on the number of units the student takes each semester.

- **Use the library for school-related or personal reasons:** Full time students said that they did this more often than did students enrolled in 6 or fewer units.
- **Made an appointment to meet with an instructor in his/her office:** Students enrolled in 7 units or more did this more than students enrolled in 6 or fewer units.

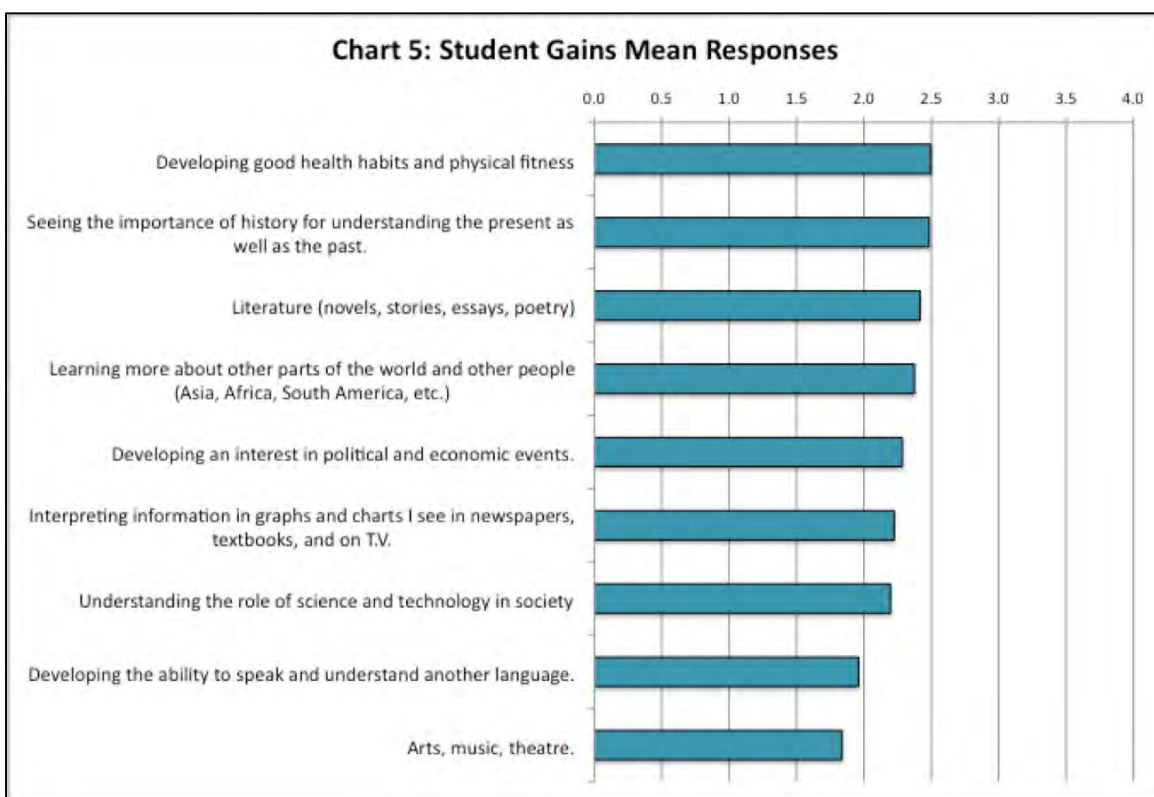
<sup>12</sup> Very Often was coded as a 4, Often was coded as a 3, Occasionally was coded as a 2, and Never was coded as a 1.

### Student Gains

The final section of the satisfaction survey that was matched to the previous surveys conducted at NC concerned the gains that students reported on the following items:

- Arts, music, theatre.
- Literature (novels, stories, essays, poetry)
- Understanding the role of science and technology in society
- Developing the ability to speak and understand another language.
- Interpreting information in graphs and charts I see in newspapers, textbooks, and on T.V.
- Developing an interest in political and economic events.
- Seeing the importance of history for understanding the present as well as the past.
- Learning more about other parts of the world and other people (Asia, Africa, South America, etc.)
- Developing good health habits and physical fitness

Students were able to rate their gains on a 4-point scale: Very much, Quite a bit, Some and Very little. The responses were coded so that means could be computed with a range from 4 (Very much) to 1 (Very Little)<sup>13</sup>. Students reported the most largest gain in “Developing good health habits and physical fitness.” Chart 5 shows the gains for the various items.



Differences were investigated by demographic variables for frequency of participation. One way ANOVAs were computed and only significant differences ( $p < .05$ ) will be reported here. Below are those areas that revealed significant differences by groups.

Income. Generally, students with lower annual incomes reported more gain in the area of **Developing good health habits and physical fitness** than students in higher annual income categories.

<sup>13</sup> Very Much was coded as a 4, Quite a bit was coded as a 3, Some was coded as a 2 and Very little was coded as a 1.



Single parents. Students who are single parents reported a larger gain concerning **Understanding the role of science and technology in society** than students who are not single parents.

Online. Students who take most of their units online reported a larger gain concerning **Interpreting information in graphs and charts I see in newspapers, textbooks, and on T.V.** than students who do not take the majority of their units online.

Units taken each semester. Several differences were found between students based on the number of units in which they enroll.

- **Arts, music, theatre and Learning more about other parts of the world and other people (Asia, Africa, South America, etc.):** Students enrolled in 7-11 units reported more gain in this area than students enrolled in 6 or fewer units.
- **Literature (novels, stories, essays, poetry) and Seeing the importance of history for understanding the present as well as the past:** Students enrolled in 7 or more units reported a larger gain than students enrolled in 6 or fewer units.
- **Interpreting information in graphs and charts I see in newspapers, textbooks, and on T.V.:** Students enrolled in 7-11 units had a larger gain than other students.

**Student Satisfaction Survey  
 Riverside City College  
 Spring 2010**

In Spring 2010, the three colleges in the Riverside Community College District conducted satisfaction surveys of their students. These surveys were done in conjunction with the Community College Survey of Student Engagement. Riverside City College (RCC) took the extra step of deploying the survey online. Each college was encouraged to ask the same questions, so that comparisons could be done throughout RCCD, but each also tailored their questions to their own college.

The survey for RCC was divided into 5 parts: demographics, the importance of various aspects of the college, campus climate, the use of services and general satisfaction questions. Each part will be discussed in turn.

Demographic Information

Surveys were received from 1,355 students. Students who took the survey at the RCC campus indicated that more than 9 out of 10 took most of their units at RCC, followed by Norco College (4%) and then Moreno Valley College (3%). Most of the respondents were female (56%) and three out of four were 25 years old or younger. Table one below shows the ethnic distribution of respondents.

<b>African American</b>	98	8%
<b>Asian/Pacific Islanders</b>	136	10%
<b>Hispanic/Latino</b>	499	38%
<b>White</b>	433	33%
<b>Other/Unknown</b>	140	11%

Three out of five respondents (61%) earned less than \$50,000 a year and nearly two thirds of students (65%) live with at least one of their parents or a guardian. Less than 10% of respondents indicated that they were a single parent and almost 80% said that live in a household with 3 to 10 people. More than three out of four students are first generation students (77%) and 82% of respondents indicated that their primary reason for attending college is to get an associate’s degree or to transfer.

More than half of the respondents take classes in the morning (51%) and usually take 12 or more units in fall or spring semesters (52%). Regarding the number of hours the students work each week, more than a third of students do not work (36%), 25% work less than 20 hours per week, and one out of four work 21 to 34 hours per week. Eleven percent indicated that they work full time.

Two of the questions asked about student learning outcomes (SLOs). Seven out of 10 respondents indicated that their teachers “introduce and/or discuss the course-based SLOs” in their courses. However, regarding the six general SLOs adopted district-wide and expected of every graduating student, almost half (49%) had not heard of them and just over one quarter (27%) had heard about them in class or from their instructors.

A quarter of the respondents indicated that they took the survey online.

**Importance**

This section of the survey asked students to rate the importance of various aspects of the college. The items included were:

- Cost/Affordability
- Financial Aid
- Academic Reputation
- Extracurricular Activities
- Recommendations from family/friends
- Location
- Campus Appearance
- High school outreach program
- Recommendation from high school counselor
- Personalized attention from college staff prior to enrollment
- Classes are scheduled at convenient times
- Parking availability
- The program or certificate that interests me is offered on this campus

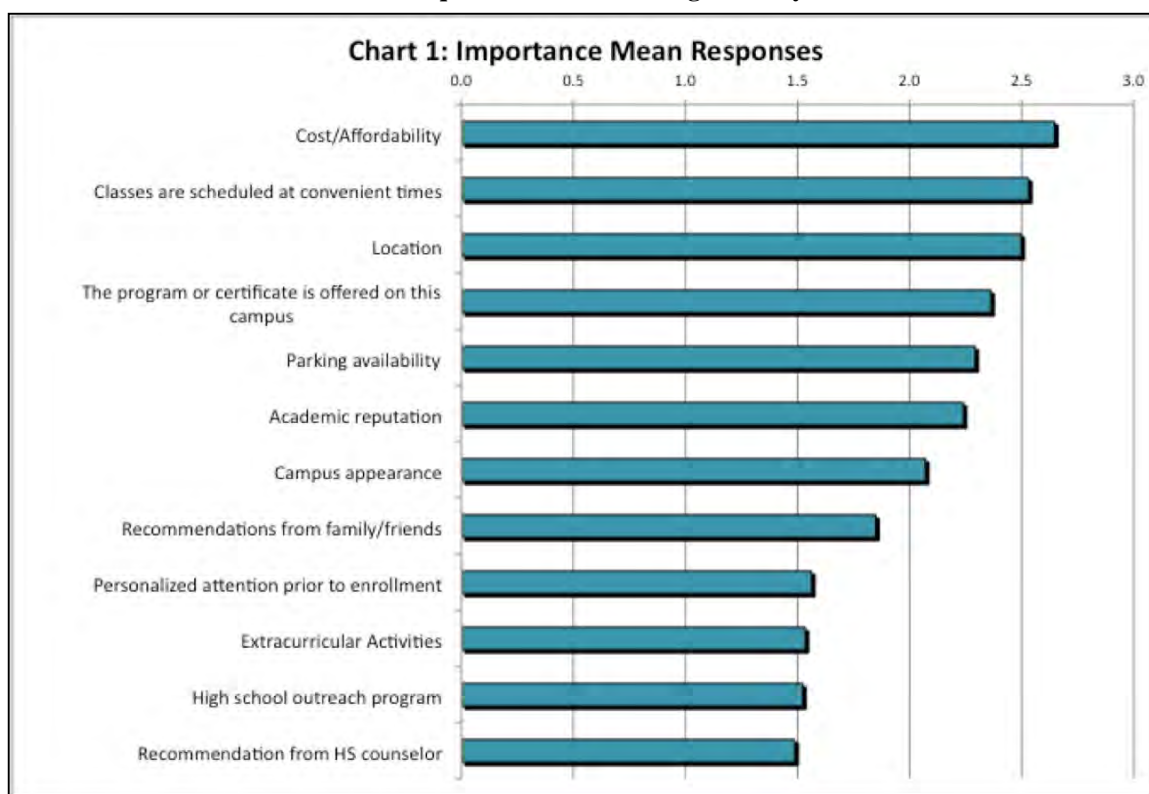
Students could respond with, “Very Important,” “Important,” and “Not Important,” to each question. Because these questions are to be used as a baseline for future satisfaction surveys, the responses were coded in such a way so that means could be computed<sup>14</sup> with a range from 3 (Very Important) to 1 (Not Important). Using the means to compare responses for each question showed that respondents indicated that “Cost/Affordability” was most important to them with 72% rating it as Very Important and an overall mean of 2.6. This was followed by questions that all had a mean of 2.5:

- Classes are scheduled at convenient times
- Location

Three questions were the lowest rated in terms of the mean and showed over 60% of respondents indicating they were Not Important. These three were:

- Extracurricular Activities
- High school outreach program
- Recommendation from high school counselor

**Chart 1 shows these questions in descending order by the mean.**



These questions were analyzed to see if there were differences in mean responses for various demographic groups. One way ANOVAs were computed and only significant differences ( $p < .05$ ) will be reported here. Where differences are found between groups with less than 10 students in them, they will not be reported.

Gender. Investigation of these measures by gender revealed the following results. Females were more likely to report that the following areas were more important to them than males:

<sup>14</sup> Very Important were coded as 3, Important was coded as 2, and Not Important was coded as 1.

- Cost/Affordability
- Academic reputation
- Location
- Classes are scheduled at convenient times
- Parking availability
- The program or certificate that interests me is offered on this campus

Males were more likely to report that “Extracurricular activities” were important compared to Females.

Age. Age differences were found for several of the questions.

- **Academic Reputation:** This was more important to students who were 36 or older than for students 18-20 or 26 to 35.
- **Extracurricular activities:** This was more important for students 18 to 20 than for all other age groups.
- **Recommendations from family/friends:** This was more important for students 18 to 20 than for students age 26 to 35.
- **Location:** This was more important for older students (26 years or older) than for students age 18-20.
- **High school outreach programs:** This was more important to students 18 to 20 than for students age 26-35.
- **Recommendation from high school counselor:** Students 25 years old or younger found this to be more important than students age 26 to 35.
- **Classes are scheduled at convenient times:** This was more important for students 26 or older than for younger students.
- **Parking availability:** This measure was more important for students 36 and older than for students 18-20.
- **The program or certificate that interests me is offered on this campus:** This was more important for students 36 years old or older than for students age 18 to 20.

Ethnicity. Differences were found for all of these questions between ethnic groups.

- **Cost/Affordability:** This was more important for Hispanic students than for White students.
- **Academic reputation:** Hispanic and Asian/Pacific Islanders said this was more important than did White students.
- **Extracurricular activities:** This item was more important to African American students than it was for White students.
- **Recommendations from family/friends:** This was more important to African American, Asian/Pacific Islander, and Hispanic students than to White students.
- **Location:** This was more important for African American and Hispanic students than for other students.
- **Campus appearance:** This was more important to African American students than Asian/Pacific Islanders and White students. This was also more important to Hispanic students than to White students.
- **High school outreach program:** This was less important to White students than to African American, Asian/Pacific Islander and Hispanic students.
- **Recommendation from high school counselor:** This was more important to African American, Asian/Pacific Islander and Hispanic students than to White students. This was also more important to Hispanic students than for students who identified as Other/Decline to state.
- **Personalized attention from college staff prior to enrollment:** This was more important to Asian/Pacific Islander and Hispanic students than to White students.
- **Classes are scheduled at convenient times:** This was more important to Hispanic students than to White students.
- **Parking availability:** This was more important to Asian/Pacific Islander and Hispanic students than to White students.
- **The program or certificate that interests me is offered on this campus:** This was more important to Asian/Pacific Islander and Hispanic students than to White students. This was also more important to Hispanic students than for students who identified as Other/Decline to state.

Time of day. The time of day that a student attended classes showed significant differences on several questions.

- **Extracurricular activities:** This was more important for students who took classes in the morning or afternoon than for evening or online students.
- **Recommendation from high school counselor:** This was more important for students who took morning classes than for other students.

- **Classes are scheduled at convenient times:** This was more important for students who took classes in the evening and online students than it was for students who took classes in the afternoon.
- **Parking availability:** This was more important for online students than for students who took classes in the afternoon.

Academic goal. Differences between several of the items were found between students with different academic goals.

- **Academic reputation:** This was more important for students who want to earn a degree or certificate than for other students.
- **Extracurricular activities:** This was more important to students who want to earn a certificate than for students whose goal is to get a better job/upgrade skills.
- **High school outreach program** and **Personalized attention from college staff prior to enrollment:** This was more important students who want to earn a degree than for students who want to transfer or whose goal is to get a better job/upgrade skills.
- **Parking availability:** This was more important for students who seek to earn a certificate than for students who want to transfer.
- **The program or certificate that interests me is offered on this campus:** This was more important for students who want to earn a degree, earn a certificate, or get a better job/upgrade skills than for students who want to transfer.

Students who want to earn a degree found the following three items more important than students who want to transfer:

- Recommendation from high school counselor
- Recommendations from family/friends
- Campus appearance.

Units taken each semester. Students who take different amounts of units each semester differed on several items.

- **Extracurricular activities:** The level of importance increased as the number of units increased
- **Recommendations from family/friends** and **The program or certificate that interests me is offered on this campus:** This was more important for students who took 7-11 units compared to students who took 12 or more units.
- **Location:** This was more important to students who took 6 or fewer units than for students who took 12 or more units.
- **Recommendation from high school counselor** and **Classes are scheduled at convenient times:** This was more important the fewer units students completed.

First generation students. First generation students are students whose parents did not graduate from a 4-year college or university. The survey found that all the items in this category were more important to first generation students than for non-first generation students.

Income. Differences were found between students who reported different income levels on the following items.

- **Cost/Affordability:** This was more important for students whose household income was less than \$20,000 a year compared to students whose household income was more than \$110,000 a year.
- **Academic reputation** and **Recommendations from family/friends:** This was less important for higher income students (\$80,000 a year or higher) than for lower income students.
- **High school outreach program:** This was more important for students whose household income was less than \$50,000 a year than for students whose household income was between \$50,000-\$79,999 a year.
- **Recommendation from high school counselor** and **Personalized attention from college staff prior to enrollment:** This was more important for students whose household income was less than \$50,000 a year than for students with higher household incomes.
- **Classes are scheduled at convenient times:** This was more important for students whose household income was between \$20,000-\$49,999 than for students whose household income was more than \$110,000 a year.
- **The program or certificate that interests me is offered on this campus:** This was more important for students whose household income was less than \$50,000 a year compared to students whose household income was \$80,000 or higher.

Number in Household. Three differences were found between students of different household sizes.

- **High school outreach program:** This was more important to students in a household of 5-10 people than students with only 2 people in the household.
- **Recommendation from high school counselor:** This was more important to students in a household of 5-10 people than students in a household of 2 to 4 people.
- **The program or certificate that interests me is offered on this campus:** Generally, students who lived alone found this more important than did students in a household of 3-4 people.

Live with parents. Students who live with their parents found the following items more important than students who do not live with their parents:

- Extracurricular activities
- Recommendations from family/friends
- High school outreach program
- Recommendation from high school counselor
- The program or certificate that interests me is offered on this campus

Students who do not live with their parents found the following two items more important than students who live with their parents:

- Classes are scheduled at convenient times
- Parking availability

Single parents. Students who are single parents found the following items more important than did students who are not single parents:

- Academic reputation
- Campus appearance
- High school outreach program
- Personalized attention from college staff prior to enrollment
- Classes are scheduled at convenient times
- Parking availability
- The program or certificate that interests me is offered on this campus

Work. Differences were found for several questions based on how many hours a student worked per week.

- **Extracurricular activities:** This was more important for students who did not work than for those who worked 21-34 per week or 40 hours or more per week. This was also more important for students who worked 1-20 per week than for those who worked 40 hours or more per week.
- **Location and Parking availability:** These items were more important for students who worked 40 hours or more per week than for other students.
- **Classes are scheduled at convenient times:** This was more important for students who worked 40 hours or more per week than for students who worked 20 hours a week or less.
- **The program or certificate that interests me is offered on this campus:** This was more important for students who did not work than for students who worked 1-20 hours per week.

Online. The following items were more important to students who took the survey online compared to those who took the survey in class.

- Recommendations from family/friends
- Recommendation from high school counselor

In contrast, the following items were more important to students who took the survey in class compared to those who participated online.

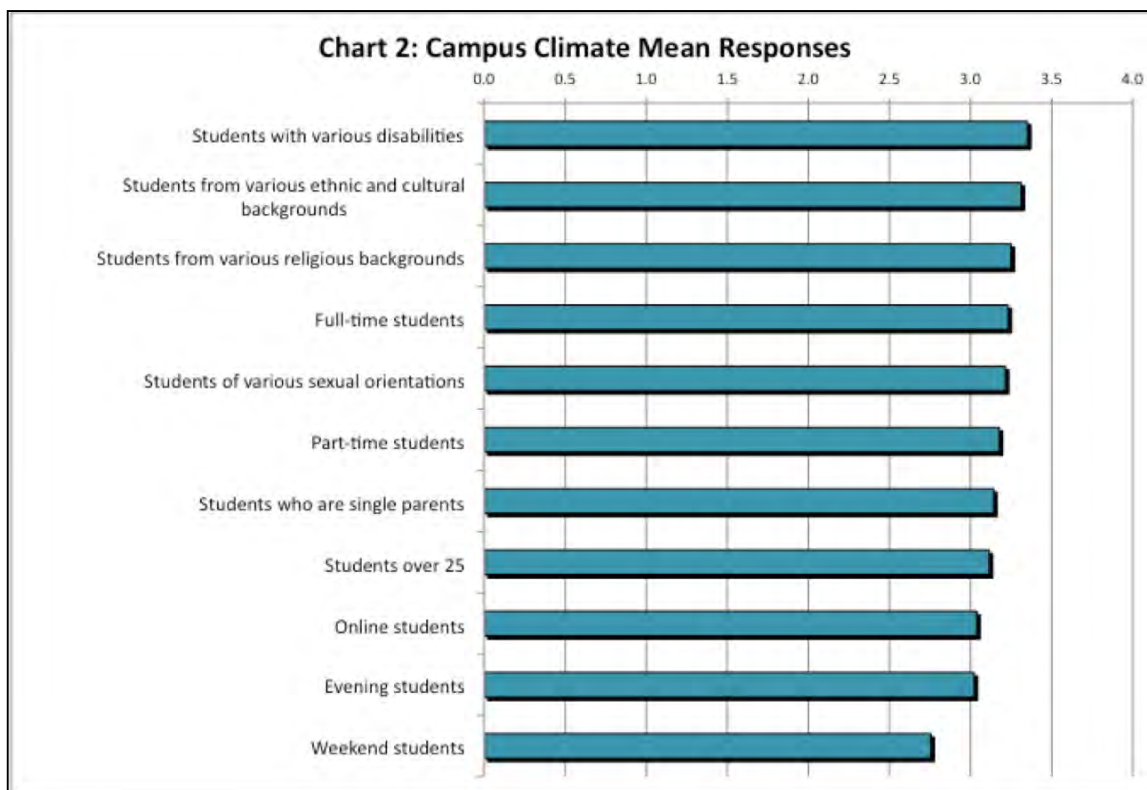
- Campus appearance
- Personalized attention from college staff prior to enrollment
- Classes are scheduled at convenient times
- The program or certificate that interests me is offered on this campus

### **Campus Climate**

This section of the survey asked students to rate their level of agreement with various aspects of campus climate. Students were able to rate their agreement on a 5-point scale: Strongly Agree, Agree, Disagree, Strongly Disagree, and Does not apply/do not know. The following were the campus climate topics:

- Full-time students
- Part-time students
- Evening students
- Weekend students
- Online students
- Students over 25
- Students who are single parents
- Students from various ethnic and cultural backgrounds
- Students from various religious backgrounds
- Students with various disabilities
- Students who need to use a wheelchair
- Students of various sexual orientations

The responses were coded so that means could be computed with a range from 4 (Strongly Agree) to 1 (Strongly Disagree)<sup>15</sup>. Using the means to compare responses for each question showed that respondents indicated that RCC is committed to meeting the needs of most student groups. All but one had a mean below 3.0. The one area below that was “Weekend students.” Chart 2 shows these questions in descending order by the mean.



These questions were analyzed to see if there were differences in mean responses for various demographic groups. One way ANOVAs were computed and only significant differences ( $p < .05$ ) will be reported here. Where differences are found between groups with less than 10 students in them, they will not be reported.

**Gender.** Women were more likely than men to agree that RCC was sensitive to **Weekend students, Online students, Students with various disabilities** and **Students of various sexual orientations**.

**Age.** Younger students (18-20) and older students (36 and older) were more likely to agree that RCC was sensitive to **Weekend students** than were students age 26-35.

Older students (36 and older) were more likely to agree that RCC was sensitive to **Students who are single parents**.

<sup>15</sup> Strongly Agree was coded as 4, Agree was coded as 3, Disagree was coded as 2 and Strongly Disagree was coded as 1. Does not apply/Do not know was not included in the computation of the means.

Ethnicity. African American students were more likely to agree that RCC was sensitive to **Full-time students** and **Online students** compared to students in other ethnic groups.

African American students were more likely to agree that RCC was sensitive to **Evening students** compared to White or students in the Other/decline to state category.

Time of day. Students who attended class in the morning were more likely to agree that RCC was sensitive to **Students from various ethnic and cultural backgrounds** than students who attended in the afternoon or evening.

Goal. Students who have a goal of earning a degree were more likely to agree that RCC was sensitive to **Weekend students** compared to students who have a goal of transfer.

Students who have a goal of earning a degree were also more likely to agree that RCC is sensitive to **Students from various ethnic and cultural backgrounds** and **Students with various disabilities** than students who have a goal to obtain a better job or upgrade job skills.

First generation students. First generation students were more likely to agree that RCC was sensitive to **Students over 25** and **Students from various ethnic and cultural backgrounds** than non first generation students.

Income. Students who reported incomes from \$50,000-\$79,999 were more likely to agree that RCC was sensitive to **Part-time students** than were students with incomes from \$80,000-\$110,000. Students who reported incomes between \$20,000 and \$49,999 were more likely to agree that RCC was sensitive to **Students with various disabilities** than students with incomes from \$80,000 to \$110,000.

Number in household. Students who live with 3 or more people in the household were more likely to agree that RCC was sensitive to **Full-time students** than students who live alone.

Live with parents. Students who live with their parents were more likely to agree that RCC was sensitive to the following groups than students who do not live with their parents.

- Full-time students
- Part-time students
- Evening students
- Weekend students
- Students over 25
- Students who are single parents

Single parents. Students who are single parents were more likely to agree that RCC is sensitive to **Students with various disabilities** than students who are not single parents.

Work. There were several differences found between students based on how many hours per week they worked.

- **Full-time students:** Students who worked less than 20 hours per week or between 35-39 hours per week were more likely to agree that RCC was sensitive to this group than were students who worked 21-34 hours per week or 40 or more hours per week.
- **Part-time students, Evening students and Weekend students:** Students who worked 20 hours per week or less were more likely to agree that RCC was sensitive to this group of students than were students who worked 40 or more hours per week.
- **Students over 25:** Students who did not work were more likely to agree that RCC was sensitive to this group of students than students who worked 40 or more hours per week.
- **Students who are single parents:** Students who did not work were more likely to agree that RCC was sensitive to this group of students than students who worked 21-34 hours per week.
- **Students from various ethnic and cultural backgrounds and Students with various disabilities:** Generally, the less a student worked, the more likely they were to agree that RCC was sensitive to these students.

Online. Students who took the survey in class were more inclined to agree that RCC is sensitive to the following student groups compared to students who took the survey online.

- Full-time students



- Part-time students
- Evening students
- Weekend students
- Students over 25
- Students from various religious backgrounds

### General Satisfaction

This section of the survey asked students to rate their level of agreement with various statements about aspects of the college. Students were able to rate their agreement on a 5-point scale: Strongly Agree, Agree, Disagree, Strongly Disagree, and Does not apply/do not know. The responses were coded as they were for the Campus Climate portion of the survey<sup>16</sup>. The means showed that students agreed most with the statement, “I would prefer healthier food options.” The statement they agreed the least with was, “There is sufficient parking to meet student needs.” Table 2 (below) shows the statements that students responded to in descending order by the mean response.

<b>Table 2: Student agreement with various aspects of the college</b>	<b>mean</b>
I would prefer to have healthier food options	3.4
I would choose to attend this college again	3.3
The application process is user friendly	3.2
Bookstore staff are helpful	3.2
There are convenient ways of paying registration fees	3.2
The campus is generally a safe place	3.2
Instructors are usually available outside of class	3.1

<b>Table 2: Student agreement with various aspects of the college (continued)</b>	<b>mean</b>
I would prefer that the campus allow more vendors	3.1
Campus buildings are well maintained	3.1
WebAdvisor is user friendly	3.1
There are a sufficient number of study areas on campus	3.1
The staff where I took my placement exam are helpful	3.1
Instructors care about my progress in their courses	3.1
Places to buy food are open at convenient times	3.0
Admissions staff are knowledgeable	3.0
The registration staff are helpful	3.0
Campus Police staff respond quickly in emergencies	3.0
Procedures re: course selection/registration are clear and well-publicized	3.0
The college promotes environmental responsibility	2.9
The financial aid process is understandable	2.9
The assessment and course placement process accurately placed me	2.9
Campus restrooms are well maintained	2.8
I feel safe in the parking lots during evening class hours	2.8
There is sufficient parking to meet student needs	2.0

As with the other sections of the survey, these questions were analyzed to see if there were differences by various demographic factors. One way ANOVAs were computed and only significant differences ( $p < .05$ ) will be reported here.

Gender. Females agreed with the following statements more than males.

- The application process is user friendly
- The staff where I took my placement exam are helpful
- WebAdvisor is user friendly
- Bookstore staff are helpful
- I would prefer to have healthier food options
- Instructors are usually available outside of class

<sup>16</sup> Very Satisfied was coded as a 4, Satisfied was coded as a 3, Dissatisfied was coded as a 2 and Very Dissatisfied was coded as a 1. I have not used this service was not included in the computation of the means.

- I would choose to attend this college again

Males agreed with the following statements more than females.

- I feel safe in the parking lots during evening class hours
- There is sufficient parking to meet student needs

Age. Differences between age groups were found on several items.

The older a student was, the more likely they were to agree to the following statements:

- The assessment and course placement process accurately placed me
- There are convenient ways of paying registration fees
- I would prefer to have healthier food options

In contrast, the younger students were more likely to agree with the following statement:

- I would prefer that the campus allow more vendors
- There are a sufficient number of study areas on campus

Both younger and older students, compared to students age 21-35, were more likely to agree that **The college promotes environmental responsibility.**

The following statements showed significant differences between particular age groups.

- **The staff where I took my placement exam are helpful:** Students who were 36 years or older agreed more than students between the ages of 21-25.
- **Procedures re: course selection/registration are clear and well-publicized:** Students between the ages of 26-35 agreed less often than students in the other age groups.
- **Places to buy food are open at convenient times:** Younger students (age 18-20) were more likely to agree than students in the other age groups.
- **Campus restrooms are well maintained:** Students age 18-20 were more likely to agree than students age 26-35.
- **Instructors care about my progress in their courses:** Students age 26 and older were more likely to agree than students age 18-20.
- **I would choose to attend this college again:** Older students (age 26 and older) were more likely to agree than younger students (age 25 and younger).

Ethnicity. Differences between ethnic groups were found for the following two statements.

Hispanic students were more likely to agree than White students with the following statements:

- WebAdvisor is user friendly
- Procedures re: course selection/registration are clear and well-publicized
- Admissions staff are knowledgeable
- The financial aid process is understandable
- Campus restrooms are well maintained

The following statements showed differences by various ethnic groups.

- **The assessment and course placement process accurately placed me:** Asian/Pacific Islander students and those students in the Other/Decline to state category agreed with this statement more than other students.
- **The registration staff are helpful:** Hispanic and African American students were more likely to agree to this statement than White students. In addition, African American students were more likely to agree with this statement than students in the Other/Decline to state category.
- **I would prefer that the campus allow more vendors:** Hispanic and Asian/Pacific Islander students were more likely to agree with this statement than White students. Hispanic students were more likely to agree with this statement than students in the Other/Decline to state group.
- **The campus is generally a safe place:** Hispanic students agreed with this more than Asian/Pacific Islander students.
- **There is sufficient parking to meet student needs:** Asian/Pacific Islander students agreed with this statement more than did White students.
- **The college promotes environmental responsibility:** African American students were more likely to agree with this statement than White students.

- **I would choose to attend this college again:** Hispanic and African American students were more likely to agree with this statement than Asian/Pacific Islander students.

Time of day. The following statement showed differences between students who attend classes at different times of the day.

- **The application process is user friendly and Admissions staff are knowledgeable:** Student who attend class in the morning students agreed with this more than students who attend class in the afternoon.
- **Places to buy food are open at convenient times:** Students who attend class in the morning or the afternoon agreed with this statement more than students who attend class in the evening.
- **There is sufficient parking to meet student needs:** Students who attend class in the evening agreed with this statement more than students who attend class in the morning.
- **Campus restrooms are well maintained:** Students who attend class in the morning agreed with this more than students who attend class in the evening.

Goal. Differences between students with different education goals were found for the following statements. Generally, students with a goal of personal enrichment were less likely to agree with the following statements compared to students with other goals:

- The application process is user friendly
- Procedures re: course selection/registration are clear and well-publicized
- Bookstore staff are helpful
- There are a sufficient number of study areas on campus
- Places to buy food are open at convenient times
- Instructors are usually available outside of class

Students with a goal of earning a degree were more likely to agree with these statements compared to students with a goal of transfer or personal enrichment:

- The assessment and course placement process accurately placed me
- WebAdvisor is user friendly
- Admissions staff are knowledgeable

Students with a goal of earning a degree were more likely to agree with these statements compared to students with a goal to transfer:

- The registration staff are helpful
- The financial aid process is understandable
- Campus buildings are well maintained

Here are other statements that showed a difference between students based on their educational goal:

- **I would prefer that the campus allow more vendors:** Students with a goal of earning a degree were more likely to agree with this statement than students with a goal of personal enrichment.
- **I would prefer to have healthier food options:** Students with a goal of earning a certificate agreed less with this statement than students with a goal of earning a degree, transfer, or getting a better job/upgrade skills.
- **There is sufficient parking to meet student needs:** Students with a goal of earning a degree or certificate agreed more with this statement than did students who have a goal of transfer.
- **The college promotes environmental responsibility:** Students with a goal of earning a degree agreed with this statement more than students with a goal of transfer. In addition, students with a goal of personal enrichment agreed less with this statement than all the other groups.
- **I would choose to attend this college again:** Students with a goal of earning a degree agreed more with this statement than did students with a goal of transfer or getting a better job/upgrade skills.

Units. There were several differences found between students based on the number of units in which they were enrolled.

- **WebAdvisor is user friendly:** Students enrolled in 7-11 units agreed with this statement more than fulltime students (students enrolled in 12 or more units).
- **There are convenient ways of paying registration fees:** Full time students and students enrolled in 6 units or less agreed with this statement more than did students enrolled in 7-11 units.

- **I would prefer that the campus allow more vendors:** Full time students agreed with this statement more than students enrolled in 7-11 units.
- **Instructors are usually available outside of class:** Students enrolled in 6 or fewer units agreed with this statement more than students enrolled in 7-11 units.
- **Instructors care about my progress in their courses:** Students enrolled in 6 or fewer units agreed with this statement more than students enrolled in 7 or more units.

Students enrolled in 6 or fewer units agreed with the following statement more than full time students:

- The assessment and course placement process accurately placed me
- Admissions staff are knowledgeable
- There is sufficient parking to meet student needs
- I would choose to attend this college again

First generation. First generation students were more likely to agree with the following statements than non-first generation students.

- The assessment and course placement process accurately placed me
- WebAdvisor is user friendly
- There are a sufficient number of study areas on campus
- Campus Police staff respond quickly in emergencies

Income. A few differences were found between students based on their household income.

- **The staff where I took my placement exam are helpful:** Generally, the lower a student's income, the more likely they agreed with this statement.
- **WebAdvisor is user friendly:** Students with a household income between \$20,000-\$49,999 agreed with this more than students with household incomes of \$80,000 or higher.
- **I would choose to attend this college again:** Students with household incomes between \$50,000-\$79,999 agreed with this statement more than students with household incomes between \$80,000-\$109,999.

Number in household. The number of people in a household revealed differences between students on five items.

- **The financial aid process is understandable:** Students from households with 5-10 people agreed more than students with 2 people in the household.
- **I would prefer that the campus allow more vendors and Instructors are usually available outside of class:** Students from households with 5-10 people agreed more than students who live by themselves.
- **I would prefer to have healthier food options:** Students in households with 2 people agreed more than students who live by themselves.
- **Campus restrooms are well maintained:** Generally, the more people in the household the more the student agreed with this statement.

Live with Parents: Students who lived with their parents agreed with the following items more than for students who did not live with their parents.

- The financial aid process is understandable
- There are a sufficient number of study areas on campus
- Places to buy food are open at convenient times
- I would prefer that the campus allow more vendors
- Campus restrooms are well maintained
- Campus buildings are well maintained
- The college promotes environmental responsibility

Single parents. Students who are single parents agreed with the following statements more than students who are not single parents.

- WebAdvisor is user friendly
- The registration staff are helpful
- The financial aid process is understandable
- I would prefer that the campus allow more vendors
- Campus Police staff respond quickly in emergencies
- There is sufficient parking to meet student needs
- Campus buildings are well maintained

- The college promotes environmental responsibility
- I would choose to attend this college again

Work. Differences in the number of hours a student worked per week were found for the following statements.

- **Procedures re: course selection/registration are clear and well-publicized:** Students who work 21-34 per week agreed less with this statement than all the other groups.
- **Bookstore staff are helpful:** Students who do not work agreed with this statement more than students who work 35-39 per week.
- **Places to buy food are open at convenient times:** Students who work 20 hours per week or less agreed with this statement more than students who work 40 or more hours per week.
- **I would prefer that the campus allow more vendors:** Students who do not work agreed with this statement more than students who work 1-20 hours per week.
- **Campus Police staff respond quickly in emergencies:** Students who do not work agreed with this more than students who work 21-34 hours per week.
- **Campus restrooms are well maintained:** Students who work 34 hours per week or less agreed with statement this more than students who work 40 or more hours per week.
- **Campus buildings are well maintained:** Students who work 34 hours per week or less agreed with statement this more than students who work 35-39 hours per week.
- **Instructors are usually available outside of class:** Generally, the fewer hours a student worked, the more likely they were to agree with this statement.

Online. Students who took the survey in class agreed with the following statements more than students who took the survey online:

- Procedures re: course selection/registration are clear and well-publicized
- Admissions staff are knowledgeable
- The financial aid process is understandable
- There are a sufficient number of study areas on campus
- Places to buy food are open at convenient times
- I feel safe in the parking lots during evening class hours
- There is sufficient parking to meet student needs
- The college promotes environmental responsibility

However, students who took the survey online agreed more with **I would prefer to have healthier food options** than did students who took the survey in class.

### Services

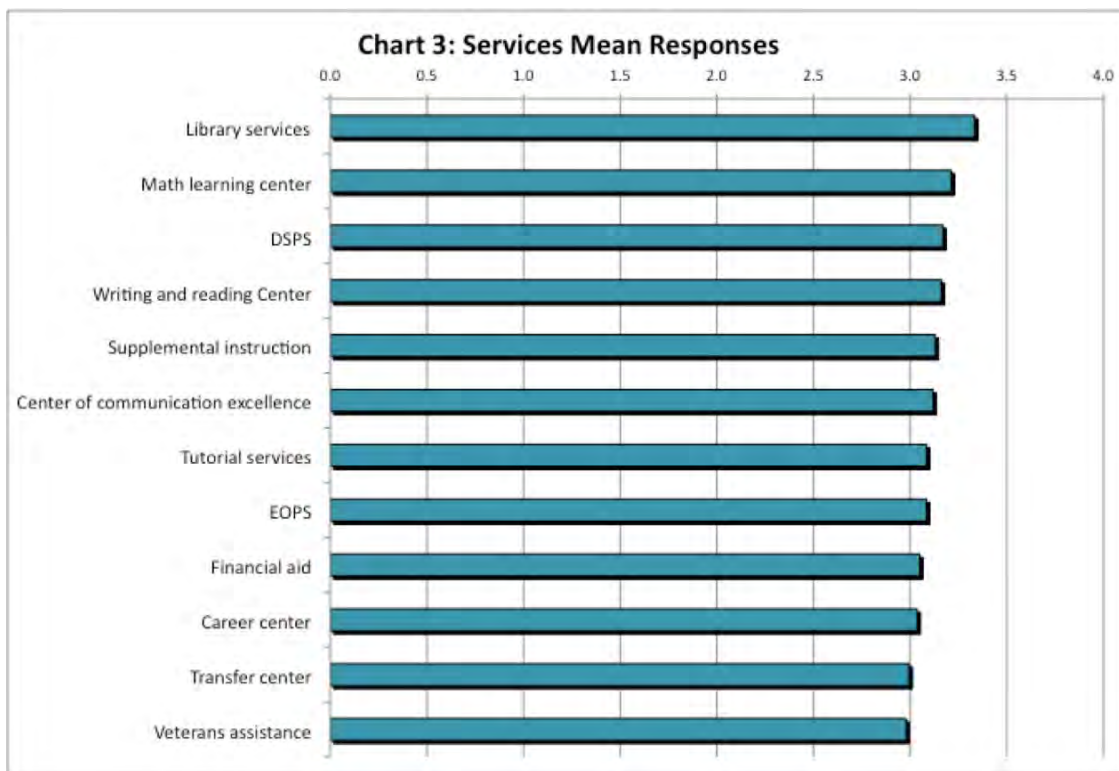
This section of the survey asked students to rate their level of satisfaction with various services offered by the college. Students were able to rate their agreement on a 5-point scale: Very Satisfied, Satisfied, Dissatisfied, Very Dissatisfied, and I have not used this service. The responses were coded so that means could be computed with a range from 4 (Very Satisfied) to 1 (Very Dissatisfied)<sup>17</sup>. Students were asked to judge their level of satisfaction with these services:

- Career center
- Center of communication excellence
- DSPS
- EOPS
- Financial aid
- Library services
- Math learning center
- Supplemental instruction
- Transfer center
- Tutorial services
- Veterans assistance
- Writing and reading Center

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<sup>17</sup> Very Satisfied was coded as a 4, Satisfied was coded as a 3, Dissatisfied was coded as a 2 and Very Dissatisfied was coded as a 1. I have not used this service was not included in the computation of the means.

Using the means to compare responses for each question showed that respondents indicated the most satisfaction with Library Services. All but one of the services had mean satisfaction scores of 3 or higher and the one below three was no lower than 2.98. Students appear to be generally satisfied with all the services at RCC (please see Chart 3).



Differences were investigated by demographic variables for satisfaction with these services. One way ANOVAs were computed and only significant differences ( $p < .05$ ) will be reported here. Below are those areas that revealed significant differences by groups.

**Age.** Two differences were found for age. Students age 36 and older were more satisfied with **DSPS** than students age 26-35. Students age 36 and older were also more satisfied with the **Transfer center** than were students age 21 to 35.

**Ethnicity.** Differences between students of different ethnicities were found for three services.

- **Financial aid:** African American, Asian/Pacific Islander, and Hispanic students were more satisfied than White students. Also, Hispanic students were more satisfied than were students in the Other/Decline to state category.
- **Library services** and **Writing and reading center:** African American and Hispanic students were more satisfied than White students.
- **Transfer center:** African American were more satisfied than White students.

**Time of Day.** Students who attend class in the morning were more satisfied with **EOPS** and **Financial aid** than were students who attend in the afternoon or evening.

**Goal.** Several differences were found between students based on their education goal.

- **Center of communication excellence:** Students who want to earn a degree and transfer were more satisfied than students with other education goals.
- **Financial aid:** Students with a goal of earning a degree were more satisfied than students who have a goal of getting a better job/upgrade skills.

- **Library services:** Students who have a goal of earning a degree were more satisfied than students who have a goal of getting a job/upgrading skills or a goal of personal enrichment. Also, students with a goal of transfer were more satisfied than students who have a goal of personal enrichment.
- **Math learning center:** Students who have a goal of earning a degree were more satisfied than students who have a goal of transfer, getting a job/upgrading skills or personal enrichment. Also, students who have a goal of transfer were more satisfied than students who have a goal of personal enrichment.
- **Veterans assistance:** Students with a goal of earning a degree were more satisfied than students who have a goal of transfer.
- **Writing and reading center:** Students with a goal of earning a degree were more satisfied than students who have a goal of transfer or getting a job/upgrading skills.

Units. A few differences were found between students based on the number of units in which they enroll.

- **Career center** and **EOPS:** Full time students (12 units or more) were more satisfied than students enrolled in 7-11 units.
- **Transfer center:** Full time students and students enrolled in 6 or fewer units were more satisfied than students enrolled in 7-11 units.
- **Writing and reading center:** Generally, the fewer units in which a student was enrolled the more satisfied they were.

First generation. These students were more satisfied with **Financial aid** than students who are not first generation.

Income. Generally, the lower the income, the more satisfied students were with **Financial aid**.

Number in household. The following two services showed differences between students based on the number of people in the household.

- **Career center:** Students in household with 3 or more people were more satisfied than students who lived alone.
- **Veteran's assistance:** Students who lived alone were more satisfied than students who lived in a household with two people.

Live with parents. These students were more satisfied with the **Career center** than students who did not live with their parents.

Single parents. Students who were single parents were more satisfied with following services compared to students who were not single parents:

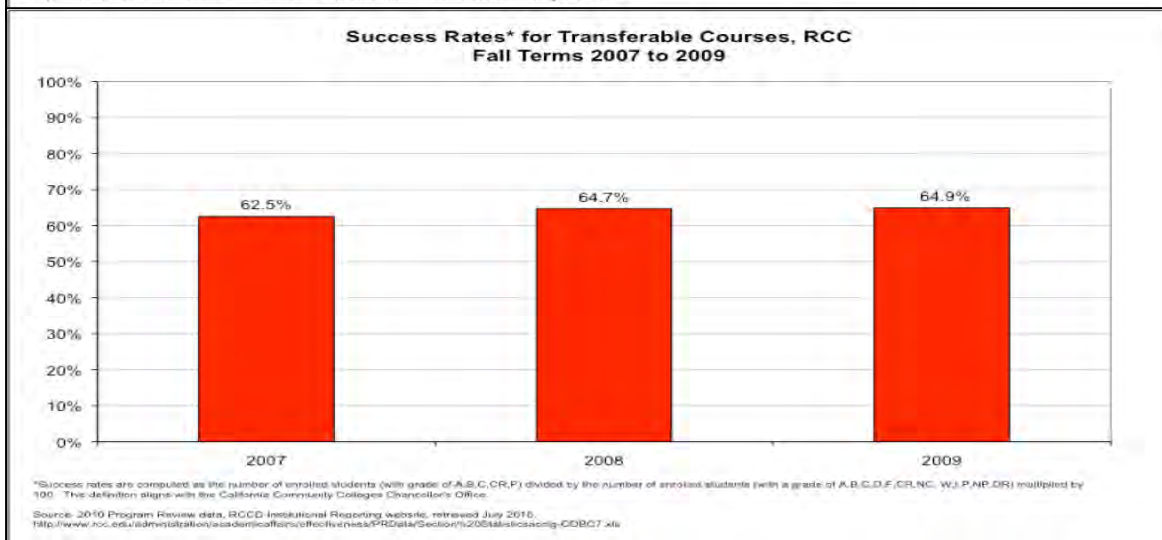
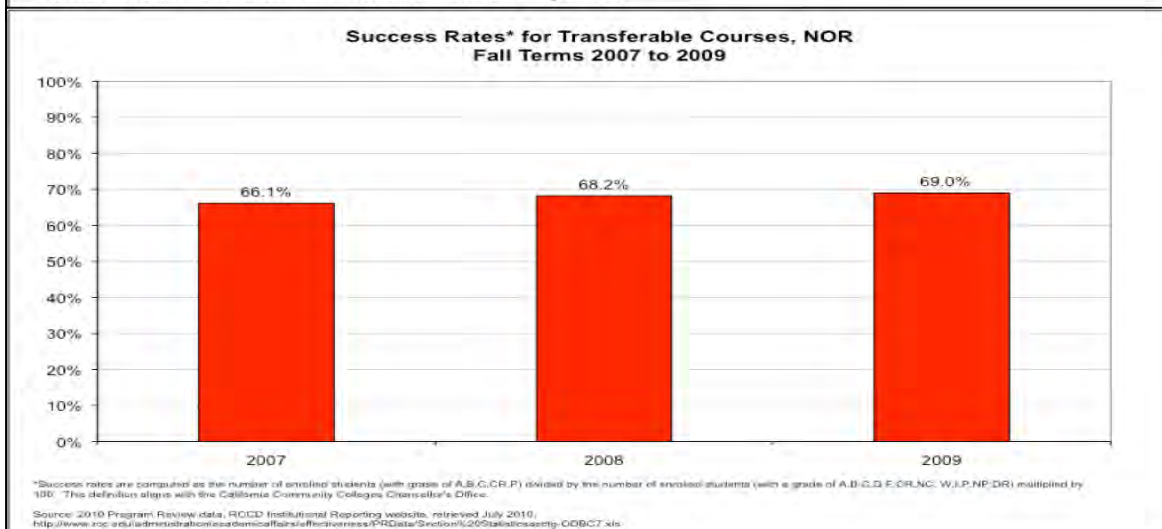
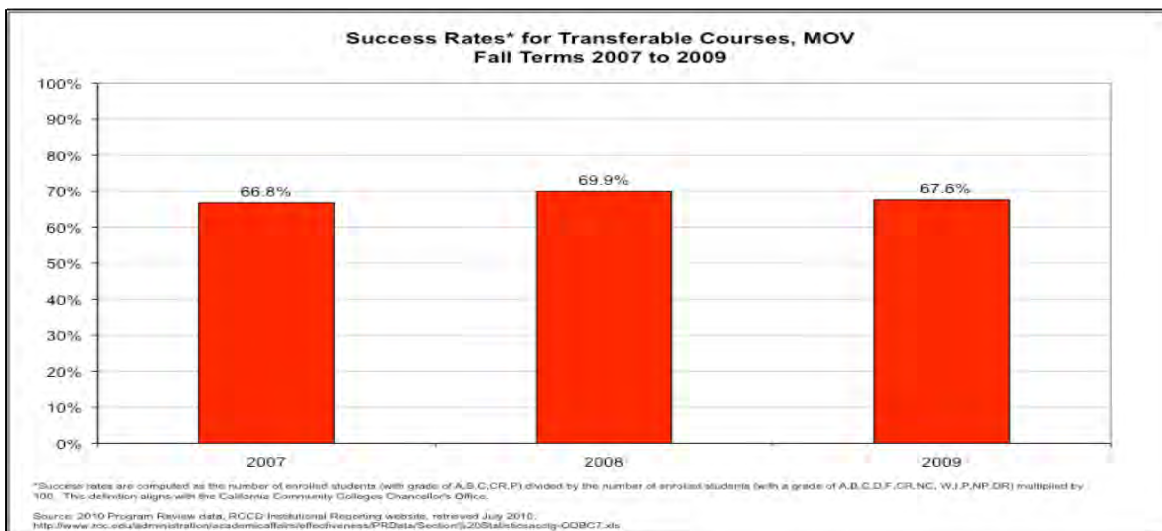
- Financial aid
- Library services
- Math learning center
- Supplemental instruction
- Transfer center
- Writing and reading Center

Work. Differences were found between students based on the number of hours they worked each week.

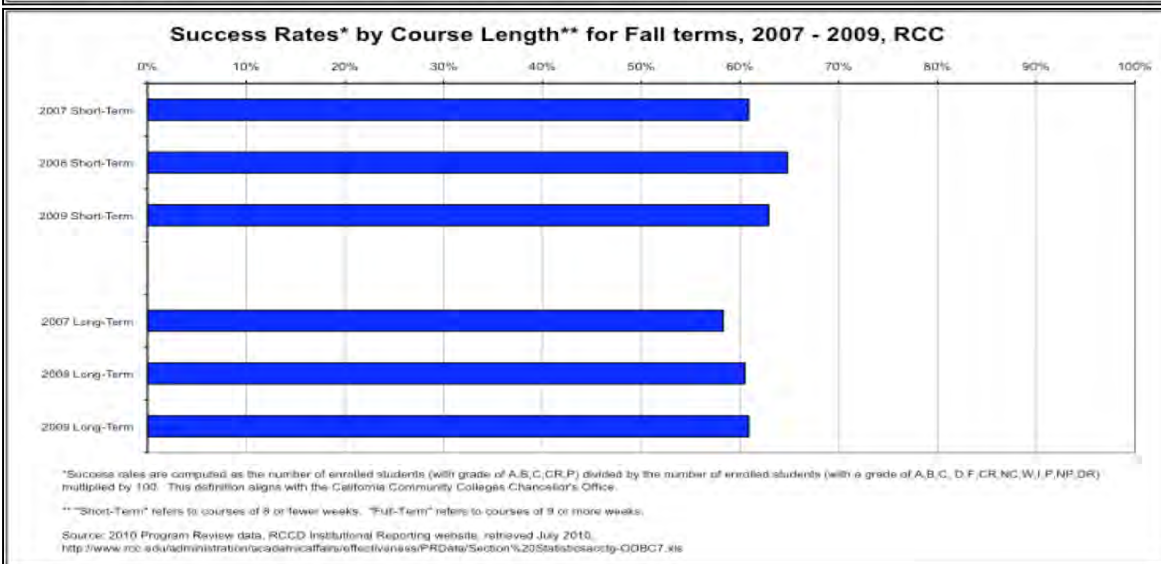
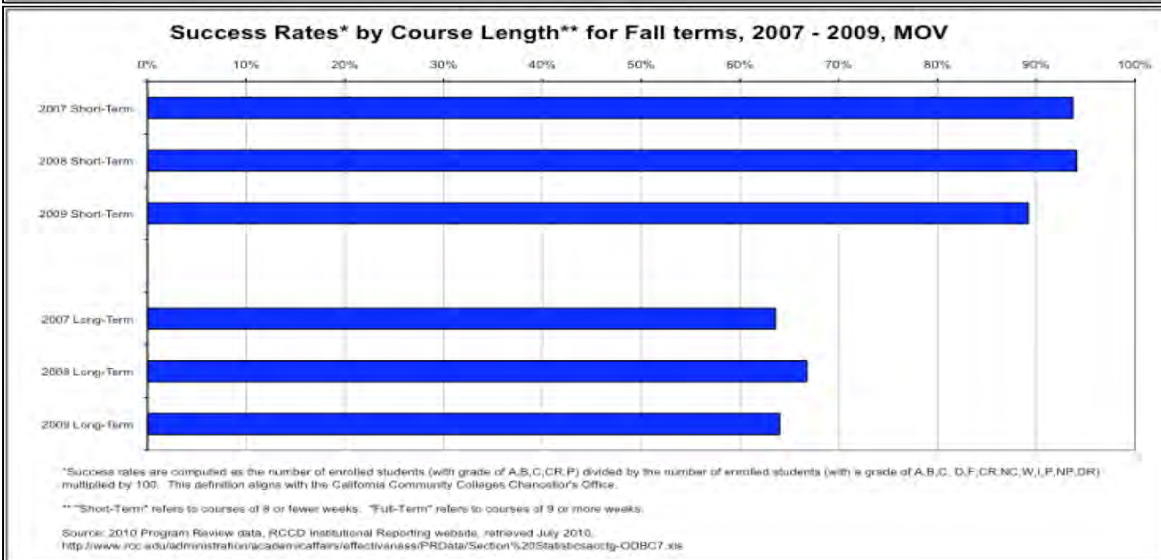
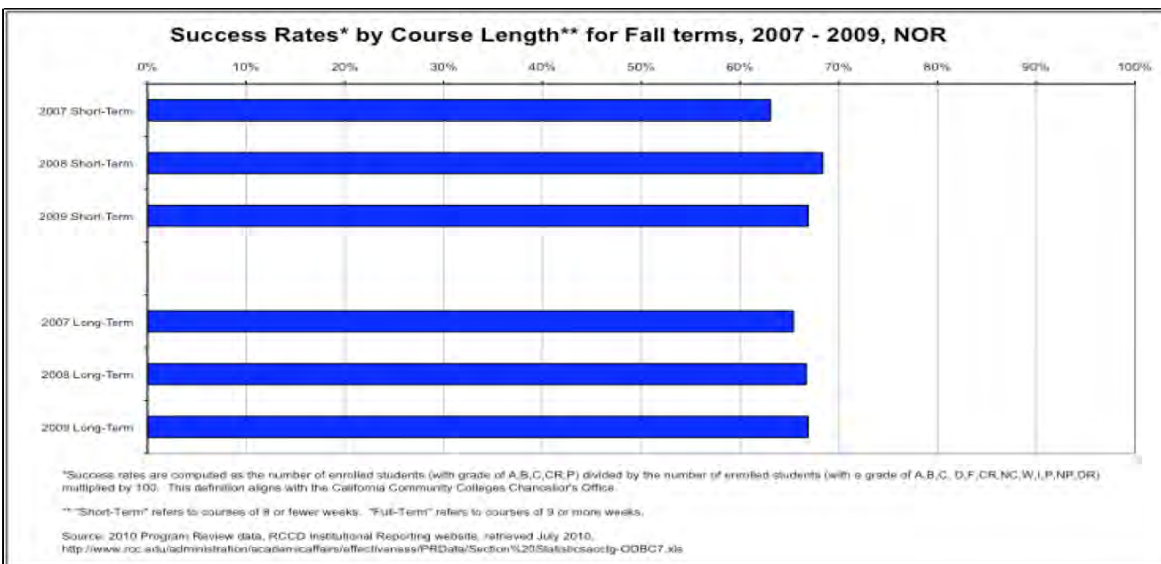
- **Career center:** Students who did not work were more satisfied than students who worked 21-34 hours per week.
- **Transfer center:** Student who did not work were more satisfied than students who worked 1-20 hours per week.

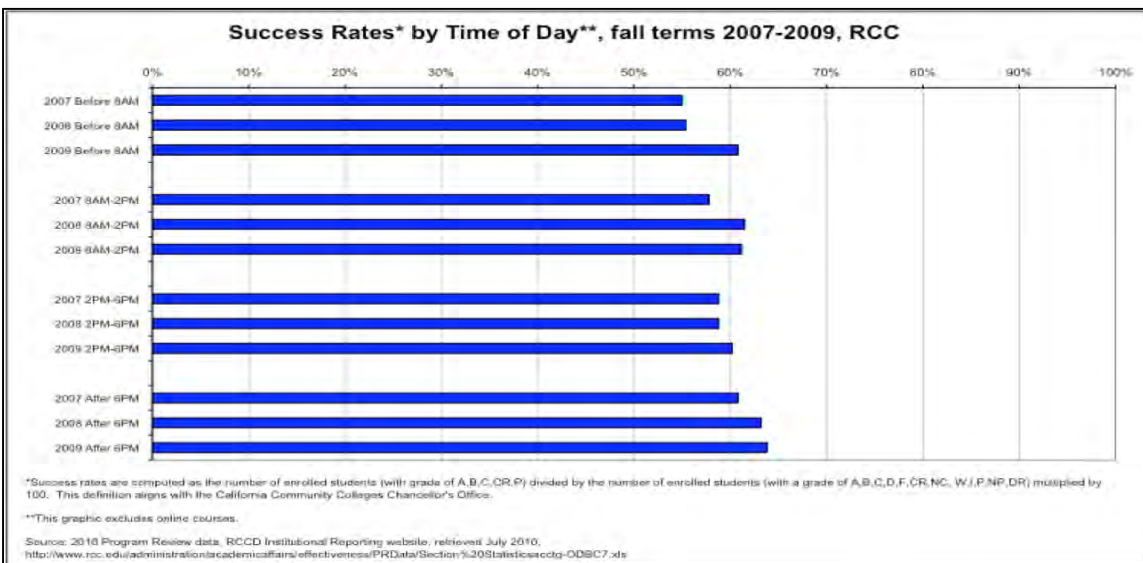
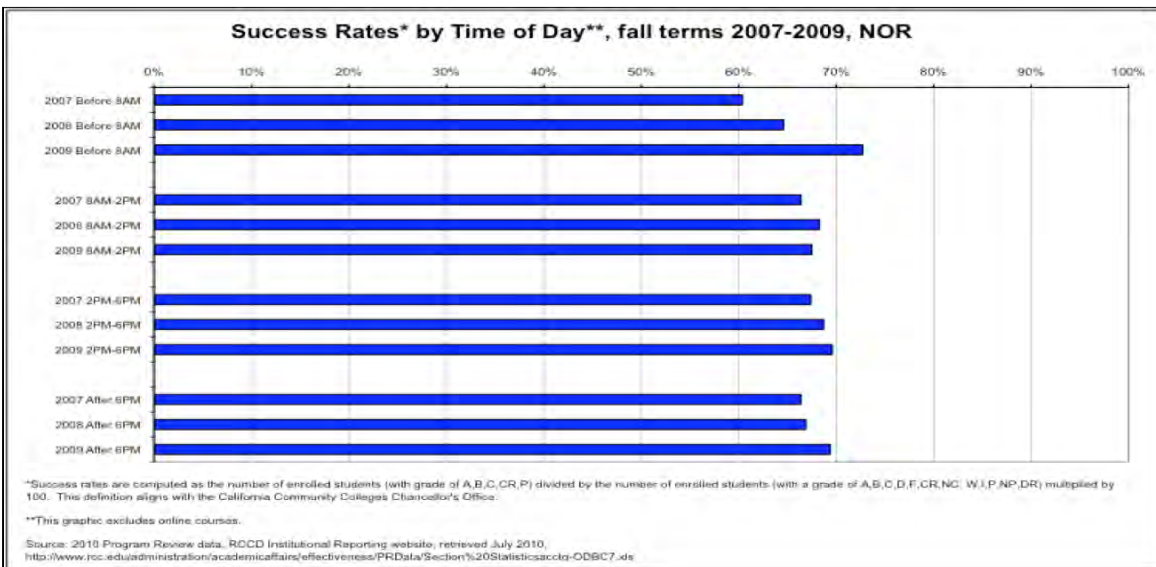
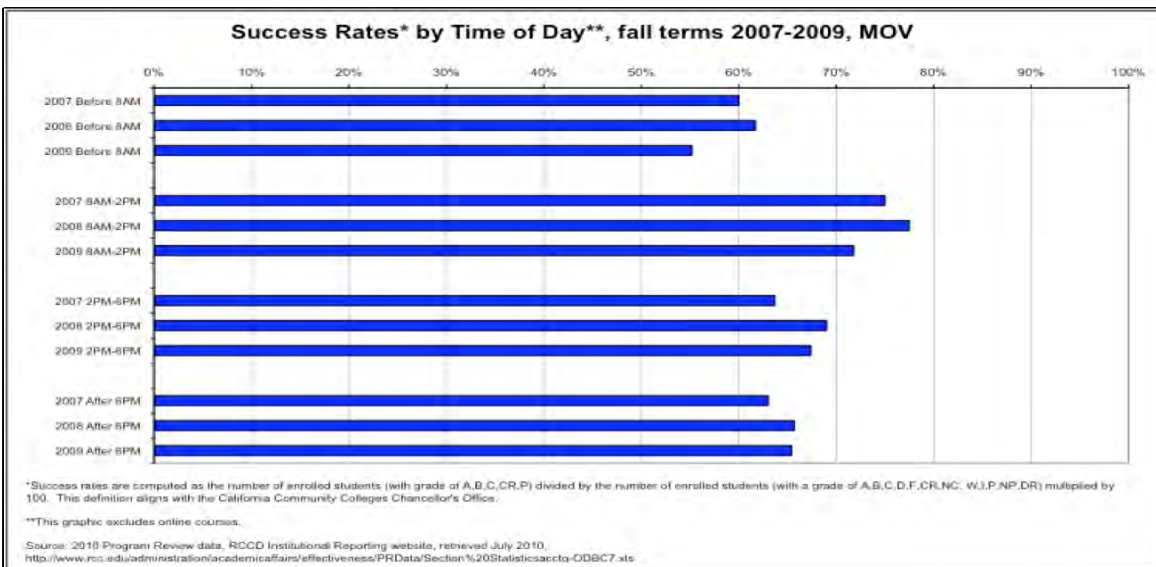
Online. Students who took the survey in class were more satisfied with the **Center of communication excellence** than students who took the survey online. However, students who took the survey online were more satisfied with **Financial aid** than students who took the survey in class.

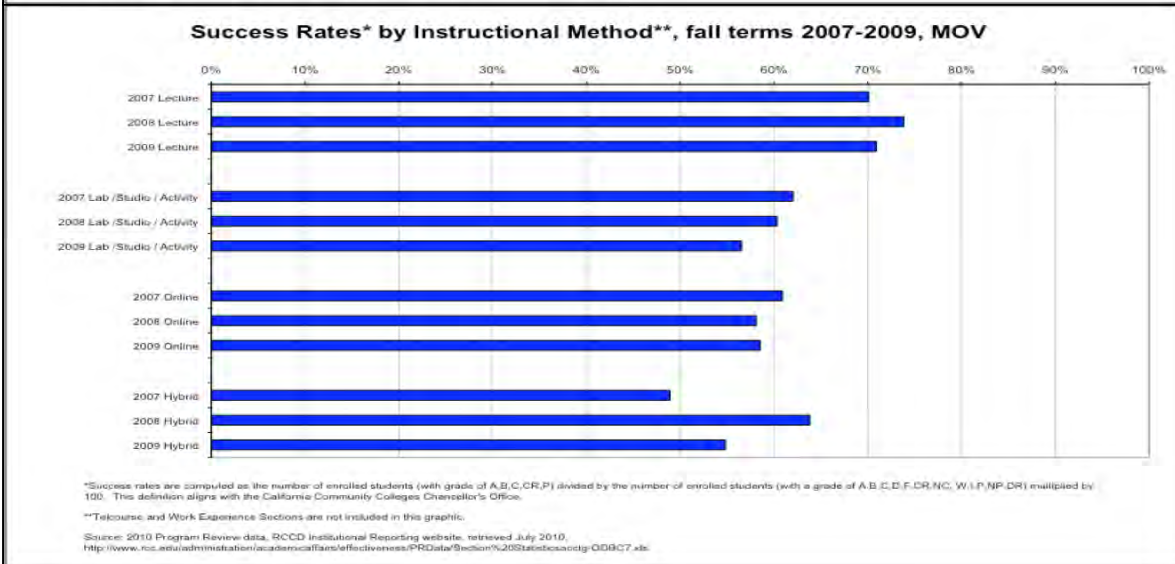
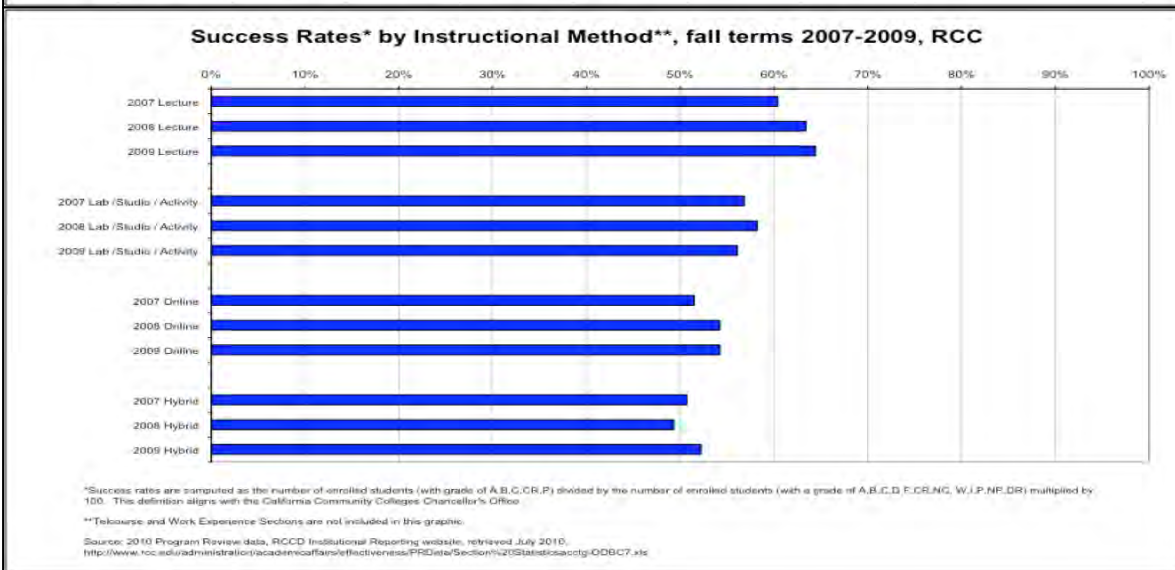
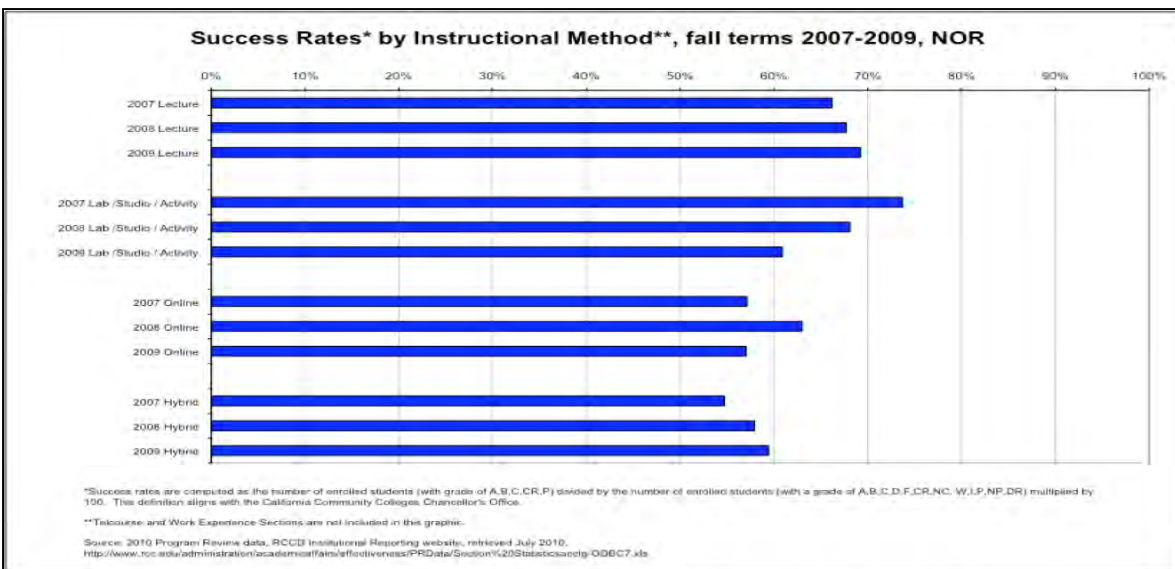
## Success Rates

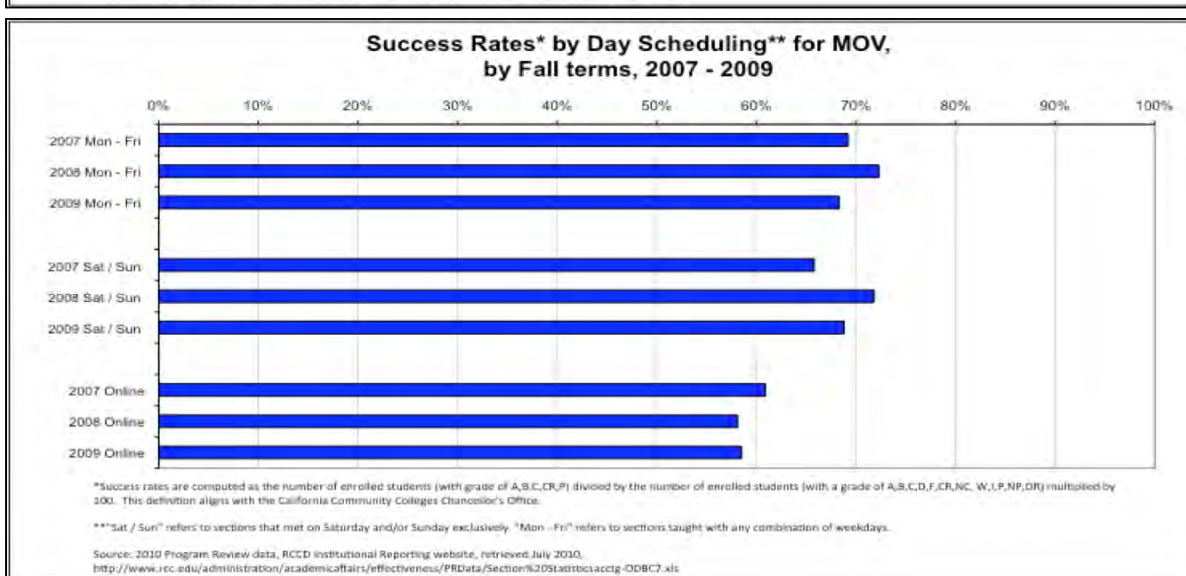
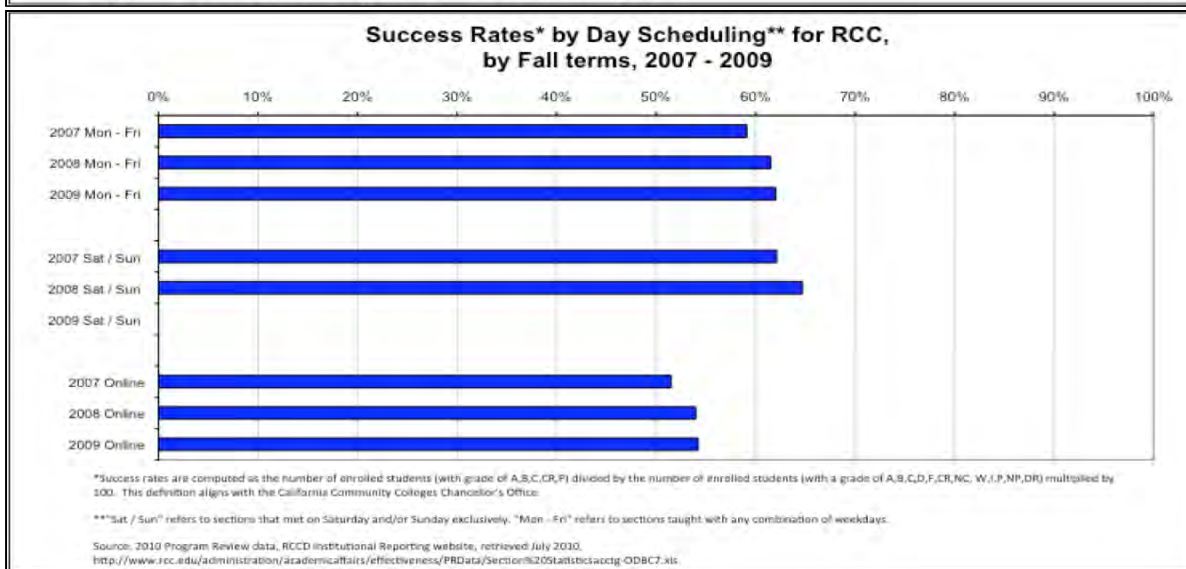
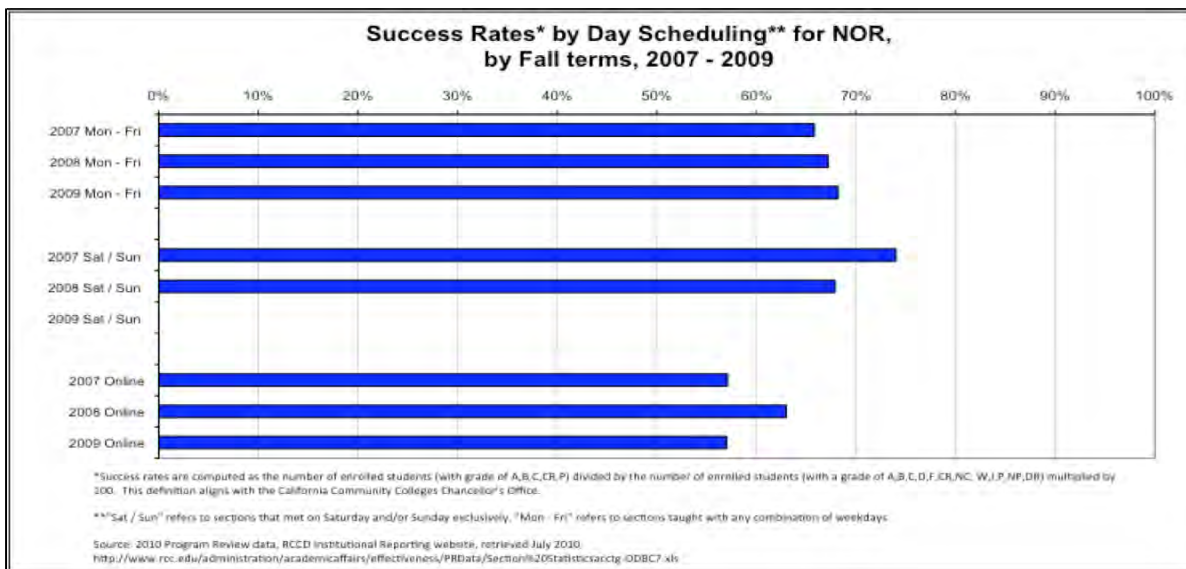


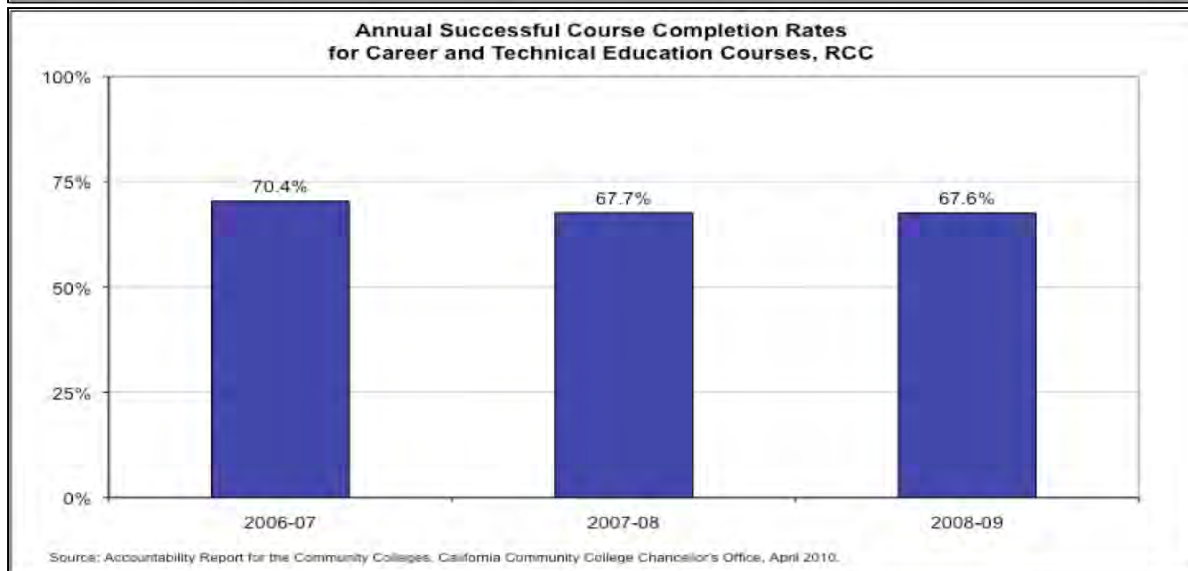
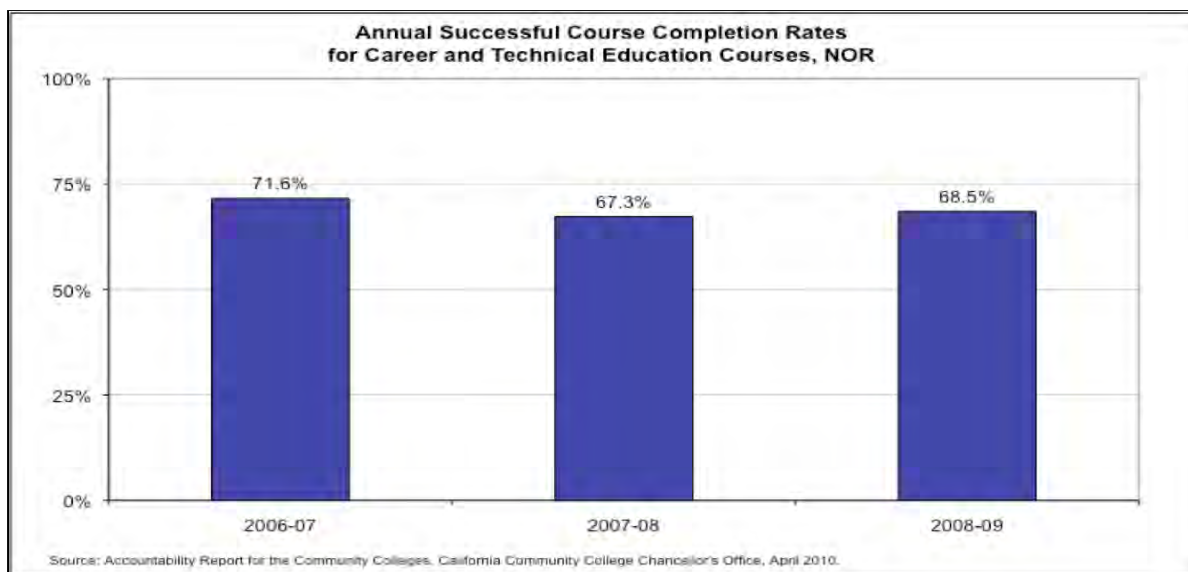
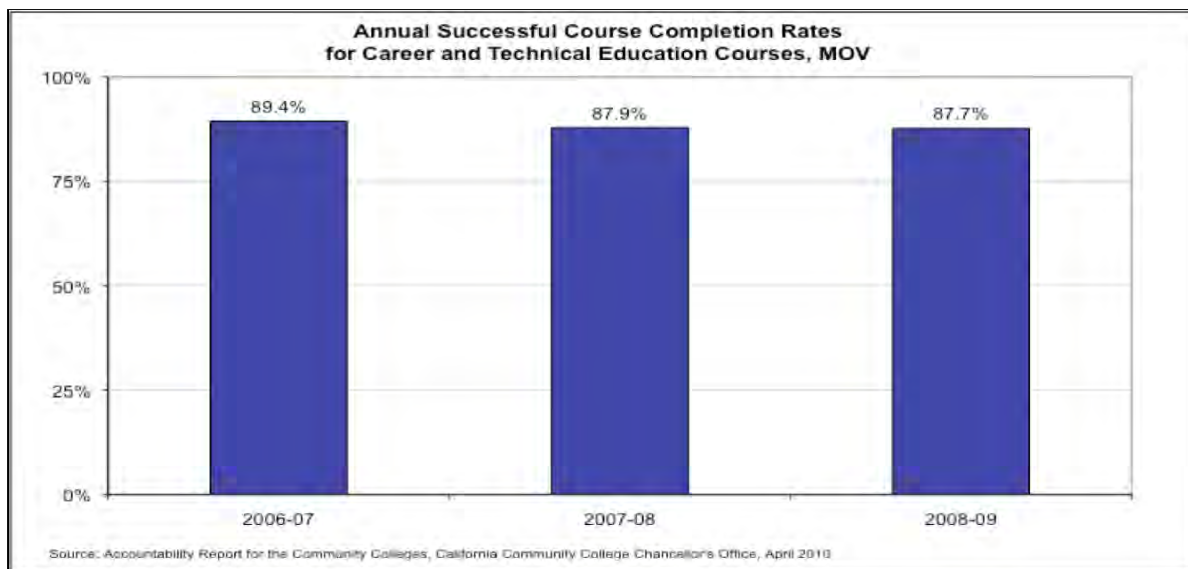




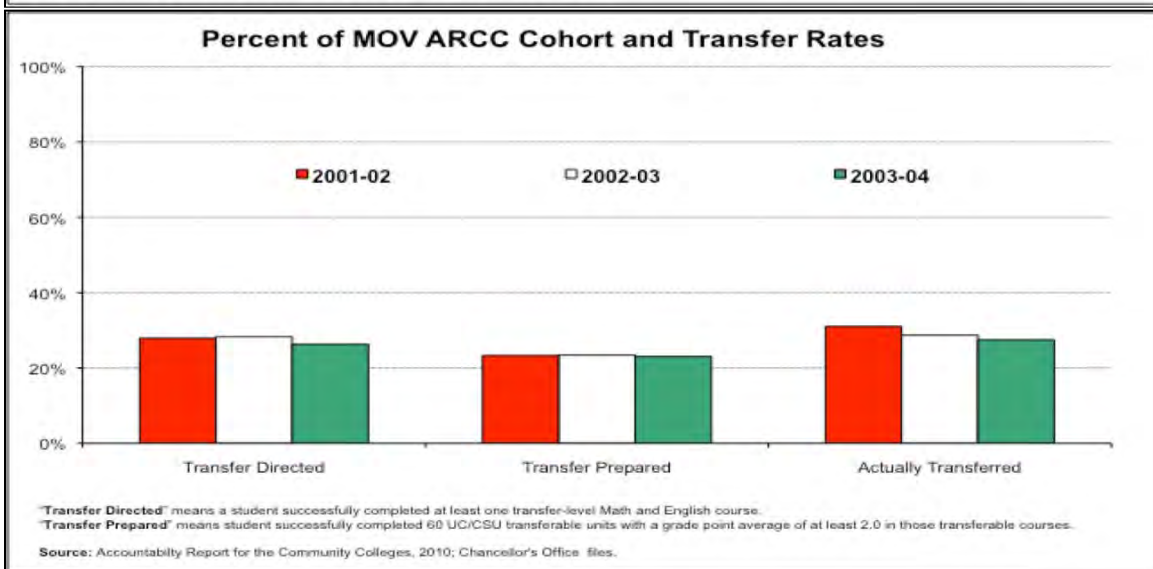
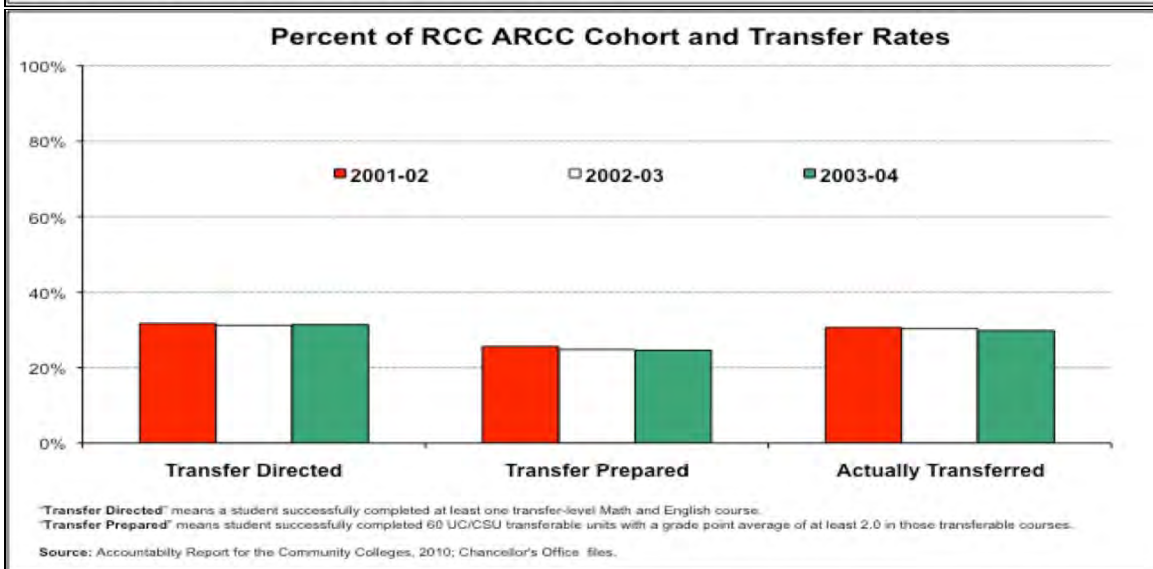
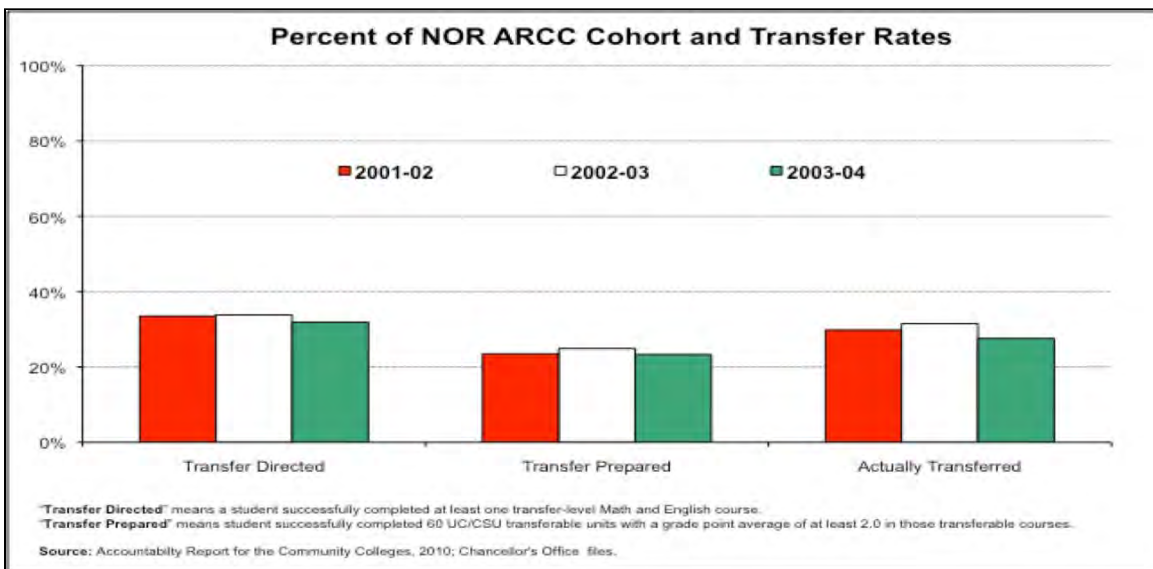








## Transfer Rates



## Web-enhanced Course Student Survey Spring 2010

(212 responses from 11396 enrollment @ C-1 = 1.8%)

1. **How did you find out about Riverside Community College District (RCCD) web-enhanced courses?** (211)
  - A. From the RCCD course schedule. 49.76%
  - B. From the RCCD website ([www.rcc.edu](http://www.rcc.edu)) 14.69%
  - C. From the Open Campus website ([www.opencampus.com](http://www.opencampus.com)). 2.37%
  - D. From an instructor. 17.06%
  - E. From a student or friend. 6.16%
  - F. From an RCCD counselor or staff member. 9.95%
  - G. Other. n/a
2. **Have you completed a web-enhanced course before?** (211)
  - A. No, this is my first web-enhanced course (skip to # 5). 33.18%
  - B. Yes, last semester. 34.60%
  - C. Yes, within the past year. 18.48%
  - D. Yes, within the past two years. 8.53%
  - E. Yes, more than two years ago. 5.21%
3. **Which of the following grades best describes your most recent web-enhanced course experience?** (141)
  - A. A. 42.55%
  - B. B. 44.68%
  - C. C or D. 9.93%
  - D. F or Incomplete. 1.42%
  - E. Withdrawal. 1.42%
4. **Which of the following best describes the difficulty of your last web-enhanced course experience?** (140)
  - A. I completed the course and it was easy. 28.57%
  - B. I completed the course and it was challenging. 54.29%
  - C. I completed the course and it was hard. 14.29%
  - D. I did not complete the course. 2.86%
5. **Would you consider taking another RCCD web-enhanced course in the future?** (211)
  - A. Yes. 2.84%
  - B. No. 13.74%
  - C. Undecided. 83.41%
6. **Was the location where your web-enhanced course originated (Moreno Valley, Norco, or Riverside) important in your selection? (Note: Moreno Valley section numbers begin with a "2"; Norco section numbers begin with a "3"; Riverside section numbers begin with a "4")** (212)
  - A. Yes. 70.75%
  - B. No. 29.25%
7. **What was the most significant reason you enrolled in your web-enhanced course?** (203)
  - A. Location where course was offered or originated (skip to # 9). 29.06%
  - B. Time of day course was offered (skip to # 9). 36.45%
  - C. Instructor (skip to # 9). 22.66%
  - D. The course I really wanted was not available (go to # 8). 11.82%
8. **What was the instruction mode of course you wanted to enroll in?** (29)
  - A. Face –to-face/on-campus. 51.72%
  - B. Web-enhanced (face-to-face course with optional online component). 37.93%
  - C. Hybrid (half on-campus and half online). 3.45%
  - D. Online (fully online with no regular on-campus meetings). 6.90%
9. **Have you accessed RCCD web-enhanced course information at the Open Campus website ([www.opencampus.com](http://www.opencampus.com))?** (209)
  - A. Yes. 81.34%
  - B. No. 18.66%
10. **Navigating through different sections of your web-enhanced course is:** (209)
  - A. Hard. 1.91%
  - B. Challenging. 23.44%
  - C. Easy. 74.64%
11. **Which best describes the level of interaction between yourself and your web-enhanced course instructor?** (209)
  - A. Excellent, I have plenty of opportunity to interact with the instructor. 63.64%
  - B. Good, but I would like a little more opportunity to interact with the instructor. 28.23%
  - C. Poor, I need more contact with the instructor. 6.22%
  - D. I would like to take the course without ever interacting with the instructor. 1.91%
1. **Which best describes the level of interaction between yourself and other students in your web-enhanced course?** (202)
  - E. Excellent, I have plenty of opportunity to interact with other students. 56.93%
  - F. Good, but I would a little more opportunity to interact with other students. 29.21%
  - G. Poor, I need more contact with other students. 8.42%
  - H. I would like to take the course without ever interacting with other students. 5.45%
2. **When you began your web-enhanced course, did you feel you had enough computer experience to perform well in the course?** (207)
  - A. Yes. 91.30%
  - B. No. 8.70%
3. **Please rate your computer experience before you began your web-enhanced course this semester.** (207)
  - A. No experience. 2.42%
  - B. Limited experience. 10.14%
  - C. Moderate experience. 51.69%
  - D. Extensive experience. 35.75%
4. **Did you have to receive assistance from someone to access your web-enhanced course?** (206)
  - A. Yes. 13.59%
  - B. No. 86.41%

5. **Which of the following sources of web-enhanced course assistance have you used this semester? (check all that apply) (223)**
- A. Online Course Sample Class (via Open Campus website). 11.21%
  - B. Open Campus 24/7 Support Line (1-866-259-7271). 7.17%
  - C. Online Learning Support Center 24/7 Online Assistance Portal (chat via email). 1.35%
  - D. Open Campus website Help Page. 12.56%
  - E. None of the above. 67.71%
6. **What type of computer do you use for your online course? (208)**
- A. Windows 87.02%
  - B. Macintosh 7.21%
  - C. Other 5.77%
7. **How old is the computer you use for your web-enhanced course?**
- A. Less than a year. 25.36%
  - B. Less than two years. 26.32%
  - C. Less than three years. 16.27%
  - D. More than three years. 22.97%
  - E. Don't know. 9.09%
8. **What components have you used in your current web-enhanced course? (check all that apply) (977)**
- A. "Discussion" tool. 11.87%
  - B. "Mail" tool. 15.05%
  - C. "Chat" tool. 3.58%
  - D. "Assignments" tool. 19.75%
  - E. "Assessments" tool. 15.56%
  - F. "My Grades" tool. 17.30%
  - G. Online video/video podcasts. 6.86%
  - H. Online audio/audio podcasts. 4.50%
  - I. Interactive study tools/games. 5.53%
9. **What web-enhanced course components would you like to use more in the future? (check all that apply) (558)**
- A. "Discussion" tool. 12.19%
  - B. "Mail" tool. 11.83%
  - C. "Chat" tool. 10.22%
  - D. "Assignments" tool. n/a
  - E. "Assessments" tool. 10.93%
  - F. "My Grades" tool. 16.85%
  - G. Online video/video podcasts. 13.08%
  - H. Online audio/audio podcasts. 9.50%
  - I. Interactive study tools/games. 15.41%
10. **What kind of Internet access do you have for the computer you use for your web-enhanced course? (208)**
- A. Dialup telephone modem. 0.96%
  - B. Cable modem. 20.19%
  - C. DSL. 54.81%
  - D. T-1 or higher. 5.77%
  - E. Don't know. 18.27%
11. **What is your home zip code? (201)**
- A. District (152) 75.6% (R: 73; M: 40; N/C: 39)
  - B. 215/15 corridor south (21) 10.4%
  - C. 10/60 corridor west (16) 7.9%
  - D. 10/60 corridor east (4) 1.9%
  - E. San Diego Co. (2) 0.9%
  - F. San Bernardino/Redlands (1) 0.4%
  - G. LA/OC (1) 0.4%
12. **What is your gender? (207)**
- A. Male. 27.05%
  - B. Female. 72.95%
13. **What is your ethnic background? (202)**
- A. White. 40.59%
  - B. Black. 8.42%
  - C. Hispanic. 30.69%
  - D. Asian. 6.93%
  - E. Native American. 0.99%
  - F. Other. 12.38%
14. **What is your age? (205)**
- A. Under 18. 1.95%
  - B. 18-25. 45.37%
  - C. 26-35. 25.85%
  - D. 36-45. 18.05%
  - E. Over 45. 8.78%
15. **Which best describes your personal status? (205)**
- A. Single with no children living at home. (skip to # 28) 49.76%
  - B. Single with children living at home. 13.71%
  - C. Married with no children living at home. (skip to # 28) 10.73%
  - D. Married with children living at home. 20.49%
  - E. Other. 5.85%
16. **How many children live in your home? (80)**
- A. One. 3.75%
  - B. Two. 27.50%
  - C. Three. 38.75%
  - D. Four or more. 18.75%
17. **What is your employment status? (202)**
- A. Work one job away from home. 34.16%
  - B. Work two or more jobs away from home. 2.97%
  - C. Work away from home and work in my home. 1.98%
  - D. Work exclusively in my home. 4.46%
  - E. Presently unemployed. (skip to # 32) 56.44%
18. **How many hours do you work per week? (88)**
- A. Less than 10 hours per week. 12.50%
  - B. 10-25 hours per week. 40.91%
  - C. 26-39 hours per week. 20.45%
  - D. 40 or more hours per week. 26.14%
19. **What is your work schedule? (88)**
- A. Days. 42.05%
  - B. Afternoon or evenings. 15.91%
  - C. Overnights. 7.95%
  - D. Work hours rotate regularly. 22.73%
  - E. Other. 11.36%
20. **Does your employer have an educational reimbursement program? (88)**
- A. Yes. 20.45%
  - B. No. 64.77%
  - C. Don't know. 14.77%
21. **Which best describes your educational goals? (201)**
- A. Earn a Technical certificate. 3.98%
  - B. Earn an Associate Degree. 17.41%
  - C. Earn an Associate Degree and transfer to a university. 49.75%
  - D. Earn college credit and transfer to a university. 23.38%
  - E. Other. 5.47%



22. **What type of courses are you taking this semester? (check all that apply)** (356)
- A. Regular face-to-face classes. 41.29%
  - B. Online classes. 8.15%
  - C. Hybrid classes. 7.02%
  - D. Web-enhanced classes. 43.54%
23. **If this course had not been offered as a web-enhanced course, would you have been able to complete the course?** (200)
- A. Yes. 69.00%
  - B. No. 31.00%
24. **Why did you enroll in this course? (select one)** (202)
- A. It is required for my degree or certificate. 63.37%
  - B. The course looked interesting. 10.89%
  - C. I wanted to improve my skills in this area. 16.83%
  - D. I have had this instructor before. 2.97%
  - E. Other. 5.94%
25. **Do you have access to email?** (203)
- A. Yes, my instructor has my e-mail address. 80.79%
  - B. Yes, my instructor has not asked for my email address. 18.72%
  - C. Yes, I don't want to give my e-mail address to my instructor. 0.49%
  - D. No. (skip to # 39) n/a
26. **Do you have an RCCD student email account "[@student.rcc.edu](mailto:student.rcc.edu)"?** (203)
- E. Yes, my RCCD email account is my only email account. 12.81%
  - F. Yes, I use my RCCD email account with my web-enhanced course. 56.65%
  - G. Yes, but I don't use my RCCD email account with my web-enhanced course – I use another email account. 27.09%
  - H. No. 3.45%
  - I. I don't know. n/a
27. **Where do you normally access email?** (203)
- A. At home. 49.75%
  - B. At work. 0.49%
  - C. At both home and work. 11.82%
  - D. At a library or school. 3.45%
  - E. A and D above. 27.59%
  - F. B and D above. n/a
  - G. C and D above. 2.96%
  - H. Other. 3.94%
28. **Where do you normally access the Internet?** (200)
- A. At home. 50.50%
  - B. At work. n/a
  - C. At both home and work. 12.50%
  - D. At a library or school. 4.00%
  - E. A and D above. 25.00%
  - F. B and D above. n/a
  - G. C and D above. 2.50%
  - H. Other. 5.50%
29. **Does your current online-based course include video content?** (199)
- A. Yes. 37.19%
  - B. No. (skip to # 43) 62.81%
30. **How do you currently access video for your online-based course? (select all that apply)** (105)
- A. My RCCD/Open Campus Blackboard-based course (over the Internet). 51.35%
  - B. Campus library or computer lab. 16.22%
  - C. Television/cable. 1.80%
  - D. iTunesU 0.90%
  - E. YouTube/Facebook/MySpace. 13.51%
  - F. Other\_\_\_\_\_. 4.50%
31. **What mode of video distribution would you prefer using with an online-based course in the future? (select one)** (112)
- A. My RCCD/Open Campus Blackboard-based course (over the Internet). 45.83%
  - B. Campus library or computer lab. 10.00%
  - C. Television/cable. 3.33%
  - D. iTunesU. 8.33%
  - E. YouTube/Facebook/MySpace. 14.17%
  - F. Other\_\_\_\_\_. 5.00%
32. **Are there student services you would like to use online? (check all that apply)** (965)
- A. Assessment. 8.86%
  - B. Admissions. 10.20%
  - C. Counseling. 11.84%
  - D. Grade reports. 13.70%
  - E. Financial aid. 12.15%
  - F. Financial account status. 9.17%
  - G. Registration and payment. 11.64%
  - H. Syllabi. 8.55%
  - I. Textbook purchases. 12.26%
  - J. Other. 0.41%



RIVERSIDE COMMUNITY COLLEGE DISTRICT  
TEACHING AND LEARNING COMMITTEE

Report No.: III-B-1

Date: December 14, 2010

Subject: Agreement with Adventureland Safari Travel LLC

Background: Attached for the Board's review and consideration is an agreement between Riverside Community College District and Adventureland Safari Travel LLC to provide orientation meetings, faculty and student housing accommodations, transfer transportation, academic guide, group airfare, and insurance for the summer session study abroad program in Italy from June 22, 2011 through July 6, 2011. Adventureland Safari Travel will receive \$750.00 to cover unforeseen costs for students/participants. Funding source: General fund.

Recommended Action: It is recommended that the Board of Trustees approve the agreement, for June 22, 2011 through July 6, 2011, for an amount not to exceed \$750.00, and authorize the Vice Chancellor, Administration and Finance, to sign the agreement.

Gregory W. Gray  
Chancellor

Prepared by: Ray Maghroori  
Vice Chancellor, Educational Services

Jan Schall  
Coordinator, International Education/Study Abroad Programs



## **ADVENTURELAND SAFARI LLC NATIONAL / INTERNATIONAL STUDY PROGRAMS**

### **PROGRAM PROPOSAL RIVERSIDE COMMUNITY COLLEGE DISTRICT SIGHTS AND SOUNDS OF ITALY June 22 to July 6, 2011**

#### **1. What is Adventureland Safari LLC International Study Programs and what services does it provide?**

Adventureland/Safari LLC acts as a travel contractor for study programs; it will provide the following services:

- a. Travel and living accommodations for students and faculty members participating in the Italy educational tour.
- b. Assistance while in Italy for participants having medical and logistical problems or needing individual travel arrangements.
- c. Escort services and assistance by one of its representatives for the duration of the program.
- d. Orientation meetings both prior to departure from the U.S. as well as on arrival in Rome, Italy
- e. Synopsis booklets on the historical and cultural aspects of Italy, if requested by Riverside Community College District.

#### **2. Dates for Program**

- Depart LAX for ROME: Wednesday, June 22, 2011
- Depart ROME for LAX: Wednesday, July 6, 2011

### **3. Itinerary of Program**

The following itinerary was negotiated between the Riverside Community College District and Adventureland Safari LLC:

JUNE 22: 2011: Departure from LAX  
JUNE 23: 2011: ROME  
JUNE 24: 2011: PUGLIA  
JUNE 25: 2011: PUGLIA  
JUNE 26: 2011: PUGLIA  
JUNE 27: 2011: SAN MARINO  
JUNE 28: 2011: SAN MARINO  
JUNE 29: 2011: VENICE  
JUNE 30: 2011: VENICE  
JULY 1: 2011: FLORENCE  
JULY 2: 2011: FLORENCE  
JULY 3: 2011: FLORENCE  
JULY 4: 2011: ROME  
JULY 5: 2011: ROME  
JULY 6: 2011: Return to LAX

### **4. Air and land transportation**

- Adventureland Safari LLC will be responsible for all transportation related to the tour program. Adventureland Safari LLC will make arrangements for smooth departures, transfers, and arrivals related to the trip.
- Adventureland Safari LLC will provide peak-season, round-trip air transportation from Los Angeles to Europe on a regularly scheduled carrier. Due to recent events and their impact on air travel, airlines have been reducing the number of flights and changing schedules on short notices.
- Land transportation from town to town will be by air-conditioned motor -coach. Stops will be made, as requested, at gas stations or markets with restroom facilities.
- Adventureland Safari LLC will provide airport transfers in Rome on arrival and on departure.

### **5. Living accommodations for students**

- In Italy the group will lodge in centrally located, mostly 4 star hotels.
- In all hotels breakfast is served daily.
- In all hotels a 24-hour receptionist will relay messages received by telephone or fax. In case of emergency the receptionist will promptly contact the tour representative and/or the Adventureland Safari LLC office, as well as designated faculty, if so instructed.

## **6. Social programs / orientations**

- Adventureland Safari LLC will conduct a pre-departure orientation meeting to cover such general aspects of Italian culture and social customs, as well as practical information concerning how to exchange money, how to obtain laundry service, how to send and receive faxes and e-mail, and how to find inexpensive but good restaurants. Students holding passports other than USA will be required to bring their passports with the appropriate visa for Italy
- A second orientation meeting will take place on day of arrival in Italy. Participants will also be given detailed instructions in case of medical emergencies or in case Police assistance should be needed. A list of pharmacies, postal offices, laundry establishments, internet facilities, banks, ATM machines (“Bankomats”), good and inexpensive restaurants, etc. will also be provided.

## **7. Local Staff Assistance**

- The Adventureland Safari LLC representative will meet the group at the Rome airport on arrival and any other time during the program, as requested by the Director of the Program. The representative will be available to instructors and participants throughout the program.

## **8. Safety / Crisis management plan**

- A 24-hour English speaking receptionist will be instructed to promptly report to the Adventureland Safari LLC representative as well as the Adventureland Safari LLC office any emergency or other situation requiring prompt attention and assistance.
- The Adventureland Safari escort will be available for help and assistance throughout the entire program.
- A list of local pharmacies and Medical Clinics with English-speaking doctors will be provided by Adventureland Safari LLC for students wishing to seek care for non-emergency medical problems.
- The Riverside Community College District Coordinator of the International Education Program will be promptly notified of any bona-fide emergency situation and will be informed about steps being taken to control it.

## **9. Entrance fees and sites of cultural interest**

- Adventureland Safari LLC will provide all entrance fees to museums and monuments

## **10. Meals**

- Daily breakfast.
- Welcome dinner on arrival in Puglia
- Farewell dinner in Florence
- Some other meals

## **11. Insurance for students and Faculty**

- Students/faculty who carry no insurance in the U S can, for a reasonable fee, buy extra coverage through Adventureland Safari, LLC

## 12. Contractor's Insurance and Registration.

- Adventureland Safari LLC holds foreign general liability and errors and omissions insurance policies to the amount of \$1,000,000 / 3,000,000.
- ADVENTURELAND SAFARI, LLC is registered with the California Seller of Travel Program, CST #2018845-10, and is a participant in the Travel Consumer Restitution Fund (TCRC). Registration as a Seller of Travel does not constitute approval by the State of California.

Passengers may request reimbursement from TCRC if they are owed a refund of more than \$50 for transportation or travel services which was not refunded in a timely manner by a Seller of Travel who was registered and participating in the TCRC at the time of the sale. The maximum amount that may be paid by the TCRC to any one passenger is the total amount paid on behalf of the passenger to the Seller of Travel, not to exceed \$15,000. A claim must be submitted to the TCRC within six months after the scheduled completion date of the travel. A claim must include sufficient information and documentation and a \$35 processing fee. Passenger must agree to waive his/her right to other civil remedies against a registered participating Seller of Travel for matters arising out of a sale for which the claim is filed with the TCRC, if claimant was located in California at the time of the sale. A claim form can be requested by writing to: Travel Consumer Restitution Corporation

P.O. Box 6001

Larkspur, CA 94977-6001 or by faxing a request to: (415) 927-7698

- Passengers purchasing travel outside of California are not covered by the California Travel Consumer Restitution Corporation.

## 13. Cost of program:

**THE TOUR IS BASED ON A MINIMUM OF 25 PARTICIPANTS**

**COST: \$3,390 per person, which includes:**

- All accommodations in mostly 4-star hotels
- Basic air fare Los Angeles – Rome and Rome-Los Angeles
- All breakfasts
- Some meals
- Guided wine, olive oil and food tasting - Local cheese tasting
- Portage at airports and hotels
- All land transportation by comfortable-air condition motorcoach – mineral water available in motorcoach at all times
- Professional, licensed, local English-speaking guides at main sites, as per itinerary
- Entrance fees to museums and churches as per itinerary
- Full-time Adventureland escort services

**Single supplement: \$680**

**Not included in above cost:**

- Airport taxes / fuel surcharges on international flights
- Meals not listed above
- Items of a personal nature (laundry, telephone, minibar, etc.)

## 14. Payment schedule and procedures

<b>1<sup>st</sup> payment</b> of \$500 (non-refundable deposit)	due upon application
<b>2<sup>nd</sup> payment</b> of \$900	due February 28, 2011
<b>Balance</b> of payment	due May 8, 2011

Checks are made payable to Adventureland Safari LLC.

First payment should be sent to RCCD

Adventureland Safari LLC will be responsible for collecting the balance.

VISA and MASTERCARD payments are accepted with a 4% processing fee

There will be a \$25 per person service fee for any final payment received after the due date, and a \$25 fee for each bounced check.

## 15. Cancellations

### **Cancellation charges are as follows:**

On or before March 10, 2011: \$950 (including the non-refundable \$500 deposit)

Between March 11 and May 10, 2011: \$1,200 (including the non-refundable \$500 deposit)

On and after May 11, 2011: no refund

*Notification of withdrawal from the program must be made in writing, with proof of mailing, to ADVENTURELAND SAFARI LLC 10738 Riverside Drive, Suite D, North Hollywood, CA 91602. Refunds will be calculated according to the post office date on the certificate of mailing.*

## 16. Subcontracting and responsibilities

- Adventureland Safari LLC will perform the services listed above, subcontracting with other entities (airlines, hotels, tour companies, etc.) as required. Adventureland Safari LLC is not responsible for airline delays of any kind, or for expenses or loss incurred as a result of such delays. In regard to transportation/travel, regardless of the type of vehicle, N/ISP acts for the passenger as agent only. Adventureland Safari LLC assumes no liability for accident, injury, damage, or loss in any transportation conveyance, or as a result of default by any person or company engaged in transporting the passenger.
- Adventureland Safari LLC will not be responsible for losses due to acts of negligence, replacement of lost items (such as passports, conveyance tickets, etc.), for items of a personal nature (such as use of mini-bar, personal telephone calls, faxes and e-mail, personal laundry) or for damages to furniture, etc.
- Adventureland Safari LLC – not Riverside Community College District – is responsible for all travel arrangements and any liability arising therefrom. The Riverside Community College District is NOT liable for any damages arising out of the services described herein, including, but not limited to any promises or representations, whether expressed or implied. Nothing contained herein shall be



construed to in any way bind Riverside Community College District, the Riverside Governing Board, any of its agents, employees, or representatives to any promises, obligations, covenants or duties, whether expressed or implied herein.

## **17. Indemnification**

“It is mutually agreed and understood that, during the term of this Agreement, RCCD shall indemnify and hold ADVENTURELAND SAFARI LLC and its officers, directors, agents, affiliates and employees, harmless from all claims, actions and judgments, including attorney fees, costs and interest and related expenses for losses, liability, damages and costs and expenses of any kind in any way caused by, related to, or arising out of the acts or omissions of the RCC, the instructors, employees and students, arising out of, under, pursuant to or in connection with this Agreement.

*It is mutually agreed and understood that, during the term of this Agreement, ADVENTURELAND SAFARI LLC shall indemnify and hold RCC, its Board of Trustees, officers, employees and students harmless from all claims, actions and judgments, including attorney fees, costs and interest and related expenses for losses, liability, damages and costs and expenses of any kind in any way caused by, related to, or arising out of the acts or omissions of ADVENTURELAND SAFARI LLC, its officers and employees, arising out of, under, pursuant to or in connection with this Agreement.”*

## **18. Release and hold harmless agreement**

Riverside Community College District (RCCD) will provide academic instruction for the Summer study abroad program, Italy 2011. Adventureland/Safari LLC will provide housing accommodations and travel arrangements in Italy.

1. This Addendum is attached to and modifies the contract between Adventureland/Safari LLC and RCCD for the Summer 2011 study abroad program to Italy for the period of June 22 – July 6, 2011.

2. Adventureland/Safari LLC shall indemnify and hold RCCD, its Trustees, officers, agents, employees and independent contractors, free and harmless from any liability whatsoever, based or asserted upon any acts or omission of Adventureland/Safari, its agents, employees, subcontractors and independent contractors, for property damage, bodily injury, or death or any other element of damage of any kind or nature, including violations of the Americans with Disability Act, the California Fair Housing and Employment Act, Section 504 of the Rehabilitation Act of 1973, and Title VII of the Civil Rights Act of 1964, relating to or in anywise connected with or arising from the performance of the services contemplated hereunder, and Adventureland/Safari LLC shall defend, at its expense, including without limitation, attorney fees, RCCD, its officers, agents, employees and independent contractors, in any legal actions based upon such alleged acts or omissions. The obligations to indemnify and hold RCCD free and harmless herein shall survive until any and all claims, actions and causes of action with respect to any and all such alleged acts or omissions are fully and finally barred by the applicable statute of limitations.

3. Adventureland/Safari LLC shall procure and maintain comprehensive general liability insurance coverage covering such international operations contemplated by this contract that shall protect RCCD from any claims for damages for personal injury, including, but not limited to, accidental or wrongful death, as well as from claims for property damage, which may arise from Adventureland/Safari LLC activities as well as RCCD's activities under this contract. Such insurance shall name RCCD as additionally insured with respect to this agreement and the obligations of RCCD hereunder. Adventureland / Safari LLC will provide evidence of such insurance to RCCD.

For Adventureland / Safari LLC

Signature: [Handwritten Signature]

Date: Nov. 1 / 2010

Title: owner

For the Riverside Community College District

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

James Buysse  
Vice Chancellor, Administration and Finance

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
TEACHING AND LEARNING COMMITTEE

Report No.: III-B-2

Date: December 14, 2010

Subject: Riverside Community College District Mission Statement

Background: On September 16, 2008, the Board of Trustees approved a new mission statement for the District. It was reaffirmed on October 20, 2009.

The District Strategic Planning Committee reviews the statement annually. On October 29, 2010, following a survey and sub-committee recommendations, the District Strategic Planning Committee voted to recommend the Mission Statement be amended to read as follows:

“Riverside Community College District is dedicated to supporting the missions of our colleges, to the success of our students, and to the development and enhancement of the communities we serve.

To advance this commitment, the District will provide leadership, advocacy, resource development, planning and services.”

Recommended Action: It is recommended that the Board of Trustees amend the District Mission Statement.

Gregory W. Gray  
Chancellor

Prepared by: Ray Maghroori  
Vice Chancellor, Educational Services

Kristina Kauffman  
Associate Vice Chancellor, Institutional Effectiveness

Mission Statement  
Riverside Community College District

Riverside Community College District is dedicated to ~~the success~~ **supporting the missions** of our ~~students- colleges,~~ **and** to the ~~development success of the-our communities- students,~~ **and to the development and enhancement** of the communities we serve.

To advance this ~~mission commitment,~~ **our colleges and learning centers the District will** provide ~~educational and student services to meet the needs and expectations of their unique communities of learners.~~ To support this mission, District Offices provide our ~~colleges with central services and leadership, in the areas of~~ advocacy, resource development, ~~and~~ **planning and services.”**

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
TEACHING AND LEARNING COMMITTEE

Report No.: III-B-3

Date: December 14, 2010

Subject: USDA Research Sub Award Agreement

Background: Presented for the Board's review and consideration is a sub award agreement between Riverside Community College District and the Regents of the University of California for the Building Bridges Across Riverside Through Nano-Water Research Project.

Riverside Community College (RCC) and the University of California, Riverside (UCR), both Hispanic Serving Institutions, will collaborate to (1) provide RCC students experiential learning opportunities in applied nanotechnology research occurring at UCR; and (2) to motivate and facilitate RCC student transfer to a four-year institution in USDA-related fields. This project will provide RCC students an experiential learning opportunity in nanotechnology research, with direct water quality applications. The RCC students will have informal mentoring from a full-time USDA researcher at the USDA Salinity Lab (Riverside, CA).

This program will contribute toward the USDA goal of producing a highly diverse and educated agricultural and environmental workforce. These benefits will be assessed through formative and summative assessment strategies developed by our assessment team

The term of sub award is August 1, 2010 through July 31, 2010.

Awarding Agency: UCR/USDA

Recommended Action: It is recommended that the Board of Trustees ratify the sub award agreement for this collaborative project with UCR from August 1, 2010 through July 31, 2013, in the amount of \$97,941.00, and authorize the Vice Chancellor, Administration and Finance, to sign the research sub award agreement.

Gregory W. Gray  
Chancellor

Prepared by: Tom Harris  
Acting President, Riverside City College

Patrick Schwerdtfeger  
Vice President, Academic Affairs, Riverside City College

Virginia McKee-Leone  
Dean of Instruction, Riverside City College

June 2009 FDP

# Research Subaward Agreement

Institution/Organization ("Prime Recipient") Name: <u>Regents of the University of California Riverside</u>		Institution/Organization ("Subrecipient") Name: <u>Riverside Community College</u>	
Prime Award No.: <u>2010-38422-21220</u>	Subaward No.: <u>S-000440</u>	CFDA #: <u>10.223</u>	
Awarding Agency: <u>USDA</u>	Amount Funded This Action: <u>\$97,941.00</u>	Est. Total (if incrementally funded): <u>\$97,941.00</u>	

Subaward Period of Performance: Budget Period: From: <u>08/01/2010</u> To: <u>07/31/2013</u>		Estimated Project Period (if incrementally funded): From: <u>08/01/2010</u> To: <u>07/31/2013</u>	
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Project Title:  
Building Bridges Across Riverside through Nano-Water Research

Reporting Requirements (Check here if applicable:  See Attachment 4)  ARRA Funds (Attachment 4A)

### Terms & Conditions

- 1) Prime Recipient hereby awards a cost reimbursable subaward, as described above, to Subrecipient. The statement of work and budget for this subaward are (check one):  As specified in Subrecipient's proposal dated \_\_\_\_\_; or  as shown in Attachment 5. In its performance of the subaward work, Subrecipient shall be an independent entity and not an employee or agent of Prime Recipient.
- 2) Prime Recipient Shall reimburse Subrecipient not more often than monthly for allowable costs. All invoices shall be submitted using Subrecipient's standard invoice, but at a minimum shall include current and cumulative costs (including cost sharing), subaward number, and certification as to truth and accuracy of invoice. *Invoices that do not reference Prime Recipient's Subaward Number shall be returned to Subrecipient.* Invoices and questions concerning invoice receipt or payments should be directed to the appropriate party's Financial Contact as shown in Attachments 3A & 3B.
- 3) A final statement of cumulative costs incurred, including cost sharing, marked "FINAL" must be submitted to Prime Recipient's Financial Contact, as shown in Attachments 3A and 3B, NOT LATER THAN sixty (60) days after subaward end date. The final statement of costs shall constitute Subrecipient's final financial report.
- 4) All payments shall be considered provisional and subject to adjustment within the total estimated cost in the event such adjustment is necessary as a result of an adverse audit finding against the Subrecipient.
- 5) Matters concerning the technical performance of this subaward should be directed to the appropriate party's Principal Investigator, as shown in Attachments 3A and 3B. Technical reports are required as shown above, "Reporting Requirements".
- 6) Matters concerning the request or negotiation of any changes in the terms, conditions, or amounts cited in this subaward agreement, and any changes requiring prior approval, should be directed to the appropriate party's Administrative Contact, as shown in Attachments 3A & 3B. Any such changes made to this subaward agreement require the written approval of each party's Authorized Official as shown in Attachments 3A & 3B.
- 7) Each party shall be responsible for its negligent acts or omissions and the negligent acts or omissions of its employees, officers, or director's, to the extent allowed by law.
- 8) Either party may terminate this subaward with thirty days written notice to the appropriate party's Administrative Contact as shown in Attachments 3A & 3B. Prime Recipient shall pay Subrecipient for termination costs as allowable under OMB Circular A-21 or A-122 or 45 CFR Part 74 Appendix E, "Principles for Determining Costs Applicable to Research and Development under Grants and Contracts with Hospitals" as applicable.
- 9) No-cost extensions require the approval of the Prime Recipient. Any requests for a no-cost extension should be addressed to and received by the Administrative Contact, as shown in Attachments 3A & 3B, not less than thirty (30) days prior to the desired effective date of the requested change.
- 10) The Subaward is subject to the terms and conditions of the Prime Award and other special terms and conditions, as identified in Attachment 2.
- 11) By signing below Subrecipient makes the certifications and assurances shown in Attachments 1 and 2. Subrecipient also assures that it will comply with applicable statutory and regulatory requirements specified in the Research Terms & Conditions Appendix C found at <http://www.nsf.gov/bfa/dias/policy/rtc/appc.pdf>.

By an Authorized Official of Prime Recipient    Date	By an Authorized Official of Subrecipient   <u>Jim Buysse</u> Date
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Vice Chancellor, Administration & Finance

## Attachment 1 Research Subaward Agreement Certifications and Assurances

By signing the Subaward Agreement, the authorized official of Subrecipient certifies, to the best of his/her knowledge and belief that:

### Certification Regarding Lobbying

1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the Subrecipient, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or intending to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the Subrecipient shall complete and submit Standard Form -LLL, "Disclosure Form to Report Lobbying", to the Prime Recipient.

3) The Subrecipient shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Debarment, Suspension, and Other Responsibility Matters

Subrecipient certifies by signing this Subaward Agreement that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from participation in this transaction by any federal department or agency.

### OMB Circular A-133 Assurance

Subrecipient assures Prime Recipient that it complies with A-133 and that it will notify Prime Recipient of completion of required audits and of any adverse findings which impact this subaward.

**Attachment 2**  
**Research Subaward Agreement**  
**Prime Award Terms and Conditions**  
USDA

**Agency-Specific Certifications/Assurances**

1. By signing this Research Subaward Agreement Subrecipient makes the certifications and assurances specified in the Research Terms and Conditions Appendix C found at <http://www.nsf.gov/bfa/dias/policy/rtc/appc.pdf>

**General terms and conditions:**

1. The restrictions on the expenditure of federal funds in appropriations acts are applicable to this subaward to the extent those restrictions are pertinent.
2. 7 CFR Part 3015, 3017, 3018 and 3019.
3. Research Terms and Conditions found at < <http://www.nsf.gov/bfa/dias/policy/rtc/terms.pdf> > and Agency Specific Requirements found at [http://www.nsf.gov/pubs/policydocs/rtc/csrees\\_708.pdf](http://www.nsf.gov/pubs/policydocs/rtc/csrees_708.pdf), except for the following:
  - a. The right to initiate an automatic one-time extension of the end date provided by Article 25 (c)(2) is replaced by the need to obtain prior written approval from the Prime Recipient;
  - b. The payment mechanism described in Article 22 and the financial reporting requirements in Article 52 of the Research Terms and Conditions and Article 10 of the Agency-Specific Requirements are replaced with Terms and Conditions (1) through (4) of this agreement; and
  - c. Any prior approvals are to be sought from the Prime Recipient and not the Federal Awarding Agency.
4. Title to equipment costing \$5,000 or more that is purchased or fabricated with research funds or Subrecipient cost sharing funds, as direct costs of the project or program, shall unconditionally vest in the Subrecipient upon acquisition without further obligation to the Federal Awarding Agency subject to the conditions specified in Article 34(a) of the Research Terms and Conditions.

**Special terms and conditions:**

1. Copyrights

Subrecipient grants to Prime Recipient an irrevocable, royalty-free, non-transferable, non-exclusive right and license to use, reproduce, make derivative works, display, and perform publicly any copyrights or copyrighted material (including any computer software and its documentation and/or databases) first developed and delivered under this Subaward Agreement solely for the purpose of and only to the extent required to meet Prime Recipient's obligations to the Federal Government under its Prime Award.

2. Data Rights

Subrecipient grants to Prime Recipient the right to use data created in the performance of this Subaward Agreement solely for the purpose of and only to the extent required to meet Prime Recipient's obligations to the Federal Government under its Prime Award.

3. Automatic Carry Forward:     Yes  No.



**United States Department of Agriculture  
 National Institute of Food and Agriculture  
 AWARD FACE SHEET**

<b>1. Award No.</b> 2010-38422-21220		<b>Amendment No.</b>		<b>2. Proposal Number</b> 2010-02025		<b>3. Period of Performance</b> 08/01/2010 through 07/31/2013		<b>4. Type of Instrument</b> Grant	
<b>5. Type of Action</b> New		<b>6. CFDA Number</b> 10.223		<b>7. CAN</b>		<b>8. MO</b>		<b>9. Method of Payment</b> ASAP 38422212203842210023	
								<b>10. CRIS Number</b> 0222744	
<b>11. Authority:</b> 7 U.S.C. 3241, Sec. 1455 of Nat'l Agri., Res., Ext., and Teaching Pol. Act of 1977, as amended, Hispanic Serving Institutions Education Grants Program									
<b>12. Agency (Name and Address)</b> Awards Management Branch National Institute of Food and Agriculture/USDA Washington, DC 20250-2271					<b>13. Awardee Organization</b> The Regents of the University of California Riverside, CA 925210425				
<b>14. Program Point of Contact:</b> Irma A. Lawrence Telephone: 202-720-2082 ilawrence@nifa.usda.gov					<b>Administrative Point of Contact:</b> Adam Anderson Telephone: 202-401-4185 acanderson@nifa.usda.gov				
<b>15. Project Director/Performing Organization</b> Sharon Walker The Regents of the University of California Riverside, CA 925210425									
<b>16. Funding:</b>					<b>17. Funds Chargeable</b>				
		<u>Federal</u>		<u>Non-Federal</u>		<u>FY - FDC</u>		<u>Amount</u>	
<b>Previous Total</b>		\$0.00		\$0.00		<b>FY - FDC</b>		<b>Amount</b>	
+ or -		\$290,000.00		\$0.00		10-023-38422		\$290,000.00	
<b>Total</b>		\$290,000.00		\$0.00					
<b>Grand Total</b>		\$290,000.00							
<b>18. Title of Proposal</b> Building Bridges Across Riverside through Nano-Water Research									
<b>PROVISIONS</b>									
<b>This Award incorporates the following:</b>									
<ol style="list-style-type: none"> <li>Funds in the amount of \$290,000 are WITHHELD pending NIFA-ADO receipt and approval of the IRB approval for research on human subjects.</li> <li>The referenced proposal and any revision thereto - incorporated by reference</li> <li>Research Terms and Conditions (07/01/08) and NIFA Agency Specific Terms and Conditions (11/09) at <a href="http://www.nsf.gov/pubs/policydocs/rtc/agencyspecifics/nifa_1109.pdf">http://www.nsf.gov/pubs/policydocs/rtc/agencyspecifics/nifa_1109.pdf</a></li> <li>This institution is a signatory to the Federal Demonstration Partnership (FDP) Phase V Agreement which requires active institutional participation in new or ongoing FDP demonstrations and pilots.</li> <li>7 CFR Part 3015, 7 CFR Part 3017, 7 CFR Part 3018, and 7 CFR Part 3019, 7 CFR 3430 - incorporated by reference (<a href="http://www.nifa.usda.gov/business/awards/fedregulations.html">http://www.nifa.usda.gov/business/awards/fedregulations.html</a>)</li> <li>The Approved Award Budget</li> <li>CRIS Forms AD-416 and AD-417 - incorporated by reference</li> <li>The obligation of funds may be terminated without further cause unless the recipient commences the timely drawdown of funds; initial drawdown must be made within the first year of the project.</li> <li>Form AD-1048 or other NIFA approved format must be completed by the approved subawardee(s)/consultant(s) and returned to the recipient for retention in the official award file. It is not necessary to send a copy to NIFA. (<a href="http://www.csrees.usda.gov/funding/all_forms.html">http://www.csrees.usda.gov/funding/all_forms.html</a>)</li> <li>The organization's approved negotiated rate results in the lesser indirect cost dollars for this project (as detailed in the "Unallowable Costs" Article of the Terms and Conditions of this award) and is therefore the rate that must be used when charging indirect costs under this award.</li> </ol>									
<b>Co-Project Director(s):</b> Heather Smith (Riverside Community College)									
FOR THE UNITED STATES DEPARTMENT OF AGRICULTURE									
This award, subject to the provisions above, shall constitute an obligation of funds on behalf of the Government. Such obligation may be terminated without further cause unless the recipient commences the timely drawdown of funds; such drawdowns may not exceed one year from issuance date of the award.									
<b>Typed Name</b> Duane Alphs Authorized Departmental Officer					<b>Signature</b> DALPHS			<b>Date</b> 07/19/2010	

## RESEARCH & RELATED BUDGET - Cumulative Budget

Award Number: 2010-38422-21220

	Totals (\$)	Totals (\$)
<b>Section A, Senior/Key Person:</b>		<b>18,066.00</b>
<b>Section B, Other Personnel:</b>		<b>40,885.00</b>
Total Number Other Personnel:	3	
<b>Total Salary, Wages and Fringe Benefits (A+B):</b>		<b>58,951.00</b>
<b>Section C, Equipment:</b>		<b>0.00</b>
<b>Section D, Travel:</b>		<b>3,600.00</b>
1. Domestic:	3,600.00	
2. Foreign:	0.00	
<b>Section E, Participant / Trainee Support Costs:</b>		<b>73,447.00</b>
1. Tuition/Fees/Health Insurance:	0.00	
2. Stipends	73,447.00	
3. Travel:	0.00	
4. Subsistence:	0.00	
5. Other:	0.00	
6. Number of Participants/Trainees:	0	
<b>Section F, Other Direct Costs:</b>		<b>110,124.00</b>
1. Materials and Supplies:	12,183.00	
2. Publications Costs:	0.00	
3. Consultant Services:	0.00	
4. ADP/Computer Services:	0.00	
5. Subawards/Consortium/Contractual Costs:	97,941.00	
6. Equipment or Facility Rental/User Fees:	0.00	
7. Alterations and Renovations:	0.00	
8. Other1:	0.00	
9. Other2:	0.00	
10. Other3:	0.00	
<b>Section G, Direct Costs (A thru F):</b>		<b>246,122.00</b>
<b>Section H, Indirect Costs:</b>		<b>43,878.00</b>
<b>Section I, Total Direct and Indirect Costs (G + H):</b>		<b>290,000.00</b>
<b>Section J, Fee:</b>		<b>0.00</b>

Attachment 3A  
Research Subaward Agreement

Subaward Number:

S-000440

**Prime Recipient Contacts**

Institution/Organization ("Prime Recipient")

Name: Regents of the University of California, Riverside

Address: 200 University Office Building

City: Riverside

State: CA

ZipCode: 92521

Administrative Contact

Name: Tim LeFort

Address: 200 University Office Building

City: Riverside

State: CA

ZipCode: 92521

Telephone: 951-827-2717

Fax: 951-827-4087

Email: tlefort@ucr.edu

Principal Investigator

Name: Sharon Walker

Address: University of California Riverside

Bourns Hall B355

City: Riverside

State: CA

ZipCode: 92521

Telephone: 951-827-6094

Fax:

Email: sharon.walker@ucr.edu

Financial Contact

Name: Mark Carr

Address: Accounting Office 2

University of California Riverside

City: Riverside

State: CA

ZipCode: 92121

Telephone: 951-827-1948

Fax:

Email: mark.carr@ucr.edu

Authorized Official

Name: Tim LeFort

Address: 200 University Office Building

City: Riverside

State: CA

ZipCode: 92521

Telephone: 951-827-2717

Fax: 951-827-4087

Email: tlefort@ucr.edu

Attachment 3B  
Research Subaward Agreement

Subaward Number:  
S-000440

**Subrecipient Contacts**

Institution/Organization ("Subrecipient")

Name: Riverside Community College District/Riverside City College

Address: 4800 Magnolia Avenue

City: Riverside

State: CA

ZipCode + 4: 92506

EIN No.: 33-0831357

Institution Type: Public/State Controlled Inst. of Higher Education

Reg. in CCR?  Yes  No

Performance Site Same Address as Above?

DUNS No.:

Congressional District:

Congressional District:

Yes  No If No, complete Sect. C of Attachment 4A

110250284

CA 44

Administrative Contact

Name: Patrick Schwerdtfeger

Address: 4800 Magnolia Avenue

City: Riverside

State: CA

ZipCode: 92506

Telephone: (951)222-8493

Fax: (951)328-3768

Email: pat.schwerdtfeger@rcc.edu

Principal Investigator

Name: Heather Smith

Address: 4800 Magnolia Avenue

City: Riverside

State: CA

ZipCode: 92506

Telephone: (951)222-8359

Fax: (951)222-8116

Email: heather.smith@rcc.edu

Financial Contact

Name: Jim Buysse

Address: 4800 Magnolia Avenue

City: Riverside

State: CA

ZipCode: 92506

Telephone: (951)222-8047

Fax: (951)222-8893

Email: jim.buysse@rcc.edu

Authorized Official

Name: Tom Harris

Address: 4800 Magnolia Avenue

City: Riverside

State: CA

ZipCode: 92506

Telephone: (951)222-8155

Fax: (951)222-8136

Email: tom.harris@rcc.edu

**Attachment 4**  
**Research Subaward Agreement**  
**Reporting Requirements**

1. Interim Progress Reports due as requested to Prime Recipient's Principal Investigator. A Final Technical Performance Report shall be submitted within 30 days of the end date stated in the Period of Performance.
2. Final Property Report shall be submitted within 60 days of the end date stated in the Period of Performance.
3. Subject Invention Final Report due within 60 days of the end date stated in the Period of Performance.

**Attachment 5**  
**Research Subaward Agreement**  
**Scope of Work and Budget**

**Riverside Community College**  
**Building Bridges Across Riverside through Nano-Water Research**  
**Statement of Work**

Within the overall scope of the project as proposed, Riverside Community College will perform the following tasks and activities:

I. Recruitment of RCC Students: A series of informational seminars will be hosted on the RCC campus. These information seminars will be heavily advertised on the campuses using flyers, mass e-mails, campus newspapers, and student science-related clubs on each campus. At the information seminars, the PDs will introduce the program including the research background, application process, selection process, and the requirements for application. At the conclusion of the information seminar, students will be provided an information/application packet.

II. RCC will verify that student applicants meet the minimum requirements for the program: completion of Biology 11 and/or Biology 12 with the corresponding Chemistry prerequisites or Microbiology 1 with a grade of C or better. Each applicant will be required to write an essay of his or her goals in the sciences and why this program is important for his or her success. Two letters of recommendations from previous science instructors will also be required. After an initial screening, the PDs will interview finalists. Two students will be selected each year.

III. Ongoing Outreach and Retention Efforts with RCC Students: After the summer research experience the two RCC students will be offered the opportunity to continue their research work at UCR up to 10 hours per week during the following academic year. The students will also have further opportunities to meet with Scott Bradford and other staff at the USDA Salinity Lab.

IV. The RCC students will participate in the annual Southern California Conference on Undergraduate Research (SCCUR) and present their work with oral or poster presentations. The conference expenses have been accounted for in the budget. We have also budgeted to send students to an annual meeting such as the Minorities in Agricultural Natural Resources and Related Sciences (MANRRS). Smith will also meet with the RCC students on a bi-weekly basis during the academic year to track their continuing progress in courses and with research. This additional mentoring will ensure the students are doing well in their classes and have proper advice on courses and application materials necessary for transferring.

V. Academic encouragement: Through ongoing programs at RCC, academic achievement and involvement will be encouraged through the following mechanisms:

- RCC will continue the *Building Bridges Across Riverside Seminar Series*, which introduces students to opportunities in science and engineering through UCR faculty lectures.
- Smith (RCC) and Walker (UCR) will make themselves available for regular mentoring appointments with the RCC participants. Notably, Smith will meet bi-weekly with the students throughout the year to ensure academic success, a critical, time-intensive element of the retention effort.

- RCC will cooperate with UCR to attract RCC to UCR for a special annual event titled “NanoTech Day.” The day will involve bringing RCC students from all district campuses to UCR on a weekend afternoon for an exciting day of hands-on activities, talks, and opportunities to interact with faculty, students, and importantly, college staff members in charge of facilitating and advising the transfer process.
- RCC will continue to provide mentoring support for the newly formed Women in Science and Engineering (WISE) and Society of Hispanic Professional Engineers (SHPE) chapters at RCC. Smith is faculty advisor to WISE and is faculty co-advisor to RCC’s SHPE chapter. Funds are to be used to bring in outside speakers or to host workshops on important professional skills.

VI. The project will support the Supplemental Instructor (SI) program at RCC. Faculty who teach courses in agricultural related disciplines (biology, chemistry, physics, and CS/tech) at RCC can request a student SI leader for their classes. The SI leaders attend class and hold sessions outside of class, serving not as tutors but rather facilitators of interactive learning activities to reinforce class content. Smith will supervise SI leaders in producing educational activities linked to the theme of the grant. These materials will be distributed to RCC faculty and be made into a document that can be posted online for distribution at the *Bridges* website. These materials will also be distributed and presented to other PDs at the annual meeting, as well as at other relevant professional meetings (further description in section 7, below). More on the SI program is found in the Supplemental Materials submitted with this proposal.



## Budget Narrative

### A. Salary and Wages

The proposal requests one month salary for the Co-PD for years 1-3. Salary escalation of 2% per year is assumed for the Co-PD.

The budget includes a summer stipend (\$500 per week for 8 weeks) for two RCC students per year and sufficient funds to pay a salary for research conducted during the academic term (\$8/hr for 10 hr per week). The budget also includes three months of summer salary and one quarter term worth of benefits for a UCR PhD student who will be directly supervising and participating in the research project. Additionally, funds have been allocated for a UCR undergraduate student to work on the project during the summer and academic year (\$8/hr).

The budget includes funding for SI Tutors (15 hours a week x 35 weeks @ \$12.50 hour) \$5250 each year. The SI Tutors will be hired to work with undergraduate students in historically challenging transfer courses required for a degree in engineering/computer science, math, biology, and/or chemistry.

### B. Fringe Benefits

Riverside City College charges for benefits as a direct cost. For budgeting purposes, we assume 11.310% benefit rate for Co-PD which can include STRS, SUI, WC and Medicare, also 1 month of Co-PD H&W has been included. For students 3.060% for benefits as a direct cost can include WC, SUI and Medicare.

### D. Non-Expendable Equipment

Not applicable.

### E. Materials and Supplies

We are allocating \$600 per year to cover books for 2 RCC students.

### F. Travel

An amount of \$2000 per year has been budgeted for travel. The amount of \$2000 per year will cover the cost of 2 RCC students to attend local, regional, and national professional meetings to present their research.

## USDA 3 Year Proposal

	Salary Base	Grant Year 1	Grant Year 2	Grant Year 3	Total
<b>Riverside City College Budget</b>					
Co-PD Heather Smith 1month salary each year of annual salary \$101,836 with a 2% cola in years 2 and 3		\$10,184	\$10,388	\$10,596	\$31,168

SI Tutors 15 hours a week x 35 weeks @ \$10 hour		\$5,250	\$5,250	\$5,250	\$15,750
salary/scholarships for summer students (500/week for 8 weeks x 2 students)		\$8,000	\$8,000	\$8,000	\$24,000
Benefits Co-PD Heather Smith - 11.310% STRS, Medicare, WC, SUI H&W 1 months of \$20,020.82 annually		\$3,154	\$3,277	\$3,405	\$9,836
Benefits SI Mentors - Medicare, SUI, WC 3.060%		\$161	\$161	\$161	\$483
\$300 per year for books for 2 RCC students		\$600	\$600	\$600	\$1,800
Funds for Student travel		\$2,000	\$2,000	\$2,000	\$6,000
<b>Sub Total</b>		<b>\$29,349</b>	<b>\$29,676</b>	<b>\$30,012</b>	<b>\$89,037</b>
<b>Total All Direct Costs</b>		<b>\$29,349</b>	<b>\$29,676</b>	<b>\$30,012</b>	<b>\$89,037</b>
<b>Indirect @ 10% of 3 year subtotal</b>		<b>\$2,968</b>	<b>\$2,968</b>	<b>\$2,968</b>	<b>\$8,904</b>
<b>Total</b>		<b>\$32,317</b>	<b>\$32,644</b>	<b>\$32,980</b>	<b>\$97,941</b>

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
RESOURCES COMMITTEE

Report No.: III-C-1

Date: December 14, 2010

Subject: Development of District Design Standards – Agreement with HMC Architects

Background: Staff would like to establish design and construction consistency, operational efficiency and maintainability within the District's capital facilities. Currently there are no District Design Standards which are intended to serve as a tool for District and College administrators, design professionals, construction managers, planners, and other consultants hired for capital improvement projects.

District Design Standards will clarify direction and streamline project execution. The Design Standards will also provide for uniformity in the Colleges' building systems in order to facilitate stocking of repair parts and supplies, allowing the timely response to maintenance problems; effect reliable, cost-effective building systems that will reduce maintenance costs at reasonable levels, and interruptions to the College's academic operations; reinforce compliance with District goals, applicable laws, codes and regulations.

Due to HMC Architects' extensive work in developing College/District standards with 4-year institutions such as California State Polytechnic University Pomona, and their familiarity with our three-College District, staff interviewed and recommends HMC Architects for the task of developing our District Design Standards. Staff therefore requests approval of an agreement with HMC Architects in the amount of \$150,000 to develop Design Standards for the Riverside Community College District. The scope of work would consist of collection of preferred design standards, products, manufacturers and systems; Consultant and District analysis and evaluation of current preferred standards; recommendations for revised and additional standards; and documentation. Agreement is attached for the Board's reviews and consideration.

To be funded by District Measure C Funds (Resource 4160).

Recommended Action: It is recommended that the Board of Trustees approve the agreement with HMC Architects in an amount not to exceed \$150,000 using District Measure C Funds for development of District Design Standards; and authorize the Vice Chancellor of Administration and Finance to sign the agreement.

Gregory W. Gray  
Chancellor

Prepared by: Orin L. Williams  
Associate Vice Chancellor  
Facilities Planning, Design and Construction

AGREEMENT BETWEEN  
RIVERSIDE COMMUNITY COLLEGE DISTRICT

And

HMC ARCHITECTS

THIS AGREEMENT is made and entered into on the 15<sup>th</sup> day of December, 2010, by and between HMC ARCHITECTS hereinafter referred to as "Consultant" and RIVERSIDE COMMUNITY COLLEGE DISTRICT, hereinafter referred to as the "District."

The parties hereto mutually agree as follows:

1. Scope of services: Reference Exhibit I, attached.
2. The services outlined in Paragraph 1 will primarily be conducted at Consultant's office(s), and on site at the Riverside Community College District.
3. The services rendered by the Consultant are subject to review by the Associate Vice Chancellor of Facilities Planning, Design and Construction or his designee.
4. The term of this agreement shall be from December 15, 2010, to the estimated completion date of December 31, 2011, with the provision that the Vice Chancellor of Administration and Finance or his designee may extend the date without a formal amendment to this agreement with the consent of the Consultant.
5. Payment in consideration of this agreement shall not exceed \$150,000 including reimbursable expenses. Invoice for services will be submitted every month for the portion of services completed on a percentage basis. Payments will be made as authorized by the Associate Vice Chancellor of Facilities Planning, Design and Construction, and delivered by U.S. Mail. The final payment shall not be paid until all of the services, specified in Paragraph 1, have been satisfactorily completed, as determined by Associate Vice Chancellor of Facilities Planning, Design and Construction.
6. All data prepared by Consultant hereunder specific only to this project, such as plans, drawings, tracings, quantities, specifications, proposals, sketches, magnetic media, computer software or other programming, diagrams, and calculations shall become the property of District upon completion of the Services and Scope of Work described in this Agreement, except that the Consultant shall have the right to retain copies of all such data for Consultant records. District shall not be limited in any way in its use of such data at any time provided that any such use which is not within the purposes intended by this Agreement shall be at District's

sole risk, and provided further, that Consultant shall be indemnified and defended against any damages resulting from such use. In the event the Consultant, following the termination of this Agreement, desires to use any such data, Consultant shall make the request in writing through the office of the Associate Vice Chancellor of Facilities Planning, Design and Construction, who will obtain approval from the Board of Trustees before releasing the information requested.

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

10. Consultant shall procure and maintain comprehensive general liability insurance coverage that shall protect District from claims for damages for personal injury, including, but not limited to, accidental or wrongful death, as well as from claims for property damage, which may arise from Consultant's activities as well as District's activities under this contract. Such insurance shall name District as an additional insured with respect to this agreement and the obligations of District hereunder. Such insurance shall provide for limits of not less than \$1,000,000.
11. District may terminate this Agreement for convenience at any time upon written notice to Consultant, in which case District will pay Consultant in full for all services performed and all expenses incurred under this Agreement up to and including the effective date of termination. In ascertaining the services actually rendered to the date of termination, consideration will be given to both completed Work and Work in progress, whether delivered to District or in the possession of the Consultant, and to authorize Reimbursable Expenses. No other compensation will be payable for anticipated profit on unperformed services.
12. Consultant shall not discriminate against any person in the provision of services or employment of persons on the basis of race, religion, sex or gender, disability, medical condition, marital status, age or sexual orientation. Consultant understands that harassment of any student or employee of District with regard to religion, sex or gender, disability, medical condition, marital status, age or sexual orientation is strictly prohibited.
13. Consultant is an independent contractor and no employer-employee relationship exists between Consultant and District.
14. Neither this Agreement, nor any duties or obligations under this Agreement may be assigned by either party without the prior written consent of the other party.
15. The parties acknowledge that no representations, inducements, promises, or agreements, orally or otherwise, have been made by anyone acting on behalf of either party, which is not stated herein. Any other agreement or statement of promises, not contained in this Agreement, shall not be valid or binding. Any modification of this Agreement will be effective only if it is in writing and signed by the party to be charged.
16. This Agreement will be governed by and construed in accordance with the laws of the State of California.

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

HMC Architects

Riverside Community College District

---

Chris R. Taylor, AIA  
Executive Vice President  
3546 Concourse Street  
Ontario, CA 91764

---

James L. Buysse  
Vice Chancellor  
Administration and Finance

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

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

## Exhibit I

### Scope of Services

- A. Scope of Work: Consists of four (4) steps which, in turn, provide a logical sequence for developing a collective understanding of the District's Standards.

The four (4) steps include:

1. Collection of preferred design standards, products, manufacturers and systems.
2. District analysis and evaluation of current preferred standards.
3. Recommendations for revised and additional standards.
4. Documentation

The tasks associated with each step of the work plan are outlined in the following summary:

1. Collection of preferred design standards, products, manufacturer and systems
  - District meeting (#1) to discuss current standards/preferences
  - Review any standards and specifications developed for current buildings
  - Visit sites and meet with key personnel
  - Develop draft list of preferred design standards for District
  - Team Meeting #1
    - ✓ Review process and timeline
    - ✓ Review draft table of contents
    - ✓ Review draft list of preferred standards
    - ✓ Identify key standards that are unique to each College
2. District and College analysis and evaluation of current preferred standards
  - Key consultant meeting to discuss standard systems and specifications
  - Analyze existing architecture
  - Analyze existing interior spaces at each College related to desired District space standards
  - Review Sustainability Implementation Plan for each College and analyze in relation to current standards
  - Team Meeting #2
    - ✓ Review updated draft table of contents
    - ✓ Review and validate architectural and sustainability analysis
    - ✓ Review updated draft list of preferred standards
3. Recommendations for revised and additional standards
  - Coordinate document format with District
  - Develop sections for standards, building design and space standards
  - Prepare draft Standards
  - Team Meeting #3
    - ✓ Review first draft document
    - ✓ Discuss necessary revisions and additions to standards needed to address sustainability or clarify District intent
4. Solution Development and Documentation
  - Incorporate revisions into document
  - Coordinate with consultants and integrate consultant information into Standards
  - Develop remaining sections
  - Prepare full draft document for review and comment
  - Team Meeting #4



- ✓ Review draft Standards document
  - District reviews of draft document
  - Incorporate modifications resulting from District reviews of document
  - Final document preparation
- B. Deliverables: The following deliverables are included as part of the proposed scope of work:
  - Ten (10) bound hardcopies in color
  - Electronic pdf file
- C. District Responsibilities: For an efficient and successful process, it is our understanding that the District will provide the following:

Information:

  - Construction documents and project manuals for recently constructed buildings or buildings under construction at each site
  - College standards data previously developed for each location

Planning Process:

  - Identification of college liaison person for scheduling and coordinating of meetings between HMC Architects, the College and the District

Consultants:

  - It is our understanding that the District will hire all necessary consultants, including, but not necessarily limited to Civil, Landscape, Structural, MEP, Signage and Accessibility
- D. Schedule: HMC Architects propose to partner with you to develop an agreed upon timeline for completing the Scope of Services as described above.
- E. Compensation:

HMC Architects will provide services outlined above for a Fixed Fee of One Hundred, Thirty-Five Thousand Dollars (\$135,000).

The scope of work and related fee excludes the work of all sub-consultants. It is HMC Architects understanding that any and all sub-consultants involved in the development of the standards will be hired directly by the District. If the District prefers that HMC Architects hire the consultants, HMC would work with District staff to select the consultants that have a successful history with the District and have experience in developing standards.

F. Reimbursable Expenses:

Reimbursable costs related to Owner requested printing, plotting, and other Owner authorized expenses are in addition to compensation for the services described above. These expenses shall be billed by the Architect to the Owner at one and ten one hundredths (1.10) times the expense incurred by the Architect. Reimbursable expenses are in the amount of Fifteen Thousand Dollars (\$15,000).

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
RESOURCES COMMITTEE

Report No.: III-C-2

Date: December 14, 2010

Subject: Market Street Properties – Culinary Arts Academy and District Office Building

Background: On June 15, 2010 the Board of Trustees approved the Culinary Arts Academy and District Office Building project located at the corner of Market Street and University Avenue in downtown Riverside. Also approved was a tentative project budget in the amount of \$23,043,996 using both District and Riverside City College Measure C funds.

As plans move forward the need to complete the environmental analysis and Environmental Impact Report for the Market Street Properties is required; therefore, staff requests approval of an agreement with LSA Associates, Inc. in the amount of \$64,750. Services will focus on completion of the California Environmental Quality Act requirements related to cultural resources, land use, air quality, noise, and greenhouse gas emissions. It should be noted that of the total fee, approximately \$4,700 are reimbursable expenses, and \$11,000 are identified for additional project management services. Attached is the agreement for the Board's review and consideration.

To be funded by project budget, District Measure C Funds (Resource 4160).

Recommended Action: It is recommended that the Board of Trustees approve the agreement with LSA Associates, Inc. in an amount not to exceed \$64,750 for the Market Street Properties – Culinary Arts Academy and District Office Building using the approved project budget, District And Riverside City College Measure C funds; and authorize the Vice Chancellor of Administration and Finance to sign the agreement.

Gregory W. Gray  
Chancellor

Prepared by: Orin L. Williams  
Associate Vice Chancellor  
Facilities Planning, Design and Construction

AGREEMENT BETWEEN  
RIVERSIDE COMMUNITY COLLEGE DISTRICT

And

LSA ASSOCIATES, INC.

THIS AGREEMENT is made and entered into on the 15<sup>th</sup> day of December, 2010, by and between LSA ASSOCIATES, INC. hereinafter referred to as "Consultant" and RIVERSIDE COMMUNITY COLLEGE DISTRICT, hereinafter referred to as the "District."

The parties hereto mutually agree as follows:

1. Scope of services: Reference Exhibit I, attached.
2. The services outlined in Paragraph 1 will primarily be conducted at Consultant's office(s), and on site at Riverside Community College District's, Market Street Properties in downtown Riverside.
3. The services rendered by the Consultant are subject to review by the Associate Vice Chancellor of Facilities Planning, Design and Construction or his designee.
4. The term of this agreement shall be from December 15, 2010, to the estimated completion date of June 30, 2011, with the provision that the Vice Chancellor of Administration and Finance or his designee may extend the date without a formal amendment to this agreement with the consent of the Consultant.
5. Payment in consideration of this agreement shall not exceed \$64,750 including reimbursable expenses. Invoice for services will be submitted every month for the portion of services completed on a percentage basis. Payments will be made as authorized by the Associate Vice Chancellor of Facilities Planning, Design and Construction, and delivered by U.S. Mail. The final payment shall not be paid until all of the services, specified in Paragraph 1, have been satisfactorily completed, as determined by Associate Vice Chancellor of Facilities Planning, Design and Construction.
6. All data prepared by Consultant hereunder specific only to this project, such as plans, drawings, tracings, quantities, specifications, proposals, sketches, magnetic media, computer software or other programming, diagrams, and calculations shall become the property of District upon completion of the Services and Scope of Work described in this Agreement, except that the Consultant shall have the right to retain copies of all such data for Consultant records. District shall not be limited in any way in its use of such data at any time provided that any such use which is not within the purposes intended by this Agreement shall be at District's

sole risk, and provided further, that Consultant shall be indemnified and defended against any damages resulting from such use. In the event the Consultant, following the termination of this Agreement, desires to use any such data, Consultant shall make the request in writing through the office of the Associate Vice Chancellor of Facilities Planning, Design and Construction, who will obtain approval from the Board of Trustees before releasing the information requested.

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

10. Consultant shall procure and maintain comprehensive general liability insurance coverage that shall protect District from claims for damages for personal injury, including, but not limited to, accidental or wrongful death, as well as from claims for property damage, which may arise from Consultant's activities as well as District's activities under this contract. Such insurance shall name District as an additional insured with respect to this agreement and the obligations of District hereunder. Such insurance shall provide for limits of not less than \$1,000,000.
11. District may terminate this Agreement for convenience at any time upon written notice to Consultant, in which case District will pay Consultant in full for all services performed and all expenses incurred under this Agreement up to and including the effective date of termination. In ascertaining the services actually rendered to the date of termination, consideration will be given to both completed Work and Work in progress, whether delivered to District or in the possession of the Consultant, and to authorize Reimbursable Expenses. No other compensation will be payable for anticipated profit on unperformed services.
12. Consultant shall not discriminate against any person in the provision of services or employment of persons on the basis of race, religion, sex or gender, disability, medical condition, marital status, age or sexual orientation. Consultant understands that harassment of any student or employee of District with regard to religion, sex or gender, disability, medical condition, marital status, age or sexual orientation is strictly prohibited.
13. Consultant is an independent contractor and no employer-employee relationship exists between Consultant and District.
14. Neither this Agreement, nor any duties or obligations under this Agreement may be assigned by either party without the prior written consent of the other party.
15. The parties acknowledge that no representations, inducements, promises, or agreements, orally or otherwise, have been made by anyone acting on behalf of either party, which is not stated herein. Any other agreement or statement of promises, not contained in this Agreement, shall not be valid or binding. Any modification of this Agreement will be effective only if it is in writing and signed by the party to be charged.
16. This Agreement will be governed by and construed in accordance with the laws of the State of California.

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

LSA ASSOCIATES, INC.

Riverside Community College District

---

Robert H. McCann  
President  
20 Executive Park, Suite 200  
Irvine, CA 92614

---

James L. Buysse  
Vice Chancellor  
Administration and Finance

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

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

## Exhibit I

### SCOPE OF WORK

LSA Associates, Inc. (LSA) will prepare the EIR for the evaluation of potential environmental impacts associated with the demolition of existing buildings and the development of the proposed Culinary Arts Academy and District Office Building. The EIR will focus on cultural resources, land use, air quality, noise, and greenhouse gas emissions.

#### Task 1.0: Administrative Draft EIR

The Administrative Draft EIR will include a thorough assessment of the potential impacts that may result from the development and operation of the proposed project and will contain the information set forth in Article 9 of the State CEQA Guidelines.

The Administrative Draft EIR will include a summary of the issues cited in the Initial Study/Notice of Preparation that will have no impact, a less than significant impact, or a less than significant impact with mitigation. The determination of significance will be based on existing environmental documentation and/or other information provided by the City.

The proposed project is anticipated to result in potentially significant impacts in the following areas. Each of these issues will require further assessment in the EIR.

- Air Quality;
- Cultural Resources;
- Land Use and Planning;
- Noise; and
- Greenhouse Gas Emissions.

LSA will analyze the environmental consequences of the proposed project for these five topic areas. This analysis will consist of the following tasks:

- Evaluation and analysis of specific characteristics of the project site and the surrounding area as they affect and will be affected by the proposed project.
- Assessment of the direct and indirect short-term and long-term environmental impacts that will be created by the proposed project based on established thresholds of significance.
- Graphic depiction of environmental and planning factors and their relation to the project and its implementation.
- The EIR will include a discussion of implementable mitigation measures that can be monitored effectively during development and operations of the proposed project.
- Analysis of the level of significance of project impacts after the application of mitigation measures.
- Identification of potential alternatives to the proposed project. Up to three alternatives, in addition to the “No Project–No Build” alternative, will be evaluated. The scope of the alternatives will be developed in consultation with RCCD. The evaluation of alternatives will provide a comparative analysis of alternatives to the proposed project.
- Potential growth-inducing aspects of the project will be discussed.
- The following CEQA-mandated topics will be addressed:
  - Any significant irreversible environmental changes that would be involved in the proposed action should it be implemented;
  - Unavoidable adverse impacts;
  - Cumulative impacts of the proposed project; and

- Consistency of the proposed project with Regional Plans.

The Administrative Draft EIR will address specific areas of concern included in written responses to the NOP. These work efforts will be compiled into an Administrative Draft EIR, along with analysis of topical issues required by CEQA, an introduction, and project description. The EIR will further identify any impact that cannot be reduced to a less than significant level. The Administrative Draft EIR will be submitted to RCCD for review and will then be modified based on written comments received. The District's comments on the Administrative Draft EIR will be assembled into a single document, providing specific and non-contradictory written comments. LSA will revise the document as necessary to accommodate RCCD and the District's legal counsel comments. The cost estimate provides for one cycle of review by RCCD and the District's legal counsel of the Administrative Draft EIR. Additional cycles of review can be accommodated through an augment to this scope and budget.

As indicated previously, it is anticipated that the EIR will address the following issues:

- *Air Quality.* The air quality analysis in the EIR will be based on the technical air quality study prepared by LSA. There is the potential for short-term demolition and construction and long-term operational air quality impacts.
- *Greenhouse Gas Emissions.* The EIR will focus on an examination of typical practices, project characteristics, and design features that are consistent with current State of California greenhouse gas reduction measures resulting from AB 32.
- *Cultural Resources.* The cultural resources section in the EIR will be based on the Cultural Resources Assessment prepared by LSA (July 12, 2010). There is the potential for significant impacts to a historical resource with the implementation of the project and the related demolition of existing structures.
- *Land Use.* The land use section of the EIR will focus on potential conflict with an applicable land use plan adopted by the City of Riverside, a Responsible Agency for the proposed project under CEQA.
- *Noise.* The noise impact analysis in the EIR will be based on the technical study prepared by LSA dated October 2010. There is potential for noise impacts during the demolition/construction phase of the project.

*Output:* Prepare and distribute up to 3 ring-bound copies of the Administrative Draft EIR to RCCD for review.

#### Task 2.0: Draft EIR

Following review and modifications to the Administrative Draft EIR, a Draft EIR will be prepared and distributed to affected agencies and the public within two weeks of receiving a complete, specific, and non-contradictory set of comments from RCCD. LSA will utilize the most recent distribution list compiled and provided by RCCD. LSA will prepare the Notice of Completion (NOC) to accompany the required copies of the Draft EIR to the State Clearinghouse and will prepare a Notice of Availability (NOA) of the EIR for filing with the RCCD and the Riverside County Clerk. RCCD will be responsible for adequately satisfying all appropriate filing, noticing, and consultation requirements in the manner required under CEQA and/or other applicable regulations.

The technical appendices to the Draft EIR will be provided on disk (CD-ROM) in Adobe Acrobat Portable Document Format (PDF) along with the hard copies of the Draft EIR.

*Output:* LSA will prepare and distribute up to 75 copies of the Draft EIR, NOA, and technical appendices. Fifteen (15) of these copies will be submitted along with the NOC to the State Clearinghouse in electronic format for State Agency review. LSA will provide up to 10 copies (bound) and one unbound, reproducible copy of the Draft EIR to RCCD. Unless otherwise requested, the Draft EIR will be reproduced single-sided and spiral bound. Copies of the Draft EIR will be sent via overnight mail to the State Clearinghouse and via certified mail or overnight mail to all other recipients.

As permitted by CEQA and the Governor's Office of Planning and Research (OPR), the Draft EIR will be submitted electronically in PDF on CD-ROM with 15 hard copies of the executive summary. LSA will distribute 35 copies of the Draft EIR on CD-ROM (including the graphics and technical appendices) in PDF format.



### Task 3.0: Final EIR

The Final EIR will include an Executive Summary of the Draft EIR, the Draft EIR (as modified in response to comments received), letters of comments and responses regarding the Draft EIR, and the Mitigation Monitoring and Reporting Program.

Task 3.1: Response to Comments. At the close of the 45-day public review period on the Draft EIR, LSA will coordinate with RCCD staff to review all comments on the Draft EIR that were received, and to discuss potential responses to these comments.

LSA will then formulate responses to the comments on the Draft EIR received during the public review period. A maximum of 100 hours of professional staff time has been budgeted for responding to comments. If at the end of the 45-day review period it is clear that more than this amount of time will be required to respond to comments received, a budget augment may be necessary. Once draft responses to comments are completed, they will be submitted to RCCD staff for review and comment. The review comments will be incorporated into the Final EIR, which will be submitted to RCCD for use in public hearings before the Board. As required by State law, it will be necessary to distribute the response to comments directly to each commenting agency 10 days prior to the public hearing decision on the Final EIR.

*Output:* Prepare draft responses to all comments on the Draft EIR that were received during the public review period for incorporation in the Final EIR.

Task 3.2: Mitigation Monitoring and Reporting Program. Prior to the public hearing on the project and the Final EIR, LSA will prepare a Mitigation Monitoring and Reporting Program (MMRP) to assist RCCD in implementing the mitigation measures contained in the EIR. The MMRP will delineate the procedures for monitoring and complying with each mitigation measure, and identify the agency/position responsible for the monitoring and reporting of each measure and the schedule for implementation.

*Output:* A Mitigation Monitoring and Reporting Program to be incorporated into the Final EIR to ensure the implementation of EIR mitigation measures, meeting applicable CEQA and RCCD requirements.

Task 3.3: Administrative Final EIR. LSA will prepare an Administrative Final EIR that includes the Draft EIR, Responses to Comments, and the Mitigation Monitoring and Reporting Program for RCCD review and comment. To facilitate review of the Final EIR, revisions made subsequent to the public review of the document will be depicted utilizing underline/strikeout text. The Administrative Final EIR will be submitted to client and RCCD for review and comment.

*Output:* Up to 3 bound copies of the Administrative Final EIR for RCCD review and comment.

Task 3.4: Final EIR. The Administrative Final EIR will be revised per RCCD staff comments and compiled into a Final EIR prior to public hearings on the project and EIR.

*Output:* LSA will prepare and distribute up to 25 copies of the Final EIR to the RCCD. Additionally, RCCD will be provided one unbound, single-sided reproducible original and one electronic copy on CD-ROM in PDF format.

RCCD may elect to transmit the Final EIR electronically. In this case, LSA will distribute the appropriate numbers of the Final EIR on CD-ROM as PDF files.

### Task 4.0: Meetings

Task 4.1: Team/RCCD Meetings. LSA will attend up to three (3) meetings with RCCD staff and the development team during the course of the preparation and finalization of the EIR. Additional meetings can be attended on a time and materials basis consistent with LSA's attached Billing Rates.

Task 4.2: Public Hearings. LSA will attend two meetings total, one before the RCCD Board of Trustees Committee and one before the RCCD Board of Trustees related to approval of the proposed project and certification of the EIR.

As appropriate, LSA will make presentations, explaining the content, findings, and determinations of the EIR, and will respond to relevant comments raised during the Board Committee and Board of Trustees public hearings. Attendance at additional public meetings can be attended by LSA staff as required. The cost of attending any such meeting shall be determined the billing schedule in effect at the time of the meeting.

*Output:* Attendance at up to two public hearings before the RCCD Board of Trustees on the Final EIR.

Task 5.0: Project Certification

Upon adoption of the Final EIR, LSA will provide RCCD with the Notice of Determination (NOD) for submission to the County Clerk by RCCD. It should be noted that failure to file the NOD within five business days of project approval will substantially increase the period in which the project approval may be legally challenged.

*Output:* Preparation of the Notice of Determination.

Task 6.0: Project Administration

The work program is intended to ensure the smooth functioning of the EIR process for the project by maintaining open communications with RCCD and the development team. LSA will maintain a continuous liaison with RCCD and the development team by identifying and defining key issues as they arise, and coordinating a response to them acceptable to RCCD.

*Output:* Ongoing coordination between LSA, RCCD staff, and the development team to ensure the smooth functioning of the EIR program.

COST

LSA will accomplish these tasks on an hourly basis, consistent with the hourly billing rates and direct expenses.

EIR Cost Estimate

Based on the above scope of work, LSA will prepare the EIR at a cost of \$64,750. A breakdown of this cost per the tasks itemized previously is provided as follows:

Task		Cost
1.0	Administrative Draft EIR	\$20,000
	Reimbursables	\$200
		Subtotal \$20,200
2.0	Draft EIR	\$7,000
	Reimbursables	\$2,500
		Subtotal \$9,500
3.0	Final EIR	
	3.1 Response to Comments	\$5,000
	3.2 Mitigation Monitoring Plan	\$1,000
	3.3 Administrative Final EIR	\$5,000
	Reimbursables	\$150
3.4	Final EIR	\$3,500
	Reimbursables	\$1,500
4.0	Meetings	
	4.1 Team Meetings	\$5,000
		Reimbursables \$100
4.2	RCCD Board of Trustees Committee	\$1,200
	Reimbursables	mileage

Task	Cost
4.3 Board of Trustee Public Hearing Reimbursables	\$1,200 mileage Subtotal \$7,500
5.0 Project Certification-Notice of Determination	\$300 Subtotal \$300
6.0 Project Management Reimbursables	\$11,000 \$100 Subtotal \$11,100
Total Cost Estimate	\$64,750

Price includes reimbursables / mailing / printing / mileage / faxes

LSA will provide monthly billing for all time and material efforts associated with this proposed scope.

#### Cost Proposal Assumptions

The cost estimate is based on the assumptions listed below.

- The cost to prepare the EIR does not include activities outside the scope of services presented in our proposal.
- The cost proposal is based on hourly labor rates and material cost markups for LSA. Any agreed-upon out-of-scope costs and additional work will be based on the attached Schedule of Fees.
- Cost and schedule estimates are based on our best judgment of the requirements known at the time of the proposal and can be influenced favorably or adversely by RCCD needs and other circumstances. LSA will endeavor to perform the services and accomplish the objectives within the estimated costs and schedule; however, if the scope of work or schedule changes, LSA reserves the right to revise our scope of work and cost estimates accordingly.
- RCCD and project team will provide LSA with copies of relevant documentation relating to the physical or other conditions concerning the project site within five working days after the LSA received authorization to proceed. It is assumed that LSA can use and rely on the data and information contained in these documents. While LSA will review these documents to determine if they are adequate to use in an EIR, we will not be responsible for the content or accuracy of these studies.
- We assume one RCCD and RCCD legal counsel comment/LSA revision cycle for the Administrative Draft, Draft, and Final EIR. Additional rounds of review will require a change in scope and budget augment.
- LSA will provide copies of the Administrative DEIR, DEIR and Appendices, Administrative Final and Final EIR on CD-ROM in PDF and Microsoft Word format wherever possible to reduce printing and mailing costs for RCCD.
- LSA will mail the Draft EIR and Notice of Availability (NOA) and Final EIR including the Responses to Comments to the public.
- LSA will prepare the Notice of Determination (NOD). It is the responsibility of the Lead Agency (RCCD) to file the NOD and pay the applicable fees to the County of Riverside.
- The RCCD and project design team will provide detailed site plan maps. The maps will show topography and boundaries at a scale of 1:24,000 or better.

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
RESOURCES COMMITTEE

Report No.: III-C-3

Date: December 14, 2010

Subject: District-wide Utility Infrastructure Upgrade – Approval of Project and Budget

Background: On May 19, 2009, the Board of Trustees approved the planning for the first two phases of the District-wide Utility Infrastructure Upgrade project; an allocation of District Measure C funding of \$500,000; and an agreement with PSOMAS to provide scoping and planning services which is approximately 85 percent complete. A comprehensive Board presentation will be made to review the final planning study once it is completed. The District-wide Utility Infrastructure Upgrade project consists of upgrading and expanding the infrastructure of utility systems, replacing outdated systems, and adding utility capacity to accommodate growth. On August 17, 2010, the Board of Trustees approved the Measure C bond funding distribution of \$381.1 million. Allocated funds were approved for multiple projects including the Utility Infrastructure project in the amount of \$7 million.

Staff now requests approval of the District-wide Utility Infrastructure Upgrade and project budget using the allocated Measure C funds in the previously allocated amount of \$7,000,000. The approved project budget would fund development of construction contract documents for the remaining three (3) phases of the Utility Infrastructure Upgrade project; including master planning (current), schematic design and implementation. This approval now will allow funding for the preliminary master plan and for immediate use for small corrective projects which should be addressed urgently, prior to completion of the master plan and contract bid documents. The project's focus is to repair or expand existing electrical communications, mechanical and plumbing systems District-wide.

Project to be funded by the Centrally Controlled Allocated Funds, District Measure C funds (Resource 4160).

Recommended Action: It is recommended that the Board of Trustees approve the District-wide Utility Infrastructure Upgrade and the project budget in the amount of \$7,000,000, using the Centrally Controlled Allocated Funds, District Measure C funds.

Gregory W. Gray  
Chancellor

Prepared by: Orin L. Williams, Associate Vice Chancellor  
Facilities Planning, Design and Construction

Bart L. Doering, Capital Program Administrator  
Facilities Planning, Design and Construction

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
RESOURCES COMMITTEE

Report No.: III-C-4

Date: December 14, 2010

Subject: Cooperative Agreement with the Child Care Amenity Group, the National Pediatric Support Services, Inc. and Alvord Unified School District for Early Childhood Services at the Innovative Learning Center at Stokoe Elementary

Background: This Agreement represents the Facilities Use and Lease Agreement between the Child Care Amenity Group (CCAG), the National Pediatric Support Services, Inc. (NPSS), the Riverside Community College District (RCCD), and Alvord Unified School District (ALVORD.) NPSS and CCAG may be referred to as “CCAG/NPSS.” RCCD used a “Request For Proposal” process in collaboration with ALVORD to select this organization and announced their selection on December 21, 2009. CCAG/NPSS is a leader in child care consulting and management. The mission of CCAG/NPSS is “to create quality state-of-the-art services which meet the developmental needs of children and to provide new standards and models for the child care industry and children’s programs.” They offer programs and services for corporations and families with infants, toddlers, preschool and school age children. CCAG/NPSS will offer childcare services at the Innovative Learning Center at Stokoe Elementary to the Community, therein creating community partnerships. This will also create an opportunity for future teachers to observe high quality preschool education and services.

The term of this Agreement shall be for a period of 36 months, commencing on January 1, 2010 and ending on June 30, 2013. This agreement may be renewed for subsequent three (3) year terms upon written agreement. There is no cost to this agreement; rather, the revenue received from CCAG/NPSS will be approximately \$16,854 in FY2010-11 and up to \$74,376 in years two through three, depending upon classroom usage. Revenue received from this Facilities Use Agreement will be used to support Riverside City College’s Early Childhood Education program.

Recommended Action: It is recommended that the Board of Trustees approve the Facilities Use and Lease Agreement with CCAG/NPSS.

Gregory W. Gray  
Chancellor

Prepared by: Tom Harris  
Acting President, Riverside City College

Patrick Schwerdtfeger  
Vice President, Academic Affairs, Riverside City College

Marilyn Martinez-Flores  
Dean, Academic Support, Riverside City College

## FACILITIES USE AGREEMENT

This Facilities Use Agreement (“Agreement”), dated for reference purposes as of November 1, 2010, is made and entered into by and between the Child Care Amenity Group (“CCAG”), the National Pediatric Support Services, Inc. (“NPSS”), the Riverside Community College District (“RCCD”), and Alvord Unified School District (“ALVORD”). Throughout this document NPSS, CCAG, RCCD and ALVORD may be referred to individually as “Party” and collectively as “Parties.” NPSS and CCAG may be referred to as “CCAG/NPSS”.

### RECITALS

A. The Innovative Learning Center at the Phillip M. Stokoe Elementary School (“ILC”), which is located at 4501 Ambs Drive, Riverside, California, is a public educational facility, a portion of which is owned by ALVORD and a portion of which is owned by RCCD. ALVORD and RCCD have entered into that certain “Second Amended Agreement for Joint Use of Facilities” dated September 21, 2010 (“Joint Use Agreement”) to establish the terms and conditions for their joint use, operation and maintenance of the ILC, as well as for programs and services to be provided at the ILC by other public entities and third parties. The Joint Use Agreement serves as the guiding document with respect to the goals, relationships and programs, services and activities of ALVORD, RCCD and other public and non-public entities at the ILC.

B. A portion of the ILC was designed and constructed to be used for childcare purposes and in connection with RCCD’s Early Childhood Education programs (“Childcare Center”). The Childcare Center includes eight studio set classrooms, a teacher’s workroom, private restrooms within each classroom, and front office space consisting of a site supervisor office and reception area, as well as an adjacent play area and equipment thereon.

C. The Joint Use Agreement provides that ALVORD and RCCD may agree as to a third-party operator of the Childcare Center and as to the terms and conditions for such operation. CCAG/NPSS is a non-public provider of childcare-related programs and services, incorporated and registered to conduct business in the State of California (“State”) as entity number C1203260. ALVORD and RCCD intend that, as provided herein, CCAG/NPSS may use the Childcare Center, as depicted in the attached Exhibit “A” hereto, to operate an early childhood education and childcare program for children ages 6 weeks to 6 years to serve families that potentially feed into the Phillip M. Stokoe Elementary School. Thus, the purpose of this Agreement is to set forth the terms and conditions for operation of the Childcare Center by CCAG/NPSS.

D. CCAG is a 501(c)(3) non-profit corporation that is in formal partnership with the NPSS. Their partnership is such that CCAG provides the facilities, either through ownership or lease, as well as the ongoing operational support, to each licensed child care center. NPSS’ role in the partnership is to provide the staff and professional management of the child care programs

offered at each child care center.

## AGREEMENT

NOW, in consideration of the foregoing Recitals and the respective rights and obligations of the Parties set forth herein, the Parties hereby agree as follows:

### ARTICLE I

#### NPSS USE OF FACILITIES

- 1.1 Authorized Uses. Subject to all other provisions of this Agreement, CCAG/NPSS may use the spaces and areas at the ILC as described in this Article solely for purposes of operating and/or providing an early-childhood-education and childcare program for children ages 6 weeks to 6 years to serve families that potentially feed into the Phillip M. Stokoe Elementary School (the “Program”).
- 1.2 Permitted Users. For purposes of this Agreement, the authorization for CCAG/NPSS to use the spaces and areas described in this Article shall be deemed to permit the presence and uses of such spaces and areas by: (i) NPSS’s officers, administrators, teachers and volunteers (collectively, “NPSS Staff”); and (ii) NPSS’s students, parents or guardians of NPSS’s students, potential enrollees in the Program and their parents or guardians, and representatives of any governmental, accreditation or similar agency or entity whose presence at the ILC is necessary in connection with the Program (collectively, “NPSS Visitors”).
- 1.3 Administrative Areas: CCAG/NPSS shall be entitled to exclusive use for purposes of the Program of the staff space, children’s restroom, office and reception/lobby area described in Exhibit A hereto, which consists of a total of approximately 1520 square feet of space (“Administrative Areas”).
- 1.4 Childcare Classrooms. CCAG/NPSS shall be entitled to exclusive use for purposes of the Program of such number of classrooms in the Childcare Center (“Childcare Classrooms”), out of the total of eight (8) available, as determined by the ILC Coordinating Council (defined in the Joint Use Agreement) based on the requirements of the population to be served and subject to compliance with applicable requirements of the California Department of Social Services, Community Care Licensing Division.
- 1.5 Play Area. NPSS shall have first priority use, pursuant to state licensing requirements and solely for purposes of the Program, of the portion of the adjacent play area that is fenced-in and on which RCCD has installed play equipment (“Play Area”). Shared use of that or any other play area at the ILC shall be subject to coordination and scheduling through the ILC Coordinating Council to prevent conflicts with NPSS’s and ALVORD’s

programs and services.

- 1.6 Use and Parking of Vehicles. NPSS Staff and NPSS Visitors are subject to and must comply with all provisions of Article VIII of the Joint Use Agreement relating to use and parking of vehicles at the ILC. For purposes of such provisions, the use and parking of vehicles at the ILC by NPSS Staff and NPSS Visitors shall be deemed and construed to be use and parking by RCCD or for RCCD purposes. Upon request from RCCD, the ILC Coordinating Council shall designate up to five parking spaces at the ILC, not including any of the Reserved Daytime Spaces (defined in the Joint Use Agreement), to be used during Childcare Center operating hours exclusively for purposes of dropping off and picking up Childcare Center students.
- 1.7 Common Areas. NPSS shall have non-exclusive use of the common areas (defined in the Joint Use Agreement) as reasonably necessary for ingress and egress of NPSS Staff and NPSS Visitors in connection with the Program.
- 1.8 No Other Uses. NPSS may not at any time or for any purpose use any of the spaces or areas at the ILC other than: (i) those that NPSS is permitted pursuant to this Article to use (the "Premises"); and (ii) those that the ILC Coordinating Council authorizes NPSS to use.

## ARTICLE II

### PROGRAM REQUIREMENTS

- 2.1 Licensing. NPSS, at its cost and expense, shall be solely responsible for obtaining and maintaining at all times while this Agreement is in effect any and all licenses and other approvals required by the State to operate the Program in the Childcare Center, and for compliance with any and all federal, State and other governmental requirements applicable to the Program.
- 2.2 Curriculum. NPSS shall be responsible for providing a comprehensive curriculum plan that integrates California Preschool Learning Foundations and a transitional program for students in Pre-K to Kindergarten curriculum within local elementary schools; specifically transitional programs tailored to the Kindergarten programs at the Phillip M. Stokoe Elementary School. The curriculum plan is subject to approval by RCCD and the ILC Coordinating Council.
- 2.3 Teacher Requirements. All Childcare Center teachers must complete a minimum of 12 units equivalent to the Associate Teacher level of the State Child Development permit. There must be a staff development plan in place for professional growth and staff must



maintain some form of individualized developmental profiles for children served so that assessment based lesson planning is modeled for RCCD college students.

- 2.4 Observation. NPSS will allow RCCD employees and its students of Early Childhood Education and Teacher Preparation programs, and/or other future identified partners to observe and film, for educational purposes, NPSS Staff and students. Observation shall be conducted in the observation corridors of the Childcare Center except for those students, pursuant to program curriculum, who are serving internships. Those students will be observing in the Childcare Center classrooms and will have been fingerprinted and/or had background checks done prior to entering the classrooms, pursuant to curriculum requirements and the Joint Use Agreement. NPSS is solely responsible for informing and notifying families of such purposes and obtaining parental consent for said observation and filming. Hours during which such observation and filming is to occur are subject to change upon agreement between RCCD and NPSS.
- 2.5 Hours of Operation. NPSS hours of operation during which it makes childcare services available pursuant to the Program will be based on the needs of the clientele it serves, and NPSS must provide written notice to the other two Parties as far in advance as reasonably possible prior to any change in operating hours. Notwithstanding the foregoing or anything else, NPSS must offer the Program services each day, not including any Saturdays or Sundays, that the Phillip M. Stokoe Elementary School is open and conducting elementary-school classes, between the hours of 7:30 a.m. and 4:30 p.m., or as otherwise determined by the ILC Coordinating Council.
- 2.6 Services for Low-Income Families. So that the Program's services, to the extent possible, can be made available to low-income families, parents and guardians, NPSS shall make reasonable attempts to secure federal and State funds for such purposes. In no event shall ALVORD be subject to or bound by any requirement of, related to, or arising from any federal or State grant or other funding unless and until the requirement has been disclosed to ALVORD in writing and ALVORD has consented to be bound by or subject to such requirement, which consent ALVORD may grant, deny or condition in its reasonable discretion.
- 2.7 ILC Coordinating Council. NPSS and the Program shall be subject to the decisions and recommendations of ILC Coordinating Council regarding services, programs or activities that are conducted, offered or sponsored at the ILC, and NPSS must otherwise comply with the requirements of Article IV of the Joint Use Agreement. Subject to Section 10.3 herein, the RCCD-appointed members on the ILC Coordinating Council shall represent NPSS's interests.
- 2.8 Consistency with ILC Mission. Consistent with Section 1.4 of the Joint Use Agreement, although NPSS is not a public entity, NPSS must not suffer or permit any of the services,

programs, or activities that it offers at the ILC to conflict or interfere with the educational mission and purposes of the ILC.

### ARTICLE III

#### TERM OF AGREEMENT

- 3.1 Initial Term. The initial term of this Agreement shall be a period of 30 months, commencing on January 1, 2010, and ending on June 30, 2013, unless sooner terminated as provided for in this Agreement.
- 3.2 Extensions. The initial term may be extended or renewed for one or more additional terms, as agreed by the Parties in writing.

### ARTICLE IV

#### CCAG PAYMENTS FOR USE OF FACILITIES

- 4.1 Payment Amounts and Timing.
- 4.1.1 Administrative Areas. The amount payable by CCAG to RCCD for use of the Administrative Areas shall be \$.50 per square foot, for a total of \$760.00 per month. CCAG's obligation to make payments pursuant to this Subsection shall commence on January 1, 2011.
- 4.1.2 Childcare Classrooms. The amount payable by CCAG to RCCD for each Childcare Classroom that it uses in accordance with Section 1.4 herein shall be \$335.00 per month. CCAG shall be responsible for paying such amount only for the Childcare Classrooms that it so uses. CCAG's obligation to make payments pursuant to this Subsection shall commence on the first day of the month following licensure (for example - if licensure is received during the month of November, then payment begins on December 1).
- 4.1.3 Utilities, Maintenance and Custodial. The amount payable by CCAG, to RCCD on account of utilities (i.e., water, gas and electricity), maintenance and custodial services consumed or provided in connection with the Program shall be a total of \$2,758.00 per month, based on maximum capacity. This total monthly amount reflects the following associated monthly costs: \$1,986 for custodial; \$57 for custodial supplies and \$715 for utilities. Maximum capacity is based on percentage of total square footage at the ILC (excluding Play Area) utilized by NPSS, when NPSS is operating at full capacity. CCAG's monthly payment hereunder will begin immediately upon occupancy and be pro-rated based on the percentage of square footage they actually occupy until they reach maximum

capacity, or six (6) months after receipt of licensure, whichever comes earlier, at which time the full amount of \$2,758 will be due each month. The total amount may increase or decrease annually, to reflect actual costs of such services. RCCD shall provide CCAG/NPSS with 30-day advance written notice of any such cost adjustments.

- 4.2 Billing. Each month, RCCD shall invoice CCAG for amounts due and all payments will be due within thirty (30) days of receipt of invoice. RCCD will charge 2% interest on all past due invoices.
- 4.3 Affect on RCCD Payment Obligations. Nothing in this Agreement shall be deemed or construed to limit, condition or otherwise modify RCCD's obligations to pay or reimburse ALVORD for M&O Costs and/or other costs in accordance with the Joint Use Agreement.

## ARTICLE V

### STANDARDS OF BEHAVIOR

- 5.1 Reasonable Care. CCAG/NPSS must use reasonable care to ensure that, in connection with the Program or NPSS's use of the facilities at the ILC, no item is brought onto or kept in, at, on or around the Childcare Center or other portions of the ILC, and nothing is done in, at, on or around the Childcare Center or other portions of the ILC, that will in any way increase or adversely affect the existing rate or coverage of fire or other insurance covering any portion of the ILC, whether such insurance is maintained by RCCD, ALVORD, or any other party.
- 5.2 Compliance with Laws. NPSS must not engage in, suffer or permit any use of the Childcare Center or other portions of the ILC, or operate the Program in any manner, that violates or otherwise is inconsistent with any applicable provisions of the California Education Code or other federal, State or local law or other governmental requirements, including, without limitation, any requirements for licensing and requirements imposed in connection with governmental approvals for operation of the Program.
- 5.3 Controlled Substances. Neither smoking, nor possession or consumption of alcoholic beverages or other controlled substances (not including prescription medicines), is allowed on or at the ILC.
- 5.4 Applicable Standards, Policies and Directives. In addition to any other requirements of this Agreement relating to standards of behavior and decorum at the ILC, NPSS Staff and NPSS Visitors shall be subject to and must comply with all requirements of Article V of the Joint Use Agreement.

## ARTICLE VI

### SAFETY AND SECURITY

- 6.1 Fingerprinting and Background Checks. Notwithstanding anything to the contrary, NPSS shall be subject to and must comply with the provisions of Subsections (c), (d) and (e) of Section 6.2 of the Joint Use Agreement with respect to any and all of the NPSS Staff.
- 6.2 Additional Requirements. NPSS shall also be subject to and must comply with all requirements of: (i) Sections 6.1, 6.5, and 6.6 of the Joint Use Agreement; and (ii) Article VII of the Joint Use Agreement, not including Sections 7.8 or 7.10.
- 6.3 Identification Badges. Notwithstanding anything to the contrary in Article VII of the Joint Use Agreement, each and every member of the NPSS Staff must wear an identification badge issued by RCCD. Such badges will initially be issued free of charge, but a fee of \$25.00 will be charged for replacement of each lost or stolen badge.
- 6.4 Visitor Sign-In and Identification. For purposes of NPSS compliance with the requirements of Subsection (a) of Section 7.9 of the Joint Use Agreement for NPSS to require that its visitors sign-in and wear (and return) identification badges, ALVORD shall make visitor sign-in sheets and identification badges available at the entrance to the Childcare Center as depicted on Exhibit A hereto.
- 6.5 Campus Security. Security services and/or assistance will be available as provided in Section 6.7 of the Joint Use Agreement. In addition, RCCD will provide a Community Service Officer during the hours of RCCD operation, who will monitor the area occupied by NPSS, while on the premises. However, nothing, whether in this Agreement, the Joint Use Agreement or elsewhere, shall be deemed or construed to constitute a guarantee of the safety or security of any person or property.

## ARTICLE VII

### REAL AND PERSONAL PROPERTY

- 7.1 Furniture and Equipment. CCAG/NPSS shall be responsible for supplying any and all furniture, materials, supplies and other personal property necessary or convenient for NPSS to operate the Program, including, without limitation, any and all student desks and chairs, teacher/administrator desks and chairs, changing stations, tables, office

equipment, curriculum supplies, and any movable playground equipment such as tricycles, toys, etc. Sand boxes will not be allowed on or at the ILC.

- 7.2 IT Infrastructure. The cabling infrastructure for internet and telephone access is provided in the Childcare Center. CCAG/NPSS shall be responsible for providing its own telephones, telephone service, and computer system.
- 7.3 Ownership of Real Property. Notwithstanding anything to the contrary, ALVORD has and shall at all times retain its fee estate in the Childcare Center, Play Area, and other portions of the ILC that ALVORD owns (“ALVORD Property”), and nothing in this Agreement shall be deemed or construed to result in CCAG/NPSS having any lease-hold or other estate or interest in the ALVORD Property.
- 7.4 Inspection of Premises. Regardless of whether CCAG/NPSS has exclusive use of any portion of the Childcare Center, Play Area or other space or area at the ILC, ALVORD and/or RCCD and/or their contractors and consultants shall have the right at any and all times to inspect any or all of the ILC. Such inspections shall be conducted so as to not unreasonably disturb or interfere with NPSS’s services, programs or activities in connection with the Program. As provided in Article VII of the Joint Use Agreement, CCAG/NPSS may not change any locks or keys for the spaces and areas at the ILC, but, if it does, ALVORD and/or RCCD may enter any such space or area by any convenient means. To the extent any damage results from any such entry, ALVORD shall repair the damage as provided in the Joint Use Agreement and CCAG/NPSS shall reimburse ALVORD for all costs of such repairs.
- 7.5 Modifications to Real Property. Under no circumstances may CCAG/NPSS demolish, remove, modify, repair, replace or add improvements to the Childcare Center or other portions of the ILC without the express written consent of ALVORD and RCCD, which ALVORD and RCCD in their sole discretion may grant, deny or condition. The foregoing shall be construed to require ALVORD’s and RCCD’s consent for attachment of any equipment or other thing, regardless of whether intended to be a fixture, to any wall, floor, ceiling, cabinet, fixture or other surface or element of any building or other improvement, using any bolts, screws, lag-screws, nails, adhesives or other method of attachment that may cause any damage, hole, or mark either initially or upon removal of the equipment or other thing. Any and all such work approved must be performed in accordance with all applicable laws, codes, ordinances and other governmental requirements. This Section shall be deemed and construed to apply to any work necessary to install a clothes washer and/or dryer in the Childcare Center.
- 7.6 Fixtures. In the event CCAG/NPSS desires to attach any fixture to any of the real property at the ILC, ALVORD may condition its consent pursuant to Section 5.1 herein on its approval of the means and method of attaching such thing and its affect, if any, on the structural integrity of the real property. If ALVORD reasonably determines that any

adverse affect on structural integrity is possible, NPSS must provide plans and/or specifications for the attachment, stamped and signed by a qualified and licensed architect or engineer, sufficient to ensure continued structural integrity of the real property. Such architect or engineer either must certify that approval of the attachment by the California Department of General Services, Division of State Architect (“DSA”) is not required, or must obtain any necessary DSA approval.

- 7.7 Liens and Other Encumbrances. CCAG/NPSS may not, under any circumstances: (i) encumber ALVORD’s fee estate in the ALVORD Property, including, without limitation, by means of any mortgage, deed of trust, or any other device or instrument; (ii) attempt to, sell, assign, sublease, lease, or otherwise transfer, dispose of or convey any portion of or interest in the ALVORD Property; (iii) suffer or permit to be filed or enforced against any portion of the ALVORD Property any statutory lien for labor or materials (including without limitation any mechanics’ or materialmen’s lien); or (iv) suffer or permit any claim for damages arising from or out of their use of, or activities on, the ALVORD Property. CCAG/NPSS must pay or cause to be paid on a timely basis all bills or claims which could give rise to any such statutory lien or claim for damages. If any such statutory or other lien is filed or asserted against any portion of the ALVORD Property, CCAG/NPSS shall cause the same to be fully discharged, by payment, bonding or otherwise, within fifteen days of such filing or assertion, and upon any failure to do so, ALVORD shall have the right to do so, by payment, bonding or otherwise. CCAG/NPSS shall be responsible for reimbursing to ALVORD all costs and expenses that it incurs in connection with obtaining any such release or discharge, including but not limited to attorneys’ fees and expenses. The failure by ALVORD to post or record any notice of non-responsibility or other notice shall not in any manner adversely affect or negate CCAG/NPSS’s obligations pursuant to this Section or any rights that ALVORD may have in regard thereto.
- 7.8 Hazardous Materials. CCAG/NPSS, acting for itself or through any contractor, consultant or other person, shall not under any circumstances: (i) bring any Hazardous Materials onto any portion of the ILC; or (ii) spill, release or otherwise discharge any Hazardous Materials in, on, under or in the vicinity of the ILC. For purposes of the foregoing, “Hazardous Materials” means any hazardous, explosive, radioactive or toxic substance, material or waste that is regulated by any local governmental authority, the State, or the United States, including, without limitation, any material or substance that is regulated, defined or listed as: (i) a “hazardous waste,” “extremely hazardous waste,” “restricted hazardous waste,” “hazardous substance,” “hazardous material,” “pollutant” or “contaminant” under any law, rule, regulation, ordinance or court or administrative ruling, notice, order or decision; (ii) a petroleum or a petroleum derivative; (iii) a flammable explosive; (iv) a radioactive material; (v) a polychlorinated biphenyl; or (vi) asbestos, an asbestos derivative or an asbestos containing material. So long as the same are used in accordance with all applicable laws and regulations, the presence on or at the ILC of gasoline, diesel fuel, and common vehicle lubricants and other fluids in the

enclosed tanks, hydraulic systems, or other manufactured items (e.g., lead-acid battery) integral to passenger vehicles driven onto and/or parked at the ILC shall not constitute a violation of the foregoing prohibition.

- 7.9 Surrender of Premises. Upon the expiration or termination of this Agreement, CCAG/NPSS shall quit and surrender the Childcare Center, Play Area and other portions of the ILC that it is authorized to use pursuant to this Agreement, and at such time those premises must be in a condition at least as good as existed on the date CCAG/NPSS first entered in and upon the ILC property pursuant to this Agreement, less ordinary wear and tear.

## ARTICLE VIII

### MAINTENANCE AND REPAIR

- 8.1 Maintenance of Childcare Center. ALVORD shall be responsible for maintaining the Childcare Center, including, without limitation, providing custodial services, as provided in the Joint Use Agreement. The Parties acknowledge that good building-maintenance practices may require that ALVORD operate heating, ventilation and air-conditioning in Childcare Classrooms not then being used for purposes of the Program. Custodial services shall include, without limitation, providing paper towels, toilet paper, soap, cleaning supplies and equipment, *et cetera*, for the Childcare Center. ALVORD shall provide custodial services and otherwise maintain the Childcare Center as provided in the Joint Use Agreement. To the extent ALVORD consents to providing custodial or other services for the Childcare Center that are in excess of what ALVORD normally would provide, RCCD must reimburse ALVORD for the full costs of such excess services, as provided in the Joint Use Agreement. RCCD or CCAG/NPSS may contract, either by force account or with an outside vendor, for custodial services in excess of what ALVORD provides only upon ALVORD's advance written consent, which consent ALVORD in its reasonable discretion may grant, deny or condition, including, without limitation, imposing conditions for bonding and/or fingerprinting and criminal-history background checks.
- 8.2 Repair of Childcare Center. ALVORD shall be responsible for repairing any and all damage to the Childcare Center, Play Area and other portions of the ILC, regardless of the cause of the damage, as provided in the Joint Use Agreement. NPSS must immediately notify RCCD and ALVORD of any and all damage to the Childcare Center, Play Area, or other portions of the ILC, of which NPSS becomes aware.
- 8.3 NPSS Personal Property. CCAG/NPSS, at its cost and expense, shall be responsible for maintaining and repairing any and all computers, copiers, printers, facsimile machines and other non-building systems equipment and other personal property that CCAG/NPSS

owns, leases or otherwise has provided for use at the Childcare Center, Play Area or other portions of the ILC, regardless of the cause of any damage.

- 8.4 Responsibility for Repair Costs. CCAG/NPSS shall be responsible for the costs to repair any and all damages to any of the facilities, fixtures, equipment or grounds at the ILC caused by or resulting from any act of any NPSS Staff or NPSS Visitor, or any other person who is present at the ILC as a result or consequence of any service, program or activity conducted, offered or sponsored by NPSS. CCAG/NPSS shall be solely responsible for any damage arising from the installation and/or use in the Childcare Center of a clothes washer and/or dryer. If damage occurs to an item or thing during any period when the item or thing was controlled by NPSS, or was being used by or for purposes of NPSS, there shall be a rebuttable presumption that the use resulted in the damage and that NPSS is responsible for the cost to repair the item or thing. In the event any damage to the facilities, fixtures, equipment or grounds at the ILC is the result of any cause other than the foregoing, including without limitation, any natural cause (e.g., storm, wildfire, earthquake, etc.), or if the Parties reasonably are unable to determine the cause of any damage, CCAG/NPSS shall be responsible for the cost incurred in repairing the damage. Except in the event of an emergency or when immediate repairs are necessary to prevent additional damage to property or injury to any person, the Parties shall confer and agree as to the cause of any damage and estimated cost to repair such damage prior to undertaking any repairs.

## ARTICLE IX

### INSURANCE COVERAGE

- 9.1 Applicable Requirements. Notwithstanding that Article XII of the Joint Use Agreement by its terms applies to ALVORD and RCCD, CCAG/NPSS shall, except as provided in this Article IX, be subject to and must comply with all requirements of Article XII of the Joint Use Agreement.
- 9.2 Minimum Coverage Limits. The Liability Policy (defined in the Joint Use Agreement) maintained by CCAG/NPSS must have coverage limits of not less than one million dollars per occurrence and three million dollars aggregate. The Vehicle Policy (defined in the Joint Use Agreement) maintained by CCAG/NPSS must have coverage limits of not less than five-hundred thousand dollars per occurrence and one million dollars aggregate.



- 9.3 Other Requirements. CCAG/NPSS may not maintain the insurance required by this Article IX through self-insurance or through a joint-powers insurance cooperative. Any and all deductibles or self-insured retentions applicable to the Liability Policy or the Vehicle Policy must be reasonable and are subject to approval in advance by ALVORD and RCCD, but in no event may any deductible or retention amount exceed two and one-half percent of the applicable per-occurrence coverage limit. CCAG/NPSS must have all required insurance in effect, and must provide Certificates of Insurance (defined in the Joint Use Agreement) to ALVORD and RCCD, prior to entering in or on the ILC for any purposes of this Agreement. CCAG/NPSS must maintain the required insurance in effect at all times that this Agreement remains in effect.
- 9.4 Failure to Maintain Insurance. Any failure by CCAG/NPSS to obtain and maintain, in full accordance with this Article IX, the insurance coverage that CCAG/NPSS is required to obtain and maintain pursuant to this Article IX shall be deemed a material breach by NPSS of its obligations pursuant to this Agreement.
- 9.5 Insurance Not a Limitation on Liability. Neither the insurance coverage to be maintained by CCAG/NPSS in accordance with this Article IX, nor any proceeds thereof, shall be deemed or construed to limit CCAG/NPSS's liability or responsibility pursuant to this Agreement, in connection with the Program, or otherwise.

## ARTICLE X

### INDEMNIFICATION AND DEFENSE

- 10.1 General Indemnification Requirements. Except as provided in this Article X, each Party, with respect to any and all claims, demands, actions, governmental proceedings, judgments, damages, costs, expenses (including, without limitation, attorneys' fees and expenses), and other liabilities of any nature arising from any act(s) or omission(s) of such Party in connection with this Agreement, shall indemnify, defend, and hold-harmless the other Parties and, as applicable, their respective governing boards, governing board members, officers, employees and agents, and each of them, as provided in Article XI of the Joint Use Agreement. For purposes of this Article X, and notwithstanding that Article XI of the Joint Use Agreement by its terms applies only to ALVORD and RCCD, the provisions of Article XI of the Joint Use Agreement shall be construed to apply to and require compliance by CCAG/NPSS with its provisions.
- 10.2 Requirements Applicable to Observation of Students and Others.

10.2.1 Indemnification of RCCD, CCAG and NPSS. Notwithstanding Section 10.1 herein or anything else that may be construed to the contrary, CCAG, NPSS and RCCD (as “Indemnitor”) each shall indemnify, defend and hold-harmless the other (as “Indemnitee”) and, as applicable, its governing board, governing board members, officers, employees and agents, and each of them, from and against, any and all claims, demands, actions, governmental proceedings, judgments, damages, costs, expenses (including, without limitation, attorneys’ fees and expenses), and other liabilities of any nature arising from any negligence or willful misconduct of the Indemnitor or, as applicable, its governing board, governing board members, officers, employees or agents in connection with the observation, filming, or photographing of any student or other person as described in Section 2.4 herein, including, without limitation: (i) any failure to obtain consent, informed consent or complete consent for any such activities; (ii) any release or failure to adequately secure or protect any film, photographs or other depictions or records relating to or arising from such activities; and (iii) any misuse or other adverse consequences of any such depictions or records. However, to the extent the negligence and/or willful misconduct of both CCAG, NPSS and RCCD, or those for whom they are responsible pursuant to this Section, contribute to any such liability, then CCAG, NPSS and RCCD shall be responsible and liable on a comparative basis.

10.2.2 Indemnification of ALVORD. Notwithstanding Section 10.1 herein or anything else that may be construed to the contrary, CCAG, NPSS and RCCD, on a joint and several basis, shall be solely responsible for, and shall indemnify, defend and hold-harmless ALVORD and its governing board, governing board members, officers, employees and agents (each an “ALVORD Agent”), and each of them, from and against, any and all claims, demands, actions, governmental proceedings, judgments, damages, costs, expenses (including, without limitation, attorneys’ fees and expenses), and other liabilities of any nature related to or arising from the observation, filming, or photographing of any student or other person as described in Section 2.4 herein, including, without limitation: (i) any failure to obtain consent, informed consent or complete consent for any such activities; (ii) any release or failure to adequately secure or protect any film, photographs or other depictions or records relating to or arising from such activities; and (iii) any misuse or other adverse consequences of any such depictions or records. However, neither CCAG, NPSS nor RCCD shall be liable pursuant to this Section to the extent any such liability results solely from the active negligence or willful misconduct of ALVORD or any of the ALVORD Agents.

10.3 Requirements Applicable to Disputes Between RCCD, CCAG and/or NPSS. Notwithstanding Section 10.1 herein or anything else that may be construed to the contrary, CCAG, NPSS and RCCD, on a joint and several basis, shall be solely

responsible for, and shall indemnify, defend and hold-harmless ALVORD and the ALVORD Agents, and each of them, from and against, any and all claims, demands, actions, governmental proceedings, judgments, damages, costs, expenses (including, without limitation, attorneys' fees and expenses), and other liabilities of any nature related to or arising from any disputes between RCCD, CCAG, and NPSS, including, without limitation, any disputes arising from RCCD representation of CCAG or NPSS on the ILC Coordinating Council as described in Section 2.7 herein.

- 10.4 Defense of ALVORD and RCCD. Any defense by CCAG/NPSS of ALVORD and/or any of the Alvord Agents, and/or of RCCD and/or any of RCCD's governing board, governing board members, officers, employees or agents, pursuant to this Article X must be by qualified and experienced legal counsel reasonably acceptable to, as applicable, ALVORD or RCCD, but selected and retained at CCAG/NPSS's sole cost and expense. CCAG/NPSS's obligations pursuant to this Section includes the obligation to reimburse to ALVORD and/or RCCD the costs they may incur in having their own legal counsel monitor and, as necessary, participate in any such defense.

## ARTICLE XI

### DEFAULT, OPPORTUNITY TO CURE, AND DISPUTE RESOLUTION

- 11.1 Events of Default. Each of the following events with respect to a Party shall be deemed a default by such Party in regard to its obligations pursuant to this Agreement (each an "Event of Default"):
- (i) The Party fails, within the time required, to pay any undisputed or unexcused payment due or asserted to be due to another Party, or any undisputed or unexcused portion of a payment due or asserted to be due to another Party pursuant to this Agreement; or
  - (ii) The Party fails to perform or observe any covenant, condition or agreement to be performed or observed by such Party pursuant to this Agreement, and such failure materially and adversely affects another Party's rights; or
  - (iii) In the case of CCAG/NPSS, any activity by NPSS at the ILC substantially and adversely disturbs or interferes with, or, after being asked to stop, repeatedly disturbs or interferes with, any other service, program or activity authorized to be conducted, offered or sponsored at the ILC; or

(iv) Any statement, representation or warranty by the Party and set forth in this Agreement is determined to be intentionally misleading or erroneous in any material respect and materially and adversely affects another Party's rights; or

(v) The Party makes any general assignment for the benefit of creditors, any voluntary or involuntary petition for bankruptcy or for reorganization pursuant to federal bankruptcy law is filed and not withdrawn or dismissed within sixty days of filing, a court of competent jurisdiction appoints a trustee or receiver to manage or control all or substantially all of the Party's assets, all or substantially all of the Party's assets are subject to attachment, execution or other judicial seizure, or a court of competent jurisdiction determines that such Party has become insolvent or unable to pay its debts when due.

11.2 Notice and Opportunity to Cure. If a Party is alleged to be responsible for an Event of Default ("Defaulting Party"), any other Party ("Non-Defaulting Party") may provide written notice thereof to the Defaulting Party, specifying in reasonable detail the nature and extent of the alleged default ("Notice of Default"). The Defaulting Party must cure the Event of Default: (i) within a reasonable time or within such time as specified in the Notice of Default in the case of a default creating a dangerous condition or situation; (ii) within fourteen days after receipt of the Notice of Default in the case of a monetary default (i.e., failure to pay money or secure the payment of money); or (iii) within thirty days after receipt of the Notice of Default in the case of any other default. If the Defaulting Party fails to complete a cure within the time required by this Section, the Non-Defaulting Party in its discretion may initiate the dispute resolution provisions set forth in Section 11.3 herein. The giving of a Notice of Default and the period for cure of the Event of Default in accordance with this Section 11.2 shall be a condition precedent to the Non-Defaulting Party exercising any available remedy in response to the Event of Default. Nothing herein shall be construed to prohibit the Defaulting Party from disputing that an Event of Default has occurred.

### 11.3 Dispute Resolution.

11.3.1 Disputes Involving All of the Parties. If a dispute that arises out of or relates to this Agreement ("Dispute") reasonably involves or includes all of the Parties, the Dispute shall be resolved as provided in Section 13.6 of the Joint Use Agreement, and CCAG/NPSS shall be responsible for compliance with substantive and procedural requirements of that Section. In such event, Subsection (c) of Section 13.5, and Sections 13.7 and 13.8, of the Joint Use Agreement shall apply not only to ALVORD and RCCD, but also to CCAG and NPSS.

11.3.2 Disputes Involving Only RCCD and NPSS or CCAG. If a Dispute reasonably involves or includes only RCCD and NPSS or CCAG, the Dispute

shall be resolved as provided in Section 13.6 of the Joint Use Agreement, and NPSS shall be responsible for compliance with substantive and procedural requirements of that Section. In such event, Subsection (c) of Section 13.5, and Sections 13.7 and 13.8, of the Joint Use Agreement shall apply to RCCD, NPSS and CCAG.

11.3.3 Disputes Involving Only ALVORD and NPSS or CCAG. If a Dispute reasonably involves or includes only ALVORD and NPSS or CCAG, the Dispute may be resolved in any manner as permitted by law and this Agreement, and each such Party shall be entitled to any and all rights and defenses as permitted by law and this Agreement. In no event shall RCCD be deemed or construed to be involved in a Dispute between ALVORD and NPSS or CCAG merely because the Program may be considered as being conducted under the auspices of, or in connection with any programs of, RCCD.

11.3.4 Disputes Involving Only ALVORD and RCCD. If a Dispute involves or includes only ALVORD and RCCD, and not NPSS or CCAG, the Dispute shall be resolved as provided in Article XIII of the Joint Use Agreement. In no event shall NPSS or CCAG be deemed or construed to be involved in a Dispute between ALVORD and RCCD merely because the Program may be considered as being conducted under the auspices of, or in connection with any programs of, RCCD.

## ARTICLE XII

### EARLY TERMINATION OF AGREEMENT

- 12.1 Discretionary Termination by RCCD, NPSS or CCAG. Either NPSS, CCAG or RCCD may terminate this Agreement by giving written notice of termination to the other two Parties, no later than March 1 of any particular school year, to be effective as of the end of such school year. For purposes of the foregoing, a school year shall be deemed to commence on July 1 in any particular year and to end on the following June 30.
- 12.2 Termination Due to Termination of Joint Use Agreement. In the event, for whatever reason, the Joint Use Agreement is terminated, the terminating party shall give thirty days written notice to CCAG and NPSS. In such event, ALVORD, CCAG and NPSS may agree to enter into a separate written agreement to provide for continued use of the Childcare Center by CCAG/NPSS.
- 12.3 Termination by ALVORD or RCCD for CCAG or NPSS Breach. If, after notice and opportunity to cure as provided in this Agreement, CCAG or NPSS fails to cure any Event of Default within the required time and to ALVORD's and RCCD's reasonable satisfaction, either ALVORD or RCCD may terminate this Agreement by providing

written notice of termination to CCAG and NPSS, which termination shall be effective immediately upon receipt by them or as of a later date that may be specified in the notice.

- 12.4 Removal of CCAG/NPSS Property. Within thirty days of the effective date of the expiration (without extension or renewal) or earlier termination of this Agreement, CCAG/NPSS must remove any and all of its personal property from the Childcare Center. ALVORD and RCCD, without any liability or responsibility to CCAG/NPSS, will jointly agree to, or if they cannot so agree, ALVORD will, keep, give away, sell or otherwise dispose of any and all property that remains at or in the Childcare Center or other portions of the ILC after such 30-day period, regardless of whether such property is owned by, or was originally controlled or brought to the ILC by, CCAG, NPSS, RCCD or any other person or entity.

### ARTICLE XIII

#### INTERPRETATION OF AGREEMENT

- 13.1 Incorporation of Recitals. Each of the Recitals set forth in this Agreement, and Exhibit A referenced herein and attached hereto, are hereby incorporated as effective and operative provisions of this Agreement.
- 13.2 Applicability of Joint Use Agreement. This Agreement and CCAG/NPSS's abilities and rights to use the facilities at the ILC as permitted pursuant to this Agreement are subject to all provisions of the Joint Use Agreement and any and all actions taken and/or determinations made by ALVORD and/or RCCD pursuant to the Joint Use Agreement. By entering into this Agreement, CCAG/NPSS represents and warrants that they has read and understand the Joint Use Agreement, and CCAG/NPSS agrees that, except as expressly provided herein, the Joint Use Agreement shall apply to CCAG/NPSS and the Program, and that CCAG/NPSS shall comply with the applicable requirements of the Joint Use Agreement.
- 13.3 Entire Agreement. This Agreement constitutes the entire agreement and understanding of the Parties with respect to use of facilities at the ILC by CCAG/NPSS. This Agreement supersedes and replaces all prior negotiations, understandings, discussions agreements, written or oral, with respect to such subject matter, except as they are included in this Agreement. Consistent with Section 13.2 herein, this Agreement shall not be deemed or construed to supersede the Joint Use Agreement.
- 13.4 Interpretation. In interpreting this Agreement, it shall be deemed to have been prepared by the Parties jointly and no ambiguity shall be resolved against any Party on the premise

that it or its attorneys were responsible for drafting this Agreement or any provision herein. The captions or headings set forth in this Agreement are for convenience only and in no way define or limit the scope or intent of any Articles, Sections, Subsections or other provisions herein. Unless specified otherwise, any reference in this Agreement to an Article, Section, Subsection, or other provision shall be construed as a reference to a provision of this Agreement. Where required by context in this Agreement, any reference in the singular sense shall include the plural, and any reference in the plural sense shall include the singular. Except as expressly provided in this Agreement, any reference in this Agreement to a period of days shall be construed to mean a period of consecutive calendar days, not business or work days.

- 13.5 Time is of the Essence. Time is of the essence with respect to each and every obligation of the Parties pursuant to this Agreement. Notwithstanding the foregoing, the Parties may agree in writing to extend any time period for performance of an obligation that is set forth in this Agreement.
- 13.6 Severability. If any Article, Section, Subsection, or other provision of this Agreement is held by a court of competent jurisdiction to be illegal, null or void, or in violation of public policy, the remaining provisions herein shall not be affected thereby.
- 13.7 Governing Law/Venue. This Agreement and all rights and obligations arising out of it shall be construed in accordance with the laws of the State, and any litigation, arbitration, mediation or other proceeding arising from this Agreement must be initiated and conducted only in the County of Riverside.
- 13.8 Waiver. In order to be enforceable, any waiver by a Party of any right set forth in this Agreement must be in writing and signed by a duly-authorized representative of such Party. The failure of any Party to require performance of any term, condition, restriction, or provision herein, in any certain instance or on any particular occasion, shall not be deemed a waiver of any right to require such performance, with respect to that or any future breach of the same or any other term, condition, restriction or provision herein.
- 13.9 Representation by Independent Counsel. Each Party acknowledges and agrees that, in negotiating and entering into this Agreement, it has been represented by independent legal counsel of its own choice and that it has executed this Agreement with the consent of and/or upon the advice of its legal counsel.
- 13.10 No Third-Party Beneficiaries. The Parties have entered into this Agreement solely for their own benefit, and no third-party shall be entitled, directly or indirectly, to base any claim or to have any right arising from, or related to, this Agreement.

## ARTICLE XIV

### MISCELLANEOUS PROVISIONS

- 14.1 Agreement is Public Record. CCAG/NPSS acknowledges that this Agreement is a public record within the meaning of the California Public Records Act, Government Code Section 6250 *et seq.*, and that it may be disclosed as permitted by law.
- 14.2 Parties to Comply With Law. In taking any action pursuant to, in performance of, or in connection with this Agreement, each Party, at its own cost and expense, must comply with all applicable federal, State and local laws, ordinances, rules and regulations, either now in effect or that may hereinafter be promulgated or enacted.
- 14.3 Assignment/Delegation. Except as provided herein, no Party may assign any of its rights, or delegate any of its obligations, pursuant to this Agreement without the express written consent of the other Parties. ALVORD, without need for consent of the other Parties, may assign this Agreement to another public educational entity in the event of a reorganization of school districts pursuant to Education Code Section 35500 *et seq.* or 35700 *et seq.*
- 14.4 Independent Contractor. CCAG and NPSS are independent contractors and shall not be deemed or construed to be a partner, employee, general agent or general representative of either ALVORD or RCCD. Any and all NPSS Staff shall at all times be subject to the exclusive direction and control of NPSS with respect to the performance of their respective duties. (However, the foregoing shall not be deemed or construed to prohibit or limit ALVORD's or RCCD's rights to enforce applicable standards of behavior or similar requirements or controls.) NPSS shall pay or otherwise be responsible for all wages, salaries and other amounts due to, or on account of, any and all of the NPSS Staff. NPSS shall be responsible for all reporting and other obligations with respect to the NPSS Staff, including, but not limited to, social security taxes, income tax withholdings, unemployment insurance, and workers' compensation insurance.
- 14.5 Responsibility for Taxes and Other Charges. CCAG and/or NPSS shall be solely responsible for and must pay all taxes, assessments, fees, and other charges of any type or nature that are levied in connection with its use of any of the facilities at the ILC, including, without limitation, any personal property and/or income taxes attributable to such use or to the Program. Because the ILC is public property that is exempt from property taxes, entering into this Agreement may result in the assessment of "possessory interest" or similar taxes pursuant to Revenue and Taxation Code Section 107 *et seq.* or other applicable law, and CCAG or NPSS shall at all times be responsible for paying any and all such possessory interest or similar taxes. Should CCAG and/or NPSS under the terms of this Agreement be eligible for tax exempt status granted by the County of



Riverside, RCCD and Alvord shall cooperate with CCAG and/or NPSS in filing exemption notices with Riverside County and said cooperation shall not be unreasonably withheld.

- 14.6 Notices. All notices and demands required or permitted to be given pursuant to this Agreement must be in writing, must be addressed as provided in this Section, and must be delivered by: (i) personal delivery, signature of recipient on electronic or other receipt required; (ii) registered or certified U.S. Mail, postage prepaid, signature on return receipt required; or (iii) FedEx, U.P.S. or other reliable overnight delivery service, signature of recipient on electronic or other receipt required. Any such notice shall be deemed given or served only upon actual receipt by the addressee, and acceptance by an employee or other representative of the addressee shall be deemed to be receipt by the addressee. No Party or any of its representatives shall attempt to avoid receipt of notice, including, without limitation, by refusing to accept any notice or to sign any required receipt. This Section shall not be deemed or construed to apply to: (i) day-to-day communications between two or more of the Parties that are necessary or convenient for administration of this Agreement; or (ii) service of process in accordance with any applicable law or rule of court. Any Party that sends a notice to another Party must send copies of that notice to both other Parties. A Party may change the name of its representative, or its address to which notices should be sent, by giving notice in accordance with this Section. As applicable, notices must be addressed as follows:

If to NPSS:                   Dr. Sheri A. Senter  
National Pediatric Support Services, Inc.  
150 Paularino Avenue, D-179  
Costa Mesa, CA 92626

If to CCAG:                   Gary Nobbe  
Executive Director/CEO, CCAG  
150 Paularino Ave, Suite 184  
Costa Mesa, CA 92626

If to RCCD:                   Dr. Marilyn Martinez-Flores  
Dean, Academic Support  
Riverside Community College District  
4800 Magnolia Ave.  
Riverside, CA 92506

If to ALVORD:               Alvord Unified School District  
Attention: Superintendent  
10365 Keller Avenue  
Riverside, CA 92505

14.7 Non-Discrimination. Each Party agrees that, in connection with this Agreement:

There shall be no discrimination against or segregation of any person or group of persons, on account of race, color, creed, ethnicity, national origin, ancestry, religion, gender, sexual orientation, age, disability, or marital status, in the use, occupancy or enjoyment of the Childcare Center, Play Area or other portions of the ILC that NPSS is authorized to use pursuant to this Agreement.

14.8 Amendment. This Agreement may be modified or amended only by duly-authorized written agreement(s) of all Parties.

14.9 Counterparts. This Agreement may be executed in any number of counterparts each of which shall be deemed an original and all of which shall constitute one and the same agreement with the same effect as if both Parties had signed the same signature page. Counterpart signature pages may be combined to physically form one or more copies of this Agreement including original signatures of all the Parties.

14.10 Authority of Parties to Enter Into Agreement. Each Party hereby represents and warrants to the other Parties that it has the full right and authority to enter into this Agreement and to perform the obligations that it hereby undertakes.

14.11 Authority of Signatories. Each individual that has signed this Agreement on behalf of a Party hereby represents and warrants that he or she has been duly authorized by such Party to sign, and thereby bind such Party to, this Agreement.

IN WITNESS WHEREOF, the Parties have executed this Agreement as evidenced by the signatures of their duly-authorized representatives below.

RIVERSIDE COMMUNITY COLLEGE  
DISTRICT

NATIONAL PEDIATRIC SUPPORT  
SERVICES, INC.

By: \_\_\_\_\_  
James L. Buysse  
Vice Chancellor,  
Administration and Finance

By: \_\_\_\_\_  
Sheri A. Senter  
Chief Executive Officer

ALVORD UNIFIED SCHOOL DISTRICT

CHILD CARE AMENITY GROUP

By: \_\_\_\_\_  
Wendel W. Tucker, Ph.D.  
Superintendent

By: \_\_\_\_\_  
Gary Nobbe  
Executive Director/CEO, CCAG

*EXHIBIT "A"*

*Depiction of Childcare Area and Play Area*

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
RESOURCES COMMITTEE

Report No.: III-C-5

Date: December 14, 2010

Subject: 2009-2010 Independent Audit Report for the Riverside Community College District

Background: In accordance with Education Code Section 84040(b), an independent audit of the District's 2009-2010 financial statements was performed by Vavrinek, Trine, Day & Co., LLP Certified Public Accountants (VTD). A representative of the firm will be available to present the report. Results of the audit are summarized below.

Auditor's Opinion

The auditor has issued an unqualified opinion for the financial audit; an excerpt of which follows:

*Financial Audit* – "In our opinion, the basic financial statements referred to above present fairly, in all material respects, the financial position of Riverside Community College District and its discretely presented component unit as of June 30, 2010 and 2009, and the respective changes in financial position and cash flows, for the years then ended in conformity with accounting principles generally accepted in the United States of America."

Current Year Audit Findings

There was one current year audit finding as shown on pages 81 through 83 of the accompanying audit report.

Prior Year Audit Findings

The recommendations for the prior year audit findings have been implemented as discussed on pages 85 through 88.

Adjustments to the Financial Statements

No audit adjustments were recommended.

Auditor's Required Communication – Audit Completion

In accordance with Statement on Auditing Standards No. 114, at the conclusion of the audit engagement VTD is required to communicate information to the Board of Trustees regarding their responsibility under United States Generally Accepted Auditing Standards and OMB Circular A-133, significant accounting policies, accounting estimates, significant audit adjustments and uncorrected misstatements, disagreements with management, consultation with

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
RESOURCES COMMITTEE

Report No.: III-C-5

Date: December 14, 2010

Subject: 2009-2010 Independent Audit Report for the Riverside Community College  
District (continued)

other independent accountants, issues discussed prior to retention of independent auditors and difficulties encountered in performing the audit. Attached for your information is the required communication issued by VTD.

Management Recommendations

There were two reported management recommendations for fiscal year 2009-2010 as shown in the attached letter.

Recommended Action: It is recommended that the Board of Trustees receive the Riverside Community College District's independent audit report for the year ended June 30, 2010 for the permanent file of the District.

Gregory W. Gray  
Chancellor

Prepared by: James L. Buysse  
Vice Chancellor, Administration and Finance

Aaron S. Brown  
Associate Vice Chancellor, Finance

Bill J. Bogle, Jr.  
Controller



RIVERSIDE COMMUNITY  
COLLEGE DISTRICT

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ANNUAL FINANCIAL REPORT

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**JUNE 30, 2010 AND 2009**

# RIVERSIDE COMMUNITY COLLEGE DISTRICT

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# RIVERSIDE COMMUNITY COLLEGE DISTRICT

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***FINANCIAL SECTION***

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## INDEPENDENT AUDITORS' REPORT

Board of Trustees  
Riverside Community College District  
Riverside, California

We have audited the accompanying basic financial statements of Riverside Community College District (the District) as of and for the years ended June 30, 2010 and 2009, and its discretely presented component unit, Riverside Community College District Foundation (the Foundation), as listed in the Table of Contents. These basic financial statements are the responsibility of the District's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall basic financial statement presentation. We believe that our audits provide a reasonable basis for our opinions.

In our opinion, the basic financial statements referred to above present fairly, in all material respects, the financial position of Riverside Community College District and its discretely presented component unit as of June 30, 2010 and 2009, and the respective changes in financial position and cash flows, for the years then ended in conformity with accounting principles generally accepted in the United States of America.

As discussed in Note 16 to the financial statements, the State of California continues to suffer the effects of a recessionary economy, which directly impacts the funding allocations and cash flows of Riverside Community College District.

In accordance with *Government Auditing Standards*, we have also issued our report dated November 12, 2010, on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and is important for assessing the results of our audit.

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis on pages 4 through 12 and the Schedule of Other Postemployment Benefits (OPEB) Funding Progress on page 58 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The supplementary information listed in the Table of Contents, including the Schedule of Expenditures of Federal Awards, which is required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

The Additional Supplementary Information on pages 90 through 97 has been presented at the request of District management for purposes of additional analysis. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, are fairly stated in all material respects in relation to the basic financial statements taken as a whole.

*Wawrock, June, Day & Co. LLP*

Rancho Cucamonga, California  
November 12, 2010

# RIVERSIDE COMMUNITY COLLEGE DISTRICT

Moreno Valley College • Norco College • Riverside City College

## ***USING THIS ANNUAL REPORT***

The purpose of this annual report is to provide readers with information about the activities, programs, and financial condition of the Riverside Community College District (the District) as of June 30, 2010. The report consists of three basic financial statements: the Statement of Net Assets; Statement of Revenues, Expenses, and Changes in Net Assets; and Statement of Cash Flows and provides information about the District as a whole. This section of the annual financial report presents our discussion and analysis of the District's financial performance during the fiscal year that ended on June 30, 2010. Please read it in conjunction with the District's financial statements, which immediately follow this section. Responsibility for the completeness and accuracy of this information rests with District management.

## ***OVERVIEW OF THE FINANCIAL STATEMENTS***

The Riverside Community College District's financial statements are presented in accordance with Governmental Accounting Standards Board Statements (GASB) No. 34, *Basic Financial Statements - and Management's Discussion and Analysis - for State and Local Governments*, and No. 35, *Basic Financial Statements - and Management Discussion and Analysis - for Public College and Universities*. These statements allow for the presentation of financial activity and results of operations which focuses on the District as a whole. The entity-wide financial statements present the overall results of operations whereby all of the District's activities are consolidated into one total versus the traditional presentation by fund type. The focus of the Statement of Net Assets is designed to be similar to the bottom line results of the District. This statement combines and consolidates current financial resources with capital assets and long-term obligations. The Statement of Revenues, Expenses, and Changes in Net Assets focuses on the costs of the District's operational activities with revenues and expenses categorized as operating and nonoperating, and expenses are reported by natural classification. The Statement of Cash Flows provides an analysis of the sources and uses of cash within the operations of the District.

The California Community Colleges Chancellor's Office has recommended that all State community colleges follow the Business-Type Activity (BTA) model for financial statement reporting purposes.

## ***FINANCIAL HIGHLIGHTS***

- The District's primary funding source is from apportionment received from the State of California. The primary basis of this apportionment is the calculation of Full-Time Equivalent Students (FTES). During the 2009-2010 fiscal year, total reported resident FTES were 31,185 as compared to 30,969 in the 2008-2009 fiscal year. Total unfunded credit FTES was 4,528 at P2 for fiscal year 2009-2010 and 3,661 for fiscal year 2008-2009.
- Several construction and modernization projects at the District's three campuses resulted in completed buildings, building improvements, and improvements to sites of \$5,747,901 in the 2009-2010 fiscal year. The projects, listed below, are funded both through State construction revenues and through the District's voter approved general obligation bond, Measure C.

Safety and Site Improvement Project – Moreno Valley  
CCRAA Project Success Program – Moreno Valley  
Campus Beautification Project – Norco  
Various Building Maintenance Projects – Norco  
Stoko ECS Upgrade – Riverside

Humanities Upgrade – Moreno Valley  
Safety and Site Improvement Project – Norco  
Industrial Technology Building – Norco  
Soccer Field – Norco  
District Office Remodel



## RIVERSIDE COMMUNITY COLLEGE DISTRICT

### MANAGEMENT'S DISCUSSION AND ANALYSIS (REQUIRED SUPPLEMENTARY INFORMATION)

**JUNE 30, 2010 AND 2009**

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- Costs for employee salaries increased by 0.57 percent or \$.66 million from the 2008-2009 fiscal year, and costs associated with employee benefits decreased by 3.46 percent or \$1.0 million. The increase in salaries expense is primarily due to a net .32 percent contractual increase, scheduled salary step increases, employee reclassifications, an increased number of categorically funded positions, and a supplementary retirement plan (SRP) enacted in fiscal year 2009-2010. In addition, the District experienced a reduction of part-time faculty as a result of the decreasing approximately 1,000 class sections during the academic year and instituted a general hiring freeze. The decrease in benefit costs is primarily due to the aforementioned part-time faculty reduction and hiring freeze.
- During the 2009-2010 fiscal year, the District provided almost \$51.0 million in financial aid to students attending classes at the three campuses. This aid was provided in the form of grants, scholarships, loans, and tuition reductions funded through the Federal government, State Chancellor's Office, and local funding as shown below.

Federal Pell Grants (PELL)	\$ 33,576,902
Federal Supplement Education Opportunity Grant (FSEOG)	512,892
Federal Family Education Loans (FFEL)	4,425,366
Federal Work Study Program (FWS)	579,068
Federal Academic Competitiveness Grant (ACG)	29,201
State of California Cal Grant B (CALG-B)	1,635,645
State of California Cal Grant C (CALG-C)	90,990
California Community College Board of Governor's Fee Wavier	10,154,399
Total Financial Aid Provided to Students	<u>\$ 51,004,463</u>

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**MANAGEMENT'S DISCUSSION AND ANALYSIS (REQUIRED SUPPLEMENTARY INFORMATION)  
 JUNE 30, 2010 AND 2009**

***THE DISTRICT AS A WHOLE***

**Net Assets**

**Table 1**

(Amounts in thousands)

	<u>2010</u>	<u>2009</u>	<u>Change</u>	<u>2008</u>	<u>Change</u>
<b>ASSETS</b>					
<b>Current Assets</b>					
Cash and investments	\$ 85,170	\$ 114,452	\$ (29,282)	\$ 150,191	\$ (65,021)
Accounts receivable (net)	45,126	36,394	8,732	23,186	21,940
Other current assets	298	222	76	148	150
Total Current Assets	<u>130,594</u>	<u>151,068</u>	<u>(20,474)</u>	<u>173,525</u>	<u>(42,931)</u>
Other noncurrent assets	814	881	(67)	949	(135)
Capital assets (net)	247,976	215,168	32,808	190,938	57,038
Total Assets	<u>379,384</u>	<u>367,117</u>	<u>12,267</u>	<u>365,412</u>	<u>13,972</u>
<b>LIABILITIES</b>					
<b>Current Liabilities</b>					
Accounts payable and accrued liabilities	36,754	29,234	7,520	25,699	11,055
Current portion of long-term obligations	9,184	7,836	1,348	8,372	812
Total Current Liabilities	<u>45,938</u>	<u>37,070</u>	<u>8,868</u>	<u>34,071</u>	<u>11,867</u>
Long-Term Obligations	<u>137,893</u>	<u>143,500</u>	<u>(5,607)</u>	<u>148,619</u>	<u>(10,726)</u>
Total Liabilities	<u>183,831</u>	<u>180,570</u>	<u>3,261</u>	<u>182,690</u>	<u>1,141</u>
<b>NET ASSETS</b>					
Invested in capital assets	154,937	149,616	5,321	127,166	27,771
Restricted	35,120	26,209	8,911	34,874	246
Unrestricted	5,496	10,722	(5,226)	18,516	(13,020)
Total Net Assets	<u>\$ 195,553</u>	<u>\$ 186,547</u>	<u>\$ 9,006</u>	<u>\$ 180,556</u>	<u>\$ 14,997</u>

Cash and investments consist primarily of funds held in the Riverside County Treasury. The changes in our cash position are explained in the Statement of Cash Flows on pages 16 and 17.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**MANAGEMENT'S DISCUSSION AND ANALYSIS (REQUIRED SUPPLEMENTARY INFORMATION)  
 JUNE 30, 2010 AND 2009**

**Operating Results for the Year**

The results of this year's operations for the District as a whole are reported in the Statement of Revenues, Expenses, and Changes in Net Assets on page 15.

**Table 2**

(Amounts in thousands)

	2010	2009	Change	2008	Change
<b>Operating Revenues</b>					
Tuition and fees (net)	\$ 15,133	\$ 13,776	\$ 1,357	\$ 12,494	\$ 2,639
Other operating revenues	54	22	32	98	(44)
Total Operating Revenues	<u>15,187</u>	<u>13,798</u>	<u>1,389</u>	<u>12,592</u>	<u>2,595</u>
<b>Operating Expenses</b>					
Salaries and benefits	143,753	144,101	(348)	135,211	8,542
Supplies and maintenance	31,635	43,770	(12,135)	35,232	(3,597)
Student financial aid	36,424	24,837	11,587	18,458	17,966
Depreciation	8,481	8,242	239	5,918	2,563
Total Operating Expenses	<u>220,293</u>	<u>220,950</u>	<u>(657)</u>	<u>194,819</u>	<u>25,474</u>
Loss on Operations	<u>(205,106)</u>	<u>(207,152)</u>	<u>2,046</u>	<u>(182,227)</u>	<u>(22,879)</u>
<b>Nonoperating Revenues</b>					
State apportionments	93,478	92,108	1,370	89,611	3,867
Property taxes	37,963	43,095	(5,132)	43,895	(5,932)
State revenues	4,901	4,072	829	4,288	613
Federal and State grants and contracts	57,468	52,038	5,430	36,934	20,534
Net investment income	2,133	3,899	(1,766)	8,125	(5,992)
Net interest expense	(7,313)	(7,499)	186	(7,840)	527
Other nonoperating revenues	15,632	12,282	3,350	11,399	4,233
Loss on disposal of assets	-	-	-	(390)	390
Total Nonoperating Revenue	<u>204,262</u>	<u>199,995</u>	<u>4,267</u>	<u>186,022</u>	<u>18,240</u>
<b>Other Revenues</b>					
State and local capital income	9,851	13,148	(3,297)	7,298	2,553
Net Increase in Net Assets	<u>\$ 9,007</u>	<u>\$ 5,991</u>	<u>\$ 3,016</u>	<u>\$ 11,093</u>	<u>\$ (2,086)</u>

The District's primary revenue is from the State apportionment calculation which is comprised of three sources: local property taxes, student enrollment fees, and State apportionment. Property taxes levied and received from property within the County decreased slightly. State apportionments increased due to increased funded base FTES and growth funding decreased.

Grant and contract revenues relate primarily to student financial aid, as well as to specific Federal and State grants received for programs serving the students and programs of the District. These grant and program revenues are restricted as to the allowable expenses related to the programs.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**MANAGEMENT'S DISCUSSION AND ANALYSIS (REQUIRED SUPPLEMENTARY INFORMATION)  
 JUNE 30, 2010 AND 2009**

Interest income of \$2.1 million was offset by interest expense of \$7.3 million. The interest income is primarily the result of cash held in the Riverside County Treasury. Interest income has decreased approximately \$1.8 million over the 2008-2009 fiscal year. Interest income and expense have decreased over fiscal year 2008-2009 due to significantly lower interest rates, the State's apportionment deferral strategy passed along to community colleges, and a lower balance of the Series C General Obligation Bond in the Riverside County Treasury during fiscal year 2009-2010. Reduced General Obligation Bond principal resulting from debt service payments have resulted in lower interest expense.

In accordance with requirements set forth by the California Community Colleges Chancellor's Office, the District reports operating expenses by object code. Operating expenses by functional classification are as follows:

**Table 3**

Year ended June 30, 2010:

(Amounts in thousands)

	Salaries and Employee Benefits	Supplies, Material, and Other Expenses and Services	Equipment, Maintenance, and Repairs	Depreciation	Total
Instructional activities	\$ 67,137	\$ 3,528	\$ 51	\$ -	\$ 70,716
Academic support	39,257	16,300	60	-	55,617
Student services	16,070	1,572	14	-	17,656
Plant operations and maintenance	7,007	3,972	68	-	11,047
Instructional support services	4,962	384	7	-	5,353
Community services and economic development	1,686	585	1	-	2,272
Ancillary services and auxiliary operations	7,339	2,982	5	-	10,326
Student aid	-	36,425	-	-	36,425
Physical property and related acquisitions	295	210	1,895	-	2,400
Unallocated depreciation	-	-	-	8,481	8,481
Total	<u>\$ 143,753</u>	<u>\$ 65,958</u>	<u>\$ 2,101</u>	<u>\$ 8,481</u>	<u>\$ 220,293</u>



**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**MANAGEMENT'S DISCUSSION AND ANALYSIS (REQUIRED SUPPLEMENTARY INFORMATION)  
 JUNE 30, 2010 AND 2009**

Year ended June 30, 2009:

(Amounts in thousands)

	Salaries and Employee Benefits	Supplies, Material, and Other Expenses and Services	Equipment, Maintenance, and Repairs	Depreciation	Total
Instructional activities	\$ 70,311	\$ 4,069	\$ 2,887	\$ -	\$ 77,267
Academic support	38,222	24,193	1,193	-	63,608
Student services	15,529	1,913	42	-	17,484
Plant operations and maintenance	6,457	4,214	356	-	11,027
Instructional support services	4,715	421	31	-	5,167
Community services and economic development	1,663	831	1	-	2,495
Ancillary services and auxiliary operations	7,128	2,990	38	-	10,156
Student aid	-	24,837	-	-	24,837
Physical property and related acquisitions	76	417	174	-	667
Unallocated depreciation	-	-	-	8,242	8,242
<b>Total</b>	<b>\$ 144,101</b>	<b>\$ 63,885</b>	<b>\$ 4,722</b>	<b>\$ 8,242</b>	<b>\$ 220,950</b>

**Changes in Cash Position**

**Table 4**

(Amounts in thousands)

	2010	2009	Change	2008	Change
Cash Provided by (Used in)					
Operating activities	\$ (182,881)	\$ (195,963)	\$ 13,082	\$ (174,635)	\$ (8,246)
Noncapital financing activities	186,206	178,313	7,893	171,475	14,731
Capital financing activities	(34,796)	(20,268)	(14,528)	(18,167)	(16,629)
Investing activities	2,190	4,325	(2,135)	6,976	(4,786)
Net Increase (Decrease) in Cash	(29,281)	(33,593)	4,312	(14,351)	(14,930)
Cash, Beginning of Year	114,451	148,044	(33,593)	162,395	(47,944)
Cash, End of Year	<b>\$ 85,170</b>	<b>\$ 114,451</b>	<b>\$ (29,281)</b>	<b>\$ 148,044</b>	<b>\$ (62,874)</b>

The Statement of Cash Flows on pages 16 and 17 provides information about our cash receipts and payments during the year. This statement also assists users in assessing the District's ability to meet its obligations as they come due and its need for external financing. The District's primary operating receipts are student tuition and fees and Federal, State, and local grants and contracts. The primary operating expense of the District is the payment of salaries and benefits to faculty, administrators, and classified staff.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**MANAGEMENT'S DISCUSSION AND ANALYSIS (REQUIRED SUPPLEMENTARY INFORMATION)  
 JUNE 30, 2010 AND 2009**

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While State apportionment revenues and property taxes are the primary source of noncapital related revenue, the GASB accounting standards require that this source of revenue is shown as nonoperating revenue as it comes from the general resources of the State and not from the primary users of the college's programs and services, the students. The District depends upon this funding to continue the current level of operations.

***CAPITAL ASSET AND DEBT ADMINISTRATION***

**Capital Assets**

At June 30, 2010, the District had \$248.0 million in a broad range of capital assets, including land, buildings, and furniture and equipment. At June 30, 2009, the District's net capital assets were \$215.2 million. Major capital improvement projects are ongoing throughout the college campuses. These projects are primarily funded through State Construction Revenues and District General Obligation Bonds. Projects are accounted for within our Construction in Progress account until the project is completed at which time the cost of the buildings and/or improvements will be recorded to the depreciable Buildings and Improvement category.

**Table 5**

(Amounts in thousands)

	Balance Beginning of Year	Additions	Deletions	Balance End of Year
Land and construction in progress	\$ 46,080	\$ 34,678	\$ (2,394)	\$ 78,364
Buildings and land improvements	200,156	5,748	-	205,904
Equipment and vehicles	25,836	3,258	(322)	28,772
Subtotal	272,072	43,684	(2,716)	313,040
Accumulated depreciation	(56,904)	(8,482)	322	(65,064)
	<u>\$ 215,168</u>	<u>\$ 35,202</u>	<u>\$ (2,394)</u>	<u>\$ 247,976</u>

**Obligations**

At the end of the 2009-2010 fiscal year, the District had \$139.1 million in General Obligation Bonds outstanding. These bonds are repaid annually in accordance with the obligation requirements through property tax assessments on property within the Riverside Community College District boundaries.

The District issued approximately \$110.0 million of General Obligation Bonds, Series 2011 D in October 2010. The proceeds from the issuance of this will be used for capital facility projects during the next three fiscal years.

In addition to the above obligations, the District is obligated to employees of the District for vacation and load banking benefits and lease purchase agreements for equipment.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**MANAGEMENT'S DISCUSSION AND ANALYSIS (REQUIRED SUPPLEMENTARY INFORMATION)  
 JUNE 30, 2010 AND 2009**

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**Table 6**

(Amounts in thousands)

	Balance Beginning of Year	Additions	Deletions	Balance End of Year
General obligation bonds	\$ 145,297	\$ 749	\$ (6,994)	\$ 139,052
Other liabilities	6,039	3,967	(1,982)	8,024
Total Long-Term Obligations	<u>\$ 151,336</u>	<u>\$ 4,716</u>	<u>\$ (8,976)</u>	<u>\$ 147,076</u>
 Amount due within one year				 <u>\$ 9,184</u>

***GENERAL FUND BUDGETARY HIGHLIGHTS***

Over the course of the year, the District revises its budget to provide for unanticipated changes in revenues and expenditures. The Board of Trustees adopted the final amendment to the budget for the 2009-2010 fiscal year on June 15, 2010.

The District's final revised budget for the unrestricted General Fund anticipated that expenditures would exceed revenue by \$5.4 million. The actual results for the year showed expenditures exceeded revenues by \$2.7 million.

***ECONOMIC FACTORS AFFECTING THE FUTURE OF THE RIVERSIDE COMMUNITY COLLEGE DISTRICT***

The economic position of the District is closely tied to the State of California as State apportionments, and property taxes represent approximately 86.74 percent of the total sources of revenue received within the unrestricted General Fund. The District reported a slight decrease in total reported FTES during fiscal year 2009-2010. Due to significant declines in State apportionment funding in fiscal years 2009-2010 and 2010-2011, the District offered approximately 1,360 fewer sections to reduce costs and the number of unfunded FTES. The District's fiscal year 2010-2011 adopted budget incorporated budget strategies to mitigate an estimated budget shortfall approximately totaling \$11.4 million. The District continues to monitor enrollment and operating costs of the District to ensure ongoing financial stability and retain the reserve levels required by Board Policy and the State Chancellor's Office.

## **RIVERSIDE COMMUNITY COLLEGE DISTRICT**

### **MANAGEMENT'S DISCUSSION AND ANALYSIS (REQUIRED SUPPLEMENTARY INFORMATION) JUNE 30, 2010 AND 2009**

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#### ***CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT***

This financial report is designed to provide the District's citizens, taxpayers, students, and investors and creditors with a general overview of the District's finances and to show the District's accountability for the money it receives. If you have questions about this report or need any additional financial information, contact the Riverside Community College District at 4800 Magnolia Avenue, Riverside, California 92506.

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***BASIC FINANCIAL STATEMENTS***

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**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**STATEMENTS OF NET ASSETS - PRIMARY GOVERNMENT  
JUNE 30, 2010 AND 2009**

	<u>2010</u>	<u>2009</u>
<b>ASSETS</b>		
<b>Current Assets</b>		
Cash and cash equivalents	\$ 509,788	\$ 531,376
Investments - unrestricted	17,338,820	16,635,941
Investments - restricted	67,321,881	97,283,646
Accounts receivable	44,720,953	35,608,317
Student accounts receivable, net	373,975	759,386
Due from fiduciary funds	30,905	27,917
Prepaid expenses	208,070	125,040
Deferred cost on issuance	67,802	67,802
Inventories	22,182	29,051
<b>Total Current Assets</b>	<u>130,594,376</u>	<u>151,068,476</u>
<b>Noncurrent Assets</b>		
Deferred cost on issuance - noncurrent portion	813,623	881,425
Nondepreciable capital assets	78,363,016	46,079,762
Depreciable capital assets, net of depreciation	169,612,747	169,088,049
<b>Total Noncurrent Assets</b>	<u>248,789,386</u>	<u>216,049,236</u>
<b>TOTAL ASSETS</b>	<u>379,383,762</u>	<u>367,117,712</u>
<b>LIABILITIES</b>		
<b>Current Liabilities</b>		
Accounts payable	12,827,717	15,318,022
Short-term borrowing	11,020,000	-
Accrued interest payable	2,583,115	2,694,959
Due to fiduciary funds	53,738	74,130
Deferred revenue	4,949,066	5,782,440
Claims liability	5,319,851	5,364,973
Compensated absences payable - current portion	1,329,711	713,698
Bonds payable - current portion	6,925,000	6,655,000
Lease obligations - current portion	14,674	14,674
Other long-term obligations - current portion	914,179	452,376
<b>Total Current Liabilities</b>	<u>45,937,051</u>	<u>37,070,272</u>
<b>Noncurrent Liabilities</b>		
Compensated absences payable - noncurrent portion	1,144,304	2,141,095
Bonds payable - noncurrent portion	125,457,992	131,634,077
Net debt premium	6,668,885	7,007,782
Lease obligations - noncurrent portion	12,228	26,902
Other long-term obligations - noncurrent portion	4,609,350	2,690,212
<b>Total Noncurrent Liabilities</b>	<u>137,892,759</u>	<u>143,500,068</u>
<b>TOTAL LIABILITIES</b>	<u>183,829,810</u>	<u>180,570,340</u>
<b>NET ASSETS</b>		
Invested in capital assets, net of related debt	154,937,491	149,616,408
Restricted for:		
Debt service	11,451,392	14,288,845
Capital projects	11,976,608	2,375,787
Educational programs	11,692,467	9,543,831
Unrestricted	5,495,994	10,722,501
<b>TOTAL NET ASSETS</b>	<u>\$ 195,553,952</u>	<u>\$ 186,547,372</u>

The accompanying notes are an integral part of these financial statements.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**STATEMENTS OF REVENUES, EXPENSES,  
AND CHANGES IN NET ASSETS - PRIMARY GOVERNMENT  
FOR THE YEARS ENDED JUNE 30, 2010 AND 2009**

	<b>2010</b>	<b>2009</b>
<b>OPERATING REVENUES</b>		
Student Tuition and Fees	\$ 25,287,574	\$ 20,344,186
Less: Scholarship discount and allowance	(10,154,399)	(6,568,018)
Net tuition and fees	<u>15,133,175</u>	<u>13,776,168</u>
Other Operating Revenues	<u>53,357</u>	<u>21,531</u>
<b>TOTAL OPERATING REVENUES</b>	<u>15,186,532</u>	<u>13,797,699</u>
<b>OPERATING EXPENSES</b>		
Salaries	116,073,026	115,416,313
Employee benefits	27,680,221	28,685,083
Supplies, materials, and other operating expenses and services	29,532,675	39,047,761
Student financial aid	36,424,698	24,837,204
Equipment, maintenance, and repairs	2,100,884	4,721,534
Depreciation	8,481,150	8,242,147
<b>TOTAL OPERATING EXPENSES</b>	<u>220,292,654</u>	<u>220,950,042</u>
<b>OPERATING LOSS</b>	<u>(205,106,122)</u>	<u>(207,152,343)</u>
<b>NONOPERATING REVENUES (EXPENSES)</b>		
State apportionments, noncapital	93,478,402	92,108,018
Federal grants	47,991,459	32,754,061
State grants	9,476,664	19,284,379
Local property taxes levied for general purposes	28,277,296	31,955,768
Local property taxes levied for capital debt	9,685,568	11,139,248
State taxes and other revenues	4,901,096	4,072,155
Investment income	1,976,617	3,529,205
Interest expense on capital related debt	(7,313,415)	(7,499,410)
Investment income on capital asset-related debt, net	156,053	369,969
Other nonoperating revenue	15,631,813	12,281,649
<b>TOTAL NONOPERATING REVENUES (EXPENSES)</b>	<u>204,261,553</u>	<u>199,995,042</u>
<b>LOSS BEFORE OTHER REVENUES</b>	<u>(844,569)</u>	<u>(7,157,301)</u>
State revenues, capital	<u>9,851,149</u>	<u>13,148,656</u>
<b>TOTAL OTHER REVENUES</b>	<u>9,851,149</u>	<u>13,148,656</u>
<b>CHANGE IN NET ASSETS</b>	<u>9,006,580</u>	<u>5,991,355</u>
<b>NET ASSETS, BEGINNING OF YEAR</b>	<u>186,547,372</u>	<u>180,556,017</u>
<b>NET ASSETS, END OF YEAR</b>	<u>\$ 195,553,952</u>	<u>\$ 186,547,372</u>

The accompanying notes are an integral part of these financial statements.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**STATEMENTS OF CASH FLOWS - PRIMARY GOVERNMENT  
 FOR THE YEARS ENDED JUNE 30, 2010 AND 2009**

	<b>2010</b>	<b>2009</b>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Tuition and fees	\$ 15,963,379	\$ 13,822,365
Short-term borrowings	11,020,000	-
Payments to vendors for supplies and services	(30,810,128)	(42,056,555)
Payments to or on behalf of employees	(142,682,457)	(142,913,546)
Payments to students for Federal direct student aid	(34,698,063)	(23,188,527)
Payments to students for State direct student aid	(1,726,635)	(1,648,677)
Other operating receipts	53,357	21,531
<b>Net Cash Flows From Operating Activities</b>	<b>(182,880,547)</b>	<b>(195,963,409)</b>
<b>CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES</b>		
State apportionments	85,758,143	81,847,295
Federal grants and contracts	44,496,987	32,488,626
State grants and contracts	8,440,959	19,841,622
Property taxes - nondebt related	28,855,899	34,956,551
State taxes and other apportionments	7,009,438	(319,866)
Other nonoperating	11,644,992	9,498,809
<b>Net Cash Flows From Noncapital Financing Activities</b>	<b>186,206,418</b>	<b>178,313,037</b>
<b>CASH FLOWS FROM CAPITAL FINANCING ACTIVITIES</b>		
Purchase of capital assets	(40,983,841)	(31,422,634)
State revenue, capital projects	9,851,149	13,148,657
Property taxes - related to capital debt	9,685,568	11,139,248
Principal paid on capital debt	(7,008,571)	(6,738,573)
Interest paid on capital debt	(7,313,415)	(7,499,410)
Interest received on capital asset-related debt	156,053	369,969
Accreted interest on general obligation bonds	748,915	666,520
Deferred cost on issuance	67,802	67,802
<b>Net Cash Flows From Capital Financing Activities</b>	<b>(34,796,340)</b>	<b>(20,268,421)</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Interest received from investments	2,189,995	4,325,426
<b>Net Cash Flows From Investing Activities</b>	<b>2,189,995</b>	<b>4,325,426</b>
<b>NET CHANGE IN CASH AND CASH EQUIVALENTS</b>	<b>(29,280,474)</b>	<b>(33,593,367)</b>
<b>CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR</b>	<b>114,450,963</b>	<b>148,044,330</b>
<b>CASH AND CASH EQUIVALENTS, END OF YEAR</b>	<b>\$ 85,170,489</b>	<b>\$ 114,450,963</b>

The accompanying notes are an integral part of these financial statements.



**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**STATEMENTS OF CASH FLOWS - PRIMARY GOVERNMENT, Continued  
 FOR THE YEARS ENDED JUNE 30, 2010 AND 2009**

	<u>2010</u>	<u>2009</u>
<b>RECONCILIATION OF NET OPERATING LOSS TO NET CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Operating Loss	\$ (205,106,122)	\$ (207,152,343)
Adjustments to Reconcile Operating Loss to Net Cash Flows from Operating Activities:		
Depreciation and amortization expense	8,481,150	8,242,147
Changes in Operating Assets and Liabilities:		
Receivables, net	385,411	(111,234)
Inventories	6,869	(9,698)
Prepaid expenses	(83,030)	(64,692)
Accounts payable and other accrued liabilities	212,681	2,513,462
Deferred revenue	202,331	202,090
Compensated absences	(437,808)	376,363
Supplementary Retirement Plan (SRP)	1,741,606	(916,229)
Other postemployment benefits (OPEB)	696,365	956,725
Short-term borrowings	11,020,000	-
Total Adjustments	<u>22,225,575</u>	<u>11,188,934</u>
<b>Net Cash Flows From Operating Activities</b>	<u><u>\$ (182,880,547)</u></u>	<u><u>\$ (195,963,409)</u></u>
 <b>CASH AND CASH EQUIVALENTS CONSIST OF THE FOLLOWING:</b>		
Cash in banks	\$ 509,788	\$ 531,376
Unrestricted cash in county treasury	17,338,820	16,635,941
Restricted cash in county treasury	67,321,881	97,283,646
<b>Total Cash and Cash Equivalents</b>	<u><u>\$ 85,170,489</u></u>	<u><u>\$ 114,450,963</u></u>
 <b>NON CASH TRANSACTIONS</b>		
On behalf payments for benefits	<u><u>\$ 2,741,776</u></u>	<u><u>\$ 3,029,760</u></u>

The accompanying notes are an integral part of these financial statements.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**STATEMENTS OF FIDUCIARY NET ASSETS  
 JUNE 30, 2010 AND 2009**

	<u>2010</u>	<u>2009</u>
<b>ASSETS</b>		
Cash and cash equivalents	\$ 2,039,336	\$ 1,880,585
Accounts receivable, net	4,820	7,563
Due from primary government funds	53,738	74,130
<b>Total Assets</b>	<u>\$ 2,097,894</u>	<u>\$ 1,962,278</u>
<b>LIABILITIES</b>		
Accounts payable	\$ 25,172	\$ 20,708
Due to primary government funds	30,905	27,917
Due to student groups	1,111,782	1,015,519
<b>Total Liabilities</b>	<u>1,167,859</u>	<u>1,064,144</u>
<b>NET ASSETS</b>		
Unreserved	930,035	898,134
<b>Total Net Assets</b>	<u>\$ 930,035</u>	<u>\$ 898,134</u>

The accompanying notes are an integral part of these financial statements.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**STATEMENTS OF CHANGES IN FIDUCIARY NET ASSETS  
 FOR THE YEARS ENDED JUNE 30, 2010 AND 2009**

	<u>2010</u>	<u>2009</u>
<b>ADDITIONS</b>		
Local revenues	\$ 709,781	\$ 699,588
<b>DEDUCTIONS</b>		
Books and supplies	318,839	304,552
Services and operating expenditures	308,439	276,505
Capital outlay	55,172	416,367
<b>Total Deductions</b>	<u>682,450</u>	<u>997,424</u>
<b>OTHER FINANCING SOURCES (USES)</b>		
Other sources (uses)	4,570	(6,189)
<b>Change in Net Assets</b>	31,901	(304,025)
<b>Net Assets - Beginning</b>	898,134	1,202,159
<b>Net Assets - Ending</b>	<u>\$ 930,035</u>	<u>\$ 898,134</u>

The accompanying notes are an integral part of these financial statements.

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***DISCRETELY PRESENTED COMPONENT UNIT  
RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION***

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**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**DISCRETELY PRESENTED COMPONENT UNIT  
 RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION  
 STATEMENTS OF FINANCIAL POSITION  
 JUNE 30, 2010 AND 2009**

	<u>2010</u>	<u>2009</u>
<b>ASSETS</b>		
Current Assets		
Cash and Cash Equivalents		
Unrestricted	\$ 4,821,413	\$ -
Restricted	1,142,251	2,437,711
Accounts receivable	14,750	2,545
Receivable due from unrestricted funds	92,255	13,841
Unconditional promises to give	185,062	122,940
Total Current Assets	<u>6,255,731</u>	<u>2,577,037</u>
Noncurrent Assets		
Investments - restricted	3,481,432	2,815,387
Long-term unconditional promises to give, net of allowance	623,500	362,729
Total Noncurrent Assets	<u>4,104,932</u>	<u>3,178,116</u>
Total Assets	<u>\$ 10,360,663</u>	<u>\$ 5,755,153</u>
 <b>LIABILITIES AND NET ASSETS</b>		
Current Liabilities		
Accounts payable	\$ 4,943,691	\$ 197,525
Borrowing from restricted funds	92,255	13,841
Obligation to Riverside Community College District	-	346,478
Total Current Liabilities	<u>5,035,946</u>	<u>557,844</u>
Long-Term Obligations		
Long-term obligation to Riverside Community College District	794,735	357,550
Total Long-Term Obligations	<u>794,735</u>	<u>357,550</u>
Total Liabilities	<u>5,830,681</u>	<u>915,394</u>
 <b>NET ASSETS</b>		
Unrestricted		
Undesignated	(901,131)	(887,243)
Board designated	14,141	12,289
Total Unrestricted	<u>(886,990)</u>	<u>(874,954)</u>
Temporarily restricted	2,243,501	3,011,599
Permanently restricted	3,173,471	2,703,114
Total Net Assets	<u>4,529,982</u>	<u>4,839,759</u>
Total Liabilities and Net Assets	<u>\$ 10,360,663</u>	<u>\$ 5,755,153</u>

The accompanying notes are an integral part of these financial statements.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**DISCRETELY PRESENTED COMPONENT UNIT  
RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION  
STATEMENTS OF ACTIVITIES  
FOR THE YEARS ENDED JUNE 30, 2010 AND 2009**

	<b>2010</b>			<b>Total</b>
	<b>Unrestricted</b>	<b>Temporarily Restricted</b>	<b>Permanently Restricted</b>	
<b>REVENUES</b>				
Donations	\$ 152,739	\$5,266,787	\$ 179,980	\$ 5,599,506
In-kind donations				
Donated assets	161,341	-	-	161,341
Donated material	28,659	-	-	28,659
Donated services	475,958	-	-	475,958
Assets released from restrictions	5,904,347	(5,959,981)	55,634	-
<b>Total Revenues</b>	<b>6,723,044</b>	<b>(693,194)</b>	<b>235,614</b>	<b>6,265,464</b>
<b>EXPENSES</b>				
Operating expenses	410,991	-	-	410,991
Program expenses	6,381,560	-	-	6,381,560
Fundraising expenses	104,685	-	-	104,685
<b>Total Expenses</b>	<b>6,897,236</b>	<b>-</b>	<b>-</b>	<b>6,897,236</b>
<b>OTHER INCOME (EXPENSE)</b>				
Realized gain (loss) on sale of investments	1,626	2,693	10,891	15,210
Unrealized gain (loss) on investments	27,621	49,372	140,775	217,768
Interest and dividends income	9,700	22,309	64,987	96,996
Interest expense	(7,979)	-	-	(7,979)
Transfers	131,188	(149,278)	18,090	-
<b>Total Other Income (Expense)</b>	<b>162,156</b>	<b>(74,904)</b>	<b>234,743</b>	<b>321,995</b>
CHANGE IN NET ASSETS	(12,036)	(768,098)	470,357	(309,777)
NET ASSETS, BEGINNING OF YEAR	(874,954)	3,011,599	2,703,114	4,839,759
NET ASSETS, END OF YEAR	<b>\$ (886,990)</b>	<b>\$2,243,501</b>	<b>\$3,173,471</b>	<b>\$ 4,529,982</b>

The accompanying notes are an integral part of these financial statements.

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<b>2009</b>			
Unrestricted	Temporarily Restricted	Permanently Restricted	Total
\$ 6,266	\$ 1,728,202	\$ 276,666	\$ 2,011,134
73,727	-	-	73,727
45,310	-	-	45,310
433,102	-	-	433,102
899,717	(685,482)	(214,235)	-
<u>1,458,122</u>	<u>1,042,720</u>	<u>62,431</u>	<u>2,563,273</u>
213,757	-	-	213,757
1,223,890	-	-	1,223,890
127,734	-	-	127,734
<u>1,565,381</u>	<u>-</u>	<u>-</u>	<u>1,565,381</u>
(8,429)	(7,933)	(33,219)	(49,581)
(59,371)	(55,879)	(233,993)	(349,243)
345	325	1,362	2,032
(15,633)	-	-	(15,633)
13,366	13,572	(26,938)	-
<u>(69,722)</u>	<u>(49,915)</u>	<u>(292,788)</u>	<u>(412,425)</u>
(176,981)	992,805	(230,357)	585,467
<u>(697,973)</u>	<u>2,018,794</u>	<u>2,933,471</u>	<u>4,254,292</u>
<u>\$ (874,954)</u>	<u>\$ 3,011,599</u>	<u>\$ 2,703,114</u>	<u>\$ 4,839,759</u>

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**DISCRETELY PRESENTED COMPONENT UNIT  
RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION  
STATEMENTS OF CASH FLOWS  
FOR THE YEARS ENDED JUNE 30, 2010 AND 2009**

	<u>2010</u>	<u>2009</u>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Change in Net Assets	\$ (309,777)	\$ 585,467
Adjustments to Reconcile Change in Net Assets to Net Cash Flows From Operating Activities		
Unrealized loss (gain) on investments	(217,768)	349,243
Contributions of long-term investments	(5,446,767)	(2,004,868)
Changes in Assets and Liabilities		
Increase in accounts receivable	(12,205)	(2,278)
Decrease in unrestricted unconditional promises to give	22,622	71,501
Increase in accounts payable	4,746,166	16,055
Decrease in refundable advances	-	(77,148)
Net Cash Flows From Operating Activities	<u>(1,217,729)</u>	<u>(1,062,028)</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Purchase of investments	(456,631)	(467,983)
Proceeds from sale of investments	1,538,409	629,867
Net Cash Flows From Investing Activities	<u>1,081,778</u>	<u>161,884</u>
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>		
Proceeds from issuance of debt	90,707	93,158
Increase long-term unconditional promises to give	(322,893)	(207,978)
Collections of contributions restricted for long-term purposes	5,189,550	953,112
Net Cash Flows From Financing Activities	<u>4,957,364</u>	<u>838,292</u>
<b>NET CHANGE IN CASH AND CASH EQUIVALENTS</b>	4,821,413	(61,852)
<b>UNRESTRICTED CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR</b>	-	61,852
<b>UNRESTRICTED CASH AND CASH EQUIVALENTS, END OF YEAR</b>	<u>\$ 4,821,413</u>	<u>\$ -</u>
<b>REQUIRED DISCLOSURE</b>		
Interest paid	<u>\$ 7,979</u>	<u>\$ 15,633</u>

The accompanying notes are an integral part of these financial statements.



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***NOTES TO FINANCIAL STATEMENTS***

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## RIVERSIDE COMMUNITY COLLEGE DISTRICT

### NOTES TO FINANCIAL STATEMENTS JUNE 30, 2010 AND 2009

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#### **NOTE 1 - ORGANIZATION**

The Riverside Community College District (the District) was established in 1916 as a political subdivision of the State of California and provides educational services to residents of the surrounding area. The District operates under a locally elected five-member Board of Trustees form of government, which establishes the policies and procedures by which the District operates. The Board must approve the annual budgets for the General Fund, special revenue funds, capital project funds, and proprietary funds, but these budgets are managed at the department level. Currently, the District operates three colleges located within western Riverside County. While the District is a political subdivision of the State of California, it is legally separate and is independent of other State and local governments, and it is not a component unit of the State in accordance with the provisions of Governmental Accounting Standards Board (GASB) Statement No. 39.

#### **NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

##### **Financial Reporting Entity**

The District has adopted GASB Statement No. 39, *Determining Whether Certain Organizations are Component Units*. This statement amends GASB Statement No. 14, *The Financial Reporting Entity*, to provide additional guidance to determine whether certain organizations, for which the District is not financially accountable, should be reported as component units based on the nature and significance of their relationship with the District. The three components used to determine the presentation are: providing a "direct benefit", the "environment and ability to access/influence reporting", and the "significance" criterion. As defined by accounting principles generally accepted in the United States of America and established by the Governmental Accounting Standards Board, the financial reporting entity consists of the primary government, the District, and the following component units:

- **Riverside Community College District Foundation**

The Riverside Community College District Foundation (the Foundation) is a legally separate, tax-exempt organization. The Foundation acts primarily as a fundraising organization to provide grants and scholarships to students and support to employees, programs, and departments of the District. Although the District does not control the timing or amount of receipts from the Foundation, the majority of resources, or income thereon, that the Foundation holds and invests are restricted to the activities of the District by the donors. Because these restricted resources held by the Foundation can only be used by, or for the benefit of, the District, the Foundation is considered a component unit of the District with the inclusion of the statements as a discretely presented component unit. The Foundation is reported in separate financial statements because of the difference in its reporting model, as further described below.

## RIVERSIDE COMMUNITY COLLEGE DISTRICT

### NOTES TO FINANCIAL STATEMENTS JUNE 30, 2010 AND 2009

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The Foundation is a not-for-profit organization under Internal Revenue Code (IRS) Section 501(c)(3) that reports its financial results under Financial Accounting Standards Board (FASB) Statements. As such, certain revenue recognition criteria and presentation features are different from GASB revenue recognition criteria and presentation features. No modifications have been made to the Foundation's financial information in the District's financial reporting entity for these differences.

Audited financial statements for the Foundation can be obtained from the Foundation's Business Office at 4800 Magnolia Avenue, Riverside, California 92506.

- **Riverside Community College District Development Corporation**

The Riverside Community College District Development Corporation (the Corporation) is a legally separate organization component unit of the District. The Corporation was formed to provide financing and acquire assets for the District. A majority of the Corporation's Board of Directors either serves by reason of their position in the District or is appointed by the District's Board of Trustees. The financial activity has been "blended" or consolidated within the financial statements as the District as if the activity was the District's. Within the other supplementary information section of the report, the activity is included as the Riverside Community College District Development Corporation Fund as a Special Revenue Fund of the District. Individually prepared financial statements are not prepared for the Corporation.

#### **Measurement Focus, Basis of Accounting, and Financial Statement Presentation**

For financial reporting purposes, the District is considered a special-purpose government engaged only in business-type activities as defined by GASB Statements No. 34 and No. 35 as amended by GASB Statements No. 37, No. 38, and No. 39. This presentation provides a comprehensive entity-wide perspective of the District's assets, liabilities, activities, and cash flows and replaces the fund group perspective previously required. Accordingly, the District's financial statements have been presented using the economic resources measurement focus and the accrual basis of accounting. Under the accrual basis, revenues are recognized when earned, and expenses are recorded when an obligation has been incurred. All material intra-agency and intra-fund transactions have been eliminated.

Revenues resulting from exchange transactions, in which each party gives and receives essentially equal value, are classified as operating revenues. These transactions are recorded on the accrual basis when the exchange takes place. Available means that the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter to be used to pay liabilities of the current fiscal year. For the District, operating revenues consist primarily of student fees and auxiliary activities through the bookstore and cafeteria.

## RIVERSIDE COMMUNITY COLLEGE DISTRICT

### NOTES TO FINANCIAL STATEMENTS JUNE 30, 2010 AND 2009

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Nonexchange transactions, in which the District receives value without directly giving equal value in return, include State apportionments, property taxes, certain grants, entitlements, and donations, and are classified as nonoperating revenue. Federal and State grants received to provide direct grants to students are classified as nonoperating revenues because the District does not generally receive any direct benefit from the grants and are recognized in the fiscal year in which all eligibility requirements are satisfied. Eligibility requirements may include time and/or purpose requirements. Property tax revenue is primarily recognized in the fiscal year received. State apportionment revenue is earned based upon criteria set forth from the Community Colleges Chancellor's Office and is based on reporting of full-time equivalent student (FTES) attendance. This apportionment revenue is recognized in the period the FTES are generated.

Operating expenses are incurred to provide instructional services including support costs, auxiliary services, and depreciation of capital assets. All other expenses not meeting this definition are reported as nonoperating. Expenses are recorded on the accrual basis as they are incurred; when goods are received or services are rendered.

The accounting policies of the District conform to accounting principles generally accepted in the United States of America (US GAAP) as applicable to colleges and universities, as well as those prescribed by the California Community Colleges Chancellor's Office. The District reports are based on all applicable GASB pronouncements, as well as applicable FASB pronouncements issued on or before November 30, 1989, unless those pronouncements conflict or contradict GASB pronouncements. The District has not elected to apply FASB pronouncements after that date. When applicable, certain prior year amounts have been reclassified to conform to current year presentation. The budgetary and financial accounts of the District are maintained in accordance with the State Chancellor's Office *Budget and Accounting Manual*.

The financial statements are presented in accordance with the reporting model as prescribed in GASB Statement No. 34, *Basic Financial Statements and Management's Discussion and Analysis for State and Local Governments*, and GASB Statement No. 35, *Basic Financial Statements and Management's Discussion and Analysis for Public Colleges and Universities*, as amended by GASB Statements No. 37 and No. 38. The business-type activities model followed by the District requires the following components of the District's financial statements:

- Management's Discussion and Analysis
- Basic Financial Statements for the District as a whole including:
  - Statements of Net Assets - Primary Government
  - Statements of Revenues, Expenses, and Changes in Net Assets - Primary Government
  - Statements of Cash Flows - Primary Government
  - Financial Statements for the Fiduciary Funds including:
    - Statements of Fiduciary Net Assets
    - Statements of Changes in Fiduciary Net Assets
- Notes to the Financial Statements

#### Cash and Cash Equivalents

The District's cash and cash equivalents are considered to be cash on hand, demand deposits, and short-term investments with original maturities of three months or less from the date of acquisition. Cash equivalents also include unrestricted cash with county treasury balances for purposes of the statement of cash flows. Restricted cash and cash equivalents represent balances restricted by external sources such as grants and contracts or specifically restricted for the repayment of capital debt.

## RIVERSIDE COMMUNITY COLLEGE DISTRICT

### NOTES TO FINANCIAL STATEMENTS JUNE 30, 2010 AND 2009

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#### **Investments**

Investments held at June 30, 2010 and 2009, with original maturities greater than one year are stated at fair value. Fair value is estimated based on quoted market prices at year-end. All investments not required to be reported at fair value are stated at cost or amortized cost. Fair values of investments in the County investment pool are determined by the program sponsor.

#### **Accounts Receivable**

Accounts receivable include amounts due from the Federal, State and/or local governments, or private sources, in connection with reimbursement of allowable expenditures made pursuant to the District's grants and contracts. Accounts receivable also consist of tuition and fee charges to students and auxiliary enterprise services provided to students, faculty, and staff, the majority of each residing in the State of California. The District provides for an allowance for uncollectible accounts as an estimation of amounts that may not be received. This allowance is based upon management's estimates and analysis. The allowance was estimated at \$93,494 and \$325,451 for the years ended June 30, 2010 and 2009, respectively.

#### **Prepaid Expenses**

Prepaid expenses represent payments made to vendors and others for services that will benefit periods beyond June 30.

#### **Inventories**

Inventories consist primarily of cafeteria food and supplies held for resale to the students and faculty of the college. Inventories are stated at cost, utilizing the weighted average method. The cost is recorded as an expense as the inventory is consumed.

#### **Capital Assets and Depreciation**

Capital assets are long-lived assets of the District as a whole and include land, construction-in-progress, buildings, leasehold improvements, and equipment. The District maintains an initial unit cost capitalization threshold of \$5,000. Assets are recorded at historical cost, or estimated historical cost, when purchased or constructed. The District does not possess any infrastructure. Donated capital assets are recorded at estimated fair market value at the date of donation. Improvements to buildings and land that significantly increase the value or extend the useful life of the asset are capitalized; the costs of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not. Major outlays for capital improvements are capitalized as construction-in-progress as the projects are constructed.

Depreciation of capital assets is computed and recorded utilizing the straight-line method. Estimated useful lives of the various classes of depreciable capital assets are as follows: buildings, 15 to 50 years; improvements, 10 years; equipment, 3 to 8 years; vehicles, 5 to 10 years.

#### **Accrued Liabilities and Long-term Obligations**

All payables, accrued liabilities, and long-term obligations are reported in the entity-wide financial statements.

## RIVERSIDE COMMUNITY COLLEGE DISTRICT

### NOTES TO FINANCIAL STATEMENTS JUNE 30, 2010 AND 2009

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#### **Deferred Issuance Costs, Premiums, and Discounts**

Bond premiums and discounts, as well as issuance costs, are deferred and amortized over the life of the bonds using the straight line method.

#### **Compensated Absences**

Accumulated unpaid employee vacation benefits are accrued as a liability as the benefits are earned. The entire compensated absence liability is reported on the entity-wide financial statements. The amounts have been recorded in the fund from which the employees, who have accumulated the leave, are paid. The District also participates in "load-banking" with eligible academic employees whereby the employee may teach extra courses in one period in exchange for time off in another period.

Sick leave is accumulated without limit for each employee based upon negotiated contracts. Leave with pay is provided when employees are absent for health reasons; however, the employees do not gain a vested right to accumulated sick leave. Employees are never paid for any sick leave balance at termination of employment or any other time. Therefore, the value of accumulated sick leave is not recognized as a liability in the District's financial statements. However, credit for unused sick leave is applicable to all classified school members who retire after January 1, 1999. At retirement, each member will receive .004 year of service credit for each day of unused sick leave. Credit for unused sick leave is available to all full-time employees based on the California State Teachers' Retirement System (CalSTRS) and the California Public Employees' Retirement Systems (CalPERS) criteria.

#### **Deferred Revenue**

Deferred revenue arises when potential revenue does not meet both the "measurable" and "available" criteria for recognition in the current period or when resources are received by the District prior to the incurrence of qualifying expenditures. In subsequent periods, when both revenue recognition criteria are met, or when the District has a legal claim to the resources, the liability for deferred revenue is removed from the combined balance sheet and revenue is recognized. Deferred revenues include (1) amounts received for tuition and fees prior to the end of the fiscal year that are related to the subsequent fiscal year and (2) amounts received from Federal and State grants received before the eligibility requirements are met are recorded as deferred revenue.

#### **Net Assets**

GASB Statements No. 34 and No. 35 report equity as "Net Assets." Net assets are classified according to imposed restrictions or availability of assets for satisfaction of District obligations according to the following net asset categories:

**Invested in Capital Assets, Net of Related Debt:** Capital Assets, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction, or improvement of those assets.

**Restricted - Expendable:** Net assets whose use by the District is subject to externally imposed constraints that can be fulfilled by actions of the District pursuant to those constraints or by the passage of time. Net assets may be restricted for capital projects, debt repayment, and/or educational programs.

None of the District's restricted net assets have resulted from enabling legislation adopted by the District.

## RIVERSIDE COMMUNITY COLLEGE DISTRICT

### NOTES TO FINANCIAL STATEMENTS JUNE 30, 2010 AND 2009

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**Unrestricted:** Net assets that are not subject to externally imposed constraints. Unrestricted net assets may be designated for specific purposes by action of the Board of Trustees or may otherwise be limited by contractual agreements with outside parties. Substantially all unrestricted net assets are designated for special purposes.

When both restricted and unrestricted resources are available for use, it is the District's practice to use restricted resources first and the unrestricted resources when they are needed. The entity-wide financial statements report \$35,120,467 of restricted net assets.

#### **State Apportionments**

Certain current year apportionments from the State are based on financial and statistical information of the previous year. Any corrections due to the recalculation of the apportionment are made in February of the subsequent year. When known and measurable, these recalculations and corrections are accrued in the year in which the FTES are generated.

#### **On-Behalf Payments**

GASB Statement No. 24 requires direct on-behalf payments for fringe benefits and salaries made by one entity to a third party recipient for the employees for another legally separate entity be recognized as revenues and expenditures by the employer entity. The State of California makes direct on-behalf payments to CalSTRS and CalPERS on behalf of all community colleges in California.

#### **Estimates**

The preparation of the financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

#### **Property Taxes**

Secured property taxes attach as an enforceable lien on property as of January 1. The County of Riverside Assessor is responsible for assessment of all taxable real property. Taxes are payable in two installments on November 1 and February 1 and become delinquent on December 10 and April 10, respectively. Unsecured property taxes are payable in one installment on or before August 31. The County of Riverside bills and collects the taxes on behalf of the District. Local property tax revenues are recorded when the County notifies the District of the availability of the revenues.

The voters of the District passed a General Obligation Bond in 2004 for the acquisition, construction, and remodeling of District capital assets. As a result of the passage of the Bond, property taxes are assessed on the property within the District specifically for the repayment of the debt incurred. The taxes are billed and collected as noted above and remitted to the District when collected.

## RIVERSIDE COMMUNITY COLLEGE DISTRICT

### NOTES TO FINANCIAL STATEMENTS JUNE 30, 2010 AND 2009

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#### **Scholarship Discounts and Allowances**

Student tuition and fee revenue is reported net of scholarship discounts and allowances in the Statement of Revenues, Expenditures, and Changes in Net Assets. Scholarship discounts and allowances represent the difference between stated charges for enrollment fees and the amount that is paid by students or third parties making payments on the students' behalf. To the extent that fee waivers and discounts have been used to satisfy tuition and fee charges, the District has recorded a scholarship discount and allowance.

#### **Federal Financial Assistance Programs**

The District participates in federally funded Pell Grants, FSEOG Grants, Federal Work-Study, Academic Competitiveness Grants, and Federal Family Education Loan programs, as well as other programs funded by the Federal government. Financial aid to students is either reported as operating expenses or scholarship allowances, which reduce revenues. The amount reported as operating expense represents the portion of aid that was provided to the student in the form of cash. These programs are audited in accordance with the Single Audit Act Amendments of 1996, and the U.S. Office of Management and Budget's revised Circular A-133, *Audits of States, Local Governments and Non-Profit Organizations*, and the related *Compliance Supplement*. During the year ended June 30, 2010 and 2009, the District distributed \$4,425,366 and \$3,901,647, respectively, in direct lending through the U.S. Department of Education. These amounts have not been included as revenues or expenses within the accompanying financial statements as the amounts were passed directly to qualifying students; however, the amounts are included on the Schedule of Expenditures of Federal Awards.

#### **Interfund Activity**

Interfund transfers and interfund receivables and payables are eliminated within the primary government funds during the consolidation process in the entity-wide financial statements.

#### **Foundation Presentation**

The Riverside Community College District Foundation presents its financial statements in accordance with requirements of FASB. Under FASB, the Foundation is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. As permitted by FASB, the Foundation does not use fund accounting.

**Permanently Restricted Net Assets** - Net assets subject to donor-imposed stipulations that they be maintained permanently by the Foundation. Generally, the donors of these assets permit the Foundation to use all or part of the income earned on related investments for general or specific purposes.

**Temporarily Restricted Net Assets** - Net assets subject to donor-imposed stipulations that will be met by actions of the Foundation and/or the passage of time.

**Unrestricted Net Assets** - Net assets not subject to donor-imposed restrictions.



## RIVERSIDE COMMUNITY COLLEGE DISTRICT

### NOTES TO FINANCIAL STATEMENTS JUNE 30, 2010 AND 2009

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Revenues and expenses are recorded when incurred in accordance with the accrual basis of accounting. Revenues are reported as increases in the unrestricted net assets classification unless use of the related assets is limited by donor-imposed restrictions. Contributions, including unconditional promises to give, are recognized as revenue in the period received. Conditional promises to give are not recognized as revenue until the conditions on which they depend are substantially met. Contributions for in-kind gifts from outside sources are recorded at their fair market value on the date of the donation.

Expenses are reported as decreases in unrestricted net assets. Gains and losses on investments and other assets or liabilities are reported as increases or decreases in unrestricted net assets unless their use is restricted by explicit donor stipulation or by law.

#### **New Accounting Pronouncements**

In March 2009, the GASB issued Statement No. 54, *Fund Balance Reporting and Governmental Fund Type Classifications*. The objectives of this Statements is to enhance the usefulness of fund balance information by providing clearer fund balance classifications that can be more consistently applied and by clarifying the existing governmental fund type definitions. This Statement establishes fund balance classifications that comprise a hierarchy based primarily on the extent to which a government is bound to observe constraints imposed upon the use of the resources reported in governmental funds. The requirements of this Statement are effective for the financial statements for periods beginning after June 15, 2010. The District does not anticipate a significant impact in reporting.

#### **Comparative Financial Information**

Comparative financial information for the prior year has been presented for additional analysis; certain amounts presented in the prior year data may have been reclassified in order to be consistent with the current year's presentation.

### ***NOTE 3 - DEPOSITS AND INVESTMENTS***

#### **Policies and Practices**

The District is authorized under California Government Code to make direct investments in local agency bonds, notes, or warrants within the State; U.S. Treasury instruments; registered State warrants or treasury notes; securities of the U.S. Government, or its agencies; bankers acceptances; commercial paper; certificates of deposit placed with commercial banks and/or savings and loan companies; repurchase or reverse repurchase agreements; medium term corporate notes; shares of beneficial interest issued by diversified management companies, certificates of participation, obligations with first priority security; and collateralized mortgage obligations.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**NOTES TO FINANCIAL STATEMENTS  
 JUNE 30, 2010 AND 2009**

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**Investment in County Treasury** - The District is considered to be an involuntary participant in an external investment pool as the District is required to deposit all receipts and collections of monies with their County Treasurer (*Education Code* Section 41001). The fair value of the District's investment in the pool is reported in the accompanying financial statements at amounts based upon the District's pro-rata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis. The County Treasurer also holds investments in a separate investment agreement account other than the County Pooled Investment noted above on behalf of the District. Funds in this investment agreement are strictly related to the District's general obligation bonds.

**General Authorizations**

Limitations as they relate to interest rate risk, credit risk, and concentration of credit risk are indicated in the schedules below:

Authorized Investment Type	Maximum Remaining Maturity	Maximum Percentage of Portfolio	Maximum Investment in One Issuer
Local Agency Bonds, Notes, Warrants	5 years	None	None
Registered State Bonds, Notes, Warrants	5 years	None	None
U.S. Treasury Obligations	5 years	None	None
U.S. Agency Securities	5 years	None	None
Banker's Acceptance	180 days	40%	30%
Commercial Paper	270 days	25%	10%
Negotiable Certificates of Deposit	5 years	30%	None
Repurchase Agreements	1 year	None	None
Reverse Repurchase Agreements	92 days	20% of base	None
Medium-Term Corporate Notes	5 years	30%	None
Mutual Funds	N/A	20%	10%
Money Market Mutual Funds	N/A	20%	10%
Mortgage Pass-Through Securities	5 years	20%	None
County Pooled Investment Funds	N/A	None	None
Local Agency Investment Fund (LAIF)	N/A	None	None
Joint Powers Authority Pools	N/A	None	None

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**NOTES TO FINANCIAL STATEMENTS  
 JUNE 30, 2010 AND 2009**

**Summary of Deposits and Investments**

Deposits and investments as of June 30, 2010, consist of the following:

**Primary Government**

Cash on hand and in banks	\$ 459,788
Cash in revolving	50,000
Investments	<u>84,660,701</u>
Total Deposits and Investments	<u><u>\$ 85,170,489</u></u>

**Fiduciary Funds**

Cash on hand and in banks	<u><u>\$ 2,039,336</u></u>
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**Interest Rate Risk**

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. The District manages its exposure to interest rate risk by investing in the County Pool and County Pooled Investment Fund.

**Specific Identification**

Information about the sensitivity of the fair values of the District's investments to market interest rate fluctuation is provided by the following schedule that shows the distribution of the District's investment by maturity:

<u>Investment Type</u>	<u>Fair Market Value</u>	<u>Maturity Date</u>
County Pooled Investment	<u><u>\$ 84,838,325</u></u>	1.02*

\*Weighted average of maturity in years.

**Credit Risk**

Credit risk is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. This is measured by the assignment of a rating by a nationally recognized statistical rating organization. The District's investments in the County pool are rated AAA by Fitch Ratings Ltd. as of June 30, 2010.

<u>Investment Type</u>	<u>Minimum Legal Rating</u>	<u>Rating June 30, 2010</u>	<u>Fair Market Value</u>
County Pooled Investment	Not Required	AAA	<u><u>\$ 84,838,325</u></u>

## **RIVERSIDE COMMUNITY COLLEGE DISTRICT**

### **NOTES TO FINANCIAL STATEMENTS JUNE 30, 2010 AND 2009**

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#### **Custodial Credit Risk - Deposits**

This is the risk that in the event of a bank failure, the District's deposits may not be returned to it. The District does not have a policy for custodial credit risk. However, the California Government Code requires that a financial institution secure deposits made by State or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under State law (unless so waived by the governmental unit). The market value of the pledged securities in the collateral pool must equal at least 110 percent of the total amount deposited by the public agency. California law also allows financial institutions to secure public deposits by pledging first trust deed mortgage notes having a value of 150 percent of the secured public deposits and letters of credit issued by the Federal Home Loan Bank of San Francisco having a value of 105 percent of the secured deposits. As of June 30, 2010, the District had a bank balance of \$926,824 and the fiduciary funds balance of \$1,500,633, totaling \$2,427,457 of which \$2,177,457 was exposed to custodial credit risk because it was uninsured and collateralized at 110 percent of balance over \$250,000 with securities held by the pledging financial institution's trust department or agent, but not in the name of the District.

#### **Custodial Credit Risk - Investments**

This is the risk that, in the event of the failure of the counterparty, the District will not be able to recover the value of its investments or collateral securities that are in possession of an outside party. The cash held in the County Treasury is uncategorized and the fair value approximates carrying value are shown above in the credit risk schedule. Deposits with the County Treasury are not categories because they do not represent securities which exist in physical or book entry form. The deposits with the County Treasury are valued using the amortized cost method (which approximates fair value). The fair values are provided by the County Treasurer. As of June 30, 2010, \$84,660,701 is invested in the Riverside County Treasurer's Pooled Investment Fund. The Pooled Investment Fund is currently rated AAA by Fitch Ratings Ltd.

#### **Discretely Presented Component Unit**

The Foundation's deposits and investments consist primarily of cash in banks and investments within equity funds and corporate and government bonds. As of June 30, 2010, the balances held in financial institutions of \$5,745,703 were not fully insured, but were collateralized with securities held by the financial institution, but not in the Foundation's name.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**NOTES TO FINANCIAL STATEMENTS  
 JUNE 30, 2010 AND 2009**

**NOTE 4 - ACCOUNTS RECEIVABLE**

Accounts receivable for the District consisted primarily of intergovernmental grants, entitlements, interest, and other local sources.

The accounts receivable are as follows:

	<u>2010</u>	<u>2009</u>
Federal Government		
Categorical aid	\$ 5,817,700	\$ 2,323,228
State Government		
Apportionment	19,559,392	15,024,738
Categorical aid	436,978	865,091
Lottery	1,908,303	1,806,440
Other State sources	7,155,680	8,937,772
Local Sources		
Interest	199,575	412,953
Property taxes	1,484,797	2,063,400
Riverside Community College District Foundation	794,934	704,028
Riverside County Redevelopment Agency	1,237,097	898,653
Contributions from Foundation for Aquatics Complex	4,831,506	-
Other local sources	1,294,991	2,572,014
Total	<u>\$ 44,720,953</u>	<u>\$ 35,608,317</u>
Student receivables	\$ 467,469	\$ 1,084,837
Less allowance for bad debt	<u>(93,494)</u>	<u>(325,451)</u>
Student receivables, net	<u>\$ 373,975</u>	<u>\$ 759,386</u>
 Total Receivables, Net	 <u>\$ 45,094,928</u>	 <u>\$ 36,367,703</u>

**Discretely Presented Component Unit**

The Foundation's accounts receivables consist primarily of donations and unconditional promises to give. The Foundation routinely analyzes the collectability of the outstanding balance and has provided for the determined valuation.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2010 AND 2009**

**NOTE 5 - CAPITAL ASSETS**

Capital asset activity for the District for the fiscal year ended June 30, 2010, was as follows:

	Balance Beginning of Year	Additions	Deductions	Balance End of Year
Capital Assets Not Being Depreciated				
Land	\$ 32,502,697	\$ -	\$ -	\$ 32,502,697
Construction in progress	13,577,065	34,677,699	2,394,445	45,860,319
Total Capital Assets Not Being Depreciated	<u>46,079,762</u>	<u>34,677,699</u>	<u>2,394,445</u>	<u>78,363,016</u>
Capital Assets Being Depreciated				
Land improvements	9,297,856	1,989,250	-	11,287,106
Buildings and improvements	190,858,397	3,758,651	-	194,617,048
Furniture and equipment	25,836,575	3,257,947	321,979	28,772,543
Total Capital Assets Being Depreciated	<u>225,992,828</u>	<u>9,005,848</u>	<u>321,979</u>	<u>234,676,697</u>
Total Capital Assets	<u>272,072,590</u>	<u>43,683,547</u>	<u>2,716,424</u>	<u>313,039,713</u>
Less Accumulated Depreciation				
Land improvements	4,933,640	428,738	-	5,362,378
Buildings and improvements	33,650,536	4,660,479	-	38,311,015
Furniture and equipment	18,320,603	3,391,933	321,979	21,390,557
Total Accumulated Depreciation	<u>56,904,779</u>	<u>8,481,150</u>	<u>321,979</u>	<u>65,063,950</u>
Net Capital Assets	<u>\$215,167,811</u>	<u>\$ 35,202,397</u>	<u>\$ 2,394,445</u>	<u>\$ 247,975,763</u>

Depreciation expense for the year was \$8,481,150.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**NOTES TO FINANCIAL STATEMENTS  
 JUNE 30, 2010 AND 2009**

Capital asset activity for the District for the fiscal year ended June 30, 2009, was as follows:

	Balance Beginning of Year	Additions	Deductions	Balance End of Year
Capital Assets Not Being Depreciated				
Land	\$ 32,502,697	\$ -	\$ -	\$ 32,502,697
Construction in progress	41,546,052	28,582,347	56,551,334	13,577,065
Total Capital Assets Not Being Depreciated	<u>74,048,749</u>	<u>28,582,347</u>	<u>56,551,334</u>	<u>46,079,762</u>
Capital Assets Being Depreciated				
Land improvements	5,719,137	3,578,719	-	9,297,856
Buildings and improvements	137,488,061	53,370,336	-	190,858,397
Furniture and equipment	22,440,352	3,491,753	95,530	25,836,575
Total Capital Assets Being Depreciated	<u>165,647,550</u>	<u>60,440,808</u>	<u>95,530</u>	<u>225,992,828</u>
Total Capital Assets	<u>239,696,299</u>	<u>89,023,155</u>	<u>56,646,864</u>	<u>272,072,590</u>
Less Accumulated Depreciation				
Land improvements	4,604,364	329,276	-	4,933,640
Buildings and improvements	29,010,366	4,640,170	-	33,650,536
Furniture and equipment	15,143,432	3,272,701	95,530	18,320,603
Total Accumulated Depreciation	<u>48,758,162</u>	<u>8,242,147</u>	<u>95,530</u>	<u>56,904,779</u>
Net Capital Assets	<u>\$ 190,938,137</u>	<u>\$ 80,781,008</u>	<u>\$ 56,551,334</u>	<u>\$ 215,167,811</u>

Depreciation expense for the year was \$8,242,147.

The District was the beneficiary of an extensive bequest of Mine Okubo's estate, a Japanese-American artist, inclusive of paintings, works of art, reference materials, photographs, books, writings, letters, and printed material. The District took possession of the materials bequeathed from the estate of Ms. Okubo as of June 30, 2009. The District has included the collection and materials as priceless in the District's capital assets (non-depreciable assets). During the course of the next few years and as the District learns the collection's long-term historical value, the values will be added to the District's capital assets. As of June 30, 2010, the District has not recorded a value for the collection in the financial statements.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**NOTES TO FINANCIAL STATEMENTS  
 JUNE 30, 2010 AND 2009**

**NOTE 6 - ACCOUNTS PAYABLE**

Accounts payable for the District consisted of the following:

	<u>2010</u>	<u>2009</u>
Accrued payroll and benefits	\$ 827,815	\$ 1,757,188
Apportionment	-	3,185,605
Student financial aid grants	2,734,538	178,222
State categorical programs	121,293	73,545
Construction payables	7,501,255	7,195,994
Vendor payables	1,642,816	2,927,468
Total	<u>\$ 12,827,717</u>	<u>\$ 15,318,022</u>

**Fiduciary Funds**

Vendor payables	<u>\$ 25,172</u>	<u>\$ 20,708</u>
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**Discretely Presented Component Unit**

The accounts payable of the Foundation consist primarily of amounts owed to the District for the Aquatics Complex construction.

**NOTE 7 - SHORT-TERM BORROWING**

At June 30, 2010, the District had outstanding Tax and Revenue Anticipation Notes in the amount of \$11,020,000 bearing interest of 2.50 percent. The notes were sold to supplement cash flow. Repayment requires that a percentage of principal and interest be deposited with the fiscal agent in July 2010 until 100 percent of the total principal and interest is due at maturity in December 2010. The total outstanding Tax and Revenue Anticipation Notes of \$11,020,000 was paid in full to the fiscal agent on July 30, 2010.

	Outstanding Beginning of Year	Additions	Deletions	Outstanding End of Year
2009-2010 2.50% TRANS, Series B	<u>\$ -</u>	<u>\$ 11,020,000</u>	<u>\$ -</u>	<u>\$ 11,020,000</u>



**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**NOTES TO FINANCIAL STATEMENTS  
 JUNE 30, 2010 AND 2009**

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**NOTE 8 - DEFERRED REVENUE**

Deferred revenue consisted of the following:

	<u>2010</u>	<u>2009</u>
State categorical aid	\$ 1,745,945	\$ 2,851,954
Other State aid	202,402	105,242
Enrollment fees	1,393,680	898,508
Theater subscriptions	252,371	314,986
Health and liability self-insurance	1,172,937	1,156,712
Summer community education fees	132,098	119,862
Other local	49,633	335,176
Total	<u>\$ 4,949,066</u>	<u>\$ 5,782,440</u>

**NOTE 9 - INTERFUND TRANSACTIONS**

**Interfund Receivables and Payables (Due To/Due From)**

Balances owing between funds at year-end were \$1,238,013 and \$1,471,812 for the years ended June 30, 2010 and 2009, respectively. The balances result from the time lag between the date that (1) interfund goods and services are provided or reimbursable expenditures occur, (2) transactions are recorded in the accounting system, and (3) payments between funds are made. Interfund balances at June 30, 2010 and 2009, have been eliminated within the primary government during the consolidation process for financial statement presentation.

**Interfund Operating Transfers**

Operating transfers between funds of the District are used to (1) move revenues from the fund that statute or budget requires to collect them to the fund that statute or budget requires to expend them, (2) move receipts restricted to debt service from the funds collecting the receipts to the debt service fund as debt service payments become due, and (3) use restricted revenues collected in the General Fund to finance various programs accounted for in other funds in accordance with budgetary authorizations. Operating transfers between funds of the primary government have been eliminated in the consolidation process.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**NOTES TO FINANCIAL STATEMENTS  
 JUNE 30, 2010 AND 2009**

**NOTE 10 - LONG-TERM OBLIGATIONS**

**Long-Term Obligations Summary**

The changes in the District's long-term obligations during the 2010 fiscal year consisted of the following:

	Balance Beginning of Year	Additions	Deductions	Balance End of Year	Due in One Year
<b>Bonds Payable</b>					
General obligation bonds, Series A	\$ 3,475,000	\$ -	\$ -	\$ 3,475,000	\$ -
General obligation bonds, Refunding Bond 2005	55,959,077	748,915	1,495,000	55,212,992	1,740,000
Net unamortized debt premium	4,542,936	-	162,837	4,380,099	-
General obligation bonds, Series 2007 C	78,855,000	-	5,160,000	73,695,000	5,185,000
Net unamortized debt premium	2,464,846	-	176,060	2,288,786	-
<b>Total Bonds Payable</b>	<b>145,296,859</b>	<b>748,915</b>	<b>6,993,897</b>	<b>139,051,877</b>	<b>6,925,000</b>
<b>Other Liabilities</b>					
Compensated absences	2,854,793	-	380,778	2,474,015	1,329,711
Capital leases	41,576	-	14,674	26,902	14,674
Supplementary Retirement Plan (SRP)	1,357,128	2,193,982	452,376	3,098,734	891,172
Load banking	828,735	311,177	368,207	771,705	23,007
Other postemployment benefits (OPEB)	956,725	1,462,715	766,350	1,653,090	-
<b>Total Other Liabilities</b>	<b>6,038,957</b>	<b>3,967,874</b>	<b>1,982,385</b>	<b>8,024,446</b>	<b>2,258,564</b>
<b>Total Long-Term Obligations</b>	<b>\$151,335,816</b>	<b>\$4,716,789</b>	<b>\$ 8,976,282</b>	<b>\$147,076,323</b>	<b>\$9,183,564</b>

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**NOTES TO FINANCIAL STATEMENTS  
 JUNE 30, 2010 AND 2009**

The changes in the District's long-term obligations during the 2009 fiscal year consisted of the following:

	Balance Beginning of Year	Additions	Deductions	Balance End of Year	Due in One Year
<b>Bonds Payable</b>					
General obligation bonds, Series A	\$ 3,475,000	\$ -	\$ -	\$ 3,475,000	\$ -
General obligation bonds, Refunding Bond 2005	56,552,557	666,520	1,260,000	55,959,077	1,495,000
Net unamortized debt premium	4,705,774	-	162,838	4,542,936	-
General obligation bonds, Series 2007 C	83,980,000	-	5,125,000	78,855,000	5,160,000
Net unamortized debt premium	2,640,907	-	176,061	2,464,846	-
<b>Total Bonds Payable</b>	<b>151,354,238</b>	<b>666,520</b>	<b>6,723,899</b>	<b>145,296,859</b>	<b>6,655,000</b>
<b>Other Liabilities</b>					
Compensated absences	2,608,658	246,135	-	2,854,793	713,698
Capital leases	56,250	-	14,674	41,576	14,674
Supplementary Retirement Plan (SRP)	2,273,357	-	916,229	1,357,128	452,376
Load banking	698,507	350,174	219,946	828,735	-
Other postemployment benefits (OPEB)	-	1,474,187	517,462	956,725	-
<b>Total Other Liabilities</b>	<b>5,636,772</b>	<b>2,070,496</b>	<b>1,668,311</b>	<b>6,038,957</b>	<b>1,180,748</b>
<b>Total Long-Term Obligations</b>	<b>\$156,991,010</b>	<b>\$2,737,016</b>	<b>\$8,392,210</b>	<b>\$151,335,816</b>	<b>\$7,835,748</b>

**Description of Debt**

Payments on the general obligation bonds are made by the Bond Interest and Redemption Fund with local property tax collections. The capital lease payments are made by the other special revenue fund. The compensated absences are made by the fund for which the employees' salaries are paid from. The District's General Fund makes payments for the postemployment benefits Supplemental Retirement Plan and load banking obligations.

**Bonded Debt**

**2004 General Obligation Bonds**

During March 2004, voters of the District authorized the issuance and sale of general obligation bonds in the amount of \$350,000,000. As a result of the authorization, General Obligation Bonds Series 2004A "Series A Bonds" and Series 2004B (federally taxable) "Series B Bonds" were issued in August 2004. At June 30, 2010, the principal outstanding was \$3,475,000.

Series A Bonds were issued in the aggregate principal amount of \$55,205,000 with interest rates ranging from 4.00 to 5.25 percent. Series A Bonds were used to finance the acquisition, construction, and modernization of property and school facilities, to refund outstanding certificates of participation (COPs), and to pay certain costs of the bond issue. The refunded COPs are considered defeased. This current refunding was undertaken to decrease total debt service payments by \$2,762,260. The Series A Bonds are subject to optional and mandatory sinking fund redemption prior to maturity.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**NOTES TO FINANCIAL STATEMENTS  
 JUNE 30, 2010 AND 2009**

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Series B Bonds were issued to advance refund the District's outstanding certificates of participation. The refunded COPs are considered defeased. This advance refunding was undertaken to reduce total debt service payments by \$2,298,036 and to obtain an economic gain of \$237,565. The Series B Bonds have been paid in full.

The bonds are general obligations of the District. The Riverside County Board of Supervisors is obligated to levy ad valorem taxes upon all property within the District subject to taxation by the District for the payment of interest and principal on the bonds when due.

**2005 General Obligation Refunding Bonds**

During May 2005, the District issued 2005 General Obligation Refunding Bonds in the amount of \$58,386,109 with interest rates ranging from 3.00 to 5.00 percent. The bonds issued included \$54,425,000 of current interest bonds and \$3,961,109 of capital appreciation bonds, with the value of the capital appreciation bonds maturing to a principal balance of \$10,555,000. The bonds mature through August 1, 2024. Principal and interest on the refunded debt will be paid until such time as they can be redeemed on August 1, 2014. At June 30, 2010, the principal outstanding was \$55,212,992, and net unamortized debt premium was \$4,380,099.

The bonds are being used to advance refund all or a portion of the outstanding principal amount of the District's General Obligation Bonds, Election of 2004, Series 2004A (the Refunding Bonds). The refunded bonds were the Series A general obligation bonds including the cost of issuance of the bonds except for \$3,745,000 of the debt. The refunded bonds are considered defeased. The bonds were issued as current interest bonds and capital appreciation bonds. Interest with respect to the current interest bonds accrues from the date of their delivery and is payable semiannually on February 1 and August 1 of each year.

Net debt premium consists of the following:

	June 30, 2010
Deferred loss on refunding	\$ (2,709,911)
Debt issue costs	(678,088)
Debt premium	7,768,098
Net unamortized debt premium	<u>\$ 4,380,099</u>

**2007 General Obligation Bonds**

During June 2007, the District issued the 2007 General Obligation Bonds in the amount of \$90,000,000. The bonds mature beginning on August 1, 2007 through August 1, 2032, with interest yields ranging from 3.62 to 4.47 percent. At June 30, 2010, the principal outstanding was \$73,695,000 and unamortized premium and issuance costs of \$2,288,786 and \$881,425, respectively. Premium and issuance costs are amortized over the life of the bonds as a component of interest expense on the bonds.

The bonds are being used for the purposes of financing the repair, acquisition, construction, and equipping of certain District facilities, and to pay all legal, financial, and contingent costs in connection with the issuance of the bonds. The bonds are general obligations of the District payable solely from the proceeds of ad valorem property taxes. Interest with respect of the bonds accrues from the date of their delivery and is payable semiannually on February 1 and August 1 of each year, commencing August 1, 2007.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**NOTES TO FINANCIAL STATEMENTS  
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The outstanding general obligation bonded debt is as follows:

Issue Date	Maturity Date	Interest Rate	Original Issue	Bonds	Accreted		Bonds	
				Outstanding July 1, 2009	Issued	Interest Addition	Redeemed	Outstanding June 30, 2010
2004	2030	4.00%-5.25%	\$ 55,205,000	\$ 3,475,000	\$ -	\$ -	\$ -	\$ 3,475,000
2005	2025	3.00%-5.00%	58,386,109	55,959,077	-	748,915	1,495,000	55,212,992
2007	2033	3.62%-4.47%	90,000,000	78,855,000	-	-	5,160,000	73,695,000
				<u>\$ 138,289,077</u>	<u>\$ -</u>	<u>\$ 748,915</u>	<u>\$ 6,655,000</u>	<u>\$ 132,382,992</u>

The General Obligation Bonds, Series A mature through 2030 as follows:

Fiscal Year	Interest to		Total
	Principal	Maturity	
2011	\$ -	\$ 146,075	\$ 146,075
2012	500,000	136,075	636,075
2013	620,000	113,675	733,675
2014	795,000	85,375	880,375
2015	1,000,000	49,475	1,049,475
2016-2020	95,000	137,257	232,257
2021-2025	175,000	104,125	279,125
2026-2030	290,000	43,206	333,206
Total	<u>\$ 3,475,000</u>	<u>\$ 815,263</u>	<u>\$ 4,290,263</u>

The General Obligation Bonds, 2005 Refunding Bonds mature through 2025 as follows:

Fiscal Year	Principal	Accreted	Current	Total
		Interest	Interest to Maturity	
2011	\$ 1,740,000	\$ -	\$ 2,366,250	\$ 4,106,250
2012	1,648,760	181,240	2,310,500	4,140,500
2013	1,505,708	509,292	2,298,250	4,313,250
2014	1,439,833	725,167	2,298,250	4,463,250
2015	1,370,225	944,775	2,298,250	4,613,250
2016-2020	16,758,466	1,386,534	10,078,875	28,223,875
2021-2025	30,750,000	-	4,146,750	34,896,750
Total	<u>\$ 55,212,992</u>	<u>\$ 3,747,008</u>	<u>\$ 25,797,125</u>	<u>\$ 84,757,125</u>

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**NOTES TO FINANCIAL STATEMENTS  
 JUNE 30, 2010 AND 2009**

The General Obligation Bonds, Series 2007 C mature through 2033 as follows:

<u>Fiscal Year</u>	<u>Principal</u>	<u>Interest to Maturity</u>	<u>Total</u>
2011	\$ 5,185,000	\$ 3,534,575	\$ 8,719,575
2012	-	3,425,500	3,425,500
2013	-	3,425,500	3,425,500
2014	-	3,425,500	3,425,500
2015	-	3,425,500	3,425,500
2016-2020	-	17,127,500	17,127,500
2021-2025	-	17,127,500	17,127,500
2026-2030	43,950,000	12,011,500	55,961,500
2031-2033	24,560,000	1,326,500	25,886,500
Total	<u>\$ 73,695,000</u>	<u>\$ 64,829,575</u>	<u>\$ 138,524,575</u>

**Capital Leases**

The District has utilized capital leases purchase agreements to primarily purchase land, buildings, and equipment. The current lease purchase agreement in the amount of \$26,902 will be paid through 2012.

The District's principal obligations on lease agreements with options to purchase are summarized below:

<u>Year Ending June 30,</u>	<u>Lease Payment</u>
2011	\$ 17,195
2012	<u>12,228</u>
Total	29,423
Less: Amount Representing Interest	2,521
Present Value of Minimum Lease Payments	<u>\$ 26,902</u>

The equipment purchased through capital lease arrangements has been capitalized and is being depreciated over the estimated useful lives.

Equipment	\$ 138,445
Less: Accumulated depreciation	<u>(53,484)</u>
Total	<u>\$ 84,961</u>

Amortization of the leased equipment under capital lease is included with depreciation expense.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**NOTES TO FINANCIAL STATEMENTS  
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**Supplementary Retirement Plan**

The District has adopted the Public Agency Retirement System (PARS) 403(b) Supplementary Retirement Plan (SRP), a retirement incentive program. As of June 30, 2010, the outstanding balance was \$3,098,734. See Note 14 for additional information regarding the SRP obligation.

<u>Fiscal Year</u>	<u>SRP Payment</u>
2011	\$ 891,172
2012	891,173
2013	438,796
2014	438,797
2015	438,796
Total	<u>\$ 3,098,734</u>

**Compensated Absences**

The long-term obligation of the compensated absences for the District at June 30, 2010, amounted to \$2,474,015.

**Other Postemployment Benefit Obligation**

The District implemented GASB Statement No. 45, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other than Pensions*, during the year ended June 30, 2009. The District's annual OPEB cost for the year ended June 30, 2010, was \$1,462,715, and contributions made by the District during the year were \$766,350, which resulted in a change to the net OPEB obligation of \$696,365. As of June 30, 2010, the net OPEB obligation was \$1,653,090. See Note 11 for additional information regarding the OPEB obligation and the postemployment benefit plan.

**Load Banking**

The long-term obligation of the load banking for the District at June 30, 2010, amounted to \$771,705

**NOTE 11 - POSTEMPLOYMENT HEALTH CARE PLAN AND OTHER POSTEMPLOYMENT BENEFIT (OPEB) OBLIGATION**

The District provides postemployment health care benefits for retired employees in accordance with approved Board policy.

**Plan Description**

The Riverside Community College District Plan (the Plan) is a single-employer defined benefit healthcare plan administered by the District. The Plan provides medical and dental insurance benefits to eligible retirees and their spouses. Membership of the Plan consists of 70 retirees and beneficiaries currently receiving benefits and 678 active Plan members.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**NOTES TO FINANCIAL STATEMENTS  
 JUNE 30, 2010 AND 2009**

**Funding Policy**

The contribution requirements of Plan members and the District are established and may be amended by the District and the District's bargaining units. The required contribution is based on projected pay-as-you-go financing requirements with an additional amount to prefund benefits as determined annually through agreements between the District and the bargaining units. For fiscal year 2009-2010, the District contributed \$766,350 to the Plan, all of which was used for current premiums.

**Annual OPEB Cost and Net OPEB Obligation**

The District's annual OPEB cost (expense) is calculated based on the annual required contribution of the employer (ARC), an amount actuarially determined in accordance with the payments of GASB Statement No. 45. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal cost each year and amortize any unfunded actuarial accrued liabilities (UAAL) (or funding costs) over a period not to exceed 30 years. The following table shows the components of the District's annual OPEB cost for the year, the amount actually contributed to the Plan, and changes in the District's net OPEB obligation to the Plan:

Annual required contribution	\$ 1,474,187
Interest on net OPEB obligation	47,836
Adjustment to annual required contribution	<u>(59,308)</u>
Annual OPEB cost (expense)	1,462,715
Contributions made	<u>(766,350)</u>
Increase in net OPEB obligation	696,365
Net OPEB obligation, beginning of year	<u>956,725</u>
Net OPEB obligation, end of year	<u><u>\$ 1,653,090</u></u>

**Trend Information**

Trend information for the annual OPEB cost, the percentage of annual OPEB cost contributed to the Plan, and the net OPEB obligation is as follows:

Year Ended June 30,	Annual OPEB Cost	Actual Contribution	Percentage Contributed	Net OPEB Obligation
2009	\$ 1,474,187	\$ 517,462	35%	\$ 956,725
2010	\$ 1,462,715	\$ 766,350	52%	\$ 1,653,090

**Funding Status and Funding Progress**

The schedule of funding progress as of the most recent actuarial valuation is as follows:

Actuarial Accrued Liability (AAL)	\$ 9,766,024
Actuarial Value of Plan Assets	-
Unfunded Actuarial Accrued Liability (UAAL)	<u>\$ 9,766,024</u>
Funded Ratio (Actuarial Value of Plan Assets/AAL)	0.00%
Covered Payroll	<u>N/A</u>
UAAL as Percentage of Covered Payroll	<u><u>N/A</u></u>



## RIVERSIDE COMMUNITY COLLEGE DISTRICT

### NOTES TO FINANCIAL STATEMENTS JUNE 30, 2010 AND 2009

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The above noted actuarial accrued liability was based on the July 1, 2007, actuarial valuation. Actuarial valuation of an ongoing plan involves estimates of the value of reported amounts and assumptions about the probability of occurrence of events far into the future. Examples include assumptions about future employment, mortality, and the healthcare cost trend. Amounts determined regarding the funded status of the Plan and the annual required contribution of the employer are subject to continual revision as actual results are compared with past expectations and new estimates are made about the future. The schedule of funding progress, presented as required supplementary information, follows the notes to the financial statements and presents multi-year trend information about whether the actuarial value of Plan assets is increasing or decreasing over time relative to the actuarial accrued liabilities for benefits.

#### **Actuarial Methods and Assumptions**

Projections of benefits for financial reporting purposes are based on the substantive Plan (the Plan as understood by the employer and the Plan members) and include the types of benefits provided at the time of each valuation and the historical pattern of sharing of benefit costs between the employer and the Plan members to that point. The actuarial methods and assumptions used include techniques that are designed to reduce the effects of short-term volatility in actuarial accrued liabilities and the actuarial values of assets, consistent with the long-term perspective of the calculations.

In the July 1, 2007, actuarial valuation, the unit credit cost method was used. Under this method, there are no liabilities dependent on salary, therefore, no salary increase rate is assumed. The actuarial assumptions include healthcare cost trend rates ranged from an initial ten percent to an ultimate rate of five percent. The UAAL is being amortized at a level dollar method. The remaining amortization period at July 1, 2007, was 30 years. The actuarial value of assets was not determined in this actuarial valuation. As of June 30, 2010, the District finances its OPEB contributions using a pay-as-you-go method. The District has not established a plan or equivalent arrangement that contains an irrevocable trust.

#### ***NOTE 12 - RISK MANAGEMENT***

##### **Insurance Coverages**

The District is exposed to various risks of loss related to torts and liability; theft of, damage to and destruction of assets; errors and omissions and injuries to employees. The District obtains coverage for these risks as a member of various joint powers authorities or through the purchase of coverage from a risk retention group. The District has coverage up to \$20,000,000 for liability and tort risks. This coverage is subject to a \$100,000 self-insured retention. The District carries replacement coverage on its buildings and furniture and equipment with limits of \$295,277,000 and a \$100,000 deductible. Employee health benefits are covered by the employees enrolling in either one of two health maintenance organizations or in the District's self-insured health plan. The District's self-insured limit for the self-insured plan is \$100,000, and it purchases insurance coverage for the excess claims. The District purchases coverage for the dental benefits from a joint powers authority.

##### **Joint Powers Authority Risk Pools**

During fiscal year ending June 30, 2010, the District contracted with the Alliance of Schools for Cooperative Insurance Program Joint Powers Authority for property and liability insurance coverage. Settled claims have not exceeded this commercial coverage in any of the past three years. There has not been a significant reduction in coverage from the prior year.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**NOTES TO FINANCIAL STATEMENTS  
 JUNE 30, 2010 AND 2009**

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**Workers' Compensation**

For fiscal year 2009-2010, the District participated in the Schools Excess Liability Fund Joint Powers Authority (JPA), an insurance purchasing pool. The District is self insured for the first \$350,000 of each workers' compensation claim. The intent of the JPA is to achieve the benefit of a reduced premium for the District by virtue of its grouping and representation with other participants in the JPA. The workers' compensation experience of the participating districts is calculated as one experience, and a common premium rate is applied to all districts in the JPA. Each participant pays its workers' compensation premium based on its individual rate. Total savings are then calculated and each participant's individual performance is compared to the overall saving. A participant will then either receive money from or be required to contribute to the "equity-pooling fund." This "equity pooling" arrangement ensures that each participant shares equally in the overall performance of the JPA. Participation in the JPA is limited to K-12 and community college districts that can meet the JPA's selection criteria.

<u>Insurance Program / JPA Name</u>	<u>Type of Coverage</u>	<u>Limits</u>
Schools Excess Liability Fund (SELF)	Workers' Compensation	\$ 2,000,000
Schools Excess Liability Fund (SELF)	Excess Liability	\$ 20,000,000
Alliance of Schools for Cooperative Insurance Program (ASCIP)	Property and Liability	\$ 1,000,000

**Employee Medical Benefits**

The District has contracted with Kaiser Permanente, Health Net, and the RCCD Plan to provide employee medical benefits. The District provides health and welfare benefits to all full-time and permanent part-time employees (20 hours or more) and their dependents. Those employees working less than full-time will receive a pro-rata share of the benefit package. Employees in positions less than 20 hours per week do not receive any fringe benefits.

If the employee elects not to enroll for health insurance coverage from one of the carriers provided by the District, such employee must provide evidence of other health insurance coverage.

- Medical - The employee has a choice of Kaiser Permanente, Health Net, or the RCCD Plan. The employee may elect to change carriers once per year during open enrollment. Normally, such election shall be effective October 1 of each year.
- Dental - Delta insurance coverage for employees and dependents shall be provided by the District. All employees shall participate in the program.
- Life Insurance - The District provides a \$50,000 life insurance policy by a carrier designated by the District. All employees shall participate in this life insurance program.

Rates are set through an annual calculation process. The District pays a monthly contribution which is placed in a common fund from which claim payments are made for all participating districts. Claims are paid for all participants regardless of the claim's flow. The Board of Directors has the right to return monies to a district subsequent to the settlement of all expenses and claims if a district withdraws from the pool.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**NOTES TO FINANCIAL STATEMENTS  
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The District records an estimated liability for indemnity torts and other claims against the District. Claims liabilities are based on estimates of the ultimate costs of reported claims (including future claim adjustment expenses) and an estimate for claims incurred, but not reported based on historical experience. The estimated liabilities are calculated using historical experience and internal actuarial analysis.

**Claims Liabilities**

The District establishes a liability for both reported and unreported events, which includes estimates of both future payments of losses and related claim adjustment expenses. The following represent the changes in approximate aggregate liabilities for the District from July 1, 2008 to June 30, 2010:

	Self- Insurance
Liability Balance, July 1, 2008	\$ 3,302,565
Claims and changes in estimates	9,430,110
Claims payments	<u>(7,367,702)</u>
Liability Balance, June 30, 2009	5,364,973
Claims and changes in estimates	6,020,427
Claims payments	<u>(6,065,549)</u>
Liability Balance, June 30, 2010	<u>\$ 5,319,851</u>
Assets available to pay claims at June 30, 2010	<u><u>\$ 7,654,724</u></u>

The District records an estimated liability for indemnity health care, workers' compensation, torts, and other claims against the District. Claims liabilities are based on estimates of the ultimate cost of the reported claims including future claim adjustment expenses and an estimate for claims incurred, but not reported based on historical experience. The estimated liabilities are calculated using historical experience and internal actuarial analysis.

**NOTE 13 - EMPLOYEE RETIREMENT SYSTEMS**

Qualified employees are covered under multiple-employer retirement plans maintained by agencies of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS).

## RIVERSIDE COMMUNITY COLLEGE DISTRICT

### NOTES TO FINANCIAL STATEMENTS JUNE 30, 2010 AND 2009

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#### CalSTRS

##### Plan Description

The District contributes to CalSTRS, a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalSTRS. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalSTRS annual financial report may be obtained from CalSTRS, 7919 Folsom Blvd., Sacramento, CA 95826.

##### Funding Policy

Active members of the DB Plan are required to contribute 8.0 percent of their salary while the District is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalSTRS Teachers' Retirement Board. The required employer contribution rate for fiscal year 2009-2010 was 8.25 percent of annual payroll. The contribution requirements of the plan members are established by State statute. The District's total contributions to CalSTRS for the fiscal years ended June 30, 2010, 2009, and 2008, were \$5,301,072, \$5,560,357, and \$5,207,094, respectively, and equal 100 percent of the required contributions for each year.

#### CalPERS

##### Plan Description

The District contributes to the School Employer Pool under CalPERS, a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and survivor benefits to plan members and beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Laws. CalPERS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalPERS' annual financial report may be obtained from the CalPERS Executive Office, 400 P Street, Sacramento, CA 95811.

##### Funding Policy

Active plan members are required to contribute 7.0 percent of their salary (7.0 percent of monthly salary over \$133.33 if the member participates in Social Security), and the District is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The District's contribution rate to CalPERS for fiscal year 2009-2010 was 9.709 percent of covered payroll. The District's contributions to CalPERS for fiscal years ending June 30, 2010, 2009, and 2008, were \$3,606,582, \$3,263,162, and \$3,003,354, respectively, and equaled 100 percent of the required contributions for each year.

## RIVERSIDE COMMUNITY COLLEGE DISTRICT

### NOTES TO FINANCIAL STATEMENTS JUNE 30, 2010 AND 2009

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#### **On-Behalf Payments**

The State of California makes contributions to CalSTRS on behalf of the District. These payments consist of State General Fund contributions to CalSTRS which amounted to \$2,741,776, \$3,029,760, and \$2,824,786 (4.267 percent) of salaries subject to CalSTRS for the years ending June 30, 2010, 2009, and 2008, respectively. These amounts have been reflected in the basic financial statements as a component of nonoperating revenue and employee benefit expense.

#### **Deferred Compensation**

The District offers its employees deferred compensation plans created in accordance with Internal Revenue Code Section 403(b) and Section 457. The plans, available to all District employees, permits them to defer a portion of their salary until future years. The deferred compensation is not available to the employees until termination, retirement, death, or an unforeseeable emergency.

All amounts of compensation deferred under the plans, all property and rights purchased with those amounts, and all income attributable to those amounts, property, or rights are solely the property and rights of the Financial Agent, until paid or made available to the employee or other beneficiary.

The CalSTRS 403b Comply is the Financial Agent for the District.

#### **Public Agency Retirement System (PARS) - Alternate Retirement System**

The Omnibus Budget Reconciliation Act of 1990 [Internal Revenue Code Section 3121 (b) (7) (F)] requires State and local public agencies to provide a retirement plan for all employees not covered under existing employer pension plans and/or Social Security.

The District is a member of the Public Agency Retirement System (PARS), a multiple-employer retirement trust established in 1990 by a coalition of public employers. The plan covers the District's part-time, temporary, and other employees not covered under CalPERS or CalSTRS, but whose salaries would otherwise be subject to Social Security tax. Benefit provisions and other requirements are established by District management based on agreements with various bargaining units. PARS is a defined contribution qualified retirement plan under Section 401 (a) of the Internal Revenue Code.

The minimum total contribution is 7.5 percent of employees' salaries, of which the employee contributes the total 7.5 percent. District employees are covered under PARS Number 763 as of June 30, 2010. Total contributions to the plan amounted to \$769,300.

## RIVERSIDE COMMUNITY COLLEGE DISTRICT

### NOTES TO FINANCIAL STATEMENTS JUNE 30, 2010 AND 2009

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#### ***NOTE 14 - PUBLIC AGENCY RETIREMENT SYSTEM (PARS) SUPPLEMENTARY RETIREMENT PLAN (SRP)***

The District has adopted the Public Agency Retirement System (PARS) 403(b) Supplementary Retirement Plan (SRP). This SRP is designed to meet the requirements of Section 403(b) of the Internal Revenue Code of 1986, as amended, and, to the extent applicable, the Employee Retirement Income Security Act of 1974, as amended. Employees eligible to receive retirement benefits under the SRP must be a Faculty, Academic, Classified Management, Classified Non-Management, or Confidential Employee, is at least age fifty-five (55) with ten (10) or more years of full-time equivalent District service from the date of the formal action taken by the District (retire during the window period in the formal action taken by the District's Governing Board of Trustees). In order for the District to reach fiscal goals, a minimum number of participants were required to enroll in the SRP during the fiscal years June 30, 2010 and 2009, which amounted to 33 and 35, respectively. The benefits provided under the SRP are funded in five (5) annual contributions. (See Note 10.)

#### ***NOTE 15 - PARTICIPATION IN PUBLIC ENTITY RISK POOLS AND JOINT POWERS AUTHORITIES***

The District is a member of the School Excess Liability Fund (SELF), the Riverside Community College - County Superintendent Self-Insurance Program for Employees (RCCCSSIPE), the Riverside Employers/Employees Plan (REEP), and the Alliance of Schools for Cooperative Insurance Programs (ASCIP) Joint Powers Authorities (JPAs). The District pays annual premiums for its property liability, health, and workers' compensation coverage. The relationship between the District and the JPAs is such that they are not component units of the District for financial reporting purposes.

The JPAs have budgeting and financial reporting requirements independent of member units and their financial statements are not presented in these financial statements; however, transactions between the JPAs and the District are included in these statements. Audited financial statements are available from the respective entities.

The District's share of year-end assets, liabilities, or fund equity has not been calculated.

During the year ended June 30, 2010, the District made payments of \$335,046, \$12,296, \$11,955, and \$694,786 to SELF, RCCCSSIPE, REEP, and ASCIP, respectively.

#### ***NOTE 16 - COMMITMENTS AND CONTINGENCIES***

##### **Grants**

The District receives financial assistance from Federal and State agencies in the form of grants. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit by the grantor agencies. Any disallowed claims resulting from such audits could become a liability of the District. However, in the opinion of management, any such disallowed claims will not have a material adverse effect on the overall financial position of the District at June 30, 2010.

## RIVERSIDE COMMUNITY COLLEGE DISTRICT

### NOTES TO FINANCIAL STATEMENTS JUNE 30, 2010 AND 2009

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#### Litigation

The District is involved in various litigation arising from the normal course of business. In the opinion of management and legal counsel, the disposition of all litigation pending is not expected to have a material adverse effect on the overall financial position of the District at June 30, 2010.

#### Operating Leases

The District has entered into various operating leases for buildings and equipment with lease terms in excess of one year. None of these agreements contain purchase options. All agreements contain a termination clause providing for cancellation after a specified number of days written notice to lessors, but it is unlikely that the District will cancel any of the agreements prior to the expiration date. Future minimum lease payments under these agreements are as follows:

Year Ending June 30,	Lease Payment
2011	\$ 3,300,899
2012	2,638,446
2013	4,359
2014	4,359
Total	<u>\$ 5,948,063</u>

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**NOTES TO FINANCIAL STATEMENTS  
 JUNE 30, 2010 AND 2009**

**Construction Commitments**

As of June 30, 2010, the District had the following budgetary commitments with respect to the unfinished capital projects:

CAPITAL PROJECT	Spent to Date	Budgeted Construction Commitment	Expected Fiscal Year Completion
District - ADA Transition Plan	\$ 545,530	\$ 5,814,470	12-13
District - Alumni Carriage House Restoration Project	2,035	13,965	10-11
District - Citrus Street Savings and Loans Gallery - Market Street	16	3,999,984	12-13
District - Feasibility and Planning	497,233	1,506,501	10-11
District - Market Street Project	147,050	6,852,950	13-14
District - Utility Infrastructure	429,933	6,570,067	12-13
Moreno Valley - Academic Services Facility Project	645,284	18,753,446	13-14
Moreno Valley - Administrative Move to Humanities	25,990	785,754	12-13
Moreno Valley - Allied Health Redistribution	3,754,364	859,564	11-12
Moreno Valley - Ben Clark Training Center Status Project	32,110	14,623,012	11-12
Moreno Valley - Center for Human Performances	93,786	18,459,214	14-15
Moreno Valley - Food Service Remodel	2,381,775	1,198,225	10-11
Moreno Valley - Health Science Center	147,296	27,393,404	11-12
Moreno Valley - Learning Gateway Building	2,013,768	29,786,232	10-11
Moreno Valley - March Dental Education Center	81,669	15,189,331	14-15
Moreno Valley - Network Operations Center	70,617	2,942,740	12-13
Moreno Valley - Science Laboratories Remodel Project	143,425	356,575	12-13
Norco - Center for Health Wellness and Kinesiology	83,000	23,810,000	14-15
Norco - ECS Upgrade and Retrofit Project	124,642	248,389	10-11
Norco - Network Operations Center	733,149	16,101,476	12-13
Norco - Secondary Effects Projects	781,366	15,227,638	12-13
Norco - Student Support Center	13,270,716	6,723,784	10-11
Riverside - Aquatic Complex	4,743,120	9,288,005	11-12
Riverside - Black Box Theatre Remodel Project	10,955	750,795	11-12
Riverside - Coil School of the Arts	907,642	61,950,358	12-13
Riverside - Cosmetology Building	110,400	13,629,600	14-15
Riverside - Nursing/Science Project	17,533,079	68,171,154	11-12
Riverside - Phase II Wheelock Gymnasium Seismic Retrofit	1,845,714	17,356,037	10-11
Riverside - Quad Basement Remodel	24,255	443,245	11-12
Riverside - Technology Building A Remodel	11,375	923,625	11-12
	<u>\$ 51,191,294</u>	<u>\$ 389,729,540</u>	

The projects are funded through a combination of general obligation bonds and capital project apportionments from the State Chancellor's Office, as well as private donations and Redevelopment Agency funding.



## RIVERSIDE COMMUNITY COLLEGE DISTRICT

### NOTES TO FINANCIAL STATEMENTS JUNE 30, 2010 AND 2009

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#### **Deferral of State Apportionments**

The State legislature had not enacted a budget as of June 30, 2010. The State budget was adopted on October 8, 2010. As a result, certain apportionments owed to the Community College District System and the Riverside Community College District for funding of FTES, categorical programs, and construction reimbursements which are attributable to the 2009-2010 fiscal year have been deferred to the 2010-2011 fiscal year. The total amount of funding deferred into the 2010-2011 fiscal year was \$19,260,457. As of July 16, 2010, this amount has been received. These deferrals of apportionment are considered permanent with future funding also being subject to deferral into future years.

#### **Fiscal Issues Relating to State-Wide Funding Reductions**

The State of California economy is continuing through a three-year recessionary economy. The California Community College system is reliant on the State of California to appropriate the funding necessary to provide for the educational services and student support programs that are mandated for the Colleges. In addition to the reductions in funding due to the economic environment, the State of California has failed to pass a budget in a timely manner during the past two years. The budget for the 2010-2011 fiscal year was adopted on October 8, 2010; fully 100 days beyond the July 1 requirements. As a result of the delay in the budget adoption, cash payments to community colleges in general, and the Riverside Community College District specifically, were suspended for the period between July 2010 and October 2010. For Riverside Community College District, this is approximately \$38.2 million.

In addition to the deferral of cash payments, actual reductions in the funding of FTES have cost the District over \$4 million in State apportionment funding and a cap on funded FTES has been imposed. The District has continued to serve students in excess of the State funded level which has resulted in approximately \$20 million of lost revenue. Significant reductions in funding for other categorical programs and services have also impacted the ability of the District to provide programs and services to the students attending Riverside Community College District.

The District has implemented budgetary reductions to counter the reductions in apportionment and program funding and has issued short-term borrowings to cover the cash shortfalls. However, continued reductions and deferral of cash payments will ultimately impact the District's ability to meet the educational program goals.

#### ***NOTE 17 - SUBSEQUENT EVENT***

##### **Tax and Revenue Anticipation Notes**

The District issued \$7,355,000 of Tax and Revenue Anticipation Notes dated July 1, 2010. The notes mature on March 1, 2011, with an interest rate of 2.0 percent, and yield of .60 percent interest. The notes were sold to supplement cash flow.

Repayment requirements are that a percentage of principal and interest be deposited with the fiscal agent each month beginning January 2011 until 100 percent of principal and interest due is on account in March 2011.

##### **General Obligation Bonds**

During November 2010, the District issued general obligation bonds in the amount of \$110,000,000 to be used to finance the repair, acquisition, construction, and equipping of certain District facilities, and to pay all legal, financial, and contingent costs in connection with the issuance of the bonds. Interest rates on the bonds range from 4.72 to 12.00 percent for the length of the issuance. The bonds will mature on August 1, 2040.

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***REQUIRED SUPPLEMENTARY INFORMATION***

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**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**SCHEDULE OF OTHER POSTEMPLOYMENT BENEFITS (OPEB) FUNDING  
 PROGRESS  
 FOR THE YEAR ENDED JUNE 30, 2010**

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<b>Actuarial Valuation Date</b>	<b>Actuarial Value of Assets (a)</b>	<b>Actuarial Accrued Liability (AAL) - Unit Credit Cost Method (b)</b>	<b>Unfunded AAL (UAAL) (b - a)</b>	<b>Funded Ratio (a / b)</b>	<b>Covered Payroll (c)</b>	<b>UAAL as a Percentage of Covered Payroll ( b - a  / c)</b>
July 1, 2007	\$ -	\$ 9,766,024	\$ 9,766,024	0.00%	N/A	N/A

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***SUPPLEMENTARY INFORMATION***

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## RIVERSIDE COMMUNITY COLLEGE DISTRICT

### DISTRICT ORGANIZATION JUNE 30, 2010

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The Riverside Community College District was founded in 1916 and is comprised of an area of approximately 440 square miles located in the western portion of Riverside County. There were no changes in the boundaries of the District during the current year. The District's colleges are accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC, WASC), which is one of six regional associations that accredit public and private schools, colleges, and universities in the United States.

The District is currently comprised of three Colleges: Riverside, Norco, and Moreno Valley Colleges.

On January 29, 2010, two of the District's colleges, Moreno Valley College and Norco College, were granted accreditation by WASC on the basis of their comprehensive evaluation.

#### BOARD OF TRUSTEES

<u>MEMBER</u>	<u>OFFICE</u>	<u>TERM EXPIRES</u>
Virginia Blumenthal	President	December 2010
Janet Green	Vice President	December 2010
Mark A. Takano	Secretary	December 2012
Mary Figueroa	Member	December 2012
Jose Medina	Member	December 2010

#### ADMINISTRATION

Dr. Gregory Gray	Chancellor
Dr. James L. Buysse	Vice Chancellor, Administration and Finance
Dr. Ray Maghroori	Vice Chancellor, Educational Services
Ms. Melissa Kane	Vice Chancellor, Diversity and Human Resources

See accompanying note to supplementary information.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
 FOR THE YEAR ENDED JUNE 30, 2010**

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	CFDA Number	Pass-Through Identifying Number	Federal Expenditures
<b>U.S. DEPARTMENT OF AGRICULTURE</b>			
Water Quality Research	10.223		\$ 50,080
GS-5 Certified: Increasing Soil Science Education	10.223		100,284
Pass through California Department of Education (CDE) Child and Adult Care Food Program	10.558	[1]	24,084
Total U.S. Department of Agriculture			<u>174,448</u>
<b>U.S. DEPARTMENT OF DEFENSE</b>			
Procurement Assistance Center (PAC)	12.002	SP4800-09-2-0848	249,418
<b>U.S. DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT</b>			
Pass through from the City of Riverside Market Developer Cooperator Program - CITD	14.218	[1]	23,617
<b>U.S. DEPARTMENT OF LABOR</b>			
<b>WORKFORCE INVESTMENT ACT</b>			
<b>WIA Cluster</b>			
Pass through from California Community College Chancellor's Office			
Governor's 15% WIA Funds for Allied Health Programs	17.258	08-115-14	172,386
ARRA - Allied Health Program Stimulus Phase II Expansion	17.258	09-127-01	107,675
Pass through from Riverside County (EDA)			
ARRA - Community College Class Size Training	17.258/17.260	2009/2011-179-201-501	645,208
ARRA - Summer Work Experience Program	17.259	SWEP 2009-179-107-R-RCCD	416,564
ARRA - Summer Work Experience Program	17.259	SWEP 2010-179-107-R-RCCD	13,767
Subtotal WIA Cluster			<u>1,355,600</u>
Pass through from California Community College Chancellor's Office			
California Transportation and Logistics Institute (CaTLI)	17.269	07-064-01	15,359
ARRA - Southern CA Logistics Tech Collaborative	17.275	GJ-20040-10-60-A-6	41,863
Total U.S. Department of Labor			<u>1,412,822</u>
<b>U.S. DEPARTMENT OF STATE BUREAU OF EDUCATIONAL AND CULTURAL AFFAIRS</b>			
Pass through from Foundation for California Community College (FCCC)			
Community College Initiative for Egypt	19.009	S-ECAAS-09-CA-178(TG)	205,573
Community College Initiative for Egypt Phase II	19.009	S-ECAAS-09-CA-178(TG)	17,705
Total U.S. Department of State Bureau of Educational and Cultural Affairs			<u>223,278</u>
<b>NATIONAL ENDOWMENT FOR THE ARTS</b>			
NEA Challenge America	45.024		10,000
<b>NATIONAL SCIENCE FOUNDATION</b>			
Logistics Technicians: Goods to Go	47.076		170,704
National Center of Logistic and Supply Chain Tech Planning	47.076		21,459
Total National Science Foundation			<u>192,163</u>
<b>SMALL BUSINESS ADMINISTRATION</b>			
Pass through from California State University, Fullerton			
Auxiliary Services Corporation			
Small Business Development Center	59.037	9-603001-Z-0066-07-01	193,000
Tri-Tech Small Business Development Center	59.037	0-603001-Z-0066-08	126,120
Total Small Business Administration			<u>319,120</u>

[1] Pass-Through Identifying Number not available.

(Continued)

See accompanying note to supplementary information.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
 FOR THE YEAR ENDED JUNE 30, 2010**

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	CFDA Number	Pass-Through Identifying Number	Federal Expenditures
<b>U.S. DEPARTMENT OF VETERANS AFFAIRS</b>			
Veteran Outreach Program - Administration	64.000		\$ 6,419
<b>U.S. DEPARTMENT OF EDUCATION</b>			
<b>TRIO Cluster</b>			
Student Support Services Program	84.042A		246,499
Upward Bound Program	84.047A		821,155
Subtotal TRIO Cluster			<u>1,067,654</u>
Success by Design: A Demonstration Model for Institutional Partnerships Serving Out-of-School Youth	84.353A		210,917
<b>Student Financial Assistance Cluster</b>			
Federal Supplement Education Opportunity Grant (FSEOG)	84.007		512,892
FSEOG Administrative	84.007		32,242
Federal Family Education Loans (FFEL)	84.032		4,425,366
Federal Work Study Program (FWS)	84.033		579,068
Federal Work Study Administrative	84.033		33,714
Federal Pell Grants (PELL)	84.063		33,576,902
Federal Pell Administrative	84.063		72,888
Academic Competitiveness Grant (ACG)	84.375		29,201
Subtotal Student Financial Assistance Cluster			<u>39,262,273</u>
<b>HIGHER EDUCATIONAL ACT</b>			
Higher Education - Institutional Aid	84.031		1,668,556
Pass through from Chaffey Community College District Title V - Cooperative	84.031	P031S040030	67,378
<b>COLLEGE COST REEDUCATION AND ACCESS ACT</b>			
CCRAA - Access to Success	84.031		445,309
CCRAA - Project Success Program	84.031		1,325,811
CCRAA - Step up to Success Cooperative	84.031		1,023,358
Subtotal Higher Education - Institutional Aid			<u>4,530,412</u>
Fund for Improvement of Post-Secondary Education (FIPSE)	84.116B		31,947
Child Care Access Means Parents in School (CCAMPIS)	84.335A		19,585
Pass through from University of California, Riverside Teacher Quality Enhancement Grants	84.336	S00093	25,540
<b>CAREER AND TECHNICAL EDUCATION ACT</b>			
Passed through from California Community College Chancellor's Office Career and Technical Education, Title I-B Regional Consortia Desert	84.048	09-342-007	153,233
Career and Technical Education, Title I-C Technical Preparation	84.048	09-C01-045	895,019
Technical Preparation	84.243	09-139-960	201,814
Pass through from California Department of Education (CDE) Technical Preparation Regional Coordination	84.243	CN090077	233,300

[1] Pass-Through Identifying Number not available.

(Continued)

See accompanying note to supplementary information.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
 FOR THE YEAR ENDED JUNE 30, 2010**

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	CFDA Number	Pass-Through Identifying Number	Federal Expenditures
<b>REHABILITATION ACT</b>			
Pass through from California Department of Rehabilitation (DOR)			
Vocational Rehabilitation Cluster			
Workability	84.126A	26958	\$ 275,380
ARRA - Workability	84.390A	27785A	5,617
Subtotal Vocational Rehabilitation Cluster			<u>280,997</u>
<b>ELEMENTARY AND SECONDARY EDUCATION ACT</b>			
FIE Earmark Grant Awards	84.215K		27,057
Passed through from California Community College Chancellor's Office			
ARRA State Fiscal Stabilization Funds (SFSF)	84.394	[1]	515,937
Total U.S. Department of Education			<u>47,455,685</u>
<b>U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES</b>			
Nurse Education, Practice and Retention	93.359		322,879
Health Care and Other Facilities - HRSA	93.887		188,543
Pass through from California Community College Chancellor's Office			
TANF Cluster			
Temporary Assistance to Needy Families (TANF)	93.558	[1]	100,423
ARRA Emergency Contingency Funds for TANF	93.714	[1]	39,457
Pass through from Riverside County, Workforce Development Center			
ARRA Subsidized Time-Limited Employment Program (STEP)	93.714	PY2009/2010-098-179	17,451
Subtotal TANF Cluster			<u>157,331</u>
Foster Care Education Program	93.658	CS-01436-01	67,264
Pass through from Yosemite Community College District			
Early Childhood Study - Consortium Grant	93.575	09-10-4165	17,499
Pass through from Foundation for California Community College (FCCC)			
Child Development Careers (TANF CDC) Program	93.575	0810-35	125,604
Pass through from Riverside County Department of Public Social Services			
Foster Care Education Program	93.658	[1]	65,240
Independent Living Skills - Emancipation Services	93.674	CS-01175-01	1,099,562
Pass through from Riverside County Office of Education (RCOE)			
Independent Living Program	93.674	C-1002032	63,520
Pass through from Riverside County, Community Action Partnership			
ARRA CAP of Riverside County Culinary	93.710	CAP-09-033	153,674
Pass through from California Department of Health Services			
Medical Assistance Program (MAA)	93.778	[1]	88,822
Total U.S. Department of Health and Human Services			<u>2,349,938</u>
Total Expenditures of Federal Awards			<u>\$ 52,416,908</u>

[1] Pass-Through Identifying Number not available.

See accompanying note to supplementary information.



**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**SCHEDULE OF EXPENDITURES OF STATE AWARDS  
 FOR THE YEAR ENDED JUNE 30, 2010**

Program	Program Entitlements		
	Current Year	Prior Year	Total Entitlement
<b>GENERAL FUND</b>			
Board Financial Assistance Program (BFAP) - unrestricted	\$ 107,798	\$ -	\$ 107,798
Board Financial Assistance Program (BFAP) - restricted	937,900	52,906	990,806
Basic Skills/ESL 2007-2008	-	323,417	323,417
Basic Skills/ESL 2008-2009	-	547,606	547,606
Basic Skills/ESL 2009-2010	453,827	-	453,827
Part Time Faculty Insurance	7,165	-	7,165
Part Time Faculty Office Hours	53,726	-	53,726
Part Time Faculty Compensation	568,878	-	568,878
Homeowner Property Tax Relief	415,000	-	415,000
State Tax Subventions	-	-	-
State Lottery - Non-Proposition 20	2,869,990	-	2,869,990
CARE	81,710	-	81,710
CTE Fiscal Agent	-	344,249	344,249
CTE Strengthening Career Tech Ed SB 70	-	-	-
CTE Community Collaborative Project UNITE	-	184,847	184,847
CTE Community Collaborative Project 2008-2009	-	400,000	400,000
CTE Community Collaborative Project 2009-2010	310,000	-	310,000
CTE Community Collaborative Project Supplement	79,000	100,000	179,000
CTE Teacher Preparation Pipeline	25,810	-	25,810
CTE Entrepreneurship Career Pathways	-	9,224	9,224
CTE Enrollment Growth and Retention AND-RN	114,000	483,235	597,235
CTE Enrollment Growth and Retention AND-RN 2009-2010	593,438	-	593,438
CTE Workforce Innovation Partnership	150,000	-	150,000
CAHSEE Prep Program 2008-2009	-	39,741	39,741
CAC/DOJ Music Presenting	15,000	-	15,000
California Articulation Number (CAN)	-	4,000	4,000
Song Brown Nursing 2008-2010	-	99,615	99,615
Song Brown Nursing 2009-2011	200,000	-	200,000
Song Brown Special Project Mental Health	99,808	-	99,808
Song Brown RN Special Programs	6,598	9,632	16,230
Physician's Assistant Base	107,000	-	107,000
Extended Opportunity Program and Service - (EOPS)	483,527	23,492	507,019
Instructional Equipment and Library Materials	-	66,011	66,011
TTIP Plan E - Library Automation	-	7	7
TTIP TCO	-	250	250
Matriculation Grant	867,196	21,915	889,111
Matriculation Grant - Noncredit	-	-	-

See accompanying note to supplementary information.

Program Revenues						Program Expenditures
Cash Received	Accounts Receivable	Accounts Payable	Deferred Revenue	Total Revenue		
\$ 107,798	\$ -	\$ -	\$ -	\$ 107,798	\$	107,798
990,806	-	-	38,576	952,230		952,230
323,417	-	-	-	323,417		323,417
547,606	-	-	135,849	411,757		411,757
453,827	-	-	266,066	187,761		187,761
(5,146)	-	-	-	(5,146)		-
27,453	-	-	-	27,453		27,453
568,878	-	-	-	568,878		568,878
458,832	2	-	-	458,834		458,834
801	-	-	-	801		801
2,336,769	1,409,091	-	-	3,745,860		3,745,860
81,710	-	-	-	81,710		81,710
341,999	-	-	-	341,999		341,999
(35,343)	-	-	-	(35,343)		-
184,847	-	6,694	-	178,153		178,153
400,000	-	-	143,453	256,547		256,547
310,000	-	-	309,958	42		42
179,000	-	-	108,504	70,496		70,496
12,475	11,354	-	-	23,829		23,829
9,223	-	430	-	8,793		8,793
597,235	-	-	61,654	535,581		535,581
498,488	-	-	415,100	83,388		83,388
-	-	-	-	-		-
38,635	-	-	-	38,635		38,635
-	15,000	-	-	15,000		15,000
4,000	-	2,393	-	1,607		1,607
74,595	25,020	-	-	99,615		99,615
74,980	23,695	-	-	98,675		98,675
-	-	-	-	-		-
2,644	1,442	-	-	4,086		4,086
49,990	57,010	-	-	107,000		107,000
507,019	-	-	-	507,019		507,019
66,011	-	-	26,003	40,008		40,008
7	-	-	-	7		7
250	-	-	-	250		250
889,092	-	-	-	889,092		889,092
(17)	17	-	-	-		-

(Continued)

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**SCHEDULE OF EXPENDITURES OF STATE AWARDS  
 FOR THE YEAR ENDED JUNE 30, 2010**

Program	Program Entitlements		
	Current Year	Prior Year	Total Entitlement
Staff Development	\$ -	\$ 15,830	\$ 15,830
Foster Care Education Program	69,622	-	69,622
Middle College High School	99,527	586	100,113
Economic Development - Center for Applied Competitive Technology	101,670	20,315	121,985
Economic Development - Center for International Trade Development	101,670	-	101,670
Economic Development - CITD State Leadership	85,552	-	85,552
EWD Regional Consortia Demonstration Project	-	55,491	55,491
Staff Diversity	11,079	61,720	72,799
CA Civil Liberties Public Ed Program	20,000	-	20,000
Disabled Student Program and Services - DSPS	1,120,143	-	1,120,143
Nursing Faculty Recruitment and Retention	-	172,984	172,984
CalWORKS	247,177	-	247,177
CalWORKS Community College Set-Aside	150,000	-	150,000
RCOE Zenith Mentoring Foster Youth/ILP	66,000	-	66,000
Equipment for Nursing and Allied Health Programs	-	3,342	3,342
ECP - CITD Leadership	50,000	-	50,000
ECP - SBDC	35,000	-	35,000
ECP - CITD	35,000	-	35,000
CITD HUB FP3	60,010	-	60,010
CACT HUB FP3	60,010	-	60,010
Small Business Development Center State CCCCCO	24,798	-	24,798
State Lottery - Proposition 20	239,818	-	239,818
<b>CHILD DEVELOPMENT FUND</b>			
Campus Child Care Tax Bailout	70,346	-	70,346
Child Nutrition Program	-	-	-
<b>STUDENT FINANCIAL AID FUND</b>			
Cal Grant B and C	1,726,635	-	1,726,635
Total State Programs			

See accompanying note to supplementary information.

Program Revenues					
Cash Received	Accounts Receivable	Accounts Payable	Deferred Revenue	Total Revenue	Program Expenditures
\$ 15,830	\$ -	\$ -	\$ 9,684	\$ 6,146	\$ 6,146
35,694	31,189	-	-	66,883	66,883
49,142	50,762	-	-	99,904	99,904
138,518	16,187	8,478	-	146,227	146,227
85,403	16,267	-	-	101,670	101,670
72,864	13,688	1,000	-	85,552	85,552
54,537	-	-	-	54,537	54,537
72,799	-	-	44,801	27,998	27,998
15,000	4,983	-	-	19,983	19,983
1,120,143	-	-	-	1,120,143	1,120,143
172,984	-	-	136,365	36,619	36,619
291,915	-	49,185	-	242,730	242,730
150,000	-	43,314	-	106,686	106,686
-	22,894	-	-	22,894	22,894
3,341	-	1,090	-	2,251	2,251
50,000	-	-	49,932	68	68
35,000	-	339	-	34,661	34,661
35,000	-	29	-	34,971	34,971
52,025	9,602	1,617	-	60,010	60,010
6,718	54,354	6,719	-	54,353	54,353
20,835	3,955	6	-	24,784	24,784
91,142	499,212	-	-	590,354	590,354
70,348	-	-	-	70,348	70,348
1,217	240	-	-	1,457	1,457
1,642,098	79,320	85,773	-	1,635,645	1,635,645
<u>\$ 14,380,434</u>	<u>\$ 2,345,284</u>	<u>\$ 207,067</u>	<u>\$ 1,745,945</u>	<u>\$ 14,772,706</u>	<u>\$ 14,813,195</u>

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**SCHEDULE OF WORKLOAD MEASURES FOR STATE  
 GENERAL APPORTIONMENT - ANNUAL (ACTUAL) ATTENDANCE  
 AS OF JUNE 30, 2010**

<b>CATEGORIES</b>	<u>Reported Data</u>	<u>Audit Adjustments</u>	<u>Audited Data</u>
<b>Credit Full-Time Equivalent Student (FTES)</b>			
A. Summer Intersession (Summer 2009 only)			
1. Credit	3,163	-	3,163
B. Summer Intersession (Summer 2010 - Prior to July 1, 2010)			
1. Credit	-	-	-
C. Primary Terms (Exclusive of Summer Intersession)			
1. Census Procedure			
(a) - Weekly Census Contact Hours	19,979	-	19,979
(b) - Daily Census Contact Hours	2,606	-	2,606
2. Actual Hours of Attendance			
(a) - Credit	1,592	-	1,592
3. Alternative Attendance Accounting Procedure			
(a) - Weekly Census Procedure Courses	2,246	-	2,246
(b) - Daily Census Procedure Courses	1,375	-	1,375
Subtotal	<u>30,961</u>	<u>-</u>	<u>30,961</u>
<b>Noncredit FTES</b>			
A. Summer Intersession (Summer 2009 only)			
1. Noncredit	72	-	72
B. Summer Intersession (Summer 2010 - Prior to July 1, 2010)			
1. Noncredit	-	-	-
C. Primary Terms (Exclusive of Summer Intersession)			
1. Actual Hours of Attendance			
(a) - Noncredit	152	-	152
2. Alternative Attendance Accounting Procedure			
(a) - Noncredit Independent Study	-	-	-
Subtotal	<u>224</u>	<u>-</u>	<u>224</u>
Total FTES	<u>31,185</u>	<u>-</u>	<u>31,185</u>
<b>Supplemental Information (subset of above information)</b>			
In-Service Training Courses (FTES)			495
<b>Basic Skills Courses</b>			
1. Noncredit			29
2. Credit			2,381
Total Basic Skills FTES			<u>2,410</u>

See accompanying note to supplementary information.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET REPORT (CCFS-311)  
 WITH FUND FINANCIAL STATEMENTS  
 FOR THE YEAR ENDED JUNE 30, 2010**

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Summarized below are the fund balance reconciliations between the Annual Financial and Budget Report (CCFS-311) and the fund financial statements.

	Unrestricted General Fund	Capital Outlay Projects
	<u>                    </u>	<u>                    </u>
June 30, 2010, Annual Financial and Budget Report (CCFS-311) Reported Fund Balance	<u>\$ 10,468,684</u>	<u>\$ 57,074,513</u>
Post-Closing Adjustments		
Adjustments to (Decrease) Increase Fund Balance		
Accounts receivable	(25,000)	(2,110,481)
Accounts payable	-	1,108,204
Net Adjustments	<u>(25,000)</u>	<u>(1,002,277)</u>
Audited Fund Balance	<u><u>\$ 10,443,684</u></u>	<u><u>\$ 56,072,236</u></u>

See accompanying note to supplementary information.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**RECONCILIATION OF GOVERNMENTAL FUND BALANCE SHEETS TO THE  
 STATEMENT OF NET ASSETS  
 JUNE 30, 2010**

**Amounts Reported for Governmental Activities in the Statement  
 of Net Assets are Different Because:**

**Total Fund Balance and Retained Earnings:**

General Funds	\$ 22,136,151	
Special Revenue Funds	233,563	
Capital Outlay Projects	56,072,236	
Debt Service Funds	14,034,507	
Proprietary Fund	<u>2,550,034</u>	
<b>Total Fund Balances - All District Funds</b>		<b>\$ 95,026,491</b>

Capital assets used in governmental activities are not financial resources and, therefore, are not reported as assets in governmental funds.

The cost of capital assets is	313,039,713	
Accumulated depreciation is	<u>(65,063,950)</u>	247,975,763

In governmental funds, unmatured interest on long-term obligations is recognized in the period when it is due. On the government-wide financial statements, unmatured interest on long-term obligations is recognized when it is incurred.

(2,583,115)

Governmental funds report cost of issuance associated with the issuance of debt when first issued, whereas the amounts are deferred and amortized in the statements of activities.

Cost of issuance at year end amounted to:		881,425
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Long-term obligations at year end consist of:

Bonds payable	139,051,877	
Capital leases payable	26,902	
Compensated absences	2,474,015	
Load banking	771,705	
Early retirement (Golden Handshake)	3,098,734	
Other postemployment benefits (OPEB)	1,653,090	
Less compensated absences already recorded in funds	<u>(1,329,711)</u>	<u>(145,746,612)</u>
<b>Total Net Assets</b>		<b><u><u>\$ 195,553,952</u></u></b>

See accompanying note to supplementary information.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**NOTE TO SUPPLEMENTARY INFORMATION  
 JUNE 30, 2010**

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**NOTE 1 - PURPOSE OF SCHEDULES**

**District Organization**

This schedule provides information about the District's organization, governing board members, and administration members.

**Schedule of Expenditures of Federal Awards**

The accompanying schedule of expenditures of Federal awards includes the Federal grant activity of the District and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of the United States Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements.

The following schedule provides reconciliation between revenues reported on the statement of revenues, expenses, and changes in net assets and the related expenditures reported on the schedule of expenditures of Federal awards. The reconciling amounts represent Federal funds that have been recorded as revenues or expenses within the accompanying financial statements as the amounts were passed directly to qualifying students and other differences related to revenue recognition principles.

Description	CFDA Number	Amount
Total Federal Revenues From the Statement of Revenues, Expenses, and Changes in Net Assets:		\$ 47,991,459
Federal Family Education Loans (FFEL)	84.032	4,425,366
Upward Bound Program	84.047A	(3)
Student Support Services	84.042A	86
Total Expenditures of Federal Awards		<u>\$ 52,416,908</u>

**Subrecipients**

Of the Federal expenditures presented in the schedule, the District provided Federal awards to subrecipients as follows:

Federal Grantor/Pass-Through Grantor/Program	CFDA Number	Amount Provided to Subrecipients
Technical Preparation Regional Coordination	84.243	\$ 13,333
Technical Preparation	84.243	134,765
Independent Living Skills - Emancipation Services	93.674	67,829
Total Pass-Through		<u>\$ 215,927</u>



## **RIVERSIDE COMMUNITY COLLEGE DISTRICT**

### **NOTE TO SUPPLEMENTARY INFORMATION JUNE 30, 2010**

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#### **Schedule of Expenditures of State Awards**

The accompanying schedule of expenditures of State awards includes the State grant activity of the District and is presented on the modified accrual basis of accounting. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements. The information in this schedule is presented to comply with reporting requirements of the California State Chancellor's Office.

#### **Schedule of Workload Measures for State General Apportionment - Annual (Actual) Attendance**

Full-Time Equivalent Students (FTES) is a measurement of the number of pupils attending classes of the District. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds, including restricted categorical funding, are made to community college districts. This schedule provides information regarding the annual attendance measurements of students throughout the District.

#### **Reconciliation of Annual Financial and Budget Report (CCFS-311) With Fund Financial Statements**

This schedule provides the information necessary to reconcile the fund balance of all funds reported on the Form CCFS-311 to the District's internal fund financial statements.

#### **Reconciliation of the Governmental Fund Balance Sheets to the Statement of Net Assets**

This schedule provides a reconciliation of the adjustments necessary to bring the District's internal fund financial statements, prepared on a modified accrual basis, to the entity-wide full accrual basis financial statements required under GASB Statements No. 34 and No. 35 business-type activities reporting model.

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***INDEPENDENT AUDITORS' REPORTS***

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**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER  
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS  
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN  
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Board of Trustees  
Riverside Community College District  
Riverside, California

We have audited the basic financial statements of Riverside Community College District (the District) for the years ended June 30, 2010 and 2009, and have issued our report thereon dated November 12, 2010. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

**Internal Control Over Financial Reporting**

In planning and performing our audits, we considered Riverside Community College District's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Riverside Community College District's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of Riverside Community College District's internal control over financial reporting.

*A deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. *A material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above. *A significant deficiency* is a deficiency, or combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

## Compliance and Other Matters

As part of obtaining reasonable assurance about whether Riverside Community College District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audits and, accordingly, we do not express such an opinion. The results of our tests disclosed instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards* and which are described in the accompanying schedule of findings and questioned costs as item 2010-1.

We noted certain matters that we reported to management of Riverside Community College District in a separate letter dated November 12, 2010.

Riverside Community College District's response to the finding identified in our audit is described in the accompanying schedule of findings and questioned costs. We did not audit Riverside Community College District's response and, accordingly, express no opinion.

This report is intended solely for the information and use of the Board of Trustees, District Management, the California Community Colleges Chancellor's Office, and the District's Federal and State awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

*Warriner, June, Day & Co. LLP*

Rancho Cucamonga, California  
November 12, 2010



**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE WITH  
REQUIREMENTS THAT COULD HAVE A DIRECT AND MATERIAL EFFECT  
ON EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER  
COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133**

Board of Trustees  
Riverside Community College District  
Riverside, California

**Compliance**

We have audited the compliance of Riverside Community College District (the District) with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) *Circular A-133 Compliance Supplement* that could have a direct and material effect on each of its major Federal programs for the year ended June 30, 2010. Riverside Community College District's major Federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major Federal programs is the responsibility of Riverside Community College District's management. Our responsibility is to express an opinion on Riverside Community College District's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major Federal program occurred. An audit includes examining, on a test basis, evidence about Riverside Community College District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of Riverside Community College District's compliance with those requirements.

In our opinion, Riverside Community College District complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major Federal programs for the year ended June 30, 2010. However, the results of our auditing procedures disclosed instances of noncompliance with those requirements, which are required to be reported in accordance with OMB Circular A-133 and which are described in the accompanying schedule of findings and questioned costs as item 2010-1.

## Internal Control Over Compliance

The management of Riverside Community College District is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts, and grants applicable to Federal programs. In planning and performing our audit, we considered Riverside Community College District's internal control over compliance with the requirements that could have a direct and material effect on a major Federal program to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Riverside Community College District's internal control over compliance.

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a Federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a Federal program will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, we identified certain deficiencies in internal control over compliance that we consider to be significant deficiencies as described in the accompanying schedule of findings and questioned costs as item 2010-1. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a Federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Riverside Community College District's response to the finding identified in our audit is described in the accompanying schedule of findings and questioned costs. We did not audit Riverside Community College District's response and, accordingly, we express no opinion.

This report is intended solely for the information and use of the Board of Trustees, District Management, the California Community Colleges Chancellor's Office, and the District's Federal and State awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Vaurinek, Irine Day & Co. LLP

Rancho Cucamonga, California  
November 12, 2010



REPORT ON STATE COMPLIANCE

Board of Trustees  
Riverside Community College District  
Riverside, California

We have audited the compliance of Riverside Community College District (the District) with the types of compliance requirements described in Section 400 of the California State Chancellor's Office's *California Community College District Audit Manual (CDAM)* that are applicable to community colleges in the State of California. The specific requirements are described below.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America and the standards for financial and compliance audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America and, accordingly, included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements with State laws and regulations have occurred. An audit includes examining, on a test basis, evidence about Riverside Community College District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of Riverside Community College District's compliance with those requirements.

**General Directive**

Section 424: MIS Implementation - State General Apportionment Funding System

**Administration**

Section 435: Open Enrollment

Section 437: Student Fees - Instructional Materials and Health Fees

**Apportionments**

Section 423: Apportionment of Instructional Service Agreements/Contracts

Section 425: Residency Determination for Credit Courses

Section 427: Concurrent Enrollment of K-12 Students in Community College Credit Courses

Section 432: Enrollment Fee

Section 426: Students Actively Enrolled

## **Fiscal Operations**

Section 421: Salaries of Classroom Instructors (50% Law)

Section 431: Gann Limit Calculation

## **Student Services**

Section 428: Use of Matriculation Funds

Section 433: CalWORKs - Use of State and Federal TANF Funding

## **Facilities**

Section 434: Scheduled Maintenance Program

In our opinion, Riverside Community College District complied, in all material respects, with the aforementioned requirements for the year ended June 30, 2010.

This report is intended solely for the information of the Board of Trustees, District Management, the California Community Colleges Chancellor's Office, the California Department of Finance, and the California Department of Education, and is not intended to be and should not be used by anyone other than these specified parties.

*Lauren, Irine, Day & Co. LLP*

Rancho Cucamonga, California  
November 12, 2010



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***SCHEDULE OF FINDINGS AND QUESTIONED COSTS***

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**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**SUMMARY OF AUDITORS' RESULTS  
 FOR THE YEAR ENDED JUNE 30, 2010**

**FINANCIAL STATEMENTS**

Type of auditors' report issued:	<u>Unqualified</u>
Internal control over financial reporting:	
Material weaknesses identified?	<u>No</u>
Significant deficiencies identified not considered to be material weaknesses?	<u>Yes</u>
Noncompliance material to financial statements noted?	<u>No</u>

**FEDERAL AWARDS**

Internal control over major programs:	
Material weaknesses identified?	<u>No</u>
Significant deficiencies identified not considered to be material weaknesses?	<u>Yes</u>
Type of auditors' report issued on compliance for major programs:	<u>Unqualified</u>
Any audit findings disclosed that are required to be reported in accordance with Circular A-133, Section .510(a)	
Identification of major programs:	<u>Yes</u>

<u>CFDA Numbers</u>	<u>Name of Federal Program or Cluster</u>
<u>84.007, 84.032, 84.033, 84.063, and 84.375</u>	<u>Student Financial Assistance Cluster</u>
<u>84.042A, 84.047A</u>	<u>TRIO Cluster</u>
<u>84.126A, 84.390A (ARRA)</u>	<u>Vocational Rehabilitation Cluster (includes ARRA)</u>
<u>84.243</u>	<u>Technical Preparation</u>
<u>84.394 (ARRA)</u>	<u>ARRA State Fiscal Stabilization Fund</u>
<u>17.258, 17.258 (ARRA), 17.259 (ARRA), and 17.260 (ARRA)</u>	<u>WIA Cluster (includes ARRA)</u>
<u>93.558, 93.714 (ARRA)</u>	<u>TANF Cluster (includes ARRA)</u>
<u>93.710 (ARRA)</u>	<u>ARRA CAP of Riverside County Culinary</u>

Dollar threshold used to distinguish between Type A and Type B programs:	<u>\$ 394,639</u>
Auditee qualified as low-risk auditee?	<u>Yes</u>

**STATE AWARDS**

Internal control over State programs:	
Material weaknesses identified?	<u>No</u>
Significant deficiencies identified not considered to be material weaknesses?	<u>None reported</u>
Type of auditors' report issued on compliance for State programs:	<u>Unqualified</u>

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**FINANCIAL STATEMENT FINDINGS AND RECOMMENDATIONS  
FOR THE YEAR ENDED JUNE 30, 2010**

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None reported.

## RIVERSIDE COMMUNITY COLLEGE DISTRICT

### FEDERAL AWARDS FINDINGS AND QUESTIONED COSTS FOR THE YEAR ENDED JUNE 30, 2010

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The following findings represent significant deficiencies and/or instances of noncompliance including questioned costs that are required to be reported by OMB Circular A-133.

**Program:** WIA Cluster  
**CFDA #:** 17.258, 17.259, 17.260  
**Award Year:** 2009-2010  
**Compliance Requirement:** Reporting  
**Questioned Costs:** None

#### 2010-1 Reporting

##### Programs Affected

WIA Cluster, U.S. Department of Labor, pass through the California Community Colleges Chancellor's Office:

- WIA Funds for Allied Health Programs Contract #08-115-14 (CFDA #17.258)
- ARRA - Allied Health Program Stimulus Phase II Expansion Contract #09-127-01 (CFDA #17.258) and

Pass through the Riverside County, Economic Development Agency (EDA):

- ARRA - Community College Class Size Training Contract #2009/2011-179-201-501 (CFDA #17.258, #17.260) and
- ARRA - Summer Work Experience Program Contract #SWEP 2009-179-107-R-RCCD (CFDA #17.259).

##### Criteria or Specific Requirement

California Community Colleges Grant Agreement Article I Career Technical Education Program-Specific Legal Terms and Conditions, Section 3, Reporting states, the Grantee shall prepare and submit to the Career Technical Education Unit quarterly "Year-to-Date Expenditure and Progress Reports" using the online reporting system at <https://misweb.cccco.edu/NursingExt/dba/logon.cfm>. These reports are due on or before the following dates:

- October 30
- January 31
- April 30
- July 31

Riverside County, Economic Development Agency (EDA) Contract #2009/2011-179-201-501 (CFDA #17.258, 17.260) Article III. Compensation, Section 3.01 Contractor's Compensation, Subsection (d) Invoicing and Documentation states, the contractor shall invoice the County on or before the tenth calendar day of each month for all contract costs incurred during the previous month. If the tenth day of the month falls on a weekend, then the invoice is due the Friday before the tenth.

## RIVERSIDE COMMUNITY COLLEGE DISTRICT

### FEDERAL AWARDS FINDINGS AND QUESTIONED COSTS FOR THE YEAR ENDED JUNE 30, 2010

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Riverside County, Economic Development Agency (EDA) Contract #SWEP 2009-179-107-R-RCCD, Article III. Compensation, Section 3.01 Contractor's Compensation, Subsection (e) Invoicing and Documentation states the contractor shall invoice the County on or before the tenth calendar day of each month for all contract costs incurred during the previous month. If the tenth day of the month falls on a weekend, then the invoice is due the Friday before the tenth. Article IV. Reporting and File Records, Section 4.01 Reporting Requirements, subsection (b) Final Invoice, states within 45 calendar days following the termination of this agreement that contractor shall report and submit to the County all final claims for funds under the agreement.

#### **Condition**

In our sample of quarterly year-to-date expenditure and progress reports submitted to the California Community College Chancellor's Office, we noted that two (2) quarterly reports were not submitted within the specified time frame as noted in the Program-Specific Legal Terms and Conditions.

- One (1) from the WIA Funds for Allied Health Program Contract #08-115-14 and
- One (1) from the ARRA - Allied Health Program Stimulus Phase II Expansion Contract #09-127-01.

In our sample of monthly invoice reports submitted to Riverside County, we noted eight (8) invoices were not submitted within the specified time frame as noted in the contract agreements.

- Four (4) invoices noted in the ARRA - Community College Class Size Training Program Contract #2009/2011-179-201-501 and
- Three (3) monthly invoices and one (1) final invoice noted in the ARRA - Summer Work Experience Program Contract #SWEP 2009-179-107-R-RCCD.

#### **Isolated Instance or a Systemic**

Systemic - We noted two (2) of the quarterly year-to-date expenditure and progress reports were submitted approximately 45 days late. The eight (8) monthly invoices submitted late ranged between 4 and 101 days late.

#### **Effect**

Submitting quarterly year-to-date-expenditure and progress reports late to the State cause the District to be out of compliance with Program-Specific Legal Terms and Conditions and could result in not being fully reimbursed for all program related costs. For monthly invoices submitted late to Riverside County, the County reserves the right for them to unilaterally prepare and finalize financial reports, using the latest paid invoices and MIS documents on file at the County which could result in not being fully reimbursed for all program related costs.

#### **Recommendation**

We recommend that the District enhance internal controls to ensure quarterly year-to-date-expenditure and progress reports and monthly invoices are submitted to each funding agency within the contract agreement terms.

## RIVERSIDE COMMUNITY COLLEGE DISTRICT

### FEDERAL AWARDS FINDINGS AND QUESTIONED COSTS FOR THE YEAR ENDED JUNE 30, 2010

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#### **District Response and Planned Corrective Actions**

##### Riverside City College Response:

The ARRA Community College Class Size Training Program, Agreement #2009/2011-179-201-501, was approved by the District's Board of Trustees on November 17, 2009. The agreement was retroactive to July 2009, and invoices for activities were due on the 10<sup>th</sup> of each month.

The 2009 Summer Work Experience Program, Agreement #SWEP 209-179-107-R-RCCD, was approved by the District's Board of Trustees on June 16, 2009. The agreement commenced on May 1, 2009 and ended on October 31, 2009, and invoices for activities were due on the 10<sup>th</sup> of each month.

For all grants, we have tightened our internal procedures regarding submission of invoices and have made meeting contract deadlines for invoicing a top priority. Additionally, we will be working closely with granting agencies to make sure the invoicing and reporting deadlines specified in contracts are more reasonable and manageable. These contracts require submission of all invoices including the year-end invoice by the 10<sup>th</sup> of the month. In reality, we have only 6-8 working days to access the information in our accounting system, transfer the data to the prescribed County invoice, have the invoice reviewed and approved, assemble the backup documentation that must accompany the invoice, and obtain the necessary signatures in order to comply with the contract terms. A broader window in which to complete and submit invoices, along with tightened internal procedures, will permit us to comply with reporting requirements.

##### Moreno Valley College Response:

Moreno Valley College recruited an administrator in September 2009 to coordinate the various activities and to handle the financial and activity reports in a timely manner, but, unfortunately, the administrator resigned in February 2010 to take another post. A second grants administrator was hired in April 2010 and, after three months, he too moved on to a different assignment. The rapid turnover rate of the grant administrators has resulted in the delays of the timely submission of the progress reports. Moreno Valley College is currently in the process of recruiting staff to deal with the preparation of grants progress reports; in addition, the project director is allocating five percent of his time to ensure that all reports are submitted in a timely manner even when confronted with unforeseen staff resignations.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**STATE AWARDS FINDINGS AND QUESTIONED COSTS  
FOR THE YEAR ENDED JUNE 30, 2010**

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None reported.

## RIVERSIDE COMMUNITY COLLEGE DISTRICT

### SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS FOR THE YEAR ENDED JUNE 30, 2010

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Except as specified in previous sections of this report, summarized below is the current status of all audit findings reported in the prior year's schedule of audit findings and questioned costs.

#### *FINANCIAL STATEMENT FINDINGS*

##### **2009-1 Finding - Audit Adjustments of Estimated Claims Liability**

###### **Criteria or Specific Requirement**

Governmental Accounting Standards Board (GASB) Statement No. 10 requires the District to accrue a liability on its financial statements for the ultimate cost of claims and expenses associated with all reported and unreported claims, including allocated loss adjustment expenses (ALAE) and unallocated loss adjustment expenses (ULAE).

###### **Condition**

The assumptions used by the District to calculate the claims liability are determined based on estimates by District personnel. Loss development techniques are used to establish the claims liability. Understanding and assessing the variability of these estimates, and the reliability of historical experience as an indicator of future loss payments, requires a careful analysis of the historical loss data and the use of projection methods that are sensitive to the particular circumstances. While these indicators are in place, mathematical errors in the calculation resulted in an understatement of the overall claims liability.

###### **Isolated Instance or Systemic**

Isolated Instance - Mathematical errors were noted on loss development calculations that were used for the variability of claims liability estimates which resulted in an understatement of claims liability.

###### **Questioned Costs**

Audit adjustment totaling \$1,578,805 for estimated claims liability.

###### **Effect**

The financial statements could be materially misstated if an understanding and assessing the variability of claims liability estimates is not obtained which industry standards would indicate are best provided by an actuary.



## RIVERSIDE COMMUNITY COLLEGE DISTRICT

### SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS FOR THE YEAR ENDED JUNE 30, 2010

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#### **Recommendation**

The District should strengthen internal controls in the calculation of claims liability to include a review of formulas to ensure amounts recorded on the general ledger are accurate. The District claims liability calculation noted mathematical errors that resulted in an audit adjustment to the overall liability. The District should consider the use of a specialist which industry standards would indicate are best provided by an actuary. An updated actuarial study of the claims costs should be performed at least every three years.

#### **Current Status**

Implemented.

#### **STATE AWARD FINDINGS**

##### **2009-2 Finding - Concurrent Enrollment**

#### **Criteria or Specific Requirement**

- *Education Code* Sections 48800(a), 48800.5, 76300, 76001(d)
- Legal Opinions M 98-17 and M02-20 issued by the Chancellor's Office, California Community Colleges
- Legal Advisory 05-01, "Questions and Answers Re. Concurrent Enrollment" - issued January 5, 2005 by the Chancellor's Office, California Community Colleges

#### **Condition**

Enrollment fees are not being assessed to K-12 students for all units once 11 units has been exceeded and the student becomes a special full-time student. The District's Datatel System exempts all special part-time and full-time K-12 students from any enrollment fees.

#### **Isolated Instance or Systemic**

Systemic - *Education Code* Section 73600 provides that a district may not exempt special full-time students as a group from paying the \$20 per unit enrollment fee. However, it was noted that the District exempts all K-12 students from any enrollment fees.

#### **Questioned Costs**

\$10,050 - approximately

#### **Effect**

Without procedures that require special full-time K-12 students to be assessed enrollment fees, this could materially impact the District's State apportionment revenues. If enrollment fees are materially understated, then State apportionment revenues could be materially overstated since enrollment fee revenue is used to determine State apportionment revenues the District will receive.

## RIVERSIDE COMMUNITY COLLEGE DISTRICT

### SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS FOR THE YEAR ENDED JUNE 30, 2010

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#### **Recommendation**

Districts admitting special K-12 students should have procedures in place to ensure enrollment fees are assessed for all units once 11 units is exceeded and the student becomes a special full-time student.

#### **Current Status**

Implemented.

#### **2009-3 Finding - Ineligible CalWORKs recipients were provided services**

##### **Program**

CalWORKs - Use of State and Federal TANF Funding

##### **Award Year**

2008-2009

##### **Criteria or Specific Requirement**

- *Education Code Sections 79200-79203 and 84759*
- *2007-08 Final Budget Summary, Page 630, Item 6870-101-0001, Provision 15; and Page 646, Item 6870-111-0001, Provision 2*  
[http://www.documents.dgs.ca.gov/osp/GovernorsBudget/pdf/fbudsum\\_07.pdf](http://www.documents.dgs.ca.gov/osp/GovernorsBudget/pdf/fbudsum_07.pdf)
- *Chancellor's Office CalWORKs Program Handbook Guidelines\_2007-08*
- *Clarification on CalWORKs Supplantation Prohibition, Chancellor's Office Letter, March 13, 2006 (See Appendix M)*  
OMB A-133 Compliance Supplement

##### **Condition**

In our sample of 25 CalWORKs recipients, we noted three CalWORKs recipients who did not have the proper eligibility documented through the County Welfare Department for each academic term the recipient was served.

##### **Isolated Instance or Systemic**

Isolated Instance - Once the initial eligibility determination is made by the County Welfare Department, ongoing communication with the County is essential to ensure that a student remains in good standing. Eligibility determinations must be conducted at the beginning of each term to ensure students are eligible for services prior to receiving them.

##### **Questioned Costs**

None noted.

## RIVERSIDE COMMUNITY COLLEGE DISTRICT

### SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS FOR THE YEAR ENDED JUNE 30, 2010

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#### **Effect**

Without the proper controls in place, unauthorized program costs and services provided to ineligible recipients could be reimbursed by the State program.

#### **Recommendation**

We recommend that the District develop an independent internal tracking of student eligibility. Services provided through other college departments, like the Child Care Center, must be coordinated with the CalWORKs program office to also verify a student's ongoing eligibility for services, academic progress, and to monitor programs expenses that are directly attributable to support for the identified CalWORKs eligible students.

#### **Current Status**

Implemented.

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***ADDITIONAL SUPPLEMENTARY INFORMATION***

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**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**GOVERNMENTAL FUNDS  
 BALANCE SHEETS  
 JUNE 30, 2010**

	<u>General Unrestricted</u>	<u>General Restricted</u>
<b>ASSETS</b>		
Cash and cash equivalents	\$ 369,672	\$ 44,392
Investments	1,597,836	9,236,496
Accounts receivable	24,224,282	5,509,259
Due from other funds	164,649	492,684
Prepaid expenses	125,365	37,955
Inventories	-	-
<b>Total Assets</b>	<u><u>\$26,481,804</u></u>	<u><u>\$15,320,786</u></u>
<b>LIABILITIES AND FUND BALANCES</b>		
<b>LIABILITIES</b>		
Accounts payable	\$ 2,482,333	\$ 1,252,743
Due to other funds	1,131,220	4,014
Other current liabilities	11,020,000	-
Deferred revenue	1,404,567	2,371,562
<b>Total Liabilities</b>	<u><u>16,038,120</u></u>	<u><u>3,628,319</u></u>
<b>FUND BALANCES</b>		
Reserved	125,365	11,692,467
Unreserved		
Designated	-	-
Undesignated	10,318,319	-
<b>Total Fund Balances</b>	<u><u>10,443,684</u></u>	<u><u>11,692,467</u></u>
<b>Total Liabilities and Fund Balances</b>	<u><u>\$26,481,804</u></u>	<u><u>\$15,320,786</u></u>

See accompanying note to additional supplementary information.

<u>Special Revenue</u>			<u>Capital Project</u>	<u>Debt Service</u>	<u>Total Governmental Fund (Memorandum Only)</u>
<u>Food Service</u>	<u>Child Development</u>	<u>R.C.C.D. Development Corporation</u>	<u>Capital Outlay Projects</u>	<u>Bond Interest and Redemption</u>	
\$ 17,939	\$ 13,861	\$ 16,240	\$ -	\$ -	\$ 462,104
167,548	61,634	-	50,699,042	14,034,507	75,797,063
8,556	41,486	-	12,378,468	-	42,162,051
8,485	1,459	-	456,661	-	1,123,938
-	-	-	44,750	-	208,070
22,182	-	-	-	-	22,182
<u>\$ 224,710</u>	<u>\$ 118,440</u>	<u>\$ 16,240</u>	<u>\$ 63,578,921</u>	<u>\$ 14,034,507</u>	<u>\$ 119,775,408</u>
\$ 47,506	\$ 77,410	\$ -	\$ 7,506,685	\$ -	\$ 11,366,677
98	813	-	-	-	1,136,145
-	-	-	-	-	11,020,000
-	-	-	-	-	3,776,129
<u>47,604</u>	<u>78,223</u>	<u>-</u>	<u>7,506,685</u>	<u>-</u>	<u>27,298,951</u>
22,182	-	-	44,750	-	11,884,764
-	-	-	-	14,034,507	14,034,507
154,924	40,217	16,240	56,027,486	-	66,557,186
<u>177,106</u>	<u>40,217</u>	<u>16,240</u>	<u>56,072,236</u>	<u>14,034,507</u>	<u>92,476,457</u>
<u>\$ 224,710</u>	<u>\$ 118,440</u>	<u>\$ 16,240</u>	<u>\$ 63,578,921</u>	<u>\$ 14,034,507</u>	<u>\$ 119,775,408</u>

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**GOVERNMENTAL FUNDS  
 STATEMENTS OF REVENUES, EXPENDITURES, AND CHANGES  
 IN FUND BALANCE  
 FOR THE YEAR ENDED JUNE 30, 2010**

	<u>General Unrestricted</u>	<u>General Restricted</u>
<b>REVENUES</b>		
Federal revenues	\$ 672,104	\$ 12,508,386
State revenues	97,791,694	8,160,780
Local revenues	42,530,633	6,434,091
<b>Total Revenues</b>	<u>140,994,431</u>	<u>27,103,257</u>
<b>EXPENDITURES</b>		
Current Expenditures		
Academic salaries	65,651,059	4,399,789
Classified salaries	31,752,728	9,953,188
Employee benefits	26,842,300	3,905,253
Books and supplies	1,888,202	1,778,974
Services and operating expenditures	12,854,051	4,899,483
Capital outlay	957,553	2,296,049
Debt service - principal	14,674	-
Debt service - interest and other	-	-
<b>Total Expenditures</b>	<u>139,960,567</u>	<u>27,232,736</u>
<b>EXCESS OF REVENUES OVER (UNDER) EXPENDITURES</b>	<u>1,033,864</u>	<u>(129,479)</u>
<b>OTHER FINANCING SOURCES (USES)</b>		
Operating transfers in	(2,613,110)	2,613,110
Operating transfers out	(1,152,570)	-
Other sources	2,519	-
Other uses	-	(334,995)
<b>Total Other Financing Sources (Uses)</b>	<u>(3,763,161)</u>	<u>2,278,115</u>
<b>EXCESS OF REVENUES AND OTHER FINANCING SOURCES OVER (UNDER) EXPENDITURES AND OTHER USES</b>	<u>(2,729,297)</u>	<u>2,148,636</u>
<b>FUND BALANCE, BEGINNING OF YEAR</b>	<u>13,172,981</u>	<u>9,543,831</u>
<b>FUND BALANCE, END OF YEAR</b>	<u>\$ 10,443,684</u>	<u>\$ 11,692,467</u>

See accompanying note to additional supplementary information.

<u>Special Revenue</u>			<u>Capital Project</u>	<u>Debt Service</u>	<u>Total Governmental Fund (Memorandum Only)</u>
<u>Food Service</u>	<u>Child Development</u>	<u>R.C.C.D. Development Corporation</u>	<u>Capital Outlay Projects</u>	<u>Bond Interest and Redemption</u>	
\$ -	\$ 112,906	\$ -	\$ -	\$ -	\$ 13,293,396
-	71,805	-	9,851,149	105,248	115,980,676
1,605,079	1,173,121	2	5,780,157	9,935,793	67,458,876
<u>1,605,079</u>	<u>1,357,832</u>	<u>2</u>	<u>15,631,306</u>	<u>10,041,041</u>	<u>196,732,948</u>
-	1,040,869	-	-	-	71,091,717
765,199	370,981	-	212,038	-	43,054,134
319,146	256,476	-	87,313	-	31,410,488
815,271	58,520	-	-	-	4,540,967
199,942	78,019	-	361,882	-	18,393,377
3,133	649	-	40,128,624	-	43,386,008
-	-	-	-	6,655,000	6,669,674
-	-	-	-	6,335,338	6,335,338
<u>2,102,691</u>	<u>1,805,514</u>	<u>-</u>	<u>40,789,857</u>	<u>12,990,338</u>	<u>224,881,703</u>
<u>(497,612)</u>	<u>(447,682)</u>	<u>2</u>	<u>(25,158,551)</u>	<u>(2,949,297)</u>	<u>(28,148,755)</u>
529,809	372,761	-	-	-	902,570
-	-	-	-	-	(1,152,570)
-	-	-	-	-	2,519
-	-	-	-	-	(334,995)
<u>529,809</u>	<u>372,761</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(582,476)</u>
32,197	(74,921)	2	(25,158,551)	(2,949,297)	(28,731,231)
144,909	115,138	16,238	81,230,787	16,983,804	121,207,688
<u>\$ 177,106</u>	<u>\$ 40,217</u>	<u>\$ 16,240</u>	<u>\$ 56,072,236</u>	<u>\$ 14,034,507</u>	<u>\$ 92,476,457</u>



**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**PROPRIETARY FUNDS  
BALANCE SHEETS  
JUNE 30, 2010**

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	<u><b>Internal Service Fund</b></u>
<b>ASSETS</b>	
Cash and cash equivalents	\$ 20,236
Investments	8,863,638
Accounts receivable	214,074
Due from other funds	1,087
<b>Total Assets</b>	<u><u>\$ 9,099,035</u></u>
<b>LIABILITIES AND FUND EQUITY</b>	
<b>LIABILITIES</b>	
Accounts payable	\$ 56,213
Deferred revenue	1,172,937
Claim liabilities	5,319,851
<b>Total Liabilities</b>	<u><u>6,549,001</u></u>
<b>FUND EQUITY</b>	
Retained earnings	<u>2,550,034</u>
<b>Total Liabilities and Fund Equity</b>	<u><u>\$ 9,099,035</u></u>

See accompanying note to additional supplementary information.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**PROPRIETARY FUNDS  
 STATEMENTS OF REVENUES, EXPENSES, AND CHANGES IN  
 RETAINED EARNINGS  
 FOR THE YEAR ENDED JUNE 30, 2010**

	<u><b>Internal Service Fund</b></u>
<b>OPERATING REVENUES</b>	
District premiums	<u>\$ 6,356,082</u>
<b>OPERATING EXPENSES</b>	
Classified salaries	242,599
Employee benefits	88,457
Books and supplies	1,852
Services and other operating expenditures	6,321,307
Capital outlay	<u>3,978</u>
<b>Total Operating Expenses</b>	<u>6,658,193</u>
<b>Operating Loss</b>	<u>(302,111)</u>
<b>NONOPERATING REVENUES</b>	
Interest income	105,073
Miscellaneous revenues	53,357
Operating transfers in	<u>250,000</u>
<b>Total Nonoperating Revenues</b>	<u>408,430</u>
<b>NET INCOME</b>	106,319
<b>RETAINED EARNINGS, BEGINNING OF YEAR</b>	<u>2,443,715</u>
<b>RETAINED EARNINGS, END OF YEAR</b>	<u><u>\$ 2,550,034</u></u>

See accompanying note to additional supplementary information.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**PROPRIETARY FUNDS  
 STATEMENTS OF CASH FLOWS  
 FOR THE YEAR ENDED JUNE 30, 2010**

	<u>Internal Service Fund</u>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>	
Change in Net Assets	\$ (302,111)
Adjustments to Reconcile Change in Net Assets to Net Cash Flow Operating Activities	
Decrease in accounts receivable	68,353
Increase in due from other funds	(117)
Increase in accounts payable	15,644
Decrease in claims liabilities	(45,122)
Increase in deferred revenue	16,225
Net Cash Flows from Operating Activities	<u>(247,128)</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>	
Interest on investments	105,073
Other nonoperating income	53,357
Transfers in	250,000
Net Cash Flows from Investing Activities	<u>408,430</u>
Net increase in cash and cash equivalents	161,302
Cash and cash equivalents - Beginning	<u>8,722,572</u>
Cash and cash equivalents - Ending	<u><u>\$ 8,883,874</u></u>
 <b>CASH AND CASH EQUIVALENTS CONSISTS OF:</b>	
Cash in banks	\$ 20,236
Cash in county pooled investment	8,863,638
	<u><u>\$ 8,883,874</u></u>

See accompanying note to additional supplementary information.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**FIDUCIARY FUNDS  
 BALANCE SHEETS  
 JUNE 30, 2010**

	<b>Associated Students Trust</b>	<b>Student Financial Aid</b>	<b>Total</b>
<b>ASSETS</b>			
Cash and cash equivalents	\$ 2,039,336	\$ 27,448	\$ 2,066,784
Accounts receivable	4,820	2,718,803	2,723,623
Due from other funds	53,738	59,250	112,988
<b>Total Assets</b>	<b>\$ 2,097,894</b>	<b>\$ 2,805,501</b>	<b>\$ 4,903,395</b>
<b>LIABILITIES AND FUND BALANCES</b>			
<b>LIABILITIES</b>			
Accounts payable	\$ 25,172	\$ 2,734,538	\$ 2,759,710
Due to other funds	30,905	70,963	101,868
Due to student groups	1,111,782	-	1,111,782
<b>Total Liabilities</b>	<b>1,167,859</b>	<b>2,805,501</b>	<b>3,973,360</b>
<b>FUND BALANCES</b>			
Unreserved			
Undesignated	930,035	-	930,035
<b>Total Fund Balances</b>	<b>930,035</b>	<b>-</b>	<b>930,035</b>
<b>Total Liabilities and Fund Balances</b>	<b>\$ 2,097,894</b>	<b>\$ 2,805,501</b>	<b>\$ 4,903,395</b>

See accompanying note to additional supplementary information.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**FIDUCIARY FUNDS  
 STATEMENTS OF REVENUES, EXPENDITURES, AND CHANGES IN  
 FUND BALANCE  
 FOR THE YEAR ENDED JUNE 30, 2010**

	<b>Associated Students Trust</b>	<b>Student Financial Aid</b>	<b>Total</b>
<b>REVENUES</b>			
Federal revenues	\$ -	\$ 34,698,063	\$ 34,698,063
State revenues	-	1,726,635	1,726,635
Local revenues	709,781	-	709,781
<b>Total Revenues</b>	<u>709,781</u>	<u>36,424,698</u>	<u>37,134,479</u>
<b>EXPENDITURES</b>			
Current Expenditures			
Books and supplies	318,839	-	318,839
Services and operating expenditures	308,439	-	308,439
Capital outlay	55,172	-	55,172
<b>Total Expenditures</b>	<u>682,450</u>	<u>-</u>	<u>682,450</u>
<b>EXCESS OF REVENUES OVER EXPENDITURES</b>	<u>27,331</u>	<u>36,424,698</u>	<u>36,452,029</u>
<b>OTHER FINANCING SOURCES (USES)</b>			
Other uses	4,570	(36,424,698)	(36,420,128)
<b>Total Other Financing Sources (Uses)</b>	<u>4,570</u>	<u>(36,424,698)</u>	<u>(36,420,128)</u>
<b>EXCESS OF REVENUES AND OTHER FINANCING SOURCES OVER EXPENDITURES AND OTHER USES</b>	31,901	-	31,901
<b>FUND BALANCE, BEGINNING OF YEAR</b>	898,134	-	898,134
<b>FUND BALANCE, END OF YEAR</b>	<u>\$ 930,035</u>	<u>\$ -</u>	<u>\$ 930,035</u>

See accompanying note to additional supplementary information.

## RIVERSIDE COMMUNITY COLLEGE DISTRICT

### NOTE TO ADDITIONAL SUPPLEMENTARY INFORMATION JUNE 30, 2010

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#### *NOTE 1 - PURPOSE OF SCHEDULES*

##### **Fund Financial Statements**

The accompanying financial statements report the governmental, proprietary, and fiduciary fund activities of Riverside Community College District and are presented on the modified accrual basis of accounting. Therefore, some amounts presented in these financial statements may differ from amounts presented in, or used in, the preparation of the basic financial statements. The information is not a required component of the financial statements in accordance with GASB Statements No. 34 and No. 35 and is presented at the request of the District management.



To the Board of Trustees  
Riverside Community College District  
Riverside, California

We have audited the basic financial statements of the Riverside Community College District (the District) for the year ended June 30, 2010, and have issued our report thereon dated November 12, 2010. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards and *Government Auditing Standards* and OMB Circular A-133, as well as certain information related to the planned scope and timing of our audit. Professional standards also require that we communicate to you the following information related to our audit.

Our Responsibilities Under U.S. Generally Accepted Auditing Standards and OMB Circular A-133

As stated in our engagement letter dated January 8, 2010, our responsibility, as described by professional standards, is to express opinions about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit of the financial statements does not relieve you or management of your responsibilities.

In planning and performing our audit, we considered the District's internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinions on the financial statements and not to provide assurance on the internal control over financial reporting. We also considered internal control over compliance with requirements that could have a direct and material effect on a major Federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133.

As part of obtaining reasonable assurance about whether the District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit. Also, in accordance with OMB Circular A-133, we examined, on a test basis, evidence about the District's compliance with the types of compliance requirements described in the "U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement" applicable to each of its major Federal programs for the purpose of expressing an opinion on the District's compliance with those requirements. While our audit provides a reasonable basis for our opinion, it does not provide a legal determination on the District's compliance with those requirements.

Planned Scope and Timing of the Audit

We performed the audit according to the planned scope and timing previously communicated to you in our meeting about planning matters.

To the Board of Trustees  
Riverside Community College District  
Page 2

### Significant Audit Findings

#### *Qualitative Aspects of Accounting Practices*

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the District are described in Note 2 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during the year.

We noted no transactions entered into by the District during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimate affecting the financial statements was the cost of capital assets net of accumulated depreciation. Depreciation is the recognition of the use of the capital assets over time. Conditions may exist that result in assets having a longer or shorter useful life than is reflected within these statements. We evaluated the key factors and assumptions used to develop depreciation in determining that it is reasonable in relation to the financial statements taken as a whole.

Additionally, the estimate of the future costs of postemployment benefits provided to retirees is based upon current information about the District's employees, benefit plans, and health care rates. These factors are considered by the actuary in determining both the estimated liability and the current year required contribution to the Plan. Note 10 to the financial statements provides additional information about the actuarial methods and assumptions, and the Required Supplementary Information provides the schedule of progress toward funding this liability.

#### *Difficulties Encountered in Performing the Audit*

We encountered no significant difficulties in dealing with management in performing and completing our audit.

#### *Corrected and Uncorrected Misstatements*

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. Subsequent to the closing of the books, management identified certain post-closing adjustments which have been included in the audited financial statements.

#### *Disagreements with Management*

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditors' report. We are pleased to report that no such disagreements arose during the course of our audit.



To the Board of Trustees  
Riverside Community College District  
Page 3

*Management Representations*

We have requested certain representations from management that are included in the management representation letter dated November 12, 2010.

*Management Consultations with Other Independent Accountants*

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the District's financial statements or a determination of the type of auditors' opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

*Other Audit Findings or Issues*

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the District's auditors. However, these discussions occurred in the normal course of our professional relationship, and our responses were not a condition to our retention.

This information is intended solely for the use of the Board of Trustees and management of Riverside Community College District and is not intended to be and should not be used by anyone other than these specified parties.

*Janirek, June, Day & Co. LLP*

Rancho Cucamonga, California  
November 12, 2010



To the Board of Trustees and  
Dr. Gregory Gray, Chancellor  
Riverside Community College District  
Riverside, California

In planning and performing our audit of the financial statements of Riverside Community College District (the District) for the year ended June 30, 2010, we considered the District's internal control in order to determine our auditing procedures for the purpose of expressing an opinion on the financial statements and not to provide assurance on internal control.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses.

A *control deficiency* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A *significant deficiency* is a control deficiency, or a combination of control deficiencies, that adversely affects the District's ability to initiate, authorize, record, process, or report financial data reliably in accordance with generally accepted accounting principles such that there is more than a remote likelihood that a misstatement of the District's financial statements, that is more than inconsequential, will not be prevented or detected by the District's internal control. We consider the following deficiencies to be control deficiencies in internal control. However, during our audit, we noted matters that are opportunities for strengthening internal controls and operating efficiency. We consider the following deficiencies to be control deficiencies in internal controls. Management has provided responses to the comments below. We have not audited the responses and, therefore, express no opinion.

**CURRENT YEAR MANAGEMENT COMMENTS**

***Riverside Community College District Foundation's Debt Obligation***

As noted in our prior year comments, the Riverside Community College District Foundation (the Foundation) entered into an agreement with the District to undertake a Major Gift Campaign to support targeted initiatives of the District and campuses. Under this agreement, the District would advance funds of up to \$1.3 million to the Foundation to cover costs associated with the Campaign. Funds drawn under this agreement to cover campaign costs, coupled with negative returns on investments, has resulted in the unrestricted fund of the Foundation incurring operating deficits in each of the past four years that have created a net deficit ending balance. Management has taken action to raise additional unrestricted income and to reduce operating expenses, but a deficit remains. Repayment of advances totaling \$794,735 is set to begin in 2011-2012. The District and the Foundation have reached an agreement to defer the repayment starting period to 2012; however, the Foundation currently has no unrestricted funds to pay the obligation to the District. All cash and cash equivalents are restricted to temporarily and permanently restricted funds.

***Recommendation***

The District management should work closely with the Board and the Foundation to address the repayment of the borrowed funds. Additionally, a plan should be developed to provide for unrestricted contributions that will enable the Foundation to repay the District and restore the unrestricted fund to a positive position.

To the Board of Trustees and  
Dr. Gregory Gray, Chancellor  
Riverside Community College District  
Page 2

### ***Management Response***

The District and the Foundation are developing a series of options for bringing the debt obligation incurred under the Major Gift Campaign (Campaign RCC) to a zero balance. Part of this strategy is the implementation of a five percent administrative fee on all new gifts, which took effect in fiscal year 2010. In addition, as noted by the auditors, the Board of Trustees approved an extension of the repayment schedule at its regular meeting on June 15.

The Foundation continues to actively seek unrestricted dollars through its regular fundraising efforts and the annual appeal. With the support of the District's new Chancellor, the Foundation also is conducting a feasibility study to determine the goals and framework for a new Campaign to be launched in early 2011 that will include a major emphasis on unrestricted gifts and is expected to be fully self-funded through either the existing or an enhanced administrative fee structure.

### ***Load Banking Policies***

The District's contract with the faculty bargaining unit allows instructors to teach over their regularly assigned load and 'bank' the excess workload to be used in a future period as time off. This benefit has been part of the contract between said bargaining unit and the District for a number of years. While reviewing contract language for taking banked time and the instances when the time can be paid out in cash, we noted language that merits further review by the District. When an employee can control the actual payment of the banked time as a cash payout, the Internal Revenue Code (Reg. 1.451-2(a)) has ruled the decision point creates a 'constructive receipt' of the compensation and payroll taxes must be withheld.

### ***Recommendation***

We recommend the District review current contract language and actual practice and ensure compliance with Internal Revenue Code Regulations. Until the issue is resolved, we suggest the banked load time be limited to usage of time off.

### ***Management Response***

The District will review contract language and practice with respect to load banking to ensure compliance with Internal Revenue Service Regulations.

## ***PRIOR YEAR MANAGEMENT COMMENTS***

### ***Proper Job Title Descriptions and Budget Codes***

During our testing of employee coding within the object code classifications of the general ledger, one classified instructional aide selected during testing was charged to an instructional object code (2230). However, the job description in the employee file did not provide for instructional duties. This information is necessary to support whether the classification is in accordance with the *Budget and Accounting Manual* and the *Education Code*.

To the Board of Trustees and  
Dr. Gregory Gray, Chancellor  
Riverside Community College District  
Page 3

***Recommendation***

The District should review and, if necessary, revise job titles to match the actual duties assigned and documented within the personnel files. Instructional duties should be provided for instructional aides charged to object code 2230. Employees that are given multiple budgets of instructional and non-instructional duties should utilize timecards to document actual time spent within each portion of the assignment.

***Current Status***

The recommendation has been implemented by the District.

***Riverside Community College District Foundation's Debt Obligation***

We identified that Riverside Community College District Foundation entered into an agreement with Riverside Community College District to undertake a Major Gift Campaign to support targeted initiatives of the District. The agreement called for the District would advance funds of up to \$1.3 million to the Foundation to cover costs associated with the Campaign. Campaign costs, coupled with negative returns on investments, have resulted in an operational deficit in the unrestricted fund of the Foundation. The Foundation has taken action to raise additional unrestricted income and to reduce operating expenses, but a deficit remains. Repayment of advances was set to begin July 1, 2009; however, the Foundation currently has no unrestricted funds to pay the obligation to the District. All cash and cash equivalents are restricted to temporarily and permanently restricted funds.

***Recommendation***

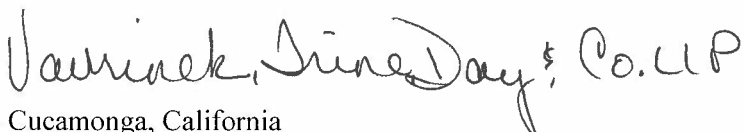
The District management should work closely with the Board and the Foundation to address the repayment of the borrowed funds. Additionally, a plan should be developed to provide for unrestricted contributions that will enable the Foundation to repay the District and restore the unrestricted fund to a positive position.

***Current Status***

The recommendation is currently in progress; see current year management letter comment.

We appreciate the time and assistance the staff of the District has provided during our audit. We will follow up on each of the areas noted above during the early stage of our fieldwork for the 2010-2011 fiscal year.

This report is intended solely for the information and use of the Board, management, and others within the District and is not intended to be, and should not be, used by anyone other than these specified parties.



Rancho Cucamonga, California  
November 12, 2010

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
RESOURCES COMMITTEE

Report No.: III-C-6

Date: December 14, 2010

Subject: 2009-2010 Independent Audit Report for the Riverside Community College District Foundation

Background: An independent audit of the Foundation's 2009-2010 financial statements was performed by Vavrinek, Trine, Day & Co., LLP Certified Public Accountants (VTD). A representative of the firm will be available to present the report. The Foundation's Board of Directors accepted the audit report on November 16, 2010. Results of the audit are summarized below.

Auditor's Opinion

The auditor has issued an unqualified opinion for the financial audit; an excerpt of which follows:

*Financial Audit* – "In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Riverside Community College District Foundation as of June 30, 2010 and 2009, and the changes in its net assets and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America"

Audit Findings

There were no findings or questioned costs related to the audit for the year ended June 30, 2010.

Audit Adjustments to the Financial Statements

No audit adjustments were recommended.

Auditor's Required Communication – Audit Completion

In accordance with the Statement on Auditing Standards No. 114, at the conclusion of the audit engagement VTD is required to communicate information to the Board of Directors regarding their responsibility under United States Generally Accepted Auditing Standards, significant accounting policies, accounting estimates, significant audit adjustments and uncorrected misstatements, disagreements with management, consultation with other independent accountants, issues discussed prior to retention of the independent auditors and difficulties encountered in performing the audit. Attached for your information is the required communication issued by VTD.

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
RESOURCES COMMITTEE

Report No.: III-C-6

Date: December 14, 2010

Subject: 2009-2010 Independent Audit Report for the Riverside Community College  
District Foundation (continued)

Management Recommendations

There was one reported management recommendation for fiscal year 2009-2010 as shown in the attached letter.

Recommended Action: It is recommended that the Board of Trustees receive the Riverside Community College District Foundation's independent audit report for the year ended June 30, 2010 for the permanent file of the District.

Gregory W. Gray  
Chancellor

Prepared by: James L. Buysse  
Vice Chancellor, Administration and Finance

Bill J. Bogle, Jr.  
Controller

Amy Cardullo  
Director, RCCD Foundation and Alumni Affairs

**RIVERSIDE COMMUNITY COLLEGE  
DISTRICT FOUNDATION**

**(A California Nonprofit Corporation)**

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**ANNUAL FINANCIAL REPORT**

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**JUNE 30, 2010 AND 2009**

**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION**  
**(A California Nonprofit Corporation)**

**JUNE 30, 2010 AND 2009**

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## INDEPENDENT AUDITORS' REPORT

The Board of Directors  
Riverside Community College District Foundation  
Riverside, California

We have audited the accompanying statements of financial position of Riverside Community College District Foundation (a California nonprofit corporation) as of June 30, 2010 and 2009, and the related statements of activities, cash flows, and functional expenses for the years then ended. These financial statements are the responsibility of Riverside Community College District Foundation's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States of America. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Riverside Community College District Foundation as of June 30, 2010 and 2009, and the changes in its net assets and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated October 12, 2010, on our consideration of Riverside Community College District Foundation's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting and compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be read in conjunction with this report in considering the results of our audit.

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The schedules of net assets on pages 20 through 32 are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Vaurinek, Sine, Dagg & Co. LLP

Rancho Cucamonga, California  
October 12, 2010

**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION**  
**(A California Nonprofit Corporation)**

**STATEMENTS OF FINANCIAL POSITION**  
**JUNE 30,**

	<u>2010</u>	<u>2009</u>
<b>ASSETS</b>		
Current Assets		
Cash and Cash Equivalents		
Unrestricted	\$ 4,821,413	\$ -
Restricted	1,142,251	2,437,711
Accounts receivable	14,750	2,545
Receivable due from unrestricted funds	92,255	13,841
Unconditional promises to give	185,062	122,940
Total Current Assets	<u>6,255,731</u>	<u>2,577,037</u>
Noncurrent Assets		
Investments - restricted	3,481,432	2,815,387
Long-term unconditional promises to give, net of allowance	623,500	362,729
Total Noncurrent Assets	<u>4,104,932</u>	<u>3,178,116</u>
Total Assets	<u>\$ 10,360,663</u>	<u>\$ 5,755,153</u>
<b>LIABILITIES AND NET ASSETS</b>		
Current Liabilities		
Accounts payable	\$ 4,943,691	\$ 197,525
Borrowing from restricted funds	92,255	13,841
Obligation to Riverside Community College District	-	346,478
Total Current Liabilities	<u>5,035,946</u>	<u>557,844</u>
Long-Term Liabilities		
Long-term obligation to Riverside Community College District	794,735	357,550
Total Long-Term Liabilities	<u>794,735</u>	<u>357,550</u>
Total Liabilities	<u>5,830,681</u>	<u>915,394</u>
<b>NET ASSETS</b>		
Unrestricted		
Undesignated	(901,131)	(887,243)
Board designated	14,141	12,289
Total Unrestricted	<u>(886,990)</u>	<u>(874,954)</u>
Temporarily restricted	2,243,501	3,011,599
Permanently restricted	3,173,471	2,703,114
Total Net Assets	<u>4,529,982</u>	<u>4,839,759</u>
Total Liabilities and Net Assets	<u>\$ 10,360,663</u>	<u>\$ 5,755,153</u>

See the accompanying notes to financial statements.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION**  
**(A California Nonprofit Corporation)**

**STATEMENTS OF ACTIVITIES**  
**FOR THE YEARS ENDED JUNE 30,**

	2010			
	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
<b>REVENUES</b>				
Donations	\$ 152,739	\$ 5,266,787	\$ 179,980	\$ 5,599,506
In-kind donations				
Donated assets	161,341	-	-	161,341
Donated material	28,659	-	-	28,659
Donated services	475,958	-	-	475,958
Assets released from restrictions	5,904,347	(5,959,981)	55,634	-
<b>Total Revenues</b>	<u>6,723,044</u>	<u>(693,194)</u>	<u>235,614</u>	<u>6,265,464</u>
<b>EXPENSES</b>				
Operating expenses	410,991	-	-	410,991
Program expenses	6,381,560	-	-	6,381,560
Fundraising expenses	104,685	-	-	104,685
<b>Total Expenses</b>	<u>6,897,236</u>	<u>-</u>	<u>-</u>	<u>6,897,236</u>
<b>OTHER INCOME (EXPENSE)</b>				
Realized gain (loss) on sale of investments	1,626	2,693	10,891	15,210
Unrealized gain (loss) on investments	27,621	49,372	140,775	217,768
Interest and dividends income	9,700	22,309	64,987	96,996
Interest expense	(7,979)	-	-	(7,979)
Transfers	131,188	(149,278)	18,090	-
<b>Total Other Income (Expense)</b>	<u>162,156</u>	<u>(74,904)</u>	<u>234,743</u>	<u>321,995</u>
<b>CHANGE IN NET ASSETS</b>	(12,036)	(768,098)	470,357	(309,777)
<b>NET ASSETS, BEGINNING OF YEAR</b>	(874,954)	3,011,599	2,703,114	4,839,759
<b>NET ASSETS, END OF YEAR</b>	<u>\$ (886,990)</u>	<u>\$ 2,243,501</u>	<u>\$ 3,173,471</u>	<u>\$ 4,529,982</u>

See the accompanying notes to financial statements.

2009			
<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Permanently Restricted</u>	<u>Total</u>
\$ 6,266	\$ 1,728,202	\$ 276,666	\$ 2,011,134
73,727	-	-	73,727
45,310	-	-	45,310
433,102	-	-	433,102
899,717	(685,482)	(214,235)	-
<u>1,458,122</u>	<u>1,042,720</u>	<u>62,431</u>	<u>2,563,273</u>
213,757	-	-	213,757
1,223,890	-	-	1,223,890
127,734	-	-	127,734
<u>1,565,381</u>	<u>-</u>	<u>-</u>	<u>1,565,381</u>
(8,429)	(7,933)	(33,219)	(49,581)
(59,371)	(55,879)	(233,993)	(349,243)
345	325	1,362	2,032
(15,633)	-	-	(15,633)
13,366	13,572	(26,938)	-
<u>(69,722)</u>	<u>(49,915)</u>	<u>(292,788)</u>	<u>(412,425)</u>
(176,981)	992,805	(230,357)	585,467
(697,973)	2,018,794	2,933,471	4,254,292
<u>\$ (874,954)</u>	<u>\$ 3,011,599</u>	<u>\$ 2,703,114</u>	<u>\$ 4,839,759</u>

**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION**  
**(A California Nonprofit Corporation)**

**STATEMENTS OF CASH FLOWS**  
**FOR THE YEARS ENDED JUNE 30,**

	<u>2010</u>	<u>2009</u>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Change in Net Assets	\$ (309,777)	\$ 585,467
Adjustments to Reconcile Change in Net Assets to Net Cash Flows From Operating Activities		
Unrealized loss (gain) on investments	(217,768)	349,243
Contributions of long-term investments	(5,446,767)	(2,004,868)
Changes in Assets and Liabilities		
Increase in accounts receivable	(12,205)	(2,278)
Decrease in unrestricted unconditional promises to give	22,622	71,501
Increase in accounts payable	4,746,166	16,055
Decrease in refundable advances	-	(77,148)
Net Cash Flows From Operating Activities	<u>(1,217,729)</u>	<u>(1,062,028)</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Purchase of investments	(456,631)	(467,983)
Proceeds from sale of investments	1,538,409	629,867
Net Cash Flows From Investing Activities	<u>1,081,778</u>	<u>161,884</u>
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>		
Proceeds from issuance of debt	90,707	93,158
Increase long-term unconditional promises to give	(322,893)	(207,978)
Collections of contributions restricted for long-term purposes	5,189,550	953,112
Net Cash Flows From Financing Activities	<u>4,957,364</u>	<u>838,292</u>
<b>NET CHANGE IN CASH AND CASH EQUIVALENTS</b>	4,821,413	(61,852)
<b>UNRESTRICTED CASH AND CASH EQUIVALENTS,</b>		
<b>BEGINNING OF YEAR</b>	<u>-</u>	<u>61,852</u>
<b>UNRESTRICTED CASH AND CASH EQUIVALENTS,</b>		
<b>END OF YEAR</b>	<u>\$ 4,821,413</u>	<u>\$ -</u>
<b>REQUIRED DISCLOSURE</b>		
Interest paid	<u>\$ 7,979</u>	<u>\$ 15,633</u>

See the accompanying notes to financial statements.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION**  
**(A California Nonprofit Corporation)**

**STATEMENTS OF FUNCTIONAL EXPENSES**  
**FOR THE YEARS ENDED JUNE 30,**

	2010			
	Operating	Program	Fundraising	Total
In-Kind Distributions				
Donated assets	\$ -	\$ 161,341	\$ -	\$ 161,341
Donated services	-	504,617	-	504,617
Support - Instructional and student programs	-	121,015	-	121,015
Scholarships	3,250	635,383	-	638,633
Printing	5,901	-	22,102	28,003
Allowance for uncollected pledges	19,398	-	-	19,398
Investment fees	19,161	8,296	-	27,457
Office supplies	4,025	-	178	4,203
Postage	810	-	-	810
Aquatics Complex	-	4,950,908	-	4,950,908
Other services	358,446	-	82,405	440,851
<b>TOTAL EXPENSES</b>	<b>\$ 410,991</b>	<b>\$ 6,381,560</b>	<b>\$ 104,685</b>	<b>\$ 6,897,236</b>

See the accompanying notes to financial statements.

2009			
Operating	Program	Fundraising	Total
\$ -	\$ 73,727	\$ -	\$ 73,727
-	478,412	-	478,412
109,898	224,986	1,080	335,964
5,000	435,354	-	440,354
17,815	-	127	17,942
6,607	-	-	6,607
16,553	8,338	15,633	40,524
109	-	172	281
713	-	-	713
-	-	-	-
57,062	3,073	110,722	170,857
<u>\$ 213,757</u>	<u>\$ 1,223,890</u>	<u>\$ 127,734</u>	<u>\$ 1,565,381</u>



**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION  
(A California Nonprofit Corporation)**

**NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2010 AND 2009**

***NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES***

**Organization and Nature of Activities**

The Riverside Community College District Foundation (the Foundation) was formed as a nonprofit corporation on October 21, 1975, to solicit funds, provide support for the programs and projects of the Riverside Community College District (the District), and to account for the issuance of scholarships to the students of the District. The Foundation also serves as a link between the District and the community.

**Basis of Accounting**

The financial statements of the Foundation have been prepared in accordance with accounting principles generally accepted in the United States of America (US GAAP) on the accrual basis of accounting. The statement of activities is a statement of financial activities related to the current reporting period. Using this method, revenues are recognized when earned, and expenses are recognized when incurred.

**Financial Statement Presentation**

The Foundation prepares its financial statements on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America. The financial statements include the accounts maintained by and directly under the control of the Foundation.

The Foundation reports information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. In addition, the Foundation is required to present a statement of cash flows. The Foundation does not use fund accounting. Revenues and expenses are recorded when incurred in accordance with the accrual basis of accounting.

The Foundation and the District are financial interrelated organizations as defined by *Transfers of Assets to a Nonprofit or Charitable Trust that Holds Contributions for Others*. The Foundation reflects contributions received for the benefit of the District as revenue in its financial statements. The expenses related to these contributions are accounted for under program and supporting services.

**Fair Value Measurements**

The fair value of equity and debt securities with readily determinable fair values approximates their respective quoted market prices. The fair value of investments in partnerships and real estate held as investments is estimated using private valuations of the securities or properties held. Because of the inherent uncertainty of valuation methods, those estimated values might differ significantly from those used had a market existed. All other financial instruments' fair values approximate their carrying amounts due to the short maturities of these instruments.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION  
(A California Nonprofit Corporation)**

**NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2010 AND 2009**

**Public Support and Revenue**

The Foundation receives substantially all of its revenue from direct donations and pledges. Revenues are reported as increases in unrestricted net assets unless use of the related asset is limited by donor-imposed restrictions. Expenses are reported as decreases in unrestricted net assets. Realized gains/losses and unrealized gains/losses on investments and other assets or liabilities are reported as increases or decreases in unrestricted net assets unless their use is restricted by explicit donor stipulation or by law. Expiration of restrictions on net assets (i.e., the donor-stipulated purpose has been fulfilled and/or the stipulated time period has elapsed) is reported as assets released from restriction between the applicable classes of net assets.

Contributions, including unconditional promises to give, are recognized as revenues in the period received. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met. Contributions of assets other than cash are recorded at their estimated fair value at the time of the gift.

**Comparative Financial Information**

Comparative financial information for the prior year has been presented for additional analysis; certain amounts presented in the prior year data have been reclassified in order to be consistent with the current year's presentation.

**Donated Assets, Service, and Facilities**

The Foundation records the value of donated assets, services, and facilities when there is an objective basis available to measure their value. Donated facilities are reflected as support in the accompanying statements at their estimated values at date of donation and fair market value of facilities for the year. Donated assets are capitalized at the stated donated value and depreciated in accordance with Foundation policies, unless they are passed through to the District. Donated services are reflected in the accompanying statements when the criteria for recognition have been met and are recorded at fair value.

**Use of Estimates**

The preparation of financial statements, in conformity with accounting principles generally accepted in the United States of America, requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION  
(A California Nonprofit Corporation)**

**NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2010 AND 2009**

**Income Taxes**

The Foundation is a charitable, not-for-profit, tax-exempt organization qualified under provisions of Section 501(c)(3) of the Internal Revenue Code and corresponding California provisions. Accordingly, no provision for income taxes has been provided in the financial statements. The Foundation has also been classified as an entity that is not a private foundation within the meaning of Section 509(a). The Foundation annually files information returns, Forms 990, 199, and RRF-1, with the appropriate agencies. There were no unrelated business activities during the years ended June 30, 2010 and 2009.

**Cash Equivalents for Statements of Cash Flows**

For purposes of the statements of cash flows, the Foundation considers all highly liquid unrestricted investments available for current use purchased with an initial maturity of three months or less to be cash equivalents.

**Pledges Receivable**

Contributions are recognized when the donor makes a promise to give to the Foundation that is, in substance, unconditional. Donor-restricted contributions are reported as increases in temporarily or permanently restricted net assets depending on the nature of the restrictions. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets.

The Foundation uses the allowance method to determine uncollectible unconditional promises receivable. The allowance is based on prior years' experience and management's analysis of specific promises made. Management has determined the amount of allowance for uncollectible promises to give at June 30, 2010 and 2009, to be \$19,398 and \$25,561, respectively.

**Functional Allocation of Expenses**

The costs of providing various programs and activities have been summarized on a functional basis. Accordingly, based upon management's estimates, certain costs have been allocated among the programs, support services, and fundraising activities.

**Changes in Accounting Principles**

**Accounting Standards Codification and the Hierarchy of Generally Accepted Accounting Principles**

In June 2009, accounting standards were revised to establish the Accounting Standards Codification (the Codification) as the source of authoritative accounting principles recognized by the Financial Accounting Standards Board (FASB) to be applied by nongovernmental entities in the preparation of financial statements in conformity with Generally Accepted Accounting Principles (GAAP). The Codification does not change current GAAP, but is intended to simplify user access to all authoritative GAAP by providing all the authoritative literature related to a particular topic in one place. The Codification is effective for annual periods ended after September 15, 2009, and as of the effective date, all existing accounting standard documents were superseded. Adoption of the Codification did not have a material impact on the Foundation's financial statements.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION**  
**(A California Nonprofit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2010 AND 2009**

***NOTE 2 - CONCENTRATION OF RISK***

Cash accounts maintained by the Foundation are insured up to \$250,000 by the Federal Deposit Insurance Corporation. Additionally, the Foundation deposits are covered under the collateralization of governmental funds agreement which provides for collateralization of deposits with eligible securities at a rate of 110 percent of the deposit on hand. As of June 30, 2010, the balances held in financial institutions of \$5,745,703 were not fully insured, but were collateralized with securities held by the financial institution, but not in the Foundation's name. Management reviews the balances and the financial condition of these financial institutions on a periodic basis.

***NOTE 3 - RESTRICTIONS ON NET ASSETS***

Permanently restricted net assets are gifts of cash and securities restricted by donors in ways that permit only the earnings to be used for specific programs, scholarships, and general operations of the Foundation. As restrictions on the net assets expire, due to time passing and earnings becoming available for expenditure, the funds are released to either temporarily restricted net assets or unrestricted net assets as applicable. Permanently restricted net assets consist of endowments to be held in perpetuity, the income is expendable for the donor's stated purpose.

Temporarily restricted net assets have donor-imposed restrictions that permit the Foundation to use up or expend the donated assets as specified and are satisfied either by the passage of time or by actions of the Foundation. As the restrictions expire and become available for expenditure, the funds are released to unrestricted net assets.

A description of the permanently and temporarily restricted net asset activity is included in the supplementary information to this report.

***NOTE 4 - UNCONDITIONAL PROMISES TO GIVE***

Unconditional promises to give at June 30, 2010 and 2009, consists of pledges and are due within the following schedule:

	2010	2009
Unconditional promises to give	\$ 827,960	\$ 511,230
Less: Allowance for uncollectible promises to give	(19,398)	(25,561)
Total	<u>\$ 808,562</u>	<u>\$ 485,669</u>
	2010	2009
Due within 1 year	\$ 185,062	\$ 122,940
Due within 1 to 5 years	642,898	388,290
Less: Allowance for uncollectible promises to give	(19,398)	(25,561)
Total	<u>\$ 808,562</u>	<u>\$ 485,669</u>

**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION**  
**(A California Nonprofit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2010 AND 2009**

**Allowance for Uncollectible Promises to Give**

	2010	2009
Beginning Balance	\$ 25,561	\$ 18,378
Additions	-	9,533
Deletions	(5,619)	-
Write-offs	(544)	(2,350)
Ending Balance	<u>\$ 19,398</u>	<u>\$ 25,561</u>

**NOTE 5 - INVESTMENTS**

Investments are presented at fair value in the financial statements and are composed of the following at June 30, 2010:

	Adjusted Cost	Fair Market Value	Unrealized Gain
Equity	\$ 1,492,770	\$ 1,630,229	\$ 137,459
Corporate bonds	588,639	651,799	63,160
Government bonds	979,588	996,737	17,149
Interest in the California Community Colleges Scholarship Osher Endowment Fund	202,667	202,667	-
	<u>\$ 3,263,664</u>	<u>\$ 3,481,432</u>	<u>\$ 217,768</u>

Investments are presented at fair value in the financial statements and are composed of the following at June 30, 2009:

	Adjusted Cost	Fair Market Value	Unrealized Gain (Loss)
Equity	\$ 1,702,368	\$ 1,494,030	\$ (208,338)
Corporate bonds	685,003	543,974	(141,029)
Government bonds	697,259	697,383	124
Interest in the California Community Colleges Scholarship Osher Endowment Fund	80,000	80,000	-
	<u>\$ 3,164,630</u>	<u>\$ 2,815,387</u>	<u>\$ (349,243)</u>

**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION**  
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**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2010 AND 2009**

The following schedule summarizes the investment return and its classification in the statement of activities for the year ended June 30, 2010:

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Interest and dividends	\$ 9,700	\$ 22,309	\$ 64,987	\$ 96,996
Net realized and unrealized gains	29,247	52,065	151,666	232,978
	<u>\$ 38,947</u>	<u>\$ 74,374</u>	<u>\$ 216,653</u>	<u>\$ 329,974</u>

The following schedule summarizes the investment return and its classification in the statement of activities for the year ended June 30, 2009:

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Interest and dividends	\$ 345	\$ 325	\$ 1,362	\$ 2,032
Net realized and unrealized losses	(67,800)	(63,812)	(267,212)	(398,824)
	<u>\$ (67,455)</u>	<u>\$ (63,487)</u>	<u>\$ (265,850)</u>	<u>\$ (396,792)</u>

**Market Value of Financial Assets and Liabilities**

The Foundation determines the fair market values of certain financial instruments based on the fair value hierarchy established in Statement of Financial Accounting Standards, *Fair Value Measurements*, which requires an entity to maximize the use of observable inputs and minimize the use of unobservable inputs when measuring fair value. The standard describes three levels of inputs that may be used to measure fair value.

The following provides a summary of the hierarchical levels used to measure fair value:

Level 1 - Quoted prices in active markets for identical assets or liabilities that the reporting entity has the ability to access at the measurement date. Level 1 asset and liabilities may include debt and equity securities that are traded in an active exchange market and that are highly liquid and are actively traded in over-the-counter markets.

Level 2 - Observable inputs other than Level 1 prices such as quoted prices for similar assets or liabilities; quoted prices in markets that are not active; or other inputs that are observable or can be corroborated by observable market data for substantially the full term of the assets or liabilities. Level 2 assets and liabilities may include debt securities with quoted prices that are traded less frequently than exchange-traded instruments and other instruments whose value is determined using a pricing model with inputs that are observable in the market or can be derived principally from or corroborated by observable market data. This category generally includes U.S. Government and agency mortgage-backed debt securities, corporate debt securities, derivative contracts, residential mortgage, and loans held-for-sale.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION**  
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**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2010 AND 2009**

Level 3 - Unobservable inputs that are supported by little or no market activity and that are significant to the fair value of the assets or liabilities. Level 3 assets and liabilities include financial instruments whose value is determined using pricing models, discounted cash flow methodologies, or similar techniques, as well as instruments for which the determination of fair value requires significant management judgment or estimation. This category generally includes certain private equity investments, retained residual interests in securitizations, residential MSRs, asset-backed securities (ABS), highly structured or long-term derivative contracts, and certain collateralized debt obligations (CDO) where independent pricing information was not able to be obtained for a significant portion of the underlying assets.

The table below presents the balance of assets and liabilities measured at fair value for 2010.

Description of Assets	Carrying Value at			
	June 30, 2010	Level 1	Level 2	Level 3
Investments - Bonds	\$ 1,648,536	\$ 563,064	\$ 1,085,472	\$ -
Investments - Equity	1,630,229	832,901	797,328	-
Interest in the California Community Colleges Scholarship Osher Endowment Fund	202,667	-	-	202,667
Unconditional promises to give	808,562	-	-	808,562
<b>Total Assets</b>	<b>\$ 4,289,994</b>	<b>\$ 1,395,965</b>	<b>\$ 1,882,800</b>	<b>\$ 1,011,229</b>

Description of Liability	Carrying Value at			
	June 30, 2010	Level 1	Level 2	Level 3
Obligation to Riverside Community College District	\$ 794,735	\$ -	\$ -	\$ 794,735

The following table presents changes in the Foundation's Level 3 assets and liabilities measured at fair value on a recurring basis for the year ending June 30, 2010:

Assets	Assets
Balance, Beginning of Year	\$ 565,669
Additions	5,241,500
Allowance for uncollectible pledges	(19,398)
Deletions	(4,776,542)
Balance, End of Year	<u>\$ 1,011,229</u>

Liabilities	Liability
Balance, Beginning of Year	\$ 704,028
Additions	90,707
Balance, End of Year	<u>\$ 794,735</u>

**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION**  
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**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2010 AND 2009**

The table below presents the balance of assets and liabilities measured at fair value for 2009.

Description of Assets	Carrying Value at			
	June 30, 2009	Level 1	Level 2	Level 3
Investments - Bonds	\$ 1,241,357	\$ 492,650	\$ 748,707	\$ -
Investments - Equity	1,494,030	792,660	701,370	-
Interest in the California Community Colleges Scholarship Osher Endowment Fund	80,000	-	-	80,000
Unconditional promises to give	485,669	-	-	485,669
<b>Total Assets</b>	<b>\$ 3,301,056</b>	<b>\$ 1,285,310</b>	<b>\$ 1,450,077</b>	<b>\$ 565,669</b>

Description of Liability	Carrying Value at			
	June 30, 2009	Level 1	Level 2	Level 3
Obligation to Riverside Community College District	\$ 704,028	\$ -	\$ -	\$ 704,028

The following table presents changes in the Foundation's Level 3 assets and liabilities measured at fair value on a recurring basis for the year ending June 30, 2009:

Assets	Assets
Balance, Beginning of Year	\$ 349,192
Additions	589,590
Allowance for uncollectible pledges	(7,183)
Deletions	(365,930)
Balance, End of Year	<b>\$ 565,669</b>

Liabilities	Liability
Balance, Beginning of Year	\$ 610,870
Additions	93,158
Balance, End of Year	<b>\$ 704,028</b>



**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION**  
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**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2010 AND 2009**

**NOTE 6 - ACCOUNTS PAYABLE**

Accounts payable for the Foundation consisted of the following:

	<u>2010</u>	<u>2009</u>
Payables to District for the Aquatics Complex	\$ 4,831,506	\$ -
Payables to District	108,030	196,546
Vendor payables	4,155	605
Other	-	374
Total	<u>\$ 4,943,691</u>	<u>\$ 197,525</u>

**NOTE 7 - OBLIGATIONS PAYABLE TO DISTRICT**

During the year ended June 30, 2006, the Foundation entered into an agreement with the District whereby the District will advance funds up to \$1.3 million to the Foundation to cover costs associated with the Major Gifts Campaign. Repayment of advances will be in equal semi-annual payments beginning July 1, 2009, with the final payment due on or before June 30, 2013. Balances accrue interest at the rate realized by the District from the Riverside County Treasurer, which is 0.94 percent at June 30, 2010. Total amounts due to the District at June 30, 2010 and 2009, is \$794,735 and \$704,028, respectively. The Foundation and the District have mutually agreed to extend the debt repayment schedule from the Foundation to the District for an additional two-year period. The repayment schedule is presented below:

Year Ending <u>June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total Payment</u>
2011	\$ -	\$ -	\$ -
2012	385,297	30,319	415,616
2013	409,438	6,178	415,616
Total Due	<u>\$ 794,735</u>	<u>\$ 36,497</u>	<u>\$ 831,232</u>

**NOTE 8 - RELATED PARTY TRANSACTIONS**

The Foundation provides various levels of monetary support and service to the District. The transactions are recorded within the financial statements as instructional and student programs and scholarship expense. The Foundation has contributed \$282,356 and \$298,713 to the District for student programs for the years ended June 30, 2010 and 2009, respectively. The Foundation has contributed \$635,383 and \$435,354 to the District for student scholarships for the years ended June 30, 2010 and 2009, respectively. Additionally, the Foundation provided \$4,950,908 to the District for construction of the Aquatics Complex.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION**  
**(A California Nonprofit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2010 AND 2009**

The District provides office space and other support to the Foundation. As described in Note 7, the Foundation has a long-term debt balance of \$794,734 at June 30, 2010, with the District. Interest expenses for the year ended June 30, 2010, was \$7,979. The Foundation office is currently housed in a building, which is owned by the District, and is jointly used by both the District and the Foundation. The Foundation leases the property at a cost of \$1.00 per year. This agreement expires November 30, 2018.

The Foundation received contributed employee services, other professional services, and materials valued at \$504,617 and \$478,412 from the District for the years ended June 30, 2010 and 2009, respectively.

***NOTE 9 - COMMITMENTS***

The Foundation is the fiscal agent for a scholarship component of a District Gear-Up Grant through the Department of Education. As of June 30, 2010, the Foundation has received a total of \$1,289,400 for years one through five of the five-year grant. At June 30, 2010, the funds, including interest income less a small amount expended for investment management fees, are included in the Foundation's temporarily restricted scholarship funds and total \$691,199. The Foundation will hold the funds until the scholarships are distributed beginning in the summer of 2007. During the year ended June 30, 2010, the Foundation has expended \$344,610 in scholarships and expenses related to the program.

***NOTE 10 - TRANSFERS BETWEEN FUNDS***

During the year ended June 30, 2010, management reviewed donor instructions and determined donations in the amount of \$149,278 has been classified as temporarily restricted when the donor's intent was to have the funds be either permanently restricted or unrestricted.

***NOTE 11 - DEFICIT NET ASSETS***

The unrestricted fund of the Foundation has incurred operating deficits in past years that created a net deficit ending balance. Management has increased unrestricted fundraising efforts and has reduced operating costs to correct this deficit. During the years ended June 30, 2010 and 2009, the unrestricted fund noted negative in ending balances of (\$886,990) and (\$874,954), respectively. The deficit account balance is also a result of the Major Gift Campaign expenses which were \$90,706 and \$127,733 for the years ended June 30, 2010 and 2009, respectively. The Board has approved the deficit until such time as there are sufficient gifts from the Campaign. Management is continuing to address this deficit and will be developing a plan to be in a positive position.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION**  
**(A California Nonprofit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2010 AND 2009**

***NOTE 12 - BEQUESTS***

The Foundation received notification of a bequest which is considered to be a special kind of pledge. The bequest received generally requires compliance with terms and conditions specified in the agreement and is not collectible until the death of the donor. During the year ended June 30, 2009, the Foundation received a bequest which the donor bequeathed a life insurance policy to the Foundation which has a value of \$560,000. Under this agreement, the Foundation will pay premiums for the policy and is entitled to reimbursement by the donor. As this donation is conditional based on the terms of the bequest, it has not been recognized in the financial statements.

***NOTE 13 - SUBSEQUENT EVENTS***

The Foundation's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements from the balance sheet date through October 12, 2010, which is the date the financial statements were available to be issued. Management has determined that there were no subsequent events or transactions that would have a material impact on the current year financial statements.



**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER  
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS  
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN  
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

The Board of Directors  
Riverside Community College District Foundation  
Riverside, California

We have audited the financial statements of Riverside Community College District Foundation for the year ended June 30, 2010, and have issued our report thereon dated October 12, 2010. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

**Internal Control Over Financial Reporting**

In planning and performing our audit, we considered Riverside Community College District Foundation's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Riverside Community College District Foundation's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of Riverside Community College District Foundation's internal control over financial reporting.

A *deficiency* in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

## Compliance and Other Matters

As part of obtaining reasonable assurance about whether Riverside Community College District Foundation's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of Riverside Community College District Foundation in a separate letter dated October 12, 2010.

This report is intended solely for the information and use of the Board of Directors, Audit Committee, Management, others within Riverside Community College District Foundation, and Federal awarding agencies and is not intended to be and should not be used by anyone other than these specified parties.

*Vavrinek, Irine Day & Co. LLP*

Rancho Cucamonga, California  
October 12, 2010

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**Supplementary Information**

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**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION**  
**(A California Nonprofit Corporation)**

**SCHEDULE OF UNRESTRICTED NET ASSETS**  
**FOR THE YEAR ENDED JUNE 30, 2010**

	<u>Balance</u> <u>July 1, 2009</u>	<u>Additions/</u> <u>Transfers</u>	<u>Expenditures/</u> <u>Transfers</u>	<u>Balance</u> <u>June 30, 2010</u>
<b>Unrestricted</b>				
Undesignated	\$ 167,651	\$ 137,239	\$ (60,422)	\$ 244,468
Major Gifts Campaign	(1,054,894)	-	(90,706)	(1,145,600)
Total Unrestricted - Undesignated	<u>(887,243)</u>	<u>137,239</u>	<u>(151,128)</u>	<u>(901,132)</u>
<b>Unrestricted - Board Designated</b>				
Powell, Berkeley Douglas Endowment	<u>12,289</u>	<u>14,976</u>	<u>(13,123)</u>	<u>14,142</u>
Total Board Designated	<u>12,289</u>	<u>14,976</u>	<u>(13,123)</u>	<u>14,142</u>
<b>Total Unrestricted</b>	<u><u>\$ (874,954)</u></u>	<u><u>\$ 152,215</u></u>	<u><u>\$ (164,251)</u></u>	<u><u>\$ (886,990)</u></u>

See accompanying notes to supplementary information.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION  
(A California Nonprofit Corporation)**

**SCHEDULE OF TEMPORARILY RESTRICTED NET ASSETS  
FOR THE YEAR ENDED JUNE 30, 2010**

	Balance July 1, 2009	Additions/ Transfers	Expenditures/ Transfers	Balance June 30, 2010
<b>TEMPORARY RESTRICTED PROGRAMS</b>				
Allied Health	\$ -	\$ 100,000	\$ (5,000)	\$ 95,000
Advanced Technology Center - Norco	10,588	45	(2)	10,631
Alumni House Program	62,330	5,044	(1,214)	66,160
Art Gallery	535	-	-	535
Annual Recognition Event	12,339	27,025	(38,364)	1,000
Airey, Wilfred J. Library Fund	650	30	(443)	237
RCC Associates	9,524	3,230	(3,041)	9,713
Arbor Fund	8,000	5,000	(7,250)	5,750
African American Heritage Fund	4,851	79	(29)	4,901
Art Department Supply Fund	1,180	-	10	1,190
Aquatics Complex	1,057,648	4,317,885	(4,832,834)	542,699
Athletics	15,036	2,750	(1,635)	16,151
Baseball Program Fund	200	-	-	200
Best Technician Academy	347	-	-	347
Campus Account - Moreno Valley	905	3,300	(165)	4,040
Basic Skills and Readiness - Riverside	3,680	(50)	(472)	3,158
Basic Skills and Readiness - Norco	575	(20)	3	558
Basic Skills and Readiness - Moreno Valley	1,862	-	15	1,877
Center for Primary Education La Sierra	1,987	-	3	1,990
California Arts Council DOJ Music Presenting	-	15,000	(15,000)	-
Chancellor Retirement	4,002	-	-	4,002
Chemistry Department Equipment	423	-	5	428
Chemistry Instructional Improvements (Bond)	306	-	-	306
College Safety and Police	98	-	-	98
Community Events	131	-	-	131
Construction Technology	2,000	-	-	2,000
Culinary Arts	21	-	(21)	-
DSP&S	209	-	-	209
Dental Assisting Program	427	-	-	427
Dental Hygiene Grant	264	200,000	(200,264)	-
Dental Hygiene Program	6,516	66,959	(73,288)	187
Dental Hygiene for Low-Income	-	20,000	-	20,000

See accompanying notes to supplementary information.



**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION**  
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**SCHEDULE OF TEMPORARILY RESTRICTED NET ASSETS, CONTINUED**  
**FOR THE YEAR ENDED JUNE 30, 2010**

	Balance July 1, 2009	Additions/ Transfers	Expenditures/ Transfers	Balance June 30, 2010
Early Childhood Studies	\$ 6,630	\$ 41	\$ (2)	\$ 6,669
Early Childhood Studies - Moreno Valley	1,974	223	(1,827)	370
EMS Program	1,759	10,540	(9,872)	2,427
Entrepreneurship Program	-	2,500	(2,500)	-
Faculty Association - Riverside	8,849	-	-	8,849
Faculty Association - Norco	1,249	-	-	1,249
Faculty Association - Moreno Valley	1,666	-	-	1,666
Faculty Development - Moreno Valley	1,469	-	15	1,484
Ford Asset	96	-	-	96
Forensics	50,772	14,839	(12,470)	53,141
Foundation Restricted	255	-	-	255
Guthrie Insurance Policy Gift	41,687	-	(570)	41,117
Handicapped Students	1,164	-	-	1,164
Instructional Media Services	79	-	-	79
International Students Program	250	-	-	250
Journalism Department	1,635	-	-	1,635
Library Acquisition	4,216	4,500	(195)	8,521
Library, Moreno Valley	153	-	-	153
Loma Linda Toy Project	283	-	-	283
Machine Shop	604	-	-	604
Manufacturing - Norco College	-	2,000	(100)	1,900
McGaugh Building Fund	6,000	3,000	(150)	8,850
Men's Tennis Program	2,507	-	30	2,537
Moreno Valley Outreach	60	-	-	60
Music Department	4,340	750	(763)	4,327
Musical Theater Conservatory	100	-	-	100
Moreno Valley Campus Grounds Beautification	1,918	-	16	1,934
Moreno Valley Music Department	550	-	-	550
New Nursing Prep Program - Moreno Valley	760	-	6	766
Norco Children's Playground	154	-	-	154
Norco ECS Fund	792	-	-	792
Norco Campus Fund	3,874	2,500	(2,462)	3,912
Norco Choir Fund	-	31,100	(31,100)	-
Norco Student Success	-	400	(20)	380
Nursing Immersion	4,357	-	(4,357)	-

See accompanying notes to supplementary information.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION  
(A California Nonprofit Corporation)**

**SCHEDULE OF TEMPORARILY RESTRICTED NET ASSETS, CONTINUED  
FOR THE YEAR ENDED JUNE 30, 2010**

	Balance July 1, 2009	Additions/ Transfers	Expenditures/ Transfers	Balance June 30, 2010
Off-Broadway	\$ 509	\$ -	\$ -	\$ 509
Okubo, Mine Memorial Fund	3,770	650	(40)	4,380
Passport Plus	260	-	-	260
Performance Riverside	11,175	31,756	(2,163)	40,768
Performance Riverside Bank of America Grant	-	10,000	(1,602)	8,398
Performance Riverside City Arts Grant	-	25,000	(25,000)	-
Performance Riverside City Sponsorship	-	9,500	(9,499)	1
Performance Riverside N.E.A.	-	10,000	(10,000)	-
Physician Assistant Program	1,272	-	-	1,272
Planetarium Development	934	-	-	934
President's Discretionary	149	-	-	149
Professional Auto Tech Center	1,100	-	10	1,110
Public Art - Norco	3,500	-	(3,500)	-
Public Safety and Homeland Security	1,828	-	-	1,828
Puente Alumni Fund	915	-	-	915
Retiree Luncheon	175	-	-	175
Ribbon Cutting - Aquatics Complex	-	25,000	(2,500)	22,500
Riverside Master Chorale	1,495	-	-	1,495
Riverside Public Art Fund	-	2,666	(133)	2,533
RSA Rotella Fund	5,245	-	-	5,245
School of Nursing	12,019	650	67	12,736
Showcase Singers	200	-	-	200
Stover Fund for Music and Arts	365	200	(10)	555
Study Abroad Program	500	-	(500)	-
Teacher Prep Program	750	600	(30)	1,320
Theatre Department	135	-	-	135
Toyota T-Ten	3,131	120	(154)	3,097
Toyota T-Ten Books	2,999	-	-	2,999
Toyota T-Ten Regionals	518	-	-	518
TriTech Program	-	1,500	(1,500)	-
Veteran's Fund	-	2,875	(144)	2,731
Wells Fargo Grant	25,000	25,000	(42,730)	7,270
Young at Heart	133	300	(270)	163
<b>Total Temporarily Restricted - Programs</b>	<b>\$ 1,434,913</b>	<b>\$ 4,984,487</b>	<b>\$ (5,345,005)</b>	<b>\$ 1,074,395</b>

See accompanying notes to supplementary information.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION  
(A California Nonprofit Corporation)**

**SCHEDULE OF TEMPORARILY RESTRICTED NET ASSETS, CONTINUED  
FOR THE YEAR ENDED JUNE 30, 2010**

	Balance July 1, 2009	Additions/ Transfers	Expenditures/ Transfers	Balance June 30, 2010
<b>TEMPORARY RESTRICTED SCHOLARSHIPS</b>				
AARP	\$ -	\$ 300	\$ (300)	\$ -
AAUW Scholarship	350	-	(350)	-
Aiko, Dora Katono Scholarship	-	300	(300)	-
Air Force Association Scholarship	1,750	1,000	(1,050)	1,700
Allied Health Scholarship	200	-	-	200
Alpha Delta Kappa Iota Chapter Scholarship	5,410	1,380	(1,069)	5,721
American Legion Scholarship	200	200	(210)	190
Applied Technology Scholarship	3,233	68	(303)	2,998
Art Club Scholarship	250	-	(250)	-
Ayres, Tillie Scholarship	505	-	(505)	-
Anderberg Nursing Scholarship	3,061	1,375	(1,481)	2,955
Armstrong, Devonne Music Scholarship	1,000	1,000	(1,050)	950
Baum, Drs. Bradley and Carla Lidner	1,000	-	-	1,000
Bigbee, Elizabeth Scholarship	25	-	-	25
Brodie James Smith Memorial Scholarship	6,547	240	(312)	6,475
Belote, Roberta Memorial Scholarship	1,046	410	(530)	926
Best, Patricia Leigh Scholarship	100	-	-	100
Business Office Scholarship	1,055	1,200	(320)	1,935
Blaker, Bill Memorial Scholarship	1,220	-	-	1,220
Boyd, Allan Memorial Scholarship	300	700	(1,000)	-
Catholic Charities Scholarship	-	3,000	(150)	2,850
Courbat, Thomas Citizen Activist Scholarship	1,000	1,000	(550)	1,450
Communication Department Scholarship - Norco	1,633	-	20	1,653
Cancer Federation Award Scholarship	500	250	(263)	487
Carnes, Carl and Margaret Scholarship	250	-	-	250
Carranza, Rosalie Memorial Scholarship	614	120	(204)	530
Clark, Christopher A. Scholarship	250	-	-	250
Thomas/Vallejo Family Scholarship	4,477	110	(931)	3,656
Clark, Megan E. Memorial Scholarship	3,266	-	-	3,266
College for Kids Scholarship	3,342	250	(13)	3,579
Community Foundation Scholarship	15,323	37,205	(37,706)	14,822
Community Foundation Designated Scholarship	2,500	18,420	(16,920)	4,000
Community Foundation Edna Bailey Lockhart	1,970	1,456	(1,970)	1,456
CSEA Chapter 535 Scholarship	-	100	(100)	-
Creative Writing Scholarship	5,033	420	(759)	4,694
Cutter, Albert B. Memorial Scholarship	450	900	(1,350)	-
Deutsch, Osker Memorial Nursing	-	250	(250)	-

See accompanying notes to supplementary information.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION**  
**(A California Nonprofit Corporation)**

**SCHEDULE OF TEMPORARILY RESTRICTED NET ASSETS, CONTINUED**  
**FOR THE YEAR ENDED JUNE 30, 2010**

	Balance July 1, 2009	Additions/ Transfers	Expenditures/ Transfers	Balance June 30, 2010
Dance Department Scholarship	\$ 4,357	\$ 750	\$ (413)	\$ 4,694
Dassow Memorial Scholarship	86	-	-	86
Dance - Dorella Anderson Scholarship	1,500	-	(750)	750
Deluhery, James Memorial Scholarship	-	500	(500)	-
Chasteen, Darrell Memorial Scholarship	-	290	(15)	275
Dieguez, Alcira Memorial Scholarship	1,234	-	(238)	996
DLLRC Scholarship	500	250	(263)	487
Dyer, Bob Memorial Scholarship	1,575	-	-	1,575
Ehret, Dr. Charles F. Memorial Scholarship	874	2,480	(499)	2,855
Ellis, Robert Memorial Scholarship	50	-	-	50
EOPS Scholarship Fund	2,937	(1,250)	(437)	1,250
Eslamidoust, Pouran Memorial Scholarship	295	-	-	295
Exchange Club Scholarship	3,000	2,500	(2,125)	3,375
Faculty Memorial Scholarship	12,573	1,343	(317)	13,599
Farmer, William M. (Max) Memorial	785	-	(300)	485
Foreman Scholarship	-	2,000	(1,100)	900
Gateway to College	14,877	-	(3,611)	11,266
Gear-Up Scholarship	1,033,731	2,078	(344,610)	691,199
Gentry Scholarship	500	-	(500)	-
Gonzalez, Jesse Memorial Scholarship	-	200	(10)	190
Gospel Singers Scholarship	555	-	-	555
Grant, David Memorial Scholarship	170	530	(151)	549
Griffin, Dale and Theresa	104,792	-	(100,000)	4,792
Guzman, Manuel F. Scholarship	1,600	-	(250)	1,350
History Department Scholarship	550	190	(510)	230
Hispanic Educators Scholarship	-	500	(215)	285
History Day Scholarship	75	180	(169)	86
Honore, Annie and Raymond Scholarship	500	1,000	(550)	950
International Student Scholarship	407	150	(4)	553
Iravani, Roya Telecom Scholarship	-	300	(300)	-
Irvine, James Foundation Fund	13,997	348	(14,345)	-
Jackson, Henry Welding Scholarship	1,629	10	6	1,645
Jacobs, Doug Memorial Scholarship	1,642	120	(250)	1,512
Kaiser Hospital Volunteer Scholarship	-	1,000	(550)	450

See accompanying notes to supplementary information.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION  
(A California Nonprofit Corporation)**

**SCHEDULE OF TEMPORARILY RESTRICTED NET ASSETS, CONTINUED  
FOR THE YEAR ENDED JUNE 30, 2010**

	Balance July 1, 2009	Additions/ Transfers	Expenditures/ Transfers	Balance June 30, 2010
Kinser, William M. Nursing Scholarship	\$ 6,344	\$ 1,980	\$ (653)	\$ 7,671
Kirkpatrick, Jeanne N. Nursing Scholarship	570	500	(525)	545
Latino Network Leadership Institute	300	-	(300)	-
Locke, Owen Memorial Scholarship	79,000	75,000	(20,244)	133,756
Logistics Scholarship - APICS	-	500	(25)	475
Curtin, Mary Scholarship	-	25,335	(2,470)	22,865
Maguire Family Scholarship	1,100	-	(205)	895
Medrano, Martin J. Memorial Scholarship	1,019	500	(522)	997
Mehegan, Dr. James Memorial Scholarship	3,620	700	(178)	4,142
Molly Adams Memorial Scholarship - Community Foundation	-	16,840	(16,839)	1
Mosaic Scholars Foster Youth	674	-	(199)	475
Moors, Susen Study Abroad Scholarship	2,064	-	15	2,079
Moreno Valley Middle College HS Program	290	-	-	290
Music Department Faculty Scholarship	1,600	250	(712)	1,138
Moreno Valley Math/Science Scholarship	5,430	40	(193)	5,277
Nightingales, Memorial Scholarship	500	800	(540)	760
Norco Creative Writing Scholarship	-	379	(19)	360
Norco Campus Student Book Scholarship	3,325	500	(25)	3,800
Norco Math Tutor Scholarship	1,500	1,000	(1,050)	1,450
Nursing Leadership Scholarship	1,655	350	(617)	1,388
Ogata-Sarafian Family Memorial	100	100	(105)	95
Oksman, Dr. Linda Cosmetology	150	-	-	150
OSHER Scholarship	-	29,000	(22,500)	6,500
Panhellenic Association Scholarship	600	500	(525)	575
Pardee, Dr. Ron Scholarship	500	500	(25)	975
Parker, Chrystine Memorial Scholarship	2,320	450	(122)	2,648
Passport to College Program	26,287	3,427	(29,714)	-
Pauley, Blaga S. Memorial	4,464	100	(284)	4,280
Perkic, Alex Memorial Telecom Scholarship	3,117	-	(350)	2,767
Pepsi Bottling Group Scholarship	-	1,500	(825)	675
Pond, Lena T. Scholarship	-	11,412	(11,408)	4
Quin Piano Scholarship	600	400	(270)	730

See accompanying notes to supplementary information.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION**  
**(A California Nonprofit Corporation)**

**SCHEDULE OF TEMPORARILY RESTRICTED NET ASSETS, CONTINUED**  
**FOR THE YEAR ENDED JUNE 30, 2010**

	Balance July 1, 2009	Additions/ Transfers	Expenditures/ Transfers	Balance June 30, 2010
RCCD Management Association Scholarship - Riverside	\$ -	\$ 1,000	\$ (1,000)	\$ -
RCCD Management Association Scholarship - Norco	-	1,000	(550)	450
RCCD Management Association Scholarship - Moreno Valley	-	1,000	(50)	950
Renaissance Scholars - Moreno Valley	971	-	10	981
Reyes, Nick and Lucy Memorial Scholarship	-	300	(15)	285
Moreno Valley College Student Services	6,391	250	(2,010)	4,631
Richards, Regina Education Scholarship	1,250	1,000	(1,300)	950
Rickson, Roger Memorial Scholarship	3,304	-	(500)	2,804
Riverside Community Hospital Auxiliary Nursing Scholarship	1,500	500	(2,000)	-
Riverside School for the Arts	20,044	(2,023)	(1,560)	16,461
Riverside Scholars Scholarship	38,000	16,000	(18,300)	35,700
Riverside Woman's Club Scholarship	-	2,000	(2,000)	-
Riverside Woman's Club Dental Hygiene Scholarship	-	500	(25)	475
Roby, Paul Memorial Nursing Scholarship	1,750	-	(500)	1,250
Rotary Club of Magnolia Center Scholarship	375	1,300	(1,675)	-
Rotary Club of Norco Scholarship	1,375	1,600	(1,580)	1,395
Russell, Hazel M. Hawkins Scholarship	372	-	-	372
Ruiz, Shawn Marie Memorial CIS Scholarship	3,356	856	(42)	4,170
Ryan Memorial Scholarship	2,405	500	(325)	2,580
Scandura, Al Scholarship	50	-	(50)	-
Schmitt, Chuck Memorial Scholarship	138	-	-	138
Scileppi, Professor Patricia Interpersonal Communication Scholarship	1,165	2,000	(100)	3,065
Smith, V.C. "Smitty" Memorial Scholarship	350	-	-	350
So Cal Restaurant Writers Scholarship	500	521	(775)	246
Spoto, Luciana Memorial Scholarship	390	250	(212)	428
Spencer, Mary Jo Memorial Scholarship	100	-	-	100
Stalder, Cecil Scholarship	1,000	500	(275)	1,225
Stalder, Evelyn RN Scholarship	500	500	(525)	475
Strickland, Dean E. Memorial Scholarship	7,150	250	(763)	6,637

See accompanying notes to supplementary information.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION  
 (A California Nonprofit Corporation)**

**SCHEDULE OF TEMPORARILY RESTRICTED NET ASSETS, CONTINUED  
 FOR THE YEAR ENDED JUNE 30, 2010**

	Balance July 1, 2009	Additions/ Transfers	Expenditures/ Transfers	Balance June 30, 2010
Student Financial Aid Scholarship	\$ 239	\$ -	\$ -	\$ 239
Student Equity Scholarship	15,332	450	(647)	15,135
Student Insurance Agency	300	-	(150)	150
Slocum, Grace D. Nursing Scholarship	-	1,000	(50)	950
Taylor, Gary and Patty Education Scholarship	1,963	-	(487)	1,476
Textbook Assistance	2,021	-	-	2,021
Thompson, Wilson Memorial	1,000	1,000	(550)	1,450
Tworek, Dr. R K President Scholarship	12,055	(11,964)	(91)	-
RCC Norco Campus Faculty Scholarship	81	280	(314)	47
Vargas, Gina Memorial Scholarship	11,369	1,000	(278)	12,091
Veteran's - Dale Adams Scholarship	-	1,500	(75)	1,425
Victor, Lucille Book Fund	10,800	-	-	10,800
Veltum, Ann Memorial Scholarship	1,482	-	-	1,482
Vocational/Occupational Scholarship	2,123	-	(2,000)	123
Voiture 394 Scholarship	2,625	2,500	(2,625)	2,500
Walsh, Bonita Scholarship	2,230	-	(2,230)	-
Wilds, Dr. Dennis and Leilani	-	500	(500)	-
Williamson, Afton Memorial Scholarship	-	6,202	(310)	5,892
Wright Family Scholarship	250	700	(35)	915
Zimmer, Don Memorial Scholarship	-	1,375	(68)	1,307
Zimmerman Family Scholarship	600	-	-	600
<b>Total Temporarily Restricted Scholarships</b>	<u>1,576,686</u>	<u>293,533</u>	<u>(701,113)</u>	<u>1,169,106</u>
<b>GRAND TOTAL TEMPORARY RESTRICTED NET ASSETS</b>	<u>\$ 3,011,599</u>	<u>\$ 5,278,020</u>	<u>\$ (6,046,118)</u>	<u>\$ 2,243,501</u>

See accompanying notes to supplementary information.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION  
(A California Nonprofit Corporation)**

**SCHEDULE OF PERMANENTLY RESTRICTED NET ASSETS  
FOR THE YEAR ENDED JUNE 30, 2010**

	Balance July 1, 2009	Additions/ Transfers*	Losses/ Transfers*	Balance June 30, 2010
Arlington/Riverside Gakuen Endowment	\$ 10,547	\$ 11,562	\$ (10,255)	\$ 11,854
ASRCC Endowed Scholarship	168,361	218,206	(193,884)	192,683
Alan and Jan Pauw FOF Endowment	9,564	9,305	(8,096)	10,773
Alan and Jan Pauw Endowment	60,828	58,208	(51,108)	67,928
Angrimson, Sharon Evans Nursing Endowment	13,052	12,658	(11,192)	14,518
Barron, Paul Memorial Endowment	25,261	12,218	(10,253)	27,226
Bates, Cheri Jo Endowment	10,184	11,552	(10,102)	11,634
Birren, Coach Don Endowed Scholarship	8,601	16,203	(10,822)	13,982
Blakely, Marjorie C. Memorial Endowed Scholarship	9,069	10,401	(9,901)	9,569
Board of Realtors/Devonne Armstrong Endowment	25,659	12,225	(10,507)	27,377
Brauti, T. Martin Memorial Endowment	15,358	11,781	(10,154)	16,985
Brown, Bartholomew Endowed Memorial Scholarship	12,978	11,703	(10,469)	14,212
Bushman, Fran Memorial Endowment	14,621	11,746	(10,500)	15,867
Castro, Rodolpho Endowment	77,828	14,565	(10,771)	81,622
Chemistry/Allied Health Endowment	8,276	12,139	(10,415)	10,000
Chin, Harry S.P. Endowment	12,873	11,721	(10,128)	14,466
Coil, Horace O. Endowment	12,756	11,655	(10,378)	14,033
Coil, James L. Endowment	13,645	11,694	(10,386)	14,953
Colucci, Dr, Marie Endowed Nursing Scholarship	-	12,695	(10,145)	2,550
Corona, Frank and Mary Endowment	17,724	23,002	(20,354)	20,372
Coudures, John M. Health Sciences Endowed Scholarship	40,527	49,905	(41,261)	49,171
Coudures, John M. Health Sciences Endowed - OSHER Scholarship	35,000	74,938	(55,000)	54,938
Davis, Drs William and Brenda Endowment	-	14,486	(10,221)	4,265
Day, Betty Endowed Scholarship	25,669	12,230	(10,407)	27,492
DeAro, Steven Memorial Endowment	10,358	11,560	(10,104)	11,814
DeFrancisco, Nate Endowment	14,417	11,733	(10,294)	15,856
Diederich, Antoinette "Tavy" Endowment	8,714	16,603	(10,424)	14,893
Distribution Management Association - OSHER Scholarship	-	51,868	(28,000)	23,868
Distribution Management Association Endowment	29,565	12,950	(17,546)	24,969
Doss, F.M. Memorial Endowed - OSHER Scholarship	-	25,511	(13,500)	12,011
Faculty Memorial Endowment	41,383	29,637	(27,670)	43,350
Fauth, Bette Memorial Endowment	21,316	12,044	(10,213)	23,147
Ferne McCoy FOF Endowment	10,782	9,358	(8,108)	12,032
Finch, Vernon and Sylvia Endowment	16,808	11,845	(10,168)	18,485
Ford, Charles and Elaine Endowment	106,034	115,704	(102,560)	119,178
Foster, Sandra Filion Memorial Endowment	8,310	11,773	(10,083)	10,000
Hawkins-Newstead Endowed Scholarship	88,484	98,543	(86,402)	100,625

See accompanying notes to supplementary information.



**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION  
(A California Nonprofit Corporation)**

**SCHEDULE OF PERMANENTLY RESTRICTED NET ASSETS, CONTINUED  
FOR THE YEAR ENDED JUNE 30, 2010**

	Balance July 1, 2009	Additions/ Transfers*	Losses/ Transfers*	Balance June 30, 2010
Hayashi, Norio Endowed Scholarship	\$ 9,925	\$ 11,546	\$ (10,399)	\$ 11,072
Hockett, Bruce Memorial Directors Choice Award	11,599	11,613	(10,482)	12,730
Hord, Roy Athletic Endowed Scholarship	14,554	11,745	(10,146)	16,153
Hunt, Debby R.N. Endowed Nursing Scholarship	22,147	12,189	(11,229)	23,107
Information Services Endowed Scholarship	17,976	12,380	(10,198)	20,158
Jaeger, Edmund Endowment	13,025	11,678	(10,130)	14,573
Kincell, Dorothy - Foreign Language Endowment	24,590	17,739	(15,237)	27,092
Kincell, Dorothy - Spanish Endowment	23,942	17,711	(15,240)	26,413
Knox, Harley Endowed Scholarship	88,572	114,912	(100,075)	103,409
Friends of Forensics Endowment	13,453	11,697	(10,135)	15,015
General Scholarship Endowment	96,064	104,918	(94,906)	106,076
General Scholarship Endowment - Moreno Valley	46,269	29,809	(25,964)	50,114
General Scholarship Endowment - Norco	32,949	27,404	(25,717)	34,636
General Scholarship Endowment - Riverside	54,338	58,227	(51,025)	61,540
Griffin, Dale and Theresa Endowment	-	94,487	(50,000)	44,487
Grindstaff, Leonard Memorial Endowment	9,623	11,527	(10,096)	11,054
Groves, Eleanore Endowed Nursing Scholarship	13,525	11,711	(10,271)	14,965
Heers, John C. Memorial Endowment	15,313	11,779	(10,153)	16,939
Holmes, Clifford W., Jr. Endowment	18,595	12,430	(10,213)	20,812
Holmes, Dale S. Endowment	19,740	15,911	(13,743)	21,908
Hunt, Glenn Endowment	8,855	11,675	(10,748)	9,782
John W. and Dina Stallings FOF Endowment	11,063	9,371	(8,659)	11,775
Johnson, Tom Memorial Endowed Scholarship	11,643	11,645	(10,177)	13,111
Kaiser Allied Health Endowment	24,467	28,854	(26,239)	27,082
Kaiser Permanente Nursing Endowment	77,055	62,961	(53,521)	86,495
Kane, Charles A. Endowment	24,112	12,167	(10,241)	26,038
Kinnear, Ellen Ed.D Endowment	10,495	12,289	(9,545)	13,239
Kipper, Daniel J. Memorial Civil Engineering Endowment	28,096	12,322	(10,781)	29,637
Kiwanis Club of Riverside Endowment	30,459	29,083	(25,730)	33,812
Knopf, Arthur C. Memorial Endowment	39,455	15,082	(12,670)	41,867
Knopf, Dorothy Memorial Endowment	24,624	28,833	(25,496)	27,961
L.E.T. Club Endowed Scholarship	12,087	11,706	(10,811)	12,982
Lamar, Margaret Farr Endowment	12,266	11,644	(10,123)	13,787
Leila Vahdani FOF Endowment	17,295	23,051	(20,346)	20,000
Leonard, John L. Memorial Endowment	20,383	12,003	(10,204)	22,182

See accompanying notes to supplementary information.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION  
(A California Nonprofit Corporation)**

**SCHEDULE OF PERMANENTLY RESTRICTED NET ASSETS, CONTINUED  
FOR THE YEAR ENDED JUNE 30, 2010**

	Balance July 1, 2009	Additions/ Transfers*	Losses/ Transfers*	Balance June 30, 2010
Lionel Rentschler FOF Endowment	\$ 9,409	\$ 9,298	\$ (8,560)	\$ 10,147
Locke Family Endowed Scholarship	10,661	12,529	(10,263)	12,927
Louise Griffin FOF Endowment	8,663	9,264	(8,028)	9,899
MacDonald Family Endowed Scholarship	10,707	15,714	(11,437)	14,984
Management Association Endowment	13,876	11,715	(10,139)	15,452
Marsh, Jack and Jean Endowment	17,149	11,860	(10,171)	18,838
McCoy, Ferne Future Teachers Endowment	14,446	17,292	(15,145)	16,593
McCroskey, Alyssa Rayne "Aly" Memorial Endowment	12,156	12,620	(10,586)	14,190
Moeller, Karen/Harold Memorial Endowment	126,890	116,629	(101,269)	142,250
Moors/Goodwill Memorial Endowment	10,572	14,534	(12,606)	12,500
Kathleen Gonzales Puente Program Book Fund	14,397	12,055	(10,806)	15,646
Moreno Valley Community Partners Endowed Scholarship	2,293	10,323	(9,519)	3,097
Moreno Valley Community Health Fnd Endowed Scholarship	3,810	25,603	(25,576)	3,837
Moreno Valley Community Health Fnd Endowed - OSHER Scholarship	45,000	47,023	(45,900)	46,123
Nursing Faculty Endowed Scholarship	16,834	15,189	(11,717)	20,306
Patterson, Lewis/Jessie Memorial Endowment	12,929	11,668	(10,254)	14,343
Performance Riverside Endowment	5,329	10,240	(10,107)	5,462
Playday for Women Endowment	19,684	11,997	(10,422)	21,259
Poison Garden Endowment	10,219	11,562	(10,204)	11,577
Ramirez Family Endowment	9,459	11,520	(10,094)	10,885
Riemer, Judith Endowed Nursing Scholarship	8,935	11,962	(10,179)	10,718
RCC Associates Endowment	47,028	14,289	(11,776)	49,541
Riverside Public Utilities Energy Tech Endowment	38,469	35,051	(31,885)	41,635
Riverside Sunrise Rotary Endowment	14,653	11,750	(10,147)	16,256
Roberts, Dell Endowed Scholarship	20,723	11,979	(10,207)	22,495
Rotary Club of Riverside Endowment	13,070	11,680	(10,131)	14,619
Schlein, David and Sadie Memorial Endowment	9,156	11,824	(10,409)	10,571
Singletary Family Endowment	15,929	11,806	(10,159)	17,576
Soroptimist Intl Corona/Norco Endowment	13,990	11,720	(10,140)	15,570
Southern California Edison Endowed - OSHER Scholarship	-	37,826	(13,333)	24,493
Stover Fellowship Endowment	43,326	13,016	(10,434)	45,908
Swoffer, Betty J. and Gordon N. Endowment	8,162	11,920	(10,082)	10,000
Taber Family Endowment	16,334	11,824	(10,164)	17,994
Tegley, Coral Ann Memorial Endowment	-	19,820	(10,519)	9,301

See accompanying notes to supplementary information.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION  
 (A California Nonprofit Corporation)**

**SCHEDULE OF PERMANENTLY RESTRICTED NET ASSETS, CONTINUED  
 FOR THE YEAR ENDED JUNE 30, 2010**

	Balance July 1, 2009	Additions/ Transfers*	Losses/ Transfers*	Balance June 30, 2010
Thompson and Colegate Endowment	\$ 12,823	\$ 11,664	\$ (10,228)	\$ 14,259
Thonis Family Endowed Scholarship	9,809	12,659	(10,756)	11,712
Toro Company Endowment	13,293	11,690	(10,133)	14,850
Tworek, Dr. Richard K. Health Services Endowment	1,191	23,748	(10,210)	14,729
Virginia Blumenthal FOF Endowment	8,763	11,497	(10,175)	10,085
Wadding, Richard Nursing Endowment	10,767	11,662	(10,363)	12,066
Waite, Martha/Ernest K. Endowment	22,239	12,085	(10,222)	24,102
Wecksler, Becky Endowment	11,618	13,660	(10,230)	15,048
Western Community Bank Endowment	13,748	11,710	(10,137)	15,321
Williams, Clarence R. Memorial Endowment	4,835	10,217	(10,096)	4,956
Willmon, David C., Jr. Endowment	13,292	11,690	(10,132)	14,850
Wilson, Dorcas B. Nursing Endowment	22,427	12,280	(10,872)	23,835
Woodruff, Timilie Endowment	10,167	11,786	(10,466)	11,487
Wright, Martha Jane, Art and Design Endowed - OSHER Scholarship	-	25,511	(13,500)	12,011
Ybarra, Cecil and Mildred Endowment	10,716	11,576	(10,107)	12,185
Young, Arthur Edward Memorial Endowment	9,179	13,313	(11,273)	11,219
Yount, Gwen Endowment	11,565	11,613	(10,115)	13,063
Zonta Club of Riverside Endowment	9,318	11,618	(10,936)	10,000
Total Permanently Restricted	<u>\$ 2,703,114</u>	<u>\$2,845,107</u>	<u>\$(2,374,750)</u>	<u>\$ 3,173,471</u>

\* Transfers include intrafund transfers to segregate the corpus from accumulated earnings.

See accompanying notes to supplementary information.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION**  
**(A California Nonprofit Corporation)**

**NOTE TO SUPPLEMENTARY INFORMATION**  
**JUNE 30, 2010**

***NOTE 1 - SCHEDULES OF UNRESTRICTED, TEMPORARILY RESTRICTED, AND PERMANENTLY RESTRICTED NET ASSETS***

These schedules are presented as optional schedules at the request of management. The schedules show the changes under the various funds within the larger classifications. These schedules are prepared on the same basis as the financial statements.



To the Board of Directors  
Riverside Community College District Foundation  
Riverside, California

We have audited the financial statements of the Riverside Community College District Foundation (the Foundation) for the year ended June 30, 2010, and have issued our report thereon dated October 12, 2010. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards and *Government Auditing Standards*, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our engagement letter for the June 30, 2010, year-end audit. Professional standards also require that we communicate to you the following information related to our audit.

#### Significant Audit Findings

##### *Qualitative Aspects of Accounting Practices*

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the Foundation are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during the 2010 fiscal year. We noted no transactions entered into by the Foundation during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the financial statements were:

The calculation of the allowance for uncollectible promises to give is described in Note 4 to the financial statements. This estimate is provided by management to determine the collectibility and valuation of long-term promises to give. We have reviewed management's calculations and analysis in determining the fair presentation of these balances in the financial statements.

The unrealized gains/losses as described in Note 5 to the financial statements are based upon market analysis as of June 30, 2010. We have obtained information from the investment managers in determining the fair presentation of these amounts and have verified individual investment values through third party analysis such as quoted market prices within *The Wall Street Journal*.

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosure affecting the financial statements was the disclosure of the long-term obligation owed to the Riverside Community College District. This disclosure is included within Note 7 to the financial statements. The repayment of this obligation is based upon agreements between the Foundation and the District. More detail on this situation is also included in Note 11 describing the deficit balance currently maintained within the unrestricted net assets.

To the Board of Directors  
Riverside Community College District Foundation  
Page 2

*Difficulties Encountered in Performing the Audit*

We encountered no significant difficulties in dealing with management in performing and completing our audit.

*Corrected and Uncorrected Misstatements*

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. Management has reviewed all proposed audit adjustments noted during the audit and has corrected the entries in the financial records of the Foundation.

*Disagreements with Management*

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditors' report. We are pleased to report that no such disagreements arose during the course of our audit.

*Management Representations*

We have requested certain representations from management that are included in the management representation letter dated October 12, 2010. Management has reviewed this letter, signed it, and returned it to our office.

*Management Consultations with Other Independent Accountants*

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the Foundation's financial statements or a determination of the type of auditors' opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

*Other Audit Findings or Issues*

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Foundation's auditors. However, these discussions occurred in the normal course of our professional relationship, and our responses were not a condition to our retention.

This information is intended solely for the use of the Board of Directors and management of the Riverside Community College District Foundation and is not intended to be and should not be used by anyone other than these specified parties.

*Daurineh, June Day & Co. LLP*

Rancho Cucamonga, California  
October 12, 2010



To the Board of Directors and Management of  
Riverside Community College District Foundation  
Riverside, California

In planning and performing our audit of the financial statements of Riverside Community College District Foundation (the Foundation) for the year ended June 30, 2010, we considered its internal control structure in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on the internal control structure.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. However, as discussed below, we identified certain deficiencies in internal control that we consider to be significant deficiencies.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. We did not identify any deficiencies in internal control that we consider to be material weaknesses

A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance. We consider the following deficiencies in the Riverside Community College District Foundation's internal control to be significant deficiencies

#### *Deficit Net Assets*

##### **Comment**

As noted in our prior year comments, the Foundation entered into an agreement with Riverside Community College District (the District) to undertake a Major Gift Campaign to support targeted initiatives of the District and campuses. Under this agreement, the District would advance funds of up to \$1.3 million to the Foundation to cover costs associated with the Campaign. Funds drawn under this agreement to cover campaign costs, coupled with negative returns on investments, has resulted in the unrestricted fund of the Foundation incurring operating deficits in each of the past four years that have created a net deficit ending balance. Management has taken action to raise additional unrestricted income and to reduce operating expenses, but a deficit remains. Repayment of advances was set to begin July 1, 2010. The District and the Foundation have reached an agreement to defer the repayment starting period to 2011.

In analyzing all of the accounts and the effect of the negative unrestricted net assets, it became evident that the Foundation currently has no available unrestricted funds to pay obligations as they come due. Temporarily restricted funds have been borrowed in order to ensure the ongoing operations of the Foundation.

Board of Directors and Management of  
Riverside College Community College Foundation  
Page 2

### **Recommendation**

The Foundation management must work closely with the Board and the District to address the continued decline in the unrestricted operating funds of the Foundation. Additionally, a plan to provide for unrestricted contributions needs to be implemented which will restore the ongoing operations of the Foundation to a positive position.

### **Management Response**

Foundation and District staffs have discussed strategies for generating additional unrestricted income. In fiscal year 2010, the Foundation Board took action to institute the full five percent administrative fee, as per current spending policy, on all new gifts to the Foundation. In action related to prior Campaign RCC expenses, the Riverside Community College District Board of Trustees approved the extension of the repayment schedule at its regular meeting on June 15.

The Foundation continues to actively raise funds and encourages unrestricted support. The District's new Chancellor, Gregory W. Gray, is an experienced fundraiser and is committed to leading a major effort on behalf of the Foundation. In October 2010, the District funded a feasibility study that will help to determine the goals and framework for a new Foundation Campaign to be launched in early 2011 that will include a major emphasis on unrestricted gifts.

This letter does not affect our report dated October 12, 2010, on the financial statements of the Foundation.

We appreciate the time and assistance the staff of the District and the Foundation Offices has provided during our audit. We will follow up on each of the areas noted above during the early stage of our fieldwork for the 2011 fiscal year.

This report is intended solely for the information and use of the Board of Directors, audit committee, management, and others within the Foundation and is not intended to be, and should not be, used by anyone other than these specified parties.

*Vauriock, Irvine, Day & Co. LLP*

Rancho Cucamonga, California  
October 12, 2010



RIVERSIDE COMMUNITY COLLEGE DISTRICT  
RESOURCES COMMITTEE

Report No.: III-C-7

Date: December 14, 2010

Subject: Riverside Community College District's 2010 General Obligation Bonds

Attached for the Resources Committee's review and information is a report on the issuance of RCCD's 2010 General Obligation bonds. This matter will be discussed further at the December 7, 2010, meeting.

Information only.

Gregory W. Gray  
Chancellor

Prepared by: James L. Buysse, Vice Chancellor,  
Administration and Finance

November 1, 2010

Dr. James Buysse  
Vice Chancellor, Administration & Finance  
Riverside Community College District  
4800 Magnolia Avenue  
Riverside, CA 92516

Dear Dr. Buysse:

The Riverside Community College District's Election of 2004 General Obligation Bonds, Series D & D1 were sold to investors on Wednesday, October 27, 2010 and were well received by the market. This latest installment of approximately \$110 million of Measure C bonds was structured as a combination of Build America Bonds and tax-exempt capital appreciation bonds with maturities ranging from 2015 to 2040. The Series D & D1 Bond financing is scheduled to close on November 10, 2010, at which time the bond proceeds will be deposited into RCCD's building funds held by the Riverside County Treasurer's Office.

RCCD and its taxpayers will benefit from the timing of the sale of the Series D & D1 Bonds, with the sale occurring near the 40 year historic low point in rates. Municipal bonds reached their most recent low point in rates at the end of August 2010 and remained near the lows during September. Rates have increased slightly in October; however, from a long-term perspective, it is still a very attractive time to issue bonds. Going back as far as 1967, tax exempt general obligation bonds rates have been higher than they were on October 27<sup>th</sup> 98.4% of the time as measured by the tax exempt general obligation index, the Bond Buyer 20 GO. When presented to the Board in September, the average market rates for RCCD's bonds were 4.40%. The actual average rate for the Series D & D1 bonds following the successful pricing on October 27<sup>th</sup> was 4.62%.

Further demonstrating the successful sale of RCCD's bonds is a comparison to a very similarly rated and structured general obligation bond financing for Palomar Community College District sold the day after RCCD's bonds. RCCD's bonds were sold with rates equal to or lower than Palomar's rates in every common maturity. The following table compares the rates for common maturities between the two financings.

**Riverside CCD and Palomar CCD  
 Comparison of Overlapping Capital Appreciation Bond & Build America Bond Rates**

**Riverside Community College District**  
 GO Bonds, Election of 2004, Series 2010D & D-1  
 Total Issuance Amount: \$109,997,689  
 Rating (Moody's / S&P): Aa2/AA  
 Enhancement: None  
 Optional Call (BABs): 8/1/2020 at par  
 Optional Call (CABs): Non-callable  
 Sale Date: October 27, 2010  
 Underwriter: Piper Jaffray

**Palomar Community College District**  
 GO Bonds, Election of 2006, Series B  
 Total Issuance Amount: \$174,998,901  
 Rating (Moody's / S&P): Aa2/AA-  
 Enhancement: None  
 Optional Call (BABs): 8/1/2020 at par  
 Optional Call (CABs through 2032): Non-callable  
 Sale Date: October 28, 2010  
 Underwriters: RBC, Citi, De La Rosa and Kinsell, Newcomb & De Dios

	Riverside CCD				Palomar CCD				RCCD vs. Palomar	
	Year	Par Amount/ Maturity Value	Yield	Spread to Treasury/MMD	Year	Par Amount/ Maturity Value	Yield	Spread to Treasury/MMD	Spread (bp)	Rate (bp)
Tax Exempt Capital Appreciation Bonds	2015	375,000	2.360	1.18 vs MMD	2015	280,000	2.360	1.15 vs MMD	3	0
	2016	570,000	2.730	1.26 vs MMD	2016	430,000	2.770	1.26 vs MMD	0	(4)
	2017	765,000	3.100	1.32 vs MMD	2017	880,000	3.230	1.40 vs MMD	(8)	(13)
	2018	970,000	3.440	1.41 vs MMD	2018	1,175,000	3.740	1.65 vs MMD	(24)	(30)
	2019	1,175,000	3.850	1.56 vs MMD	2019	1,575,000	4.150	1.80 vs MMD	(24)	(30)
	2020	1,360,000	4.190	1.71 vs MMD	2020	1,780,000	4.550	2.00 vs MMD	(29)	(36)
	2021	1,560,000	4.720	2.05 vs MMD	2021	3,000,000	4.880	2.15 vs MMD	(10)	(16)
	2022	1,775,000	4.930	2.15 vs MMD	2022	3,640,000	5.130	2.30 vs MMD	(15)	(20)
	2023	1,975,000	5.120	2.25 vs MMD	2023	4,315,000	5.320	2.40 vs MMD	(15)	(20)
	2024	2,190,000	5.350	2.40 vs MMD	2024	5,125,000	5.500	2.50 vs MMD	(10)	(15)
	2025	3,205,000	5.530	2.50 vs MMD	2025	5,030,000	5.580	2.50 vs MMD	0	(5)
Build America Bonds	2030				2030					
	2031				2031					
	2032				2032					
	2033				2033					
	2034				2034					
	2035	36,580,000	6.970	2.95 vs 30yr	2035					
	2036				2036					
	2037				2037					
	2038				2038					
	2039				2039					
	2040	65,720,000	7.020	3.00 vs 30yr	2040					
2041				2041						
2042				2042						
2043				2043						
2044				2044						
2045				2045	83,500,000	7.194	3.15 vs 30yr			

The ability to issue Build America Bonds provided a significant interest rate benefit to RCCD's bonds, providing direct savings to the District's taxpayers. As authorized under the American Recovery & Reinvestment Act of 2009, Build America Bonds ("BABs") allow municipal issuers to issue taxable bonds and receive a direct subsidy from the IRS equal to 35% of the interest cost of the bonds. This subsidy is deposited into the repayment account for the bonds and reduces the amount of taxes required to be levied to repay the bonds. In the current market, BABs in the 20 to 30 year maturity range enjoy lower effective interest rates (after including the subsidy) than tax exempt bonds of the same term. As a result of these lower net interest rates, it is estimated that the District saved its

taxpayers over \$31 million in interest costs by issuing BABs compared to a tax exempt financing only<sup>1</sup>. When the financing plan was presented to the Board in September, the estimated benefit of the BABs was closer to \$17 million. The increase in the BAB benefit is a result of tax exempt interest rates rising at a faster pace than BAB rates, widening the spread between the two types of bonds, during the past two months.

As part of the process to bring the RCCD's bonds to market, the District and the financing team traveled to San Francisco to meet with the rating agencies, Moody's Investors Service ("Moody's") and Standard & Poor's ("S&P"), to update RCCD's existing bond rating. Prior to the issuance of the Series D & D1 Bonds, RCCD's general obligation bonds held Aa2/AA- ratings from Moody's and S&P respectively. RCCD was well represented in the meetings with the rating agencies. Following the meetings, Moody's affirmed the existing Aa2 rating and S&P upgraded RCCD's rating to "AA" from "AA-". In upgrading RCCD's rating, S&P commented on the District's history of maintaining healthy financial operations, flexibility to manage enrollments and class offerings to maximize state funding, and the community's strong income and wealthy indicators. Higher ratings have a direct benefit to RCCD's bond program by lowering the interest rates the bonds must carry to attract investors. As shown in the table below, RCCD's strong Aa2/AA ratings (highlighted in yellow) place the District among the top rated community college districts in the state.

**California Community College District  
 General Obligation Bond Ratings**

		Moody's								Total
		Aaa	Aa1	Aa2	Aa3	A1	A2	A3	NR	
<b>S&amp;P</b>	<b>AAA</b>									0
	<b>AA+</b>		2	1						3
	<b>AA</b>	2	7	11					1	21
	<b>AA-</b>		3	21						24
	<b>A+</b>			3	3	1			2	9
	<b>A</b>			3	1					4
	<b>A-</b>						1		1	2
	<b>NR</b>								9	9
	<b>Total</b>	2	12	39	4	1	1	0	13	72

Source: Bloomberg  
 NR = No rating

The Series D & D1 Bonds were structured assuming the next series of Measure C bonds would be issued in the 2013/14 fiscal year. Correspondingly, the combined tax rates for all outstanding Measure C bonds, including the new Series D & D1, were structure to remain near the \$18 amount approved by voters in 2004 for the next three years before dropping to allow room for the new bonds to be issued. The table below shows the tax rate projections assuming there is no change in RCCD's total assessed value in the 2011/12 fiscal year, a 2% increase in 2012/13, and a 3% increase

<sup>1</sup> Assumes tax exempt interest rates as of October 27, 2010 and same assessed value assumptions used for tax rate constraint for the hypothetical tax exempt only series of bond as used for the actual Series D & D1 bonds.

thereafter. These growth rates are consistent with the growth rates projected by Riverside County for the county wide assessed value growth during the next three years. Historically, RCCD's actual assessed value growth has tracked the countywide rate with a slightly positive variance. The tax rate projections do not include supplemental collections or any reserves held by the county which would result in lower rates than projected.

**Measure C Bond Tax Rates  
 (Fiscal Year 2011 Actual and Fiscal Years 2012-2040 Projected)**

<b>Tax Year</b>	<b>Measure C Tax Rate</b>	<b>Tax Year</b>	<b>Measure C Tax Rate</b>	<b>Tax Year</b>	<b>Measure C Tax Rate</b>
2011	\$14.99	2021	17.21	2031	14.24
2012	17.75	2022	17.24	2032	9.65
2013	17.75	2023	17.26	2033	9.47
2014	17.64	2024	17.28	2034	9.48
2015	17.07	2025	17.30	2035	9.48
2016	17.11	2026	14.06	2036	9.47
2017	17.14	2027	14.08	2037	9.48
2018	17.16	2028	13.96	2038	9.48
2019	17.19	2029	13.84	2039	9.48
2020	17.19	2030	13.73	2040	9.48

On behalf of the entire Piper Jaffray team, congratulations on the successful sale of the Series D & D1 bonds. Please do not hesitate to contact me with any questions or if you need any additional details regarding the bond sale.

Sincerely,



Mark J. Farrell  
 Managing Director  
 Public Finance Investment Banking

Cc: Aaron Brown, Associate Vice Chancellor, Finance

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
RESOURCES COMMITTEE

Report No.: III-C-8

Date: December 14, 2010

Subject: FY 2010-11 Budget Update

Attached for the Resources Committee's review and information is a copy of material concerning the FY 2010-11 California State Budget in general and more particularly for the California Community Colleges. This information will be discussed at the December 7, 2010, Board meeting.

Information only.

Gregory W. Gray  
Chancellor

Prepared by: James L. Buysse, Vice Chancellor,  
Administration and Finance

**2010-11 Budget Workshop**

California Community Colleges  
Chancellor's Office

College Finance and  
Facilities Planning  
Division

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**2010-11 Budget Overview**

- Passed by Legislature October 8, 2010
- Signed by Governor October 8, 2010
- Latest budget in state history - 100 days overdue
- Surpassed previous record of 85 days set in 2008
- Required 26 separate pieces of legislation

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**How It Was Accomplished**

- Budget gap was estimated at \$19.3 billion
- The gap was closed through a combination of spending cuts, increased revenue, federal funds, asset sales, funding shifts, and borrowing
- Governor vetoed additional spending to increase the size of the "rainy day fund" \$1.3 b

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### Multiple Budget "Solutions"

- Budget cuts of \$7.8 billion
- Federal funds estimated at \$5.4 billion
- Delayed tax breaks totaling \$1.2 billion
- Sale of state office buildings nets \$900 million
- Borrowing and funding shifts add \$2.7 billion  
one-time

only \$1.3b appropriated by Congress  
one-time, but leasing them going forward  
July & Aug. Rev ↑

### Community Colleges Budget Overview

- \$126 million for enrollment growth →
- No COLA - 3rd year w/o
- New \$129 million payment deferral →
- No increase in student fees

even tho' St. budget  
in the tank  
(positive view of the CCC)

### Governor's Vetoes

- \$35 million for partial restoration of categorical program reductions.
- \$25 million for Economic and Workforce Development program to support workforce training programs.
- These funds would have been paid in July 2011, putting additional stress on the 2011-12 budget.



10/28/2010

### Budget Detail - Growth

- Enrollment Growth funded at 2.21%
- Additional 26,000 FTES
- Partially restores workload reduction of 3.3% which districts experienced in 2009-10

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old growth formula will  
be used post-restoration  
(regs no longer in place,  
but policy is)

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### Impacts of 2009-10 Funding Cuts

- Budget cuts resulted in course sections being decreased by up to 20% at some districts
- 200,000 unfunded students statewide (headcount), with 138,000 more turned away with no classes
- Statewide priorities remain workforce training, transfer, and basic skills.

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### Budget Detail - COLA

- COLA was originally proposed to be negative in Governor's January budget (-0.39%) based on the statutory index
- Legislature rejected the negative COLA and went with zero instead.

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### Categorical Funding

- In general, categorical funding remains at the level established in the 2009-10 State Budget.
- One new item is an additional \$20 million for the SB 70 Career Technical Education program, bringing the total to \$68 million.

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### Categorical Flexibility

9-10 Flex & Admin Waivers - Same as 9-10

- CTE funding is not subject to flexibility.
- Funding levels remain locked-in at last year's level.
- The exception is for funds provided for statewide/regional projects under the Economic and Workforce Development Program, Academic Senate, and Transfer.

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### New Deferrals for 2010-11

- \$129 million in new inter-year deferrals
- \$703 million in continuing inter-year deferrals - funds deferred from January through June 2011 to July 2011 - now \$832 million total
- \$300 million in intra-year deferrals - \$200 million deferred from July to October and \$100 million from March to May.

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10/28/2010

### Mandated Programs

- \$9.5 million for current-year mandate claims
- \$22.3 million for mandate claims in prior years
- 5 mandates suspended in the current year
- A Mandate Working Group will be established to consider changes to education mandates.

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### Budget Challenges

- Reliance on questionable assumptions means mid-year adjustments may be necessary ✓
- Districts will require further borrowing to absorb the latest deferral ✓
- Borrowing costs already incurred could have saved an estimated 1,200 course sections ✓

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CALIFORNIA COMMUNITY COLLEGES  
CHANCELLOR'S OFFICE

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**CALIFORNIA COMMUNITY COLLEGES**  
**2010-11 \$22.3 Million Mandate Payments**

<b>District</b>	<b>Total ACTUAL FTES 2009-10 P2</b>	<b>Payment</b>
Allan Hancock	10,005	\$177,885
Antelope Valley	11,569	\$205,688
Barstow	2,912	\$51,778
Butte-Glenn	11,619	\$206,583
Cabrillo	13,292	\$236,329
Cerritos	17,957	\$319,275
Chabot-Las Positas	18,822	\$334,653
Chaffey	14,777	\$262,741
Citrus	11,714	\$208,279
Coast	35,697	\$634,697
Compton	5,600	\$99,568
Contra Costa	32,441	\$576,796
Copper Mountain	1,549	\$27,538
Desert	8,958	\$159,275
El Camino	20,495	\$364,399
Feather River	1,563	\$27,796
Foothill-DeAnza	32,774	\$582,730
Gavilan	5,561	\$98,868
Glendale	18,095	\$321,726
Grossmont-Cuyamaca	20,935	\$372,230
Hartnell	7,506	\$133,456
Imperial	7,312	\$130,007
Kern	21,730	\$386,358
Lake Tahoe	2,056	\$36,556
Lassen	1,754	\$31,180
Long Beach	21,119	\$375,494
Los Angeles	108,235	\$1,924,427
Los Rios	59,146	\$1,051,620
Marin	5,096	\$90,602
Mendocino-Lake	2,934	\$52,165
Merced	10,275	\$182,682
Mira Costa	10,242	\$182,097
Monterey Peninsula	7,910	\$140,642
Mt. San Antonio	30,055	\$534,376
Mt. San Jacinto	13,023	\$231,541
Napa Valley	6,535	\$116,198
North Orange County	37,897	\$673,810
Ohlone	8,155	\$145,001

District	Total <b>ACTUAL</b> FTES 2009-10 P2	Payment
Palo Verde	1,911	\$33,985
Palomar	20,860	\$370,893
Pasadena Area	23,559	\$418,882
Peralta	22,161	\$394,015
Rancho Santiago	30,319	\$539,075
Redwoods	5,703	\$101,400
Rio Hondo	14,686	\$261,123
Riverside	30,840	\$548,335 ✓
San Bernardino	15,872	\$282,196
San Diego	42,059	\$747,800
San Francisco	35,119	\$624,408
San Joaquin Delta	16,850	\$299,591
San Jose-Evergreen	14,863	\$264,269
San Luis Obispo County	9,679	\$172,087
San Mateo County	22,838	\$406,062
Santa Barbara	16,472	\$292,879
Santa Clarita	16,301	\$289,832
Santa Monica	23,278	\$413,889
Sequoias	10,795	\$191,938
Shasta-Tehama-Trinity	8,404	\$149,417
Sierra	15,448	\$274,671
Siskiyou	2,632	\$46,798
Solano County	9,398	\$167,105
Sonoma County	20,818	\$370,140
South Orange County	26,395	\$469,296
Southwestern	16,140	\$286,968
State Center	32,204	\$572,586
Ventura County	29,289	\$520,753
Victor Valley	10,385	\$184,642
West Hills	5,280	\$93,882
West Kern	2,862	\$50,881
West Valley-Mission	17,264	\$306,960
Yosemite	18,292	\$325,239
Yuba	8,197	\$145,748
<b>Total</b>	<b>1,254,488</b>	<b>\$22,304,792</b>

Note: AB 1610, the education trailer bill, provides \$22.3 million for mandate claims from prior years. These funds are distributed to community college districts on an equal per-FTES basis (\$17.78) based on ACTUAL FTES reported at the 2009-10 Second Principal Apportionment. Funding provided to each district will be counted against outstanding mandate reimbursement claims, with a district's oldest claims retired first. To the extent funding provided to a district exceeds a district's outstanding mandate claims, the funds are available for any purpose.

10/28/2010

# 2010-11 Budget Workshop

California Community Colleges  
Chancellor's Office

## California Community Colleges Chancellor's Office

2010-11 Statewide Budget  
Workshop



Chaffee  
Comm. College  
11/3/2010

Sierra  
Comm. College  
11/5/2010

10/28/2010

## State General Apportionment

► Features:

- Inter-year deferrals: \$832 million
- Intra-year deferrals: \$300 million
- System Growth Appropriation: \$126 million
- Limited restoration eligibility: \$5.3 million

## Impact of the 2009-10 Recalculation

► Issues:

- Advance updated to include various 2009-10 recalculation adjustments
  - Advance will not, therefore, tie directly to the 2009-10 P2
- 2009-10 basic allocation adjustments will affect the 2010-11 base revenue
- Final recalculation of the 2009-10 workload reduction will incorporate all corrections and adjustments

10/28/2010

## Estimated Total Base Revenue

- ▶ Issues:
  - FTES Rounding *6 decimal places*
  - 2009-10 "FTES Adjustments"
  - District Options

## Property Taxes – Enrollment Fees (per the 2010-11 Advance)

- ▶ Property Taxes
  - 2009-10 estimated P2 property taxes were proportionately adjusted to equal the State's estimate of 2010-11 taxes.  
Result: \$60 million reduction
- ▶ Enrollment Fees
  - Fees were likewise adjusted resulting in an increase of \$17 million



10/28/2010

## Estimated Base FTES

- ▶ Base FTES includes the “FTES adjustment” used to align 2009–10 base FTES with actual FTES when actual FTES was less than base FTES.
- ▶ Issue: The FTES offsets to these adjustments were arbitrarily assigned to other FTES types.

## Estimated Growth Allocation

- ▶ Growth funds were allocated based on the amount of the 2009–10 workload reduction. *The \$ amount*
- ▶ Corresponding FTES allocations utilized the base funding rates for credit FTES to match the 2009–10 credit FTES reduction which also was based on a district’s base credit funding rate

10/28/2010

## Deferrals!!

- ▶ Intra-year deferrals unchanged at \$300 million
- ▶ Inter-year deferrals increased from \$703 million to \$832 million
- ▶ Hypothetical general apportionment payment schedule included to illustrate the impact of deferrals on monthly apportionment. (Schedule assumes no change in certified general apportionment from the Advance value.)

up ~ 13%  
Grand Total  
{ 15% inter-year only

## Restoration and Stability

- ▶ 2010-11 restoration eligibility \$5.3 million
- ▶ Stability - Only in the year of the initial decline
- ▶ Restoration - Entitled to restoration for three years following the year of decline beginning with the year immediately following the year of decline

10/28/2010

## Closing Remarks

- ▶ Centers
- ▶ Categoricals
- ▶ Apportionment Staff

≈ 1/4 of 1%  
.9978289634

\$ 6m @ PC  
\$ 12m

**California Community Colleges  
 2010-11 Budget Workshop**

**Estimated Total Base Revenue  
 (as of 2010-11 Advance)**

<b>District</b>	<b>Basic Allocation Revenue</b>	<b>Credit Base Revenue</b>	<b>Noncredit Base Revenue</b>	<b>CDCP Base Revenue</b>	<b>Total Base Revenue</b>
Allan Hancock	\$5,535,909	\$38,613,547	\$1,851,996	\$1,436,040	47,437,492
Antelope Valley	5,535,909	50,404,901	126,076	0	56,066,886
Barstow	3,875,136	10,197,008	133,076	0	14,205,220
Butte	5,535,909	46,874,741	2,978,718	112,767	55,502,135
Cabrillo	5,535,909	50,808,968	620,635	0	56,965,512
Cerritos	4,428,727	74,834,804	549,513	198,708	80,011,752
Chabot-Las Positas	7,196,681	75,401,393	940,169	0	83,538,243
Chaffey	6,643,091	63,435,844	870,399	0	70,949,334
Citrus	4,428,727	47,644,950	2,420,449	76,427	54,570,553
Coast	11,071,817	153,956,383	1,767,011	0	166,795,211
Compton	3,321,545	25,259,367	182,595	0	28,763,507
Contra Costa	11,625,408	134,578,020	686,853	0	146,890,281
Copper Mt.	3,875,136	6,644,783	66,538	0	10,586,457
Desert	3,321,545	31,644,221	234,274	2,363,288	37,563,328
El Camino	8,857,454	86,354,106	43,151	0	95,254,711
Feather River	3,875,136	7,030,641	35,739	0	10,941,516
Foothill-DeAnza	9,411,045	145,735,648	869,932	0	156,016,625
Gavilan	3,875,136	21,427,821	1,336,026	129,295	26,768,278
Glendale	5,535,909	58,412,086	1,062,365	7,802,531	72,812,891
Grossmont-Cuyamaca	7,196,681	79,171,393	1,632,591	0	88,000,665
Hartnell	3,598,340	31,052,859	44,654	0	34,695,853
Imperial	3,321,545	31,184,666	157,012	126,891	34,790,114
Kern	14,116,567	87,129,553	373,891	5,624	101,625,635
Lake Tahoe	3,875,136	8,137,576	148,297	139,658	12,300,667
Lassen	3,875,136	8,056,259	56,519	0	11,987,914
Long Beach	6,643,091	90,849,939	988,240	950,486	99,431,756
Los Angeles	33,215,451	437,913,437	8,871,127	6,881,231	486,881,246
Los Rios	18,822,090	231,555,667	419,924	0	250,797,681
Marin	4,428,727	24,283,955	887,664	0	29,600,346
Mendocino-Lake	4,428,726	12,676,657	382,865	56,238	17,544,486
Merced	5,535,909	38,009,784	2,192,635	2,269,558	48,007,886
Mira Costa	5,535,909	41,062,529	3,474,924	0	50,073,362
Monterey Peninsula	3,598,340	30,611,221	3,294,334	0	37,503,895
Mt. San Antonio	5,535,909	108,754,122	3,263,508	13,505,647	131,059,186
Mt. San Jacinto	5,535,909	44,897,897	673,987	381,564	51,489,357
Napa Valley	4,151,931	23,162,365	2,304,255	0	29,618,551
North Orange County	8,857,454	132,990,743	6,748,274	4,723,990	153,320,461
Ohlone	4,428,727	36,972,053	65,550	0	41,466,330
Palo Verde	4,013,534	7,594,082	429,119	0	12,036,735
Palomar	6,643,091	83,225,191	1,450,051	2,121,863	93,440,196
Pasadena Area	6,643,091	93,749,662	1,355,880	2,548,386	104,297,019
Peralta	13,286,180	85,822,117	575,316	0	99,683,613
Rancho Santiago	9,964,636	98,765,466	3,512,695	22,722,340	134,965,137
Redwoods	4,705,522	23,098,969	3,074	0	27,807,565
Rio Hondo	4,428,727	55,962,462	1,770,906	185,269	62,347,364

California Community Colleges  
 2010-11 Budget Workshop

Estimated Total Base Revenue  
 (as of 2010-11 Advance)

District	Basic Allocation Revenue	Credit Base Revenue	Noncredit Base Revenue	CDCP Base Revenue	Total Base Revenue
Riverside	11,071,817	118,918,624	533,354	0	130,523,795
San Bernardino	7,196,681	62,840,791	30,661	0	70,068,133
San Diego	16,607,727	146,309,714	6,414,527	20,857,405	190,189,373
San Francisco	12,179,000	109,580,398	7,218,827	28,587,389	157,565,614
San Joaquin Delta	5,535,909	70,839,744	1,200,178	0	77,575,831
San Jose-Evergreen	6,643,090	66,907,085	100,905	0	73,651,080
San Luis Obispo	5,535,909	40,244,659	731,669	284,708	46,796,945
San Mateo	9,964,635	95,653,211	222,472	0	105,840,318
Santa Barbara	6,643,091	60,160,245	3,805,664	2,876,789	73,485,789
Santa Clarita	5,535,909	65,440,527	1,068,565	573,483	72,618,484
Santa Monica	6,643,091	96,727,909	1,572,367	344,358	105,287,725
Sequoias	5,535,909	38,865,986	450,051	59,797	44,911,743
Shasta-Tehama-Trinity	3,321,545	33,187,811	938,364	0	37,447,720
Sierra	5,674,307	67,724,716	938,281	0	74,337,304
Siskiyou	3,875,136	11,023,503	351,809	0	15,250,448
Solano	5,535,909	40,882,089	16,689	0	46,434,687
Sonoma	8,027,068	79,013,485	6,938,238	1,650,165	95,628,956
South Orange	7,196,681	114,121,501	5,369,714	483,679	127,171,575
Southwestern	5,535,909	68,526,162	1,137,703	127,214	75,326,988
State Center	11,071,818	119,778,007	1,049,754	0	131,899,579
Ventura	11,071,817	115,773,820	1,314,712	0	128,160,349
Victor Valley	4,428,727	42,175,158	432,633	0	47,036,518
West Hills	6,919,885	20,759,156	1,143,330	0	28,822,371
West Kern	3,875,136	14,895,590	158,618	0	18,929,344
West Valley-Mission	7,196,681	73,763,766	2,804,798	0	83,765,245
Yosemite	7,196,681	73,858,720	2,203,542	472,496	83,731,439
Yuba	7,750,272	35,391,564	225,224	0	43,367,060
Totals	\$ 507,642,828	\$ 4,959,313,797	\$ 110,225,456	\$ 125,055,284	\$ 5,702,237,365

**California Community Colleges  
 2010-11 Budget Workshop  
 Estimated Base FTES**

District	Estimated Base FTES			Total FTES
	Credit FTES	NonCredit FTES	NonCr CDCP FTES	
Allan Hancock	8,458.93	674.69	444.31	9,577.93
Antelope Valley	11,042.02	45.93	0.00	11,087.95
Barstow	2,233.82	48.48	0.00	2,282.30
Butte	10,268.68	1,085.16	34.89	11,388.73
Cabrillo	11,130.54	226.10	0.00	11,356.64
Cerritos	16,393.79	200.19	61.48	16,655.46
Chabot-Las Positas	16,517.92	342.51	0.00	16,860.42
Chaffey	13,896.66	317.09	0.00	14,213.75
Citrus	10,437.41	881.78	23.65	11,342.84
Coast	33,726.68	643.73	0.00	34,370.41
Compton	5,533.48	66.52	0.00	5,600.00
Contra Costa	29,481.53	250.22	0.00	29,731.75
Copper Mt.	1,455.65	24.24	0.00	1,479.89
Desert	6,932.19	85.35	731.20	7,748.73
El Camino	18,917.29	15.72	0.00	18,933.01
Feather River	1,540.18	13.02	0.00	1,553.20
Foothill-DeAnza	31,785.34	316.92	0.00	32,102.26
Gavilan	4,694.12	486.72	40.00	5,220.84
Glendale	12,796.13	387.02	2414.10	15,597.25
Grossmont-Cuyamaca	17,343.80	594.76	0.00	17,938.56
Hartnell	6,802.64	16.27	0.00	6,818.91
Imperial	6,831.51	57.20	39.26	6,927.97
Kern	19,087.16	136.21	1.74	19,225.11
Lake Tahoe	1,737.93	54.03	43.21	1,835.16
Lassen	1,727.59	20.59	0.00	1,748.18
Long Beach	19,902.17	360.02	294.08	20,556.27
Los Angeles	95,932.14	3,231.79	2129.05	101,292.98
Los Rios	50,726.08	152.98	0.00	50,879.06
Marin	4,718.47	323.38	0.00	5,041.84
Mendocino-Lake	2,777.03	139.48	17.40	2,933.91
Merced	8,326.67	798.79	702.20	9,827.65
Mira Costa	8,974.25	1,265.93	0.00	10,240.18
Monterey Peninsula	6,705.89	1,200.14	0.00	7,906.03
Mt. San Antonio	23,824.38	1,188.91	4178.64	29,191.93
Mt. San Jacinto	9,835.62	245.54	118.06	10,199.21
Napa Valley	5,074.10	839.45	0.00	5,913.55
North Orange County	29,133.81	2,458.43	1461.60	33,053.83
Ohlone	8,099.34	23.88	0.00	8,123.22
Palo Verde	1,663.61	156.33	0.00	1,819.94

**California Community Colleges  
 2010-11 Budget Workshop  
 Estimated Base FTES**

District	Estimated Base FTES			Total FTES
	Credit FTES	NonCredit FTES	NonCr CDCP FTES	
Palomar	18,231.85	528.26	656.50	19,416.61
Pasadena Area	20,537.40	493.95	788.47	21,819.83
Peralta	18,800.75	209.59	0.00	19,010.34
Rancho Santiago	21,636.20	1,279.69	7030.28	29,946.17
Redwoods	5,060.21	1.12	0.00	5,061.33
Rio Hondo	12,259.50	645.15	57.32	12,961.97
Riverside	26,051.08	194.30	0.00	26,245.38
San Bernardino	13,766.31	11.17	0.00	13,777.48
San Diego	32,051.55	2,336.84	6453.27	40,841.66
San Francisco	23,660.42	2,629.85	8844.92	35,135.19
San Joaquin Delta	15,518.61	437.23	0.00	15,955.84
San Jose-Evergreen	14,597.99	36.76	0.00	14,634.75
San Luis Obispo	8,816.25	266.55	88.09	9,170.89
San Mateo	20,954.41	81.05	0.00	21,035.46
Santa Barbara	13,179.09	1,386.42	890.08	15,455.59
Santa Clarita	14,335.82	389.28	177.44	14,902.54
Santa Monica	20,838.44	572.82	106.54	21,517.80
Sequoias	8,514.23	163.96	18.50	8,696.69
Shasta-Tehama-Trinity	7,270.34	341.85	0.00	7,612.19
Sierra	14,836.21	341.82	0.00	15,178.03
Siskiyou	2,414.88	128.17	0.00	2,543.05
Solano	8,955.89	6.08	0.00	8,961.97
Sonoma	17,309.20	2,527.63	510.56	20,347.39
South Orange	24,269.15	1,956.21	149.65	26,375.01
Southwestern	15,011.78	414.47	39.36	15,465.61
State Center	26,239.34	382.43	0.00	26,621.77
Ventura	25,362.16	478.96	0.00	25,841.11
Victor Valley	9,239.16	157.61	0.00	9,396.77
West Hills	4,547.63	416.52	0.00	4,964.15
West Kern	2,327.78	57.79	0.00	2,385.57
West Valley-Mission	16,159.17	1,021.80	0.00	17,180.97
Yosemite	16,179.97	802.76	146.19	17,128.92
Yuba	7,753.10	82.05	0.00	7,835.15
<b>Totals</b>	<b>1,083,152.41</b>	<b>40,155.61</b>	<b>38,692.04</b>	<b>1,162,000.06</b>

**California Community Colleges  
 2010-11 Budget Workshop  
 2010-11 Estimated Growth and  
 Corresponding FTES Allocations  
 (As calculated for the 2010-11  
 Advance - October Update)**

District	Estimated FTES				Estimated
	Credit	Non-Cr	CDCP	Total	2010-11 Growth Allocation
Allan Hancock	216.15	23.99	12.09	252.22	1,091,577
Antelope Valley	276.67	1.78	-	278.46	1,267,854
Barstow	69.35	3.75	-	73.10	326,874
Butte	248.84	32.63	0.97	282.44	1,228,603
Cabrillo	282.33	8.03	-	290.36	1,310,824
Cerritos	396.45	11.44	-	407.89	1,841,138
Chabot-Las Positas	415.79	8.84	-	424.63	1,922,286
Chaffey	349.98	12.76	-	362.74	1,632,604
Citrus	255.66	31.60	0.60	287.86	1,255,715
Coast	831.02	16.26	-	847.28	3,838,099
Compton	125.69	1.79	-	127.47	578,646
Contra Costa	686.25	5.90	-	692.15	3,148,812
Copper Mt.	51.84	2.54	-	54.38	243,603
Desert	173.27	2.20	20.84	196.32	864,364
El Camino	479.56	1.02	-	480.58	2,191,891
Feather River	54.62	0.89	-	55.51	251,773
Foothill-DeAnza	774.21	12.03	-	786.24	3,590,074
Gavilan	124.73	15.69	1.09	141.51	615,961
Glendale	318.01	9.85	60.88	388.74	1,675,486
Grossmont-Cuyamaca	428.84	24.55	-	453.39	2,024,970
Hartnell	174.64	0.43	-	175.07	798,381
Imperial	173.25	1.98	1.33	176.55	800,550
Kern	509.50	4.53	0.08	514.11	2,338,492
Lake Tahoe	57.75	1.87	2.10	61.72	283,049
Lassen	52.68	0.48	-	53.16	248,155
Long Beach	482.53	14.76	13.87	511.16	2,288,009
Los Angeles	2,356.92	99.17	53.33	2,509.43	11,203,549
Los Rios	1,253.74	17.47	-	1,271.21	5,771,067
Marin	-	-	-	-	-
Mendocino-Lake	88.26	2.34	0.93	91.53	412,328
Merced	215.85	21.25	18.89	255.99	1,104,702
Mira Costa	-	-	-	-	-
Monterey Peninsula	158.67	50.53	-	209.20	862,996
Mt. San Antonio	557.52	39.69	111.95	709.17	3,015,783
Mt. San Jacinto	253.46	6.49	3.09	263.04	1,184,814
Napa Valley	135.17	23.50	-	158.67	681,548
North Orange County	668.43	61.30	95.45	825.18	3,528,033
Ohlone	208.35	1.12	-	209.47	954,175
Palo Verde	57.29	5.62	-	62.92	276,976
Palomar	450.05	15.45	16.50	482.00	2,150,138
Pasadena Area	504.36	12.43	19.66	536.45	2,399,963
Peralta	497.81	7.80	-	505.60	2,293,804
Rancho Santiago	497.49	61.17	198.42	757.08	3,080,184
Redwoods	140.16	0.03	-	140.19	639,875
Rio Hondo	303.43	16.36	1.44	321.23	1,434,665
Riverside	638.28	4.88	-	643.16	2,927,031
San Bernardino	353.03	0.29	-	353.32	1,612,327
San Diego	786.14	73.19	181.60	1,040.92	4,376,418
San Francisco	614.49	80.68	207.07	902.24	3,737,379
San Joaquin Delta	381.05	11.99	-	393.04	1,772,347



**California Community Colleges  
 2010-11 Budget Workshop  
 2010-11 Estimated Growth and  
 Corresponding FTES Allocations  
 (As calculated for the 2010-11  
 Advance - October Update)**

District	Estimated FTES				Estimated 2010-11 Growth Allocation
	Credit	Non-Cr	CDCP	Total	
San Jose-Evergreen	368.50	2.05	-	370.55	1,694,773
San Luis Obispo	229.82	7.36	2.33	239.52	1,076,837
San Mateo	532.26	2.11	-	534.37	2,435,475
Santa Barbara	331.38	38.09	22.81	392.28	1,690,970
Santa Clarita	356.91	9.94	4.49	371.33	1,671,013
Santa Monica	509.06	15.83	2.65	527.54	2,422,759
Sequoias	223.39	4.42	0.49	228.30	1,033,457
Shasta-Tehama-Trinity	182.35	10.68	-	193.03	861,704
Sierra	369.36	8.93	-	378.29	1,710,564
Siskiyou	74.43	4.07	-	78.50	350,926
Solano	228.37	0.20	-	228.57	1,043,025
Sonoma	429.88	71.47	12.98	514.34	2,200,503
South Orange	-	-	-	-	-
Southwestern	368.00	18.28	1.02	387.30	1,733,338
State Center	656.78	13.41	0.08	670.26	3,035,121
Ventura	638.61	12.37	-	650.97	2,949,078
Victor Valley	232.32	7.97	-	240.28	1,082,350
West Hills	137.07	13.68	-	150.74	663,227
West Kern	65.83	1.73	-	67.56	435,580
West Valley-Mission	397.12	34.24	-	431.36	1,906,764
Yosemite	406.41	21.21	4.13	431.74	1,926,731
Yuba	216.01	4.31	-	220.33	997,913
	26,083.40	1,166.71	1,073.16	28,323.28	126,000,000

**NOTE: Credit funding per FTES equals \$4,564.8251; Non-credit funding per FTES equals \$2,744.9578;  
 Career Development & College Preparation funding per FTES equals \$3,232.0676**

# California Community College

## 2010-11 Deferrals

### APPORTIONMENT DEFERRALS:

- **Intra-Year Deferrals:** The 2010-11 State Budget package continues two intra-year deferrals as shown below that were included in prior year budgets: \$200 million from the July 2010 payment was deferred to the October 2010 apportionment allocation; and 2) \$100 million deferred from March 2011 with repayment occurring in May 2011. In addition, AB 1624 (part of the 2010-11 budget package) delays the full October apportionment payment, which usually is paid by the state around October 28, to November 4, 2010.

July 2010	(\$200,000,000)
October 2010	\$200,000,000
March 2011	(\$100,000,000)
May 2011	\$100,000,000

- **Inter-Year Deferrals:** The 2010-11 Budget agreement also includes inter-year deferrals for community college apportionments totaling \$832 million, up by \$129 million from last year's total deferral amount. The Chancellor's Office will defer monthly payments to districts on the following schedule, with the repayment of the deferred amounts occurring in mid- July, 2011: The month and amount of the inter-year deferrals are listed below:

January	\$136.5 million
February	\$136.5 million
March	\$76.5 million
April	\$158 million
May	\$103 million
<u>June</u>	<u>\$221.5 million</u>
<b>Total</b>	<b>\$832 million</b>

**Community College District Deferral Schedule For 2010-11**  
Allocations Based on Advance Apportionment Certification, which will change at P1 and P2 in 2011

District	Appportionment Certification	Gen Apport July 2010	Gen Apport Aug 2010	Gen Apport Sept 2010	Gen Apport Oct 2010	Gen Apport Nov 2010	Gen Apport Dec 2010	Gen Apport Jan 2011	Gen Apport Feb 2011	Gen Apport Mar 2011	Gen Apport Apr 2011	Gen Apport May 2011	Gen Apport June 2011	Total Deferral
Allan Hancock	34,264,326	680,317	2,630,763	3,946,143	5,763,221	3,083,789	1,713,217	1,415,326	1,424,047	1,032,446	1,211,544	2,712,103	596,800	8,054,611
Antelope Valley	49,357,762	991,771	3,835,145	5,753,717	8,176,317	4,442,198	2,467,888	2,038,778	2,051,339	1,487,238	1,745,230	3,906,785	859,690	11,602,667
Barstow	11,950,712	239,429	925,865	1,388,798	1,987,179	1,075,564	597,535	496,679	496,679	360,096	422,563	945,927	208,152	2,809,287
Butte	42,975,250	858,012	3,317,902	4,976,853	7,177,828	3,867,773	2,148,762	1,775,141	1,786,078	1,294,921	1,519,552	3,401,593	748,522	10,102,312
Cabrillo	35,774,939	703,751	2,721,383	4,082,073	6,087,273	3,219,744	1,788,747	1,477,774	1,486,829	1,077,963	1,264,958	2,831,672	623,111	8,409,715
Cerritos	70,964,616	1,426,272	5,515,344	8,273,015	11,751,923	6,386,816	3,548,230	2,931,273	2,949,334	2,138,291	2,509,222	5,617,018	1,236,027	16,681,851
Chabot-Las Positas	53,882,767	1,062,464	4,108,511	6,162,767	9,141,709	4,849,449	2,694,139	2,225,688	2,239,402	1,623,584	1,905,228	4,264,949	938,504	12,666,373
Chaffey	52,294,316	1,040,347	4,022,984	6,034,476	8,716,134	4,500,144	2,500,080	2,065,372	2,646,967	1,849,063	1,849,063	4,139,219	910,837	12,292,971
Citrus	47,848,703	961,477	3,717,980	5,576,971	7,926,084	4,306,383	2,392,436	1,976,444	1,988,622	1,441,767	1,691,871	3,787,339	833,406	11,247,928
Coast	71,120,262	1,349,507	5,218,496	7,827,743	12,629,954	6,400,823	3,556,013	2,937,702	2,955,802	2,142,981	2,514,725	5,629,338	1,238,739	16,718,439
Compton	25,000,376	503,192	1,945,829	2,918,743	4,132,379	2,250,034	1,250,019	1,032,668	1,039,032	753,306	883,983	1,978,839	435,445	5,876,908
Contra Costa	69,794,627	1,351,847	5,227,545	7,841,319	12,101,323	6,281,535	3,489,741	2,882,953	2,900,716	2,103,043	2,467,859	5,524,427	1,215,653	16,406,865
Copper Mt.	9,314,737	187,028	723,231	1,084,847	1,544,494	838,326	465,737	384,756	387,126	280,670	329,358	737,284	162,240	2,189,641
Desert	15,511,151	292,919	1,132,705	1,699,059	2,769,554	1,396,004	775,558	640,705	644,653	467,379	548,455	1,227,744	270,166	3,646,250
El Camino	66,564,623	1,318,827	5,099,857	7,649,785	11,226,088	5,990,816	3,328,231	2,749,526	2,766,467	2,005,712	2,353,643	5,268,749	1,159,391	15,647,532
Feather River	5,090,044	97,274	376,155	564,232	896,556	458,104	254,502	210,250	211,545	153,372	179,978	402,890	88,656	1,196,531
Foothill-DeAnza	69,685,835	1,336,837	5,169,505	7,754,257	12,220,018	6,271,725	3,484,292	2,878,451	2,896,187	2,099,759	2,464,006	5,515,800	1,213,754	16,381,244
Gavilan	12,518,048	239,562	926,380	1,389,568	2,201,348	1,126,625	625,902	517,072	520,258	377,191	442,623	990,833	218,033	2,942,653
Glendale	63,158,698	1,267,805	4,902,560	7,353,841	10,476,099	5,684,283	3,157,935	2,608,841	2,624,914	1,903,085	2,233,214	4,999,162	1,100,068	14,846,892
Grossmont-Cuyamaca	54,650,347	1,074,468	4,154,933	6,232,398	9,305,333	4,918,531	2,732,517	2,257,394	2,271,302	1,646,713	1,932,369	4,235,705	951,874	12,846,810
Hartnell	15,580,991	296,980	1,148,410	1,722,615	2,752,772	1,402,289	779,049	643,591	647,556	469,483	550,925	1,233,272	271,382	3,662,667
Imperial	28,857,432	577,648	2,233,743	3,350,615	4,803,818	2,597,169	1,442,872	1,191,988	1,199,333	869,526	1,020,364	2,284,135	502,625	6,783,597
Kern	60,099,829	1,175,679	4,546,313	6,819,468	10,296,475	5,408,985	3,004,991	2,492,490	2,497,787	1,810,915	2,125,056	4,757,044	1,046,790	14,127,835
Lake Tahoe	8,321,952	164,600	636,500	954,752	1,406,490	748,975	416,098	343,747	345,866	250,755	294,254	658,702	144,948	1,956,265
Lassen	10,387,678	207,574	802,684	1,204,024	1,733,036	934,891	519,384	429,075	431,718	312,999	367,295	822,209	180,928	2,441,860
Long Beach	88,093,990	1,768,682	6,839,432	10,259,148	14,585,631	7,923,054	4,401,697	3,636,340	3,658,744	2,653,620	3,112,771	6,968,995	1,533,333	20,694,382
Los Angeles	328,305,623	6,485,616	25,079,653	37,619,479	55,571,389	29,547,506	16,415,281	13,561,031	13,644,585	9,892,437	11,608,484	25,986,172	5,718,270	77,175,720
Los Rios	187,558,790	3,732,853	14,434,816	21,652,222	31,324,781	16,173,653	8,985,362	7,423,009	9,346,260	5,651,483	6,631,848	14,845,725	3,266,809	44,089,969
Marin	11,608,317	228,775	884,665	1,326,996	1,970,724	1,044,749	580,416	479,494	482,450	349,779	410,456	918,826	202,188	2,728,800
Mendocino-Lake	38,818,038	775,708	2,999,635	4,499,452	6,476,059	3,493,624	1,940,902	1,603,422	1,613,302	1,169,657	1,372,558	3,072,540	676,114	9,125,065
Mira Costa	23,115,980	453,760	1,754,675	2,632,013	3,943,624	2,080,439	1,155,799	954,831	960,714	696,526	817,352	1,829,684	402,623	5,433,938
Monterey Peninsula	111,256,675	2,231,193	8,627,945	12,941,918	18,476,481	10,013,100	5,562,834	4,595,581	4,623,897	3,352,363	3,933,899	8,806,231	1,937,815	26,153,417
Ntl. San Antonio	30,049,570	587,755	2,272,828	3,409,242	5,149,012	2,704,461	1,502,478	1,241,231	1,248,879	905,448	1,062,516	2,378,495	523,389	7,063,836
Ntl. San Jacinto	10,432,188	192,930	746,053	1,119,081	1,906,167	938,897	521,610	430,913	433,568	314,341	368,869	825,732	181,703	2,452,324
Napa Valley	91,058,189	1,783,441	6,896,506	10,344,760	15,577,405	8,195,237	4,552,909	3,761,260	3,784,436	2,743,746	3,219,706	7,207,472	1,586,008	21,405,303
North Orange County	26,007,836	511,725	1,978,824	2,968,235	4,424,194	2,340,705	1,300,392	1,074,283	1,080,901	783,663	919,605	2,058,582	452,992	6,113,735
Ohlone	11,088,681	223,080	862,642	1,293,962	1,833,988	997,975	554,431	458,028	460,848	334,120	392,080	877,690	193,136	2,606,631
Palo Verde	37,169,210	699,723	2,705,805	4,058,708	6,660,090	3,345,236	1,858,464	1,535,318	1,544,779	1,119,917	1,314,260	2,942,037	647,937	8,373,486
Pasadena Area	80,316,622	1,602,149	6,195,453	9,293,180	13,429,534	7,228,496	4,015,831	3,317,568	3,338,009	2,420,084	2,839,897	6,357,252	1,398,916	18,880,253
Peralta	69,142,757	1,368,789	5,293,060	7,939,590	11,672,809	6,222,848	3,457,138	2,856,019	2,873,615	2,083,395	2,444,803	5,472,814	1,204,295	16,253,581
Rancho San Diego	86,368,470	1,700,636	6,576,302	9,864,452	14,678,629	7,773,162	4,318,423	3,567,546	3,589,528	2,602,437	3,053,883	6,836,271	1,504,325	20,302,878
Redwoods	18,802,868	371,482	1,436,508	2,154,762	3,182,338	1,692,258	940,143	776,674	781,459	566,564	664,846	1,488,291	327,499	4,420,043
Rio Hondo	55,619,467	1,118,213	4,324,090	6,486,134	9,206,960	5,005,752	2,780,974	2,297,424	2,311,580	1,675,914	1,966,636	4,402,413	968,753	13,074,623
Riverside	98,629,651	1,966,634	7,604,907	11,407,361	16,500,365	8,876,669	4,931,483	4,074,008	4,099,109	2,971,888	3,487,423	7,806,772	1,717,884	23,185,148
San Bernardino	115,409,331	2,262,173	8,747,744	13,121,615	19,724,014	10,386,840	5,770,466	4,767,112	4,796,483	3,477,490	4,080,732	9,134,923	2,010,144	27,129,594
San Diego	109,174,316	2,160,317	8,353,872	12,530,810	18,441,934	9,825,725	5,458,284	4,509,584	4,537,369	3,289,630	3,860,284	8,641,439	1,901,553	25,664,006
San Francisco	50,645,952	998,816	3,862,388	5,793,580	8,590,678	4,558,135	2,532,298	2,091,988	2,104,877	1,526,053	1,790,779	4,008,748	882,127	11,905,485

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**Community College District Deferral Schedule For 2010-11**  
Allocations Based on Advance Apportionment Certification, which will change at P1 and P2 in 2011

Distrcit	Apportionment Certification	Gen Apport July 2010	Gen Apport Aug 2010	Gen Apport Sept 2010	Gen Apport Oct 2010	Gen Apport Nov 2010	Gen Apport Dec 2010	Gen Apport Jan 2011	Gen Apport Feb 2011	Gen Apport Mar 2011	Gen Apport Apr 2011	Gen Apport May 2011	Gen Apport June 2011	Total Deferral
San Jose-Evergreen	7,829,429	96,591	373,513	560,271	1,944,808	704,649	391,471	323,403	325,397	235,915	276,839	619,718	136,369	1,840,486
San Luis Obispo	14,992,203	273,580	1,057,924	1,586,886	2,778,647	1,349,298	749,611	619,270	623,085	451,742	530,106	1,186,668	261,127	3,524,259
San Mateo	59,979,632	1,169,896	4,523,948	6,785,922	10,310,214	5,397,627	2,998,682	2,477,278	2,492,541	1,807,113	2,120,594	4,747,056	1,044,592	14,098,169
Santa Barbara	48,258,927	952,717	3,684,124	5,526,184	8,175,367	4,343,304	2,412,946	1,993,389	2,005,671	1,454,128	1,706,376	3,819,809	840,551	11,344,361
Santa Clara	54,643,483	1,089,034	4,211,256	6,316,883	9,147,351	4,917,913	2,732,174	2,257,110	2,271,017	1,646,506	1,932,127	4,325,162	951,754	12,845,196
Santa Monica	86,372,929	1,731,400	6,695,266	10,042,898	14,352,149	7,773,564	4,318,646	3,567,730	3,589,714	2,602,571	3,054,041	6,836,623	1,504,402	20,303,926
Sequoias	39,961,526	676,349	2,615,417	3,923,127	5,690,487	3,056,537	1,698,077	1,402,819	1,411,462	1,023,322	1,200,838	2,688,136	591,526	7,983,431
Shasta-Tehama-Trinity	23,809,063	468,620	1,812,135	2,718,204	4,048,485	2,142,816	1,190,453	983,460	989,519	717,410	841,859	1,884,544	414,695	5,596,863
Sierra	11,064,049	164,212	635,002	952,502	2,452,623	995,764	553,202	457,013	459,829	333,380	391,211	875,746	192,708	2,600,857
Siskiyou	11,610,707	231,195	894,023	1,341,033	1,945,818	1,044,963	580,536	479,593	482,548	349,852	410,541	919,016	202,230	2,729,361
Solano	34,091,611	678,937	2,625,424	3,938,137	5,712,314	3,068,245	1,704,581	1,408,192	1,416,868	1,027,241	1,205,438	2,698,432	593,791	8,014,010
Sonoma	50,139,037	972,090	3,759,040	5,638,561	8,446,874	4,377,928	2,432,182	2,009,280	2,591,203	1,510,779	1,772,855	3,968,624	873,298	11,786,324
South Orange County														
Southwestern	53,451,509	1,060,550	4,101,112	6,151,667	8,998,244	4,810,636	2,672,576	2,207,874	2,221,477	1,610,590	1,889,980	4,230,815	930,993	12,564,996
State Center	98,300,627	1,955,542	7,562,015	11,343,021	16,493,660	8,847,057	4,915,031	4,060,417	4,085,435	2,961,974	3,475,789	7,780,729	1,712,153	23,107,803
Ventura	70,200,159	1,366,682	5,284,911	7,927,367	12,097,100	6,318,015	3,510,008	2,899,696	2,917,561	2,115,257	2,482,191	5,556,510	1,222,713	16,502,148
Victor Valley	37,588,366	750,926	2,903,807	4,355,709	6,273,137	3,382,953	1,879,418	1,552,630	1,562,196	1,132,605	1,329,078	2,975,208	654,696	8,836,002
West Hills	25,123,540	504,217	1,949,788	2,924,682	4,168,258	2,261,119	1,256,177	1,037,756	1,044,150	757,017	888,337	1,988,588	437,590	5,905,861
West Kern	11,779,100	235,228	909,620	1,364,429	1,966,781	1,060,119	588,955	486,549	489,547	354,925	416,495	932,344	205,163	2,768,946
West Valley-Mission	14,141,776	221,380	856,067	1,284,100	3,012,328	1,772,760	707,089	584,142	587,741	426,117	500,036	1,119,355	246,315	3,324,347
Yosemite	50,675,614	993,353	3,841,262	5,761,893	8,660,225	4,560,806	2,533,780	2,093,213	2,106,111	1,526,947	1,791,827	4,011,095	882,643	11,912,458
Yuba	22,849,750	442,235	1,710,109	2,565,163	3,965,398	2,056,478	1,142,487	943,834	949,650	688,504	807,939	1,808,612	397,986	5,371,355
<b>Statewide Total</b>	<b>3,539,329,186</b>	<b>69,760,171</b>	<b>269,760,181</b>	<b>404,640,257</b>	<b>600,362,644</b>	<b>317,492,063</b>	<b>176,384,477</b>	<b>145,715,159</b>	<b>149,628,898</b>	<b>106,646,332</b>	<b>125,146,332</b>	<b>280,146,332</b>	<b>61,646,340</b>	
Gen Apportionment without Deferrals:		269,760,171	269,760,181	404,640,257	400,362,644	317,492,063	176,384,477	282,215,159	286,128,898	283,146,332	283,146,332	283,146,332	283,146,340	3,539,329,186
Includes Intra and Inter-Year Deferrals:		(200,000,000)			200,000,000			(136,500,000)	(136,500,000)	(176,500,000)	(158,000,000)	(3,000,000)	(221,500,000)	(832,000,000)

**California Community Colleges  
 2010-11 Budget Workshop**

**Restoration Eligibility Remaining  
 (As of July 1, 2010)**

District	Stability (P2)				2010-11 Restoration Eligibility
	2007-08	2008-09	2009-10	2009-10	
Allan Hancock	-	-	-	-	-
Antelope Valley	-	-	-	-	-
Barstow	-	-	-	-	-
Butte	-	-	-	-	-
Cabrillo	-	-	-	-	-
Cerritos	-	-	-	-	-
Chabot-Las Positas	-	-	-	-	-
Chaffey	-	-	-	-	-
Citrus	-	-	-	-	-
Coast	-	-	-	-	-
Compton	-	-	-	-	-
Contra Costa	-	-	-	-	-
Copper Mt.	-	-	-	-	-
Desert	-	-	-	-	-
El Camino	-	-	-	-	-
Feather River	-	-	-	-	-
Foothill-DeAnza	-	-	-	-	-
Gavilan	-	-	-	-	-
Glendale	-	-	-	-	-
Grossmont-Cuyamaca	-	-	-	-	-
Hartnell	-	-	-	-	-
Imperial	-	-	-	-	-
Kern	-	-	-	-	-
Lake Tahoe	-	-	-	-	-
Lassen	70,573	-	-	-	70,573
Long Beach	-	-	-	-	-
Los Angeles	-	-	-	-	-
Los Rios	-	-	-	-	-
Marin	-	-	-	-	-
Mendocino-Lake	-	-	374,524	374,524	374,524
Merced	-	-	-	-	-
Mira Costa	-	-	-	-	-
Monterey Peninsula	-	-	-	-	-
Mt. San Antonio	-	-	-	-	-
Mt. San Jacinto	-	-	-	-	-
Napa Valley	-	-	-	-	-
North Orange County	-	-	-	-	-
Ohlone	-	-	-	-	-
Palo Verde	-	-	-	-	-
Palomar	-	-	-	-	-

**California Community Colleges  
 2010-11 Budget Workshop**

**Restoration Eligibility Remaining  
 (As of July 1, 2010)**

District	Stability (P2)				2010-11 Restoration Eligibility
	2007-08	2008-09	2009-10	2009-10	
Pasadena Area	-	-	-	-	-
Peralta	-	-	-	-	-
Rancho Santiago	-	-	-	-	-
Redwoods	-	-	-	-	-
Rio Hondo	-	-	-	-	-
Riverside	-	-	-	-	-
San Bernardino	-	-	-	-	-
San Diego	-	-	-	-	-
San Francisco	-	-	4,852,940	4,852,940	4,852,940
San Joaquin Delta	-	-	-	-	-
San Jose-Evergreen	-	-	-	-	-
San Luis Obispo	-	-	-	-	-
San Mateo	-	-	-	-	-
Santa Barbara	-	-	-	-	-
Santa Clarita	-	-	-	-	-
Santa Monica	-	-	-	-	-
Sequoias	-	-	-	-	-
Shasta-Tehama-Trinity	-	-	-	-	-
Sierra	-	-	-	-	-
Siskiyou	-	-	-	-	-
Solano	-	-	-	-	-
Sonoma	-	-	-	-	-
South Orange	-	-	-	-	-
Southwestern	-	-	-	-	-
State Center	-	-	-	-	-
Ventura	-	-	-	-	-
Victor Valley	-	-	-	-	-
West Hills	-	-	-	-	-
West Kern	-	-	-	-	-
West Valley-Mission	-	-	-	-	-
Yosemite	-	-	-	-	-
Yuba	-	-	-	-	-
<b>Statewide Total</b>	70,573	-	5,227,464	5,227,464	5,298,037

California Community Colleges  
 2010-11 Advance Apportionment

10/22/10

**2010-11 Basic Skills Allocations by District and College**

<u>District and College</u>	<u>2010-11 Basic Skills College Allocations</u>	<u>District</u>	<u>2010-11 Basic Skills District Allocations</u>
Allan Hancock CCD	90,000	Allan Hancock CCD	90,000
Antelope Valley CCD	325,551	Antelope Valley CCD	325,551
<b>Barstow CCD</b>	<b>90,000</b>	Barstow CCD	<b>90,000</b>
Butte-Glenn CCD	165,999	Butte-Glenn CCD	165,999
<b>Cabrillo CCD</b>	<b>90,000</b>	Cabrillo CCD	<b>90,000</b>
Cerritos CCD	242,936	Cerritos CCD	242,936
Chabot-Las Positas CCD	-	Chabot-Las Positas CCD	232,360
Chabot College	142,360	Chaffey CCD	268,771
Las Positas College	<b>90,000</b>	Citrus CCD	219,429
Chaffey CCD	268,771	Coast CCD	286,875
Citrus CCD	219,429	Compton CCD	<b>90,000</b>
Coast CCD	-	Contra Costa CCD	300,364
Coastline Community College	106,875	Copper Mountain CCD	<b>90,000</b>
Golden West College	<b>90,000</b>	Desert CCD	299,139
Orange Coast College	<b>90,000</b>	El Camino CCD	257,170
<b>Compton CCD</b>	<b>90,000</b>	Feather River CCD	<b>90,000</b>
Contra Costa CCD	-	Foothill-DeAnza CCD	428,878
Contra Costa College	<b>90,000</b>	Gavilan CCD	144,249
Diablo Valley College	<b>90,000</b>	Glendale CCD	409,439
Los Medanos College	120,364	Grossmont-Cuyamaca CCD	281,354
<b>Copper Mountain CCD</b>	<b>90,000</b>	Hartnell CCD	<b>90,000</b>
Desert CCD	299,139	Imperial CCD	239,909
El Camino CCD	257,170	Kern CCD	357,139
<b>Feather River CCD</b>	<b>90,000</b>	Lake Tahoe CCD	<b>90,000</b>
Foothill-DeAnza CCD	-	Lassen CCD	<b>90,000</b>
De Anza College	338,878	Long Beach CCD	259,284
<b>Foothill College</b>	<b>90,000</b>	Los Angeles CCD	1,807,263
Gavilan CCD	144,249	Los Rios CCD	545,843
Glendale CCD	409,439	Marin CCD	<b>90,000</b>
Grossmont-Cuyamaca CCD	-	Mendocino-Lake CCD	<b>90,000</b>
Cuyamaca College	91,875	Merced CCD	267,522
Grossmont College	189,479	Mira Costa CCD	155,670
<b>Hartnell CCD</b>	<b>90,000</b>	Monterey Peninsula CCD	92,786
Imperial CCD	239,909	Mt. San Antonio CCD	1,259,322
Kern CCD	-	Mt. San Jacinto CCD	163,077
Bakersfield College	177,139	Napa Valley CCD	<b>90,000</b>
Cerro Coso Community College	<b>90,000</b>	North Orange County CCD	818,140
Porterville College	<b>90,000</b>	Ohlone CCD	<b>90,000</b>
<b>Lake Tahoe CCD</b>	<b>90,000</b>	Palo Verde CCD	<b>90,000</b>
<b>Lassen CCD</b>	<b>90,000</b>	Palomar CCD	227,298
Long Beach CCD	259,284	Pasadena Area CCD	199,944

California Community Colleges  
 2010-11 Advance Apportionment

10/22/10

**2010-11 Basic Skills Allocations by District and College**

District and College	College Allocations	District	District Allocations
Los Angeles CCD	-	Peralta CCD	362,295
East Los Angeles College	540,957	Rancho Santiago CCD	698,826
Los Angeles City College	302,466	Redwoods CCD	<b>90,000</b>
Los Angeles Harbor College	<b>90,000</b>	Rio Hondo CCD	369,175
Los Angeles Mission College	150,617	Riverside CCD	453,836
Los Angeles Pierce College	126,897	San Bernardino CCD	180,000
Los Angeles Southwest College	167,808	San Diego CCD	946,213
Los Angeles Trade-Tech College	146,394	San Francisco CCD	829,833
Los Angeles Valley College	187,081	San Joaquin Delta CCD	224,095
West Los Angeles College	95,043	San Jose-Evergreen CCD	198,696
Los Rios CCD	-	San Luis Obispo County CCD	<b>90,000</b>
American River College	170,240	San Mateo County CCD	359,274
Cosumnes River College	109,282	Santa Barbara CCD	241,055
Folsom Lake College	<b>90,000</b>	Santa Clarita CCD	282,598
Sacramento City College	176,321	Santa Monica CCD	399,775
<b>Marin CCD</b>	<b>90,000</b>	Sequoias CCD	127,680
<b>Mendocino-Lake CCD</b>	<b>90,000</b>	Shasta-Tehama-Trinity CCD	<b>90,000</b>
Merced CCD	267,522	Sierra CCD	135,566
Mira Costa CCD	155,670	Siskiyou CCD	<b>90,000</b>
Monterey Peninsula CCD	92,786	Solano County CCD	<b>90,000</b>
Mt. San Antonio CCD	1,259,322	Sonoma County CCD	188,551
Mt. San Jacinto CCD	163,077	South Orange County CCD	183,380
<b>Napa Valley CCD</b>	<b>90,000</b>	Southwestern CCD	327,386
North Orange County CCD	-	State Center CCD	338,400
Cypress College	137,543	Ventura County CCD	270,000
Fullerton College	399,118	Victor Valley CCD	<b>90,000</b>
North Orange Continuing Education	281,479	West Hills CCD	180,000
<b>Ohlone CCD</b>	<b>90,000</b>	West Kern CCD	<b>90,000</b>
<b>Palo Verde CCD</b>	<b>90,000</b>	West Valley-Mission CCD	204,959
Palomar CCD	227,298	Yosemite CCD	209,696
Pasadena Area CCD	199,944	Yuba CCD	180,000
Peralta CCD	-		
Alameda, College of	<b>90,000</b>	<b>Statewide Total</b>	<b>\$ 20,037,000</b>
Berkeley City College	<b>90,000</b>		
Laney College	92,295		
Merritt College	<b>90,000</b>		
Rancho Santiago CCD	-		
Santa Ana College	507,177		
Santiago Canyon College	191,649		
<b>Redwoods CCD</b>	<b>90,000</b>		
Rio Hondo CCD	369,175		
Riverside CCD	453,836		
San Bernardino CCD	-		
<b>Crafton Hills College</b>	<b>90,000</b>		
<b>San Bernardino Valley College</b>	<b>90,000</b>		
San Diego CCD	-		
San Diego City College	603,081		
San Diego Mesa College	233,661		
San Diego Miramar College	109,471		
San Francisco CCD	829,833		



California Community Colleges  
 2010-11 Advance Apportionment

10/22/10

**2010-11 Basic Skills Allocations by District and College**

<u>District and College</u>	<u>College Allocations</u>	<u>District</u>	<u>District Allocations</u>
San Joaquin Delta CCD	224,095		
San Jose-Evergreen CCD	-		
Evergreen Valley College	108,696		
San Jose City College	90,000		
San Luis Obispo County CCD	90,000		
San Mateo County CCD	-		
Canada College	97,070		
San Mateo, College of	90,000		
Skyline College	172,204		
Santa Barbara CCD	241,055		
Santa Clarita CCD	282,598		
Santa Monica CCD	399,775		
Sequoias CCD	127,680		
<b>Shasta-Tehama-Trinity CCD</b>	<b>90,000</b>		
Sierra Joint CCD	135,566		
<b>Siskiyou CCD</b>	<b>90,000</b>		
<b>Solano CCD</b>	<b>90,000</b>		
Sonoma County CCD	188,551		
South Orange County CCD	-		
Irvine Valley College	90,000		
Saddleback College	93,380		
Southwestern CCD	327,386		
State Center CCD	-		
Fresno City College	219,723		
Reedley College	118,677		
Ventura County CCD	-		
<b>Moorpark College</b>	<b>90,000</b>		
<b>Oxnard College</b>	<b>90,000</b>		
<b>Ventura College</b>	<b>90,000</b>		
<b>Victor Valley CCD</b>	<b>90,000</b>		
West Hills CCD	-		
<b>West Hills College Coalinga</b>	<b>90,000</b>		
<b>West Hills College Lemoore</b>	<b>90,000</b>		
<b>West Kern CCD</b>	<b>90,000</b>		
West Valley-Mission CCD	-		
Mission College	114,959		
<b>West Valley College</b>	<b>90,000</b>		
Yosemite CCD	-		
<b>Columbia College</b>	<b>90,000</b>		
Modesto Junior College	119,696		
Yuba CCD	-		
<b>Yuba College</b>	<b>90,000</b>		
<b>Woodland College</b>	<b>90,000</b>		
<b>Statewide Total</b>	<b>\$ 20,037,000</b>		

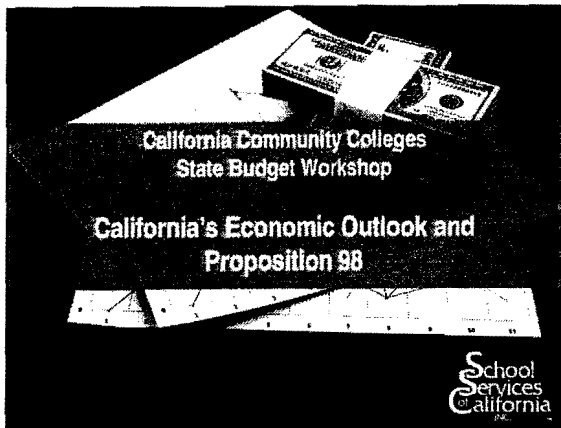
*Based on 9-10  
 will go down  
 x 1m*

<sup>1</sup> The allocations above are based on the State General Portion of the Budget Act Appropriation. The ARRA Federal Funds are not included. They have been apportioned separately.

# California Community Colleges State Budget Workshop

## California's Economic Outlook and Proposition 98

November 3 and 5, 2010



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- The U.S. and California economies are no longer in free fall, but strong growth remains elusive
- Signs of a solid recovery in May 2010 have faded
- And yet, the just-enacted State Budget avoids most of the draconian cuts proposed in the Governor's May Revision
  - CalWORKs survives
  - Augmentation to higher education were retained, except for community colleges
  - K-12 avoided \$1.5 billion general purpose cut
- How is this reconciled?

Now weaker, stumbling along

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- The economy is the key to financial recovery for the state as a whole and for public agencies
  - Unemployment is key and remains higher than the rest of the nation
  - Predictions of an early recovery in the spring of 2010 proved to be overly optimistic
    - Recovery is slow at best and realistically nearly nonexistent
    - Most projections are that the economy will remain sluggish until at least 2012
- Still, not all the news is bad
  - Things are not getting worse
  - No "double-dip" recession – at least not yet
- The ugly real estate and construction markets are economy killers
- The keys to recovery?
  - Improvement in the construction industry
  - Improvement in employment

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# California Community Colleges State Budget Workshop

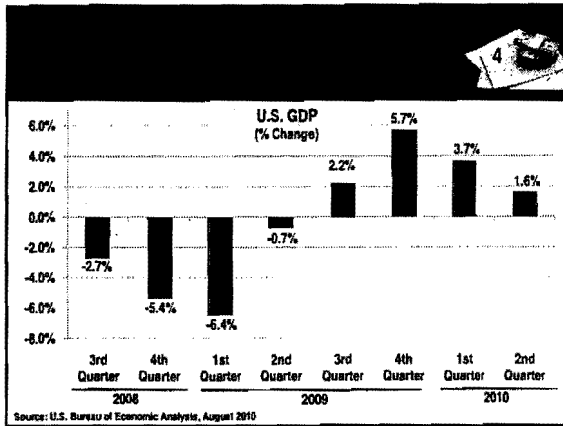
## California's Economic Outlook and Proposition 98

November 3 and 5, 2010

3

- THE RECESSION IS OVER?!!
  - The recession began in December 2007
  - It was declared over in June 2009
    - The National Bureau of Economic Research made the official call in September 2010
    - At 18 months, it is the longest recession since World War II
      - The average downturn lasts ten months
  - Many economic indicators remain weak
    - U.S. unemployment is at 9.6%
      - It spiked at 10.1%
    - Gross Domestic Product (GDP) has slipped
    - Housing remains sluggish

Feel better now?



5

- California's economy remains weak
  - The state unemployment rate is 12.4%, among the highest in the country
  - Home sales slowed in August, down 2.7% from July and down 14.0% from August 2009
  - Home foreclosures made up more than one-third of the existing homes sold in August
- UCLA forecasts some improvement in 2011
  - Employment will rise 1.90% after three years of decline
  - Personal income is expected to increase 3.70%
  - But the unemployment rate will remain high at 11.0% in 2011

→ In Sept., CA lost ≈ 64,000 jobs —  
not good; unsettling

## California Community Colleges State Budget Workshop California's Economic Outlook and Proposition 98 November 3 and 5, 2010

6

- Californians are very pessimistic about the outlook for the economy, their personal finances, and their view of state government
- A *Field Poll* conducted in mid-September found that:
  - 93% considered the state to be in bad economic times
  - Only 29% expect California's economy to improve in 2011
  - More than half indicated that their personal finances declined over the past year
- An earlier *Field Poll* on the state's leaders found that:
  - 80% disapprove of the job the Legislature is doing
  - 81% believe the state is on the wrong track
  - 68% disapprove of the job the Governor is doing

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7

- The general public does not believe that the recession is over

"At least half of them excoriate us for saying that the recession is over. But we are only saying that things started to get better in June 2009, not that times are good."  
— Robert Hall, Stanford Professor  
Member of NBER Panel

- By definition, the declaration rules out a "double-dip" recession
  - Another downturn will be considered a new recession
- Nevertheless, people are still struggling and state and federal deficits continue to soar

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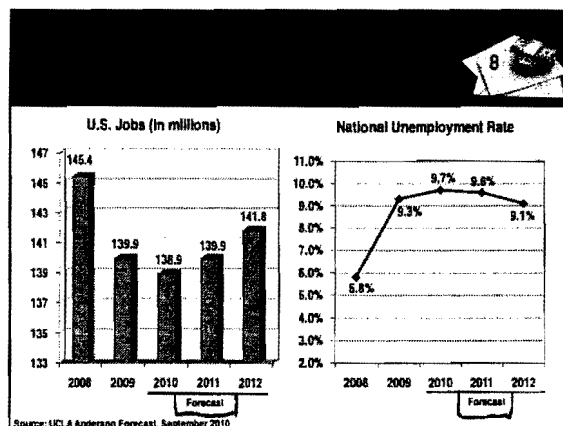
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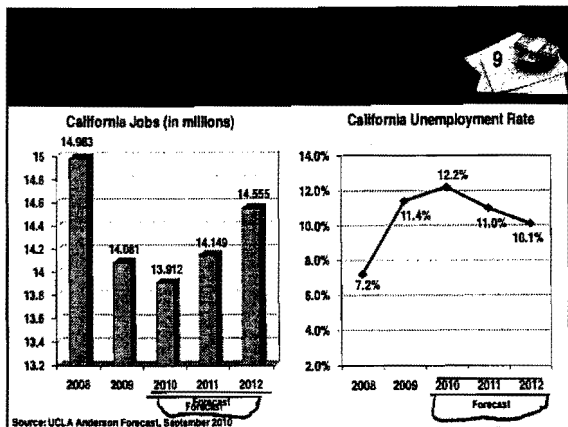
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## California Community Colleges State Budget Workshop California's Economic Outlook and Proposition 98 November 3 and 5, 2010




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- The Legislature added \$1.4 billion, based on the LAO's more optimistic economic and revenue forecast - *From May, not Sept or Oct.*
- Corporation tax reductions scheduled to go into effect in 2010-11 are deferred for two years, generating \$1.2 billion annually
  - However, other permanent tax breaks benefiting cable T.V. companies and software firms could cost about \$300 million
- Eleven state properties are assumed sold in 2010-11, adding \$1.2 billion in one-time General Fund revenues *in a buyers market*

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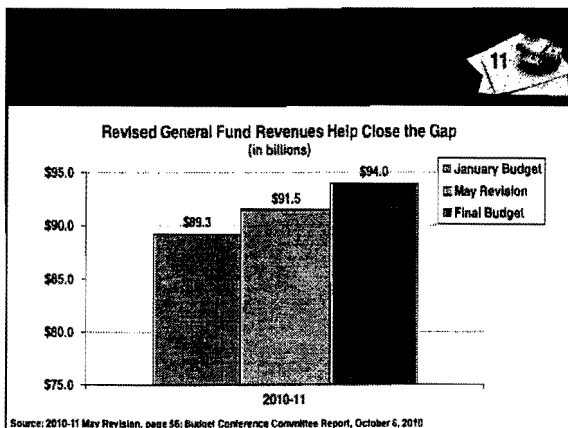
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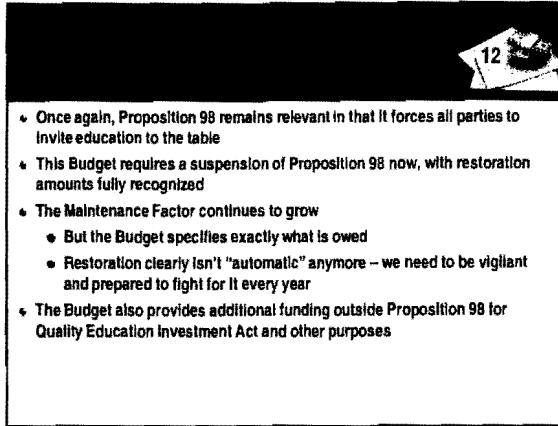
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## California Community Colleges State Budget Workshop California's Economic Outlook and Proposition 98 November 3 and 5, 2010



12

- Once again, Proposition 98 remains relevant in that it forces all parties to invite education to the table
- This Budget requires a suspension of Proposition 98 now, with restoration amounts fully recognized
- The Maintenance Factor continues to grow
  - But the Budget specifies exactly what is owed
  - Restoration clearly isn't "automatic" anymore – we need to be vigilant and prepared to fight for it every year
- The Budget also provides additional funding outside Proposition 98 for Quality Education Investment Act and other purposes

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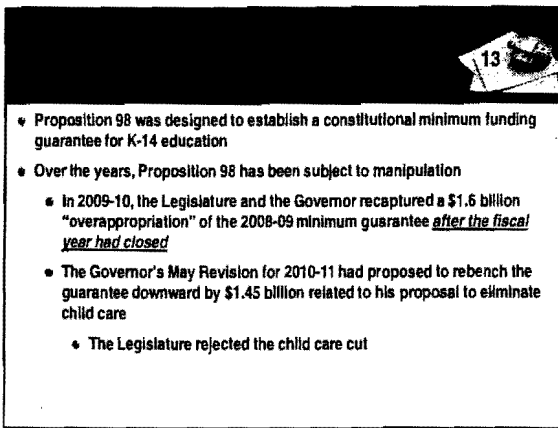
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13

- Proposition 98 was designed to establish a constitutional minimum funding guarantee for K-14 education
- Over the years, Proposition 98 has been subject to manipulation
  - In 2009-10, the Legislature and the Governor recaptured a \$1.6 billion "overappropriation" of the 2008-09 minimum guarantee *after the fiscal year had closed*
  - The Governor's May Revision for 2010-11 had proposed to rebench the guarantee downward by \$1.45 billion related to his proposal to eliminate child care
    - The Legislature rejected the child care cut

Now fundamental differences  
of opinion re: Prop 98 &  
how it works

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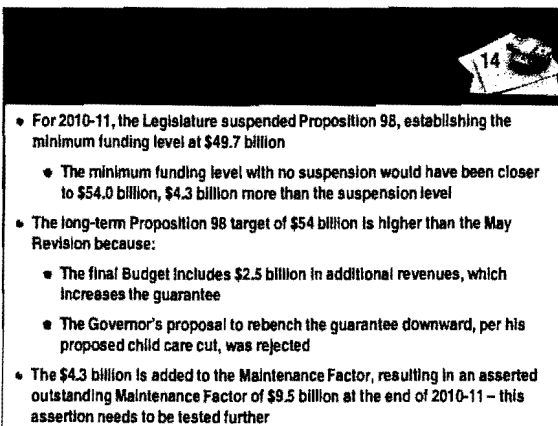
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14

- For 2010-11, the Legislature suspended Proposition 98, establishing the minimum funding level at \$49.7 billion
  - The minimum funding level with no suspension would have been closer to \$54.0 billion, \$4.3 billion more than the suspension level
- The long-term Proposition 98 target of \$54 billion is higher than the May Revision because:
  - The final Budget includes \$2.5 billion in additional revenues, which increases the guarantee
  - The Governor's proposal to rebench the guarantee downward, per his proposed child care cut, was rejected
- The \$4.3 billion is added to the Maintenance Factor, resulting in an asserted outstanding Maintenance Factor of \$9.5 billion at the end of 2010-11 – this assertion needs to be tested further

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## California Community Colleges State Budget Workshop California's Economic Outlook and Proposition 98 November 3 and 5, 2010

	2009-10	2010-11	Change From 2009-10	
	Revised	Budgeted	Amount	Percent
<b>K-12 Education</b>				
General Fund	\$31,662	\$32,249	\$588	1.9%
Local Property Tax Revenue	12,105	11,529	-576	-4.8%
Subtotals	(\$43,767)	(\$43,778)	(\$11)	(-)
<b>California Community Colleges</b>				
General Fund	\$3,722	\$3,885	\$163	4.4%
Local Property Tax Revenue	1,962	1,907	-55	-2.8%
Subtotals	(\$5,683)	(\$5,792)	(\$108)	(1.9%)
Other Agencies	\$93	\$89	-\$4	-4.3%
Totals, Proposition 98	\$49,543	\$49,658	\$115	0.2%
General Fund	\$35,477	\$36,223	\$746	2.1%
Local property Tax Revenues	14,066	13,435	-\$631	-4.5%

Source: Legislative Analyst's Office

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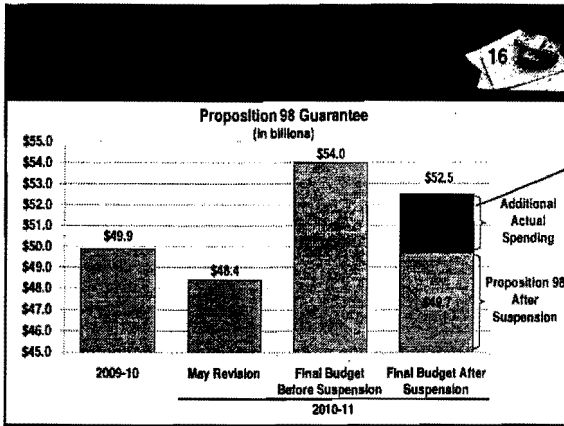
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2.8m - part of this is the deferral

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- Higher revenues: Assumes the Legislative Analyst's Office's \$1.4 billion higher revenue estimate, on top of the 5.7% revenue increase projected in the May Revision
  - July and August revenues are tracking the May Revision forecast, not exceeding it
- Federal funds: \$5 billion are assumed, which would offset General Fund expenditures, \$1.6 billion more than the May Revision
- Expenditure cuts: \$7.5 billion are assumed
  - However, one-third of the fiscal year has already elapsed without these reductions
- The economy: Assumes personal income growth of 3.2% in 2010 and 4.5% in 2011
  - UCLA forecasts weaker growth: 1.9% in 2010 and 3.7% in 2011

\$4.0b hole will new Congress help CA post-election? would/could they help other states?

probably will get only half

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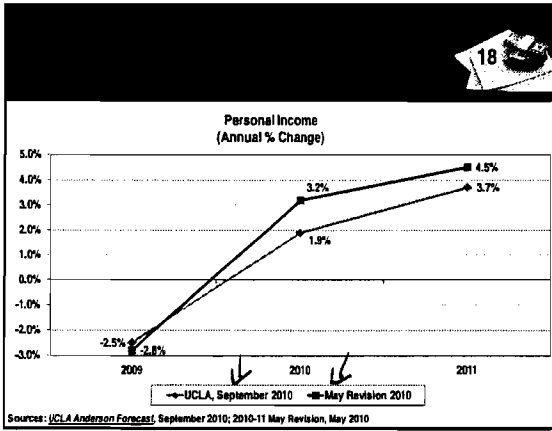
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## California Community Colleges State Budget Workshop California's Economic Outlook and Proposition 98 November 3 and 5, 2010



deferral is \$7.1b for K-12

- The ongoing gap between revenues and expenditures has gotten worse with the 2010-11 Budget
  - Greater reliance on one-time revenues, such as apportionment deferrals, fund shifts, and federal funds
  - The deferral of the corporate tax reduction is for two years only, resulting in a loss of \$1.2 billion beginning in 2012-13
- The temporary revenue increases from 2009-10 expire in 2011-12
  - One-cent increase in the sales tax
  - Higher personal income tax rates
  - 0.50% increase in the Vehicle License Fee rate (from 0.65% to 1.15%)
- Without a major turnaround in the economy, huge challenges await the new Governor and the Legislature

Very bad budget  
 maybe a cool  
 \$7b imbalance

- This Budget is certainly better than we expected
  - Even with our concerns, we still appreciate the shift in priorities toward education
- But with higher spending the State Budget carries more risk
- So, on one hand we need and are pleased to have the extra funding
  - On the other hand we are nervous about sustainability
- Remember: Just because we are a little paranoid doesn't mean they aren't after us!

Prop 22 - Another \$1b hole  
 re: seizing local revenues.

Prop Raising fees requires  
 2/3's vote

Prop Re: Corporate Tax  
 failed.



## California Community Colleges State Budget Workshop California's Economic Outlook and Proposition 98 November 3 and 5, 2010

THINGS TO WATCH

21

- Are the State Budget assumptions being realized?
  - \$5.3 billion in additional federal funds that offset General Fund expenditures
  - \$7.5 billion in expenditure reductions
    - Note: One-third of the fiscal year has already passed without the assumed cuts
- Is the economy on the mend?
  - The Legislature boosted the revenue estimate by \$1.4 billion
- Will the new Governor propose midyear cuts or wait until the May Revision?
  - Watch for holiday shopping activity in December

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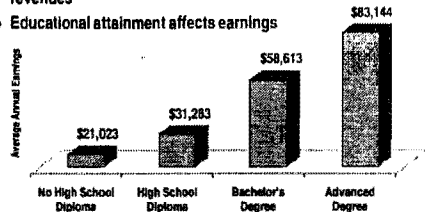
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22

- Education, especially K-12, is critical to the economic success of individuals and our state as a whole
  - Personal income accounts for more than half of state General Fund revenues
  - Educational attainment affects earnings



Education Level	Average Annual Earnings
No High School Diploma	\$21,023
High School Diploma	\$31,283
Bachelor's Degree	\$58,613
Advanced Degree	\$83,144

Source: U.S. Census, Education Attainment in the United States, 2009

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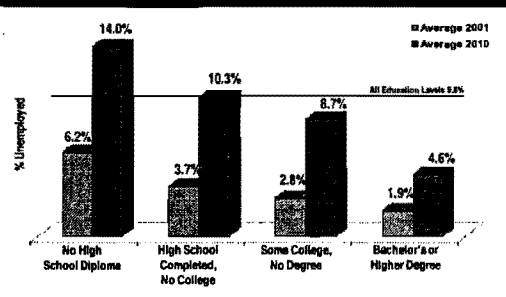
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23



Education Level	2001 Unemployment Rate	2010 Unemployment Rate
No High School Diploma	14.0%	6.2%
High School Completed, No College	10.3%	3.7%
Some College, No Degree	8.7%	2.8%
Bachelor's or Higher Degree	4.6%	1.9%
<b>All Education Levels</b>	<b>8.9%</b>	<b>8.9%</b>

Source: U.S. Department of Labor, Bureau of Labor Statistics, Current Population Survey - September 2010

Unemployment Rates  
by levels of education

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**California Community Colleges State Budget Workshop**  
**California's Economic Outlook and Proposition 98**  
**November 3 and 5, 2010**

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**Thank you**

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## 2011-12 CCC System Budget Request

The Budget Workgroup met three times during the summer to consider the systemwide budget request for 2011-12. The Budget Workgroup recommended that the System Budget Request be focused on three high priority areas: Student Success, Educational Quality, and Access. Statewide improvements in these core areas can be enhanced with the provision of additional funding in three corresponding areas: restoration of the substantial 2008-09 cuts to categorical student support programs; funding of past and current COLAs owed to the districts; and additional funding for enrollment Growth. The System Budget Request was approved by the CCC Board of Governors on September 13, 2010.

### Student Success

Research and experience demonstrate that student success is enhanced by the provision of quality student support services at the colleges, including such activities as orientation, counseling, and tutoring. Other student support services—including textbook grants, childcare, and work study—are especially important to promote the success of economically disadvantaged students. All of these student support services were cut substantially in the 2009-10 fiscal year, resulting in significant reductions averaging 41 percent. As a result, at the campus level, direct services to students, including disabled and economically disadvantaged students, were cut substantially. To address these critical needs, this budget proposal requests a restoration of the **\$313 million** in cuts to student support programs that directly impact student success rates.

### Educational Quality

In recent years, community college budgets have not kept pace with inflation. In 2008-09 and 2009-10, the colleges were denied the cost of living adjustments (COLAs) prescribed in statute, resulting in a loss of purchasing power of 9.4 percent over those two years. This is a true loss in the colleges' spending power. As costs rise for non-discretionary items such as utilities, insurance premiums, and health care costs, college budgets are spread thin. Fewer resources are available for key investments such as recruiting faculty, offering course sections, and providing student services. The estimated COLA for 2011-12 is 1.35 percent. When combined with the 9.4 percent lost over the two prior years, this totals a cumulative COLA of 10.88 percent, or \$661 million. This budget proposal requests half that amount, **\$330 million**, in 2011-12, with the remainder to be provided in the following year.

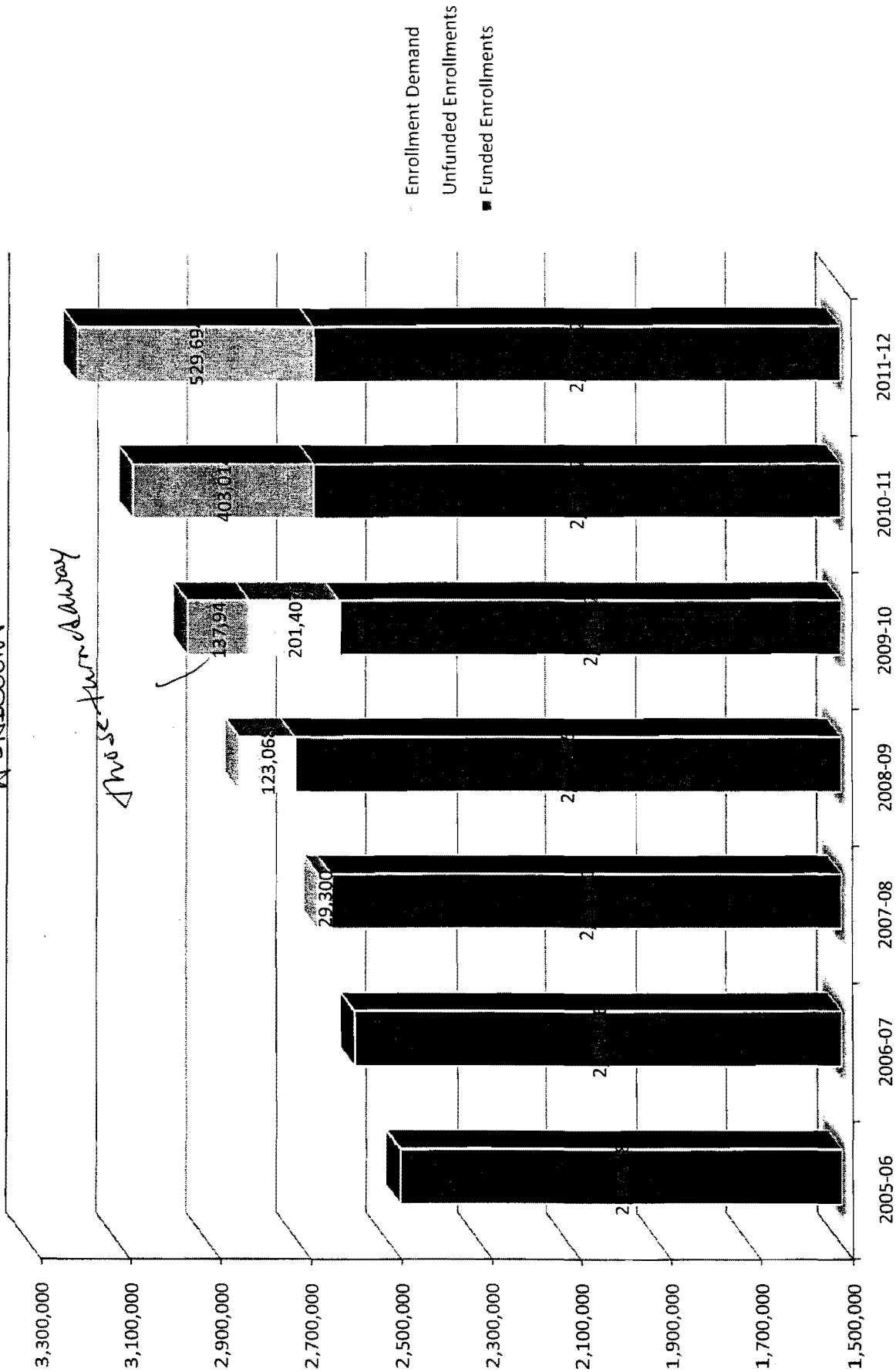
## **Access**

Enrollment demand at the community colleges has reached unprecedented levels. Persistent unemployment over 12 percent, the largest high school graduating class in state history, students being displaced from UC and CSU due to budget cuts, and veterans returning from Iraq and Afghanistan are straining the capacity of the community colleges to provide access. While the demand for a community college education is up, the funding provided by the state was inadequate to fund all students in 2007-08 and 2008-09, and overall funding actually declined in 2009-10. Colleges responded by reducing their course offerings by as much as 20%, yet still served an increasing number of students, which is unsustainable without additional funding. This budget proposal requests funding for 4.7 percent enrollment growth, or **\$273 million**, to provide access to 57,000 more full-time equivalent students (FTES).

# Community College Enrollment Demand

*HERDCOUNT*

*those that are away*



10/25/2010

**2011-12 System Budget Request**

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**CALIFORNIA COMMUNITY COLLEGES**

COLLEGE FINANCE AND FACILITIES PLANNING DIVISION

BUDGET WORKSHOP, NOVEMBER 2010

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**Budget Development Process**

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- Budget proposals developed by a workgroup, comprised of members and designees of Consultation Council, other college representatives, and System Office staff.
- Workgroup recommendations were discussed before the Consultation Council.
- The System Budget Request was adopted by the Board of Governors at its September meeting.

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**Focus on Highest Priorities**

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- **Student Success**
- **Educational Quality**
- **Access**

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### Student Success

- As student support programs have been significantly cut, improving student success will be more difficult to achieve.
- We request full restoration of student support categorical programs to 2008-09 levels.
- Total cost: \$313 million

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### Educational Quality

- Colleges did not receive COLAs of 4.94% and 4.25% in 2008-09 and 2009-10, respectively.
- When combined with the expected statutory COLA of 1.35% for 2011-12, the cumulative amount owed to the colleges is 10.88% or \$660 million.
- We request half this amount to be paid in 2011-12 - \$330 million - with the remainder to be repaid in future years.

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### Access

- Colleges served more than 200,000 students above funded levels in 2009-10 (roughly 90,000 FTES).
- Another 138,000 students were turned away due to reduced course offerings.
- We request 4.7% growth, equaling \$273 million, to serve an additional 57,000 FTES in 2011-12.

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10/25/2010

**Value of the Community Colleges**

- Our expertise in education and training delivery and our presence in communities across the state make us an integral part of the state's economic recovery.
- Maintaining the state's investment in CCCs is the most cost-effective and timely strategy for meeting the needs of displaced and unemployed workers.
- Help us spread this message- advocate!

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The election - Erik

Very challenging environment

Unchartered territory w/new Gov.

What svcs do we want  
§

What ~~do~~ are we willing to pay for it.

Prop 25 - really don't know  
prop 19 .. how this will  
play  
Other props



RIVERSIDE COMMUNITY COLLEGE DISTRICT  
GOVERNANCE COMMITTEE

Report No.: III-D-1

Date: December 14, 2010

Subject: Revised and New Board Policies – First Reading

Background: In keeping with our current process of updating our Board Policies and Administrative Procedures, the item below comes before the Board for first reading.

Board of Trustees

BP 2725 – Board Member Compensation – This is a revision of the Policy originally adopted by the Board on November 18, 2008.

Academic Affairs

BP 4000 – Academic Rank – This is a revision of the Policy originally adopted by the Board on August 19, 2008.

Student Services

BP 5405 – Student District Consultation Council – This is a revision of the Policy originally adopted by the Board on August 18, 2009.

BP 5550 – Speech: Time, Place, and Manner – This is a revision of the Policy originally adopted by the Board on March 17, 2009.

Business and Fiscal Affairs

BP 6700 – Use of Facilities – This is a revision of the Policy originally adopted by the Board on March 17, 2009.

BP 6870 – Sustainability and Environmental Responsibility – This is a new Policy for the District.

Recommended Action: It is recommended that the Board of Trustees accept Board Policies 2725, 4000, 5405, 5550, 6700, and 6870 for first reading.

Gregory W. Gray  
Chancellor

Prepared by: Ruth W. Adams, Esq.  
General Counsel

**Riverside Community College District Policy**

**No. 2725**  
**Board of Trustees**  
**DRAFT**

**BP 2725 BOARD MEMBER COMPENSATION**

**References:**

Education Code Sections 1090, 35120, and 72024

Members of the Board of Trustees shall receive compensation at a rate not to exceed the maximum allowable by law.

***Board members may be paid for any meeting at which they were absent, if the Board, by resolution duly adopted and included in its minutes, finds that at the time of the meeting the absent Board member was performing services outside the meeting for the District, was ill or on jury duty, or was absent due to a hardship deemed acceptable by the Board.***

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Date Adopted: November 18, 2008

***Revised:***

**Riverside Community College District Policy**

**No. 4000**

**Academic Affairs**

BP 4000 **ACADEMIC RANK**

**References:** None

As an institution of higher education, the Riverside Community College District will award to the faculty, the ranks of Instructor, Assistant Professor, Associate Professor, Professor, ***Distinguished Professor***, and Professor Emeritus for those individuals who earn these titles by meeting specific requirements.

Criteria and procedures to achieve these ranks will be developed jointly by the Academic Senate and the Administration.

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Date Adopted: August 19, 2008

**Revised:**

(Replaces RCCD Policy 3092)

**Riverside Community College District Policy**

**No. 5405**

**Student Services  
DRAFT**

BP 5405 ~~STUDENT DISTRICT EXECUTIVE BOARD~~  
*STUDENT DISTRICT CONSULTATION COUNCIL*

**References:**

Title 5, Section 51023.7

The Board of Trustees recognizes the Student District **Consultation Council (SDCC)** Executive Board (**formerly known as the Student District Executive Board**) of the Riverside Community College District as the organization representing the students.

***The SDCC shall be comprised of the following:***

- 1. The Student Trustee (Chairperson)***
- 2. All three (3) College Associated Students Organizations' (ASO) Presidents, or designee***
- 3. One College Chief Student Services Officer (CSSO), or designee (non-voting)***
- 4. One College Student Activities Coordinator (non-voting)***

***The College CSSO and the Student Activities Coordinator shall originate from the student trustee's designated home campus. At least one of them must be present in order for an SDCC meeting to take place.***

***As the fall and spring term calendars permit, the SDCC shall meet at least once a semester or as needed at the discretion of the Chair.***

***Quorum shall consist of the student trustee and two (2) College ASP presidents, or designees, in order to conduct business.***

***With the exception of the student trustee, all student members of the SDCC shall be voting members, reflecting the majority will of the student senates at their College. Every final SDCC recommendation must reflect that vote.***

***The SDCC's primary function will be of the student District Executive Board is to ensure that all necessary information and issues dealing with make recommendations in the formation and development of District Policies and Administrative Procedures "that have, or will have, a significant effect on students" are communicated to all three (3) College Associated Students Organizations for***

**further consideration, input, and/or action. Those issues considered to have, or that will have, a significant effect on students, are:**

1. Grading policies;
2. Codes of student conduct;
3. Academic disciplinary policies;
4. Curriculum development;
5. Courses or programs which should be initiated or discontinued;
6. Processes for institutional planning and budget development;
7. Standards or policies regarding student preparation and success;
8. Student services planning and development;
9. Student fees within the authority of the District to adopt;
10. Any other District and college policy, procedure, or related matter that the Board of Trustees determines will have a significant effect on students.

**The General Counsel will forward draft Board Policies and Administrative Procedures to the Student Trustee, who will disseminate the draft(s) to the SDCC, as well as the Colleges' associated students organizations, for input. Recommendations from each College will be given to the SDCC.** The SDCC District Executive Board will work with *inform* the appropriate College administrative office(s) **and the Student Trustee, of all student-developed recommendations** while developing its position. **The Student Trustee will forward the SDCC's** The student District Executive Board will then forward its final recommendations to the **General Counsel.**

**The General Counsel will discuss any recommended changes to the drafts with the Vice Chancellor, Educational Services. Revised drafts will be placed on the Chancellor's Executive Cabinet agenda for discussion.**

**For an Administrative Procedure, if the Executive Cabinet agrees with the SDCC's recommended changes, the changes will be made to the Administrative Procedure and go forward for approval by Executive Cabinet. If it does not agree, further discussion will take place between the General Counsel and the SDCC and Student Trustee. Every reasonable consideration will be made to accommodate the SDCC recommendations on the matters listed above, before Executive Cabinet gives final approval on an Administrative Procedure.** Chief Student Services Officer of the District, who, in concert with the Chancellor, will present

~~them in a timely manner to the Board of Trustees with or without his/her endorsements or comments.~~

***For a Board Policy on the matters listed above, the same process for Administrative Procedures will be followed. However, in the event that agreement cannot be reached between the General Counsel, Executive Cabinet and the SDCC/Student Trustee, changes recommended by the SDCC, as well as those of Executive Cabinet, if any, will be included on the draft Board Policy and brought forward to the Board of Trustees for consideration.*** The recommendations ***of the SDCC*** of the ~~Student District Executive Board~~ will be given “every reasonable consideration” before the Board of Trustees acts on a Policy.

The Board of Trustees shall ***also*** give reasonable consideration to recommendations and positions developed by students regarding District ~~and College~~ Policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.

~~The Board of Trustees shall recognize the Associated Students of Riverside Community College District (ASRCCD) as the authority for defining student participatory governance procedures.~~

In accordance with Title 5, except in unforeseeable, emergency situations, the governing board shall not take action on a matter having a significant effect on students until it has provided students with an opportunity to participate in the formulation of the policy or procedure or the joint development of recommendations regarding the action.

***The SDCC will have responsibility for all financial and budgetary matters with regard to the associated students' District budget for the fiscal year 2010-2011, or until July 1, 2011, at which time that responsibility will shift to each College's Associated Students Organization.***

***The Vice President of Student Services of the College which the current Student Trustee declares as his/her home campus will be responsible for the administrative oversight of the SDCC.***

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Date Adopted: August 18, 2009  
(Replaces RCCD Policy and Regulation  
6010)

***Revised:***

**Riverside Community College District Policy**

**No. 5550**

**General Institution**

DRAFT

BP 5550 SPEECH: TIME, PLACE, AND MANNER

**References:**

Education Code Sections 76120 and 66301

***Students, employees and members of the public shall be free to exercise their rights of free expression, subject to the requirements of this Policy and the corresponding Administrative Procedure.***

The college(s) of the District is/are non-public forums, except for those areas that are ***designated public forums available for the exercise of expression by students, employees, and members of the public*** generally available for use by students or the community, which are limited public forums. The Chancellor shall enact such administrative procedures as are necessary to reasonably regulate the time, place, and manner of the exercise of free expression in the limited public forums.

The administrative procedures promulgated by the Chancellor shall not prohibit the right of students to exercise free expression, including but not limited to the use of bulletin boards ~~designated for such use~~, the distribution of printed materials or petitions in those parts of the District designated as areas generally available to students and the community, and the wearing of buttons, badges, or other insignia.

~~Students shall be free to exercise their rights of free expression, subject to the requirements of this policy.~~

Speech shall be prohibited that is defamatory, obscene according to current legal standards, or which so incites others as to create a clear and present danger of the commission of unlawful acts on district property or the violation of District policies or procedures, or the substantial disruption of the orderly operation of the District.

Nothing in this policy shall prohibit the regulation of hate violence, ***directed at students in a manner that denies their full participation in the educational process*** so long as the regulation conforms to the requirements of the First Amendment to the United States Constitution, and of Section 2 of Article 1 of the California Constitution. Students may be disciplined for harassment, threats ***or*** intimidation, ~~or hate violence~~ unless such speech is constitutionally protected.

This Policy, relating to use of facilities, distribution and posting of literature, and preventing disruption of instructional and/or other District activities does not apply to student news media as provided for in Board Policy 4600, titled News Media.

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Date Adopted: March 17, 2009  
(Replaces RCCD Policy 5120)

***Revised:***



**Riverside Community College District Policy**

**No. 6700**

**Business and Fiscal Affairs  
DRAFT**

BP 6700 USE OF FACILITIES

**References:**

Education Code Sections 82537 and 82542

Use of the District's facilities shall be granted as provided by law. The Chancellor shall establish procedures regarding the use of District property, including but not limited to facilities, equipment and supplies, by community groups and other outside groups or organizations.

The administrative procedures shall reflect the requirements of applicable law, including Education Code Sections referenced above, regarding **use of** District facilities. The procedures shall include reasonable rules regarding the time, place, and manner of use of District facilities. They shall assure that persons or organizations using District property are charged such fees as are authorized by law. Public use of District property shall not interfere with scheduled instructional programs or other activities **of the District on behalf of Students.**

No group or organization may use District property **to unlawfully** ~~for purposes that~~ discriminate on the basis of race, color, religion, ancestry, national origin, disability, sex (i.e., gender), or sexual orientation, or the perception that a person has one or more of the foregoing characteristics, **or on any basis prohibited by law.**

***Use of the District's facilities will be only for the purposes described by the California Legislature in Education Code Section 82537(a). These purposes include use by associations "formed for recreational, educational, political, economic, artistic, or moral activities of the public school district" in order to "engage in supervised recreational activities" or "meet and discuss from time to time, as they may desire, any subjects and questions which in their judgment appertain to the educational, political, economic, artistic, and moral interests of the citizens of the communities in which they reside" (Education Code Section 82537(a)). In granting permission to use District facilities, the District will not discriminate on the basis of viewpoint with regard to organizations engaging in expressive activities on the topics and subject matters articulated above.***

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Date Adopted: March 17, 2009  
(Replaces RCCD Policy 8005)

**Revised:**

**Riverside Community College District Policy**

**No. 6870**

**Business and Fiscal Affairs  
DRAFT**

BP 6870 *SUSTAINABILITY AND ENVIRONMENTAL  
RESPONSIBILITY*

**References:**

California Code of Regulations, Title 5, Sections 57050-57055

*The Riverside Community College District recognizes its responsibility to exercise environmental stewardship and to economically manage the use of buildings, land and natural resources. It is the intent of the district to create a set of operating principles and guidelines in the execution of its responsibilities to facilities design and operation; campus management and teaching and learning, thereby minimizing negative environmental impacts of activities under its control and oversight.*

**Principles and Guidelines of Sustainable Stewardship**

1. *Responsible and thoughtful utilization of land under its control;*
2. *Strive to make as energy efficient as economically practical, heating, ventilation, air conditioning, lighting systems, and all other mechanical (pumps, etc.) and building systems within the District;*
3. *Pursuant to Board Resolution 13-09/10, all new facilities of the District will be planned, designed and constructed to meet LEED (Leadership in Energy and Environmental Design) certification standards and, to the greatest extent practical, major renovations are to be designed to also meet LEED standards.*
4. *Promote initiatives that advance a sustainable environment by partnerships with energy production and other agencies, public and private.*
5. *Operating practices District-wide that demonstrate the commitment to sustainable management, such as, but not limited to, recycling programs, waste reduction, modified irrigation systems to minimize water usage and/or the use of reclaimed water, xeriscape and the use of native and drought resistant plants in landscaping projects.*
6. *Encouragement of curriculum in environmental sustainability.*

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**Date Adopted:**

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
FACILITIES COMMITTEE

Report No.: III-E-1

Date: December 14, 2010

Subject: Citrus Belt Savings and Loan Gallery – Amendment No. 2 to Agreement with LPA

Background: On March 16, 2010, the Board of Trustees approved a tentative budget for the Citrus Belt Savings and Loan (CBS&L) Gallery and Market Street Properties in the amount of \$4 million using District Measure C funds. Since the CBS&L Building may be repurposed for non-instructional use, approval of architectural studies and plans for the CBS&L Building analyzing its renovation, exposing and restoring its original facade and architecture was approved by the Board. An agreement with LPA architects was approved by the Board of Trustees on March 16, 2010, to provide design, engineering and construction administration services for the project in an amount not to exceed \$327,500. On August 17, 2010, the Board of Trustees approved Amendment No. 1 in the amount of \$54,157 for additional design and cost estimating services for the project.

Staff now requests approval of Amendment No. 2 with LPA for a fixed fee amount of \$116,250 for the Citrus Belt Savings and Loan Gallery project. The additional compensation includes additions to the current scope of work such as; lighting design, fire suppression, and design changes. Additional exterior and interior lighting design includes integrated lighting within the architecture, inclusive of schematic design, design development, construction documents, bidding and negotiation and construction phase services. The fire suppression design includes a dry agent fire protection and life safety system sprinkler design. Additionally, redesign services are included for architectural, interior design, structural, mechanical/plumbing, electrical and lighting, requested by the District's consultant who is an expert in museum and art gallery design. The amendment is attached for the Board's review and consideration. The LPA agreement, including all amendments and reimbursable expenses, totals \$497,907.

Funding source: Project budget, Riverside County/City designated funds in Resource 1180 - Redevelopment Pass-Through.

Recommended Action: It is recommended that the Board of Trustees approve Amendment No. 2 with LPA for lighting design, fire suppression, and design changes to the Citrus Belt Savings and Loan Gallery project in an amount not to exceed \$116,250; and authorize the Vice Chancellor, Administration and Finance, to sign the amendment.

Gregory W. Gray  
Chancellor

Prepared by: Orin L. Williams, Associate Vice Chancellor  
Facilities Planning, Design and Construction

SECOND (2) AMENDMENT TO AGREEMENT  
BETWEEN  
RIVERSIDE COMMUNITY COLLEGE DISTRICT  
AND  
LPA  
(*Citrus Belt Savings & Loan Gallery*)

This document amends the original agreement and Amendment No. 1 between the Riverside Community College District and LPA, which was approved by the Board of Trustees on March 16, 2010 and August 17, 2010.

The agreement is hereby amended as follows:

- I. Additional compensation of this amended agreement shall not exceed \$116,250 including reimbursable expenses. LPA's agreement, including all amendments and reimbursable expenses, now totals \$497,907. The term of this agreement shall be from the original agreement dated March 17, 2010, to the estimated completion date of the project. Payments and final payment shall coincide with original agreement.
- II. The additional scope of work is described in Exhibit I, attached.

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

IN WITNESS WHEREOF, the parties hereto have executed Amendment (2) as of the date written below.

LPA

RIVERSIDE COMMUNITY COLLEGE  
DISTRICT

By: \_\_\_\_\_

By: \_\_\_\_\_

Robert O. Kupper, AIA  
Chief Executive Officer  
5161 California Ave., Suite 100  
Irvine, CA 92617

James L. Buysse  
Vice Chancellor  
Administration and Finance

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

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

## Exhibit I

Project: Citrus Belt Savings & Loan Gallery – Additional Services

Description of Building: Exterior features of the building include the Historic Façade, Building Entries and Adjacent Pedestrian Walkways. Interior features will include Galleries, Special Exhibit, Lobby/Reception, Retail, Archives, Storage, Offices, Restrooms, Circulation, and other back-of-house functions. The new skylight proposed will require study of the resulting daylight conditions, with analysis and recommendations.

### LIGHTING DESIGN:

#### DELIVERABLES & SERVICES PER PHASE

##### 1 - SCHEMATIC DESIGN

###### 1.01 Meetings

The following meetings will be scheduled for, and are included in, the Schematic Design Phase:

- .01 Meeting #1 - Kickoff Meeting/Site Survey (in Riverside) Solicit input from Client regarding lighting “goals”, (relative brightness levels desired, areas of concern, etc.), as well as functional requirements for the various spaces.
- .02 Meeting #2 - In House Work Session (at LPA).
- .03 Meeting #3 - Present Schematic Lighting Package to Client (in Riverside); make revisions as required.

###### 1.02 Design and Documentation

LPA will prepare a Schematic Lighting Package comprised of design documentation to include:

- .01 Schematic Lighting Layouts indicating proposed techniques, fixture types and locations.
- .02 Schematic Lighting Fixture Imagery.
- .03 Initial design calculations for confirming illumination levels.
- .04 Written description of lighting control system(s)
- .05 Initial Opinion of Probable Costs.

##### 2 - DESIGN DEVELOPMENT (DD)

###### 2.01 Meetings

The following meetings will be scheduled for, and are included in, the Design Development Phase:

- .01 Meeting #4 - In House Work Session (at LPA).
- .02 Meeting #5 - Present DD Lighting Package to Client (in Riverside).

###### 2.02 Design and Documentation

Prepare Design Development Lighting Package, design documentation to include:

- .01 Final Lighting Layouts ready for Electrical Engineering design.
- .02 DD Lighting Fixture Schedule + Cut sheets.
- .03 Final design calculations for confirming illumination levels.
- .04 DD Control Intent Layouts, ready for Electrical Engineering design.

.05 Final Opinion of Probable Costs.

### 3 - CONSTRUCTION DOCUMENTS

#### 3.01 Meetings

The following meetings will be scheduled for, and are included in, the Construction Document Phase:

- .01 Meeting #6 - In House Work Session (at LPA).
- .02 Meeting #7 - Final Coordination Session with Client (in Riverside).

#### 3.02 Design and Documentation

Prepare Construction Document Lighting Package, design documentation to include:

- .01 Review Architectural, Electrical and Mechanical drawings for the purposes of coordination and compliance with the lighting design intent.
- .02 Final Lighting Fixture Schedule + Cut sheets.
- .03 Final lighting equipment mounting details, as required.

### 4 - BIDDING & NEGOTIATION

4.01 During the Bidding and Negotiation phase of this project, LPA will provide the following services:

- .01 Responses to Requests for Information (RFI's).
- .02 Review, analyze and provide summary opinion of supplied contractor's bids.
- .03 Provide recommendations and negotiation stances that protect the integrity of the lighting design.

Note: No meetings allotted.

### 5 - CONSTRUCTION PHASE SERVICES

5.01 During the Construction phase of this project, LPA will provide the following services:

- .01 Responses to Site RFI's.
- .02 Site Visit #1 – Electrical rough-in.
- .03 Site Visit #2 – Initial installation.
- .04 Site Visit #3 - Final Aim & Focus upon completion of construction; estimate (2) persons for two evenings at the job site, to commission the final installation.

### 6 - SCOPE ASSUMPTIONS

- 6.01 The lighting design shall provide illumination levels in accordance with the programmatic requirements of the end user. In the absence of such criteria the design will adhere to the current standard of practice, as described in the Illumination Engineering Society of North America (IESNA) Handbook.
- 6.02 The lighting design shall comply with any/all applicable local energy codes in effect at the completion of the Contract Documents. LPA Electrical Engineering to confirm version(s) of code(s) deemed acceptable, during Schematic Design.
- 6.03 Specifications will be limited to lighting and controls equipment only.
- 6.04 Emergency lighting specification and layout will fall under the scope of the LPA Electrical Engineering.

- 6.05 Custom fixture design, if required, will be limited to Schematic Design only. Services beyond Schematic Design will be contracted separately, or at LPA Lighting Design's standard HOURLY rates, subject to the Client's discretion.
- 6.06 LPA Lighting Design will support the design team and effectively manage their needs for lighting documentation and coordination throughout the project schedule. This includes coordination with the Owner, Designers, Engineers and Contractors.
- 6.07 Additional services will be requested for any redundant work, or work outside the agreed Scope, to include: Redesign resulting from revised design direction after verbal or written approval to proceed has been given, extensive site coordination due to contractor error or ineptness, etc.
- 6.08 LPA Lighting Design will support the team with a lighting design that ensures Title 24 compliance, however will not be responsible for producing the Title 24 documentation.

#### 7 - BASIC HOURLY RATE SCHEDULE

Principal	\$195.00
Senior Project Director	\$175.00
Project Director	\$155.00
Senior Project Manager	\$145.00
Managing Professional	\$135.00
Senior Professional	\$120.00
Professional	\$110.00
Professional Staff	\$100.00
Intermediate Staff	\$90.00
Staff	\$80.00
Support Specialist	\$70.00
Clerical Staff	\$65.00
Intern	\$55.00

NOTE: These rates became effective January 1, 2008 and are subject to change without notice.

#### 8 - PROFESSIONAL FEES

LPA will provide services listed above for a fixed fee of \$37,000.00 including reimbursable expenses. This fee is based on LPA providing full Lighting Design Services from Schematic Design through Construction Phase Services.

Approximate billing per phase is as follows:

Schematic Design (20%)	\$7,400.00
Design Development (40%)	\$14,800.00
Construction Documents (20%)	\$7,400.00
Bidding & Negotiation (5%)	\$1,850.00
Construction Phase Services (15%)	\$5,550.00

FIRE PROTECTION AND LIFE SAFETY SYSTEM SPRINKLER DESIGN:

1 - CONSTRUCTION DOCUMENT PHASE

- 1.01 Attend one design kickoff meeting at the Client's office with the design team to familiarize Sprinkler Design Consultant with the project, to review project schedule, project deadlines and milestones.
- 1.02 Sprinkler Design Consultant will obtain water supply system flow testing information.
- 1.03 Prepare and submit to the Client one set of 100% Construction Documents.
- 1.04 Prepare Construction Drawings, which will include all information needed for submittal to the City of Riverside, as well as information necessary for coordination of the drawings with other trades or disciplines, and will include the following additional information:
  - .01 Site water supply location for the new sprinkler systems, including the locations of the post indicator valves and fire department connections.
  - .02 Location of the new sprinkler system riser inside the building.
  - .03 Sprinkler system zoning.
  - .04 Hazard classification and design requirements for all rooms or spaces.
  - .05 Primary feed main routing.
  - .06 Layout of branch line piping.
  - .07 Sprinkler layouts for all areas.
  - .08 Section and elevation views/details necessary to properly locate and install the system.
  - .09 Locations of new sprinkler system monitoring and supervisory devices that will need to be connected to the fire alarm system.

These drawings will be 1/8" = 1'-0" scale drawings.

- 1.05 Provide one set of revised drawings to the Client addressing Consultant fire sprinkler plan check comments.
- 1.06 Provide a maximum of six hours of general consulting. General consulting time will be used for telephone discussions, meetings, responses to Requests for Information (RFIs), for the preparation and/or review of written correspondence, and for other general project-related activities.

2 - CONSTRUCTION ADMINISTRATION PHASE

- 2.01 Review two shop drawing submittals (includes shop drawings, hydraulic calculations, and manufacturer data sheets and Operations and Maintenance Manuals). Package submittals must be complete submittals (including drawings and calculations). A partial submittal will be returned without review. Following each submittal review, a letter report will be provided recommending approval or rejection and the items requiring corrective action by the sub-contractor.
- 2.02 Conduct one site visits during construction to inspect the fire sprinkler system installation at the 90% construction milestone. After the site visit, a punch list of deficiencies observed during the inspection will be prepared and submitted.



### 3 - ASSUMPTIONS

The following assumptions are considered an integral part of this proposal. Any work that is performed as a result of deviations from these assumptions will be considered as additional services, and will require additional fees.

- 3.01 Preparation of construction documents will not include the preparation of architectural, mechanical, plumbing or electrical drawings.
- 3.02 The design drawings will not show pipe cut dimensions, fitting take-out dimensions, elevation change dimensions, or similar items that will be a part of the contractors shop drawings.
- 3.03 Full-size architectural, mechanical, structural, and electrical CAD drawings will be provided by the Client.
- 3.04 All meetings will be coordinated through and by the Client.
- 3.05 Printing and distribution of documents will be the responsibility of the Client.

### 4 - CLIENT RESPONSIBILITIES

- 4.01 Provide Sprinkler Design Consultant with workable AutoCAD drawings that do not require excessive preparation to be plotted or modified.

Note: Consultant requires that all CAD drawings received from the Client shall be in AutoCAD 2004 format or later, stripped of all layers containing information not pertinent to the fire protection and life safety design. This would include all layers containing electrical and plumbing fixtures, symbols, or other related information that would otherwise be omitted from the fire protection and life safety design drawings. All drawings shall also be purged of all unreferenced blocks, layers, line types, and text fonts. It is also necessary to allow a minimum of one color that is not occupied by any other information on the drawings. If special text fonts other than those provided by AutoCAD are required, they shall be included with the project drawings. Consultant has developed its own fire protection and life safety symbol library. If special symbols are required, they shall also be included with the project drawings. Any drawing modification performed by Consultant not specific to the application of the fire protection and life safety design shall be considered as and billed as an additional service.

- 4.02 Coordinate and schedule meetings with the design team and/or the Sprinkler Design Consultant.

### 5 - PROFESSIONAL FEES

LPA will provide the services listed above for a fixed fee of \$19,900.00 including all engineering and reimbursable expenses.

### DESIGN CHANGES:

#### 1 – ADDITIONAL SERVICES

- 1.01 Redesign of floor/roof plans and building sections
- 1.02 Code analysis update
- 1.03 Interior redesign, redraw interior elevations
- 1.04 Structural redesign, recalculation of lateral and seismic analysis
- 1.05 Lighting redistribution and foot candle calculations
- 1.06 Electrical power calculations, data, security and fire alarm revisions

- 1.07 Mechanical load calculations, reconfirming equipment selections, equipment locations, piping and ductwork changes
- 1.08 Client and discipline coordination
- 1.09 Two additional team meetings (bi-weekly)
- 1.10 Documentation through 50% Design Development (current status of original design)

## 2 - PROFESSIONAL FEES

LPA will provide the services listed above for a fixed fee of \$59,350.00 including reimbursable expenses.

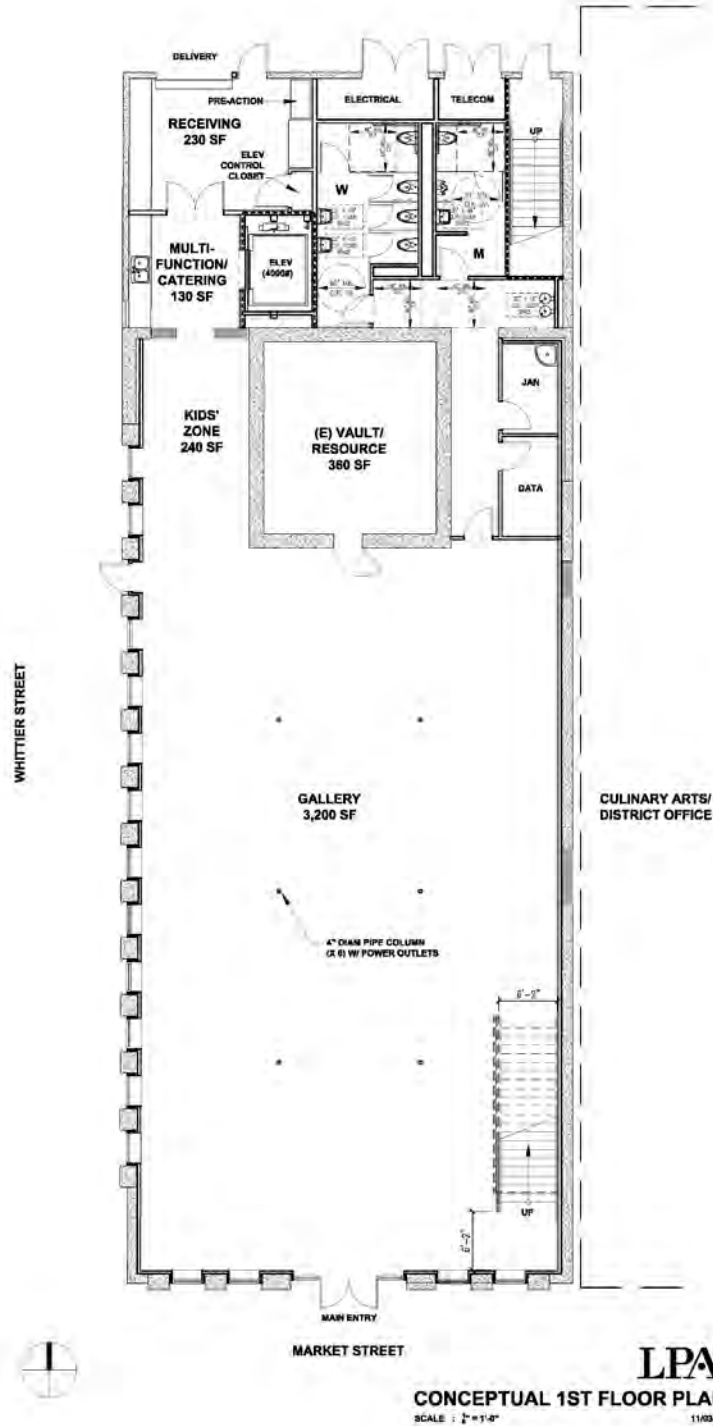
Citrus Belt Savings and Loan fee breakdown by discipline:

Architectural	\$30,750
Interior Design	\$5,000
Structural	\$7,000
Mechanical/Plumbing	\$6,900
Electrical	\$3,700
Lighting	\$6,000

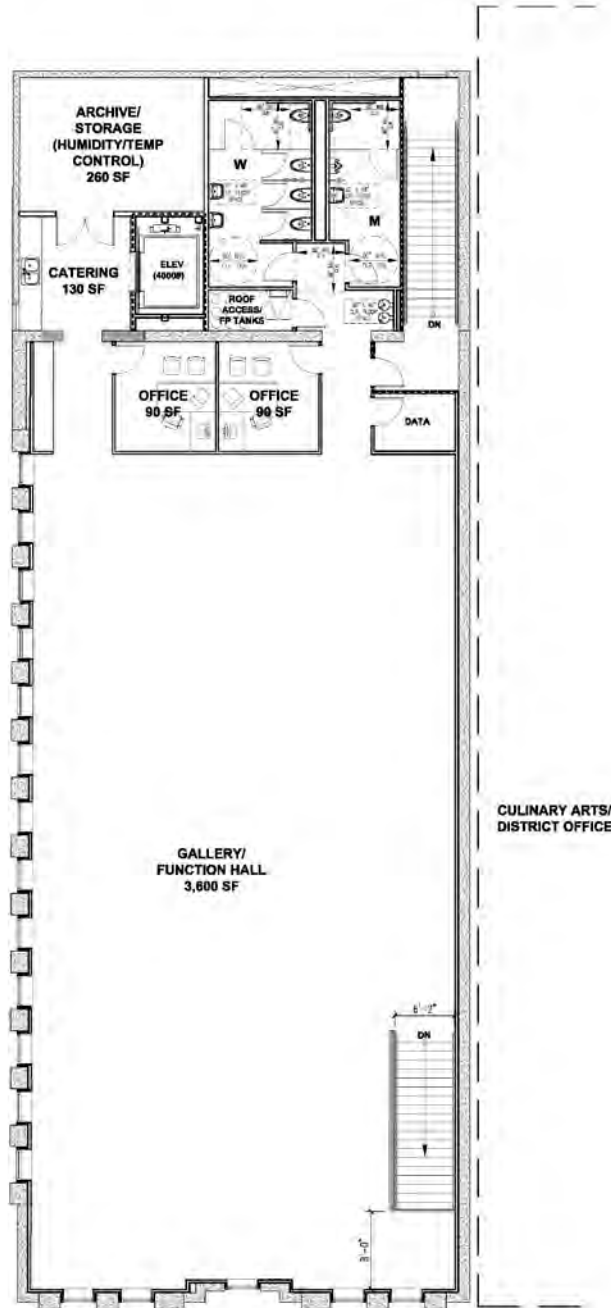
TOTAL COMPENSATION FOR AMENDMENT NO. 2

\$116,250

# ATTACHMENT A



ATTACHMENT B



**LPA**  
**CONCEPTUAL 2ND FLOOR PLAN**  
SCALE : 1/4" = 1'-0" 11/03/10

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
FACILITIES COMMITTEE

Report No.: III-E-2

Date: December 14, 2010

Subject: Learning Gateway Building at the Moreno Valley College – Design Presentation and Lion’s Lot Amendment No. 4 to Agreement with DUDEK

Background: On March 17, 2009, the Board of Trustees approved the planning and design of the Learning Gateway Building located at the Moreno Valley College. On April 28, 2009, the Board of Trustees approved an agreement with LPA in the amount of \$1,910,000 for architectural services for the project. On June 15, 2010, the Board approved a tentative budget for the project in the amount of \$31,800,000 using Measure C funds, after presented with a design presentation from LPA.

Staff and LPA now offer a project update presentation of the Learning Gateway Building for the Board’s review (Exhibit A).

Additionally, staff requests approval of Amendment No. 4 with DUDEK in an amount of \$26,840 for a separate California Environmental Quality Act analysis for the Learning Gateway Building - Lion’s Lot. The separate analysis includes a new Environmental Initial Study and Mitigated Negative Declaration for the 144 space surface parking lot located near the Learning Gateway Building. The amendment is attached for the Board’s review and consideration. The DUDEK agreement, including all amendments and reimbursable expenses, totals \$88,840.

To be funded by Moreno Valley College’s allocated Measure C funds (Resource 4160).

Recommended Action: It is recommended that the Board of Trustees approve Amendment No. 4 with DUDEK for the Learning Gateway Building – Lion’s Lot project in an amount not to exceed \$26,840 using Moreno Valley College’s allocated Measure C funds; and authorize the Vice Chancellor, Administration and Finance, to sign the amendment.

Gregory W. Gray  
Chancellor

Prepared by: Monte Perez, President  
Moreno Valley College

Claude Martinez, Vice President, Business Services  
Moreno Valley College

Orin L. Williams, Associate Vice Chancellor  
Facilities Planning, Design and Construction

Bart L. Doering, Capital Program Administrator  
Facilities Planning, Design and Construction

# Moreno Valley College

LEARNING GATEWAY BUILDING



## Project Update

**C.W.Driver** **LPA**

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*Moreno Valley College*  
LEARNING GATEWAY BUILDING

# *Project Update*

# Moreno Valley College

LEARNING GATEWAY BUILDING



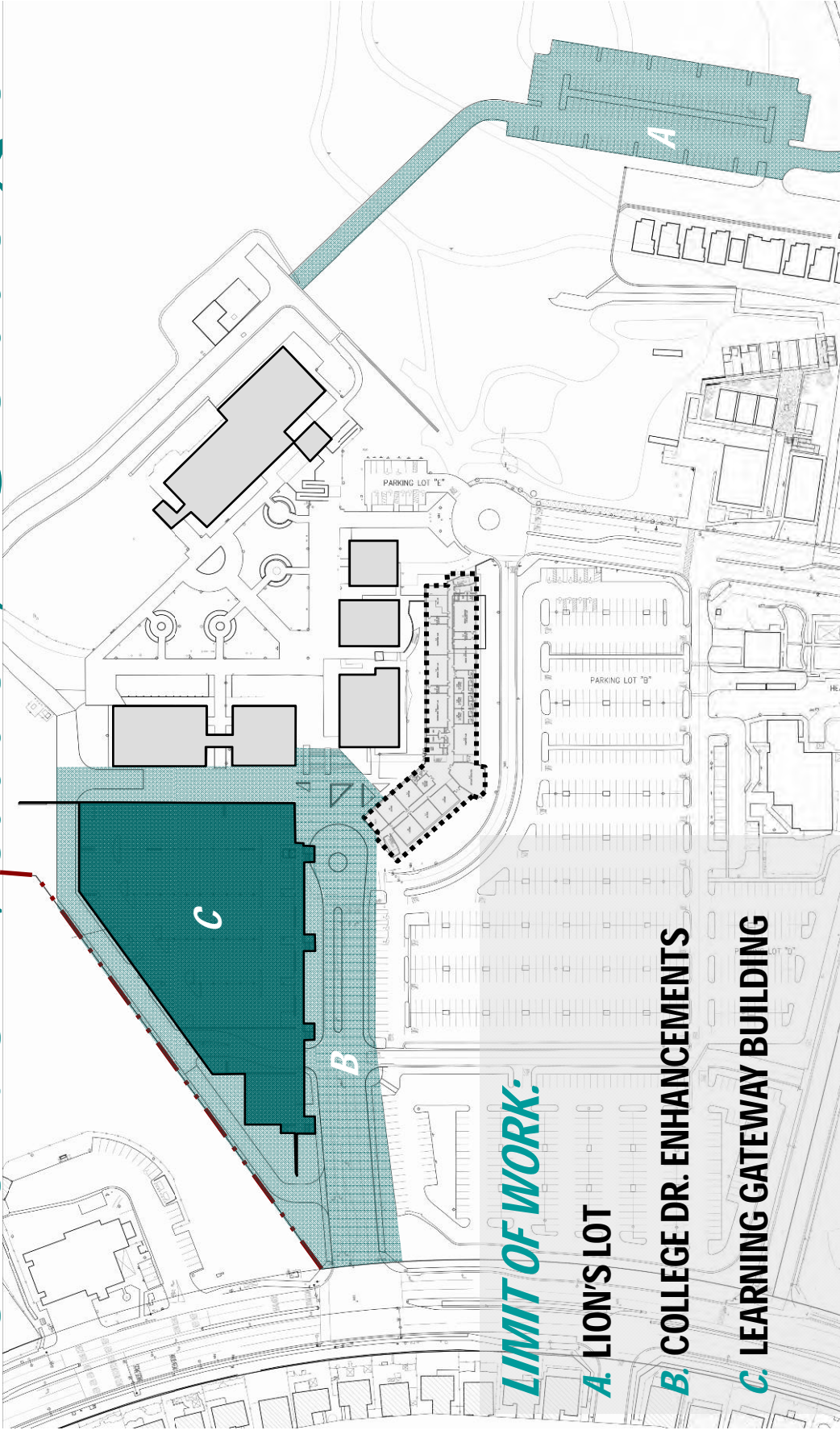
**C.W. Driver** **LPA**  
BUILDERS SINCE 1919  
*“Creating sustainable places and spaces that enrich the lives of those who use them”*

*Campus Aerial*



# Moreno Valley College

## LEARNING GATEWAY BUILDING



**LIMIT OF WORK:**

**A. LION'S LOT**

**B. COLLEGE DR. ENHANCEMENTS**

**C. LEARNING GATEWAY BUILDING**

# Moreno Valley College

LEARNING GATEWAY BUILDING



*Lion's Lot*

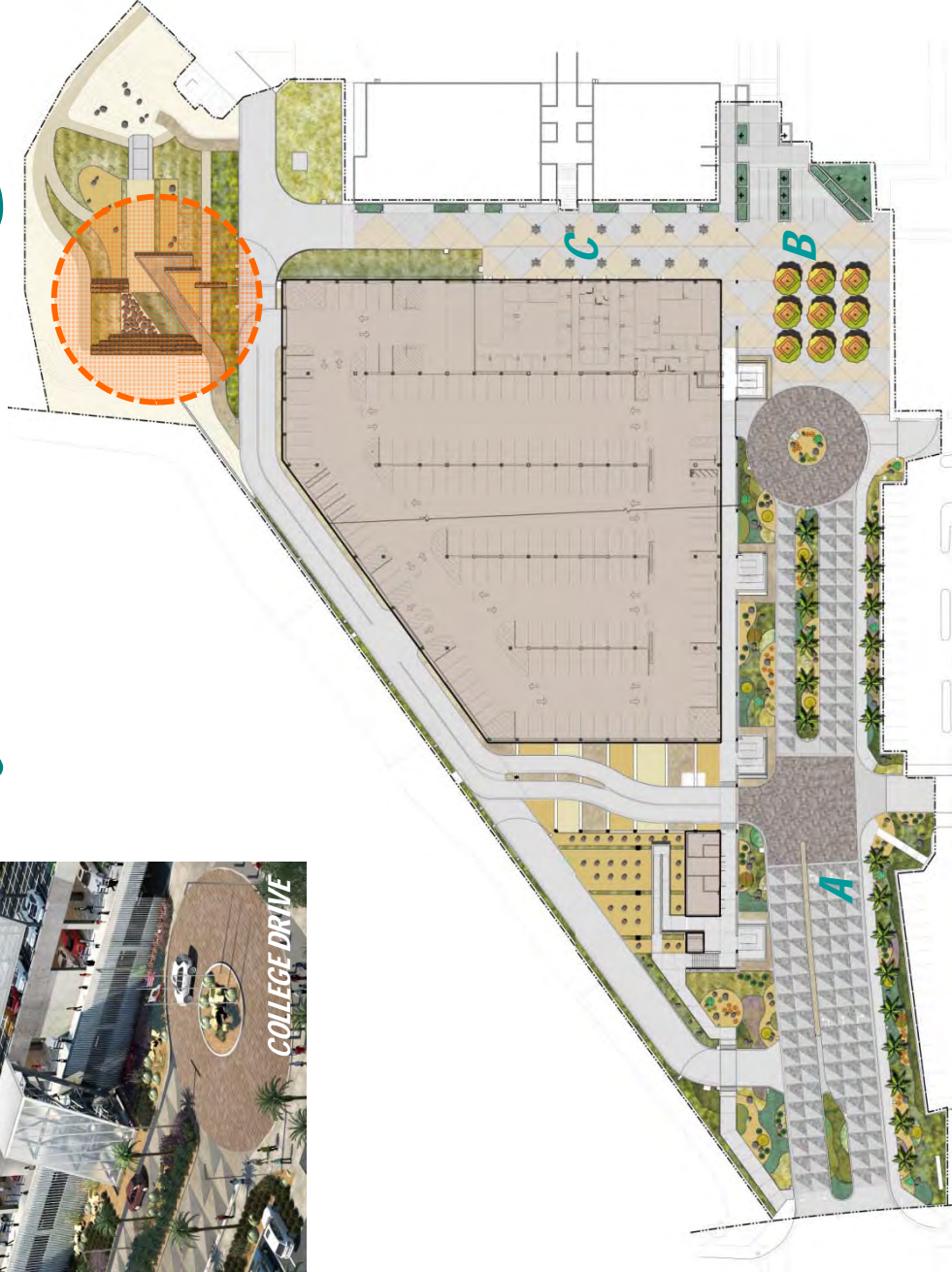
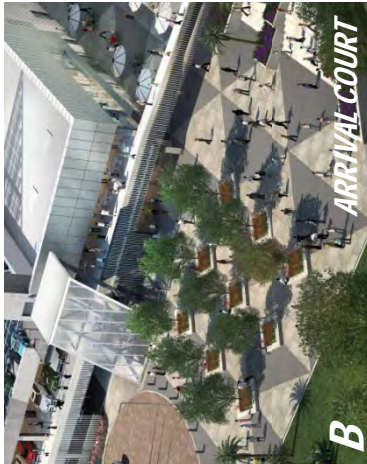
**C.W. Driver** **LPA**

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# Moreno Valley College

LEARNING GATEWAY BUILDING



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*College Dr. Enhancements*

# Moreno Valley College

LEARNING GATEWAY BUILDING

*Lion's Lot*

*143 cars*

*College Dr. Enhancements*

*Parking Structure*

*807 cars*

*Surge Space*

- *Surge- Space (community room, student lounge, retail faculty office, DSPS and EOPS)*
- *College Police*
- *Student Activities Center*

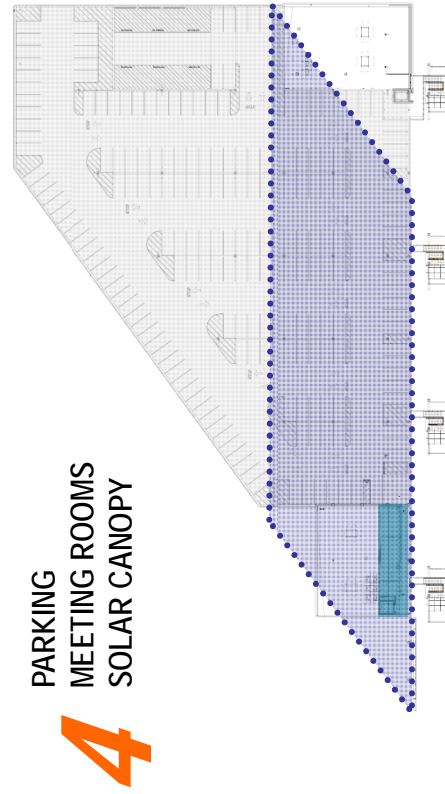
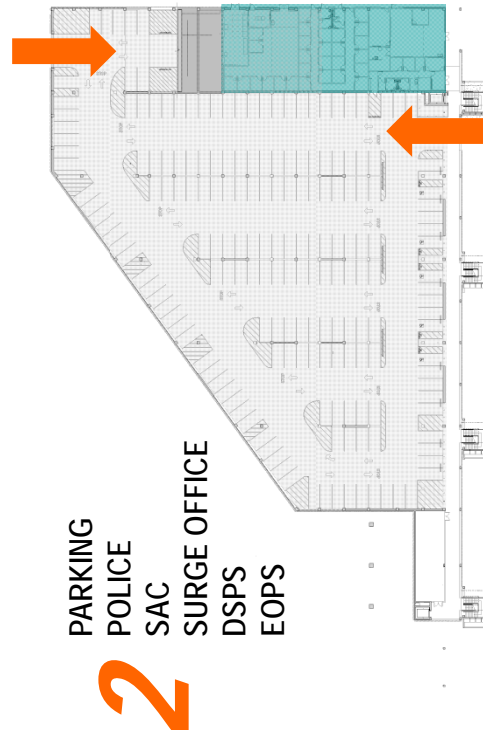
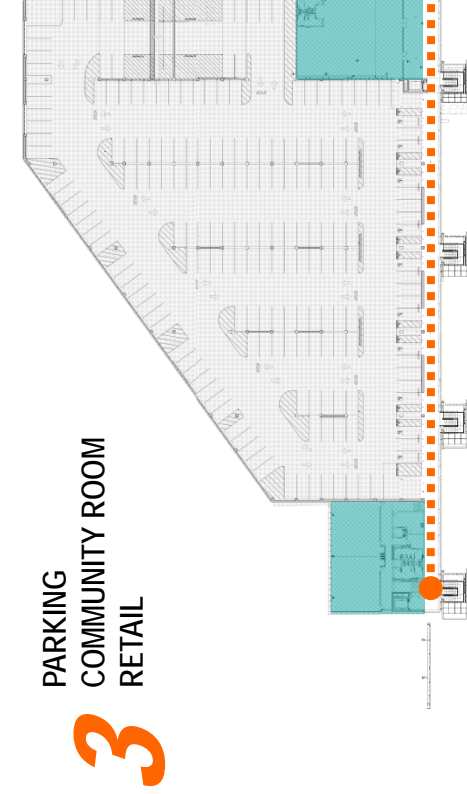
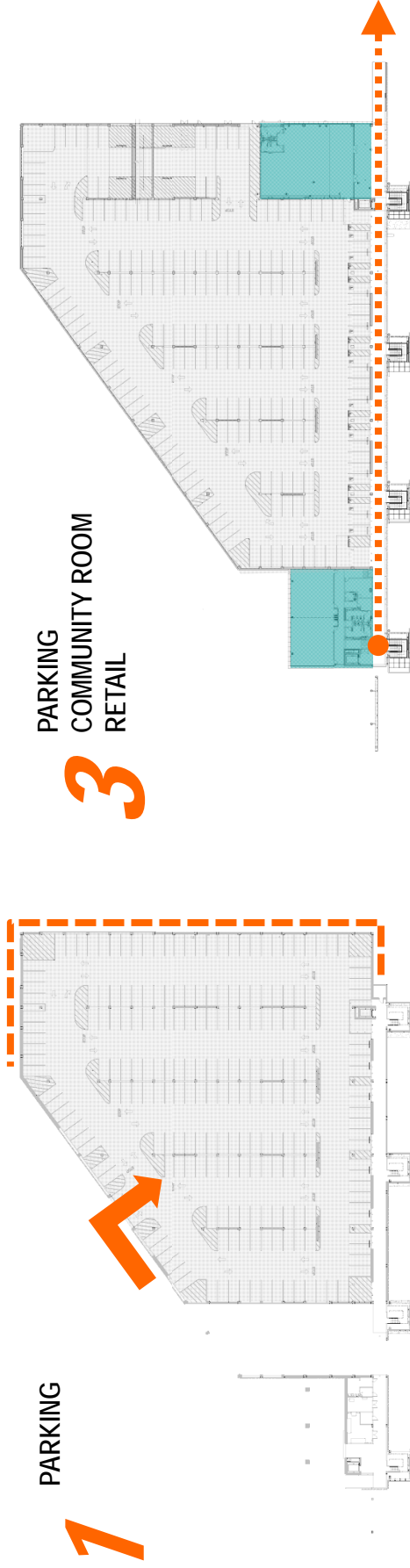
*13,460-ASF*

*788-ASF*

*2,106-ASF*

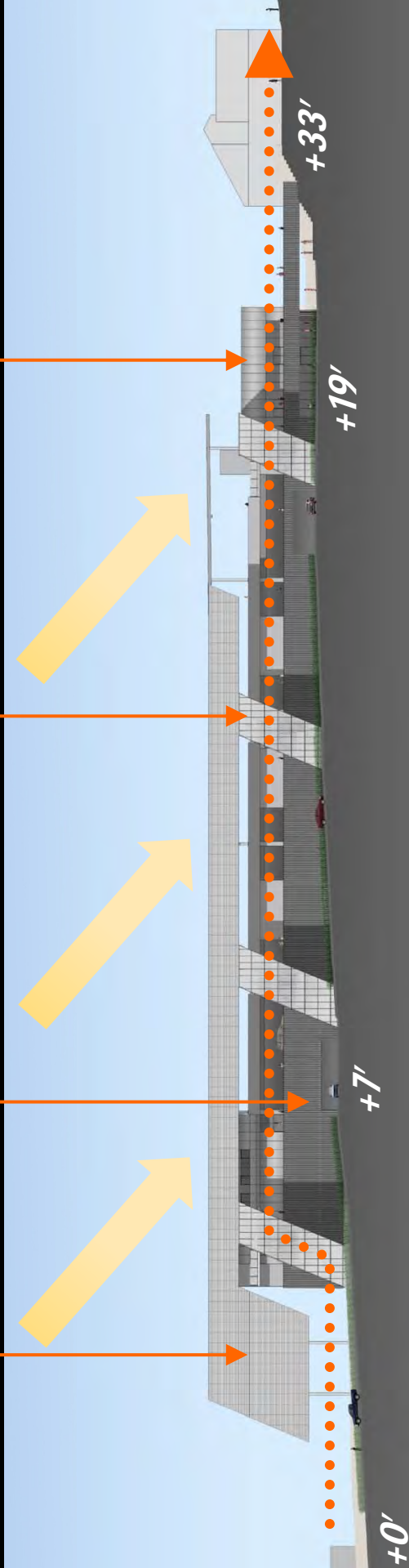
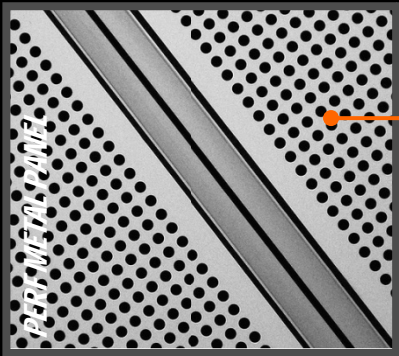
***Total 16,354-ASF***

# Moreno Valley College LEARNING GATEWAY BUILDING



# Moreno Valley College

## LEARNING GATEWAY BUILDING



**C.W. Driver**  
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**LPA**

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*Learning Gateway Building*

# Moreno Valley College

LEARNING GATEWAY BUILDING



**C.W. Driver**  
BUILDERS SINCE 1919

*Learning Gateway Building*

*“Creating sustainable places and spaces that enrich the lives of those who use them”*

# Moreno Valley College

## LEARNING GATEWAY BUILDING



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*Learning Gateway Building*





# Moreno Valley College

LEARNING GATEWAY BUILDING

*LEED Design Submittal*

*December 2010*

*DSA Approval*

*February 2011*

*Bidding*

*March 2011*

*Board of Trustee*

*Approval & Award*

*April 2011*

*Notice to Proceed*

*April 2011*

**C.W.Driver LPA**  
BUILDERS SINCE 1919

*"Creating sustainable places and spaces that enrich the lives of those who use them"*

*Project Schedule*

# Moreno Valley College

## LEARNING GATEWAY BUILDING

\$30,000,000

\$32,692,911

\$31,800,000

\$34,586,360

**\$29,800,000**

\$5,732,564

\$1,498,889

\$1,382,743

\$21,160,982

\$200,000

(via PPA)

<\$400,000>

**\$29,575,187**

**<\$5,011,173>**

*Project Budget*

*Original Project Budget (6/09)*

*Schematic Design Cost Estimate (11/03/09)*

*Project Budget Amendment (12/09)*

*Design Development Cost Estimate (03/04/10)*

***Project Budget Adjustment (8/10)***

*Soft Costs*

*Lion's Lot*

*College Drive Enhancements / Drop Off*

*Parking Structure / Surge Space*

*Chiller serving Phase III Project*

*Photovoltaic Panel System*

*Additional Income from City Of Moreno Valley for Lion's Lot*

***DSA Submittal Estimated Total Project Cost***

***Project Savings Through Preconstruction Phase***

**C.W.Driver LPA**

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# Moreno Valley College

## LEARNING GATEWAY BUILDING

*Project will be bid via the CM Multi Prime Delivery Method*

*The project will consist of 23 Prime Trade Contractors*

*The Parking Garage Bid Package #23 will represent approximately \$10,000,000*

1. Survey
2. Grading / Demo
3. AC Paving
4. Site Concrete & Site Pavers
5. Site Electrical
6. Site Plumbing
7. Landscaping & Site Furnishings
8. Misc / Structural Steel
9. Casework
10. Flashing, Sheet Metal & Metal Panels
11. Waterproofing / Roofing
12. Doors, Frames and Hardware

13. Glazing
14. Drywall, Plaster & Insulation
15. Tile
16. Acoustical Ceiling
17. Flooring
18. Painting
19. Misc. Specialties
20. Plumbing
21. Mechanical
22. Electrical
23. Parking Structure

# Moreno Valley College

## LEARNING GATEWAY BUILDING

<i>Replace Colored Concrete &amp; Pavers from College Drive and Circle with Asphalt</i>	< \$250,000>
<i>Remove Painting from Interior of Parking Structure and Leave Exposed Concrete</i>	< \$180,000>
<i>Delete Palm Trees along College Drive</i>	< \$107,100>
<i>Remove Z-Channel Skin along Northwest, North, and East Face Increase Z-Channels spacing from 4" to 8" on same elevations &lt;\$130,000&gt;</i>	< \$579,000>
<i>Delete Coiling Doors</i>	< \$63,000>
<i>Delete 4<sup>th</sup> Chiller serving Phase III project</i>	< \$200,000>
<i>Delete Metal Ceiling to Cover TMDs on 1st floor to Sacrificial Drywall Ceiling</i>	< \$150,000>
<b>Total Potential Savings</b>	<b>&lt;\$1,529,100&gt;</b>

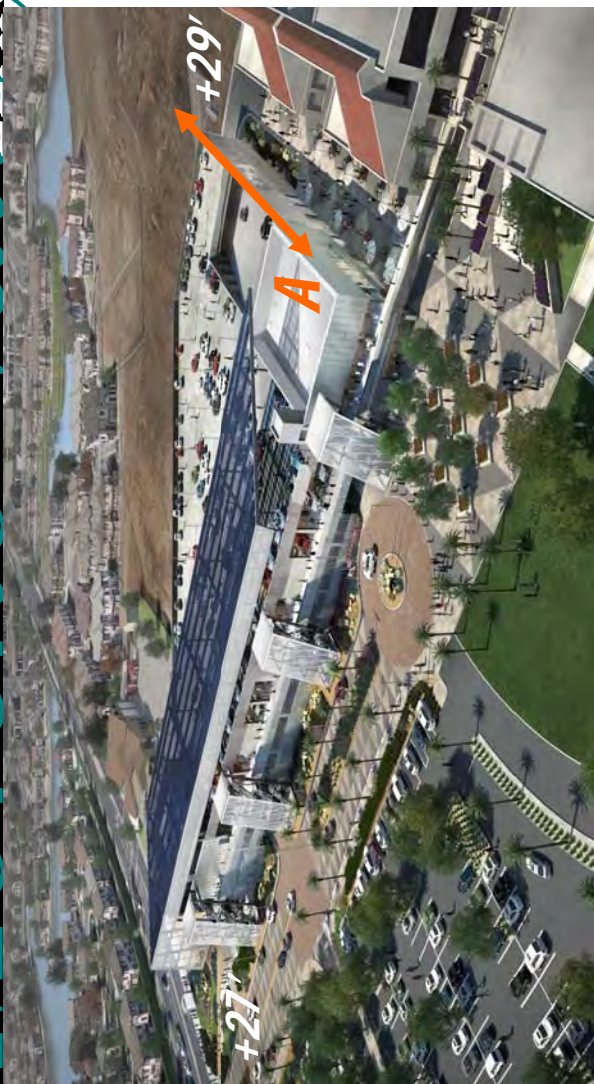
*\* These deductive alternates will only be exercised in the event the project comes in over budget*

*Moreno Valley College*  
LEARNING GATEWAY BUILDING

# *Fall Protection*

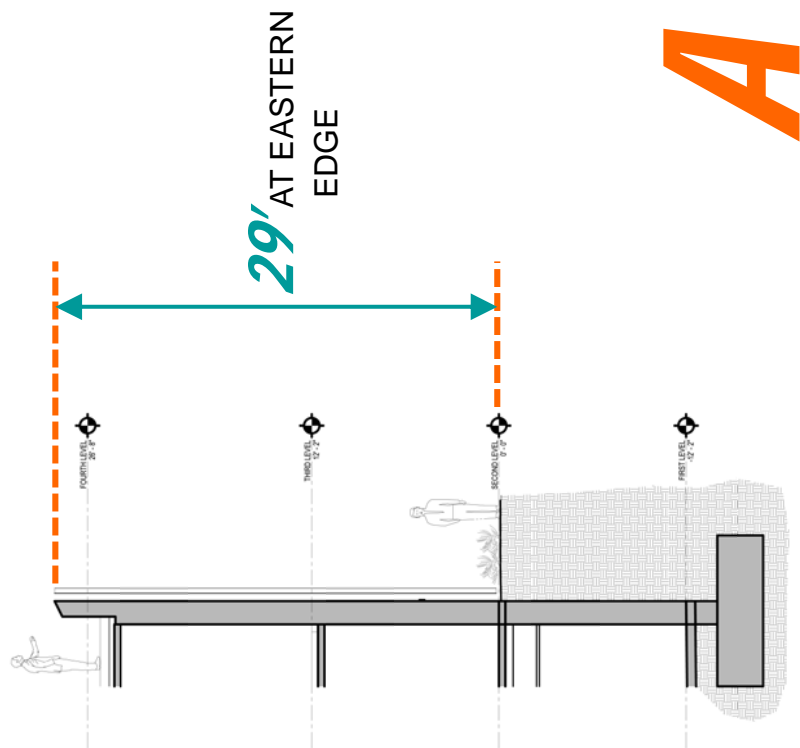
# Moreno Valley College

## LEARNING GATEWAY BUILDING



### NOTES:

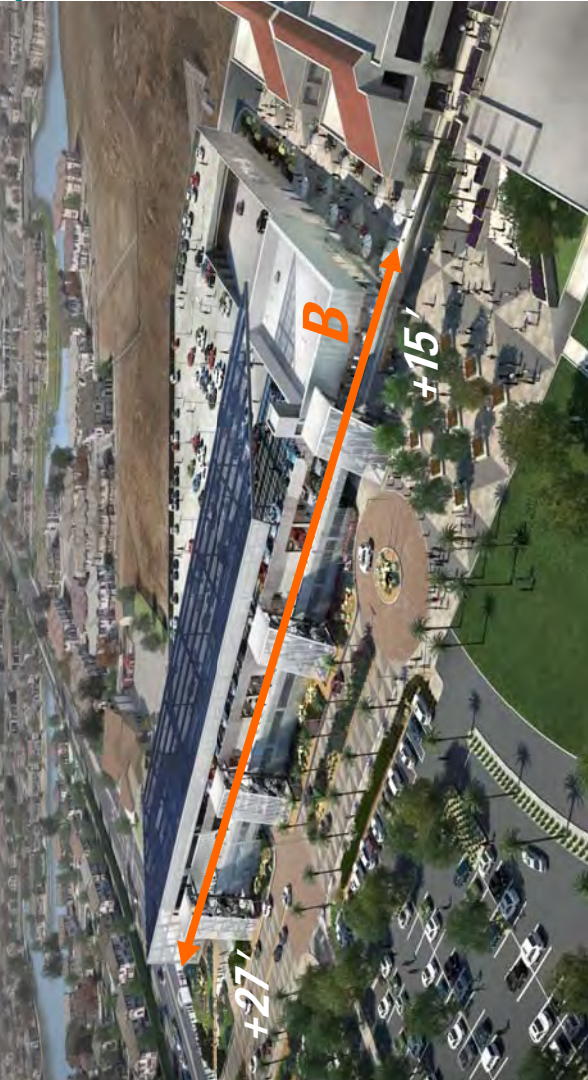
1. ALL DIMENSIONS ARE APPROXIMATE AND MEASURED FROM TOP OF PARAPET TO ASSUMED FINISH GRADE.
2. ALL GUARDRAILS ARE CODE COMPLIANT AT +42" ABOVE FINISH DECK
3. THE TOP OF ALL PARAPET WALLS ARE SLOPED TO DISCOURAGE SITTING OR STANDING



## Learning Gateway Building

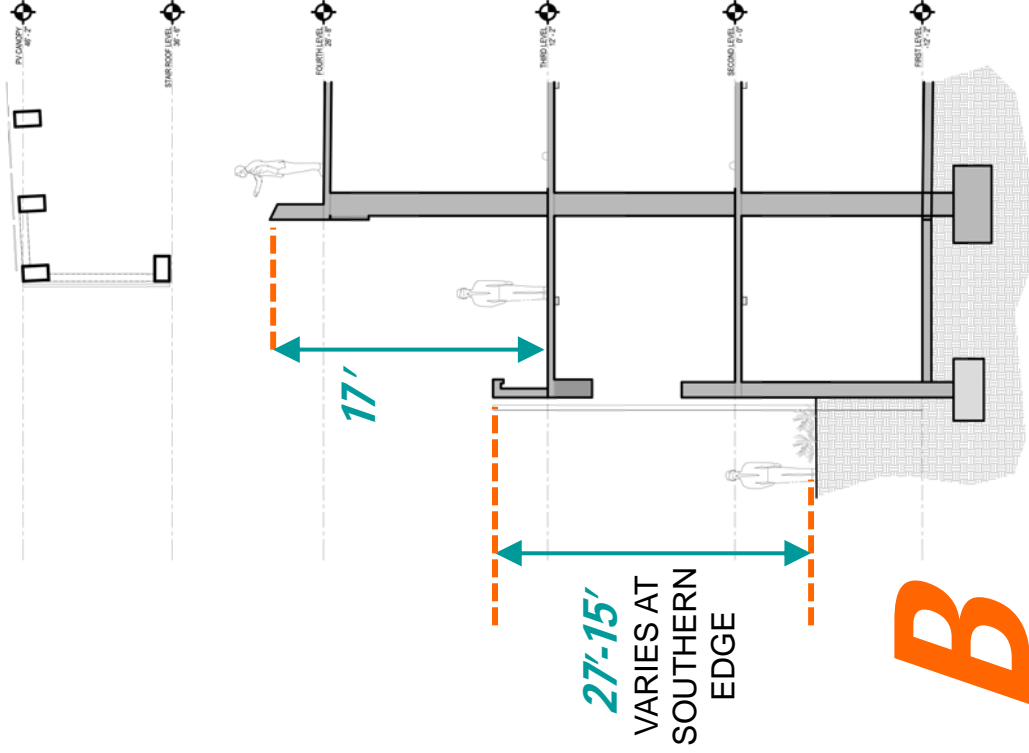
# Moreno Valley College

## LEARNING GATEWAY BUILDING



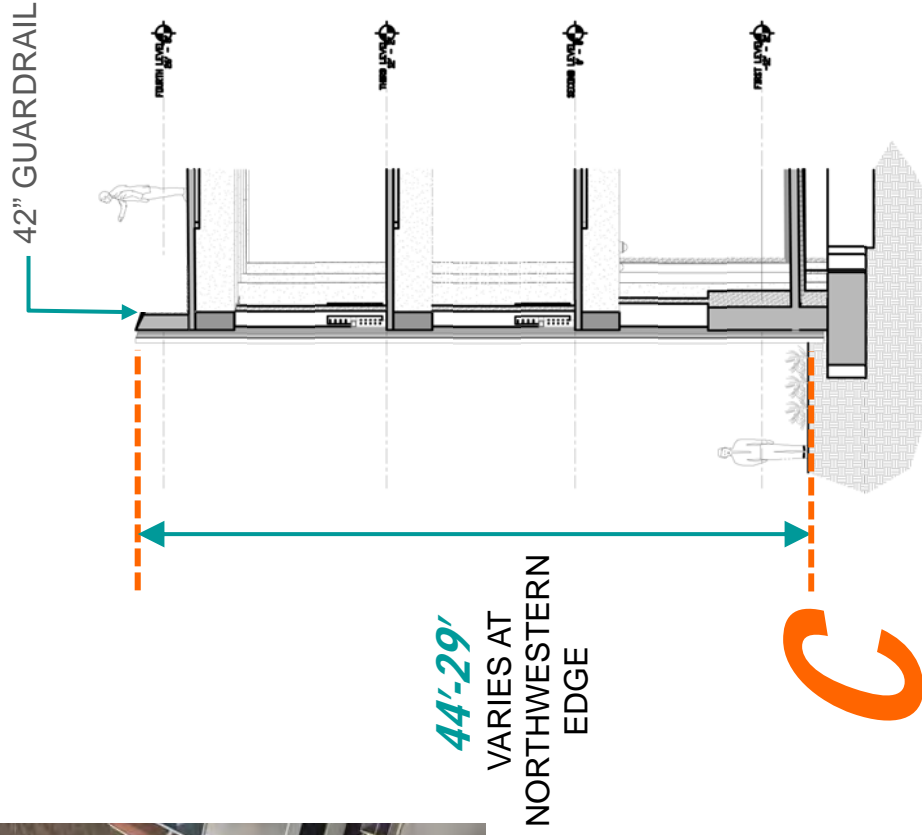
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# Moreno Valley College LEARNING GATEWAY BUILDING



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# Moreno Valley College

LEARNING GATEWAY BUILDING



*Thank you!*

**C.W.Driver** **LPA**

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FOURTH (4) AMENDMENT TO AGREEMENT  
BETWEEN  
RIVERSIDE COMMUNITY COLLEGE DISTRICT  
AND  
DUDEK  
*(Learning Gateway Building at Moreno Valley College)*

This document amends the original agreement, Amendment No. 1, Amendment No. 2 and Amendment No. 3, between the Riverside Community College District and DUDEK, which was ratified by the Board of Trustees on October 20, 2009, March 16, 2010, April 20, 2010 and December 14, 2010.

The agreement is hereby amended as follows:

- I. Additional compensation of this amended agreement shall not exceed \$26,840 including reimbursable expenses. DUDEK's agreement, including amendments and reimbursable expenses, now totals \$88,840. The term of this agreement shall be from the original agreement date of August 10, 2009, to the extended estimated completion date of June 30, 2011, 2010. Payments and final payment shall coincide with original agreement.
- II. The additional scope of work is attached, Exhibit I.

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

IN WITNESS WHEREOF, the parties hereto have executed this Amendment No. 4 as of the date written below.

DUDEK

RIVERSIDE COMMUNITY COLLEGE  
DISTRICT

By: \_\_\_\_\_

By: \_\_\_\_\_

Frank Dudek  
President  
605 Third Street  
Encinitas, CA 92024

James L. Buysse  
Vice Chancellor  
Administration and Finance

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

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

## Exhibit I

Project: Learning Gateway Building – Lion’s Lot  
College: Moreno Valley

# DUDEK

The following scope is for the costs to create a new Initial Study and Mitigated Negative Declaration for the new 144 space surface parking lot (Lion’s Lot). The costs below include the costs to separate existing analysis from the Learning Gateway Building located at the Moreno Valley College as well as the required focused surveys and species trapping at the site.

### Focused Studies

Air Quality:	\$1,350.00
Biology:	\$7,100.00*
Noise:	\$800.00
Traffic:	\$1,450.00

### CEQA Analysis for IS/MND

Initial Study, Mitigated Negative Declaration, Response to Comments and MMRP:	\$13,690.00
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Document Production Costs:	\$2,450.00
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Total of Amendment No. 4 \$26,840.00

### NOTE:

If the presence of jurisdictional waters or LAPM becomes evident, the potential exists that such impacts cannot be mitigated to a less than significance standard pursuant to CEQA; thus, necessitating the need to complete a full Environmental Impact Report (EIR) which would require a new proposal. Further, this analysis does not assume the filing fees to file a Notice of Determination and the required California Department of Fish and Game Fees.

\*For required Los Angeles Pocket Mouse trapping, Burrowing Owl final reports, and the jurisdictional analysis.