RCCD | RIVERSIDE COMMUNITY COLLEGE DISTRICT

MORENO VALLEY COLLEGE | NORCO COLLEGE | RIVERSIDE CITY COLLEGE

Board of Trustees Regular Meeting
Tuesday, February 18, 2020 6:00 PM
District Office, Board Room, 3801 Market Street,
Riverside CA 92501

ORDER OF BUSINESS

Pledge of Allegiance

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

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

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

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

II.   APPROVAL OF MINUTES

      II.A.   Minutes of the Board of Trustees Regular/Committee Meeting of January 7, 2020
               Recommend approving the January 7, 2020 Board of Trustees Regular/Committee meeting minutes as prepared.
               01072020 Minutes

      II.B.   Minutes of the Board of Trustees Regular Meeting of January 21, 2020
               Recommend approving the January 21, 2020 Board of Trustees Regular meeting minutes as prepared.
               01212020 Minutes

III.   PUBLIC HEARING

IV.   CHANCELLOR'S REPORTS

    IV.A.   Chancellor's Communications
              Information Only

    IV.B.   Five to Thrive Presentation - RCC Career Closet
              Career Closet Presentation

    IV.C.   Healthcare Update
              Information Only

    IV.D.   Future Monthly Committee Agenda Planner and Annual Master Planning Calendar
              Information Only
              Planning Calendar

V.   STUDENT REPORT

    V.A.   Student Report
             Information Only

VI.   CONSENT AGENDA ACTION

    VI.A.   Academic Personnel
              Recommend approving/ratifying the academic personnel actions.
              02182020 Academic Personnel

    VI.B.   Classified Personnel
              Recommend approving/ratifying the classified personnel actions.
              02182020 Classified Personnel

    VI.C.   Other Personnel
              Recommend approving/ratifying the other personnel actions.
              02182020 Other Personnel
               02182020 Other Personnel-Backup

VI.D. Purchase Order and Warrant Report - All District Resources
Recommend approving/ratifying the Purchase Orders and Purchase Order Additions totaling $4,908,875, and District Warrant Claims totaling $5,791,559.
Contract and P.O.s

VI.E. Budget Adjustments
Recommend approving the budget transfers as presented.
02182020 Budget Adjustments

VI.F. Resolution(s) to Amend Budget
Resolution No. 41-19/20 – Innovation and Effectiveness Grant
Recommend adding the revenue and expenditures of $200,000 to the budget.
02182020 Resolution No. 41-19/20
02182020 Resolution No. 41-19/20 Income and Expenditures

VI.G. Resolution(s) to Amend Budget
Resolution No. 42-19/20 - 2019-2020 Solano Community College District - Nasdaq Entrepreneurial Center Grant
Recommend adding the revenue and expenditures of $2,500 to the budget.
02182020 Resolution No. 42-19/20
02182020 Resolution No. 42-19/20 Income and Expenditures

VI.H. Resolution(s) to Amend Budget
Resolution No. 43-19/20 - 2019-2020 Solano Community College District - California Advanced Supply Chain Analysis and Diversification Effort (CASCADE) Grant
Recommend adding the revenue and expenditures of $17,500 to the budget.
02182020 Resolution No. 43-19/20
02182020 Resolution No. 43-19/20 Income and Expenditures

VI.I. Resolution(s) to Amend Budget
Resolution No. 44-19/20 - 2019-2020 K-12 Strong Workforce Program
Recommend adding the revenue and expenditures of $18,302,005 to the budget.
02182020 Resolution No. 44-19/20
02182020 Resolution No. 44-19/20 Income and Expenditures

VI.J. Resolution(s) to Amend Budget
Resolution No. 46-19/20 – 2019-2020 Hunger Free Campus Support Allocation
Recommend adding the revenue and expenditures of $29,139 to the budget.
02182020 Resolution No. 46-19/20
02182020 Resolution No. 46-19/20 Income and Expenditures

VI.K. Grants, Contracts and Agreements
Contracts and Agreements Report Less than $95,200 - All District Resources
Recommend ratifying contracts totaling $462,843 for the period of January 1, 2020 through January 31, 2020.
02182020 Contracts and Agreements Less Than

VI.L. Out-of-State Travel
Recommend approving out-of-state travel.
02182020 Out-of-State Travel

VI.M. Other Items
Norco College Veteran's Resource Center CEQA Initial Study and Mitigated Negative Declaration
Recommend approving the Initial Study and Mitigated Negative Declaration, Mitigation Monitoring and Reporting Program, for the Norco College Veteran's Resource Center Project.
02182020 NC Veterans Resource Center ISMND

VI.N. Other Items
Surplus Property
Recommend by unanimous vote: (1) declare the property on the attached list to be surplus; (2) find the property does not exceed the total value of $5,000; and (3) authorize the property to be consigned to The Liquidation Company to be sold on behalf of the District.
02182020 Surplus Property List

VI.O. Other Items
Notice of Completion
Recommend accepting the project listed on the attachment as complete and approving the execution of the Notice of Completion (under Civil Code Section 3093 – Public Works).
02182020 NOC Project List
02182020 NOC - CCS Contractor

VII. CONSENT AGENDA INFORMATION

VII.A. Consent Agenda Information
CCFS-311Q – Quarterly Financial Status Report for the 2nd Quarter Ended December 31, 2019

Information Only

02182020 CCFS 311Q Financial Status Report

VII.B.   Consent Agenda Information
Capital Program Executive Summary Report as of January 31, 2020
Information Only
02182020 CPES Report – January 2020

VII.C.   Consent Agenda Information
Monthly Financial Report for Month Ending – December 31, 2019
Information Only
02182020 Monthly Financials

VIII.   BOARD COMMITTEE REPORTS

VIII.A.   Planning, Effectiveness and Governance
Board Policy for First Reading - BPAP 2100 - Graduation Requirements for Degrees and Certificates
Recommend approving Board Policy and Administrative Procedure 2100 - Graduation Requirements for Degrees and Certificates
BPAP 2100 - Graduation Requirements for Degrees and Certificates

VIII.B.   Teaching and Learning
Scale of Adoption Self-Assessment (SOAA) Presentation
Recommend approving the Scale of Adoption Self-Assessments (SOAA) from Moreno Valley, Norco and Riverside City college.
Moreno Valley College SOAA
 Norco College SOAA
 Riverside City College SOAA

VIII.C.   Advancement & Partnership
Resolution No. 34-19/20 in Support of Proposition 13: Public Preschool, K-12, and College Health and Safety Bond Act of 2020
Recommend approving Resolution No. 34-19/20 in Public Preschool, K-12, and College Health and Safety Bond Act of 2020.
Resolution No. 34-19/20

IX.   ADMINISTRATIVE REPORTS

IX.A.   Vice Chancellor

IX.B.   Presents

X.   ACADEMIC SENATE REPORTS

X.A.   Moreno Valley College

X.B.   Norco College

X.C.   Riverside City College/Riverside Community College District

XI.   BARGAINING UNIT REPORTS

XI.A.   CTA - California Teachers Association

XI.B.   CSEA - California School Employees Association

XII.   BUSINESS FROM BOARD MEMBERS

XII.A.   Update from Members of the Board of Trustees on Business of the Board
Information Only

XIII.   CLOSED SESSION

XIII.A.   Conference with Legal Counsel - Existing Litigation
Paragraph (1) of Subdivision(d) of Government Code 54956.9
Name of Case: Riverside Community College District vs. Marcia L. Campbell, CPA, et al.
Case No: RIC1905026
To Be Determined

XIII.B.   Pursuant to Government Code Section 54957, Public Employee Performance Evaluation
Title: Chancellor
To Be Determined

XIII.C.   Pursuant to Government Code Section 54957, Public Employee
Discipline/Dismissal/Release
To Be Determined

XIV.   ADJOURNMENT

Board of Trustees Regular Meeting (II.A)

Meeting	February 18, 2020
Agenda Item	Minutes (II.A)
Subject	Minutes of the Board of Trustees Regular/Committee Meeting of January 7, 2020
College/District	District
Funding	N/A
Recommended Action	Recommend approving the January 7, 2020 Board of Trustees Regular/Committee meeting minutes as prepared.

Background Narrative:

Recommend approving the January 7, 2020 Board of Trustees Regular/Committee meeting minutes as prepared.

Prepared By: Wolde-Ab Isaac, Chancellor

MINUTES OF THE BOARD OF TRUSTEES REGULAR
AND COMMITTEE MEETINGS OF THE PLANNING, EFFECTIVENESS AND
GOVERNANCE, TEACHING AND LEARNING, ADVANCEMENT AND PARTNERSHIP,
RESOURCES AND EQUITY COMMITTEES
OF JANUARY 7, 2020

President Figueroa called the Board of Trustees meeting to order at 6:00 p.m. in the District Office, Board Room, 3801 Market Street, Riverside, California

<u>CALL TO ORDER</u>

<u>Trustees Present</u>
Mary Figueroa, President
Bill Hedrick, Vice President
Jose Alcala, Secretary (Arrived at 6:44 pm)
Virginia Blumenthal, Member
Tracey Vackar, Member
Jorge Zavala, Student Trustee

<u>Staff Present</u>
Dr. Wolde-Ab Isaac, Chancellor
Mr. Aaron Brown, Vice Chancellor, Business and Financial Services
Dr. Susan Mills, Vice Chancellor, Educational Services and Strategic Planning
Ms. Diana Torres, Director, Human Resources and Employee Relations
Ms. Rebeccah Goldware, Vice Chancellor, Institutional Advancement and
    Economic Development
Dr. Robin Steinback, President, Moreno Valley College
Dr. Monica Green, Interim President, Norco College
Dr. Gregory Anderson, President, Riverside City College

<u>Guests Present</u>
Mr. Christopher Dech, Program Director, Foster Youth Support
Ms. Mashonda Salsberry, Student Resource Specialist, Moreno Valley College
Ms. Kimberly Thomas, Student Resource Specialist, Norco College
Ms. Jessika Bohannon, Student Resource Specialist, Riverside City College
Dr. Kathleen Sell, Associate Professor, English, Riverside City College
Ms. Kristine DiMemmo, Interim Vice President, Planning and Development,
    Riverside City College

Student Martha Saldana led the Pledge of Allegiance.

<u>PLEDGE OF ALLEGIANCE</u>

Letitia Pepper, representing SOSRUSD, requested a discussion item be placed on the agenda regarding Measure A.

<u>PUBLIC COMMENTS</u>

Vackar/Hedrick moved that the Board of Trustees approve Trustee Blumenthal's absence as excused at the December 17, 2019 4:30 pm and the December 17, 2019 6:00 pm meetings. Motion carried. (3 ayes, 1 absent [Alcala], 1 abstention [Blumenthal])

<u>MOTION TO EXCUSE ABSENCE</u>

President Mary Figueroa convened the meeting at 6:13 p.m. Committee members in attendance: Academic Senate

<u>TEACHING AND LEARNING COMMITTEE</u>

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Representative: Dr. Mark Sellick, Riverside City College/RCCD; and Management Association Representative: Ms. Whitney Ortega.

Mr. Dech, Ms. Salsberry, Ms. Bohannon, and Ms. Thomas presented a report on the Foster Youth Support Network. Discussion followed.	Foster Youth Support Network Presentation
Dr. Sell and Ms. DiMemmo led the committee review of Riverside City College's revised Mission, Vision and Values Statement that will be presented to the Board for approval at the January 21 regular meeting. Discussion followed.	Riverside City College Mission, Vision and Values Statement
Dr. Mills led the committee review of the proposed changes to the RCCD Reading Competency Requirements that will be presented to the Board for approval at the January 21 regular meeting. Discussion followed.	Changes to the RCCD Reading Competency Requirements
Dr. Mills led the committee review of the proposed changes to the RCCD Military Credit Catalog Language that will be presented to the Board for approval at the January 21 regular meeting. Discussion followed.	Changes to RCCD Military Credit Catalog Language
Dr. Mills led the committee review of the proposed curricular changes for inclusion in the college catalogs and in the schedule of class offerings that will be presented to the Board for approval at the January 21 regular meeting. Discussion followed.	Proposed Curricular Changes
The committee adjourned the meeting at 6:52 p.m.	Adjourned
The Board adjourned to closed session at 6:52 p.m. and reconvened at 7:45 p.m. after considering the following closed session item:	<u>CLOSED SESSION</u>
No reportable action.	Pursuant to Government Code Section 54956.9(a) and (d)(1), Existing Litigation Settlement Discussion
The Board adjourned the meeting at 7:45 p.m.	<u>ADJOURNMENT</u>

Official Minutes
Approved on 02/18/2020

Certified By:_____

Board of Trustees Regular Meeting (II.B)

Meeting	February 18, 2020
Agenda Item	Minutes (II.B)
Subject	Minutes of the Board of Trustees Regular Meeting of January 21, 2020
College/District	District
Funding	N/A
Recommended Action	Recommend approving the January 21, 2020 Board of Trustees Regular meeting minutes as prepared.

Background Narrative:

Recommend approving the January 21, 2020 Board of Trustees Regular meeting minutes as prepared.

Prepared By: Wolde-Ab Isaac, Chancellor

President Figueroa called the Board of Trustees meeting to order at 6:00 p.m. in the District Office, Board Room, 3801 Market Street, Riverside, California.

<div style="text-align:right">CALL TO ORDER</div>

Trustees Present
Mary Figueroa, President
Bill Hedrick, Vice President (Arrived at 6:11 p.m.)
Jose Alcala, Secretary
Virginia Blumenthal, Board Member
Tracey Vackar, Board Member
Jorge Zavala, Student Trustee

Staff Present
Dr. Wolde-Ab Isaac, Chancellor
Mr. Aaron Brown, Vice Chancellor, Business and Financial Services
Dr. Susan Mills, Vice Chancellor, Educational Services and Strategic Planning
Ms. Rebeccah Goldware, Vice Chancellor, Institutional Advancement and Economic
    Development
Ms. Diana Torres, Director, Human Resources and Employee Relations
Dr. Robin Steinback, President, Moreno Valley College
Dr. Monica Green, Interim President, Norco College
Dr. Gregory Anderson, President, Riverside City College
Ms. Jennifer Floerke, Academic Senate Representative, Moreno Valley College
Dr. Quinton Bemiller, Academic Senate Representative, Norco College
Dr. Mark Sellick, Academic Senate Representative, Riverside City College/RCCD

Guests Present
Dr. Kevin Fleming, Interim Vice President, Strategic Development, Norco College
Mr. Charles Henkels, Apprenticeship Director, Norco College
Mr. Derek Sy, Outreach and Recruitment Specialist, Norco College
Ms. Seema Rasheed, Senior Service Representative, Keenan and Associates
Dr. Rhonda Taube, President, California Teachers Association (CTA)

Moreno Valley College student, Rudy Lucero led the Pledge of Allegiance.

<div style="text-align:right">PLEDGE OF ALLEGIANCE</div>

Blumenthal/Vackar moved that the Board of Trustees approve the minutes of the Board of Trustees Regular/Committee Meeting of December 3, 2019. Motion carried. (4 ayes, 1 absent [Hedrick])

<div style="text-align:right">MINUTES OF THE BOARD OF TRUSTEES REGULAR/COMMITTEE MEETING OF DECEMBER 3, 2019</div>

Blumenthal/Alcala moved that the Board of Trustees approve the minutes of the Board of Trustees Special Meeting of December 10, 2019. Motion carried. (4 ayes, 1 absent [Hedrick])

<div style="text-align:right">MINUTES OF THE BOARD OF TRUSTEES SPECIAL MEETING OF DECEMBER 10, 2019</div>

Blumenthal/Alcala moved that the Board of

<div style="text-align:right">MINUTES OF THE BOARD OF</div>

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Trustees approve the minutes of the Board of Trustees Regular Meeting of December 10, 2019. Motion carried. (4 ayes, 1 absent [Hedrick])	<u>TRUSTEES REGULAR MEETING OF DECEMBER 10, 2019</u>
Alcala/Vackar moved that the Board of Trustees approve the minutes of the Board of Trustees Special (4:30 pm) Meeting of December 17, 2019. Motion carried. (3 ayes, 1 absent [Hedrick], 1 abstention [Blumenthal])	<u>MINUTES OF THE BOARD OF TRUSTEES SPECIAL (4:30 PM) MEETING OF DECEMBER 17, 2019</u>
Alcala/Vackar moved that the Board of Trustees approve the minutes of the Board of Trustees Special (6:00 pm) Meeting of December 17, 2019. Motion carried. (3 ayes, 1 absent [Hedrick], 1 abstention [Blumenthal])	<u>MINUTES OF THE BOARD OF TRUSTEES SPECIAL (6:00 PM) MEETING OF DECEMBER 17, 2019</u>
	<u>CHANCELLOR'S REPORTS</u>
Dr. Fleming, Mr. Henkels and Mr. Sy presented on the Apprenticeship Program at Norco College.	Presentation on the Norco College Apprenticeship Program
Ms. Rasheed provided a healthcare update and reported there are currently no open cases.	Healthcare Update
The Board of Trustees received information on documents used to monitor and review upcoming action items, information items, and presentations, as well as planning for the monthly Committee and Board meetings.	Future Monthly Committee Agenda Planner and Annual Master Planning Calendar
Student Trustee Zavala presented a report about recent and future student activities at Moreno Valley, Norco, and Riverside City colleges and Riverside Community College District events.	<u>STUDENT REPORT</u>
	<u>CONSENT ITEMS</u>
	Action
Vackar/Blumenthal moved that the Board of Trustees:	
Approve/ratify the listed academic appointments, separations, and assignment and salary adjustments;	Academic Personnel
Approve/ratify the listed classified appointments, separations, and assignment and salary adjustments;	Classified Personnel

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Approve/ratify the listed other personnel appointments, and assignment and salary adjustments;	Other Personnel
Approve/ratify the Purchase Orders and Purchase Order Additions totaling $4,927,803 and District Warrant Claims totaling $7,464,443;	Purchase Order and Warrant Report – All District Resources
Approve the budget transfers as presented;	Budget Adjustments
Approve adding the revenue and expenditures of $6,610 to the budget;	Resolution No. 33-19/20 College Connection Program II
Approve adding the revenue and expenditures of $500,000 to the budget;	Resolution No. 35-19/20 – 2019-2020 Workforce Development Program Grant
Approve adding the revenue and expenditures of $1,000,000 to the budget;	Resolution No. 36-19/20 – 2019-2020 Veterans Resource Center Grant
Approve adding the revenue and expenditures of $4,550 to the budget;	Resolution No. 37-19/20 – 2019-2020 ECS Consortium Grant
Approve adding the revenue and expenditures of $125,165 to the budget;	Resolution No. 38-19/20 – 2019-2020 Upward Bound TRIO – Patriot HS Grant
Approve adding the revenue and expenditures of $128,821 to the budget;	Resolution No. 39-19/20 – 2019-2020 Upward Bound TRIO – Jurupa Valley Grant
Approve the purchase of computer equipment, peripherals and related services from authorized resellers, utilizing Western States Contracting Alliance (WSCA) – National Association of State Procurement Officials (NASPO) ValuePoint Contracts;	Purchase Computer Equipment, Peripherals and Related Services from Authorized Resellers Utilizing the Western States Contracting Alliance (WSCA) – National Association of State Procurement Officials (NASPO) ValuePoint Contracts
Approve Resolution No. 40-19/20 for approval of award of contract to Huron Consulting Services LLC for additional services related to the District's Travel and Expense Concur Management Software in the amount not to exceed $140,000;	Resolution No. 40-19/20 for Approval of Award of Contract to Huron Consulting Services LLC for Additional Services Related to the District's Travel and Expense Concur Management Software
Ratify contracts totaling $280,124 for the period of November 25, 2019 through	Contracts and Agreements Report Less than $92,600 – All District

December 31, 2019;

| | Resources |

Approve an increase to the lease amount by $93,223 for a total contract amount not to exceed $554,870 through June 30, 2023;

Lease Agreement Modification with Texco Norco, LLC for Norco College

Approve Agreement Amendment No. 1 with SVA Architects in the not to exceed amount of $14,000 to increase the total contract amount to $731,869 for architectural services;

Agreement Amendment No. 1 with SVA Architects for the Moreno Valley College Ben Clark Training Center (BCTC) Phase 1, Education Center Building Project

Approve out-of-state travel;

Out-of-State Travel

Adopt a nonresident tuition fee rate of $290 per unit and a capital outlay surcharge fee rate of $17 per unit for FY 2020-2021; and direct staff to promulgate these charges via the 2020-2021 catalog, schedule of classes, and other appropriate materials;

2020-2021 Nonresident Tuition and Capital Outlay Surcharge Fees

Declare the property on the attached list to be surplus; find the property does not exceed the total value of $5,000; and authorize the property to be consigned to The Liquidation Company to be sold on behalf of the District;

Surplus Property

Motion carried. (5 ayes)

Information

The Board received the Capital Program Executive Summary Report as of December 31, 2019.

Capital Program Executive Summary Report as of December 31, 2019

The Board received the Monthly Financial Report for Month Ending – December 31, 2019.

Monthly Financial Report for Month Ending – December 31, 2019

BOARD COMMITTEE REPORTS

Teaching and Learning

Vackar/Blumenthal moved that the Board of Trustees approve the Riverside City College Mission, Vision and Values Statement. Motion carried. (5 ayes)

Riverside City College Mission, Vision and Values Statement

Vackar/Blumenthal moved that the Board of Trustees approve the proposed changes to the RCCD Reading Competency Requirements. Motion carried. (5 ayes)

Changes to the RCCD Reading Competency Requirements

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Vackar/Blumenthal moved that the Board of Trustees approve the proposed changes to the RCCD Military Credit Catalog Language. Motion carried. (5 ayes)	Change to RCCD Military Credit Catalog Language
Vackar/Hedrick moved that the Board of Trustees approve the proposed curricular changes for inclusion in the college catalogs and schedule of class offerings. Motion carried. (5 ayes)	Proposed Curricular Changes

ADMINISTRATIVE REPORTS

Vice Chancellor Goldware shared Julie Pehkonen was chosen as Education Partner of the Year for the Inland Empire Economic Partnership; Ashley Etchison was chosen to receive an award at the National Council for Marketing and Public Relations conference; the District will be co-sponsoring a Riverside Hispanic Chamber of Commerce event at RCC next month.	Vice Chancellors
Dr. Steinback, President, Moreno Valley College, Dr. Green, Interim President, Norco College, and Dr. Anderson, President, Riverside City College updated the Board on upcoming events and activities occurring at their colleges.	Presidents

ACADEMIC SENATE REPORTS

Dr. Sellick presented the report on behalf of Riverside City College and Riverside Community College District Senate.	Riverside City College/Riverside Community College District

BARGAINING UNIT REPORTS

Dr. Taube presented the report on behalf of the CTA.	CTA – California Teachers Association

BUSINESS FROM BOARD MEMBERS

Trustee Blumenthal thanked everyone for their support on the campaign efforts for Measure A; shared the events she attended last month; recognized the RCC choir singers for their outstanding performance in December.	Update from Members of the Board of Trustees on Business of the Board
Trustee Alcala shared the events he attended last month; thanked everyone for the campaigning efforts for Measure A.	

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Trustee Vackar stated she is looking forward to the upcoming legislative visits in Sacramento; preparing to attend the CCCT Board meeting.

Trustee Hedrick shared the events he attended last month; thanked everyone for their campaign efforts for Measure A; commented on Dr. Martin Luther King, Jr. and his contributions to society.

Trustee Figueroa remarked on the upcoming campaign efforts for Measure A; inquired how to access funds recently approved to address the diversity issue with faculty hiring; requested our Police Department hold town hall meetings with students to address their feelings of a lack of safety on campus.

The Board adjourned the meeting at 7:39 p.m.   <u>ADJOURNMENT</u>

Official Minutes
Approved on 2/18/2020

Certified By: _____

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Board of Trustees Regular Meeting (IV.A)

Meeting	February 18, 2020
Agenda Item	Other Items (IV.A)
Subject	Chancellor's Communications
College/District	District
Funding	N/A
Recommended Action	Information Only

Background Narrative:

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

Prepared By: Wolde-Ab Isaac, Chancellor

Board of Trustees Regular Meeting (IV.B)

Meeting	February 18, 2020
Agenda Item	Other Items (IV.B)
Subject	Five to Thrive Presentation - RCC Career Closet
College/District	Riverside City College
Funding	N/A
Recommended Action	

Background Narrative:

Each month a faculty member is invited through the Academic Senate to present on teaching and programs. This month a presentation will be provided regarding the RCC Career Closet.

Prepared By: Gregory Anderson, President, Riverside City College
Rebecca Loomis, Associate Professor of Anatomy/Physiology, Riverside City College
Meriel Anderson-McDade, Employment Placement Coordinator, Riverside City College

RIVERSIDE COMMUNITY COLLEGE

TIGER TLC

PROVIDING THE NEEDED RESOURCES FOR OUR STUDENTS

WELCOME TO THE RCC CAREER CLOSET
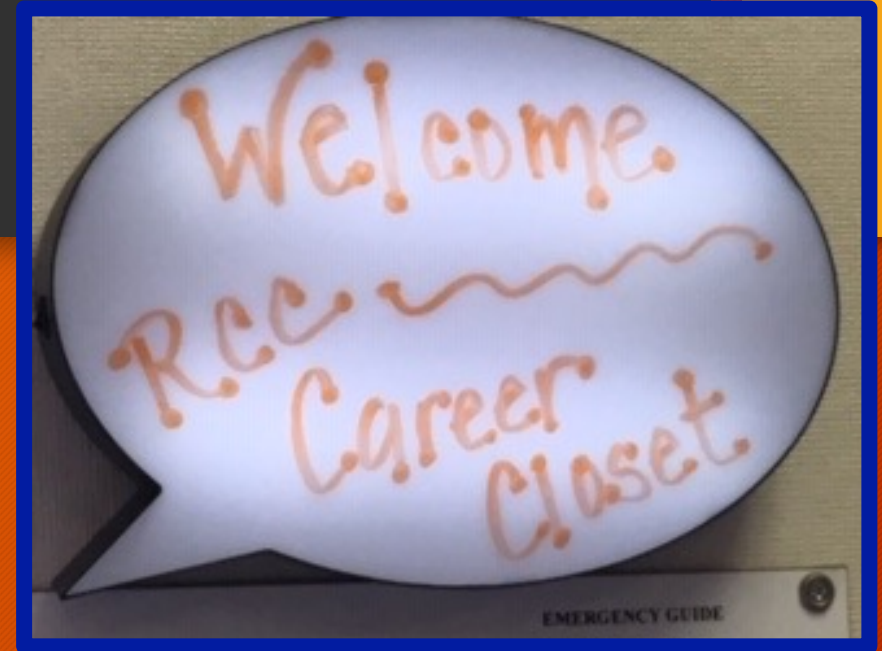
ROLLING UP OUR SLEEVES. . .

IT ALL BEGAN AT OUR FIRST MEETING IN JANUARY 2019

ROLLING UP OUR SLEEVES. . .

IT ALL BEGAN AT OUR FIRST MEETING IN JANUARY 2019

ROLLING UP OUR SLEEVES. . .

IT ALL BEGAN AT OUR FIRST MEETING IN JANUARY 2019

ROLLING UP OUR SLEEVES. . .

IT ALL BEGAN AT OUR FIRST MEETING IN JANUARY 2019

SURROUNDED BY SUPPORT!!

ADMINISTRATION

SURROUNDED BY SUPPORT!!

ADMINISTRATION

FACULTY AND STAFF

SURROUNDED BY SUPPORT!!

THE COMMUNITY

STUDENTS

SURROUNDED BY SUPPORT!!

THE COMMUNITY

STUDENTS

BUSINESSES AND EMPLOYERS

GRAND OPENING APRIL 2019

GRAND OPENING APRIL 2019

GRAND OPENING APRIL 2019

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GRAND OPENING APRIL 2019

GRAND OPENING APRIL 2019

34

GRAND OPENING APRIL 2019

GRAND OPENING APRIL 2019

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A NATURAL PROGRESSION. . . .
FALL 2019

A NATURAL PROGRESSION. . . .
FALL 2019

A NATURAL PROGRESSION. . . .
FALL 2019

A NATURAL PROGRESSION. . . .
FALL 2019

A NATURAL PROGRESSION. . . .
FALL 2019

A NATURAL PROGRESSION. . . .
FALL 2019

A NATURAL PROGRESSION. . . .
FALL 2019

A NATURAL PROGRESSION. . . .
FALL 2019

POP UPS FOR GIFTING CASUAL CLOTHING

COSMETOLOGY SERVICES

PERSONAL STYLISTS. . .HAPPY CUSTOMERS!!

PERSONAL STYLISTS. . . HAPPY CUSTOMERS!!

CURRENT OPERATIONS

- Open Mondays and Tuesdays 12-2
- One complete outfit gifted per session
- Casual clothes unlimited
- Volunteer staff
- Donation dependent
- Added hours beginning spring 2020: Wednesdays and Thursdays 9-11

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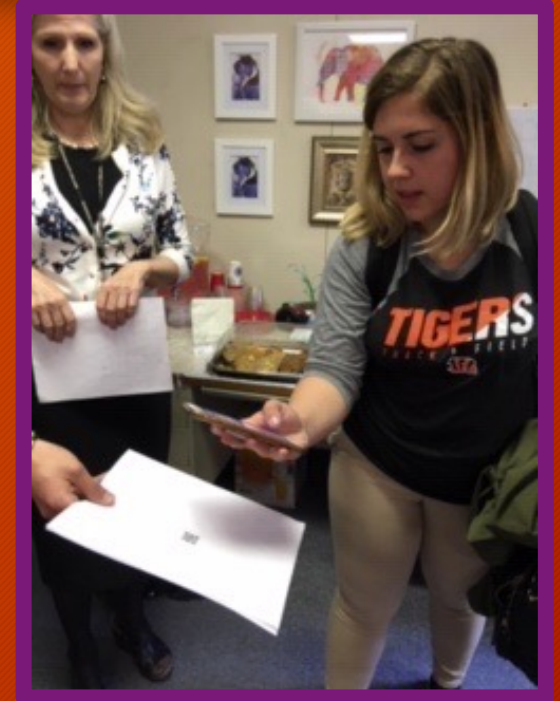
THANK YOU FOR YOUR TIME AND INTEREST IN OUR STUDENTS!!

http://bit.ly/rcccareerclosetpromo

Board of Trustees Regular Meeting (IV.C)

Meeting	February 18, 2020
Agenda Item	Human Resources & Employee Relations (IV.C)
Subject	Healthcare Update
College/District	District
Funding	N/A
Recommended Action	Information Only

Background Narrative:

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

Any new claims or concerns will be brought forward.

Prepared By: Terri L. Hampton, Vice Chancellor, Human Resources & Employee Relations

Board of Trustees Regular Meeting (IV.D)

Meeting	February 18, 2020
Agenda Item	Other Items (IV.D)
Subject	Future Monthly Committee Agenda Planner and Annual Master Planning Calendar
College/District	District
Funding	N/A
Recommended Action	Information Only

Background Narrative:

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

Prepared By: Wolde-Ab Isaac, Chancellor

RECOMMENDED 2019-20 GOVERNING BOARD AGENDA MASTER PLANNING CALENDAR

Month	Planned Agenda Item *(Consent Item)
August	• Resolution Regarding Appropriations Subject to Proposition 4 – Gann Limitation* • Resolutions – California Public Employees' Retirement Incentive Plan Under Government Code Section 20904 – Two Additional Years of Service Credit
September	• CCFS-311Q-Quarterly Financial Status Report (4th Quarter) * • Public Hearing and Budget Adoption for the Fiscal Year RCCD Budget • Resolution Authorizing the Issuance of Measure C General Obligation Bonds, Series 2019F, and Actions Related Thereto • Annual Adoption of Education Protection Account Funding and Expenditures*
October	• Emeritus Awards, Faculty • Presentation of Annual Report by Measure C Citizens' Bond Oversight Committee • CCFS 311 Annual Financial and Budget Report* • Measure C Update • Bond Survey Results • Business & Financial Service Strategic Plan • Long-Term Capital Facilities Program • Clery Act Report • Fiscal Viability Assessment • Land Use Policy
November	• CCFS-311Q Financial and Budget Report (1st Quarter)* • Annual Master Grant Submission Schedule • 2020-21 BAM Phase II Implementation • Public Private Partnership Policies & Standards/Protocols/Procedures • Resolution to Order an Election for March 2020 • Total Cost of Ownership
December	• Organizational Meeting: Elect the President, Vice President and Secretary of the Board of Trustees; Board association and committee appointments. • Annual Board of Trustees Meeting Calendar for January-December • Annual District Academic Calendar • Annual Independent Audit Report for RCCD • Annual Independent Audit Report for RCCD Foundation • Annual Proposition 39 Financial and Performance Audits • Fall Scholarship Award to Student Trustee • Signature Authorization*
January	• Grants Office Annual Winter Report • Federal Legislative Update • Annual Nonresident Tuition and Capital Outlay Surcharge Fees* • Proposed Curricular Changes
February	• CCFS-311Q-Quarterly Financial Status Report (2nd Quarter)* • Presentation of Governor's Budget Proposal • Recommendation Not to Employ (March 15th Letters)
March	• Agreement for Information Technology Support Services to the Galaxy System with Riverside County Superintendent of Schools*
April	• Academic Rank – Full Professors • Annual Authorization to Encumber Funds (Resolution for RCOE) • Proposed Curricular Changes • Future Bond Measure Survey Update • Economic Impact Study • Presentation for FY 2020-21 RCCD Budget Planning
May	• CCFS-311Q-Quarterly Financial Status Report (3rd Quarter) • Spring Scholarship Award to Student Trustee • Summer Workweek • College Closure – Holiday Schedule • Resolution to Recognize Classified School Employee Week • Board of Trustees Annual Self-Evaluation • Chancellor's Evaluation • Annual Institutional Effectiveness Goals for Fiscal Viability and Programmatic Compliance with State and Federal Guidelines • Safety and Police Update

June	• Administration of Oath of Office to Student Trustee • Department Chairs and Stipends, Academic Year • Coordinator Assignments • Extra-Curricular Assignments • 2022-2026 Five-Year Capital Construction Plan, Initial Project Proposals and Final Project Proposals • Tentative Budget for FY 2020-21 and Notice of Public Hearing on the FY 2019-20 Final Budget • Notices of Employment–Tenured Faculty; Contract Faculty; and Categorically Funded Academic Administrator Employment Contracts • Moreno Valley College Catalog • Norco College Catalog • Riverside City College Catalog • Board Self Evaluation – Reporting Out

Revised 8/14/2019

A. Planning, Effectiveness & Governance	B. Teaching and Learning	C. Advancement & Partnerships	D. Resources	E. Equity
Vice Chancellor, Educational Services	Vice Chancellor, Educational Services	Vice Chancellor, Institutional Advancement & Economic Development	Vice Chancellor, Business & Financial Services	Vice Chancellor, Human Resources & Employee Relations
	■ Board report and/or backup not yet complete – review pending. ✓ Board report & backup materials attached for review by the Cabinet. ★ Approved by the Cabinet for placement on the Board agenda. **ALL FINAL REPORTS DUE TO THE CHANCELLOR'S OFFICE BY 02/25/2020 & 03/10/2020.**		▪ Norco College Soccer Field Turf Replacement (Brown/Agah) ▪ Long-Term Capital Facilities Program (Brown/Agah) ▪ Solar Planning Initiative (Brown/Agah) ▪ Student Safety & Security Update (Brown/Esqueda)	

Updated 02/12/2020

Board of Trustees Regular Meeting (V.A)

Meeting	February 18, 2020
Agenda Item	Minutes (V.A)
Subject	Student Report
College/District	District
Funding	N/A
Recommended Action	Information Only

Background Narrative:

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

Prepared By: Jorge Zavala, Student Trustee

Board of Trustees Regular Meeting (VI.A)

Meeting	February 18, 2020
Agenda Item	Human Resources & Employee Relations (VI.A)
Subject	Academic Personnel
College/District	District
Funding	N/A
Recommended Action	Recommend approving/ratifying the academic personnel actions.

Background Narrative:

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

Prepared By: Terri L. Hampton, Vice Chancellor, Human Resources & Employee Relations

RIVERSIDE COMMUNITY COLLEGE DISTRICT
HUMAN RESOURCES AND EMPLOYEE RELATIONS

Subject: Academic Personnel   Date: February 18, 2020

1. Appointments

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

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

a. Management Contract

Name	Position	Term of Employment	Salary Placement
RIVERSIDE CITY COLLEGE			
Starr, Pamela	Director, Disabled Student Programs and Services	02/19/2020-06/30/2021	V-2

b. Contract Faculty

Name	Position	Effective Date	Salary Placement
RIVERSIDE CITY COLLEGE			
ASSISTANT PROFESSOR			
Dominguez, Brandon	Nursing	02/18/2020	G-4

c. Long-Term, Temporary Faculty

Name	Position	Effective Date	Salary Placement
RIVERSIDE CITY COLLEGE			
VISITING ASSISTANT PROFESSOR			
Oxnevad, Ian	Political Science (Spring 2020)	02/18/2020	H-1
Philippsen, Emily	Early Childhood Education (Spring 2020)	02/18/2020	E-5
Scott, Christi	Biology (Spring 2020)	02/18/2020	H-1

d. Extra-Curricular, Academic Year 2019-20
    Additions/Changes to the list submitted/approved by the Board of Trustees on June 11,
    2019.

Name	Activity	Add/Change/Remove
Alumbres, CJ	Assistant Coach, Track & Field	Add 100%
Greenawalt, Sarah	Strength Coach	Add 100%
Hayes, Trainer, Monica	Assistant Coach, Beach Volleyball	Remove 100%
Hofman, Jamie	Assistant Coach, Beach Volleyball	Add 100%
Magee, Greg	Assistant Coach, Track & Field	Remove 100%

2. Salary Placement Adjustment

    At their meeting of January 21, the Board of Trustees approved the appointment(s) of the following faculty member(s). The employee(s) have provided appropriate verification of experience and/or coursework completed that will affect their salary placement.

    It is recommended the Board of Trustees approve the adjustment of salary placement for the faculty member(s) listed below:

Name	Discipline	Placement	Effective Date
Faux, Todd	Theater Arts	F-3	02/18/2020

3. Revision to Last Date of Employment Due to Retirement

    At their regular meeting of November 19, 2019, the Board approved the last date of employment due to retirements of Travis Gibbs, Professor, Psychology, effective June 29, 2020. There is a necessity to change the effective end date from June 29, 2020 to June 16, 2020.

    It is recommended the Board of Trustees approve the change to the effective last date of employment to June 16, 2020.

4. Recommendation Not to Reemploy – Non-Tenure Track Employees in Categorically Funded Faculty Positions

    In compliance with Education Code Section 87470, the contracts of the temporary faculty members listed below will not be renewed for the 2020-21 academic year and notice will be sent accordingly.

Name	Discipline	Location
Apodaca, Aubrey	Nursing	Riverside City College
Huizar, Monica	Counseling	Norco College

5. Recommendation Not to Reemploy – Contract Employee

    Education Code Section 87608.5 allows the Board of Trustees not to enter into a contract for the following academic year and not employ the probationary employees as a tenure employees.

    It is recommended that the Board of Trustees not reemploy the employees listed below and they authorize the Chancellor or his designee to send them a notice of non-reemployment for the 2020-21 academic year per Education Code 87610.

Name	Title	Location
Hock, Anita	Assistant Professor, Biology	Riverside City College

6. Recommendation Not to Reemploy – Educational Administrators in Categorically Funded Positions

In compliance with Education Code Section 87470, the contract of the employees listed below may not be renewed for the entire 2020-21 academic year. Their employment may end on the effective date listed below, and notice will be sent accordingly.

Name	Title	Location	Effective Date
Jimenez, Albert	Director, Learning Resource Center	Norco College	09/30/2020
Schlanger, David	Director, Career Center	Norco College	06/30/2020

7. Recommendation Not to Reemploy – Academic Administrator

Education Code Section 72411 (b) allows the Board of Trustees not to enter into a contract for the following year.

It is recommended the employee listed below not be reemployed and the Board of Trustees authorize the Chancellor or his designee to send a notice of non-reemployment for the 2020-21 academic year.

Name	Title	Location
Douglas-Chicoye, Allison	Dean, Student Success & Support	Riverside City College

8. Tenured Educational Administrator's Retreat Request

Board Policy 7250 gives a tenured educational administrator the right to make a formal request to return to a faculty position. Don Wilcoxson, Interim Dean of Instruction (CTE) at Riverside City College, has made such a request to return to his tenured faculty position in Business Administration at Riverside City College. This request has the support of the Vice President of Academic Affairs and the College President.

It is recommended that the Board of Trustees approve and appoint Don Wilcoxson to the position and rank of Professor, Business Administration, at Riverside City College, effective February 18, 2020, with salary placement at F-22 of the Faculty Salary Schedule.

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

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

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

<u>Name</u>	<u>Position Title</u>	Last Day of <u>Employment</u>
RESIGNATION(S)		
Barboza, Matthew	Associate Professor, CIS	02/13/2020
RETIREMENTS(S)		
Andacheh, Khalil	Associate Professor, Sociology	06/15/2020
Anderson, Kristine	Professor, English	06/12/2020
Mills, David	Associate Professor, English	06/12/2020
Reynolds, Joseph	Associate Professor, Counseling (DSPS)	06/29/2020

Board of Trustees Regular Meeting (VI.B)

Meeting	February 18, 2020
Agenda Item	Human Resources & Employee Relations (VI.B)
Subject	Classified Personnel
College/District	District
Funding	N/A
Recommended Action	Recommend approving/ratifying the classified personnel actions.

Background Narrative:

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

Prepared By: Terri L. Hampton, Vice Chancellor, Human Resources & Employee Relations

RIVERSIDE COMMUNITY COLLEGE DISTRICT
HUMAN RESOURCES AND EMPLOYEE RELATIONS

Subject: Classified Personnel   Date: February 18, 2020

1. Appointments

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

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

Name	Position	Effective Date (On/After)	Contract/ Salary	Action
a.	Management/Supervisory (None)			
b.	Management/Supervisory – Categorically Funded DISTRICT			
Murillo, Stephanie	Director, CTE and K-14 Regional Technical Assistant Provider	02/19/20	T-1	Appointment
c.	Classified/Confidential DISTRICT			
Arellano Sandoval, Beatriz	Community Service Aide I (PT, 48.75%, 11-Month)	02/19/20	C-1	Appointment
Denunno, Astrid	Accounts Payable Specialist	02/10/20	I-2	Appointment
Lu, Rongyu	Accounts Payable Specialist	01/27/20	I-2	Appointment
Solis, Ines	Administrative Assistant IV	01/27/20	K-3	Appointment
MORENO VALLEY COLLEGE				
Horton, Veronica	Student Activities Clerk	02/19/20	G-1	Appointment
NORCO COLLEGE				
Honesto, Michael	Custodian	02/19/20	C-1	Appointment
RIVERSIDE CITY COLLEGE				
Schwartz, Lisa	Administrative Assistant III	02/10/20	I-4	Appointment
Tucker, Kyara	Custodian	02/19/20	C-1	Appointment
d.	Classified/Confidential - Categorically Funded NORCO COLLEGE			
Lopez, Elizabeth	Counseling Clerk II	02/19/20	G-1	Transfer
Podein, Stephanie	CTE Projects Specialist	02/21/20	P-2	Appointment

Subject: Classified Personnel   Date: February 18, 2020

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

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

Name	Title	From/To Workload	Effective Date(s)
Cruz, Peter	Customer Service Clerk	47.5% to 72.5%	01/22/20-02/21/20
Powers, Chris	Laboratory Technician II	75% to 100%	02/06/20-04/10/20

3. Request(s) for Permanent Increase in Workload

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

Name	Title	From/To Workload	Effective Date(s)
Simmons, Sabrina	Library Clerk I	37.5% to 38.75%	02/18/20

4. Military Leave

Section 395.01 of the Military and Veteran's Code and Section 87832 of the Education Code authorizes the President, or designee, to approve a leave for military reserve duty with full salary for the first 30 days of such military leave;

It is recommended the Board of Trustees ratify a request for military reserve duty for Octavio Rojas, Senior Officer, for the dates of January 30, 2020 to February 12, 2020 (a total of 10 work days). Mr. Rojas meets the college service requirement.

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

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

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

Name	Position	Last Date of Employment
RESIGNATION(S)		
Martin, Anthony	Community Service Aide I	02/07/20
Tago, Carolyn	Admissions and Records Operations Assistant	01/31/20
RETIREMENT(S)		
Alcarez, Marisela	EOPS Specialist	06/29/20
Cave, Cindy	Medical Administrative Assistant	06/29/20
Gomez, Daniel	Maintenance Manager	06/29/20
Metroka, Valeree	Police Records Clerk	06/30/20
Siemieniewska, Jolanta	Reading Paraprofessional	06/29/20
Wagner, Karen	Auxiliary Business Services Bookkeeper	06/29/20

Board of Trustees Regular Meeting (VI.C)

Meeting	February 18, 2020
Agenda Item	Human Resources & Employee Relations (VI.C)
Subject	Other Personnel
College/District	District
Funding	N/A
Recommended Action	Recommend approving/ratifying the other personnel actions.

Background Narrative:

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

Prepared By: Terri L. Hampton, Vice Chancellor, Human Resources & Employee Relations

RIVERSIDE COMMUNITY COLLEGE DISTRICT
HUMAN RESOURCES AND EMPLOYEE RELATIONS

Subject: Other Personnel   Date: February 18, 2020

1.   Substitute Assignments

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

2.   Short-Term Positions

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

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

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

4.   Professional Experts

     Pursuant to Ed Code 88003, a professional expert is any person employed on a temporary basis
     for a specific project, regardless of length of employment. It is recommended that the Board of
     Trustees approve the employment of the following professional experts and authorize the Vice
     Chancellor, Human Resources and Employee Relations to sign the employment agreement.

Name	Position	Department	Location	Term	Amount
Blank, Kaytlyn	Basic Needs Coordinator	Student Life	Norco	01/01/20-01/07/20	$38.00/Hour
Hawkins, Damaris	Instructional Designer	Distance Education	District	02/18/20-06/30/20	$6,700/ Month

NAME	POSITION	DEPARTMENT	DATE	RATE
DISTRICT				
Alegria Cordon, Victor	Community Service Aide I	Safety and Police	02/01/20-03/31/20	$19.19
Arellano Sandoval, Beatriz	Community Service Aide I	Safety and Police	02/01/20-02/18/20	$19.19
Hernandez, Alexis	Community Service Aide I	Safety and Police	02/01/20-03/31/20	$19.19
Navarro, Ann Marie	Foundation Administrative Technician	Foundation	01/28/20-02/28/20	$27.68
Vargas, Annette	Economic Development Assistant	Economic Development	02/03/20-02/29/20	$27.68
MORENO VALLEY				
Arballo, Angelita	Administrative Assistant IV	Student Services	01/13/20-06/30/20	$27.68
McDaniel, Jennifer	Apprenticeship Director	Career and Technical Education	01/06/20-01/21/20	$43.85
Melendez, Yvette	Dental Education Center Laboratory Assistant	Career and Technical Education	01/06/20-03/07/20	$24.23
Valenzuela, Cynthia	Student Activities Clerk	Student Activities Center	02/01/20-02/28/20	$23.01
NORCO				
Blank, Kaytlyn	Certified Athletic Trainer	Student Life	01/08/20-06/30/20	$36.00
Hallimore, Debra	Customer Service Clerk	Student Financial Services	02/04/20-04/03/20	$20.99
Nunez, Noah	Custodian	Facilities	01/16/20-06/30/20	$19.19
RIVERSIDE				
Blair, Joyanna	Library Clerk I	Library	02/03/20-04/02/20	$20.99
Knych, Thomas	Senior Tool Room Attendant	Applied Technology	01/23/20-06/30/20	$23.01
O'Neill, Rosemary	Administrative Assistant I	Academic Affairs	02/05/20-04/04/20	$20.99
Olivieri, Melissa	Administrative Assistant II	Disability Resource Center	02/06/20-04/05/20	$23.01
Walker, Tyler	Maintenance Mechanic, Plumber/Boiler	Facilities	01/23/20-06/30/20	$29.34

NAME	**POSITION**	**DEPARTMENT**	**DATE**	**RATE**
DISTRICT				
Alvarez, Antonio	Interpreter II	Disability Resource Center	02/19/20-06/30/20	$30.00
Clementino, Steffany	Interpreter II	Disability Resource Center	01/06/20-06/30/20	$30.00
Dorn, Michael	Interpreter II	Disability Resource Center	01/06/20-06/30/20	$30.00
Fuentes, Graciela	Interpreter II	Disability Resource Center	01/06/20-06/30/20	$30.00
Guerrero, Stephanie	Interpreter II	Disability Resource Center	01/06/20-06/30/20	$30.00
Hughes, Brianna	Interpreter II	Disability Resource Center	01/06/20-06/30/20	$30.00
Lagunas, Armando	Office Assistant IV	Culinary Arts	01/06/20-06/30/20	$14.00
Lopez, Anita	Interpreter II	Disability Resource Center	01/06/20-06/30/20	$30.00
Lozano, Lauren	Interpreter I	Disability Resource Center	02/19/20-06/30/20	$25.00
Montano, Trina	Interpreter II	Disability Resource Center	01/06/20-06/30/20	$30.00
Trevino, Catherine	Interpreter III	Disability Resource Center	01/06/20-06/30/20	$35.00
RIVERSIDE				
Hernandez-Ramirez, Grecia	Stage Technician IV	Fine and Performing Arts	02/19/20-06/30/20	$12.00
Hernandez-Ramirez, Grecia	Stage Technician IV	Performance Riverside	02/19/20-06/30/20	$12.00
Mosqueda, Denise	Student Health Specialist	Student Health and Psychological Services	02/01/20-06/30/20	$30.00

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NAME	POSITION	DEPARTMENT	DATE	RATE
DISTRICT FUNDS				
MORENO VALLEY COLLEGE				
Beltran, Alvin	Student Aide I	Math Lab	02/06/20	$ 13.00
Cama, Karen	Student Aide I	Tutorial Services	01/29/20	$ 13.00
Dahl, Matthew	Student Aide I	First Year Experience Program	01/21/20	$ 13.00
Duerr, Denise	Student Aide III	Supplemental Instruction	02/03/20	$ 14.00
Gutierrez, Arlette	Student Aide III	Supplemental Instruction	01/13/20	$ 14.00
Henderson, Marcel	Student Aide II	Career and Technical Education	01/13/20	$ 13.75
Herrera, Benjamin	Student Aide I	Tutorial Services	01/13/20	$ 13.00
Ignacio, Catherine Louise	Student Aide III	Writing and Reading Center	12/04/19	$ 14.00
Johnson Parada, Yemanya	Student Aide I	Tutorial Services	02/06/20	$ 13.00
Karkoukli, Sarah	Student Aide II	Tutorial Services	12/04/19	$ 13.00
Li, Ruiling	Student Aide I	Math Lab	02/06/20	$ 13.00
Marin, Elias	Student Aide III	Supplemental Instruction	01/29/20	$ 14.00
Miech, Keopyseth	Student Aide II	Tutorial Services	12/13/19	$ 13.00
Morales, Ingrid	Student Aide I	Middle College Program	01/21/20	$ 13.00
Peralta, Julie	Student Aide I	Food Services	02/06/20	$ 13.00
Ramirez Sierra, Abraham	Student Aide II	Tutorial Services	12/04/19	$ 13.00
Rodriguez, Jessica	Student Aide II	Writing and Reading Center	02/05/20	$ 14.00
Rosales, Susana	Student Aide I	Food Services	02/05/20	$ 13.00
Wheeler, Dominique	Student Aide II	Supplemental Instruction	02/05/20	$ 14.00
Yepez, Eric R	Student Aide I	Outreach	01/23/20	$ 13.00
NORCO COLLEGE				
Cadena, Nicholas	Student Aide I	Disability Resource Center	02/10/20	$ 13.00
Chihuahua, Teresa	Student Aide I	Student Life	01/27/20	$ 13.00
Guevara, Sofia	Student Aide I	Social and Behavioral Sciences	12/20/19	$ 12.00
Hickman, Tyan	Student Aide I	Perkins	02/10/20	$ 13.00
Jinadasa, Senelli	Student Aide III	Tutortial Services	01/27/20	$ 13.00
Juarez, Abelardo	Student Aide I	Social and Behavioral Sciences	12/20/19	$ 12.00
Lambert, Thomas	Student Aide I	Student Life	02/10/20	$ 13.00
Lopez, Melissa	Student Aide I	Disability Resource Center	11/01/19	$ 12.00
Ortiz Perez, Joel	Student Aide I	Social and Behavioral Sciences	12/20/19	$ 12.00
Ramirez, Valerie	Student Aide I	Business Engineering Info		
Soria, Jeremiah	Student Aide I	Social and Behavioral Sciences	12/20/19	$ 12.00
Spillards, Stephanie	Student Aide III	Tutortial Services	12/20/20	$ 14.00
RIVERSIDE CITY COLLEGE				
Barrett, Fraser	Student Aide I	Tutorial Services	02/03/20	$ 13.00
Bowman, Roryana	Student Aide III	Student Life / Ujima	01/03/20	$ 14.00
Buck, Luciano	Student Aide I	Performing Arts / Music	02/05/20	$ 13.00
Calixto, Marisol	Student Aide I	Early Childhood Education	01/06/20	$ 13.00

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NAME	POSITION	DEPARTMENT	DATE	RATE
RIVERSIDE CITY COLLEGE (Continued)				
Contreras-Fregoso, Angel	Student Aide I	Outreach / Welcome Center	01/24/20	$ 13.00
Cortes, Juan	Student Aide I	Printing and Graphics	02/03/20	$ 13.00
Cruz Barbosa, Wellington	Student Aide I	Writing and Reading Center	02/05/20	$ 13.00
Dozier, Jeremiah	Student Aide I	Tutorial Services	01/01/20	$ 13.00
Fernando, Nathalie	Student Aide I	Facilities	01/21/20	$ 13.00
Flores, Luis	Student Aide I	Performing Arts / Music	12/11/19	$ 12.00
Gamble, Nicole	Student Aide I	Early Childhood Education	12/11/19	$ 12.00
Lee, Ji Won	Student Aide I	International Student Center	02/03/20	$ 13.00
Lopez Palomera, Aleida	Student Aide I	Early Childhood Education	01/24/20	$ 13.00
Lowry, Jacob	Student Aide I	Performing Arts / Theatre	12/11/19	$ 12.00
Martinez, Angeles	Student Aide I	Early Childhood Education	12/18/19	$ 12.00
Murillo, Claudia	Student Aide I	Early Childhood Education	12/11/19	$ 12.00
Padilla, Madison	Student Aide I	Performing Arts / Theatre	12/11/19	$ 12.00
Perez, Jocelyn	Student Aide III	Student Services / La Casa	12/11/19	$ 14.00
Romero, Alexandra	Student Aide I	Early Childhood Education	01/01/20	$ 13.00
Rondeau, Margeux	Student Aide I	Early Childhood Education	01/29/20	$ 13.00
Teang, Sok Heng	Student Aide I	Tutorial Services	12/11/19	$ 12.00
Verdugo Jr., Ismael	Student Aide I	Welcome Center / Outreach	01/01/20	$ 13.00

CATEGORICAL FUNDS

CALWORKS WORK STUDY

Clayborn, Ashley	Student Aide I	Student Financial Services - RCC	02/03/20	$ 13.00
Scott, Brandy	Student Aide I	Student Financial Services - RCC	02/03/20	$ 13.00

COMMUNITY SERVICE PROGRAM

Lopez, Melissa	Student Aide II	Disability Resource Center-Norco	01/27/20	$ 13.00
Gonzalez, Jeff	Student Aide II	City of Riverside/Arlingtom Library-RCC	12/02/19	$ 13.00

AMERICA COUNTS

Alejo Barajas, Jaqueline	Student Aide II	My Learning Studio - RCC	12/11/19	$ 13.00

MORENO VALLEY COLLEGE

Cummings, Kailey	Student Aide I	Counseling	01/14/20	$ 13.00
Hernandez, Maribel	Student Aide I	Extended Opportunity and Services Program	01/21/20	$ 13.00
Saldana, Martha	Student Aide I	Extended Opportunity and Services Program	01/21/20	$ 13.00

RIVERSIDE CITY COLLEGE

Patrick, Cody	Student Aide I	Kinesiology / Men's Track	01/22/20	$ 13.00

Board of Trustees Regular Meeting (VI.D)

Meeting	February 18, 2020
Agenda Item	Purchase Order and Warrant Report - All District Resources (VI.D)
Subject	Purchase Order and Warrant Report - All District Resources
College/District	District
Funding	Various Resources
Recommended Action	Recommend approving/ratifying the Purchase Orders and Purchase Order Additions totaling $4,908,875, and District Warrant Claims totaling $5,791,559.

Background Narrative:

The attached Purchase Order and Warrant Report – All District Resources is submitted to comply with Education Code Sections 81656 and 85231. The Purchase Orders and Purchase Order Additions, totaling $4,908,874 requested by staff and issued by the District Business Office have been reviewed to verify that budgeted funds are available in the appropriate categories of expenditure.

District Warrant Claims (numbers 313389 - 314981) totaling $5,791,559, paid against approved Purchase Orders, have been reviewed by the Business Office to verify that monies are available in the appropriate funds for payment of these warrants. These claims also have been reviewed, on a sample basis, by the Riverside County Office of Education through its claim audit process.

Prepared By: Aaron S. Brown, Vice Chancellor, Business & Financial Services
Majd S. Askar, Director, Business & Financial Services

Report of Purchases-All District Resources
Purchases Over $95,200
1/01/20 thru 1/31/20

PO#	Department	Vendor	Description	Amount
B0018832	Student Services Grants & Equity Programs	Follett Higher Education Group, Inc.	Books for First Year Experience Program	$ 100,000
C0006709	Academy / Criminal Services	Enterprise Electric Datacom	Bid Award: Platform Scenario Training Building	247,000
C0006710	Academy / Criminal Services	JPI Development Group, Inc.	Bid Award: Platform Scenario Training Building	341,000
C0006712	Facilities - Moreno Valley	Cornerstone Detention Products, Inc.	Bid Award: Platform Scenario Training Building	267,130
C0006713	Facilities - Moreno Valley	Inland Building Construction Companies, Inc.	Bid Award: Platform Scenario Training Building	773,000
C0006714	Academy / Criminal Services	Abdellatif Enterprises, Inc.	Bid Award: Platform Scenario Training Building	326,000
C0006718	Facilities Planning & Development	Alma Strategies, LLC	Capital Outlay Planning/Space Utilization Consultant	110,000
C0006722	CTE Projects	Temecula Valley Unified School District	RCCD is Fiscal Agent for K12 Strong Workforce	250,000
P0077313	Information Services	Sidepath, Inc.	Software License & Memory Upgrade	313,822
P0077460	Facilities - Norco College	FieldTurf USA, Inc.	Soccer Field Replacement CMAS Award	500,648

Additions to Approved/Ratify Purchase Orders of $95,200 and Over

Total $ 3,228,599

All Purchase Orders, Contracts, and Additions
for the Perod of 1/01/20 - 1/31/20

Contracts C6702 - C6739 462,843
    Contract Additions C4880 - C6680
Purchase Orders P77157 - P77469 1,031,492
    Purchase Order Additions P74418 - P77022
Blanket Purchase Orders B18813 - B18834 185,940
    Blanket Purchase Order Additions B17948 - B18812
    Total $ 1,680,275

Grand Total $ 4,908,874

Board of Trustees Regular Meeting (VI.E)

Meeting	February 18, 2020
Agenda Item	Budget Adjustments (VI.E)
Subject	Budget Adjustments
College/District	District
Funding	Various Resources
Recommended Action	Recommend approving the budget transfers as presented.

Background Narrative:

The 2019-20 adopted budget represents our best estimates of both income and expenditures. As the year progresses, however, some accounts have surplus funds while others are under budgeted. As provided in Title 5, Section 58307, the Board of Trustees may approve budget transfers between major object code expenditure classifications within the approved budget to allow for needed purchases of supplies, services, equipment and hiring of personnel. Unless otherwise noted, the transfers are within the unrestricted General Fund (Fund 11, Resource 1000).

Prepared By: Aaron S. Brown, Vice Chancellor, Business & Financial Services
Majd S. Askar, Director, Business Services

Budget Adjustments
February 18, 2020

Program	Account		Amount

Underlined column headers: <u>Program</u>   <u>Account</u>   <u>Amount</u>

<u>Riverside</u>

R1. Transfer to realign the Strong Workforce Local 2018/19 grant budget.
(Fund 12, Resource 1190)

	Program	Account		Amount
From:	Strong Workforce Local 18/19	Academic Special Project	$	42,575
		Mileage		1,000
		Other Services		1,062,884
To:	Strong Workforce Local 18/19	Classified FT	$	300,188
		Classified Perm PT		30,000
		Student Hourly – Non. Instr.		43,756
		Supplies		78,397
		Copying and Printing		266
		Reference Books		532
		Equipment		442,855
		Employee Benefits		210,465

R2. Transfer to provide for travel expenses. (Fund 12, Resource 1190)

	Program	Account		Amount
From:	Staff Development	Academic Special Project	$	1,699
		Employee Benefits		347
To:	Staff Development	Conferences	$	2046

R3. Transfer to realign the Basic Skills 2018/19 grant budget. (Fund 12, Resource 1190)

	Program	Account		Amount
From:	Basic Skills 18/19	Maintenance Supplies	$	3,000
		Student Help Instructional		2,000
		Administrative Contingency		2,898
		Equipment		500
To:	Basic Skills 18/19	Employee Benefits	$	8398

	Program	Account		Amount

R4. Transfer to provide for meals. (Fund 12, Resource 1190)

	From: Hungry Tiger	Meal Grants	$	20,000
	To: Hungry Tiger	Food	$	20,000

R5. Transfer to provide funding for classified salaries. (Fund 12, Resource 1190)

	From: Student Support Services	Tests	$	6,221
	To: Student Support Services	Classified Overtime	$	5,553
		Classified Substitutes		668

R6. Transfer to realign the Impact Geoscientist Development grant budget. (Fund 12, Resource 1190)

	From: Impact Geoscientist Development	Academic Special Project	$	5,890
		Employee Benefits		1,201
		Supplies		5,789
	To: Impact Geoscientist Development	Other Services	$	12,704
		Transportation		176

R7. Transfer to provide for fire life safety standby testing.

	From: Business Services	Supplies	$	200
	To: Business Services	Repairs	$	200

R8. Transfer to purchase supplies and a Scan Snap document scanner.

	From: Dean, Student Success and Support	Administrative Contingency	$	1,194
	To: Dean, Student Success and Support	Supplies	$	700
		Equipment		494

Program	Account		Amount

R9. Transfer to provide for repairs and other services.

From: Business Services	Classified FT	$	13,753
To: Facilities	Repairs	$	10,000
Other Services			3,753

R10. Transfer to provide for the Bradshaw building repairs.

From: Business Services	Classified FT	$	17,500
To: Facilities	Repairs	$	17,500

R11. Transfer to provide for removing roof overhang in the Landis Auditorium.

From: Business Services	Classified FT	$	2,800
To: Facilities	Fixtures & Fixed Equip	$	2,800

R12. Transfer to purchase air conditioning equipment.

From: Business Services	Classified FT	$	5,163
To: Facilities	Equipment	$	5,163

R13. Transfer to provide for spring semester advertising.

From: Business Services	Classified FT	$	46,315
To: Business Services	Advertising	$	46,315

R14. Transfer to purchase replacement bottle filters.

From: Business Services	Classified FT	$	3,000
To: Facilities	Repairs	$	3,000

	Program	Account	Amount

R15. Transfer to provide for Technology A 107 & 108 and Hall of Fame renovation projects.

From:	Business Services	Employee Benefits	$	117,900
To:	Facilities	Remodel Project	$	117,900

R16. Transfer to purchase toners.

From:	Business Services	Classified FT	$	2,105
To:	LHSS	Supplies	$	2,105

R17. Transfer to purchase ChatBox software.

From:	Business Services	Classified FT	$	5,000
To:	International Students	Comp Software Maint/Lic	$	5,000

R18. Transfer to provide for entry fees, professional services and rents and leases.

From:	Business Services	Classified FT	$	21,350
To:	Performing Arts	Professional Services	$	13,600
		Rents and Leases		3,500
		Entry Fees		4,250

R19. Transfer to provide for the Wheelock Gym Lighting project.

From:	Business Services	Administrative Contingency	$	38,033
To:	Facilities	Fixtures & Fixed Equip	$	38,033

R20. Transfer to purchase supplies.

From:	LHSS	Administrative Contingency	$	2,500
To:	LHSS	Supplies	$	2,500

	Program	Account		Amount

R21. Transfer to provide for student athletics transportation.

From:	Business Services	Academic FT Administrator	$ 25,000
To:	Athletics	Transportation	$ 25,000

R22. Transfer to provide for consulting services for Omani update-campus SAAS license (new server/website).

From:	Business Services	Supplies	$ 44,491
To:	Business Services	Consultants	$ 44,491

R23. Transfer to provide for OD Music – Peter Pan production professional services. (Fund 11, Resource 1090)

From:	Performance Riverside	Classified FT	$ 11,428
		Student Help – Non-Instr	764
To:	Performance Riverside	Professional Services	$ 12,192

Norco

N1. Transfer to provide for remodel of the coffee station.

From:	Business Operations	Administrative Contingency	$ 9,993
To:	Food Services	Remodel Project	$ 9,993

N2. Transfer to purchase instructional supplies, supplies, and to provide for copying and printing, classified salaries and benefits.

From:	Business Operations	Administrative Contingency	$ 90,972
To:	Communications	Instructional Supplies	$ 64,411
	Facilities	Supplies	19,868
		Copying and Printing	132
	Admissions & Records	Classified FT	5,992
		Employee Benefits	569

	Program	Account	Amount

N3. Transfer to provide architectural services for the soccer field turf replacement project.

	Program	Account	Amount
From:	Business Operations	Other Services	$ 9,500
To:	Facilities	Architect's Fees	$ 9,500

N4. Transfer to provide for custodial repairs and annual fire extinguisher maintenance services.

	Program	Account	Amount
From:	Business Operations	Classified FT	$ 5,000
		Academic FT Administrator	1,000
To:	Facilities	Repairs	$ 5,000
		Other Services	1,000

N5. Transfer to purchase a vacuum.

	Program	Account	Amount
From:	Facilities	Repairs	$ 2,507
To:	Facilities	Equipment	$ 2,507

N6. Transfer to purchase laptops. (Fund 12, Resource 1190)

	Program	Account	Amount
From:	Title V – Accelerating Pathways	Academic Special Project	$ 18,531
To:	Title V – Accelerating Pathways	Equipment	$ 18,531

N7. Transfer to provide for meeting expenses, an academic special project and benefits.

	Program	Account	Amount
From:	Educational Services	Instructional Supplies	$ 4,601
To:	Educational Services	Meeting Expenses	$ 2,561
	President	Academic Special Project	1,694
		Employee Benefits	346

	Program	Account		Amount

N8. Transfer to provide for student help, benefits and to purchase supplies.

	Program	Account		Amount
From:	Student Services	Administrative Contingency	$	6,510
To:	EOPS	Student Help – Non-Instr	$	4,430
		Employee Benefits		80
	Arts, Humanities & Social/Beh.Sc.	Supplies		2,000

N9. Transfer to provide for mileage, cellular telephone service and to purchase supplies.

	Program	Account		Amount
From:	Campus Student Services	Copying and Printing		200
	Campus Student Services	Supplies		200
	Student Activities	Administrative Contingency		300
		Copying and Printing		107
To:	Campus Student Services	Mileage	$	400
	Student Activities	Supplies		300
		Cellular Telephone		107

N10. Transfer to provide for rents and leases, and advertising, and to purchase a video projector, microphone system, speakers, and audio amplifier. (Fund 12, Resource 1190)

	Program	Account		Amount
From:	Strong Workforce Local 18/19	Supplies	$	77,672
To:	Strong Workforce Local 18/19	Rents and Leases	$	48,975
		Equipment		20,697
		Advertising		8,000

N11. Transfer to provide for conferences, copying and printing, and to purchase food and supplies. (Fund 12, Resource 1190)

	Program	Account		Amount
From:	Basic Skills/ESL 18/19	Classified FT	$	7,500
To:	Basic Skills/ESL 18/19	Conferences	$	6,000
		Food		500
		Supplies		500
		Copying and Printing		500

	Program	Account		Amount

N12. Transfer to purchase instructional supplies. (Fund 12, Resource 1190)

    From: Strong Workforce Regional   Consultants $ 2,677

    To: Strong Workforce Regional   Instructional Supplies $ 2,677

N13. Transfer to purchase a golf cart. (Fund 12, Resource 1190)

    From: CFIS Reentry Program   Instructional Supplies $ 4,764

    To: CFIS Reentry Program   Equipment $ 4,764

N14. Transfer to purchase computers. (Fund 12, Resource 1190)

    From: STEM Engineering Pathways   Supplies $ 134,436

    To: STEM Engineering Pathways   Equipment $ 134,436

N15. Transfer to purchase a comp software maintenance license. (Fund 12, Resource 1190)

    From: Lottery   Instructional Supplies $ 350

    To: Lottery   Comp Software Maint/Lic $ 350

N16. Transfer to provide for academic special projects and benefits. (Fund 12, Resource 1190)

    From: Early Childhood Education Center   Construction Contract $ 12,040

    To: Early Childhood Education Center   Academic Special Project $ 10,000
                                                                     Employee Benefits   2,040

N17. Transfer to purchase a computer software maintenance license. (Fund 12, Resource 1190)

    From: Guided Pathways   Classified FT Administrator $ 50,230

    To: Guided Pathways   Comp Software Maint/Lic $ 50,230

	Program	Account		Amount

N18. Transfer to provide for short-term temporary salaries. (Fund 12, Resource 1190)

	Program	Account		Amount
From:	Middle College High School	Conferences	$	4,000
		Travel Expenses		1,656
To:	Middle College High School	Short-Term Temporary	$	5,656

Moreno Valley

M1. Transfer to purchase supplies and computers.

	Program	Account		Amount
From:	Salary Savings	Administrative Contingency	$	81,957
To:	Technology Support Services	Supplies	$	17,719
		Equipment		64,238

M2. Transfer to purchase a rowing machine and an airbike.

	Program	Account		Amount
From:	Advanced Officer Training	Professional Services	$	4,900
To:	Police Academy	Equipment	$	4,900

M3. Transfer to provide classified salaries and benefits. (Fund 12, Resource 1190)

	Program	Account		Amount
From:	Strong Workforce Regional 17/18	Academic Special Project	$	16,635
To:	Strong Workforce Regional 17/18	Classified Substitutes	$	12,873
		Employee Benefits		3,762

M4. Transfer to purchase supplies.

	Program	Account		Amount
From:	Custodial Services	Short-Term Temporary	$	500
To:	Custodial Services	Supplies	$	500

	Program	Account		Amount

M5. Transfer to purchase supplies. (Fund 12, Resource 1190)

From: Strong Workforce Regional 19/20	Conferences	$	50,000
To: Strong Workforce Regional 19/20	Supplies	$	50,000

M6. Transfer to provide for rents and leases. (Fund 12, Resource 1190)

From: Strong Workforce Local 18/19	Supplies	$	8,000
To: Strong Workforce Local 18/19	Rents and Leases	$	18,000

M7. Transfer to provide for repairs and meeting expenses.

From: President	Supplies	$	2,700
To: President	Repairs	$	500
	Meeting Expenses		2,200

M8. Transfer to provide for academic salaries and benefits. (Fund 12, Resource 1190)

From: Basic Skills	Supplies	$	64,296
To: Basic Skills	Academic FT Non-Instr	$	53,402
	Employee Benefits		10,894

M9. Transfer to purchase instructional supplies. (Fund 12, Resource 1190)

From: Lottery	Rents and Leases	$	1,539
	Comp Software Maint/Lic		510
To: Lottery	Instructional Supplies	$	2,049

Program	Account		Amount

M10. Transfer to provide for the construction and furnishing of the corrections training platform at the Ben Clark Training Facility and to purchase a surveillance camera system and laptops. (Fund 12, Resource 1190)

	Program	Account		Amount
From:	Strong Workforce Local 17/18	Academic Special Project	$	24,831
		Classified FT		33,310
		Classified Perm PT		14,209
		Employee Benefits		22,042
		Copying and Printing		3,396
		Supplies		38,861
		Mileage		4,060
		Conferences		66,498
		Rents and Leases		2,944
		Comp Software Maint/Lic		1,700
		Advertising		2,310
		License Fees		1,144
		Consultants		216,889
	Strong Workforce Local 18/19	Supplies		240,000
To:	Strong Workforce Local 17/18	Construction Contract	$	267,455
		Fixtures & Fixed Equip		59,969
		Equipment		104,770
	Strong Workforce Local 18/19	Construction Contract		240,000

M11. Transfer to realign the Title V Ben Clark Training Center grant budget and to provide for the construction of the corrections training platform. (Fund 12, Resource 1190)

	Program	Account		Amount
From:	Title V Ben Clark Training Center	Reference Books	$	5,000
		Supplies		5,000
		Other Services		671,698
		Consultants		10,000
		Grant Sub-Agreement		290,859
		Travel Expenses		2,698
		Conferences		9,905
To:	Title V Ben Clark Training Center	Classified FT Administrator	$	25,677
		Employee Benefits		7,502
		Construction Contract		961,981

	Program	Account	Amount

M12. Transfer to purchase food. (Fund 12, Resource 1190)

	From: NextUp	Conferences	$	5,000
	To: NextUp	Food	$	5,000

M13. Transfer to provide postage and a guest speaker. (Fund 12, Resource 1190)

	From: Student Equity	Supplies	$	2,600
	To: Student Equity	Postage	$	100
		Professional Services		2,500

M14. Transfer to provide for book grants.

	From: Non-Resident Base Budget Aug	Supplies	$	105,891
	To: College Promise Program	Book Grants	$	105,891

M15. Transfer to provide for a software license. (Fund 12, Resource 1190)

	From: Lottery	Instructional Supplies	$	5,334
	To: Lottery	Comp Software Maint/Lic	$	5,334

District Office and District Support Services

D1. Transfer to provide for planning and consulting services related to the potential international student housing project on Market and University.

	From: Salary Savings	Classified FT Administrator	$	1,118
		Classified FT		140,217
		Classified Perm PT		11,465
	To: VC, Business & Financial Services	Professional Services	$	152,800

	Program	Account		Amount

D2. Transfer to purchase supplies.

From:	VC, Ed Services & Strategic Planning	Administrative Contingency	$	230
	Effectiveness Services	Administrative Contingency		217
	Information Services	Comp Software Maint/Lic		2,500
	Community & Econ Development	Other Services		500
To:	VC, Ed Services & Strategic Planning	Supplies	$	230
	Effectiveness Services	Supplies		217
	Information Services	Supplies		2,500
	Community & Econ Development	Supplies		500

D3. Transfer to provide for copier lease and repairs.

From:	Administrative Services Center	Equipment	$	15,000
To:	Administrative Services Center	Rents and Leases	$	8,000
		Repairs		7,000

D4. Transfer to purchase reference books and a computer.

From:	Grants & Sponsored Projects	Comp Software Maint/Lic	$	5,000
	Community & Econ Development	Rents and Leases		362
To:	Grants & Sponsored Projects	Equipment	$	5,000
	Community & Econ Development	Reference Books		362

D5. Transfer to purchase data center equipment moved from Riverside City College to County of Riverside for improvement of data security.

From:	Salary Savings	Classified FT	$	80,231
		Classified Perm PT		4,430
To:	Information Services	Professional Services	$	4,430
		Equipment		80,231

	Program	Account	Amount

D6. Transfer to provide for DMV registration for newly purchased police cars.

From:	Salary Savings	Classified FT	$	18,800
To:	Safety & Police	Fees	$	18,800

D7. Transfer to provide for consulting services related to implementation of the new travel process using Concur travel.

From:	Salary Savings	Classified FT Administrator	$	46,122
		Classified FT		44,573
To:	VC, Business & Financial Services	Professional Services	$	90,695

D8. Transfer to provide for classified salaries and benefits and to purchase a computer. (Fund 12, Resource 1190)

From:	K-12 Strong Workforce	Conferences	$	21,643
	Strong Workforce Regional 18/19	Meeting Expenses		51,785
		Supplies		1,300
To:	K-12 Strong Workforce	Classified FT	$	14,000
		Employee Benefits		7,643
	Strong Workforce Regional 18/19	Classified FT		32,722
		Employee Benefits		19,063
		Equipment		1,300

D9. Transfer to provide for classified salaries and benefits and to purchase library subscriptions and portable radar units. (Fund 12, Resource 1190)

From:	Title IC	Conferences	$	329
		Administrative Contingency		34,166
To:	Title IC	Classified FT	$	20,000
		Student Help – Instructional		2,590
		Employee Benefits		11,223
		Library Subscriptions		353
		Equipment		329

	Program	Account		Amount
	<u>Program</u>	<u>Account</u>		<u>Amount</u>

D10. Transfer to provide for classified salaries and benefits. (Fund 12, Resource 1190)

From:	Perkins Title 1B	Supplies	$	732
To:	Perkins Title 1B	Classified FT Administrator	$	567
		Employee Benefits		165

Board of Trustees Regular Meeting (VI.F)

Meeting	February 18, 2020
Agenda Item	Resolution(s) to Amend Budget (VI.F)
Subject	Resolution(s) to Amend Budget
	Resolution No. 41-19/20 – Innovation and Effectiveness Grant
College/District	Norco College
Funding	Grants and Categorical Programs
Recommended Action	Recommend adding the revenue and expenditures of $200,000 to the budget.

Background Narrative:

The Riverside Community College District's Norco College has received additional funding for the Innovation and Effectiveness Grant in the amount of $200,000 from the Santa Clarita Community College District, passed through from the California Community Colleges Chancellor's Office Institutional Effectiveness Partnership Initiative. The funds will be used for salaries, benefits, and other operational expenses of the program.

Prepared By: Monica Green, Interim President, Norco College
Samuel Lee, Vice President, Academic Affairs, Norco College

RIVERSIDE COMMUNITY COLLEGE DISTRICT

RESOLUTION TO AMEND BUDGET

RESOLUTION No. 41-19/20

Innovation and Effectiveness Grant – Norco College

WHEREAS the governing board of the Riverside Community College District has determined that income in the amount of $200,000 is assured to said district, which exceeds amounts previously budgeted; and

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

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

This is an exact copy of the resolution
adopted by the governing board at
a regular meeting on February 18, 2020.

_____
Clerk or Authorized Agent

RIVERSIDE COMMUNITY COLLEGE DISTRICT
INCOME & EXPENDITURES - BUDGET AMENDMENT
Resolution No. 41-19/20
Innovation and Effectiveness Grant - Norco College

Year	County	District	Date	Fund
20	33	07	2/18/2020	12

Fund	School	Resource	PY	Goal	Func	Object	Amount			Object Code Description
12	E00	1190	0	0000	0251	8659	200,000	00		REVENUE
12	EJA	1190	0	6010	2251	1490	4,762	00		Academic Special Project
12	EJA	1190	0	6010	2251	3130	81	00		Employee Benefits
12	EJA	1190	0	6010	2251	3335	69	00		
12	EJA	1190	0	6010	2251	3470	10	00		
12	EJA	1190	0	6010	2251	3530	2	00		
12	EJA	1190	0	6010	2251	3630	76	00		
12	EJA	1190	0	6010	2251	4590	1,000	00		Supplies
12	EJA	1190	0	6010	2251	5198	14,000	00		Professional Services
12	EJA	1190	0	6010	2251	5649	180,000	00		Computer Software Maint/Lic
							200,000	00		TOTAL REVENUE
							200,000	00		TOTAL EXPENDITURES

Board of Trustees Regular Meeting (VI.G)

Meeting	February 18, 2020
Agenda Item	Resolution(s) to Amend Budget (VI.G)
Subject	Resolution(s) to Amend Budget Resolution No. 42-19/20 - 2019-2020 Solano Community College District - Nasdaq Entrepreneurial Center Grant
College/District	Moreno Valley College
Funding	Grants and Categorical Programs
Recommended Action	Recommend adding the revenue and expenditures of $2,500 to the budget.

Background Narrative:

The Riverside Community College District's Moreno Valley College has received funding for the 2019-2020 Solano Community College District - Nasdaq Entrepreneurial Center Grant in the amount of $2,500 from Solano Community College District, passed through the California Community Colleges Chancellor's Office. The funds will be used for salaries and benefits.

Prepared By: Robin Steinback, President, Moreno Valley College

Carlos Lopez, Vice President, Academic Affairs (MVC)

Melody Graveen, Dean of Instruction, CTE (MVC)

RIVERSIDE COMMUNITY COLLEGE DISTRICT

RESOLUTION TO AMEND BUDGET

RESOLUTION No. 42-19/20

2019-2020 Solano Community College District – Nasdaq Entrepreneurial Center Grant

WHEREAS the governing board of the Riverside Community College District has determined that income in the amount of $2,500 is assured to said district, which exceeds amounts previously budgeted; and

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

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

This is an exact copy of the resolution
adopted by the governing board at
a regular meeting on February 18, 2020.

_____
Clerk or Authorized Agent

RIVERSIDE COMMUNITY COLLEGE DISTRICT
INCOME & EXPENDITURES - BUDGET AMENDMENT
Resolution No. 42-19/20
2019-2020 Solano Community College District - Nasdaq Entrepreneurial Center Grant

Year	County	District	Date	Fund
20	33	07	2/18/2020	12

Fund	School	Resource	PY	Goal	Func	Object	Amount		Object Code Description
12	F00	1190	0	0000	0096	8659	2,500	00	REVENUE
									EXPENDITURES
12	FJC	1190	0	6010	4096	1490	2,077	00	Acad Special Project
12	FJC	1190	0	6010	4096	3130	355	00	Employee Benefits
12	FJC	1190	0	6010	4096	3335	30	00	
12	FJC	1190	0	6010	4096	3470	4	00	
12	FJC	1190	0	6010	4096	3530	1	00	
12	FJC	1190	0	6010	4096	3630	33	00	
							2,500	00	TOTAL REVENUE
							2,500	00	TOTAL EXPENDITURES

Board of Trustees Regular Meeting (VI.H)

Meeting	February 18, 2020
Agenda Item	Resolution(s) to Amend Budget (VI.H)
Subject	Resolution(s) to Amend Budget Resolution No. 43-19/20 - 2019-2020 Solano Community College District - California Advanced Supply Chain Analysis and Diversification Effort (CASCADE) Grant
College/District	Moreno Valley College
Funding	Grants and Categorical Programs
Recommended Action	Recommend adding the revenue and expenditures of $17,500 to the budget.

Background Narrative:

The Riverside Community College District's Moreno Valley College has received funding for the 2019-2020 Solano Community College District - California Advanced Supply Chain Analysis and Diversification Effort (CASCADE) Grant in the amount of $17,500 from Solano Community College District, passed through the Department of Defense. The funds will be used for salaries, benefits, and other operating expenses.

Prepared By: Robin Steinback, President, Moreno Valley College

Carlos Lopez, Vice President, Academic Affairs (MVC)

Melody Graveen, Dean of Instruction, CTE (MVC)

RIVERSIDE COMMUNITY COLLEGE DISTRICT

RESOLUTION TO AMEND BUDGET

RESOLUTION No. 43-19/20

2019-2020 Solano Community College District – California Advanced Supply Chain Analysis and Diversification Effort (CASCADE) Grant

WHEREAS the governing board of the Riverside Community College District has determined that income in the amount of $17,500 is assured to said district, which exceeds amounts previously budgeted; and

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

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

This is an exact copy of the resolution
adopted by the governing board at
a regular meeting on February 18, 2020.

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Clerk or Authorized Agent

RIVERSIDE COMMUNITY COLLEGE DISTRICT
INCOME & EXPENDITURES - BUDGET AMENDMENT
Resolution No. 43-19/20

2019-2020 Solano Community College District - California Advanced Supply Chain Analysis and Diversification Effort (CASCADE) Grant

Year	County	District	Date	Fund
20	33	07	2/18/2020	12

Fund	School	Resource	PY	Goal	Func	Object	Amount			Object Code Description
12	F00	1190	0	0000	0097	8190	17,500	00		REVENUE
										EXPENDITURES
12	FJC	1190	0	6010	4097	1490	13,288	00		Acad Special Project
12	FJC	1190	0	6010	4097	3130	2,272	00		Employee Benefits
12	FJC	1190	0	6010	4097	3335	193	00		
12	FJC	1190	0	6010	4097	3470	27	00		
12	FJC	1190	0	6010	4097	3530	7	00		
12	FJC	1190	0	6010	4097	3630	213	00		
12	FJC	1190	0	6010	4097	5220	1,500	00		Conferences
							17,500	00		TOTAL REVENUE
							17,500	00		TOTAL EXPENDITURES

Board of Trustees Regular Meeting (VI.I)

Meeting	February 18, 2020
Agenda Item	Resolution(s) to Amend Budget (VI.I)
Subject	Resolution(s) to Amend Budget
	Resolution No. 44-19/20 - 2019-2020 K-12 Strong Workforce Program
College/District	District
Funding	Grants and Categorical Programs
Recommended Action	Recommend adding the revenue and expenditures of $18,302,005 to the budget.

Background Narrative:

The Riverside Community College District is the fiscal agent for the 2019-2020 K-12 Strong Workforce Program, passed through from the California Community Colleges Chancellor's Office and California Department of Education for the purpose of coordinating the disbursement of funds in the amount of $18,302,005. Of this, $18,120,797 will be disbursed to participating entities in accordance with program guidelines and the remainder will be used by the District towards fiscal agent and infrastructure costs.

Prepared By: Rebeccah Goldware, Vice Chancellor, Institutional Advancement & Economic Development
Jeannie Kim-Han, Associate Vice Chancellor, Grant & Economic Development
Sheryl Plumley, Assistant Director, CTE Projects

RIVERSIDE COMMUNITY COLLEGE DISTRICT

RESOLUTION TO AMEND BUDGET

RESOLUTION No. 44-19/20

2019-2020 K-12 Strong Workforce Program

WHEREAS the governing board of the Riverside Community College District has determined that income in the amount of $18,302,005 is assured to said district, which exceeds amounts previously budgeted; and

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

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

This is an exact copy of the resolution
adopted by the governing board at
a regular meeting on February 18, 2020.

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Clerk or Authorized Agent

RIVERSIDE COMMUNITY COLLEGE DISTRICT
INCOME & EXPENDITURES - BUDGET AMENDMENT
Resolution No. 44-19/20
2019-2020 K-12 Strong Workforce Program

Year	County	District	Date	Fund
20	33	07	2/18/2020	12

Fund	School	Resource	PY	Goal	Func	Object	Amount		Object Code Description
12	A00	1190	0	0000	0122	8659	18,302,005	00	REVENUE
									EXPENDITURES
12	AJV	1190	0	6020	0122	2118	38,568	00	Classified FT Administrator
12	AJV	1190	0	6020	0122	2119	13,930	00	Classified FT
12	AJV	1190	0	6020	0122	3220	11,537	00	Employee Benefits
12	AJV	1190	0	6020	0122	3320	3,628	00	
12	AJV	1190	0	6020	0122	3325	849	00	
12	AJV	1190	0	6020	0122	3420	11,276	00	
12	AJV	1190	0	6020	0122	3460	118	00	
12	AJV	1190	0	6020	0122	3520	30	00	
12	AJV	1190	0	6020	0122	3620	937	00	
12	AJV	1190	0	6020	0122	4555	250	00	Copying/Printing
12	AJV	1190	0	6020	0122	4590	500	00	Office and Other Supplies
12	AJV	1190	0	6020	0122	5045	250	00	Postage
12	AJV	1190	0	6020	0122	5197	18,120,797	00	Grant/Contract Sub-Agreemt
12	AJV	1190	0	6020	0122	5210	500	00	Mileage
12	AJV	1190	0	6020	0122	5211	7,231	00	Meeting Expenses
12	AJV	1190	0	6020	0122	5220	1,000	00	Conferences
12	AJV	1190	0	6010	4122	4555	500	00	Copying/Printing
12	AJV	1190	0	6010	4122	4590	500	00	Office and Other Supplies
12	AJV	1190	0	6010	4122	4710	500	00	Food
12	AJV	1190	0	6010	4122	5210	500	00	Mileage
12	AJV	1190	0	6010	4122	5211	87,604	00	Meeting Expenses
12	AJV	1190	0	6010	4122	5220	1,000	00	Conferences
							18,302,005	00	TOTAL REVENUE
							18,302,005	00	TOTAL EXPENDITURES

Board of Trustees Regular Meeting (VI.J)

Meeting	February 18, 2020
Agenda Item	Resolution(s) to Amend Budget (VI.J)
Subject	Resolution(s) to Amend Budget Resolution No. 46-19/20 – 2019-2020 Hunger Free Campus Support Allocation
College/District	Riverside City College
Funding	Grants and Categorical Programs
Recommended Action	Recommend adding the revenue and expenditures of $29,139 to the budget.

Background Narrative:

The Riverside Community College District's Riverside City College has received additional funding for the 2019-2020 Hunger Free Campus Support Allocation in the amount of $29,139 from the Foundation for California Community Colleges. The funds will be used for meals.

Prepared By: Gregory Anderson, President, Riverside City College
FeRita Carter, Vice President, Student Services (RCC)
Lisa Webb, Dean of Student Life (RCC)

RIVERSIDE COMMUNITY COLLEGE DISTRICT

RESOLUTION TO AMEND BUDGET

RESOLUTION No. 46-19/20

2019-2020 Hunger Free Campus Support Allocation

WHEREAS the governing board of the Riverside Community College District has determined that income in the amount of $29,139 is assured to said district, which exceeds amounts previously budgeted; and

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

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

This is an exact copy of the resolution
adopted by the governing board at
a regular meeting on February 18, 2020.

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Clerk or Authorized Agent

RIVERSIDE COMMUNITY COLLEGE DISTRICT
INCOME & EXPENDITURES - BUDGET AMENDMENT
Resolution No. 46-19/20
2019-2020 Hunger Free Campus Support Allocation

Year	County	District	Date	Fund
20	33	07	2/18/2020	12

Fund	School	Resource	PY	Goal	Func	Object	Amount		Object Code Description
12	D00	1190	0	0000	0034	8890	29,139	00	REVENUE
									EXPENDITURES
12	DZG	1190	0	6452	0034	4710	29,139	00	Food
							29,139	00	TOTAL REVENUE
							29,139	00	TOTAL EXPENDITURES

Board of Trustees Regular Meeting (VI.K)

Meeting	February 18, 2020
Agenda Item	Grants, Contracts and Agreements (VI.K)
Subject	Grants, Contracts and Agreements Contracts and Agreements Report Less than $95,200 - All District Resources
College/District	District
Funding	Various Resources
Recommended Action	Recommend ratifying contracts totaling $462,843 for the period of January 1, 2020 through January 31, 2020.

Background Narrative:

On September 11, 2007, the Board of Trustees authorized delegating authority to the Chancellor to enter into contractual agreements and the expenditure of funds pursuant to the Public Contract Code Section 20650 threshold, currently set at $95,200. The attached listing of contracts and agreements under $95,200 requested by college and District staff has been reviewed and verified that budgeted funds are available in the appropriate categories of expenditure. The contracts and agreements have been executed pursuant to the Board's delegation of authority and are presented on this agenda for ratification.

Prepared By: Aaron S. Brown, Vice Chancellor, Business & Financial Services
Majd S. Askar, Director, Business Services

Contracts and Agreements Report-All District Resources
$95,200 and Under
1/01/20 thru 1/31/20

PO#	Department	Vendor	Business Location	Description	Amount
C0006702	Academy / Criminal Services	Scantron Corporation	Omaha, NE	Insight 20 Plus Scanner Maintenance	$ 411
C0006703	Academy / Criminal Services	Scantron Corporation	Omaha, NE	OP OES Scanner Maintenance	887
C0006704	Business Operations - Riverside	Dyntek Services, Inc.	Atlanta, GA	Azure Platform Configuration & Management Assistant	7,200
C0006705	President - Norco Campus	Eagle Glen	Corona	2020 Service Awards Ceremony	2,747
C0006706	Customized Solutions	Keshawn Cupid	Murrieta	Training Services	2,512
C0006707	Customized Solutions	Johnson, Peter Roy	Laguna Hills	Training Services	6,000
C0006708	Academy / Criminal Services	Arrowhead Sheet Metal	San Bernardino	Bid Award for Corrections Scenario Training Building	91,000
C0006711	Student Activities - Riverside	The College Agency, LLC	Savage, MN	Speaker Fee	2,000
C0006715	Academy / Criminal Services	San Marino Roof Co., Inc.	Orange	Bid Award for Corrections Scenario Training Building	65,215
C0006716	Institutional Effectiveness	Hasson, Cathy	San Diego	Data Support	21,000
C0006717	Business Operations - Riverside	Miller, Jackson	Upland	RCC Home Page Video	10,000
C0006719	CTE Projects	Mission Inn	Riverside	IE Desert Regional Consortium Meeting	9,500
C0006720	Institutional Effectiveness	International Business Machines Corporation	Armonk, NY	Statistic Base Software License	1,810
C0006721	Performance Riverside	ZFX, Inc.	Louisville, KY	Flying Production Services for 'Peter Pan'	8,214
C0006723	Academy / Criminal Services	ZF Signature, Inc.	Wildomar	EMS Medical Consultant Education	24,845
C0006724	Library - Riverside	Impelsys, Inc.	New York, NY	Database Subscription	734
C0006725	International Students - Riverside	J-Bright Education	Beijing, China	Student Recruitment Fees	500
C0006726	Admissions & Records - Norco	Nelson, Terence	Lake Forest	Military Credit Prior Learning Work Consultant	46,500
C0006727	Food Services - Norco	Hospitality & Retail Systems, LLC	Santa Clara	Point of Sale Software & Equipment	9,968
C0006728	International Students - Riverside	Bright Can-Achieve Limited	Beijing, China	International Student Recruitment Services	500
C0006729	Institutional Support, Instruction & Curriculum	The Core Ensemble	Lake Worth, FL	"Ain't I A Woman" Performance	1,400
C0006730	Institutional Support, Instruction & Curriculum	Canon Solutions America, Inc.	Ontario	Imagerunner Advance Copier Machine	9,348
C0006731	Institutional Support, Instruction & Curriculum	Canon Solutions America, Inc.	Gardena	Copier Maintenance	10,971
C0006732	Institutional Support, Instruction & Curriculum	Eagle Glen	Corona	Professional Development	2,401
C0006733	Career and Technical Ed - Riverside	In-N-Out Burger	Baldwin Park	Catering	4,113
C0006734	Facilities - Riverside	JCA Engineering, Inc.	Highland	Electrical Engineering Design	4,950
C0006735	Health Services - Norco	Metropolis Management & Entertainment Group	Newark	Guest Lecturer	3,850
C0006736	Strategic Development	Reachlocal, Inc.	Woodland Hills	Advertising	8,000
C0006737	CTE Projects	Regents of the University of California	Riverside	Strong Workforce Meeting Rental & Catering	2,719
C0006738	Institutional Support, Instruction & Curriculum	Regents of the University of California	Riverside	Ropes Course Challenge Agreement	578
C0006739	Performance Riverside	Theatre Company, The	Upland	Costume Rentals	5,500
N/A	CTE Projects	Perris Union High School District	Perris	Articulation Agreement ENE-4	No Cost
N/A	Customized Training	Meena Datta	Chatsworth	Economic Development Training	No Cost
N/A	Customized Training	Strategice Planning aka Pete Johnson	Laguna Hills	Strategic Training Services	No Cost
N/A	Customized Training	Modern Kaizen	Murrieta	Economic Development Training	No Cost
N/A	Purcashing Department	JPI Development Group, Inc.	Murrieta	Escrow Agreement	No Cost
N/A	Fine & Performing Arts	Stage Directors and Choreographers Society	New York, NY	Peter Pan Performance Artist Director	No Cost
N/A	CTE Projects	Temecula Valley Unified School District	Temecula	Articulation Agreement PHO-20	No Cost
N/A	Fine & Performing Arts	Actors' Equity Association	North Hollywood	Peter Pan Performance Guest Artist Daniel Schultz	No Cost
N/A	Fine & Performing Arts	Actors' Equity Association	North Hollywood	Peter Pan Performance Guest Artist Morgan Reynolds	No Cost
N/A	Student Employment	Corona Norco Unified School District	Norco	Off-Campus Federal Work Study	No Cost
N/A	School of Nursing	Riverside Community Hospital	Riverside	Clinical Setting for Nursing Students	No Cost
N/A	CTE Projects	Alvord Unified School District	Corona	Articulation Agreement ASL-2	No Cost
N/A	Accounting Services	State of CA Standard Agrmnt CCCCO Program	Sacramento	Tax Offset Program Collections Services	No Cost
N/A	Grants & Economic Development	March Joint Powers	Riverside	Property Lease - Myers Dr., Riverside	No Cost
N/A	Customized Training	Searles Valley Minerals	Trona	Employment Training Panel	No Cost

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Contracts and Agreements Report-All District Resources
$95,200 and Under
1/01/20 thru 1/31/20

PO#	Department	Vendor	Business Location	Description	Amount
N/A	CTE Projects	Solano Community College	Fairfield	GoBiz Student Intership/Faculty Externship Program	No Cost
N/A	CTE Projects	Solano Community College	Fairfield	NASDAQ Student Intership/Facultiy Exernship Program	No Cost
N/A	Risk Management	CSRM	Azusa	General Liability Settlement	No Cost
N/A	CTE Projects	Riverside County Office of Education	Riverside	Articulation Agreement KIN-16	No Cost
N/A	Academic Affairs	Santa Clarity Community College District	Santa Clarita	Inovation & Effectiveness Grant	No Cost
N/A	Fine & Performing Arts	ZFX, Inc.	Louisville, KY	Flying Services Departure Check List	No Cost

Additions to Approved/Ratify Contracts of $92,600 and Under

PO#	Department	Vendor	Business Location	Description	Amount
C0004880	Health Services - Riverside	Medicat, LLC	Atlanta, GA	Data Center Services	19,146
C0005399	RCCD Foundation	Wells Fargo Bank	Los Angeles	Rents and Leases	650
C0005492	Institutional Effectiveness	International Business Machines Corporation	Armonk, KY	Computer Software Maint/Lic	1,483
C0005533	Information Services	Ellucian Company, L.P.	Fairfax, VA	Computer Software Maint/Lic	21,700
C0006220	Campus Student Services - Norco	Mongoose Research, Inc.	Orchard Park, NY	Enhanced Texting Communication Services	4,087
C0006244	Counseling - Moreno Valley	Eureka	Pinole	Computer Software Maint/Lic	1,503
C0006309	Campus Student Services - Norco	St. Augustine Enclosed RV & Self-Storage	Norco	Rents and Leases	1,308
C0006396	Performing Arts - Riverside	Music Theatre International	New York, NY	Spring Awakening Production	745
C0006399	Career and Technical Ed - Moreno Valley	Torga Electric	San Bernardino	Science & Technology Makerspace Remodel Bid Award	32,373
C0006444	Applied Technology - Riverside	Cintas Corporation	Anaheim	Towel Service	1,000
C0006552	Information Services	Computerland of Silicon Valley	San Jose	Adobe Creative Cloud Enterprise Term License Agrmnt	1,612
C0006608	Performance Riverside	OD Music, Inc.	Woodland Hills	Paymaster Services	7,311
C0006629	Academic Affairs - Riverside	Westin	Los Angeles	Meeting Expenses	2,560
C0006661	CTE Projects	Hilton Hotel	San Bernardino	Meeting Expenses	306
C0006680	President - Norco Campus	Marriott	Corona	Hotel Rooms	1,685
N/A	Human Resources & Employee Relations	Keenan & Associates	Torrance	Amend. #5/Adds Benefits	No Cost
N/A	Purchasing Department	American Express Travel Related Services Co.	Phoenix, AZ	Amend. #1/Adds Additional Services	No Cost
N/A	Business & Financial Services	Pacific Life Insurance Company	Newport Beach	Amend. #1/Adds Annuity Correction	No Cost
N/A	School of Nursing	Co. of Riverside Department of Public Health	Riverside	Amend. #1/Extends Date	No Cost
N/A	Purchasing Department	American Express Travel Related Services Co.	Phoenix, AZ	Amend. #2/Adds Cards & Payment Online Portal	No Cost
				Total	$ 462,843

Board of Trustees Regular Meeting (VI.L)

Meeting	February 18, 2020
Agenda Item	Other Items (VI.L)
Subject	Out-of-State Travel
College/District	District
Funding	N/A
Recommended Action	Recommend approving out-of-state travel.

Background Narrative:

Board Policy 5900 establishes procedures for reimbursement for out-of-state travel expenses; and the Board of Trustees must formally approve out-of-state travel beyond 500 miles.

Prepared By: Wolde-Ab Isaac, Chancellor

RIVERSIDE COMMUNITY COLLEGE DISTRICT
CHANCELLOR'S OFFICE

Subject: Out-of-State Travel   Date: February 18, 2020

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

Current:

Norco College

1) Mrs. Ashley Etchison, Director, Strong Workforce, Strategic Communications, to travel to Seattle, Washington, February 29 through March 2, 2020, to attend the League For Innovation Conference. Estimated cost: $1,922.15. Funding source: Strong Workforce funds.

2) Dr. Monica Green, President, to travel to Washington, DC, April 20 through 22, 2020, to attend the Hispanic Association of Colleges and Universities' 25th Annual National Capitol Forum. Estimated cost: $2,000.40. Funding source: General funds.

3) Ms. Colleen Molko, Dean, Grants Development and Administration, to travel to Atlanta, Georgia, March 8 through 17, 2020, to attend the National Science Foundation National Safety Council Symposium. Estimated cost: $2,317.15. Funding source: National Center for Supply Chain funds.

4) Ms. Valorie Piper, Program Director, National Center for Supply Chain, to travel to Atlanta, Georgia, March 8 through 12, 2020, to attend the National Science Foundation National Safety Council Symposium. Estimated cost: $2,417.25. Funding source: National Center for Supply Chain funds.

5) Ms. Valorie Piper, Program Director, National Center for Supply Chain, to travel to Portland, Oregon, July 26 through 30, 2020, to attend the Hi Tec 2020 Conference. Estimated cost: $2,250.00. Funding source: National Center for Supply Chain funds.

6) Ms. Desiree Wagner, Grants Administrative Specialist, to travel to Atlanta, Georgia, March 8 through 12, 2020, to attend the National Science Foundation National Safety Council Symposium. Estimated cost: $2,515.30. Funding source: National Center for Supply Chain funds.

Riverside City College

1) Ms. Lilia Acevedo, Educational Advisor, Counseling, to travel to Fort Lauderdale, Florida, March 8 through 11, 2020, to attend the Alliance of Hispanic Serving Institutional Educators (AHSIE) Best Practices Conference. Estimated cost: $1,958.79. Funding source: Student Equity funds.

2) Ms. Angelina Alcantar, Automotive Instructor, Applied Technology, to travel to Elizabethton, Tennessee, March 8 through 13, 2020, to attend the Train the Trainer 40 at Tennessee College of Applied Technology. Estimated cost: $3,439.74. Funding source: Strong Workforce funds.

3) Dr. Gregory Anderson, President, to travel to Weston, Florida, March 8 through 11, 2020, to accompany three (3) students to the Alliance of Hispanic Serving Institutional Educators (AHSIE) Best Practices Conference. Estimated cost: $6,715.00. Funding source: $2,985.22 paid with General funds and $3,729.78 paid with Student Equity funds.

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RIVERSIDE COMMUNITY COLLEGE DISTRICT
CHANCELLOR'S OFFICE

Subject: Out-of-State Travel   Date: February 18, 2020

4) Dr. Patricia Avila, Professor, Counseling, to travel to Fort Lauderdale, Florida, March 8 through 11, 2020, to attend the Alliance of Hispanic Serving Institutional Educators (AHSIE) Best Practices Conference. Estimated cost: $2,263.12. Funding source: Student Equity funds.

5) Mr. Anthony Escalera, Educational Advisor, Counseling, to travel to Fort Lauderdale, Florida, March 8 through 11, 2020, to attend the Alliance of Hispanic Serving Institutional Educators (AHSIE) Best Practices Conference. Estimated cost: $1,998.79. Funding source: Student Equity funds.

6) Ms. Natalie Halsell, Coordinator, Professional Development, Business Services, to travel to Fort Lauderdale, Florida, March 8 through 11, 2020, to attend the Alliance of Hispanic Serving Institutional Educators (AHSIE) Best Practices Conference. Estimated cost: $2,182.27. Funding source: Student Equity funds.

7) Ms. Elizabeth Hilton, Director, Student Financial Services, to travel to Honolulu, Hawaii, April 5 through 9, 2020, to attend the Western Association of Student Financial Aid Administrators Annual Conference. Estimated cost: $2,804.71. Funding source: Financial Aid Administration funds.

8) Mr. Kurt Kilgus, Music Specialist, Music, to travel to Dayton, Ohio, March 30 through April 5, 2020, to accompany thirty-three (33) students to the Winter Guard International Colorguard World Championships/Colorguard Competition.   Estimated cost: $28,679.33. Funding source: $300.00 paid from Marching Band Trust; $7,102.43 paid with Associated Students RCC funds; and $21,276.90 paid with RCC Marching Tigers Alumni Association funds.

9) Mr. Kurt Kilgus, Music Specialist, Music, to travel to Dayton, Ohio, April 13 through 19, 2020, to attend the Winter Guard International Percussion World Championships/Colorguard Competition. Estimated cost: $1,811.23. Funding source: $300.00 paid with Marching Band Trust funds; $354.38 paid with Associated Students RCC funds; and $1,156.85 paid with Blue Devils Performing Arts funds.

10) Ms. Kyla O'Connor, Dean of Enrollment Services, Admission and Records, to travel to Austin, Texas, March 29 through April 1, 2020, to attend the 2020 National Association of Student Personnel Annual Conference. Estimated cost: $1,334.30. Funding source: General funds.

11) Mr. Paul O'Connell, Automotive Instructor, Applied Technology, to travel to Elizabethton, Tennessee, March 8 through 13, 2020, to attend the Train the Trainer 40 at Tennessee College of Applied Technology. Estimated cost: $3,204.90. Funding source: Strong Workforce funds.

12) Mr. Eduardo Perez, Associate Professor, Sociology, Behavioral Science, to travel to Fort Lauderdale, Florida, March 8 through 11, 2020, to attend the Alliance of Hispanic Serving Institutional Educators (AHSIE) Best Practices Conference. Estimated cost: $2,263.12. Funding source: Student Equity funds.

RIVERSIDE COMMUNITY COLLEGE DISTRICT
CHANCELLOR'S OFFICE

Subject: Out-of-State Travel   Date: February 18, 2020

13) Ms. Toni Rangel, Manager, Early Childcare Education Center, to travel to Spokane, Washington, March 25 through 28, 2020, to attend the National Coalition for Campus Children's Centers 2020 Annual Conference and Professional Institute. Estimated cost: $2,741.98. Funding source: Perkins Title I-C Grant funds.

14) Mr. James Rocillo, Assistant Professor, Music, to travel to Dayton, Ohio, April 2 through 5, 2020, to attend the Winter Guard International Colorguard World Championships/Colorguard Competition. Estimated cost: $1,504.76. Funding source: $300.00 paid with Marching Band Trust funds; $596.40 paid with Associated Students RCC funds; and $608.36 paid with RCC Marching Tigers Alumni Association funds.

15) Mr. James Rocillo, Assistant Professor, Music, to travel to Dayton, Ohio, April 13 through 19, 2020, to accompany fifty (50) students to the Winter Guard International Percussion World Championships/Colorguard Competition. Estimated cost: $49,570.98. Funding source: $300.00 paid with Marching Band Trust funds and $49,270.98 paid with Blue Devils Performing Arts funds.

16) Dr. Nicolette Rohr, Associate Faculty, History, Humanities, to travel to Atlanta, Georgia, March 18 through 21, 2020, to attend the Annual Meeting for the National Council on Public History. Estimated cost: $1,590.00. Funding source: $940.00 paid with General funds; Cal Poly Pomona will pay $650.00.

17) Ms. Carolyn Rosales, Assistant Professor, English, to travel to Fort Lauderdale, Florida, March 8 through 11, 2020, to attend the Alliance of Hispanic Serving Institutional Educators (AHSIE) Best Practices Conference. Estimated cost: $2,432.07. Funding source: Student Equity funds.

18) Ms. Kheesa Slaughter, Educational Advisor, Counseling, to travel to New York, New York, March 5 through 8, 2020, to accompany six (6) students to the Beyond The Bars Conference. Estimated Cost: $5,245.00. Funding source: Student Equity funds.

19) Dr. Kristi Woods, Dean of Instruction, Languages, Humanities and Social Sciences, to travel to Fort Lauderdale, Florida, March 8 through 11, 2020, to attend the Alliance of Hispanic Serving Institutions Educators Conference. Estimated cost: $2,181.86. Funding source: Student Equity funds.

20) Dr. Sharon Yates, Department Chair, Early Childcare Education Center, to travel to Spokane, Washington, March 25 through 28, 2020, to attend the National Coalition for Campus Children's Centers 2020 Annual Conference and Professional Institute. Estimated cost: $2,891.98. Funding source: Perkins Title I-C Grant funds.

21) Mr. Miguel Zarate, Outreach Specialist, Upward Bound, Student Services, to travel to Washington, DC, March 22 through 26, 2020, to attend the Council for Opportunity in Education Policy Seminar. Estimated cost: $3,322.80. Funding source: Upward Bound Trio – Patriot HS Grant funds.

RIVERSIDE COMMUNITY COLLEGE DISTRICT
CHANCELLOR'S OFFICE

Subject: Out-of-State Travel   Date: February 18, 2020

Riverside Community College District

1) Dr. Wolde-Ab Isaac, Chancellor, Chancellor's Office, to travel to Washington, DC, April 20 through 22, 2020, to attend the Hispanic Association of Colleges and Universities' 25th Annual National Capitol Forum on Hispanic Higher Education. Estimated cost: $2,713.52. Funding source: General funds.

2) Dr. Jeannie Kim, Associate Vice Chancellor, Grants and Economic Development, to travel to Fort Lauderdale, Florida, March 5 through 14, 2020, to attend the Alliance of Hispanic Serving Institutional Educators (AHSIE) Best Practices Conference. Estimated cost: $2,499.39. Funding source: Community and Economic Development funds.

Board of Trustees Regular Meeting (VI.M)

Meeting	February 18, 2020
Agenda Item	Other Items (VI.M)
Subject	Other Items Norco College Veteran's Resource Center CEQA Initial Study and Mitigated Negative Declaration
College/District	Norco College
Funding	Project Grant
Recommended Action	Recommend approving the Initial Study and Mitigated Negative Declaration, Mitigation Monitoring and Reporting Program, for the Norco College Veteran's Resource Center Project.

Background Narrative:

On June 19, 2018, the Board of Trustees approved the selection of Dudek to conduct a Mitigated Negative Declaration (MND) report in compliance with the California Environmental Quality Act (CEQA), for the Norco College Veteran's Resource Center project.

Dudek prepared the Initial Study/Mitigated Negative Declaration (IS/MND) to analyze the project's potential environmental effects in accordance with the California Environmental Quality Act (CEQA), analyzed all resource areas in Appendix G of the CEQA Guidelines and determined that the project would not result in a significant impact on the environment.

Included in the IS/MND is compliance with Assembly Bill 52 (AB 52) RCCD consulted with several Native American tribes pursuant to AB 52 to address potential impacts to tribal cultural resources. The IS/MND was circulated for a 30-day public review period from December 10, 2019 to January 8, 2020. During the public review period, several comments were received and responded to by RCCD; however, no comments were received pertaining to the environmental analysis provided within the IS/MND.

Upon completion of the CEQA document, the findings indicate that all potentially significant impacts can be mitigated to less than significant levels with implementation of mitigation. Mitigation measures were included in the IS/MND for cultural resources (archaeological resources), geology and soils (paleontological resources), hazards and hazardous materials, noise, and tribal cultural resources. These mitigation measures are outlined in the project's Mitigation Monitoring and Reporting Program, provided as Appendix G to the IS/MND. The new construction project is determined to comply with California Environmental Quality Act (CEQA) regulation, which includes Initial Study/Mitigated Negative Declaration (IS/MND).

Staff recommends that the Board approve the Initial Study and Mitigated Negative Declaration and Mitigation Monitoring and Reporting Program, for the Veteran's Resource Center Project at Norco College. Once the project's IS/MND is adopted, a Notice of Determination will be filed with the Riverside County Clerk.

Prepared By: Monica Green, Interim President, Norco College
Michael Collins, Vice President, Business Services, Norco College
Aaron S. Brown, Vice Chancellor, Business & Financial Services
Hussain Agah, Associate Vice Chancellor, Facilities Planning & Development

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Bart Doering, Facilities Development Director, Facilities Planning & Development

Mitigation Monitoring and Reporting Program
Norco College Veterans Resource Center

Prepared for:

Riverside Community College District
3801 Market Street
Riverside, California 92501
Contact: Bart Doering, Facilities Development Director

Prepared by:

DUDEK

35544 University Avenue
Riverside, California 92501
Contact: Caitlin Munson, Project Manager

FEBRUARY 2020

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1 Introduction

The California Environmental Quality Act (CEQA) requires that a public agency adopting a Mitigated Negative Declaration (MND) take affirmative steps to determine that approved mitigation measures are implemented after project approval. The lead or responsible agency must adopt a reporting and monitoring program for the mitigation measures incorporated into a project or included as conditions of approval. The program must be designed to ensure compliance with the MND during project implementation (California Public Resources Code, Section 21081.6[a][1]).

This Mitigation Monitoring and Reporting Program (MMRP) will be used by the Riverside Community College District (District) to ensure compliance with adopted mitigation measures identified in the MND for the proposed Norco College Veterans Resource Center (project) when construction begins. The District, as the lead agency, will be responsible for ensuring that all mitigation measures are carried out. Implementation of the mitigation measures would reduce impacts to below a level of significance for biological resources, cultural resources, geology and soils, hazards and hazardous materials, noise, and tribal cultural resources.

The remainder of this MMRP consists of a table that identifies the mitigation measures by resource for each project component. Table 1 identifies the mitigation monitoring and reporting requirements, and provides a list of mitigation measures, the party responsible for implementing mitigation measures, the timing for implementation of mitigation measures, the agency responsible for monitoring implementation, and a date of completion. This MMRP will be kept on file with the MND and related documents at the following location:

<div align="center">

Riverside Community College District
3801 Market Street
Riverside, California 92501

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2   Mitigation Monitoring and Reporting Program Checklist

Table 1. Mitigation Monitoring and Reporting Program

Mitigation Measure	Implementation Timing	Agency Responsible for Monitoring	Date of Completion
Biological Resources			
MM-BIO-1: **General Avoidance and Minimization Measures.** The following avoidance and minimization measures shall be implemented during project construction activities. • Construction work areas shall be kept clean of debris, such as trash and construction materials. Fully covered trash receptacles that are animal-proof will be installed and used during construction to contain all food, food scraps, food wrappers, beverage containers, and other miscellaneous trash. Trash contained within the receptacles will be removed at least once a week from the proposed project site. • Staging and storage areas for spoils, equipment, materials, fuels, lubricants, and solvents shall be located within the designated impact area or adjacent developed areas. • To prevent inadvertent entrapment of special-status wildlife during construction, all excavated steep-walled holes or trenches more than 2 feet deep shall be covered with plywood or similar materials at the close of each working day, or be provided with one or more escape ramps constructed of earth fill or wooden planks. Before such holes or trenches are filled, they shall be thoroughly inspected for trapped wildlife. If trapped animals are observed, escape ramps or structures shall be installed immediately to allow escape.	Prior to and during construction	Riverside Community College District	

DUDEK

Table 1. Mitigation Monitoring and Reporting Program

Mitigation Measure		Implementation Timing	Agency Responsible for Monitoring	Date of Completion
	• All pipes, culverts, or similar structures with a diameter of 4 inches or more that are stored at a construction site for one or more overnight periods shall be thoroughly inspected for special-status wildlife or nesting birds before the pipe is subsequently buried, capped, or otherwise used or moved in any way. If an animal is discovered inside a pipe, that section of pipe shall not be moved until the animal has either moved from the structure on its own accord or until the animal has been captured and relocated by a qualified biologist.			
MM-BIO-2:	Prior to initiation of construction activities, a burrowing owl pre-construction survey shall be conducted in accordance with the Burrowing Owl Survey Instructions for the Western Riverside Multiple Species Habitat Conservation Plan Area (RCA 2006).[1] In accordance with these instructions, this survey would occur within 30 days prior to ground-disturbance activities. A minimum of one survey site visit within the described time frame prior to disturbance is required to confirm presence or absence of owls on the site. Pre-construction surveys shall be conducted by a qualified biologist.

If surveys confirm occupied burrowing owl habitat is located within the impact footprint or within 500 feet of the impact footprint, avoidance measures shall be implemented consistent with the requirements of the MSHCP. | Prior to and during construction | Riverside Community College District | |

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[1] RCA (Regional Conservation Authority). 2006. "Burrowing Owl Survey Instructions for the Western Riverside Multiple Species Habitat Conservation Plan Area." March 29, 2006. Accessed November 2019. https://www.wrc-rca.org/archivecdn/Monitoring/Burrowing_Owl_Survey_Instructions.pdf.

Table 1. Mitigation Monitoring and Reporting Program

Mitigation Measure	Implementation Timing	Agency Responsible for Monitoring	Date of Completion
MM-BIO-3: To maintain compliance with the Migratory Bird Treaty Act and Fish and Game Code, if ground disturbance and/or vegetation clearance activities are scheduled to occur during the avian nesting season, a pre-construction nesting bird survey shall be conducted by a qualified biologist within the project footprint and a 300-foot buffer around the project footprint. Surveys shall be conducted within 3 days prior to initiation of activity and will be conducted between dawn and noon. If an active nest is detected during the nesting bird survey, avoidance buffers shall be implemented as determined by a qualified biologist. The buffer will be of a distance to ensure avoidance of adverse effects to the nesting bird by accounting for topography, ambient conditions, species, nest location, and activity type. All nests will be monitored as determined by the qualified biologist until nestlings have fledged and dispersed or it is confirmed that the nest has been unsuccessful or abandoned.	Prior to and during construction	Riverside Community College District	
Cultural Resources			
MM-CUL-1 If archaeological resources (sites, features, or artifacts) are exposed during project construction activities, all construction work occurring within 100 feet of the find shall immediately stop until a qualified archaeologist, meeting the Secretary of the Interior's Professional Qualification Standards, can evaluate the significance of the find and determine whether or not additional study is warranted. Depending on the significance of the find under the California Environmental Quality Act (CEQA) (14 CCR 15064.5(f); California Public Resources Code Section 21082), the	During construction	Riverside Community College District	

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Table 1. Mitigation Monitoring and Reporting Program

Mitigation Measure		Implementation Timing	Agency Responsible for Monitoring	Date of Completion
	archaeologist may simply record the find and allow work to continue. If the discovery proves significant under CEQA, additional work, such as preparation of an archaeological treatment plan and data recovery, may be warranted. This requirement shall be noted on all grading plans, and the construction contractor shall be obligated to comply with the note.			
Geology and Soils				
MM-GEO-1	Prior to commencement of any grading activity on-site, the applicant shall retain a qualified Riverside County paleontologist. The paleontologist shall prepare a Paleontological Resources Impact Mitigation Program (PRIMP) for the proposed project. The PRIMP shall be consistent with the guidelines of the Society of Vertebrate Paleontology (SVP 2010)[2]; identify areas underlain by Pleistocene to Pliocene sedimentary deposits that require paleontological monitoring; and outline discovery procedures, methods, reporting, and collections management. The qualified paleontologist or a qualified paleontological monitor working under the direction of the qualified paleontologist shall attend the pre-construction meeting and be on site during rough grading and other significant ground-disturbing activities in previously undisturbed Pleistocene sedimentary deposits, if encountered. No monitoring in areas underlain by plutonic igneous rocks is required. In the event that paleontological resources (e.g., fossils) are unearthed during grading, the paleontological monitor will temporarily halt and/or divert grading activity to	Prior to commencement of grading activities and during construction	Riverside Community College District	

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[2]   SVP (Society of Vertebrate Paleontology). 2010. *Standard Procedures for the Assessment and Mitigation of Adverse Impacts to Paleontological Resources.* http://vertpaleo.org/ PDFS/68/68c554bb-86f1-442f-a0dc-25299762d36c.pdf.

Table 1. Mitigation Monitoring and Reporting Program

Mitigation Measure		Implementation Timing	Agency Responsible for Monitoring	Date of Completion
	allow recovery of paleontological resources. The area of discovery will be roped off with a 50-foot-radius buffer. Once documentation and collection of the find is completed, the monitor will remove the rope and allow grading to recommence in the area of the find.			
Hazards and Hazardous Materials				
MM-HAZ-1	Although contaminated soils were not encountered during the Supplemental Site Investigation at the proposed project site, a Soil Management Plan (SMP) will be prepared prior to the commencement of construction at the site. The SMP will include procedures to identify, address, and manage contaminated soils, should they be encountered during excavation and grading activities at the site. The SMP will be submitted to the Department of Toxic Substances Control for approval.	Prior to and during construction	Riverside Community College District	
Noise				
MM-NOI-1:	Prior to grading permit issuance, the Riverside Community College District 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.	Prior to grading permit issuance and during construction	Riverside Community College District	

Table 1. Mitigation Monitoring and Reporting Program

Mitigation Measure	Implementation Timing	Agency Responsible for Monitoring	Date of Completion
• 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 7:00 a.m. to 5:00 p.m., Monday through Saturday.			
Tribal Cultural Resources			
MM-TRC-1: Worker Environmental Awareness Program Training shall be provided for all construction personnel involved in the new ground disturbance. In the event that archaeological resources (sites, features, or artifacts) are exposed during construction activities for the proposed project, all construction work occurring within 100 feet of the find shall immediately stop until a qualified archaeologist, meeting the Secretary of the Interior's Professional Qualification Standards, can evaluate the significance of the find and determine whether or not additional study is warranted. Depending upon the significance of the find under the California Environmental Quality Act (CEQA; 14 CCR 15064.5(f), California Public Resources Code Section 21082), the archaeologist may simply record the find and allow work to continue. If the discovery proves significant under CEQA, additional work (e.g., preparation of an archaeological treatment plan, testing, or data recovery) may be warranted. If Native American resources are discovered or are suspected, Native American tribes, as indicated by the Native American Heritage Commission, shall be notified to evaluate the significance of the resource.	Prior to and during construction	Riverside Community College District	

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Table 1. Mitigation Monitoring and Reporting Program

Mitigation Measure		Implementation Timing	Agency Responsible for Monitoring	Date of Completion
MM-TRC-2:	In accordance with Section 7050.5 of the California Health and Safety Code, if human remains are found, the county coroner shall be immediately notified of the discovery. No further excavation or disturbance of the site or any nearby area reasonably suspected to overlie adjacent remains shall occur until the county coroner has determined, within 2 working days of notification of the discovery, the appropriate treatment and disposition of the human remains. If the county coroner determines that the remains are, or are believed to be, Native American, he or she shall notify the Native American Heritage Commission (NAHC) in Sacramento within 24 hours. In accordance with California Public Resources Code, Section 5097.98, the NAHC must immediately notify those persons it believes to be the Most Likely Descendant (MLD) from the deceased Native American. The MLD shall complete their inspection within 48 hours of being granted access to the site. The designated Native American representative would then determine, in consultation with the property owner, the disposition of the human remains.	During construction	Riverside Community College District	

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Response to Comments for the
Norco College Veterans Resource Center

Prepared for:

Riverside Community College District
3801 Market Street
Riverside, California 92501
Contact: Bart Doering, Facilities Development Director

Prepared by:

DUDEK

35544 University Avenue
Riverside, California 92501
Contact: Caitlin Munson, Project Manager

FEBRUARY 2020

Comment Letter 1

RINCON BAND OF LUISEÑO INDIANS
Cultural Resources Department

One Government Center Lane · Valley Center, California 92082 · (760) 297-2635 Fax:(760) 749-8901

December 24, 2019

Bart Doering
Facilities Development Director
RCCD
3801 Market Street
Riverside, CA 92501

Sent via email:
Bart.Doering@rccd.edu

Re: Norco College Veterans Center Project

Dear Mr. Doering,

This letter is written on behalf of the Rincon Band of Luiseño Indians. Thank you for providing us with the Notice of Intent to Adopt a Mitigated Negative Declaration (MND) for the above referenced project. The identified location is within the Territory of the Luiseño people, and is also within Rincon's specific area of Historic interest.

We have reviewed the provided MND and we are in agreement with the following recommendation under Section Mitigation Measures (MM-CUL-1) which states:

"If archaeological resources (sites, features, or artifacts) are exposed during project construction activities, all construction work occurring within 100 feet of the find shall immediately stop until a qualified archaeologist, meeting the Secretary of the Interior's Professional Qualification Standards, can evaluate the significance of the fin and determine whether or not additional study is warranted".

The Worker Environmental Awareness Program Training with a section on Cultural Resources as mentioned in MM-TRC-1 fulfills our request. Additionally, we do request that the Rincon Band be notified of any cultural resources discoveries that result from ground disturbing activities. In addition, we request a copy of the final report upon completion.

If you have additional questions or concerns, please do not hesitate to contact our office at your convenience at (760) 297-2635.

Thank you for the opportunity to protect and preserve our cultural assets.

1-1

Sincerely,

Cheryl Madrigal
Tribal Historic Preservation Officer
Cultural Resources Manager

Bo Mazzetti	Tishmall Turner	Steve Stallings	Laurie E. Gonzalez	Alfonso Kolb
Tribal Chairman	Vice Chairwoman	Council Member	Council Member	Council Member

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Response to Comment Letter 1

Cheryl Madrigal, Tribal Historic Preservation Officer and Cultural Resources Manager
Rincon Band of Luiseño Indians
December 24, 2019

1-1 The Riverside Community College District (RCCD) appreciates your input on mitigation to protect tribal cultural resources for the Norco College Veterans Resource Center (project). RCCD understands that the Rincon Band of Luiseño Indians is in agreement with the mitigation provided for cultural and tribal cultural resources (MM-CUL-1 and MM-TRC-1). As requested, if any cultural resources are discovered during ground-disturbing activities associated with the project, the Rincon Band of Luiseño Indians will be notified.

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Comment Letter 2

From: Kim, Kristine <KAKim@RIVCO.ORG>
Sent: Monday, December 30, 2019 7:50 AM
To: Doering, Bart <Bart.Doering@rccd.edu>
Subject: [EXTERNAL SENDER] FW: RCCD - Notice of Intent to Adopt a Mitigated Neg Dec for Norco College Veterans Resource Center

Dear Mr. Doering:

Based on the information provided, the Department of Environmental Health (DEH) offers the following initial comments:

WATER AND WASTEWATER:
Provide an original copy of a water and sewer "will-serve" letter from the appropriate water and sanitary sewer purveyor(s) along with a map of the nearest water and sewer main line connection.

2-1

ENVIRONMENTAL CLEANUPS PROGRAM
The applicant shall obtain written clearance from DEH Environmental Cleanup Programs. Please note that an Environmental Site Assessment, Phase 1 study may be required at their discretion. For further information, please contact Kristine Kim at (951) 955-8980.

2-2

RETENTION BASINS
Any proposed retention basins (i.e. water quality basin) shall be constructed and maintained in a manner that minimizes mosquito breeding and nuisances.

2-3

REVIEW FEES
Please refer to the attached "Environmental Health Review Fees" Tier chart for the appropriate fees.

Should you have any questions regarding this letter, please contact me at (951) 955-8980.

2-4

Sincerely,

Kristine Kim
Supervising Environmental Health Specialist
Riverside County Department of Environmental Health
Environmental Cleanup Program
3880 Lemon Street Suite 200, Riverside CA 92501
Phone #: 951-955-8980
Fax #: 951-955-8988
E-mail: kakim@rivco.org
www.rivcoeh.org
Office Hours: Tue-Friday

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County of Riverside California

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County of Riverside

DEPARTMENT OF ENVIRONMENTAL HEALTH

P.O. BOX 7909 ● RIVERSIDE, CA 92513-7909
STEVE VAN STOCKUM, DIRECTOR

Environmental Health Review Fees
(Planning Case Transmittals for Contracted Cities)

DESCRIPTION	FEE
Tier 1 - Water and Sewer verification review • Will Serve Letter • Onsite Wastewater Treatment Systems • Advance Treatment Units • Solis Percolation Report • Issuance of a SAN 53 and/or Comments Letter Average time 3 hours for review	$558.00
Tier 2 - Phase I Environmental Site Assessment (ESA) review or additional report reviews, • Review of items aforementioned in Tier 1 Average time 7 hours for review	$1302.00
Tier 3 - Phase I Environmental Site Assessment (ESA) review and additional report reviews, • Review of items aforementioned in Tier 1 Average time 10 hours for review	$1860.00

2-5

NOTES TO FEE SCHEDULE:

- The fees noted in the fee schedule are minimum fees to be paid at the time of application filing to cover the average Department cost of review. A signed agreement for payment of application processing fees between the Department and the applicant shall be required at the time of application filing. Should actual costs exceed the amount of the fee, the applicant will be billed for additional costs. Services are charged at a rate of $186/hour.
- An hourly rate of $186 shall be charged for other development-related fees which may be required, but are not necessarily limited to, well, and septic system fees.
- The Department reserves the right to charge actual cost (at a rate of $186/hour) on large, complex, unusual, and/or time consuming projects in order to ensure that the fee will cover the actual cost of service.
- An application shall be filled with the Planning Department of the Contracted city prior to submitting any items listed above to this Department for Review. Please provide a copy of the Planning Case transmittal to this Department.

Rev 07/2018

Office Locations ● Blythe ● Corona ● Hemet ● Indio ● Murrieta ● Palm Springs ● Riverside
Phone (888)722-4234
www.rivcoeh.org

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Response to Comment Letter 2

Kristine Kim, Supervising Environmental Health Specialist
Riverside County Department of Environmental Health
December 30, 2019

2-1   The Riverside Community College District (RCCD) appreciates your input on the Norco College Veterans Resource Center (project). As a state-funded entity, RCCD, and specifically Norco College, is not subject to local government planning documents or policies. Will-serve letters have not yet been obtained for this project because the project is currently in the California Environmental Quality Act review phase. RCCD will coordinate directly with the appropriate water and wastewater agencies, and will pay the appropriate connection fees, as necessary. Because RCCD will coordinate directly with these agencies, RCCD is not required to provide copies of the will-serve letters to Riverside County.

2-2   Please refer to the Supplemental Site Investigation Report, provided as Appendix E to the Mitigated Negative Declaration. The Department of Toxic Substances Control (DTSC) is the regulatory agency that oversees the project site. The DTSC approved the Supplemental Site Investigation Report. Because the DTSC has jurisdiction over the project and its activities, RCCD is not required to obtain written clearance from Riverside County Department of Environmental Health (DEH) Environmental Cleanup Programs. Rather, it is recommended that the Riverside County DEH Environmental Cleanup Program accept DTSC's opinion. Phase I Environmental Site Assessments are used to compile the history of a site and identify recognized environmental conditions related to the current or historic activities at a site. The site history and constituents of concern have been established through multiple previous investigations overseen by DTSC. Since the site's history has previously been established and subsurface investigations have been conducted, a Phase I Environmental Site Assessment is not required.

2-3   The project site currently includes a retention basin and does not propose any changes to the basin; therefore, no construction is required and no changes to management practices are required.

2-4   As a state-funded entity, RCCD, and specifically Norco College, is not subject to local government review fees.

2-5   As a state-funded entity, RCCD, and specifically Norco College, is not subject to local government review fees.

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Comment Letter 3

From: OBrien, Dan S <DOBrien@socalgas.com>
Sent: Thursday, December 26, 2019 11:07 AM
To: Doering, Bart <Bart.Doering@rccd.edu>
Subject: [EXTERNAL SENDER] RCCD - Norco College Veterans Resource Center

Good morning Bart,
Can you please provide an aerial view or screenshot of the proposed construction area?

3-1

Thank you,

Dan O'Brien
Planning Associate
Southeast Region-Planning/Engineering Dept.
1981 W. Lugonia Ave - SC 8031
Redlands, CA 92374
(909)-335-7563
DOBrien@SoCalGas.com

SoCalGas

A Sempra Energy utility

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Response to Comment Letter 3

Dan O'Brien, Planning Associate Southeast Region – Planning/Engineering Department
SoCal Gas
December 26, 2019

3-1   The Riverside Community College District (RCCD) appreciates your input on the Norco College Veterans Resource Center (project). Per your request, an aerial view figure of the construction area has been sent.

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Comment Letter 4

GABRIELENO BAND OF MISSION INDIANS - KIZH NATION
Historically known as The San Gabriel Band of Mission Indians
recognized by the State of California as the aboriginal tribe of the Los Angeles basin

Adopt Mitigative Declaration Study / Mitigated Negative Declaration

City of Riverside

3801 Market Street

Riverside, CA 92501

Good Afternoon Bart Doering,

We have received your Notice of the Adopt Mitigative Negative Declaration for the Norco College Veterans Resource Center in the City of Norco CA. Our Tribal Government would like to be consulted if any ground disturbance will be conducted for this project.

4-1

Sincerely,
Gabrieleno Band of Mission Indians/Kizh Nation
(1844) 390-0787 Office

Andrew Salas, Chairman	Nadine Salas, Vice-Chairman	Dr. Christina Swindall Martinez, secretary
Albert Perez, treasurer I	Martha Gonzalez Lemos, treasurer II	Richard Gradias, Chairman of the council of Elders

PO Box 393   Covina, CA 91723   www.gabrielenoindians@yahoo.com   gabrielenoindians@yahoo.com

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APPENDIX 1: Map 1-2; Bean and Smith 1978 map.
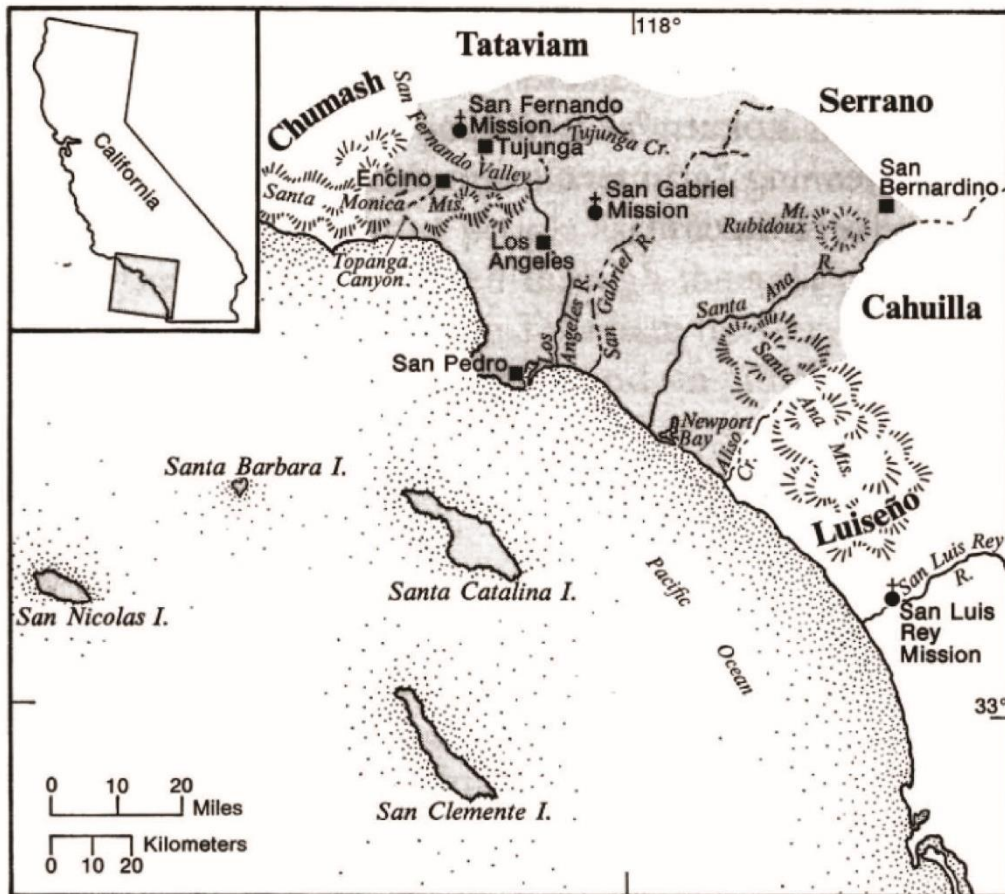
Fig. 1. Tribal territory.

The United States National Museum's Map of Gabrielino Territory:

Bean, Lowell John and Charles R. Smith
  1978 Gabrielino IN *Handbook of North American Indians,
        California,* Vol. 8, edited by R.F. Heizer, Smithsonian
        Institution Press, Washington, D.C., pp. 538-549

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Response to Comment Letter 4

Gabrieleño Band of Mission Indians/Kizh Nation
January 6, 2020

4-1   The Riverside Community College District (RCCD) appreciates your input on the Norco College Veterans Resource Center (project). As stated in the Mitigated Negative Declaration, Section 3.18, Tribal Cultural Resources, the Gabrieleño Band of Mission Indians—Kizh Nation provided a written request for consultation on January 9, 2019. In response to the tribe's request, RCCD provided the draft Cultural Report via email on February 13, 2019. The tribe confirmed that the project location was outside of their ancestral tribal territory and asked RCCD to defer to other tribes. Therefore, consultation is complete.

4-2   As stated in Response to Comment 4-1, the tribe confirmed that the project location was outside of their ancestral tribal territory and asked RCCD to defer to other tribes.

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Comment Letter 5

Southern California
Gas Company

1981 W. Lugonia Avenue
Redlands, Ca 92374-9720

Mailing Address:
PO Box 3003, SC8031
Redlands, CA 92373-0306

The Gas Company

A Sempra Energy company

Bart,   01/06/20

Norco College Veterans Resource Center

Thank you for the opportunity to review your Utility Notification Letter. We do
not have facilities within the limits of the proposed project. However, we do have
facilities located outside of your parameters, if you anticipate your scope of work
changing or have further questions regarding Gas Company Facilities, maps, or
concerns relating to your project, please contact me.

5-1

Thanks,

Dan O'Brien
Planning Associate
Southeast Region-Planning/Engineering Dept.
1981 W. Lugonia Ave - SC 8031
Redlands, CA 92374
(909)-335-7563
DOBrien@SoCalGas.com

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Response to Comment Letter 5

Dan O'Brien, Planning Associate Southeast Region – Planning/Engineering Department
SoCal Gas
January 6, 2020

5-1   The Riverside Community College District (RCCD) appreciates your input on the Norco College Veterans Resource Center (project). RCCD understands that SoCal Gas does not have any facilities within the project area. RCCD will contact SoCal gas if the scope of work changes.

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Board of Trustees Regular Meeting (VI.N)

Meeting	February 18, 2020
Agenda Item	Other Items (VI.N)
Subject	Other Items
	Surplus Property
College/District	District
Funding	N/A
Recommended Action	Recommend by unanimous vote: (1) declare the property on the attached list to be surplus; (2) find the property does not exceed the total value of $5,000; and (3) authorize the property to be consigned to The Liquidation Company to be sold on behalf of the District.

Background Narrative:

Education Code Section 81450 permits the Board of Trustees to declare District property as surplus if the property is not required for school purposes; is deemed to be unsatisfactory or not suitable for school use; or if it is being disposed of for the purposes of replacement.

Education Code section 81452 permits surplus property to be sold at private sale, without advertising, if the total value of the property does not exceed $5,000. The District has determined that the property on the attached list does not exceed the total value of $5,000. To help defray disposal costs and to generate a nominal amount of revenue, the staff proposes that we consign the surplus property identified in the attachment to The Liquidation Company for disposal.

Prepared By: Aaron S. Brown, Vice Chancellor, Business & Financial Services
John Geraghty, Controller, Business & Financial Services

QTY.	BRAND	DESCRIPTION	MODEL #	SERIAL #	ASSET TAG #
1	PANASONIC	VCR, S-VHS	AG-D5545	L8TC00021	012990
1	SYLVANIA	TELEVISION, CRT, DVD/VCR	6727DD	V34339912	022841
1	SAMSUNG	DOCUMENT CAMERA	SDP-950	0053030419	023034
1	JVC	DVD PLAYER	XV-N40BK	108K2309	023103
1	MITSUBISHI	PROJECTOR, LCD	LVP-SD10U	0000023313	024010
1	SONY	TELEVISION, CRT	KV32FS120	42585680	025213
1	EMERSON	TELEVISION, CRT, DVD/VCR	EWC19T4	J32449926	NONE
1	PANASONIC	PROJECTOR	N/A	DB3630099	48746
1	PANASONIC	PROJECTOR	N/A	DB3560458	NONE
1	GATEWAY	COMPUTER, DESKTOP	E3400-933	0022642378	017554
1	VIEWSONIC	MONITOR, LCD	VLCDS22034 (E170)	A09020600412	019046
1	GATEWAY	COMPUTER, DESKTOP	E3600	0026141406	019151
1	GATEWAY	MONITOR, LCD	FPD1730	QS7330401592	021862
1	DELL, INC.	COMPUTER, DESKTOP	PRECISION 470	C95KP61	024623
1	DELL, INC.	MONITOR, LCD	E173FPB	CN0U49314663354Q0KHL	026569
1	GATEWAY	COMPUTER, DESKTOP	E4300	0035518884	026661
1	GATEWAY	MONITOR, LCD	FPD2185W	MPT5B50N01608	031505
1	CISCO SYSTEMS, INC.	NETWORK SWITCH, 9 SLOTS, 14U RACK UNITS	WS-C6509	SCA05280097	031893
1	HPE	COMPUTER, SERVER	DL385G1 2400	USE551N77C	031960
1	APPLE, INC.	MONITOR, LCD	A1081 (M9177LL/A)	2A5381M4PKK	032343
1	APPLE, INC.	MONITOR, LCD	A1081 (M9177LL/A)	2A5381M9PKK	032348
1	APPLE, INC.	MONITOR, LCD	A1081 (M9177LL/A)	2A5381LKPKK	032351
1	APPLE, INC.	MONITOR, LCD	A1081 (M9177LL/A)	2A5390MKPKK	032364
1	APPLE, INC.	MONITOR, LCD	A1081 (M9177LL/A)	2A5390KUPKK	032366
1	GATEWAY	MONITOR, LCD	FPD1780PS	MW668B0V04141	032512
1	GATEWAY	MONITOR, LCD	FPD2185WTFT	MWV6750N01316	032535
1	GATEWAY	MONITOR, LCD	FPD1765	MW672B0N01552	033704
1	GATEWAY	MONITOR, LCD	TFT1980PS	MWE6A B0N 02016	033899
1	GATEWAY	MONITOR, LCD	TFT1980PS	MWE6A B0N 00214	033900
1	GATEWAY	COMPUTER, DESKTOP	E4500D	0036567343	034618
1	GATEWAY	COMPUTER, DESKTOP	E4500D	0036567341	034619
1	GATEWAY	COMPUTER, DESKTOP	E4500D	0036567338	034622
1	GATEWAY	MONITOR, LCD	FPD1765	MW663B0C09208	034718
1	GATEWAY	MONITOR, LCD	FPD1965	MW862BOH06346	034846
1	APPLE, INC.	COMPUTER, LAPTOP, MACBOOK	A1212	W87200U3W0M	036193
1	GATEWAY	COMPUTER, DESKTOP	E4610S	00405713192	036204
1	APPLE, INC.	COMPUTER, DESKTOP, WORKSTATION	A1186 (EMC 2180)	G881231UXYL	036826
1	GATEWAY	COMPUTER, DESKTOP	E6610Q	0004536214	036874
1	LG	MONITOR, LCD	L196WTQ	712NDUN9A670	037469

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QTY.	BRAND	DESCRIPTION	MODEL #	SERIAL #	ASSET TAG #
1	ACER	MONITOR, LCD	AL1917W	ETLB70C04473407D384032	038088
1	HP	MONITOR, LCD	RK283AA (W1907)	3CQ90221JD	038376
1	LENOVO	COMPUTER, DESKTOP	7483CTO (M58P)	L3A0985	038564
1	LENOVO	COMPUTER, DESKTOP	7483CTO (M58P)	L3A0994	038580
1	LENOVO	COMPUTER, DESKTOP	7483CTO (M58P)	L3A0978	038599
1	APPLE, INC.	MONITOR, LCD	A1083	CY5520PLUG1	039810
1	LENOVO	COMPUTER, DESKTOP, WORKSTATION	6483WYL (S10)	MJ03825	040521
1	LENOVO	COMPUTER, DESKTOP, WORKSTATION	6483WYL (S10)	MJ03726	040522
1	LENOVO	MONITOR, LCD	4424HB6 (L1940P)	V6C5045	040690
1	LENOVO	MONITOR, LCD	4424HB6 (L1940P)	V6C4997	040691
1	LENOVO	MONITOR, LCD	4424HB6 (L1940P)	V6C0226	040701
1	LENOVO	MONITOR, LCD	4424HB6 (L1940P)	V6C0110	040705
1	DELL, INC.	COMPUTER, LAPTOP	LATITUDE E6500	H5LK5M1	041432
1	DELL, INC.	COMPUTER, LAPTOP	LATITUDE E6500	1XP32M1	041534
1	DELL, INC.	COMPUTER, DESKTOP	OPTIPLEX 780	6C1L6M1	041535
1	DELL, INC.	COMPUTER, DESKTOP	OPTIPLEX 780	8HG6FN1	041747
1	LENOVO	COMPUTER, DESKTOP	7484WUT (M58P)	MJPFE70	041921
1	LENOVO	COMPUTER, DESKTOP	7484WUT (M58P)	MJPFE65	041936
1	LENOVO	MONITOR, LCD	4422HB6	V6G3492	042022
1	APPLE, INC.	COMPUTER, TABLET, IPAD, WI-FI ONLY	A1395 (EMC 2415)	DLXF926GDFHY	042330
1	DELL, INC.	MONITOR, LCD	P190S	CN0GRNWX72872045426I	042826
1	LENOVO	MONITOR, LCD	2572HB6	V6D1835	042846
1	DELL, INC.	MONITOR, LCD	P190S	CN0RNMH6744450C3C7DL	043148
1	LENOVO	MONITOR, LCD	2448HB6 (LT1952PWD)	V6DH950	043723
1	DELL, INC.	COMPUTER, DESKTOP	PRECISION T1600	9GYBGQ1	044539
1	CISCO SYSTEMS, INC.	WIRELESS ACCESS POINT, DUAL-BAND, 802.11A/G/N (AIRONET 1140)	AIR-LAP1142N-X-K9	FTX1626K4DF	045355
1	DELL, INC.	MONITOR, LCD	P190S	CN0M39MD7444521B890L	47984

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SURPLUS EQUIPMENT
February 18, 2020

QTY.	BRAND	DESCRIPTION	MODEL #	SERIAL #	ASSET TAG #
1	DELL, INC.	COMPUTER, DESKTOP, WORKSTATION	PRECISION T1650	HSMZSW1	052400
1	DELL, INC.	COMPUTER, DESKTOP	OPTIPLEX 9020	HVKMY12	060253
1	DELL, INC.	COMPUTER, DESKTOP	OPTIPLEX 7020	H93QP22	060544
1	DELL, INC.	COMPUTER, DESKTOP	OPTIPLEX 7020	H93VP22	060550
1	DELL, INC.	COMPUTER, DESKTOP	OPTIPLEX 7020	H94PP22	060553
1	DELL, INC.	COMPUTER, DESKTOP	OPTIPLEX 7020	H93TP22	060555
1	DELL, INC.	COMPUTER, DESKTOP	OPTIPLEX 7020	H93RP22	060557
1	DELL, INC.	COMPUTER, DESKTOP	OPTIPLEX 7020	H930Q22	060561
1	DELL, INC.	COMPUTER, DESKTOP	OPTIPLEX 7020	H940Q22	060562
1	VIEWSONIC	MONITOR, LCD	VS11755	QN0080125088	065538
1	ACER	MONITOR, LCD	B193W	ETLBT 0803795101D1A4214	065713
1	LENOVO	MONITOR, LCD	4431-HE1	V1AXA12	067367
1	DELL, INC.	COMPUTER, DESKTOP	OPTIPLEX 990	C46SNS1	48274
1	DELL, INC.	COMPUTER, DESKTOP	OPTIPLEX 990	C47SNS1	48275
1	LENOVO	COMPUTER, DESKTOP, WORKSTATION	7783W1L (E30)	MJWTAY1	042390
1	LENOVO	COMPUTER, DESKTOP, WORKSTATION	30A0S0CTO (E32)	MJ003BQR	051880
1	HP	MONITOR, LCD	GS917A8 (L1710)	3CQ9245MF5	066143
1	SMARTMEDIA	KIOSK, INTERACTIVE	K10-42	2015082604211	NONE
1	DELL, INC.	MONITOR, LCD	E173FPB	CN0U49314663354S24GL	030885
1	DELL, INC.	MONITOR, LCD	E1914HC	CN04FF476418049R1P7B	NONE
1	DELL, INC.	COMPUTER, DESKTOP	OPTIPLEX 9010	4K78CX1	052441
1	ASUS	MONITOR, LCD	VB171	9BLMTF074088	NONE
1	APC	UNINTERRUPTIBLE POWER SUPPLY (UPS)	BACK-UPS ES650	3B1120X31699	NONE
1	TRIPP-LITE	UNINTERRUPTIBLE POWER SUPPLY (UPS)	AGOM5357	2132DY0SM785500781	NONE
1	GATEWAY	COMPUTER, LAPTOP	MA1	15151357	NONE
1	DELL, INC.	COMPUTER, DESKTOP	PRECISION 470	NONE	031266
1	DELL, INC.	MONITOR, LCD	P190S	CN0PN59G7426118N3L5U	NONE
1	DELL, INC.	COMPUTER, DESKTOP	DIMENSION 4400	2VZ9D11	NONE
1	SAMSUNG	MONITOR, LCD	204B	BR20HCHYB05077A	NONE
1	LENOVO	COMPUTER, DESKTOP	422296U (E20)	MJTRVN1	042331
1	ACER	MONITOR, LCD	N/A	ETL780C082706168374043	NONE
1	LENOVO	COMPUTER, DESKTOP	5498CTO (M90P)	MJPTHF7	043317
1	LENOVO	MONITOR, LCD	60B9HAR1WW (LT2024)	V5307253	NONE
1	LENOVO	COMPUTER, LAPTOP	5016CTO (L520)	LR2P90Z	044590
1	LENOVO	MONITOR, LCD	4431-HE1	V1AWZ69	NONE

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SURPLUS EQUIPMENT
February 18, 2020

QTY.	BRAND	DESCRIPTION	MODEL #	SERIAL #	ASSET TAG #
1	LENOVO	MONITOR, LCD	2572HB6 (LT2252P)	V6C5640	041969
1	CISCO SYSTEMS, INC.	NETWORK SWITCH, 9 SLOTS, 14U RACK UNITS	WS-C6509	TSC070900FG	021125
1	CISCO SYSTEMS, INC.	NETWORK SWITCH, 9 SLOTS, 14U RACK UNITS	WS-C6509	TSC070900F7	021126
1	APC	UPS MANAGEMENT CARD	AP9619	PA0741332609	NONE
1	APC	UPS MANAGEMENT CARD	AP9606	WA0121006706	NONE
1	APC	UPS MANAGEMENT CARD	AP9619	ZA0642002039	NONE
1	APC	UPS MANAGEMENT CARD	AP9606	JA0143053263	NONE
1	APC	UPS MANAGEMENT CARD	AP9617	JA0247007902	NONE
1	APC	UPS MANAGEMENT CARD	AP9619	NA0712013184	NONE
1	APC	UNINTERRUPTIBLE POWER SUPPLY (UPS)	SUA2200RMXL3U	JS0641009066	NONE
1	APC	UNINTERRUPTIBLE POWER SUPPLY (UPS)	SU700NET	NS0137130876	NONE
1	APC	UNINTERRUPTIBLE POWER SUPPLY (UPS)	SU700NET	QS0335140860	NONE
1	APC	UNINTERRUPTIBLE POWER SUPPLY (UPS)	SU700NET	NS0137230425	NONE
1	APC	UNINTERRUPTIBLE POWER SUPPLY (UPS)	SU1000NET	QS0046118770	NONE
1	APC	UPS MANAGEMENT CARD	AP9619	PA0741332596	NONE
1	TRIPP-LITE	ENVIRONMENT PROBE	ENVIROSENSE	9923AY0AC781600056	NONE
1	TRIPP-LITE	UPS MANAGEMENT CARD	SNMPWEBCARD	9910AY0AC732600066	NONE
1	APC	POWER SUPPLY, ADAPTER, 24V	AP9505I	ZA1047006242	NONE
1	APC	POWER SUPPLY, ADAPTER, 24V	AP9505I	ZA1047006238	NONE
1	SONY	CAMERA, SECURITY, MINI-DOME, NETWORK (IP)	SNC-DM110	S01-0110134-$	NONE
1	SONY	CAMERA, SECURITY, MINI-DOME, NETWORK (IP)	SNC-DM110	S01-0110137-%	NONE
1	SONY	CAMERA, SECURITY, MINI-DOME, NETWORK (IP)	SNC-DM110	S01-0110136-+	NONE
1	CISCO SYSTEMS, INC.	ROUTER, NETWORK	CISCO2651XM	SMX0721L1RA	NONE
1	CISCO SYSTEMS, INC.	NETWORK SWITCH, ETHERNET, 24 PORT, RACK MOUNT	WS-C3524-PWR-XL-EN	CHK0603W080	NONE
1	CISCO SYSTEMS, INC.	NETWORK SWITCH, ETHERNET, 24 PORT, RACK MOUNT	WS-C3524-PWR-XL-EN	CHK0603W0AV	NONE
1	CISCO SYSTEMS, INC.	NETWORK SWITCH, ETHERNET, 48 PORT, RACK MOUNT	WS-C2950G-48-EI	FHK0714X0UZ	NONE
1	CISCO SYSTEMS, INC.	NETWORK SWITCH, ETHERNET, 24 PORT, RACK MOUNT	WS-C3524-PWR-XL-EN	FAA0513F0D7	NONE

SURPLUS EQUIPMENT
February 18, 2020

QTY.	BRAND	DESCRIPTION	MODEL #	SERIAL #	ASSET TAG #
1	CISCO SYSTEMS, INC.	NETWORK SWITCH, ETHERNET, 12 PORT	WS-C3750G-12S-E	CAT1124ZL58	NONE
1	CISCO SYSTEMS, INC.	NETWORK SWITCH, ETHERNET, 24 PORT, RACK MOUNT	WS-C3550-24PWR-SMI	CAT0708Y270	NONE
1	CISCO SYSTEMS, INC.	NETWORK SWITCH, ETHERNET, 12 PORT, RACK MOUNT	WS-C3550-12G	CAT0708X0ZU	NONE
1	CISCO SYSTEMS, INC.	NETWORK SWITCH, ETHERNET, 24 PORT, RACK MOUNT	WS-C3550-24PWR-SMI	CAT0710X06C	NONE
1	CISCO SYSTEMS, INC.	NETWORK SWITCH, ETHERNET, 24 PORT, RACK MOUNT	WS-C3550-24PWR-SMI	CAT0713Y0QJ	NONE
1	CISCO SYSTEMS, INC.	NETWORK SWITCH, ETHERNET, 24 PORT, RACK MOUNT	WS-C3550-24PWR-SMI	CAT0713Y0FC	NONE
1	CISCO SYSTEMS, INC.	NETWORK SWITCH, ETHERNET, 24 PORT, RACK MOUNT	WS-C3550-24PWR-SMI	CAT0712Z0BR	NONE
1	CISCO SYSTEMS, INC.	NETWORK SWITCH, ETHERNET, 24 PORT, RACK MOUNT	WS-C3550-24PWR-SMI	CAT0713Y0AR	NONE
1	CISCO SYSTEMS, INC.	NETWORK SWITCH, ETHERNET, 24 PORT, RACK MOUNT	WS-C3550-24PWR-SMI	CAT0729R1GT	NONE
1	CISCO SYSTEMS, INC.	NETWORK SWITCH, ETHERNET, 24 PORT, RACK MOUNT	WS-C3550-24PWR-SMI	CAT0729Y200	NONE
1	CISCO SYSTEMS, INC.	NETWORK SWITCH, ETHERNET, 12 PORT, RACK MOUNT	WS-C3560E-12SD-E	FDO1410P01C	NONE
1	CISCO SYSTEMS, INC.	NETWORK SWITCH, ETHERNET, 24 PORT, RACK MOUNT	WS-C3550-24PWR-SMI	CAT0712X098	NONE
1	CISCO SYSTEMS, INC.	POWER SUPPLY, NETWORK SWITCH	C3KX-PWR-1100WAC	LIT15200CPA	NONE
1	APC	POWER SUPPLY, ADAPTER, 24V	AP9505I	ZA1047006237	NONE
1	APC	UPS MANAGEMENT CARD	AP9619	ZA0637016414	NONE
1	HPE	COMPUTER, SERVER	DL380 G6 CTO	USE024N60H	NONE
1	HPE	COMPUTER, SERVER	DL380 G5 E5345	2UX83204YU	NONE
1	HPE	COMPUTER, SERVER	DL360 G5 CTO	USE907N3FJ	NONE
1	HPE	COMPUTER, SERVER	DL380 G7	2M213805GN	NONE
1	HPE	COMPUTER, SERVER	DL380 G6 L5520	2M202302GY	NONE
1	HPE	COMPUTER, SERVER, BLADE	BL465C G7 CTO BLADE	USE233CC2D	NONE
1	HPE	COMPUTER, SERVER, BLADE	BL465C G7 CTO BLADE	USE233CC2K	NONE

SURPLUS EQUIPMENT
February 18, 2020

QTY.	BRAND	DESCRIPTION	MODEL #	SERIAL #	ASSET TAG #
1	CISCO SYSTEMS, INC.	WIRELESS ACCESS POINT, DUAL-BAND, 802.11A/G/N (AIRONET 1140)	AIR-LAP1142N-A-K9	FTX1416K0F6	NONE
1	CISCO SYSTEMS, INC.	WIRELESS ACCESS POINT, DUAL-BAND, 802.11A/G/N (AIRONET 1140)	AIR-LAP1142N-A-K9	FTX1416K0F6	NONE
1	CISCO SYSTEMS, INC.	WIRELESS ACCESS POINT, DUAL-BAND, 802.11A/G/N (AIRONET 1140)	AIR-LAP1142N-A-K9	FTX1531K0CH	NONE
1	CISCO SYSTEMS, INC.	WIRELESS ACCESS POINT, DUAL-BAND, 802.11A/G/N (AIRONET 1140)	AIR-LAP1142N-A-K9	FTX1531K0C8	NONE
1	CISCO SYSTEMS, INC.	WIRELESS ACCESS POINT, DUAL-BAND, 802.11A/G/N (AIRONET 1140)	AIR-LAP1142N-A-K9	FTX1531K0C9	NONE
1	CISCO SYSTEMS, INC.	WIRELESS ACCESS POINT, DUAL-BAND, 802.11A/G/N (AIRONET 1140)	AIR-LAP1142N-A-K9	FTX1531K0CG	NONE
1	CISCO SYSTEMS, INC.	WIRELESS ACCESS POINT, DUAL-BAND, 802.11A/G/N (AIRONET 1140)	AIR-LAP1142N-A-K9	FTX1531K0CK	NONE
1	CISCO SYSTEMS, INC.	WIRELESS ACCESS POINT, DUAL-BAND, 802.11A/G/N (AIRONET 1140)	AIR-LAP1142N-A-K9	FTX1531K0C5	NONE
1	CISCO SYSTEMS, INC.	WIRELESS ACCESS POINT, DUAL-BAND, 802.11A/G/N (AIRONET 1140)	AIR-LAP1142N-A-K9	FTX1531K0C7	NONE
1	CISCO SYSTEMS, INC.	WIRELESS ACCESS POINT, DUAL-BAND, 802.11A/G/N (AIRONET 1140)	AIR-LAP1142N-A-K9	FTX1416K0F3	NONE
1	CISCO SYSTEMS, INC.	WIRELESS ACCESS POINT, DUAL-BAND, 802.11A/G/N (AIRONET 1140)	AIR-LAP1142N-A-K9	FTX1531K0C2	NONE
1	CISCO SYSTEMS, INC.	WIRELESS ACCESS POINT, DUAL-BAND, 802.11A/G/N (AIRONET 1140)	AIR-LAP1142N-A-K9	FTX1416K0F0	NONE

QTY.	BRAND	DESCRIPTION	MODEL #	SERIAL #	ASSET TAG #
1	CISCO SYSTEMS, INC.	WIRELESS ACCESS POINT, DUAL-BAND, 802.11A/G/N (AIRONET 1140)	AIR-LAP1142N-A-K9	FTX1451K35F	NONE
1	CISCO SYSTEMS, INC.	WIRELESS ACCESS POINT, DUAL-BAND, 802.11A/G/N (AIRONET 1140)	AIR-LAP1142N-A-K9	FTX1451K35G	NONE
1	CISCO SYSTEMS, INC.	WIRELESS ACCESS POINT, DUAL-BAND, 802.11A/G/N (AIRONET 1140)	AIR-LAP1142N-A-K9	FTX1451K35H	NONE
1	CISCO SYSTEMS, INC.	WIRELESS ACCESS POINT, DUAL-BAND, 802.11A/G/N (AIRONET 1140)	AIR-LAP1142N-A-K9	FTX1531K0CC	NONE
1	CISCO SYSTEMS, INC.	WIRELESS ACCESS POINT, DUAL-BAND, 802.11A/G/N (AIRONET 1140)	AIR-LAP1142N-A-K9	FTX1531K0C4	NONE
1	CISCO SYSTEMS, INC.	WIRELESS ACCESS POINT, DUAL-BAND, 802.11A/G/N (AIRONET 1140)	AIR-LAP1142N-A-K9	FTX1531K0C3	NONE
1	CISCO SYSTEMS, INC.	WIRELESS ACCESS POINT, DUAL-BAND, 802.11A/G/N (AIRONET 1140)	AIR-LAP1142N-A-K9	FTX1531K0C1	NONE
1	ROLAND CORP.	PIANO, DIGITAL	EP-9	ZJ36454	009030
1	THERMO SCIENTIFIC	SPECTROMETER, NMR	PICOSPIN 45 SERIES II	13065012	NONE
1	VENTEK INTERNATIONAL	PAY STATION, PARKING PERMIT	400	3624	012560
1	VENTEK INTERNATIONAL	PAY STATION, PARKING PERMIT	400	0026	NONE
1	VENTEK INTERNATIONAL	PAY STATION, PARKING PERMIT	400	1313	NONE
1	HP	PRINTER, LASER, COLOR	C7086A (4550N)	JPNCB30554	017433
1	HP	PRINTER, LASER, MONO	Q5933A (1160)	CNG1F26925	026711
1	HP	PRINTER, LASER, MONO	Q5933A (1160)	CND1F19627	026718
1	LEXMARK	PRINTER, INKJET, COLOR, PHOTO	4137-001 (Z816)	12350657107	031809
1	HP	PRINTER, LASER, MONO	Q2428A (4200DTN)	SUSGNP55709	034898
1	BROTHER	FAX MACHINE, LASER, MFP, MONO	INTELLIFAX-2820	U61325F6J809362	034997
1	SHARP	COPIER/PRINTER, LASER, MFP, MONO	AR-M455NA	8E0271924 / 86000944	036975
1	HP	PRINTER, LASER, MONO	CB509A (P4015N)	CNDY175431	038626

SURPLUS EQUIPMENT
February 18, 2020

QTY.	BRAND	DESCRIPTION	MODEL #	SERIAL #	ASSET TAG #
1	HP	PRINTER, LASER, MONO	CB509A (P4015N)	CNDY174674	038627
1	HP	PRINTER, INKJET, MFP, COLOR	CB057A (OJ6500)	MY9BU2X2QR	041278
1	CANON	COPIER/PRINTER, LASER, MFP, MONO	IMAGERUNNER 2525	FRU37565	043087
1	DELL, INC.	PRINTER, LASER, COLOR	3130CN	FCQV6K1	065710
1	HP	PRINTER, LASER, COLOR	Q7822A (2605DN)	JPHC7DJ21L	071008
1	EPSON	PRINTER, INKJET, MFP, COLOR	C451C (WP-4530)	NUBY100550	051258
1	EPSON	PRINTER, INKJET, MFP, COLOR	C353A (WF-3530)	MC2P647281	NONE
1	SWINGLINE	HOLE PUNCH, ELECTRIC, 3-HOLE	525	E186482	NONE

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Board of Trustees Regular Meeting (VI.O)

Meeting	February 18, 2020
Agenda Item	Other Items (VI.O)
Subject	Other Items
	Notice of Completion
College/District	District
Funding	N/A
Recommended Action	Recommend accepting the project listed on the attachment as complete and approving the execution of the Notice of Completion (under Civil Code Section 3093 – Public Works).

Background Narrative:

Facilities Planning & Development staff reports that the project listed on the attachment is now complete.

Prepared By: Aaron S. Brown, Vice Chancellor, Business & Financial Services
Robert Beebe, Director, Facilities, Riverside City College
Majd S. Askar, Director, Business & Financial Services

COMPLETED PROJECT LIST
February 18, 2020

Project   Contractor

Early Childhood Education Building HVAC Replacement   CCS Contractors, Inc.

S	R	U	PAGE	SIZE	DA	MISC	LONG	RFD	COPY
M	A	L	465	426	PCOR	NCOR	SMF	NCHG	EXAM
					T:		CTY	UNI	

SPACE ABOVE THIS LINE FOR RECORDER'S USE ONLY

NOTICE OF COMPLETION

Notice is hereby given that:

1. The undersigned is owner or corporate officer of the owner of the interest or estate stated below in the property hereinafter described:

2. The full name of the owner is _____

3. The full address of the owner is _____
_____

4. The nature of the interest or estate of the owner is in fee.
_____
<p style="text-align:center">(If other than fee, strike "in Fee" and insert, for example, "purchaser under contract of purchase," or "lessee")</p>

5. The full names and full addresses of all persons, if any, who hold title with the undersigned as joint tenants or as tenants in common are:

    NAMES   ADDRESSES
_____
_____

6. A work of improvement on the property hereinafter described was completed on _____ . The work done was:
_____

7. The name of the contractor, if any, for such work of improvement was _____
<p style="text-align:center">(If no contractor for work of improvement as a whole, insert "none")   (Date of Contract)</p>

8. The property on which said work of improvement was completed is in the city of _____ ,
County of _____ , State of California, and is described as follows:_____
_____
_____

9. The street address of said property is _____
<p style="text-align:center">(If no street address has been officially assigned, insert "none")</p>

Dated: _____

_____
<p style="text-align:center">Signature of owner of corporate officer of owner
named in paragraph 2 or his agent</p>

VERIFICATION

I, the undersigned, say: I am the _____ the declarant of the foregoing
<p style="text-align:center">("President of," "Manager of," "A partner of," "Owner of," etc.)</p>

notice of completion; I have read said notice of completion and know the contents thereof; the same is true of my own knowledge.

I declare under penalty of perjury that the foregoing is true and correct.

Executed on _____ , 20 _____ , at _____ , California.
<p style="text-align:center">(Date of signature)   (City where signed)</p>

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_____
<p style="text-align:center">(Personal signature of the individual who is swearing that the contents of the notice of completion are true)</p>

Board of Trustees Regular Meeting (VII.A)

Meeting	February 18, 2020
Agenda Item	Consent Agenda Information (VII.A)
Subject	Consent Agenda Information CCFS-311Q – Quarterly Financial Status Report for the 2nd Quarter Ended December 31, 2019
College/District	District
Funding	N/A
Recommended Action	Information Only

Background Narrative:

See the attached CCFS-311Q – Quarterly Financial Status Report for the 2nd Quarter ended December 31, 2019.

Prepared By: Aaron S. Brown, Vice Chancellor, Business & Financial Services
John Geraghty, Controller, Business & Financial Services

CCFS-311Q – Quarterly Financial Status Report Background Narrative
December 31, 2019

Education Code Section 84040 specifies that financial information be periodically reported to the California Community Colleges Board of Governors. To comply with this requirement, the District prepares Form CCFS-311Q – Quarterly Financial Status Report each fiscal quarter for submission to the Chancellor's Office. The CCFS-311Q compares actual information for the prior three fiscal years to projected information for the current fiscal year. The Revenue, Expenditure and Fund Balance are the Unrestricted Funds of the General Fund. However, the cash balance reflects both Unrestricted and Restricted Funds.

The General Fund consists of the following:

Fund 11 – Unrestricted

Resource 1000 – General Unrestricted

Resource 1080 – Community Education

Resource 1090 – Performance Riverside

Resource 1110 – Bookstore (Contractor Operated)

Resource 1170 – Customized Solutions

Fund 12 – Restricted

Resource 1050 – Parking

Resource 1070 – Student Health

Resource 1120 – Center for Social Justice and Civil Liberties

Resource 1180 – Redevelopment Pass-Through

Resource 1190 – Grants and Categorical Programs

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

Quarterly Financial Status Report, CCFS-311Q
CERTIFY QUARTERLY DATA

CHANGE THE PERIOD ▾

Fiscal Year: 2019-2020
Quarter Ended: (Q2) Dec 31, 2019

District: (960) RIVERSIDE

Your Quarterly Data is Certified for this quarter.

Chief Business Officer	**District Contact Person**
CBO Name: Aaron S. Brown	**Name:** John Geraghty
CBO Phone: 951-222-8789	**Title:** Controller
CBO Signature:	
Date Signed: 1-29-2020	**Telephone:** 951-222-8041
Chief Executive Officer Name: Dr. Wode-Ab Isaac	**Fax:** 951-222-8021
CEO Signature:	
Date Signed: 2/4/2020	**E-Mail:** john.geraghty@rccd.edu
Electronic Cert Date: 01/24/2020	
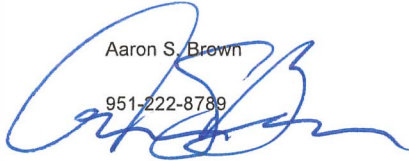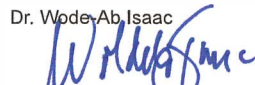
California Community Colleges, Chancellor's Office
Fiscal Services Unit
1102 Q Street, Suite 4550
Sacramento, California 95811

Send questions to:
Christine Atalig (916)327-5772 catalig@cccco.edu or Tracy Britten (916)324-9794 tbritten@cccco.edu

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CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE

Quarterly Financial Status Report, CCFS-311Q
VIEW QUARTERLY DATA

District: (960) RIVERSIDE

Quarter Ended: (Q2) Dec 31, 2018

Line	Description	As of June 30 for the fiscal year specified			
		Actual 2015-16	Actual 2016-17	Actual 2017-18	Projected 2018-2019
I.	**Unrestricted General Fund Revenue, Expenditure and Fund Balance:**				
A.	**Revenues:**				
A.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	186,539,851	182,689,850	189,807,913	204,708,992
A.2	Other Financing Sources (Object 8900)	-1,980,844	-1,037,419	-1,953,117	-3,963,037
A.3	**Total Unrestricted Revenue (A.1 + A.2)**	184,559,007	181,652,431	187,854,796	200,745,955
B.	**Expenditures:**				
B.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	161,174,821	171,989,549	185,116,817	232,820,620
B.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	1,500,045	2,854,586	651,676	279,234
B.3	**Total Unrestricted Expenditures (B.1 + B.2)**	162,674,866	174,844,135	185,768,493	233,099,854
C.	**Revenues Over(Under) Expenditures (A.3 - B.3)**	21,884,141	6,808,296	2,086,303	-32,353,899
D.	**Fund Balance, Beginning**	14,252,071	36,136,212	42,944,508	45,030,784
D.1	Prior Year Adjustments + (-)	0	0	0	0
D.2	**Adjusted Fund Balance, Beginning (D + D.1)**	14,252,071	36,136,212	42,944,508	45,030,784
E.	**Fund Balance, Ending (C. + D.2)**	36,136,212	42,944,508	45,030,811	12,676,885
F.1	Percentage of GF Fund Balance to GF Expenditures (E. / B.3)	22.2%	24.6%	24.2%	5.4%

II. Annualized Attendance FTES:

G.1	**Annualized FTES (excluding apprentice and non-resident)**	28,682	29,652	29,727	30,337

		As of the specified quarter ended for each fiscal year			
III.	**Total General Fund Cash Balance (Unrestricted and Restricted)**	2015-16	2016-17	2017-18	2018-2019
H.1	Cash, excluding borrowed funds		65,403,055	79,127,030	86,715,085
H.2	Cash, borrowed funds only		0	0	0
H.3	Total Cash (H.1+ H.2)	44,748,981	65,403,055	79,127,030	86,715,085

IV. Unrestricted General Fund Revenue, Expenditure and Fund Balance:

Line	Description	Adopted Budget (Col. 1)	Annual Current Budget (Col. 2)	Year-to-Date Actuals (Col. 3)	Percentage (Col. 3/Col. 2)
I.	**Revenues:**				

I.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	204,708,992	204,708,992	86,598,732	42.3%
I.2	Other Financing Sources (Object 8900)	-3,963,037	-3,963,037	-983,308	24.8%
I.3	**Total Unrestricted Revenue (I.1 + I.2)**	200,745,955	200,745,955	85,615,424	42.6%
J.	**Expenditures:**				
J.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	232,820,620	232,820,620	84,652,715	36.4%
J.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	279,234	279,234	57,764	20.7%
J.3	**Total Unrestricted Expenditures (J.1 + J.2)**	233,099,854	233,099,854	84,710,479	36.3%
K.	**Revenues Over(Under) Expenditures (I.3 - J.3)**	-32,353,899	-32,353,899	904,945	
L	Adjusted Fund Balance, Beginning	45,030,810	45,030,784	45,030,784	
L.1	**Fund Balance, Ending (C. + L.2)**	12,676,911	12,676,885	45,935,729	
M	Percentage of GF Fund Balance to GF Expenditures (L.1 / J.3)	5.4%	5.4%		

V. Has the district settled any employee contracts during this quarter? **NO**

If yes, complete the following: *(If multi-year settlement, provide information for all years covered.)*

Contract Period Settled (Specify) YYYY-YY	Management		Academic				Classified	
			Permanent		Temporary			
	Total Cost Increase	% *	Total Cost Increase	% *	Total Cost Increase	% *	Total Cost Increase	% *
a. SALARIES:								
Year 1:								
Year 2:								
Year 3:								
b. BENEFITS:								
Year 1:								
Year 2:								
Year 3:								

* As specified in Collective Bargaining Agreement or other Employment Contract

c. Provide an explanation on how the district intends to fund the salary and benefit increases, and also identify the revenue source/object code.

VI. Did the district have significant events for the quarter (include incurrence of long-term debt, settlement of audit findings or legal suits, significant differences in budgeted revenues or expenditures, borrowing of funds (TRANs), issuance of COPs, etc.)? **NO**

If yes, list events and their financial ramifications. (Enter explanation below, include additional pages if needed.)

VII. Does the district have significant fiscal problems that must be addressed? **This year?** **NO**
 Next year? **NO**

If yes, what are the problems and what actions will be taken? (Enter explanation below, include additional pages if needed.)

RIVERSIDE COMMUNITY COLLEGE DISTRICT
GENERAL FUND REVENUE AND EXPENDITURE REPORT
FOR THE PERIOD ENDED DECEMBER 31, 2018

Cash Position - Unrestricted and Restricted

		YTD Activity
Beginning Cash, July 1, 2018	$	86,478,709
Net Change in Accounts Receivables		8,375,764
Net Change in Accounts Payables		6,396,716
Revenue and Other Financial Sources		108,775,285
Expenditures and Other Outgo		110,517,958
Ending Cash, December 31, 2018	$	86,715,085

Budget and Actual Activity - Unrestricted

	Adopted Budget		Revised Budget		YTD Activity	
Revenues						
Federal	$	214,398	$	214,398	$	30,228
State		135,902,932		135,902,932		63,226,692
Local		68,591,662		68,591,662		23,341,812
Total Revenues		204,708,992		204,708,992		86,598,732
Other Financing Sources		(3,963,037)		(3,963,037)		(983,308)
Total Revenues		200,745,955		200,745,955		85,615,424
Expenditures						
Academic Salaries	$	86,291,366	$	86,193,470	$	38,763,644
Classified Salaries		38,966,930		38,762,244		18,064,965
Employee Benefits		52,202,104		52,155,238		18,442,806
Materials & Supplies		3,603,977		3,551,074		885,792
Services		45,863,091		46,137,392		7,976,752
Capital Outlay		5,893,152		6,021,202		518,756
Total Expenditures		232,820,620		232,820,620		84,652,715
Other Outgo - Objects		279,234		279,234		57,764
Total Expenditures and Other Outgo		233,099,854		233,099,854		84,710,479
Revenues Over (Under)						
Expenditures	$	(32,353,899)	$	(32,353,899)	$	904,945
Beginning Fund Balances		45,030,810		45,030,784		45,030,784
Ending Fund Balances	$	12,676,911	$	12,676,885	$	45,935,729
Contingency						
Unrestricted	$	11,776,911	$	11,776,885	$	45,035,729
Reserve		900,000		900,000		900,000
Total Contingency/Reserve	$	12,676,911	$	12,676,885	$	45,935,729

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Board of Trustees Regular Meeting (VII.B)

Meeting	February 18, 2020
Agenda Item	Consent Agenda Information (VII.B)
Subject	Consent Agenda Information
	Capital Program Executive Summary Report as of January 31, 2020
College/District	District
Funding	N/A
Recommended Action	Information Only

Background Narrative:

See the attached monthly Capital Program Executive Summary (CPES) Report as of January 31, 2020. The CPES report reflects Measure C proceeds, income, project commitments, and available balances.

Prepared By: Aaron S. Brown, Vice Chancellor, Business & Financial Services
Majd S. Askar, Director, Business Services
Hussain Agah, Assoc. Vice Chancellor, Facilities Planning & Development

Riverside Community College District
Measure C - Capital Program Executive Summary Report
As of January 31, 2020

	Moreno Valley College	Norco College	Riverside City College	District	Centrally Controlled Approved Projects	Program Reserve	Program Contingency	Total
Original Measure C Allocation Split	$ 69,200,000	$ 66,300,000	$ 173,100,000	$ 19,200,000	$ 19,300,000	$ 24,000,000	$ 10,000,000	$ 381,100,000
Redistribution of Specific Donations/Rebates	$ (1,086,934)	$ (975,883)	$ 3,293,229	$ (326,040)	$ -	$ (642,104)	$ (262,268)	
Income Distribution Through June 30, 2018	$ 542,389	$ 1,147,238	$ 2,152,531	$ 139,690	$ -	$ 275,340	$ 112,462	$ 4,369,649
Additional Allocation from District/Centrally Controlled	$ 10,032,720	$ 3,219,947	$ 14,343,533	$ 2,810,964	$ (28,317)	$ (22,184,271)	$ (8,194,576)	$ -
Total Measure C Allocation	$ 78,688,175	$ 69,691,302	$ 192,889,293	$ 21,824,614	$ 19,271,683	$ 1,448,965	$ 1,655,618	$ 385,469,649
Project Commitments	$ (78,582,480)	$ (72,421,932)	$ (186,788,730)	$ (21,824,614)	$ (18,623,243)	$ -	$ -	$ (378,240,999)
Remaining Uncommitted Funds	$ 105,695	$ (2,730,630)	$ 6,100,563	$ -	$ 648,440	$ 1,448,965	$ 1,655,618	$ 7,228,651

Riverside Community College District
Measure C - Capital Program Executive Summary Report
As of January 31, 2020

MORENO VALLEY COLLEGE

Description	Total Project Budget	Measure C Budget	Non-Measure C Budget	Additional Measure C Budget	Measure C Allocation
					$ 69,200,000
Redistribution of College Specific Donations/Rebates Included in Original Allocation				$ (1,086,934)	$ 68,113,066
Distribution of Interest, Donations/Rebates Income from original allocation through June 30, 2018				$ 542,389	$ 68,655,455
APPROVED PROJECTS					
Certificates of Participation (93 & 01 Refunding)	$ 2,635,830	$ 2,635,830	$ -	$ -	$ 66,019,625
CO Bond Issuance Related Expenditures	$ 1,026,409	$ 1,026,409	$ -	$ -	$ 64,993,216
District Phone & VM upgrade	$ 73,639	$ 73,639	$ -	$ -	$ 64,919,577
ECS Secondary Effects	$ 286,227	$ 286,227	$ -	$ -	$ 64,633,350
Emergency Phone Project	$ 88,318	$ 88,318	$ -	$ -	$ 64,545,032
Long Range Master Plans	$ 289,985	$ 289,985	$ -	$ -	$ 64,255,047
Hot Water Loop System & Boiler Replacement	$ 869,848	$ 869,848	$ -	$ -	$ 63,385,199
Logic Domain- CMP System	$ 55,783	$ 55,783	$ -	$ -	$ 63,329,416
Infrastructure Projects (IT Upgrade)	$ 102,211	$ 102,211	$ -	$ -	$ 63,227,205
Utility Retrofit Project (NORESCO)	$ 1,388,503	$ 1,388,503	$ -	$ -	$ 61,838,702
Modular Redistribution Projects	$ 3,945,332	$ 3,939,832	$ -	$ -	$ 57,898,870
Scheduled Maintenance Match (Historical)	$ 351,322	$ 351,322	$ 635,669	$ -	$ 57,547,548
ECS Bldg. Upgrade	$ 252,296	$ 252,296	$ -	$ -	$ 57,295,252
District Computer/Network System Upgrade	$ 211,433	$ 211,433	$ -	$ -	$ 57,083,819
Safety & Site Improvement Project	$ 919,827	$ 719,827	$ 200,000	$ -	$ 56,363,992
Food Services Remodel (& Int facilities)	$ 2,654,335	$ 2,649,606	$ 28,000	$ -	$ 53,714,386
Network Operations Center	$ 3,524,082	$ 2,931,707	$ -	$ -	$ 50,782,679
Learning Gateway Building & Lions Lot	$ 5,269,307	$ 4,984,261	$ -	$ -	$ 45,798,418
Student Academic Services-Phase III	$ 21,080,265	$ 5,939,817	$ 14,036,000	$ -	$ 39,858,601
Science Lab Remodel (Phase I&II)	$ 500,000	$ 302,804	$ -	$ -	$ 39,555,797
Feasibility/Planning/Mngmnt/Staffing	$ 1,986,231	$ 1,986,231	$ -	$ -	$ 37,569,566
Scheduled Maintenance (2010+) ($640Kx5 years)	$ 1,080,320	$ 603,460	$ 72,430	$ -	$ 36,966,106
Nursing Portables	$ 705,338	$ 705,338	$ -	$ 705,338	$ 36,966,106
A/V & Lighting Hum 129 & SS 101	$ 200,000	$ 134,457	$ -	$ -	$ 36,831,649
MVC Master Plan Update	$ 877,500	$ 877,500	$ -	$ 186,000	$ 36,140,149
Electronic Contract Document Storage	$ 10,550	$ -	$ -	$ -	$ 36,140,149
Dental Education Center	$ 10,700,181	$ 9,877,088	$ -	$ 373,349	$ 26,636,410
Adm Move to Humanities	$ 25,990	$ 25,990	$ -	$ -	$ 26,610,420
Mechanical Upgrade Projects	$ 875,000	$ 660,245	$ -	$ -	$ 25,950,175
2013 FPP/IPP	$ -	$ -	$ -	$ -	$ 25,950,175
Emergency Phone Repairs	$ 450,000	$ 341,582	$ -	$ 341,582	$ 25,950,175
Physician Asst Lab Remodel	$ 120,000	$ 49,191	$ -	$ 49,191	$ 25,950,175
MVC Student Services Welcome Center	$ 19,000,000	$ 19,000,000	$ -	$ 5,000,000	$ 11,950,175
Health Science Center - MVC	$ 164,971	$ 164,971	$ -	$ -	$ 11,785,204
Ben Clark Training Center, Phase 1	$ 13,084,500	$ 13,084,500	$ -	$ 2,000,000	$ 700,704
Center for Human Performance	$ 112,009	$ 112,009	$ -	$ -	$ 588,695
Library Learning Center	$ 143,000	$ 143,000	$ -	$ -	$ 445,695
Elevator Modernization and Fire Alarm System Upgrade	$ 1,000,000	$ 1,000,000	$ -	$ 1,000,000	$ 445,695
Scheduled Maintenance - FY 19/20 Allocation	$ 37,260	$ 37,260	$ -	$ 37,260	$ 445,695
Ben Clark Corrections Platform Training Facility	$ 680,000	$ 680,000	$ 2,740,000	$ 340,000	$ 105,695
Remaining Measure C Funds					$ 105,695
	$ 96,777,802	$ 78,582,480	$ 17,712,099	$ 9,488,175	
5 YEAR CCP					
Library Learning Center	$ 55,144,000	$ 27,572,000	$ 27,572,000		
Biological & Physical Science Building	$ 34,636,000	$ 17,318,000	$ 17,318,000		
Kinesiology and Athletics Building	$ 31,014,000	$ 15,507,000	$ 15,507,000		
Visual/Performing Arts Center	$ 25,350,000	$ 12,675,000	$ 12,675,000		

MORENO VALLEY COLLEGE

Description	Total Project Budget	Measure C Budget	Non-Measure C Budget	Additional Measure C Budget	Measure C Allocation
Measure C Summary					
Original Measure C Allocation		$ 69,200,000			
Additional Measure C Allocation		$ 9,488,175			
Total Measure C Allocation		**$ 78,688,175**			

NORCO COLLEGE

Description	Total Project Budget	Measure C Budget	Non-Measure C Budget	Additional Measure C Budget	Measure C Allocation
					$ 66,300,000
From Centrally Controlled - Program Contingency				$ 500,000	$ 66,800,000
Redistribution of College Specific Donations/Rebates Included in Original Allocation				$ (975,883)	$ 65,824,117
Distribution of Interest, Donations/Rebates Income from original allocation through June 30, 2018				$ 1,147,238	$ 66,971,355
APPROVED PROJECTS					
Certificates of Participation (93 & 01 Refunding)	$ 2,535,893	$ 2,535,893	$ -	$ -	$ 64,435,462
CO Bond Issuance Related Expenditures	$ 987,493	$ 987,493	$ -	$ -	$ 63,447,969
District Phone & Voicemail Upgrades	$ 70,847	$ 70,847	$ -	$ -	$ 63,377,122
Room Renovations	$ 100,019	$ 100,019	$ -	$ -	$ 63,277,103
Emergency Phone Project	$ 102,773	$ 102,773	$ -	$ -	$ 63,174,330
Long Range Master Plans	$ 362,670	$ 362,670	$ -	$ -	$ 62,811,660
Logic Domain- CPM System	$ 53,668	$ 53,668	$ -	$ -	$ 62,757,992
Infrastructure Project (IT Upgrade)	$ 98,336	$ 98,336	$ -	$ -	$ 62,659,656
Utility Retrofit Project (NORESCO)	$ 1,587,401	$ 1,587,401	$ -	$ -	$ 61,072,255
Modular Redistribution Project	$ 2,109,572	$ 2,109,572	$ -	$ -	$ 58,962,683
Scheduled Maintenance Match (Historic)	$ 180,850	$ 180,850	$ 362,942	$ -	$ 58,781,833
ECS Building Upgrade	$ 137,265	$ 137,265	$ -	$ -	$ 58,644,568
Industrial Technology Facility-PhaseIII	$ 28,800,284	$ 9,715,350	$ 18,990,000	$ -	$ 48,929,218
District Computer Network/Systems Upgrade	$ 203,417	$ 203,417	$ -	$ -	$ 48,725,801
Soccer Field Turf/Locker Rooms	$ 3,904,973	$ 3,879,314	$ -	$ -	$ 44,846,487
Site & Safety Improvements-3rd St	$ 967,442	$ 967,442	$ -	$ -	$ 43,879,045
Center for Student Success	$ 15,635,918	$ 15,633,873	$ -	$ -	$ 28,245,172
Norco Operations Center (PBX/M&O)	$ 11,775,000	$ 11,277,010	$ -	$ -	$ 16,968,162
Secondary Effects project (SSC & ITB)	$ 16,044,292	$ 16,028,180	$ -	$ 35,288	$ 975,270
Groundwater Mont Wells Disposition	$ 517,660	$ 211,149	$ 16,696	$ 211,149	$ 975,270
Feasibility/Planning/Mngmnt/Staffing	$ 1,910,923	$ 1,910,923	$ -	$ -	$ (935,653)
Scheduled Maintenance (2010+) $640Kx5 yrs	$ 580,580	$ 580,580	$ 72,430	$ -	$ (1,516,233)
Master Plan Update	$ 178,300	$ 178,300	$ -	$ -	$ (1,694,533)
Electronic Contract Document Storage	$ 10,150	$ -	$ -	$ -	$ (1,694,533)
Central Plant Boiler Replacement	$ 161,847	$ 161,847	$ -	$ -	$ (1,856,380)
2013 IPP/FPP	$ -	$ -	$ -	$ -	$ (1,856,380)
Self Generating Inc. Program (Fuel Cell)	$ 3,110,000	$ 3,110,000	$ -	$ 2,436,250	$ (2,530,130)
Center for Human Perf & Kinesiology	$ 86,500	$ 86,500	$ -	$ -	$ (2,616,630)
Multimedia & Arts Center (MAC)	$ 114,000	$ 114,000	$ -	$ -	$ (2,730,630)
Scheduled Maintenance - FY 19/20 Allocation	$ 37,260	$ 37,260	$ -	$ 37,260	$ (2,730,630)
Remaining Measure C Funds					$ (2,730,630)
	$ 92,365,333	$ 72,421,932	$ 19,442,068	$ 3,391,302	
5 YEAR CCP					
Center for Human Perf & Kinesiology	$ 26,556,000	$ 13,261,000	$ 13,295,000		
Multimedia & Arts Center (MAC)	$ 69,457,000	$ 1,498,000	$ 67,959,000		
Secondary Effects of MAC	$ 200,000	$ 200,000	$ -		

Measure C Summary

Original Measure C Allocation	$ 66,300,000
Additional Measure C Allocation	$ 3,391,302
Total Measure C Allocation	**$ 69,691,302**

Riverside Community College District
Measure C - Capital Program Executive Summary Report
As of January 31, 2020

RIVERSIDE CITY COLLEGE

Description	Total Project Budget	Measure C Budget	Non-Measure C Budget	Additional Measure C Budget	Measure C Allocation
					$ 173,100,000
Redistribution of College Specific Donations/Rebates Included in Original Allocation				$ 3,293,229	$ 176,393,229
Distribution of Interest, Donations/Rebates Income from original allocation through June 30, 2018				$ 2,152,531	$ 178,545,760
APPROVED PROJECTS					
Certificates of Participation (93 & 01 Refunding)	$ 6,583,329	$ 6,583,329	$ -	$ -	$ 171,962,431
CO Bond Issuance Related Expenditures	$ 2,563,592	$ 2,563,592	$ -	$ -	$ 169,398,839
Bridge Space	$ 1,175,132	$ 1,175,132	$ -	$ -	$ 168,223,707
District Phone and Voicemail Upgrades	$ 183,925	$ 183,925	$ -	$ -	$ 168,039,782
MLK Renovation	$ 8,010,091	$ 1,010,614	$ 6,999,477	$ -	$ 167,029,168
Swing Space (Lovekin)	$ 4,273,734	$ 4,273,734	$ -	$ -	$ 162,755,434
Wheelock Field (Phase I)	$ 4,516,435	$ 4,516,435	$ -	$ -	$ 158,238,999
Parking Structure (Phase II)	$ 20,940,662	$ 20,940,662	$ -	$ -	$ 137,298,337
Emergency Phones	$ 178,626	$ 178,626	$ -	$ -	$ 137,119,711
PBX Building	$ 428,119	$ 428,119	$ -	$ -	$ 136,691,592
Long Range Plans	$ 786,422	$ 786,422	$ -	$ -	$ 135,905,170
Logic Domain/PM system	$ 139,326	$ 139,326	$ -	$ -	$ 135,765,844
Infrastructure (IT Upgrade)	$ 255,287	$ 255,287	$ -	$ -	$ 135,510,557
Utility Retrofit (NORESCO)	$ 3,205,284	$ 3,205,284	$ -	$ -	$ 132,305,273
Stokoe ILC (Phases I & II)	$ 9,844,137	$ 7,399,505	$ 2,444,632	$ -	$ 124,905,768
Modular Redistribution	$ 2,376,458	$ 2,376,458	$ -	$ -	$ 122,529,310
Scheduled Maintenance Match (Past)	$ 2,387,444	$ 870,873	$ 1,516,571	$ -	$ 121,658,437
Quad Modernization	$ 21,725,807	$ 9,171,807	$ 12,554,000	$ -	$ 112,486,630
Bradshaw Bldg Electrical (Emergency)	$ 366,353	$ 366,353	$ -	$ -	$ 112,120,277
District Computer Network System Upgrades	$ 528,081	$ 528,081	$ -	$ -	$ 111,592,196
Wheelock Gym, Seismic Retrofit	$ 190,631	$ 190,631	$ -	$ -	$ 111,401,565
Food Services Remodel & Interim Facilities	$ 1,015,705	$ 987,705	$ -	$ -	$ 110,413,860
Nursing, Science & Math Complex	$ 63,712,000	$ 16,347,203	$ 45,439,400	$ 467,028	$ 94,533,685
Riverside Aquatics Complex	$ 11,028,683	$ 10,874,233	$ -	$ -	$ 83,659,452
Wheelock Gym, Seismic Retrofit-Phase II	$ 22,564,995	$ 12,918,309	$ 9,165,000	$ 72,966	$ 70,814,109
Coil School for the Arts	$ 43,088,000	$ 25,736,077	$ 16,812,858	$ 8,100,000	$ 53,178,032
Culinary Arts Academy & District Offices	$ 17,326,888	$ 16,989,009	$ 812,379	$ 5,616,762	$ 41,805,785
Quad Basement Remodel	$ 467,000	$ 352,941	$ -	$ -	$ 41,452,844
Black Box Theatre Remodel (Plans only)	$ 10,955	$ 10,955	$ -	$ -	$ 41,441,889
Remodel of Tech A (Plans only)	$ 11,375	$ 11,375	$ -	$ -	$ 41,430,514
Feasibility/Plng/Mngt/Staffing	$ 4,960,871	$ 4,960,871	$ -	$ -	$ 36,469,643
Interim Parking (Lot 33)	$ 177,023	$ 177,023	$ -	$ -	$ 36,292,620
Scheduled Maintenance (2010+ $640K/yr x 5 yr)	$ 1,507,220	$ 1,507,220	$ 168,690	$ -	$ 34,785,400
Parking Structure Fall Deterrent	$ 7,576	$ 7,576	$ -	$ -	$ 34,777,824
Master Plan Updates	$ 977,000	$ 977,000	$ -	$ -	$ 33,800,824
Student Services Building-Phase I	$ 24,375,000	$ 20,751,844	$ -	$ -	$ 13,048,980
Student Services Building-Phase II	$ 1,550,000	$ 1,550,000	$ -	$ -	$ 11,498,980
Electronic Contract Document Storage	$ 26,350	$ -	$ -	$ -	$ 11,498,980
2013 IPP/FPP	$ -	$ -	$ -	$ -	$ 11,498,980
Food Srvc / Café Grab n Go	$ 1,600,000	$ 81,372	$ -	$ -	$ 11,417,608
Lovekin Parking/Tennis-Portable Relocation	$ 2,000,000	$ 2,000,000	$ -	$ -	$ 9,417,608
Lovekin Parking/Tennis-Tennis Courts	$ 2,250,000	$ 2,250,000	$ -	$ -	$ 7,167,608
Lovekin Parking/Tennis-Parking Structure	$ 225,000	$ 101,724	$ -	$ -	$ 7,065,884
Athletic Office Remodel(Wheelock)	$ 147,706	$ 95,942	$ -	$ -	$ 6,969,942
Cellular Repeater Booster System	$ 25,000	$ 18,879	$ -	$ -	$ 6,951,063
Life Science / Physical Science Remodel	$ 208,000	$ 208,000	$ -	$ -	$ 6,743,063
Cosmetology Building	$ 142,500	$ 142,500	$ -	$ -	$ 6,600,563
Greenhouse Project	$ 500,000	$ 500,000	$ -	$ -	$ 6,100,563

RIVERSIDE CITY COLLEGE

Description	Total Project Budget	Measure C Budget	Non-Measure C Budget	Additional Measure C Budget	Measure C Allocation
Scheduled Maintenance - FY 19/20 Allocation	$ 86,777	$ 86,777	$ -	$ 86,777	$ 6,100,563
Remaining Measure C Funds					$ 6,100,563
	$ 290,650,499	$ 186,788,730	$ 95,913,007	$ 19,789,293	
5 YEAR CCP					
Life Science / Physical Science Remodel	$ 28,658,000	$ 6,883,000	$ 21,775,000		
MLK Renovation	$ 19,029,000	$ 1,896,000	$ 17,133,000		
Cosmetology Building	$ 23,411,000	$ 1,896,000	$ 21,515,000		

Measure C Summary

Original Measure C Allocation	$ 173,100,000
Additional Measure C Allocation	$ 19,789,293
Total Measure C Allocation	**$ 192,889,293**

Riverside Community College District
Measure C - Capital Program Executive Summary Report
As of January 31, 2020

RCCD DISTRICT PROJECTS

Description	Total Project Budget	Measure C Budget	Non-Measure C Budget	Additional Measure C Budget	Measure C Allocation
					$ 19,200,000
Redistribution of College Specific Donations/Rebates Included in Original Allocation				$ (326,040)	$ 18,873,960
Distribution of Interest, Donations/Rebates Income from original allocation through June 30, 2018				$ 139,690	$ 19,013,650
Transfer to MVC for the Ben Clark Training Center Building, Phase I Project				$ (2,000,000)	$ 17,013,650
Transfer to MVC for the Elevator Modernization & Fire Alarm System Repair/Upgrade Project				$ (651,789)	$ 16,361,861
Transfer to MVC, NC, and RCC for Scheduled Maint.				$ (161,297)	$ 16,200,564
APPROVED PROJECTS					
Certificates of Participation (93 & 01 Refunding)	$ 737,033	$ 737,033	$ -	$ -	$ 15,463,531
CO Bond Issuance Related Expenditures	$ 287,005	$ 287,005	$ -	$ -	$ 15,176,526
District Phone and Voicemail Upgrades	$ 20,589	$ 20,589	$ -	$ -	$ 15,155,937
RCCD Systems Office (Market St)	$ 2,629,981	$ 2,629,981	$ -	$ -	$ 12,525,956
Emergency Phones	$ 10,000	$ 10,000	$ -	$ -	$ 12,515,956
Logic Domain/PM System	$ 15,598	$ 15,598	$ -	$ -	$ 12,500,358
Infrastructure (IT Upgrade)	$ 28,580	$ 28,580	$ -	$ -	$ 12,471,778
District Computer/Network Sys Upgr	$ 59,121	$ 59,121	$ -	$ -	$ 12,412,657
Culinary Art Academy & Dist Offc	$ 18,384,389	$ 16,607,009	$ 812,379	$ 5,616,760	$ 1,422,408
Swing Space - Market Street Properties	$ 866,500	$ 737,303	$ -	$ -	$ 685,105
Feasibility/Plng/Mngt/Staffing	$ 555,392	$ 555,392	$ -	$ -	$ 129,713
Scheduled Maint. New Allocation - District Wide	$ 168,740	$ 7,443	$ -	$ -	$ 122,270
DSA Close-Out	$ 75,000	$ 7,290	$ -	$ 7,290	$ 122,270
Alumni Carriage House Restration	$ 150,000	$ 122,270	$ -	$ -	$ -
Electronic Contract Document Storage	$ 5,900	$ -	$ -	$ -	$ -
2013 IPP/FPP	$ -	$ -	$ -	$ -	$ -
Remaining Measure C Funds					$ -
	$ 23,993,828	$ 21,824,614	$ 812,379	$ 2,624,614	

Measure C Summary

Original Measure C Allocation	$ 19,200,000
Additional Measure C Allocation	$ 2,624,614
Total Measure C Allocation	**$ 21,824,614**

Riverside Community College District
Measure C - Capital Program Executive Summary Report
As of January 31, 2020

Description	Total Project Budget	Measure C Budget	Non-Measure C Budget	Additional Measure C Budget	Measure C Allocation
CENTRALLY CONTROLLED FUNDS					
					$ 53,300,000
Approved Projects $19.3M					$ 19,300,000
ADA Compliance -Phase I	$ 6,360,000	$ 6,046,162	$ 42,793	$ -	$ 13,253,838
IT Audit Implementation	$ 6,000,000	$ 6,000,000	$ -	$ -	$ 7,253,838
Utility Infrastructure	$ 6,700,000	$ 6,232,049	$ -	$ (373,349)	$ 648,440
District Standards	$ 355,000	$ 345,032	$ -	$ 345,032	$ 648,440
Approved Projects					$ 648,440
Program Reserve $24M					$ 24,000,000
Redistribution of College Specific Donations/Rebates Included in Original Allocation	$ -	$ -	$ -	$ (642,104)	$ 23,357,896
Distribution of Interest, Donations/Rebates Income from original allocation through June 30, 2018	$ -	$ -	$ -	$ 275,340	$ 23,633,236
CSA	$ -	$ -	$ -	$ (8,100,000)	$ 15,533,236
CAA/DO	$ -	$ -	$ -	$ (10,306,765)	$ 5,226,471
DSA Close out	$ -	$ -	$ -	$ (7,290)	$ 5,219,181
Nursing Portables - MVC	$ -	$ -	$ -	$ (705,338)	$ 4,513,843
Physican Asst Lab - MVC	$ -	$ -	$ -	$ (49,191)	$ 4,464,652
Emergency Phone Repairs - MVC	$ -	$ -	$ -	$ (341,582)	$ 4,123,070
Aquatics Center - RCC (Reserve - Donation Cover)	$ -	$ -	$ -	$ -	$ 4,123,070
CSA - RCC (Reserve - LaSierra Capital Repayment)	$ -	$ -	$ -	$ -	$ 4,123,070
TITLE III-STEM - NC (Reserve - Grant Repayment)	$ -	$ -	$ -	$ -	$ 4,123,070
MVC Student Services Bldg. Reno (Welcome Center)	$ -	$ -	$ -	$ (2,500,000)	$ 1,623,070
MVC Elevator Modernization & Fire Alarm System Upgrade	$ -	$ -	$ -	$ (174,105)	$ 1,448,965
Program Reserve					$ 1,448,965
Program Contingency-$10M					$ 10,000,000
Redistribution of College Specific Donations/Rebates Included in Original Allocation	$ -	$ -	$ -	$ (262,268)	$ 9,737,732
Distribution of Interest, Donations/Rebates Income from original allocation through June 30, 2018	$ -	$ -	$ -	$ 112,462	$ 9,850,194
ADA Complaince - Phase l	$ -	$ -	$ -	$ -	$ 9,850,194
CAA/DO	$ -	$ -	$ -	$ (926,757)	$ 8,923,437
March Dental Education - MVC	$ -	$ -	$ -	$ -	$ 8,923,437
Master Plan Update - MVC	$ -	$ -	$ -	$ (186,000)	$ 8,737,437
Nursing, Science Math - RCC	$ -	$ -	$ -	$ (467,028)	$ 8,270,409
Wheelock Gym - RCC	$ -	$ -	$ -	$ (72,966)	$ 8,197,443
Norco Allocation - NC	$ -	$ -	$ -	$ (500,000)	$ 7,697,443
Secondary Effect - NC	$ -	$ -	$ -	$ (35,288)	$ 7,662,155
Groundwater Wells - NC	$ -	$ -	$ -	$ (211,149)	$ 7,451,006
Alumni Carriage House Restoration - RCCD	$ -	$ -	$ -	$ -	$ 7,451,006
District Standards	$ -	$ -	$ -	$ (345,032)	$ 7,105,974
Self-Generating Inc Program (Fuel Cell)	$ -	$ -	$ -	$ (2,200,000)	$ 4,905,974
Self-Generating Inc Program - Incentives/Rebates	$ -	$ -	$ -	$ (236,250)	$ 4,669,724
MVC Student Services Bldg. Reno (Welcome Center)	$ -	$ -	$ -	$ (2,500,000)	$ 2,169,724
MVC Elevator Modernization & Fire Alarm System Upgrade	$ -	$ -	$ -	$ (174,106)	$ 1,995,618
Ben Clark Corrections Platform Training Facility	$ -	$ -	$ -	$ (340,000)	$ 1,655,618
Program Contingency					$ 1,655,618
Remaining Measure C Funds					$ 3,753,02:

Measure C Summary

CENTRALLY CONTROLLED FUNDS

Description	Total Project Budget	Measure C Budget	Non-Measure C Budget	Additional Measure C Budget	Measure C Allocation
Original Measure C Allocation		$53,300,000			
Additional Measure C Allocation		-$30,923,734			
Total Measure C Allocation		**$22,376,266**			

Board of Trustees Regular Meeting (VII.C)

Meeting	February 18, 2020
Agenda Item	Consent Agenda Information (VII.C)
Subject	Consent Agenda Information Monthly Financial Report for Month Ending – December 31, 2019
College/District	District
Funding	N/A
Recommended Action	Information Only

Background Narrative:

See the attached monthly Financial Report for the period July 1, 2019 through December 31, 2019.

Prepared By: Aaron S. Brown, Vice Chancellor, Business & Financial Services
John Geraghty, Controller, Business & Financial Services

MONTHLY FINANCIAL REPORT
JULY 1, 2019 – DECEMBER 31, 2019

RIVERSIDE COMMUNITY COLLEGE DISTRICT
MONTHLY FINANCIAL REPORT
FOR THE PERIOD ENDED DECEMBER 31, 2019

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

Fund 11, Resource 1000 - General Operating - Unrestricted

	Prior Year Actuals 7/1/18 to 6/30/19	Adopted Budget	Revised Budget	Year to Date Activity
Revenue	$ 214,088,597	$ 218,270,499	$ 218,270,499	$ 95,039,823
Inter/Intrafund Transfer from:				
District Bookstore (Resource 1110)	720,673	1,218,176	1,218,176	0
Total Revenues	$ 214,809,270	$ 219,488,675	$ 219,488,675	$ 95,039,823
Expenditures				
Academic Salaries	$ 90,463,470	$ 94,342,876	$ 94,618,922	$ 45,441,249
Classified Salaries	36,836,142	41,870,232	41,870,500	20,083,949
Employee Benefits	55,230,882	61,542,496	61,676,682	22,883,599
Materials & Supplies	1,995,106	3,835,040	3,841,213	976,830
Services	17,239,613	45,349,475	43,852,938	8,925,378
Capital Outlay	2,033,846	5,858,401	6,938,265	1,168,697
Student Aid	195,044	52,910	52,910	31,538
Interfund Transfers for:				
State Cnst & Schl'd Maint (Resource 4100)	68,906	105,055	105,055	85,543
Intrafund Transfers for:				
DSP&S Program (Resource 1190)	1,278,253	1,147,157	1,147,157	286,789
Parking (Resource 1050)	46,736	46,700	46,700	11,675
CSJCL (Resource 1120)	82,463	215,000	215,000	53,750
College Promise Pgrm (Resource 1190)	522,915	3,465,187	3,465,187	866,297
Federal Work Study (Resource 1190)	401,243	420,818	420,818	46,703
Veteran Services (Resource 1190)	4,842	4,842	4,842	4,842
Total Expenditures	$ 206,399,462	$ 258,256,189	$ 258,256,189	$ 100,866,839
Revenues Over (Under) Expenditures	$ 8,409,808	$ (38,767,514)	$ (38,767,514)	$ (5,827,017)
Beginning Fund Balance	45,299,449	53,709,257	53,709,257	53,709,257
Ending Fund Balance	$ 53,709,257	$ 14,941,743	$ 14,941,743	$ 47,882,241
Ending Cash Balance				$ 53,959,175

RIVERSIDE COMMUNITY COLLEGE DISTRICT
MONTHLY FINANCIAL REPORT
FOR THE PERIOD ENDED DECEMBER 31, 2019

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

Fund 12, Resource 1050 - Parking

	Prior Year Actuals 7/1/18 to 6/30/19	Adopted Budget	Revised Budget	Year to Date Activity
Revenue	$ 3,429,899	$ 3,520,698	$ 3,520,698	$ 1,463,910
Intrafund Transfer from:				
Parking (Resource 1000)	46,736	46,700	46,700	11,675
Total Revenue	$ 3,476,635	$ 3,567,398	$ 3,567,398	$ 1,475,585
Expenditures				
Classified Salaries	$ 1,723,565	$ 1,902,305	$ 1,902,305	$ 914,909
Employee Benefits	696,884	812,959	812,959	328,336
Materials & Supplies	40,041	42,230	43,597	9,936
Services	937,531	918,246	925,546	287,374
Capital Outlay	104,751	251,519	242,852	45,853
Total Expenditures	$ 3,502,773	$ 3,927,259	$ 3,927,259	$ 1,586,407
Revenues Over (Under) Expenditures	$ (26,137)	$ (359,861)	$ (359,861)	$ (110,823)
Beginning Fund Balance	(463,139)	(489,276)	(489,276)	(489,276)
Ending Fund Balance	$ (489,276)	$ (849,137)	$ (849,137)	$ (600,099)
Ending Cash Balance				$ (618,997)

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

Fund 12, Resource 1070 - Student Health Services

	Prior Year Actuals 7/1/18 to 6/30/19	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	$ 1,932,155	$ 1,856,900	$ 1,856,900	$ 705,385
Expenditures				
Academic Salaries	$ 498,290	$ 569,119	$ 569,119	$ 261,826
Classified Salaries	612,402	906,037	894,037	310,818
Employee Benefits	434,108	535,031	535,031	180,784
Materials & Supplies	93,927	144,953	150,953	33,484
Services	237,723	386,874	374,074	86,264
Capital Outlay	9,985	30,352	49,152	7,651
Total Expenditures	$ 1,886,435	$ 2,572,366	$ 2,572,366	$ 880,826
Revenues Over (Under) Expenditures	$ 45,720	$ (715,466)	$ (715,466)	$ (175,441)
Beginning Fund Balance	2,228,661	2,274,381	2,274,381	2,274,381
Ending Fund Balance	$ 2,274,381	$ 1,558,915	$ 1,558,915	$ 2,098,940
Ending Cash Balance				$ 1,908,858

RIVERSIDE COMMUNITY COLLEGE DISTRICT
MONTHLY FINANCIAL REPORT
FOR THE PERIOD ENDED DECEMBER 31, 2019

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

Fund 11, Resource 1080 - Community Education

	Prior Year Actuals 7/1/18 to 6/30/19	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	$ 80,088	$ 70,000	$ 70,000	$ 10,191
Expenditures				
Academic Salaries	$ 0	$ 0	$ 0	$ 0
Classified Salaries	69,743	71,368	71,368	31,099
Employee Benefits	17,079	19,363	19,363	2,369
Materials & Supplies	27	1,000	1,000	0
Services	1,150	6,292	6,292	1,261
Total Expenditures	$ 87,999	$ 98,023	$ 98,023	$ 34,729
Revenues Over (Under) Expenditures	$ (7,912)	$ (28,023)	$ (28,023)	$ (24,538)
Beginning Fund Balance	(305,898)	(313,809)	(313,809)	(313,809)
Ending Fund Balance	$ (313,809)	$ (341,832)	$ (341,832)	$ (338,348)
Ending Cash Balance				$ (333,206)

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

Fund 11, Resource 1090 - Performance Riverside

	Prior Year Actuals 7/1/18 to 6/30/19	Adopted Budget	Revised Budget	Year to Date Activity
Revenue	$ 268,990	$ 203,000	$ 203,000	$ 77,677
Intrafund Transfer from:				
Contractor-Operated				
Bookstore (Resource 1110)	275,000	275,000	275,000	68,750
Total Revenues	$ 543,990	$ 478,000	$ 478,000	$ 146,427
Expenditures				
Academic Salaries	$ 0	$ 0	$ 0	$ 0
Classified Salaries	113,671	128,285	128,285	69,698
Employee Benefits	61,789	63,376	63,376	26,035
Materials & Supplies	4,887	6,500	6,500	466
Services	303,519	229,491	229,491	178,941
Total Expenditures	$ 483,865	$ 427,652	$ 427,652	$ 275,140
Revenues Over (Under) Expenditures	$ 60,125	$ 50,348	$ 50,348	$ (128,713)
Beginning Fund Balance	(500,337)	(440,212)	(440,212)	(440,212)
Ending Fund Balance	$ (440,212)	$ (389,864)	$ (389,864)	$ (568,925)
Ending Cash Balance				$ (555,538)

Contractor-Operated Bookstore is used to record the revenues and expenditures associated with the District's contract with Follett Higher Education Group, Inc. to manage the District's Bookstore operations.

Fund 11, Resource 1110 - Contractor-Operated Bookstore

	Prior Year Actuals 7/1/18 to 6/30/19	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	$ 1,124,882	$ 1,116,300	$ 1,116,300	$ 68,412
Expenditures				
Services	$ 43,600	$ 43,600	$ 43,600	$ 0
Interfund Transfer to:				
Food Services (Resource 3200)	105,045	95,000	95,000	23,750
Riverside - Early Childhood Services (Resource 3300)	75,000	75,000	75,000	18,750
Intrafund Transfer to:				
Performance Riverside (Resource 1090)	275,000	275,000	275,000	68,750
General Operating (Resource 1000)	720,673	1,218,176	1,218,176	0
Total Expenditures	$ 1,219,318	$ 1,706,776	$ 1,706,776	$ 111,250
Revenues Over (Under) Expenditures	$ (94,436)	$ (590,476)	$ (590,476)	$ (42,838)
Beginning Fund Balance	693,488	599,052	599,052	599,052
Ending Fund Balance	$ 599,052	$ 8,576	$ 8,576	$ 556,214
Ending Cash Balance				$ 251,671

Center for Social Justice and Civil Liberties is used to record the revenues and expenditures associated with operating the museum, archive, and educational center.

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

	Prior Year Actuals 7/1/18 to 6/30/19	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	$ 26,495	$ 26,500	$ 26,500	$ 25,949
Intrafund Transfer from:				
General Operating (Resource 1000)	82,463	215,000	215,000	53,750
Total Revenues	$ 108,958	$ 241,500	$ 241,500	$ 79,699
Expenditures				
Academic Salaries	$ 14,272	$ 0	$ 0	$ 20,655
Classified Salaries	36,336	105,144	105,144	700
Employee Benefits	12,492	66,846	66,846	705
Materials & Supplies	246	340	340	0
Services	45,510	54,050	54,050	14,665
Capital Outlay	0	5,120	5,120	0
Total Expenditures	$ 108,855	$ 231,500	$ 231,500	$ 36,725
Revenues Over (Under) Expenditures	$ 103	$ 10,000	$ 10,000	$ 42,975
Beginning Fund Balance	2,397	2,500	2,500	2,500
Ending Fund Balance	$ 2,500	$ 12,500	$ 12,500	$ 45,474
Ending Cash Balance				$ 45,534

RIVERSIDE COMMUNITY COLLEGE DISTRICT
MONTHLY FINANCIAL REPORT
FOR THE PERIOD ENDED DECEMBER 31, 2019

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

Fund 11, Resource 1170 - Customized Solutions

	Prior Year Actuals 7/1/18 to 6/30/19	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	$ 231,336	$ 567,609	$ 567,609	$ (14,114)
Expenditures				
Classified Salaries	$ 181,213	$ 190,190	$ 190,190	$ 107,146
Employee Benefits	96,542	101,865	101,865	43,373
Materials & Supplies	3,647	29,390	29,390	519
Services	157,682	389,995	389,995	59,513
Capital Outlay	1,145	0	0	0
Total Expenditures	$ 440,229	$ 711,440	$ 711,440	$ 210,551
Revenues Over (Under) Expenditures	$ (208,894)	$ (143,831)	$ (143,831)	$ (224,665)
Beginning Fund Balance	(155,919)	(364,813)	(364,813)	(364,813)
Ending Fund Balance	$ (364,813)	$ (508,644)	$ (508,644)	$ (589,478)
Ending Cash Balance				$ (618,618)

RIVERSIDE COMMUNITY COLLEGE DISTRICT
MONTHLY FINANCIAL REPORT
FOR THE PERIOD ENDED DECEMBER 31, 2019

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

Fund 12, Resource 1180 - Redevelopment Pass-Through

	Prior Year Actuals 7/1/18 to 6/30/19	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	$ 2,974,956	$ 3,033,000	$ 3,033,000	$ 78,216
Expenditures				
Materials & Supplies	$ 2,698	$ 0	$ 0	$ 0
Services	1,401,999	390,119	1,009,494	248,501
Capital Outlay	915,028	9,320,884	8,701,509	506,014
Total Expenditures	$ 2,319,726	$ 9,711,003	$ 9,711,003	$ 754,516
Revenues Over (Under) Expenditures	$ 655,230	$ (6,678,003)	$ (6,678,003)	$ (676,300)
Beginning Fund Balance	7,303,515	7,958,745	7,958,745	7,958,745
Ending Fund Balance	$ 7,958,745	$ 1,280,742	$ 1,280,742	$ 7,282,445
Ending Cash Balance				$ 7,285,500

RIVERSIDE COMMUNITY COLLEGE DISTRICT
MONTHLY FINANCIAL REPORT
FOR THE PERIOD ENDED DECEMBER 31, 2019

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

Fund 12, Resource 1190 - Grants and Categorical Programs

	Prior Year Actuals 7/1/18 to 6/30/19	Adopted Budget	Revised Budget	Year to Date Activity
Revenue	$ 63,508,441	$ 125,392,300	$ 128,064,285	$ 85,879,069
Intrafund Transfers from:				
General Operating (Resource 1000)				
For College Promise Program	522,915	3,465,187	3,465,187	866,297
For DSP&S	1,278,253	1,147,157	1,147,157	286,789
For Federal Work Study	401,243	420,818	420,818	46,703
For Veteran Services	4,842	4,842	4,842	4,842
Total Revenues	$ 65,715,694	$ 130,430,304	$ 133,102,289	$ 87,083,700
Expenditures				
Academic Salaries	$ 8,571,785	$ 9,794,670	$ 10,551,782	$ 4,312,969
Classified Salaries	16,206,463	18,542,947	19,700,293	8,332,317
Employee Benefits	10,014,232	12,232,642	12,811,420	4,148,265
Materials & Supplies	3,172,573	11,701,333	10,512,309	899,582
Services	16,952,348	58,125,010	58,348,588	17,854,177
Capital Outlay	7,498,716	13,644,400	14,814,796	2,031,963
Student Grants (Financial, Book, Meal, Transportation)	3,299,577	6,389,302	6,363,101	923,870
Total Expenditures	$ 65,715,694	$ 130,430,304	$ 133,102,289	$ 38,503,142
Revenues Over (Under) Expenditures	$ 0	$ 0	$ 0	$ 48,580,558
Beginning Fund Balance	0	0	0	0
Ending Fund Balance	$ 0	$ 0	$ 0	$ 48,580,558
Ending Cash Balance				$ 42,876,831

RIVERSIDE COMMUNITY COLLEGE DISTRICT
MONTHLY FINANCIAL REPORT
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Food Services is used to account for the financial activities for all food service operations in District facilities, except for the Culinary Academy. It is intended to be self-sustaining.

Fund 32, Resource 3200 - Food Services

	Prior Year Actuals 7/1/18 to 6/30/19	Adopted Budget	Revised Budget	Year to Date Activity
Revenue	$ 3,178,113	$ 3,388,300	$ 3,388,300	$ 1,486,362
Interfund Transfers from:				
Contractor-Operated				
Bookstore (Resource 1110)	105,045	95,000	95,000	23,750
Total Revenues	$ 3,283,158	$ 3,483,300	$ 3,483,300	$ 1,510,112
Expenditures				
Classified Salaries	$ 1,137,687	$ 1,271,662	$ 1,258,641	$ 563,580
Employee Benefits	433,803	489,454	483,711	176,948
Materials & Supplies	1,375,376	1,417,605	1,414,936	760,042
Services	256,243	260,674	270,584	95,024
Capital Outlay	59,612	77,780	89,303	15,534
Total Expenditures	$ 3,262,722	$ 3,517,175	$ 3,517,175	$ 1,611,127
Revenues Over (Under) Expenditures	$ 20,437	$ (33,875)	$ (33,875)	$ (101,015)
Beginning Fund Balance	1,287,376	1,307,813	1,307,813	1,307,813
Ending Fund Balance	$ 1,307,813	$ 1,273,938	$ 1,273,938	$ 1,206,798
Ending Cash Balance				$ 1,191,455

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

Fund 33, Resource 3300 - Child Care

	Prior Year Actuals 7/1/18 to 6/30/19	Adopted Budget	Revised Budget	Year to Date Activity
Revenue	$ 1,471,659	$ 1,513,419	$ 1,513,419	$ 703,878
Interfund Transfers from:				
Contractor-Operated				
Bookstore (Resource 1110)	75,000	75,000	75,000	18,750
Total Revenues	$ 1,546,659	$ 1,588,419	$ 1,588,419	$ 722,628
Expenditures				
Academic Salaries	$ 752,277	$ 854,497	$ 854,497	$ 438,913
Classified Salaries	488,525	522,741	522,741	266,304
Employee Benefits	260,051	339,381	339,381	122,047
Materials & Supplies	53,096	58,197	58,105	15,182
Services	76,427	87,744	87,836	31,724
Capital Outlay	356	15,265	15,265	0
Total Expenditures	$ 1,630,731	$ 1,877,825	$ 1,877,825	$ 874,169
Revenues Over (Under) Expenditures	$ (84,073)	$ (289,406)	$ (289,406)	$ (151,541)
Beginning Fund Balance	$ 1,129,579	1,045,506	1,045,506	$ 1,045,506
Ending Fund Balance	$ 1,045,506	$ 756,100	$ 756,100	$ 893,966
Ending Cash Balance				$ 903,435

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State Construction & Scheduled Maintenance was established to account for the financial activities of State-approved construction and maintenance projects.

Fund 41, Resource 4100 - State Construction & Scheduled Maintenance

	Prior Year Actuals 7/1/18 to 6/30/19	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	$ 3,558,205	$ 2,239,628	$ 2,239,628	$ 2,474,314
Interfund Transfer from:				
General Fund (Resource 1000)	68,906	105,055	105,055	85,543
Total Revenues	$ 3,627,112	$ 2,344,683	$ 2,344,683	$ 2,559,857
Expenditures				
Services	$ 1,886	$ 0	$ 0	$ 0
Capital Outlay	3,625,225	2,344,683	2,344,683	1,151,720
Total Expenditures	$ 3,627,112	$ 2,344,683	$ 2,344,683	$ 1,151,720
Revenues Over (Under) Expenditures	$ 0	$ 0	$ 0	$ 1,408,137
Beginning Fund Balance	0	0	0	0
Ending Fund Balance	$ 0	$ 0	$ 0	$ 1,408,137
Ending Cash Balance				$ 1,431,878

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

Fund 41, Resource 4130 - La Sierra Capital

	Prior Year Actuals 7/1/18 to 6/30/19	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	$ 137,505	$ 137,500	$ 137,500	$ 24,178
Expenditures				
Capital Outlay	$ (34,141)	$ 0	$ 0	$ 0
Total Expenditures	$ (34,141)	$ 0	$ 0	$ 0
Revenues Over (Under) Expenditures	$ 171,646	$ 137,500	$ 137,500	$ 24,178
Beginning Fund Balance	1,885,451	2,057,098	2,057,098	2,057,098
Ending Fund Balance	$ 2,057,098	$ 2,194,598	$ 2,194,598	$ 2,081,276
Ending Cash Balance				$ 2,081,276

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Spruce Street Capital Fund (land and bulding) is used to account for the sale of property located on Spruce Street.

Fund 41, Resource 4131 - Spruce Street Capital Fund

	Prior Year Actuals 7/1/18 to 6/30/19	Adopted Budget	Revised Budget	Year to Date Activity
Revenue				
Sale of Property	$ 0	$ 0	$ 2,690,000	$ 2,555,401
Total Revenue	$ 0	$ 0	$ 2,690,000	$ 2,555,401
Expenditures				
Capital Outlay	$ 0	$ 0	$ 2,690,000	$ 0
Total Expenditures	$ 0	$ 0	$ 2,690,000	$ 0
Revenues Over (Under) Expenditures	$ 0	$ 0	$ 0	$ 2,555,401
Beginning Fund Balance	0	0	0	0
Ending Fund Balance	$ 0	$ 0	$ 0	$ 2,555,401
Ending Cash Balance				$ 2,555,401

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

Fund 43, Resource 4390 - GO Bond Series 2015E Capital Appreciation Bonds

	Prior Year Actuals 7/1/18 to 6/30/19	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	$ 24,054	$ 127,000	$ 127,000	$ 25,455
Expenditures				
Classified Salaries	$ 69,101	$ 748,432	$ 748,432	$ 26,758
Employee Benefits	38,292	423,682	423,682	13,085
Materials & Supplies	65	0	0	0
Services	561,045	314,857	314,857	177,629
Capital Outlay	1,402,710	37,571,896	37,571,896	374,604
Total Expenditures	$ 2,071,213	$ 39,058,867	$ 39,058,867	$ 592,075
Revenues Over (Under) Expenditures	$ (2,047,160)	$ (38,931,867)	$ (38,931,867)	$ (566,620)
Beginning Fund Balance	6,529,670	4,482,510	4,482,510	4,482,510
Ending Fund Balance	$ 4,482,510	$ (34,449,357)	$ (34,449,357)	$ 3,915,890
Ending Cash Balance				$ 3,918,074

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General Obligation Series 2019F was established to account for General Obligation Bond proceeds and financial activities related to Board approved Measure C projects.

Fund 43, Resource 4391 - GO Bond Series 2019F

	Prior Year Actuals 7/1/18 to 6/30/19	Adopted Budget	Revised Budget	Year to Date Activity
Revenue				
Proceeds from Bond Sale	$ 0	$ 0	$ 0	$ 39,680,018
Total Revenue	$ 0	$ 0	$ 0	$ 39,680,018
Expenditures				
Classified Salaries	$ 0	$ 0	$ 0	$ 0
Employee Benefits	0	0	0	0
Materials & Supplies	0	0	0	0
Services	0	0	0	0
Capital Outlay	0	0	0	0
Total Expenditures	$ 0	$ 0	$ 0	$ 0
Revenues Over (Under) Expenditures	$ 0	$ 0	$ 0	$ 39,680,018
Beginning Fund Balance	0	0	0	0
Ending Fund Balance	$ 0	$ 0	$ 0	$ 39,680,018
Ending Cash Balance				$ 39,680,018

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

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

	Prior Year Actuals 7/1/18 to 6/30/19	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	$ 10,897,381	$ 9,591,148	$ 9,591,148	$ 6,706,597
Expenditures				
Classified Salaries	$ 116,503	$ 156,648	$ 156,648	$ 88,380
Employee Benefits	79,392	103,740	103,740	47,338
Services	7,932,995	10,167,346	10,167,346	4,206,119
Total Expenditures	$ 8,128,890	$ 10,427,734	$ 10,427,734	$ 4,341,837
Revenues Over (Under) Expenditures	$ 2,768,491	$ (836,586)	$ (836,586)	$ 2,364,761
Beginning Fund Balance	3,121,053	5,889,544	5,889,544	5,889,544
Ending Fund Balance	$ 5,889,544	$ 5,052,958	$ 5,052,958	$ 8,254,305
Ending Cash Balance				$ 9,953,441

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

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

	Prior Year Actuals 7/1/18 to 6/30/19	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	$ 2,468,039	$ 2,814,278	$ 2,814,278	$ 1,342,446
Expenditures				
Classified Salaries	$ 411,482	$ 492,688	$ 492,688	$ 199,024
Employee Benefits	194,145	243,928	243,928	77,088
Materials & Supplies	55,463	12,800	12,800	9,115
Services	2,140,103	1,887,802	1,887,802	803,151
Capital Outlay	695	19,700	19,700	0
Total Expenditures	$ 2,801,888	$ 2,656,918	$ 2,656,918	$ 1,088,377
Revenues Over (Under) Expenditures	$ (333,849)	$ 157,360	$ 157,360	$ 254,068
Beginning Fund Balance	1,362,754	1,028,905	1,028,905	1,028,905
Ending Fund Balance	$ 1,028,905	$ 1,186,265	$ 1,186,265	$ 1,282,974
Ending Cash Balance				$ 4,432,500

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

Fund 61, Resource 6120 - Self-Insured General Liability

	Prior Year Actuals 7/1/18 to 6/30/19	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	$ 2,171,061	$ 2,302,529	$ 2,302,529	$ 796,527
Expenditures				
Classified Salaries	$ 171,801	$ 208,030	$ 208,030	$ 83,255
Employee Benefits	82,089	103,899	103,899	32,623
Materials & Supplies	2,073	6,800	6,800	3,060
Services	1,849,102	2,321,329	2,321,329	1,294,462
Total Expenditures	$ 2,105,065	$ 2,640,058	$ 2,640,058	$ 1,413,399
Revenues Over (Under) Expenditures	$ 65,996	$ (337,529)	$ (337,529)	$ (616,872)
Beginning Fund Balance	901,520	967,516	967,516	967,516
Ending Fund Balance	$ 967,516	$ 629,987	$ 629,987	$ 350,643
Ending Cash Balance				$ 893,622

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

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

	Prior Year Actuals 7/1/18 to 6/30/19	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	$ 491,702	$ 517,289	$ 517,289	$ 225,674
Expenditures				
Services	$ 2,321	$ 2,400	$ 2,400	$ 807
Total Expenditures	$ 2,321	$ 2,400	$ 2,400	$ 807
Revenues Over (Under) Expenditures	$ 489,382	$ 514,889	$ 514,889	$ 224,867
Beginning Fund Balance	1,243,646	1,733,028	1,733,028	1,733,028
Ending Fund Balance	$ 1,733,028	$ 2,247,917	$ 2,247,917	$ 1,957,895
Ending Cash Balance				$ 1,957,895

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

Associated Students of RCCD

	Prior Year Actuals 7/1/18 to 6/30/19	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	$ 897,927	$ 1,534,901	$ 1,534,901	$ 406,361
Expenditures				
Materials & Supplies	$ 1,075,656	$ 1,257,379	$ 1,257,379	$ 482,175
Total Expenditures	$ 1,075,656	$ 1,257,379	$ 1,257,379	$ 482,175
Revenues Over (Under) Expenditures	$ (177,730)	$ 277,522	$ 277,522	$ (75,814)
Beginning Fund Balance	1,188,831	1,011,101	1,011,101	1,011,101
Ending Fund Balance	$ 1,011,101	$ 1,288,623	$ 1,288,623	$ 935,287
ASRCCD Trust Fund Ending Balance				$ 1,399,803
Ending Cash Balance				$ 2,244,766

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

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Student Financial Aid is used to record financial transactions for scholarships given to students from the Federal Pell and FSEOG Grant Programs, the State's Cal B, Cal C, and Student Success Completion Grant Programs, as well as those from the RCCD Foundation and other local agencies.

Student Financial Aid

	Prior Year Actuals 7/1/18 to 6/30/19	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	$ 63,387,758	$ 94,775,000	$ 94,775,000	$ 36,587,987
Expenditures				
Scholarships and Grant Reimbursements	$ 63,747,481	$ 94,908,695	$ 94,908,695	$ 34,064,458
Total Expenditures	$ 63,747,481	$ 94,908,695	$ 94,908,695	$ 34,064,458
Revenues Over (Under) Expenditures	$ (359,724)	$ (133,695)	$ (133,695)	$ 2,523,529
Beginning Fund Balance	580,296	220,573	220,573	220,573
Ending Fund Balance	$ 220,573	$ 86,878	$ 86,878	$ 2,744,102
Ending Cash Balance				$ 3,451,100

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

RCCD Development Corporation

	Prior Year Actuals 7/1/18 to 6/30/19	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	$ 7	$ 7	$ 7	$ 3
Expenditures				
Services	$ 20	$ 0	$ 0	$ 0
Total Expenditures	$ 20	$ 0	$ 0	$ 0
Revenues Over (Under) Expenditures	$ (13)	$ 7	$ 7	$ 3
Beginning Fund Balance	16,189	16,176	16,176	16,176
Ending Fund Balance	$ 16,176	$ 16,183	$ 16,183	$ 16,179
Ending Cash Balance				$ 16,180

Board of Trustees Regular Meeting (VIII.A)

Meeting	February 18, 2020
Agenda Item	Planning, Effectiveness & Governance (VIII.A)
Subject	Planning, Effectiveness and Governance Board Policy for First Reading - BPAP 2100 - Graduation Requirements for Degrees and Certificates
College/District	District
Funding	N/A
Recommended Action	Recommend approving Board Policy and Administrative Procedure 2100 - Graduation Requirements for Degrees and Certificates

Background Narrative:

The Board Policy and Administrative Procedure listed below is presented to the Board of Trustees for first reading:

Chapter 2 - Academic Affairs
BPAP 2100 - Graduation Requirements for Degrees and Certificates

The following Administrative Procedures were reviewed by Chancellor's Cabinet on January 28, 2020 and approved the proposed updates.

Chapter 2 - Academic Affairs
AP 2500 - Accreditation
AP 2525 - Institutional Effectiveness

Prepared By: Wolde-Ab Isaac, Chancellor

Academic Affairs

**BP 2100   GRADUATION REQUIREMENTS FOR DEGREES AND
           CERTIFICATES**

References:

Education Code Section 70902(b)(3);
Title 5 Sections 55060, 55063-55064, and 53200(b)

The Colleges grant the degrees of Associate in Arts, Associate in Science, and degrees for college transfer to those students who have completed the subject requirements for graduation and who have maintained a 2.0 grade point average in subjects attempted. Students must also complete the general education residency and competency requirements set forth in Title 5 regulations.

Students may be awarded a Certificate of Achievement and participate in a graduation ceremony upon successful completion of a minimum of ~~18~~16 or more semester units of degree-applicable coursework designed as a pattern of learning experiences ~~designed~~ to develop certain capabilities that may be oriented to career or general education.

The Chancellor shall establish procedures to determine degree and certificate requirements. The procedures shall assure that graduation requirements are published in each college's catalog and included in other resources that are convenient for students.

Date Adopted: April 22, 2008
Revised: May 16, 2017
Formerly: 4100

AP 2100   GRADUATION REQUIREMENTS FOR DEGREES AND CERTIFICATES

Reference:
    Title 5 Sections 55060, et seq.

For the Associate in Arts or Sciences degree, a student must demonstrate competence in reading, in written expression, and in mathematics.

The student must satisfactorily complete at least 60 semester units of college work of which 18 semester units are a major or area of emphasis or career-technical program.

A definition of "college work" which provides that courses acceptable toward the associate degree include those which have been properly approved pursuant to Title 5 Section 55002(a) or, if completed at other than a California community college, would reasonably be expected to meet the standards of that Title 5 section.

The work must include at least 12 semester units of study in residence; exceptions to the residence requirement can be made by the Board of Trustees when an injustice or undue hardship would result.

The general education requirements must include a minimum of work in the natural sciences, the social and behavioral sciences, humanities, and language and rationality.

A student must have a minimum grade point average of 2.0 in coursework taken at Riverside Community College District. If coursework taken at one or more accredited colleges is used to satisfy degree requirements, the overall cumulative grade point average must be at least 2.0 and will be determined by an aggregation of all grades from all transcripts used. If coursework is applied towards degree requirements from an institution using a "+/-" grading scale, the original grade points assigned by that institution as indicated on the transcript will be used to calculate the cumulative grade point average.

Students who have been awarded a bachelor's degree from a regionally-accredited institution in the United States will be exempt from the general education requirements should they pursue an Associate of Arts or Science degree at one of the District's colleges.

Students may petition to have non-credit courses counted toward the satisfaction of requirements for an associate degree.

Board Policies and Administrative Procedures regarding general education and degree requirements must be published in the Colleges' catalog**s** and must be filed with the California Community College Chancellor's Office.

For a Certificate of Achievement, a student must successfully complete a course of study or curriculum that consists of ~~18~~16 or more semester units of degree-applicable credit coursework. The Certificate of Achievement shall be designed to demonstrate that the student has completed coursework and developed capabilities relating to career or general education.

Shorter credit programs and non-credit programs that lead to a certificate may be established by the District.

Content and assessment standards for certificates shall ensure that certificate programs are consistent with the mission of the District, meet a demonstrated need, are feasible and adhere to guidelines on academic achievement.

Certificates for which the State Chancellor's approval is not sought may be given any name or designation deemed appropriate except for Certificate of Achievement, Certificate of Completion or Certificate of Competency.

Office of Primary Responsibility: Vice Chancellor, Educational Services ~~&~~and Strategic Planning

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Administrative Approval: June 16, 2008
Revised: April, 2014 (job titles only)
Revised: May 16, 2017
Formerly: 4100

Board of Trustees Regular Meeting (VIII.B)

Meeting	February 18, 2020
Agenda Item	Teaching and Learning (VIII.B)
Subject	Teaching and Learning
	Scale of Adoption Self-Assessment (SOAA) Presentation
College/District	District
Funding	N/A
Recommended Action	Recommend approving the Scale of Adoption Self-Assessments (SOAA) from Moreno Valley, Norco and Riverside City college.

Background Narrative:

Presented for approval are the Guided Pathways Essential Practices: Scale of Adoption Self-Assessments (SOAAs) for Moreno Valley College, Norco College, and Riverside City College. The SOAA is a tool from the California Community Colleges Chancellor's office to help colleges assess how far along they are toward adopting essential guided pathways practices at scale.

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

GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT
CALIFORNIA COMMUNITY COLLEGES' ASSESSMENT OF PROGRESS IN THE IMPLEMENTING OF GUIDED PATHWAYS
Revised February 2019, November 2019

Institution Name: **Moreno Valley College**   **Date: November 13, 2019**

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The first part of the Scale of Adoption Assessment (SOAA) includes essential practices examined in CCRC's book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). *This document is for planning purposes only, as the official SOAA will be completed in the Chancellor's Office NOVA system by your project leads.*

We suggest that you convene faculty, staff, and administrators from across areas of your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of fall/winter 2020. In <u>column two</u>, indicate the extent to which the practices have been adopted at your college using the following scale:

Scale of Adoption	Definition
Not occurring	College is currently not following, or planning to follow, this practice
Not systematic	Practice is incomplete, inconsistent, informal, and/or optional
Planning to scale	College is has made plans to implement the practice at scale and has started to put these plans into place
Scaling in progress	Implementation of the practice is in progress for all students
At scale	Practice is implemented at scale—that is, <u>for all students in all programs</u> of study

In <u>column three</u>, describe the progress your college has made toward implementing each practice at scale. For practices that are *scaling* or *at scale*, note that we are also asking you to indicate which semester a practice first reached this point. Finally, in <u>column four</u>, indicate the next steps your college plans to take toward implementing the given practice at scale and the college's timeline for implementing these steps. *Don't be concerned if your college has made minimal progress implementing any given practice.* This assessment will help your college develop and refine a plan for implementing guided pathways at scale at your college. Project partners and the Chancellor's Office will also use this information to follow the system's progress in implementing guided pathways over time.

Equity Considerations

A fundamental goal of guided pathways is to increase the rate at which underrepresented students earn college credentials, particularly degrees and credentials in fields of high economic value, while also closing gaps for low-income students, students of color, returning adults, students with disabilities, and other groups with inequitable outcomes. As colleges seek to strengthen supports for all students to explore options for careers and college and choose and complete a program of study suited to their interests and aspirations, we encourage colleges to critically examine each practice to think about how the college is serving students who have been historically underrepresented and/or underserved in higher education.

In fall 2018 the SOAA was updated to include "Equity Considerations" in each practice area so that your pathways team can discuss and articulate connections between the college's pathways reforms and equity goals. Your team does not need to answer all of these questions as part of the SOAA process and they are not intended to be used as "assessments." Also, don't be concerned if your college has had minimal discussion and/or efforts related to any given question. We hope the questions help initiate or advance conversations about whether and how institutional practices are having differential impact on historically underserved groups and how your college can leverage your pathways work to close equity gaps by identifying and addressing causes of inequity, removing systemic barriers, and focusing design decisions and resource allocation in ways that more effectively address needs of underserved groups. In doing so, you may want to include details about how the college is addressing these concerns in the "progress to date" and/or "next steps/timeline" column.

As your team completes the SOAA, please refer to the equity consideration questions to facilitate conversations about connections between the college's pathways and equity efforts. **Please submit the certified SOAA within the NOVA system by March 1 2020.** For more information about the SOAA, please email guidedpathwaysinfo@cccco.edu.

For assistance in obtaining access to the NOVA system, please email nova-support@productops.com.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in "Progress to Date" and "Next Steps". **Equity Considerations in Area 1:** - Are the college's website and program pages easy to navigate and understand for students and families without prior experience with higher education? - How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)? - How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment?			
1. MAPPING PATHWAYS TO STUDENT END GOALS a. Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". *(Note: This practice was added to the SOAA in February 2019)*	☐ Not occurring ☐ Not systematic ☒ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date: (2,500 character)* During the 2018-2019 academic year students, staff, faculty, and administration participated in card sort activities and discussions to develop our fields of interests and school structure. We have developed nine fields of interests, which serve as our college's front-facing organizational grouping for our disciplines. Our fields of interests include: 1) Public Safety, 2) Communications, English & Languages 3) Business 4) Education & Child Development 5) Health & Medicine 6) Social & Behavioral Science 7) Arts & Design 8) History, Philosophy & World Ideas 9) Science, Technology, Engineering and Math. Our groupings are designed to help foster early career exploration on the part of students. Once students select a field of interest, they will be	*Next steps: (1,000 character)* 1. Implementing fields of interests in the onboarding process (application, website, marketing). 2. Send the six school structure through the shared governance process. Development of success teams and specific services (i.e. tutoring, supplemental instruction, retention strategies, counseling, faculty mentoring, career/transfer planning) housed within each school. 3. Create marketing materials and activities to inform students, faculty, staff, and community partners about fields of interest and schools. 4. Develop qualitative/quantitative data points to assess and evaluate school structure after implementation *Timeline for implementing next steps:*

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		assigned a school, which serve as the college's internal structure for housing all the disciplines. Currently, we have a six school structure that has been shared with Academic Senate and is being vetted with the Academic Planning Council as a part of our shared governance process. Embedded within each school will be a success team that will use a case management approach to support student success. The focus within the school/success team will be identifying the support structure and services that will be embedded within each school as compared to services that will be offered across the college. Term, if *at scale* or *scaling:* Click or tap here to enter text.	Spring 2020
1. a. Support Needed? *Type of Support:* ☐ Policy guidance ☐ Connections with other GP teams ☐ Regional training ☐ On campus /individual training ☒ Technology ☐ Reporting/data ☒ Other		*Challenge or barrier: (1,000 character)* One challenge we forsee is in developing the success teams. We currently do not have enough personel to staff our success teams for each school. In addition we do not have the technology resource(s) for case management.	*Support Needed – Detail: (1,000 character)* Funding for Educational Advisors and full time counselors. Technology system to assist in the management of caseloads with the ability to flag students.
b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.	☐ Not occurring ☐ Not systematic ☒ Planning to scale ☐ Scaling in progress	*Progress to date: (2,500 character)* Program maps have been completed for each program of study as of Summer 2019. The program mapping taskforce is now working on visual maps which will include career/transfer information.	*Next steps: (1,000 character)* 1. College website will be updated to visual program maps, career and transfer information. 2. Begin discussions with disciplines centered around the possibility of

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
	☐ At scale	*Term, if at scale or scaling:* Click or tap here to enter text.	including career and transfer information in program review. 3. Conduct transfer, career and regional workforce labor market data research and provide results to disciplines. *Timeline for implementing next steps:* Fall 2020
1. b. Support Needed? *Type of Support:* ☐ Policy guidance ☐ Connections with other GP teams ☐ Regional training ☒ On campus /individual training ☐ Technology ☐ Reporting/data ☐ Other		*Challenge or barrier: (1,000 character)* Additional work needed required in order to ensure that the current state of Guided Patways adoption is clearly and comprehensively communicated through governacen, department, discipline, and program meetings.	*Support Needed – Detail: (1,000 character)* The college needs support at the campus level in effective and consistent messaging strategies online and in-person. In addition, how else can guided pathways implementation be communicated and embedded within existing planning processes like program review and resource allocation.
c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date: (2,500 character)* Overall the college can improve the information provided to students via the college website at the individual program level. While Career and Technical Education programs lead the way on this with specific information on their websites, other programs are less consistent in terms te information provided. The college is hiring a consultant to work on the design of the overall website, and the program level templates to include employment and further education will be developed as part of this process. The college is reviewing multiple models for program	*Next steps: (1,000 character)* 1. Faculty continue to work together to develop visual degree maps that will include career and transfer information, the same teams will to continue these discussions to map pathways to specific employment areas and link to existing resources (i.e. website, and program templates). *Timeline for implementing next steps:* Fall 2020

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		level websites including Eastern Wisconsin Technical College, the College of Southern Nevada, and Mt. San Antonio College. EduNav lists specific jobs and careers, associated with certain programs of study, information from Bureau of Labor Statistics. The information does not appear to be very accurate but we are working with EduNav to improve their data overall. Term, if *at scale* or *scaling:* Click or tap here to enter text.	
1. c. Support Needed? *Type of Support:* ☐ Policy guidance ☐ Connections with other GP teams ☐ Regional training ☒ On campus /individual training ☒ Technology ☐ Reporting/data ☐ Other		*Challenge or barrier: (1,000 character)* The current website is in need of an update, and the funding for this needs to be fully identified. Completing website redesign by May 2020.	*Support Needed – Detail: (1,000 character)* Additional funding may be needed to complete the website redesign.
d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date: (2,500 character)* Beginning in Spring 2019, a Program Mapping Taskforce of counseling faculty was formed to create clear and concise degree and certificate maps that are easy for students to navigate. Draft program maps were created by the taskforce members and then vetted with relevant discipline faculty for feedback and changes. Program maps were completed for all Associate Degree for Transfer programs in May 2019.	*Next steps: (1,000 character)* 1. The Program Mapping Taskforce will begin the development of Field of Interest trailheads that will include the first 15 units students should enroll in. The trailheads will be developed intentionally to provide students a schedule that allows them to explore careers and majors related to their field of interest, while still completing courses toward their educational goal and achieving a momentum point.

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		Similarly,drafts for all other degree and certificate programs were completed during summer 2019. The term by term sequencing of courses included in these maps are intended to improve the timely completion and reduce number of units to completion for students. These maps have been uploaded into EduNav. EduNav was selected by the District as a student planning/registration tool, and the software system is to provide an on-line student educational planning tool that provides a customized term by term education plan, integrates the student education plan with class registration, provides students with the impact in terms of time and money of selecting courses not on the plan, and reporting of future term course needs for instructional schedule planning. Term, if *at scale* or *scaling:* Fall 2019	2. Visual representations of the these program maps will be completed by Spring 2020. 3. Outcome metrics will be tracked to assess the impact program maps, EduNav, and Fields of Interest. 4. Trailheads will include the number of students attempting 15+ units by the end of the first semester, the number of students completing 30+ units during the first year, completion of college-level mathematics and English in the first year, and completion of 9 core pathway units in the first year. *Timeline for implementing next steps:* Fall 2020
1. d. Support Needed? *Type of Support:* ☐ Policy guidance ☐ Connections with other GP teams ☐ Regional training ☒ On campus /individual training ☐ Technology ☐ Reporting/data ☐ Other		*Support Needed – Detail: (1,000 character)* Technology solution like, Program Mapper or EduNav, may be needed to provide both current or prospective students with visual program maps.	*Challenge or barrier: (1,000 character)* The college has no consistently template for visual program maps, and it is currently unkown if EduNav will be able to fill this need for both current and prospective students.

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e. Required math courses are appropriately aligned with the student's field of study (*Note: This essential practice was moved from Area 2*)	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☒ At scale	*Progress to date: (2,500 character)* The mathematics faculty have developed two primary pathways for students aligned to their selected filed of study: STEM and SLAM pathwyas. The STEM pathway is tailored to students pursuing programs in Science, Technology, Engineering, and Mathematics. The SLAM pathway is tailored to students needing Statistics and Liberal Art Mathemtics for thie chosen program of study. These two primary pathways have been available to students for a number of years. These pathways have been modified by the removal of developmental education courses in their sequences and co-requisite support courses have been added as of Fall 2019. In addition, the Program Mapping task force worked with discipline faculty to include the required math course(s) that align with each program of study. *Term, if at scale or scaling:* Fall 2019	*Next steps: (1,000 character)* 1. Continoulsy update program maps as necessary especially as the Math department continues to make changes in accordance with AB705 and in support of student success. 2. Ensure that EduNav has correct MAT pathways for every program as it's programmed with degree maps. 3. Course offerings in math need to better align with students' majors (i.e. more SLAM math courses should be offered than STEM courses, per the "Getting There" report data) *Timeline for implementing next steps:* Spring 2020 and as needed
1. e. Support Needed? *Type of Support:* ☐ Policy guidance ☐ Connections with other GP teams ☐ Regional training ☐ On campus /individual training ☐ Technology ☐ Reporting/data ☐ Other		*Support Needed – Detail: (1,000 character)* None	*Challenge or barrier: (1,000 character)* None

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Equity Considerations in Area 2: • Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? • For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses? • Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed "not yet college ready"? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs?			
2. **HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY** a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.	☐ Not occurring ☐ Not systematic ☒ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date: (2,500 character)* The college has contracted to implement Vita Navis, a career exploration inventory. The college expects that all students will complete this inventory during the onboarding process and is exploring asking students to complete it prior to completing the college application (CCCApply). VitaNavis will provide detailed information on income expected for various careers and jobs, which will be displayed next to the different meta-majors customized to our program offerings. Our partner high schools are currently using CCGI products built into their college and FAFSA application process to ensure that all students receive some career exploration experiences aligned with their college application. Ben Clark Training Center works with local high schools to provide field trips	*Next steps: (1,000 character)* 1. The Career Exploration & Onboarding task force will work to develop a process to ensure that all new students are helped to complete career exploration and/or transfer exploration. The goal is for students to complete career exploration during the onboarding process. 2. Once students have completed the onboarding process they will receive a counselor approved abbreviated or comprehensive student educational plan in EduNav prior to registration. *Timeline for implementing next steps:* Spring 2020

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Guided Pathways Essential Practices	Scale of Adoption at Our College	**Progress to Date Implementing Practice** *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	**Next Steps Toward Implementing Practice at Scale & Timeline**
		and hands on exploration of public safety programs offered. Counseling hosts a workshop on how to apply to college and develops a student educational plan for each student who enrolls at the Ben Clark Training Center. Term, if *at scale* or *scaling:* Click or tap here to enter text.	
2. a. **Support Needed?** *Type of Support:* ☐ Policy guidance ☒ Connections with other GP teams ☐ Regional training ☐ On campus /individual training ☐ Technology ☐ Reporting/data ☐ Other		*Support Needed – Detail: (1,000 character)* The college has a taskforce working on outlining how general counseling and program counseling will interface as part of the Student Success Team model. The college can use additional support through connections to other colleges that have navigated this issue.	*Challenge or barrier: (1,000 character)* How do special programs that offer counseling, like Umoja or EOPS, fit into the Student Success Team model for educational planning and support?
b. Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's **major program areas**.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date: : (2,500 character)* English no longer offers any courses below transfer level and replaced these sections with a co-requisite support course paired with 1A. This change in the English composition course was implemented at the start of Fall 2018. Additional support for all students engaged in writing assignments occurs in the college Writing and Reading Center. Students, including English composition students, receive academic support to improve their writing through the center. In addition, most sections of 1A+91 also have SI/embedded tutors.	*Next steps: (1,000 character)* 1. The college will continue to identify the student cohorts in need of support and create those systems to ensure support is available and intrusively pushed to students who are likely to need it. Moreover, we will continue conversations that began in degree mapping to identify these courses in specific programs and where support can be provided. 2. Math and English will begin to assess their AB705 efforts and modify supports as necessary.

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		The Writing and Reading Center, moreover, is improving its advertising to attract students writing in other disciplines beyond English. Reading and Writing tutoring are very important to ongoing support of all students not just in gateway courses. Students no longer place below College level Math. In addition, co-requisite support courses are available for certain transfer level math courses. Some students from underrepresented groups continue to receive support through categorical programs in gateway courses. In addition, the college has been offering professional learning opportunities in math and English and increased funding for Supplemental Instruction. The college (SEA Committee) has requested the Office of Institutional Effectiveness assist in the tracking of students not completing math and English. MVC Academic Support is expanded their resources and services to support students in "gateway" courses. The Math Lab and Tutorial Services have increased tutoring support for courses in math and sciences including biology, chemistry, and physics. Many of these courses are "gateways" to	3. English is conducting research on which students are opting out of the co-requisite support course in English to better understand if there is truly any student population group for whom that course improves their chances in 1A. 4. To improve the academic support services provided to academically underprepared students, MVC Academic Support is instituting a comprehensive tutoring program for all tutors and Supplemental Instruction Leaders and has applied for International Tutor Training Program Certification from the College Reading and Language Association. Additionally, Academic Support is increasing the number and types of resources available for student. Currently, the program has purchased several graphing calculators for student use in the Math Lab, Tutorial Services and the STEM Academic Center. They are also updating the current student use laptops. The STEM Academic Center has numerous Anatomy models available for checkout by biology students. *Timeline for implementing next steps:* Spring 2020

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		program areas such as Dental Hygiene and Nursing. In addition, Tutorials Services has developed study groups targeting Math 12, statistics, the "gateway" math course for non-STEM majors. Furthermore, the Math Lab increasing tutoring support for non-math courses in major program areas with a strong math emphasis such as business and economics. The Supplemental Instruction program is expanding support for "historically difficult courses" such as biology, chemistry, math and psychology to increase student success and retention. Term, if *at scale* or *scaling:* Fall 2019	
2. b. Support Needed? *Type of Support:* ☐ Policy guidance ☐ Connections with other GP teams ☐ Regional training ☐ On campus /individual training ☐ Technology ☐ Reporting/data ☐ Other		*Support Needed – Detail: (1,000 character)* None	*Challenge or barrier: (1,000 character)* None
c. Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" **math** courses by the end of their first year. *(Note: This practice was added to the SOAA in February 2019)*	☐ Not occurring ☐ Not systematic ☒ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date: : (2,500 character)* Co-requisite courses have been developed and are being offered during Fall 2019. The co-requisite model was implemented under AB705 for math courses and faculty are exploring additional targeted and intrusive academic support strategies in order to improve course retention and success rates. Analysis of outcomes for students and additional support	*Next steps:* 1. As described earlier, the college will identify student cohorts in need of support and create those systems to ensure support is available and intrusively pushed to students who are likely to need it. 2. Engage more in systematic planning to ensure that uderrepresented students are intentionally supported.

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		strategies for the new co-requisite model is currently underway. Term, if *at scale* or *scaling:* Click or tap here to enter text.	3. To support the co-requisite course initiative in "gateway" math courses, MVC Academic Support will be providing embedded academic support in co-requisite courses for college algebra, statistic and trigonometry. This new program will expand on the work of the Supplemental Instruction program which is providing Supplemental Instruction Leader for some statistics and trigonometry courses. The goal is to provide embedded academic support for all math co-requisite courses. *Timeline for implementing next steps:* Spring 2020
2. c. Support Needed? *Type of Support:* ☐ Policy guidance ☒ Connections with other GP teams ☐ Regional training ☐ On campus /individual training ☐ Technology ☐ Reporting/data ☐ Other		*Support Needed – Detail: (1,000 character)* The college should explore how Cuyamaca College has implemented academic support services in their co-requisite math course model.	*Challenge or barrier: (1,000 character)* Funding for sufficient embedded tutoring/SI may be a barrier.
d. Special supports are provided to help academically underprepared students to succeed in the "gateway" **English** courses by the end of their first year. *(Note: This practice was added to the SOAA in February 2019)*	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☒ At scale	*Progress to date: : (2,500 character)* English has implemented the co-requisite course and all structures are in place to support students who currently place into the requirement to take the co-requisite course. English has been working to ensure students enrolled in the co-	*Next steps: (1,000 character)* 1. English faculty are continuing to explore additional academic support strategies to further improve student outcomes under the new co-requisite model. 2. Continue to do more to support instructors whose success rates are below the average for English.

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		requisite/support class for transfer-level English have access to an embedded tutor. In its professional development opportunities for faculty, it has also been encouraging the use of instructional embedded supports such as culturally responsive and sustaining pedagogies and flexible late work and revision policies. In addition to exploring OER (i.e. surveying English professors on their course materials), English has revised its mission statement to reflect respect for students' funds of knowledge and diverse linguistic backgrounds. English faculty also recently volunteered their time to participate in an Umoja-hosted "Math and English Jam," in which students met with math and English faculty and Learning Center tutors and Writing and Reading Center consultants for help with their math and English classes. Term, if *at scale* or *scaling:* Fall 2019	3. Increase participation in Professional Development opportunities in English to learn new teaching methods that may help disproportionately impacted students succeed at equitable rates. 4. While we are "at scale" for all of the District plans we've made, we are nonetheless investigating if there other interventions that may help our most vulnerable students, especially those that may have only one remaining attempt at English 1A. *Timeline for implementing next steps:* Fall 2020

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2. d. Support Needed? *Type of Support:* ☐ Policy guidance ☐ Connections with other GP teams ☐ Regional training ☐ On campus /individual training ☐ Technology ☐ Reporting/data ☐ Other		*Support Needed – Detail: (1,000 character)* Click or tap here to enter text.	*Challenge or barrier: (1,000 character)* Click or tap here to enter text.
e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	☐ Not occurring ☐ Not systematic ☒ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date: : (2,500 character)* Tutoring, Supplemental Instruction, Embedded Tutoring, and Summer Bridge have been incorporated to help students succeed in college level courses. MVC Academic Support is working aggressively with other campus programs to provide "intensive support" for "poorly prepared students" who need assistance. Academic Support has partnered with EOPS, DSS and ACES Trio programs to provided targeted support services for their students. Some these activities include offering extending tutoring sections for the targeted student populations and priority appointment selection for high demand subjects. *Term, if at scale or scaling:* Click or tap here to enter text.	*Next steps: (1,000 character)* 1. Expand to include focused support teams for students based in schools. 2. Additionally, We will focus on identifying the student cohorts in need of support and create those systems to ensure support is available and intrusively pushed to students who are likely to need it. 3. Evaluate and assess the current early alert system and make changes to provide intrusive support to students. 4. Develop a system for keeping students on the path by tracking early exiters and reaching out to disproportionately impacted student populations, especially those "at" or "near the gate" to offer financial, academic, or advising assistance in returning and reenrolling, such as providing employment, leadership, or internship opportunities to disproportionately impacted student populations. *Timeline for implementing next steps:*

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			Fall 2020
2. e. Support Needed? *Type of Support:* ☐ Policy guidance ☐ Connections with other GP teams ☐ Regional training ☐ On campus /individual training ☐ Technology ☐ Reporting/data ☐ Other		*Support Needed – Detail: (1,000 character)* **Funding for sufficient embedded tutoring/SI.**	*Challenge or barrier: (1,000 character)* **The college should explore how other institutions have implemented academic support services.**
f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☒ At scale	*Progress to date: (2,500 character)* MVC has strong partnerships with our local K12 feeder school districts. We host the following events to motivate and prepare students for their college pathway. 1. Senior Conference: Seniors participate in presentations on MVC academic and student support programs and services. We host four events where all feeder high schools participate and send from 50 to 100 seniors from each high schools. 2. MVC Counselors meet with seniors at their high schools to provide Ed. Plans: In the spring MVC counselors go once a week to feeder high schools and meet with seniors who applied to MVC. Counselor provide seniors with an Education plan and information pertaining to the opportunities offered at MVC. 3. Dual Enrollment: We are in year two of providing Dual Enrollment courses at feeder high schools. Our college meets and works with feeder districts, high school administrators and counselors,	*Next steps: (1,000 character)* 1. Develop initiatives similar to Bakersfield College to increase number of high school students who graduate high school with a certificate or degree; or at minimum have completed 6 college units. 2. Increase the number of Dual Enrollment course offered within MVUSD and VVUSD. 3. Dual Enrollment recruitment efforts should reach more diverse students to better serve African American students, which may involve better communication between MVC and high schools and/or more intentional and targeted orientation efforts.

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		several times a year to coordinate and support Dual Enrollment classes, instructors and students. Some of the Dual Enrollment course currently offered include ENG 1A/1B, HIS 6/7, ADJ 1, HLS 1, and CIS courses. Not all courses are offered at all sites. 4. Annual MVC High School Counselor Conference: Event where we provide updates on MVC academic and student support programs and resources, to feeder district high school and middle school counselors, career technicians, and assistant principals. 5. Education Summit: Once a year we host an Education Summit with our feeder school districts to learn from one another and collaborate to better support our students. Each year we have different themes, but all with the same purpose of collaboration. At this event we have high school and college faculty, administrators and staff participate in the interactive workshops and presentations. 6. Hosted a young men conference for Middle School males, with the objectives of exposing student to careers and positive role models. We hosted three of these events and served more than four hundred middle school young men from MVUSD and VVUSD.	*Timeline for implementing next steps:* Spring 2022

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		Term, if *at scale* or *scaling:* Spring 2019	
2. f. Support Needed? *Type of Support:* ☐ Policy guidance ☐ Connections with other GP teams ☐ Regional training ☐ On campus /individual training ☐ Technology ☐ Reporting/data ☐ Other		*Support Needed – Detail: (1,000 character)* Click or tap here to enter text.	*Challenge or barrier: (1,000 character)* Click or tap here to enter text.

GUIDED PATHWAYS ESSENTIAL PRACTICES	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 3: • How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? • How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? • How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? • How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion?			
3. KEEPING STUDENTS ON PATH a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date: (2,500 character)* Moreno Valley College special programs that are desiged around support for students with historical underrepresentation and/or forms of disproportionate impact monitor their students progress however it doesn't occur systematically college-wide. At the Ben Clark Training Center, in partnership with program faculty, students meet with a counselor, who goes over the student's progress in their program of study, and what it would take to complete the program, and/or transfer. The counselor also goes over the benefits of education, specifically in terms of career and financial advancement. Moreno Valley College has identified the Success Team structure through which Counselor's and Educational Advisors will be able to assist with monitoring students progress.	*Next steps: (1,000 character)* 1. Define roles for student success teams. 2. Success teams will look at various metrics for different groups in their reporting areas, which would include disproportionate impact and engage in culturally responsive practices to support students. In addition, the College will design a case management approach and look to procure software that will aid in this effort. 3. Professional development opportunities will be offered to Counselors centered around the theme of culturally responsive practices and pedagogy. 4. Establish a completion tracking system that will allow counselors to identify and reach out to students who have completed gateway courses and at least 45 units to assist student with planning career attainment and/or

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		transfer.
	Term, if *at scale* or *scaling:* Click or tap here to enter text.	
		Timeline for implementing next steps: Current-Spring 2021

3. a. Support Needed? *Type of Support:* ☐ Policy guidance ☐ Connections with other GP teams ☐ Regional training ☒ On campus /individual training ☒ Technology ☒ Reporting/data ☐ Other	*Support Needed – Detail: (1,000 character)* Case management software	*Challenge or barrier: (1,000 character)* Currently there isn't software that allows us to systematically and efficiently track students progress and completion of program requirements.

b. Students can easily see how far they have come and what they need to do to complete their program.	☐ Not occurring ☐ Not systematic ☒ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date: (2,500 character)* The college is currently implanting EduNav, an electronic planning and registration tool. One feature of EduNav is that it allows students to quickly see the impact of non-passing grades and changes to their instructional program on the expected date of completion. The tool pops up a warning when students attempt to make a change to their plan that is likely to result in lengthening the date of completion that includes an estimate of the financial cost of extending that completion date. The college is also in discussions with the vendor to program in warnings that can be sent to the student's counselor that a student is in need of academic intervention if the student makes changes to a plan that tend to extend the date of completion. EduNav was rolled out for 57% of	*Next steps: (1,000 character)* 1. Roll out remaining programs of study in EduNav with a few exceptions (Fire Academy, Dental Hygiene) in Spring 2020. 2. Continue to work with EduNav programmers to recognize and incorporate major preparation coursework for transfer, AP credits, special program pathways (like Honors), and transcripts from other institutions. *Timeline for implementing next steps:* Fall 2020

		student population in FAL19, which is approximately 4500 students. Term, if *at scale* or *scaling:* Fall 2019	
3. b. Support Needed? *Type of Support:* ☐ Policy guidance ☐ Connections with other GP teams ☐ Regional training ☒ On campus /individual training ☒ Technology ☐ Reporting/data ☐ Other		*Support Needed – Detail: (1,000 character)* Opportunity to explore EDUNAV capabilities.	*Challenge or barrier: (1,000 character)* EduNav is currently not full scale.
c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date: (2,500 character)* The college currently uses an electronic "Early Alert" system and paper progress reports. The Early Alert system is available to all faculty and the paper progress reports are used by our special programs that typically are designed around support for students with historical underrepresentation. Term, if *at scale* or *scaling:* Click or tap here to enter text.	*Next steps: (1,000 character)* 1. Implement student success teams once schools are approved who can then work with discipline faculty to flag students who are at risk and provide support services/interventions to assist them with getting back on track. 2. Work with EduNav's programmers to and adjust EduNav's user interface to enhance the clarity offered to students. 3. Develop and implement retention practices in alignment with ISP, SEA, and Vision for Success goals. 4. Explore methods to maximize usage of early alert and the use of predictive analytic software tools to help identify students in need of academic intervention. Dean of Student Services Counseling has requested that new

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			ERP system has a rebust Early Alert system to accommodate these needs. *Timeline for implementing next steps:* Spring 2020
3. c. Support Needed? *Type of Support:* ☐ Policy guidance ☐ Connections with other GP teams ☐ Regional training ☐ On campus /individual training ☒ Technology ☒ Reporting/data ☐ Other		*Support Needed – Detail: (1,000 character)* Case managment software and training	*Challenge or barrier: (1,000 character)* Early alert is not being used to effectively refer students to supports needed. Need a tool to track and flag students.
d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date: (2,500 character)* This practice may vary by counselor, but not currently practiced in a systematic manner. Term, if *at scale* or *scaling:* Click or tap here to enter text.	*Next steps: (1,000 character)* 1. Assuming that there are parallel pathways that would exist and incorporate the same set of career interests, it makes sense for this to take place in the cohorts of academic support teams. 2. Develop and implement a strategic plan for success teams to provide alternate options and career exploration to students who may not be accepted into limited access programs. *Timeline for implementing next steps:* Spring 2020
3. d. Support Needed? *Type of Support:* ☐ Policy guidance ☐ Connections with other GP teams ☐ Regional training ☒ On campus /individual training ☒ Technology ☒ Reporting/data ☒ Other		*Support Needed – Detail: (1,000 character)* Case management	*Challenge or barrier: (1,000 character)* Currently not a systematic process for identifying students who were not accepted into a limited access program.

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| e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible. | ☐ Not occurring
☐ Not systematic
☒ Planning to scale
☐ Scaling in progress
☐ At scale | *Progress to date: (2,500 character)*
The EduNav implementation team is working on the ability to use it as an enrollment management tool.

In addition to the use of EduNav educational plan data, the deans of Academic Affairs and faculty responsible for scheduling have used historical enrollment data to build schedules that offer multiple pathways to completion where possible. Flexibility in the course offering includes significant growth in the number of distance education courses over the last 5 years and the creation of weekend college with Saturday classes.

Individual disciplines have been reorganizing their course sequences to allow students to take courses in shorter timeframes, looking at whether courses can all be taken in the evening, and examining the course rotations.

Term, if *at scale* or *scaling:*
Click or tap here to enter text. | *Next steps: (1,000 character)*
1. Continue with current efforts and once EduNav is up to scale we will use it a sn enrollment management tool.

Timeline for implementing next steps:
Fall 2021 |
| **3. e. Support Needed?** *Type of Support:*
☐ Policy guidance ☐ Connections with other GP teams
☐ Regional training ☒ On campus /individual training
☒ Technology ☐ Reporting/data
☐ Other | | *Support Needed – Detail: (1,000 character)*
Technology to assist with enrollment management and identifying bottlenecks (times, modalities, etc). Training to support this technology. | *Challenge or barrier: (1,000 character)*
Edunav is not full scale and current course scheduling methods. |

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 4:			

Equity Considerations in Area 4:
- How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities?
- As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)?
- What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)?
- Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community?

4. ENSURING THAT STUDENTS ARE LEARNING a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date: (2,500 character)* Implementation and planning efforts are taking place with respect to close alignment of learning outcomes in programs to further education and employment. This work has occurred in some programs, but has not been systematically addressed college wide. All CTE programs have career advisory committee made up of professionals in the field who provide feedback on the course and program learning outcomes that are aligned to the needs of each respective industry. With respect to GE and transfer pathways, the college Articulation Officer works with faculty through the curriculum development process to insure that MVC courses are transferable to the UC and CSU Term, if *at scale* or *scaling:* Click or tap here to enter text.	*Next steps: (1,000 character)* 1. Develop plans for more systematically implementing this practice with the program review process, along with enhancing professional development opporutnities for faculty. 2. Include program learning outcomes on program maps. 3. Examine the possibility of including this information in Program Review. Pull transfer and employment data and set targets by discipline *Timeline for implementing next steps:* Spring 2021
4. a. Support Needed? *Type of Support:*		*Support Needed – Detail: (1,000 character)*	237 *Challenge or barrier: (1,000 character)*

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
☐ Policy guidance ☐ Connections with other GP teams ☐ Regional training ☒ On campus /individual training ☒ Technology ☐ Reporting/data ☐ Other		Need more research capacity and training.	Limited data surrounding this metric
b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. *(Note: This practice was added to the SOAA in February 2019)*	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date: (2,500 character)* Implementation and planning efforts are taking place with respect to many programs as part of the college's SLO and GE Learning Outcome efforts, but not in any organized or systematic manner; no finalized plan exists to do so in the immediate future. English instructors employ group activity work for in-class learning opportunities for students. Faculty professional development opportunities offered to faculty on incorporating field work as experiential learning is ongoing. Moreover, the college is working to make use of the new iMake Innovation Center on campus as a focal point for training faculty and students in design thinking and entrepreneurship. Laslty, the college is in the initial stages of developing apprenticeship program. *Term, if at scale or scaling:* Click or tap here to enter text.	*Next steps: (1,000 character)* 1. Develop plans for more systematically implementing this practice along with enhancing professional development opportunities for faculty. 2. Survey faculty as a means to assess this effort. 3. This is an area of focus for the college over the next 3 years and is included in our accreditation Quality Focus Essay as an area of development. 4. Implement professional development activities where experts could provide specific examples on how faculty can implement culturally responsive teaching strategies in all disciplines. The goal is to address any confusion some may have regarding what culturally responsive pedagogy means and can guide faculty in designing and implementing specific

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
			practices and assignments in classes (i.e. culturally responsive syllabus). *Timeline for implementing next steps:* Spring 2022
4. b. Support Needed? *Type of Support:* ☐ Policy guidance ☐ Connections with other GP teams ☒ Regional training ☒ On campus /individual training ☐ Technology ☐ Reporting/data ☐ Other		*Support Needed – Detail: (1,000 character)* Need professional development activities that provide faculty with practical in-class hands-on practice. Provide faculty and staff with examples of activities that can be used to support this practice.	*Challenge or barrier: (1,000 character)* Funding
c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date: (2,500 character)* The college is in the beginning stages of providing active learning strategies and opportunities to students through the iMake Innovation Center and the creation of apprenticeships. In addition, professional development opportunities are focused on two primary areas: active learning strategies for faculty and students; and closing equity gaps. Moreno Valley College is in the initial stages of creating an apprenticeship program for students that will provide hands-on learning opportunities for students that lead directly to employment in better than living wage jobs.	*Next steps: (1,000 character)* 1. The planning for the program will occur during 2019-2020 with initial opportunities for students becoming available during 2020-2021. the iMake Innovation Center will be a focal point on campus for providing professional development to faculty and staff in active based learning strategies like project-based learning, design thinking, and entrepreneurship. 2. This work is occurring primarily in CTE and plans are being developed to create active learning strategy opportunities college-wide. 3. Professional development activities

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		Term, if *at scale* or *scaling:* Click or tap here to enter text.	where experts could provide specific examples on how we can implement culturally responsive teaching strategies in all disciplines that can guide faculty in designing and implementing specific practices and assignments in class. *Timeline for implementing next steps:* Spring 2021
4. c. Support Needed? *Type of Support:* ☐ Policy guidance ☒ Connections with other GP teams ☒ Regional training ☒ On campus /individual training ☐ Technology ☐ Reporting/data ☒ Other		*Support Needed – Detail: (1,000 character)* Models for expanding experiential learning to traditional general education disciplines.	*Challenge or barrier: (1,000 character)* Faculty training and awareness about experiential learning.
d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date: (2,500 character)* As of October 2019 , college faculty have assessment results for 97% of our course. Departments regularly assess courses and student learning outcomes. Our instructional program review process explicitly sets out expectations. Term, if *at scale* or *scaling:* Spring 2019	*Next steps: (1,000 character)* 1. Continue working towards 100% course and programs assessment rate *Timeline for implementing next steps:* Spring 2021
4. d. Support Needed? *Type of Support:* ☐ Policy guidance ☐ Connections with other GP teams ☐ Regional training ☒ On campus /individual training ☐ Technology ☒ Reporting/data		*Support Needed – Detail: (1,000 character)* Increase incentives for part-time faculty to conduct and report assessment	*Challenge or barrier: (1,000 character)*

Guided Pathways Essential Practices	Scale of Adoption at Our College	**Progress to Date Implementing Practice** *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
☒ Other		projects for classes under disciplines with no full-time faculty	
e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date: (2,500 character)* Departments regularly assess courses and student learning outcomes. In fact, our instructional program review process explicitly sets out expectations that this is happening. Moreover, as part of program review process, programs document how the results of learning outcome assessment are used to inform or enhance learning. English uses assessment efforts to design their next professional development opportunities with the goal of continually improving our success rates for students English has also written a detailed plan in its program review to increase success rates and decrease equity gaps in its transfer-level courses, including efforts to continue offering professional learning opportunities	*Next steps: (1,000 character)* 1. More deliberately link our learning outcomes work to our guided pathways work. 2. All disciplines use assessment efforts to design professional development opportunities and develop communities of practice with the goal of improving student success. 3. Increase incentives for part-time faculty to conduct and report assessment projects for classes under disciplines with no full-time faculty 4. The Guided Pathways Professional Development Taskforce has developed a detailed plan to encourage departments to offer sustained and ongoing professional development focused on

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		(i.e. Communities of Practice), secure office space and compensation for office hours for part-time faculty, and increase the number of hours allotted to part-timer participation in discipline-wide assessment. Term, if *at scale* or *scaling:* Spring 2019	implementing the departments' plan for increasing student success and equity. 5. Establish a process by which learning outcomes inform professional development and campus initiatives. *Timeline for implementing next steps:* Spring 2021
4. e. Support Needed? *Type of Support:* ☐ Policy guidance ☐ Connections with other GP teams ☐ Regional training ☒ On campus /individual training ☐ Technology ☒ Reporting/data ☒ Other		*Support Needed – Detail: (1,000 character)* Data disaggregated by income. Professional Development Coordinator.	*Challenge or barrier: (1,000 character)* Funding and data
f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date: (2,500 character)* Some CTE programs are required to have portfolios and are required to track employment on graduates. Guidance 47 (Career Exploration & Life Learning) courses have student's develop portfolios inclusive of resumes and cover letters Term, if *at scale* or *scaling:* Click or tap here to enter text.	*Next steps: (1,000 character)* 1. Develop a plan to implement a process college wide to provide the opportunity for all students to document their learning for career/transfer. Have those programs who already have done some of this work help to offer the college some potentially promising approaches to accomplishing this at scale. *Timeline for implementing next steps:* Spring 2022
4. f. Support Needed? *Type of Support:*			

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
☐ Policy guidance ☒ Connections with other GP teams ☐ Regional training ☒ On campus /individual training ☐ Technology ☐ Reporting/data ☐ Other		*Support Needed – Detail: (1,000 character)* Examples of Community Colleges that have well implemented portfolios that employers use.	*Challenge or barrier: (1,000 character)* Click or tap here to enter text.
g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	☐ Not occurring ☐ Not systematic ☒ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date: (2,500 character)* We administered the SENSE survey this Fall. The college has participated in CCSSE (2013 and 2015), and those results were shared widely, but we did not make decisions about how to systematically use such information to enhance our professional development. Administered National Assessment of Collegiate Campus Climates in Fall 2019 Term, if *at scale* or *scaling:* Click or tap here to enter text.	*Next steps: (1,000 character)* 1. Purposely connect SENSE findings to our Guided Pathways efforts. 2. Dean of Institutional Effectiveness will work with our college community to identify patterns in the findings and help connect those patterns to specific action items tied to our professional development needs. 3. Align professional development activities with needs students and College goals. 4. The College is expecting to participate in the CCSSE again in Fall 2020. 5. Will administer the National Assessment of Collegiate Campus Climates in Spring 2020 *Timeline for implementing next steps:* Fall 2020
4. g. Support Needed? *Type of Support:* ☐ Policy guidance ☒ Connections with other GP teams ☐ Regional training ☐ On campus /individual training ☒ Technology ☒ Reporting/data		*Support Needed – Detail: (1,000 character)* Click or tap here to enter text.	*Challenge or barrier: (1,000 character)* Click or tap here to enter text.

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
☐ Other			

Additional REQUIRED questions:

Student Engagement and Support	
STUDENT ENGAGEMENT	*Guided Pathways legislation specifically asks for a report on progress in engaging students in the planning and implementation of the reforms. Your answers below will provide the Chancellor's Office a system-wide qualitative measure of this effort.*
In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)	☒ Student survey(s) ☒ Students serve on campus GP advisory committee(s) ☐ Student focus groups ☐ Other: Click or tap here to enter text.
	Engagement Efforts - Details: (1,000 character) Conducted student surveys including SENSE and National Assessment of Collegiate Campus Climate surveys, students participate in Guided Pathways implementation activities such as designing schools, fields of interest and success teams. Students also participate in our College's Guided Pathways Core work group. We plan to continue to engage students through focus groups, panels, and planning activities.
COURSE ALIGNMENT	*How is the college exploring alignment of course offerings with student education plans? (To help answer this question, consider the college's answers to the following self-assessment questions 1.D., 2.A., 3.B., and 3.E.)*
	Course Alignment - Details: (1,000 character) The College is currently implementing EduNav which is a student education planning tool that will also project expected course enrollments in alignment with students educational plans.

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Additional OPTIONAL questions:

Success Story	
SUCCESS STORY	*Optional:* Please share a success story for collaborative purposes and to help establish best practices. Other NOVA users will be able to see this information as part of your submitted self-assessment, however the Chancellor's Office will not share the information with outside parties without first obtaining your college's consent. Note: All fields are required should you choose to include a success story.

Title: Increasing financial aid access and support	

Follow-up Contact Person(s): Sandra Martinez

Challenge: (1,000 character)
Increased processing times due to lack of technology and lower completion percentage of FAFSA and Dream application

Success Story: (10,000 character)

The Moreno Valley College Student Financial Services Department is dedicated to providing quality customer service and assistance to all students in need of financial resources to support them on their pathway towards achieving their educational goals. In alignment with the Guided Pathways framework and in an effort to decrease the Financial aid file processing time we developed policies and procedures to streamline and automate critical processes, which resulted in an increase of 28% of Pell grant recipients from 2017/18 (3,301) to 2018/19 (4,223).

Streamlining our processes has allowed us to redirect resources to focus on increasing applicants for institutional aid, such as RCCD foundation scholarship programs, which have increased 13% from 234 applicant in 2017/18 to 265 applicants in 2018/19. In the 2017-2018 academic year, Cal Grant eligible student data provided by the California Student Aid Commission (CSAC) was analyzed. When the data revealed that a large number of potentially eligible students did not apply for financial aid, the Financial Aid Department implemented early information sessions and students were notified via email of potential eligibility, important deadlines, and potential increase in awards. Students were also informed of the impact of unit load on award amount, encouraging students to attempt additional units. The data analysis combined with increased advocacy resulted in significant increases in state award allocation. Based on the college generated data analysis, a total of $1,019,212 in Student Success Completion Grant (SSCG) funds were requested and awarded to MVC students in 18/19 Award Year. This number represents a 91% increase from 17/18 to 18/19.

In 2019/20 Academic year we have increased efficiency in Student Financial Services with the implementation of Campus Logic for electronic submission of financial aid documents streamlining the financial file completion process for students and the

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verification process for our staff. To increase student support we have designated Student Financial Services liaisons that work with special programs and participate in outreach to our K12 and local community partners. This has resulted in an increase in number of completed Financial aid files by the first processing deadline by 25.5% compared to the previous academic year. Meeting the first deadline of the Academic year allows students to view their financial aid awards earlier in the year while registering for classes and allows them to receive disbursements for any eligible aid within the 1st week of the term.

Outcomes: (1,000 character)

Increased financial aid recipients and award amounts, increased depth of collaboration with other departments and use of technology to decrease processing time.

Vision for Success Goals - Please select the goals that apply to this success story.

☒ Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

☐ Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU

☒ Decrease the average number of units accumulated by California Community College students earning associate degrees

☐ Increase the percent of exiting CTE students who report being employed in their field of study

☒ Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups

☒ Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults

GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT
CALIFORNIA COMMUNITY COLLEGES' ASSESSMENT OF PROGRESS IN THE IMPLEMENTING OF GUIDED PATHWAYS
Revised February 2019

Institution Name: Norco College   **Date:**

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The first part of the Scale of Adoption Assessment (SOAA) includes essential practices examined in CCRC's book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). We suggest that you convene faculty, staff, and administrators from across areas of your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of spring 2019. In <u>column two</u>, indicate the extent to which the practices have been adopted at your college using the following scale:

Scale of Adoption	Definition
Not occurring	College is currently not following, or planning to follow, this practice
Not systematic	Practice is incomplete, inconsistent, informal, and/or optional
Planning to scale	College has made plans to implement the practice at scale and has started to put these plans into place
Scaling in progress	Implementation of the practice is in progress for all students
At scale	Practice is implemented at scale—that is, <u>for all students in all programs</u> of study

In <u>column three</u>, describe the progress your college has made toward implementing each practice at scale. For practices that are *scaling* or *at scale*, note that we are also asking you to indicate which semester a practice first reached this point. Finally, in <u>column four</u>, indicate the next steps your college plans to take toward implementing the given practice at scale and the college's timeline for implementing these steps. *Don't be concerned if your college has made minimal progress implementing any given practice.* This assessment will help your college develop and refine a plan for implementing guided pathways at scale at your college. Project partners and the Chancellor's Office will also use this information to follow the system's progress in implementing guided pathways over time.

A new addition to the SOAA in fall 2018: Equity Considerations

A fundamental goal of guided pathways is to increase the rate at which underrepresented students earn college credentials, particularly degrees and credentials in fields of high economic value, while also closing gaps for low-income students, students of color, returning adults, students with disabilities, and other groups with inequitable outcomes. As colleges seek to strengthen supports for all students to explore options for careers and college and choose and complete a program of study suited to their interests and aspirations, we encourage colleges to critically examine each practice to think about how the college is serving students who have been historically underrepresented and/or underserved in higher education. The SOAA was recently updated to include "Equity Considerations" in each practice area so that your pathways team can discuss and articulate connections between the college's pathways reforms and equity goals. Your team does not need to answer all of these questions as part of the SOAA process and they are not intended to be used as "assessments." Also, don't be concerned if your college has had minimal discussion and/or efforts related to any given question. We hope the questions help initiate or advance conversations about whether and how institutional practices are having differential impact on historically underserved groups and how your college can leverage your pathways work to close equity gaps by identifying and addressing causes of inequity, removing systemic barriers, and focusing design decisions and resource allocation in ways that more effectively address needs of underserved groups. In doing so, you may want to include details about how the college is addressing these concerns in the "progress to date" and/or "next steps/timeline" column.

As your team completes the SOAA, please refer to the equity consideration questions to facilitate conversations about connections between the college's pathways and equity efforts. **Please submit the initial SOAA via email to the Chancellor's Office by April 30, 2019. A certified version within the NOVA system should be submitted by September 30, 2019**. For the initial submission or more information about the SOAA, please email guidedpathwaysinfo@cccco.edu.

NOTE: For those 20 colleges who participate in the California Guided Pathways Demonstration Project, this SOAA has been updated (a few additions and changes in order) since the version you completed in September. So please use this current version for submission.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in "Progress to Date" and "Next Steps". Equity Considerations in Area 1: • Are the college's website and program pages easy to navigate and understand for students and families without prior experience with higher education? ○ We still need to create easy to navigate pathways for our schools both in print and online. Despite rebuilding our website, we have yet to create clear and intuitive pathways via our website. • How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)? ○ Use student focus groups, along with institutional disaggregated data, to evaluate student engagement and make necessary improvements. • How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment? ○ We have not yet identified a manageable way of gathering and distributing this information to students. Our program sites and documentation is limited to coursework.			
1. MAPPING PATHWAYS TO STUDENT END GOALS a. Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". *(Note: This practice was added to the SOAA in February 2019)*	☐ Not occurring ☐ Not systematic X Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* • Our programs and certificates are organized into meta-majors; however, career-focused goals are not included nor are they marketed Term, if *at scale* or *scaling*:	*Next steps:* • Connect career-based onboarding to meta-major exploration and informed pathway choice • Create interest categories to lead students into pathways *Timeline for implementing next steps:* • One year project, 2019-2020
b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.	☐ Not occurring ☐ Not systematic ☐ Planning to scale X Scaling in progress X At scale	*Progress to date:* • Adopted as an institutional goal • Completion Initiative – College to Careers resources by discipline;	*Next steps:* • Fall 2019 develop pathways for transfer majors to top transfer institutions for Norco students)

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		Pathways developed for all ADT and certificates • EduNav adoption to assist in guiding students Term, if *at scale* or *scaling*:	• EduNav – prioritization of elective coursework by discipline *Timeline for implementing next steps:* • Strengthen career information associated with each pathway—include Gainful Employment disclosures
c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.	☐ Not occurring X Not systematic ☐ Planning to scale ☐Scaling in progress ☐At scale	*Progress to date:* • Newly launched (Dec. 14, 2018) website with student focus still in development • Metamajors (schools), Pathways, Trailheads, and resources available on website but difficult to find navigate and hard to understand Term, if *at scale* or *scaling*:	*Next steps:* • Plan to phase in over the next 2 years • *Timeline for implementing next steps:* •
d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.	☐ Not occurring ☐ Not systematic ☐ Planning to scale X Scaling in progress ☐At scale	*Progress to date:* • ADTs and certificates mapped for students – prescribed pathways • Pathways and information accessible on the newly launched website • Trailheads established and published • Student Success teams identified • EduNav launched with first cohort Fall 2018	*Next steps:* • Assign administrative ownership of pathways and trailheads (Keeper of the Pathways) • Add smart rules for pathways and elective courses on EduNav • Fully implement EduNav *Timeline for implementing next steps:* •

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		Term, if *at scale* or *scaling*:	
e. Required math courses are appropriately aligned with the student's field of study (*Note: This essential practice was moved from Area 2*)	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress X At scale	*Progress to date:* • SLAM math sequence for liberal arts majors and BSTEM math sequence for math and business majors Term, if *at scale* or *scaling*: Fall 2019	*Next steps:* • Placement will show either SLAM or BSTEM, not both *Timeline for implementing next steps:* •

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 2: • Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Not yet, but it is in our planning agenda. Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? Career based onboarding and career milestones will provide a foundation for all students, next steps will include how to raise career expectations for minoritized students. There may be opportunities to leverage the work of Umoja and Puente learning communities in this area. • For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? The data is gathered, but it is not distributed or discussed, nor is it embedded into our program review process. This is on our planning agenda. What strategies has the college used to improve overall student success in these courses? We have identified the strategies in our equity plan, with the intention of implementation beginning in Fall 2019. • Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Yes, we have outreach professionals assigned to our feeder schools in which we offer dual enrollment. Currently we offer dual enrollment at 11 high schools. We are working on implementing batch enrollment of 100% of graduating seniors who are not already admitted to a college or university (we have a data share agreement already in place with CNUSD and they are enthusiastic about the prospect of making the statement that 100% of CNUSD graduates are admitted and enrolled in college. Additionally, our Umoja and Puente programs have developed relationships with feeder schools to transition minoritized students into high support programs. • Are dual enrollment opportunities made available to high school students who are deemed "not yet college ready"? Yes, we have a large middle college high school on campus which has a mission of serving underprepared students. Is the college building bridges to high-opportunity college programs for students in adult basic skills programs? Yes, our local school district CNUSD has a very well-established adult education program and we are working with them to strengthen matriculation of students from their programs to Norco College.			
2. **HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY** a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.	☐ Not occurring ☐ Not systematic ☐ Planning to scale X Scaling in progress ☐ At scale	*Progress to date:* • Summer Advantage & special programs receive now • Plan to focus on all first-time students get captured in a pathway • EduNav implementation • *Term, if at scale or scaling:*	*Next steps:* • Implementation of first year success team model that includes advising staff, counseling faculty, and English and Math faculty • Analyze historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers *Timeline for implementing next steps:* 252 •

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
b. Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's **major program areas.**	☐ Not occurring ☐ Not systematic X Planning to scale ☐ Scaling in progress ☐At scale	*Progress to date:* • Supplemental Instruction provided in lowest performing courses • Summer Advantage provides "how to succeed" in Science, Math, & English • Co-requisite Math and English courses for transfer level English and Math courses Term, if *at scale* or *scaling:*	*Next steps:* • Utilize the English and Math Community of Practice to develop non-cognitive classroom interventions • Professional development for faculty – integration of supports into the learning environment *Timeline for implementing next steps:* •
c. Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" **math** courses by the end of their first year. *(Note: This practice was added to the SOAA in February 2019)*	☐ Not occurring ☐ Not systematic X Planning to scale ☐ Scaling in progress ☐At scale	*Progress to date:* • BSTEM and SLAM co-requisite course implementation in Fall 2019 Term, if *at scale* or *scaling:*	*Next steps:* • Institutionalization of math support across campus • Considering the creation of a Math Lab *Timeline for implementing next steps:* •
d. Special supports are provided to help academically underprepared students to succeed in the "gateway" **English** courses by the end of their first year. *(Note: This practice was added to the SOAA in February 2019)*	☐ Not occurring ☐ Not systematic ☐ Planning to scale X Scaling in progress ☐At scale	*Progress to date:* • Co-requisite courses with embedded counseling Term, if *at scale* or *scaling:*	*Next steps:* • Supplemental Instruction in all co-requisite courses • Teaching Men of Color training for English Faculty *Timeline for implementing next steps:* •
e. Intensive support is provided to help very poorly prepared students to	☐ Not occurring	*Progress to date:*	*Next steps:*

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
succeed in college-level courses as soon as possible.	☐ Not systematic X Planning to scale ☐ Scaling in progress ☐At scale	• Wrap around services for historically underprepared, at-risk students in special programs and learning communities • Face to face advising in onboarding • Summer Advantage – guarantees Math and English courses in first year • Recognize we need to be more intrusive in supporting very poorly prepared students • Term, if *at scale* or *scaling*:	• Development of a needs assessment in onboarding to identify and proactively support poorly prepared students • Launch of Engagement Centers in Fall 2019 as a First Stop Shop *Timeline for implementing next steps:* •
f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.	☐ Not occurring ☐ Not systematic ☐ Planning to scale X Scaling in progress ☐At scale	*Progress to date:* • JFK Middle College – comprehensive SEPs – case management approach • Dual Enrollment (CCAP) • Crest Program (dual enrollment with wrap-around services) in 12 regional unified school districts • Term, if *at scale* or *scaling*:	*Next steps:* • Expanded core offerings at the HS and clear pathways into college courses for AA program completion • Funding and support to cover high school programs *Timeline for implementing next steps:* •

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GUIDED PATHWAYS ESSENTIAL PRACTICES	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 3: • How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? We are scaling providing equity minded training and culturally relevant advising practices professional development to our general advisors and advisors working directly with minoritized students. • How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? We have no limited access programs at Norco College, so this is not an issue. • How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? This is something we are looking to do as we implement Student Success Teams in our schools (meta majors). We have embedded counseling in transfer level English, including in our Umoja and Puente learning communities, and will establish supplemental instruction for co-requisite English and Math gateway courses. • How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion? We do not ensure their needs are met but we publicize and actively promote the services we offer, which include Foster Youth Center, Unity Zone for LGBT+ and Dreamers, EOPS, CARE, Food bank, and a host of other services. We will move in this direction with the addition of a needs assessment built into the onboarding process.			
3. KEEPING STUDENTS ON PATH a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.	☐ Not occurring ☐ Not systematic X Planning to scale ☐ Scaling in progress ☐At scale	*Progress to date:* • EduNav transition launch began Fall 2018 • Advising curriculum, counseling milestones, faculty toolkit development as part of Success Team progress Term, if *at scale* or *scaling*:	*Next steps:* • EduNav full implementation Fall 2019 • Salesforce Advisor Link pilot in Fall 2019 *Timeline for implementing next steps:* •
b. Students can easily see how far they have come and what they need to do to complete their program.	☐ Not occurring ☐ Not systematic X Planning to scale ☐ Scaling in progress ☐At scale	*Progress to date:* • Transition to full implementation of EduNav Term, if *at scale* or *scaling*:	*Next steps:* • EduNav full implementation Fall 2019 *Timeline for implementing next steps:* •
c. Advisors and students are alerted when students are at risk of falling off	☐ Not occurring ☐ Not systematic	*Progress to date:* • Early alert in place but underutilized	*Next steps:* • Implementation along with EduNav

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their program plans and have policies and supports in place to intervene in ways that help students get back on track.	X Planning to scale ☐ Scaling in progress ☐At scale	• Student support areas have access to students on early alert list • Salesforce CRM planned implementation • Advisor Link (SalesForce module) planned implementation • Student Success Teams implement Case-management Counseling and Advisement • Term, if *at scale* or *scaling*:	• Embed into Guided Pathways Initiative – School teams consisting of faculty advisors, counselors, peer mentors with a soft launch in 18FAL • Work with Inside Track to clarify Success Team roles and responsibilities *Timeline for implementing next steps:* •
d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career	☐ Not occurring ☐ Not systematic X Planning to scale ☐ Scaling in progress ☐At scale	*Progress to date:* • Currently only occurring in counseling appointment • Student Success Teams clarifying role and procedures on this and researching best practices Term, if *at scale* or *scaling*:	*Next steps:* • Researching how other institutions are successfully progressing in this area • Work with Inside Track on developing best practices for newly implemented Student Success Teams *Timeline for implementing next steps:* •
e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.	☐ Not occurring ☐ Not systematic X Planning to scale ☐ Scaling in progress ☐At scale	*Progress to date:* • Chairs provide 2 year rotations for any ADT & CTE degrees/certificates • Chairs minimize course overlap and schedule based on student prefered patterns (MW or TTh stackable) • Heavier course scheduling at peak times • Scheduling Time Grid used for all course offerings •	*Next steps:* • Leverage EduNav's enrollment management analytics • Year around scheduling • Two-year scheduling • Implement schedule building system decoupled from Colleague (to allow for two-year forward scheduling that can feed into EduNav) • *Timeline for implementing next steps:*

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		Term, if *at scale* or *scaling*.	•

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 4: • As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? We include these values in our job descriptions for hiring new faculty (examining the role of unconscious bias in the classroom / developing culturally sensitive pedagogy and equity-minded practices). This is also major focus of our ongoing professional development efforts. We are discussing adding evaluation of equity-minded practices in our evaluation of instruction procedures. Our Professional Development Committee and Teaching and Learning Committee have sponsored an LFM team to develop a professional development plan for the college (faculty, staff, administrators) that focuses on equity and the development of a guided pathways framework. We are planning to implement the plan in 2018/2019. • What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)? See previous answer. • Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? Yes, this is part of the ongoing program review process but it is not widely distributed or shared. How is this data disseminated and discussed among college staff, with students, and with the outside community? Through the program review process. Clearly we need to grow in this area by developing regular reports that monitor equity gaps and report on progress, effective practices, and opportunities to eliminate gaps. We envision publishing regular enrollment reports for programs of study (rather than divisions or disciplines) that highlight equity gaps in an effort to make our students more visible along the pathway. We believe as we clarify the gaps and opportunities, we will be able to develop best practices to close the gaps.			
4. ENSURING THAT STUDENTS ARE LEARNING a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.	☐ Not occurring X Not systematic ☐ Planning to scale ☐ Scaling in progress ☐At scale	*Progress to date:* • Courses outcomes are aligned to program learning outcomes • CTE programs aligned with program learning outcomes • 19 ADTs approved and have PLOs • Many AA/AS degrees do not align with further education Term, if *at scale* or *scaling*:	*Next steps:* • Adoption of TrakDat – Easier to view course to program learning outcomes relationship • Philosophical shift that students are in programs not just courses – much discussion needs to take place – Completion Initiative will contribute to this shift but we are years away from adopting at scale • School adoption in 17FAL will perhaps initiate the discussion in assisting with the alignment process *Timeline for implementing next steps:* •

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b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. *(Note: This practice was added to the SOAA in February 2019)*	☐ Not occurring X Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* • General education learning outcomes address the essential practices, courses are aligned to GELOs, and we regularly and systematically assess GELOs Term, if *at scale* or *scaling:*	*Next steps:* • Need to utilize GELO's to ensure that essential practices are embedded in elective coursework *Timeline for implementing next steps:* •
c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.	☐ Not occurring X Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* • CTE programs – scaling in progress • Non-CTE programs – not systematic • District wide study abroad • Career Center development in progress – dedicated career counselor, director (fall 2017 hire Term, if *at scale* or *scaling:*	*Next steps:* • Institutional sponsored activities embedded into coursework • Career Center partnering with program leads to create apprenticeship, sork experience, and internship opportunities • *Timeline for implementing next steps:* •
d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.	☐ Not occurring ☐ Not systematic X Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* • Embedded into the institution's program review process • Ongoing SLO assessment part of process Term, if *at scale* or *scaling:*	*Next steps:* • Integrating program review into Nuventive Improve this year will enhance the current practice *Timeline for implementing next steps:* •

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	☐ Not occurring ☐ Not systematic ☐ Planning to scale X Scaling in progress ☐At scale	*Progress to date:* • Common vocabulary in place • Established Teaching & Learning Committee, which sponsored a PD team in LFM • Strengthened Professional Development Committee and assigned annual budget to support ongoing PD • Example: DE success low, institution supported faculty for training, incorporated into upcoming FLEX – need to expand to other areas • Adopted Nuventive Improve in 17FAL • Developed LFM team created professional development plan around a GP framework and with an equity lens Term, if *at scale* or *scaling:*	*Next steps:* • Move to new platform of Nuventive Improve and integrate assessment and Program review functionality • Need more follow through with closing the loop • Developing relationship with outcomes and professional development • Linking TLC and PDC efforts • Address programmatic needs through professional development and TLC • *Timeline for implementing next steps:* •
f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	☐ Not occurring X Not systematic ☐ Planning to scale ☐ Scaling in progress ☐At scale	*Progress to date:* • In Art, music, and some CTE areas • Attempted to implement ePortfolios unsuccessfully • Rephrase – The college helps students document their learning for themselves, employers, and universities through areas beyond their transcripts… • Every student needs – resume, package presentation, identified transferable skills, LinkedIn account, etc. •	*Next steps:* • Valid in some areas – art, music, architecture, etc. • Where needed, we need ensure we have the tools in place to offer students • Need more information to understand the value of this across other areas • Explore LinkedIn as a possible alternative to ePortfolio system • Need more extensive discussion around how GE-SLOs align with employment skills and then helping students to

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		Term, if *at scale* or *scaling*:	make connection between learning in the classroom and how it applies to the workforce • *Timeline for implementing next steps:* •
g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	☐ Not occurring ☐ Not systematic X Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* • CCSSE 2013 disaggregated by ethnicity – African American students – employee/faculty training related to African American males • Distance education professional development based on data • Councils/committees report out annually on their activity, how it is related to our strategic plan, and what ISPC can do to assist the council/committee (professional development Term, if *at scale* or *scaling*:	*Next steps:* • Build a professional development plan around the CCSSE 2017 outcomes and 2017 Integrated Plan • Organize professional development in a centralized structure - currently PD rests in a variety of councils/committees, college departments, and district • Annually committees/councils reaffirm their action plans in relation to the college's strategic plan – add what professional development do we need to make headway on the plan • 2018 New Strategic Plan development *Timeline for implementing next steps:* •

GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT
CALIFORNIA COMMUNITY COLLEGES' ASSESSMENT OF PROGRESS IN THE IMPLEMENTING OF GUIDED PATHWAYS
Revised February 2019, November 2019

Institution Name: **RIVERSIDE CITY COLLEGE**   **Date: 11/20/2019**

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The first part of the Scale of Adoption Assessment (SOAA) includes essential practices examined in CCRC's book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). **This document is for planning purposes only, as the official SOAA will be completed in the Chancellor's Office NOVA system by your project leads.**

We suggest that you convene faculty, staff, and administrators from across areas of your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of fall/winter 2020. In <u>column two</u>, indicate the extent to which the practices have been adopted at your college using the following scale:

Scale of Adoption	Definition
Not occurring	College is currently not following, or planning to follow, this practice
Not systematic	Practice is incomplete, inconsistent, informal, and/or optional
Planning to scale	College is has made plans to implement the practice at scale and has started to put these plans into place
Scaling in progress	Implementation of the practice is in progress for all students
At scale	Practice is implemented at scale—that is, <u>for all students in all programs</u> of study

In <u>column three</u>, describe the progress your college has made toward implementing each practice at scale. For practices that are *scaling* or *at scale*, note that we are also asking you to indicate which semester a practice first reached this point. Finally, in <u>column four</u>, indicate the next steps your college plans to take toward implementing the given practice at scale and the college's timeline for implementing these steps. *Don't be concerned if your college has made minimal progress implementing any given practice.* This assessment will help your college develop and refine a plan for implementing guided pathways at scale at your college. Project partners and the Chancellor's Office will also use this information to follow the system's progress in implementing guided pathways over time.

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Equity Considerations

A fundamental goal of guided pathways is to increase the rate at which underrepresented students earn college credentials, particularly degrees and credentials in fields of high economic value, while also closing gaps for low-income students, students of color, returning adults, students with disabilities, and other groups with inequitable outcomes. As colleges seek to strengthen supports for all students to explore options for careers and college and choose and complete a program of study suited to their interests and aspirations, we encourage colleges to critically examine each practice to think about how the college is serving students who have been historically underrepresented and/or underserved in higher education.

In fall 2018 the SOAA was updated to include "Equity Considerations" in each practice area so that your pathways team can discuss and articulate connections between the college's pathways reforms and equity goals. Your team does not need to answer all of these questions as part of the SOAA process and they are not intended to be used as "assessments." Also, don't be concerned if your college has had minimal discussion and/or efforts related to any given question. We hope the questions help initiate or advance conversations about whether and how institutional practices are having differential impact on historically underserved groups and how your college can leverage your pathways work to close equity gaps by identifying and addressing causes of inequity, removing systemic barriers, and focusing design decisions and resource allocation in ways that more effectively address needs of underserved groups. In doing so, you may want to include details about how the college is addressing these concerns in the "progress to date" and/or "next steps/timeline" column.

As your team completes the SOAA, please refer to the equity consideration questions to facilitate conversations about connections between the college's pathways and equity efforts. **Please submit the certified SOAA within the NOVA system by March 1 2020.** For more information about the SOAA, please email guidedpathwaysinfo@cccco.edu.

For assistance in obtaining access to the NOVA system, please email nova-support@productops.com.

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We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in "Progress to Date" and "Next Steps". **Equity Considerations in Area 1:** • Are the college's website and program pages easy to navigate and understand for students and families without prior experience with higher education? • How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)? • How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment?			
1. MAPPING PATHWAYS TO STUDENT END GOALS a. Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". *(Note: This practice was added to the SOAA in February 2019)*	*Place an X next to one:* Not occurring Not systematic Planning to scale **X** Scaling in progress At scale	*Progress to date: (2,500 character)* As of Fall 2019: • Programs have been organized into Instructional Pathways by divisions. • Instructional Pathways descriptions have been approved as of March 18th 2019 and will now be used to sort incoming freshmen for fall 2019. • Images for Instructional Pathways have been created and approved for distribution. • Documents can now be branded and marketed using imaging and descriptions for students. • Career focus refinement is an ongoing process per each instructional pathway – included on program maps Engagement Center Orientations will include a campus tour for our first year students that will highlight our Resource and Cultural Engagement Centers as well.	*Next steps: (1,000 character)* • Marketing of academic engagement centers began in April 2019. • Marketing of instructional pathways through emails, website, campus maps and open houses • Update Website to include clear communication of instructional pathways • Need to collect data from summer engagement sessions by pathways and discuss annual participation. *Timeline for implementing next steps:* • 2019-2020 Marketing of instructional pathways and academic engagement centers to all first time freshmen and continuing students

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		LHSS – Dean Woods July 9th- 10 am – 12noon July 17th - 12 noon – 2pm July 25th - 3pm – 5pm **STEM – Dean Blair** July 16th – 10am-12noon July 23rd – 12 noon -2pm July 25th – 3pm-5pm **CTE – Dean DiMemmo** July 16th – 9am – 11am July 24th – 4pm – 6pm July 29th – 1pm – 3pm **Note:** Fine and Performing Arts occurred the week of July 15th along with Nursing. Term, if *at scale* or *scaling:*	• Spring 2020, website update which include an internal mapping of program of study to instructional pathway. This will help everyone advise students on the right path. • Spring 2020, develop or identify persons in charge of summer engagement sessions and determine the yearly continuity.
1. a. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training **X** Technology Reporting/data Other		*Challenge or barrier: (1,000 character)* One of the Challenges with implementing Instructional Pathways was the organization of teams and meeting times to plan for events and coordinate the efforts within the engagement centers. During Summer 2019, Center Coordinators were hired to coordinate the efforts across teams. Also, with no marketing team communication	*Support Needed – Detail: (1,000 character)* Technology for management of students and resources within a student success team. Constant communication to ensure that everyone knows where to find information and resources for students. Marketing efforts for consistent communication of redesign efforts. Also

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		challenges exist with providing information about Guided Pathways to community,	needed for consistent branding of instructional pathways.
b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.	*Place an X next to one:* Not occurring Not systematic **X** Planning to scale Scaling in progress At scale	Progress to date: (2,500 character) As of Fall 2019: • Partnerships and articulation agreements with 9 UC and 23 CSU systems are in place • CTE programs have certificated and degree patterns with 2 year rotations that are published in the catalog. • Integrated industry certifications included in some pathways • Business and Information Systems Technology have accelerated programs in place (2 years for ADT and 2 semesters for most CTE Certificates. • CTE and ADT program maps have been developed and linked to instructional pathways website, however some people still do not know how and when to access them. • Program plans modified from semester based to term 1 (0-15), term 2 (16-30), term 3 (31-45), term 4 (45-60) to address part time students • Institutionalized First Five (weekly tips for first 5 minutes of class) • Improved completion of comp SEPs during first 15 units. • ADT requirements and CTE course rotation schedule in 19-20 college catalog. The Course rotation for CTE is on an annual review through Program	Next steps: • Program map rollout aligned with EduNav electronic education planning/registration system rollout • Why do students earn more credits than required for a degree? Taking electives which may or may not transfer (depending on the UC) is part of the reason. Next steps include continued streamlining work with 4-year partners • CTE is continuing work on sequencing courses better. All academic areas need to address the sequencing and regularity of course offerings to align with program maps. CTE is consistently working on those programs that have courses that must be taken in a sequence. Many programs have adjusted their offerings (including curriculum changes) so that students can take multiple classes in a program simultaneously, which allows for streamlined completion. • Although CTE has identified accelerated models, each program continues to identify

Commented [DK1]: We have these published in the catalog, and each program has them. We are confirming that they are still actively used and publicized. This is complete with follow-up.

Commented [DK3]: Change the word Sequence to sequencing. CTE is consistently working on those programs that have courses that must be taken in a sequence. Many programs have adjusted their offerings (including curriculum changes) so that students can take multiple classes in a program simultaneously, which allows for streamlined completion.

Commented [DK2]: CTE Course rotation schedules are in the 19-20 catalog and annual review of each rotation schedule is encouraged through Program Review and will be integrated in the new 5 year discipline plans.

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		Review and will be integrated in the new 5 year discipline plans. • Revised onboarding to include career exploration, placement through self-reported high school performance, 1-semester ed plans/Trailheads, and introduction to Academic Engagement Centers • Spring 2019 – Finalized Phase 1 program maps for distribution and posting • Spring 2019 – Implemented use of program maps in the Welcome Center, Counseling, Engagement Centers and Outreach • Spring 2019 – EduNav released additional programs for summer/fall registration (7500 students) • 18FAL - EduNav release 3 programs for winter/spring registration (1500 students) **EQUITY CONSIDERATIONS:** **Currently, there are no systemic practices or information readily available for prospective students to learn about potential earnings and the difference in earnings between certificates, associate's degrees or bachelor's degrees. Financial costs, potential debt and economic benefits of program completion may occur in pockets of departments like Counseling, Financial Services or Career and Technical Education, but not campus wide.**	the best approaches to get students through programs and into the workforce (or to transfer). In CTE, Timelines and milestone work is still in progress. • We need a regular process by which the pathways are reviewed and updated as well as individuals who are responsible for each of these program pathway assessments. • Need to incorporate pathway updates into program review and planning process. • Revise formatting and process for 1-semester ed plan • Initiate a discussion districtwide about the future of AOEs and offerings across the district. *Timeline for implementing next steps:* • 2019-2020 – EduNav release for all students • Fall 2019 – Begin work with UCR to build pathway pipeline through EduNav (Online Meeting took place) • 2019-2020 Identify process for updating program maps within existing processes

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		Term, if *at scale* or *scaling:*	• Fall 2020- All new approved program maps will be developed and posted. • Spring 2021- Course rotations for all programs are updated and placed in catalog • Spring 2020 - Initiated a discussion districtwide about the future of AOEs, conversation has been noted and will be readdressed **EQUITY CONSIDERATIONS:** **Continue the discussion on how to provide information to students on the differences of earning potentials between related certificates and degrees, as well as the financial costs and economic benefits of program completion. Currently this information is happening and was enrolled into the Equity Plan as of Spring 2019.**

1. b. Support Needed?   *Type of Support - place an X next to one or more:*
    Policy guidance   X Connections with other GP teams
    Regional training   X On campus /individual training
    X Technology   Reporting/data
    Other
		Challenge or barrier: (1,000 character)
		One of the challenges is embedding career opportunities/knowledge and hands on practical work place skills into the classroom aside from the CTE fields that will prepare students for potential careers.
			Support Needed – Detail: (1,000 character)
			Advanced technology to support the online ed planning system to include labor market data, and potential stackable degrees and certificates that lead to increased living wages.

c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.	*Place an X next to one:*
	    Not occurring
	    Not systematic
	    X Planning to scale
	    Scaling in progress
		Progress to date:
		
		As of Fall 2019:
		• Website is very poor in how it communicates critical information
			Next steps:
			
			• Disciplines/departments/divisions will provide content and a web design consultant will implement.

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	At scale	to college constituencies, especially students.
		• Consultant was hired to assist in website planning, development and implementation
		• In CTE, each program developed a new brochure for each pathway and all have been posted online through the Instructional Pathways page, and also on each CTE program page. The review of these brochures (with employment data) will be part of the annual Program Review process.
		
		• Student graduation surveys have identified this as a significant gap
		• Website consultant contract Board approved
		• Planning for website design in progress
			Timeline for implementing next steps:
			• Spring 2019 – webpage design creation
			• Summer 2020 - New website will be launched which will include salary information and course sequences for each program of study at RCC.
			
			EQUITY CONSIDERATIONS:
			• **Redesign the college website by:**
			  o **Conducting student focus groups/ equity groups to get a student perspective on layout and information provided.**
			  o **Add pictures or clip art that reflects historically, underrepresented student populations.**
			  o **Student populations should have easy access to links or group pages that they identify with.**
			  o **Identify which resources should be available in print version and where to find the copies on campus.**
			  o **Integrate a calendar of announcements and events that are known campus wide.**

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
1. c. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance **X** Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Challenge or barrier: (1,000 character)* Maintaining program maps with curriculum changes on an annual review process will be implemented. Program maps will not be updated mid year and will only be published on the same time cycle as the catalog.	*Support Needed – Detail: (1,000 character)* Consistent Program mapping details across disciplines is necessary. Career and Labor market data that is reflective of actual programs of study offered at RCC and accessible local careers should be represented. Currently looking at ways to present program mapping information to students and where to house that information on the new website.
d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.	*Place an X next to one:* Not occurring Not systematic **X** Planning to scale Scaling in progress At scale	*Progress to date:* As of Fall 2019: • Sequencing is uneven. • Different disciplines have different needs for sequencing competencies. • CTE has a good plan and model in place including rotations. • Some LHSS programs have a course rotation, but these sequences are not necessarily linked to programs. • Educational plans are being developed for students through Counseling. • Inconsistent mapping of when courses within programs should be taken; therefore, each CTE program is currently looking at new strategies to ensure that students are strategically completing programs. Other college programs need to develop mappings of when courses should be offered/taken	*Next steps:* • Continue to release program maps • Continue to develop accelerated models in all CTE programs, considering sequences in courses. • Strategize new ways to get students to complete student education plans. Currently looking at group, night, weekend SEP completion. *Timeline for implementing next steps:* • Fall 2019 – Identify and Complete all other program maps (ADT's) to include UC/CSU transfer information • 2019-2020 – Employ new process for program map updates (Based on Program Review Committee discussion in Spring 2019,

Commented [DK6]: We are still focused on this!!

Commented [DK4]: Yes. We will annually review rotations for efficacy.

Commented [DK5]: This is still in progress and will be reviewed annually for new strategies.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		- For 32 Programs, 1st 15/2nd 15/ 3rd 15/Final 15+ identified. - Discipline faculty leads continue to work with counselors to identify pathways – and alternatives – to help students have options for courses depending on what is available, demand, etc. - Discipline faculty leads and Counselors continue to work with each of the Programs to identify general education courses which are "preferred" for each of these programs - With AB705 implementation, no longer offering accelerated English. Co-requisite model implemented on small scale Fall 2018; increased offerings in Spring 2019 and fully implemented Fall 2019 2018-2019 – English and math phased in approach to AB705 - Agreed to multi-term registration districtwide beginning winter/spring 2019 - Fall 2018 – Finalize 3 program maps and release for distribution and use in EDUNAV - Refine and release program maps - Finalized milestones on each program map - Standardize labor market information on all program maps	Questions will be added to program review cycle and disciplines must include and communicate changes to their map for publishing) 2019-2020 – All program maps that are approved will be posted on college website - Fall 2020 – Full implementation of ESL for AB705 - Fall 2020– Full release of program maps which includes new programs that were approved through curriculum - Spring 2020- Address students who are still entering in wrong English and math courses for their program of study.

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		(e.g. identify common sources such as BLS and Center of Excellence)	
1. d. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training X On campus /individual training X Technology Reporting/data Other		*Challenge or barrier: (1,000 character)* *New website has been in progress for the past year, so there has not been any movement in updating information one existing website. Still working on the new website layout to determine where will program map information exist. How do we clearly articulate milestone progression to students? Which milestones are most important (course completion, outside of the classroom support, workshops, counseling appointments, etc.)*	*Support Needed – Detail: (1,000 character)* Embedding Program maps and course sequencing information along with updated course rotation schedules by discipline for students to view on the website.

e. Required math courses are appropriately aligned with the student's field of study (*Note: This essential practice was moved from Area 2*)	*Place an X next to one:*
	   Not occurring
	   Not systematic
	   Planning to scale
	X Scaling in progress
	   At scale
		Progress to date: (2,500 character)
		As of Fall 2019:
		
		• Exists, but in a very traditional sense
		• Establishment of right math within program maps
		• New curriculum launched and new math matrices and courses presented in various participatory governance venues during fall 2018
		
		Term, if *at scale* or *scaling:* **Spring 2020**
			Next steps: (1,000 character)
			
			• Final curriculum approval
			
			Timeline for implementing next steps:
			
			• Fall 2019 - Launch of new curriculum and co-requisite supports

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
1. e. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Challenge or barrier: (1,000 character)*	*Support Needed – Detail: (1,000 character)*

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 2: • Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? • For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses? • Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed "not yet college ready"? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs?			

2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY
 	
 a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.
	Place an X next to one:
	  Not occurring
	  Not systematic
	  Planning to scale
	 X Scaling in progress
	  At scale
		Progress to date:
		
		 As of Fall 2019:
		 • SEP numbers have been increased significantly and the college is making significant progress to develop curriculum plans.
		 • CCSSE and other student feedback about career exploration is uneven. Students are saying that they don't have as much time to explore careers and options as they need.
		 • On a systematic scale, the college has created a significant amount of infrastructure designed to support students in these aspects. However, may students are not necessarily taking advantage of these resources.
		 • Engagement Centers are focusing more on career exploration activities and helping students identify their correct path through faculty advising, counseling and career assessments
			Next steps:
			
			 • Fully employ DQP – Degree Qualifications Profile – on program maps (pull from consistent source – BLS & Center of Excellence)
			 • Program maps do not clearly articulate skills sets. Incorporate the mapping of GE with learning outcomes
			 • Help students "narrow" their preferences based on Instructional Pathway (meta-majors)
			 • The Student Success Teams will need to continue to revisit and clarify timeline and responsible parties for these activities.
			 • Further clarify the roles and functions of the integrated academic support team (build on the Counseling Curriculum developed for 2018-2019)
			 • Refine tools academic support teams use to help students to make better career choices
			 • Plan individual mini orientations for each Instructional Pathway

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		• Educational Advisors provide students with information pertaining to their proposed/chosen program of study. They provide options for students whether they are interested in certificates or degree patterns. • Employment Placement Coordinator provides potential employment information to students who have selected areas of study and interest. • Annual events have been offered for junior and senior high school students to become more aware of the programs that RCC offers. Both N.E.W. event and Senior Day events are planned annually. Additional events are also being planned to reach additional K-12 students. • Spring 2019 – Guided Pathways core group revisited and refined action plan for first institute • Spring 2019 – trailhead development in collaboration with instructional faculty and counseling • January 2019 Retreat – Revisited and refined action plans • Summer 2019 – Mini Orientations by Instructional Pathway planned by faculty liaisons • Fall 2018 - Moved career exploration (Career Coach) to the beginning of a student's onboarding	*Timeline for implementing next steps:* • Fall 2019/ Spring 2020- Career Exploration task force convened to identify the career development process for all students and are currently collecting research and developing strategies to implement for Fall 2020. The taskforce consists of career development expertise counseling faculty in collaboration with the career center. **EQUITY CONSIDERATIONS:** **Explore ways to assess and collect data surrounding underrepresented students and the disproportionate enrollment in programs that lead to lower salaried careers.**

Commented [DK7]: Yes, we are currently doing this and will continue to do so.

Commented [DK8]: Both N.E.W. event and Senior Day events are planned annually. Additional events are also being planned to reach additional K-12 students.

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		experience, versus at the end. – Open CCC Apply captures student prior to completing application • Spring 2018 – Counseling Curriculum developed to define milestones and responsibilities of success team members (counselors, educational advisors, peer mentors, and all counseling frontline staff) • Creation of trailheads for students to explore within instructional pathways • Disciplines/Departments began refining program maps and articulated the skill sets and careers in a Degree Qualifications Profile, but continual revision and assessment needs to happen annually. **EQUITY CONSIDERATIONS:** • We currently offer career exploration workshops, career panels and discovery lecture series with guest speakers to help underrepresented students seek careers in high paying fields and to help raise educational and career expectations for them. However, we do not assess whether underrepresented students are enrolled in programs that lead to lower salaried careers.	

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		• Collaborate with cultural engagement centers in the workshop efforts in the other academic engagement centers. Term, if *at scale* or *scaling*: **Fall 2020**	
2. a. Support Needed? *Type of Support - place an X next to one or more:* 　Policy guidance　　Connections with other GP teams 　Regional training　　X On campus /individual training 　X Technology　　　Reporting/data 　Other		*Support Needed – Detail: (1,000 character)* Currently developing a systematic process for career development to help students make informed decisions on their program of study leading to a career of interest.	*Challenge or barrier: (1,000 character)* Hard to capture students who are truly undecided at the point of entry. CCCApply is not very accommodating when helping students choose a program of study (most students choose an inaccurate program of study).
b. Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's **major program areas**.	*Place an X next to one:* 　Not occurring X Not systematic 　Planning to scale 　Scaling in progress 　At scale	*Progress to date:* As of Fall 2019: • Math and English have pilots. • Strong Workforce is developing student success liaisons • We also know we are blocking students from moving forward because of curriculum management / not offering the needed number of seats for students to progress • Supplemental Instruction has been utilized in limited courses; however, the success rates associated with classes that have included supplemental instruction have higher completion and success rates.	*Next steps:* Most divisions still need to identify gateway courses outside of math and English (e.g. AP class identified to get into Nursing program) • Re-working current SI program and embedded tutoring to more closely align with the needs of all programs. • Further develop - Student Success Liaison proposal within CTE to support students, not only in the classroom, but outside as well. *Timeline for implementing next steps:* • 2019-2020 – identify the gateway courses.

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline

		• Establishment of the correct math course for each program of study
		• Co-requisite model for English approved and offered
		• Huge strides made in math and English but much more work is required outside of these two disciplines to identify gateway courses
		
		EQUITY CONSIDERATIONS:
		• **The college disaggregates data in critical program courses and the following are supports that have been embedded to support the success of the students in those courses:**
		   ○ **New Science of Learning Curriculum**
		   ○ **Study Group Leaders for Biology and Math**
		   ○ **SI: Embedded Tutoring**
		   ○ **Writing center/ STEM center/ Math Learning Center**
			• Continue the work with Academic Support to identify a plan for supporting students in gateway classes (SI, embedded tutoring, etc.)
			• Finalization of student success teams/ roles/ responsibilities (Fall 2019)
			
			EQUITY CONSIDERATIONS:
			• **Address the appropriate hiring of Tutors, Peer mentors and SI leaders that will assist in the student's success. (For Example, the timing of when Math 12 tutors are hired. Most Math 12 tutors are hired and then transfer after one semester. Need to hire them early on in their program to train them appropriately to meet student's needs). We need to include training of mentors, tutors and SI's.**

2. b. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)* Institutional Practices with AB 705 canhelp with assisting students to complete English and math courses within in the first year as well as embedding one major specific course within their first or second term.	*Challenge or barrier: (1,000 character)* Ensuring that students take the appropriate gateway courses in a timely manner, specifically STEM students so that they can get through the math and science sequences in a reasonable time.
c. Special supports are provided to help academically underprepared students to succeed in the program-relevant	*Place an X next to one:* Not occurring	*Progress to date:* *As of Fall 2019:*	*Next steps: (1,000 character)*

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"gateway" **math** courses by the end of their first year. *(Note: This practice was added to the SOAA in February 2019)*	**X** Not systematic Planning to scale Scaling in progress At scale	Students will be placed into the appropriate college level math course directly or with support based upon their high school GPA, the highest-level math course attempted and highest level math course completed successfully (earning a C or better). The placement matrix that has been adopted by all three colleges was created using the RP Group and state data for success in the particular courses. For students that were determined not quite ready for the college level course directly, they will be required to take a concurrent support course along with the transfer level class. The support course is taught by the same math faculty to provide students more time to get comfortable with the information. The math discipline created 4 support courses for Statistics (MAT112), Trigonometry (MAT136), Mathematics of Liberal Arts Students (MAT 125), and Calculus for Business and Life Science (MAT105). • Support courses are 2-unit courses which consist of prerequisite content and affective domain. The affective domain is the unique component which consist of growth mindset, grit, motivation, inspiration, confidence, productive struggle and responsibility. In	• Monitor, evaluate, assess a number of different metrics to track how well that support is working, what additional supports might be needed for students *Timeline for implementing next steps:* • The timeline here is ongoing—throughout next year and beyond. We have a two-year time-frame from the state to study what we've done to meet the requirements of the law but now we need to study how what we've designed is working and make adjustments as needed.

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		these support courses, the students will get the tools, skills and material necessary to help them to be successful in the parent college level course.	
2. c. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology X Reporting/data Other		*Support Needed – Detail: (1,000 character)* *Continued Professional Development for AB705 Implementation and Assessment.*	*Challenge or barrier: (1,000 character)* *New implementation, Ongoing assessment and adjustments will be made over the next year.*

d. Special supports are provided to help academically underprepared students to succeed in the "gateway" **English** courses by the end of their first year. *(Note: This practice was added to the SOAA in February 2019)*	*Place an X next to one:*
	    Not occurring
	    Not systematic
	    Planning to scale
	    Scaling in progress
	    X At scale
		Progress to date:
		
		As of Fall 2019:
		• fully implemented the proportion of co-requisite model English 1A-91s this spring semester in advance of Fall (implementation in spring to fix bugs for fall)
		• Developed and implemented to the 2 unit co-requisite support course that embeds affective domain instruction as well as providing additional time for students to work through the course material for 1A and develop their skills.
		• Extensive professional development on affective domain and on the 91 support course specifically in Fall 2018 and January 2019.
		• This spring, the focus of professional development is re-thinking the stand alone 1A course—from course design
			Next steps:
			
			• Monitor, evaluate, assess a number of different metrics to track how well that support is working, what additional supports might be needed for students, especially those who place directly into English 1A with no requirement or recommendation to take the support course.
			• The department continues to work to enhance the services in the Writing and Reading Center to support student's success in English 1A.
			
			Timeline for implementing next steps:
			
			• The timeline here is ongoing—throughout next year and

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		on (the COR remains exactly the same, but how we get there might be designed differently) to help support the many more students who are placing directly into 1A. • The English discipline has had a required Writing and Reading Center component to its composition courses for many years now and this will also be an invaluable support. Term, if *at scale* or *scaling*: **Spring 2019**	beyond. We have a two-year time-frame from the state to study what we've done to meet the requirements of the law but now we need to study how what we've designed is working and make adjustments as needed.
2. d. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*

e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	*Place an X next to one:*
	   Not occurring
	   Not systematic
	X Planning to scale
	   Scaling in progress
	   At scale
		Progress to date:
		
		As of Fall 2019:
		• Pilots for acceleration exist and data are being collected on their success
		• Curriculum re-design in English, math, reading, ESL
		• Co-curricular support through categorical funding (peer mentors, SI, engagement centers)
		• Supplemental Instruction has been utilized in limited courses; however, the success rates associated with classes that have included supplemental
			Next steps:
			
			• Re-work current SI program to more closely align with student needs.
			• CTE is working on developing "Career Coaches" with all Full Time Faculty where a student can identify a pathway that they are interested, and then see and connect with faculty who are from that same field. The faculty will then serve as a type of Career Coach to let students know what pathways they might identify best

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		instruction have higher completion and success rates. • Leveraged lessons learned from pilots and are scaling up • Awarded 3-year NSF grant – STEM en familia – example of providing intensive support and developing an evidence-based model of support • Fall 2018 – AB705 Professional development focused on redesign • Fall 2019 – AB705 Professional development shift to affective domain support for all faculty • Fall 2018 – STEM en familia grant launched	with. This information is then sent to the Ed Advisors, who then identify a one semester SEP, and then off to a regular counselor for a comprehensive Ed Plan. (This same proposal is also being developed on an institutional level to support all students.) • Further develop the academic resources available in the Engagement Centers • Intensive professional development for all faculty *Timeline for implementing next steps:* • Spring 2019 - Work with Academic Support to develop a plan for supporting very poorly prepared students to succeed in college-level courses asap (SI, embedded tutoring, etc.)
2. e. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams **X** Regional training On campus /individual training Technology **X** Reporting/data Other		*Support Needed – Detail: (1,000 character)* *Work on changing student deficit language about "very poorly" prepared students.*	*Challenge or barrier: (1,000 character)* *New implementation of AB705 for English and math. Continued assessment to assist students in being successful.*
f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.	*Place an X next to one:* Not occurring Not systematic Planning to scale	*Progress to date:* As of Fall 2019:	*Next steps: (1,000 character)* • Strengthen the college infrastructure to support growing

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice (If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)	Next Steps Toward Implementing Practice at Scale & Timeline
	X Scaling in progress At scale	• College Promise – including 700 first-time students who are college level and enrolled full-time • CTE is consistently working with our K-12 partners to established Dual Enrollment and Articulation Agreements in CTE courses and programs. Additional pathways and articulation agreements will be identified and implemented in the Fall 2020. • Additional discussions have occurred with Articulation between High Schools and RCC. • Concurrent and Dual Enrollment discussions have been fruitful and beneficial for students • Multiple events have been offered within CTE to draw attention to programs for High school junior females and High school senior students. • Strong CCAP agreements with 3 districts • Build on concurrent and dual enrollment to help students to begin programs of study while still in high school. • Robust high school faculty-to-college faculty conversations. • Strong collaboration with Gateway College.	concurrent and dual enrollment programs. • Increased guidance support courses for dual enrollment *Timeline for implementing next steps:* • 2018-2019 Strengthen CCAP agreements • Advocate for direct administrative oversight (director) for concurrent and dual enrollment programs **EQUITY CONSIDERATIONS:** • **Ujima program will make concerted efforts to recruit from the high schools and build bridges into the college.** • **Increased Ujima Counseling** • **Adult Education increased participation from the community. Information about the Adult Education program disseminated college wide.**

Commented [DK9]: See comment above about N.E.W. Event and Senior Day event.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		Term, if *at scale* or *scaling*: **Fall 2020**	

2. f. Support Needed? *Type of Support - place an X next to one or more:*
    Policy guidance   Connections with other GP teams
    Regional training   X On campus /individual training
    Technology   Reporting/data
    Other
		Support Needed – Detail: (1,000 character)	*Challenge or barrier: (1,000 character)*

GUIDED PATHWAYS ESSENTIAL PRACTICES	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 3: • How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? • How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? • How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? • How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion?			
3. KEEPING STUDENTS ON PATH a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.	*Place an X next to one:* Not occurring Not systematic Planning to scale X Scaling in progress At scale	*Progress to date:* As of Fall 2019: Center Coordinators for the engagement centers have collected data from the students who are in each instructional pathway and have identified potential ways to ensure that they are on track completing units in a timely manner and completion of a student educational plan. As of Fall 2019: • The only students who receive this support are those who sign a contract or are involved in categorical programs • The ability to monitor is a significant gap • Educational Advisors provide support to students from the initial contact through program completion. • Increased availability of educational advisors to support broad pathways (CTE, LHSS, STEM, FPA, Nursing) • Implementation of EduNav in fall 2018 with 3 pathways with a plan to scale up to all by 2019-2020	*Next steps:* • 2 Additional educational advisors requested in program review to support LHSS and STEM (the two largest of the broad pathways). Currently STEM only has one full time ed advisor and a part time. • Every student needs to be tracked and monitored (via Student Success Team, and eventually EduNav). EduNAV is currently only serving 70% of student population. • Fall 2019- Identifying technology to case load students to monitor their progress within each instructional pathway • Fall 2018- Early alert reform (Email redesigned to be more student friendly). Utilization of early alert to impact special programs (special programs using early alert to monitor and track progress of students, essential for faculty to fill out the early alert for students who need support) • 2018-2019 – Explored additional functionality with existing Early Alert system or a new system

		• Developed three phased approach for integrating EduNav with Guided Pathways which will facilitate the ability of counselors and advisors to monitor progress • Staged rollout of EduNav along with program maps • Counseling Staff currently call all students who were recommended through the early alert system. **EQUITY CONSIDERATIONS:** • **Very few trainings that address specifically culturally relevant advising practices for all types of advisors. However, Faculty Liaisons offered a training on "inclusiveness and Equity in Faculty advising during October (Fall 2019).** FALL 2020- At Scale	*Timeline for implementing next steps:* • 2019-2020 Full rollout of EduNav along with program maps **EQUITY CONSIDERATIONS:** • **There is a need to clarify what types of advisors there are. Based on the type of advisor there needs to be culturally relevant advisor trainings developed.** • **We need to evaluate hours of operation, course offerings and other academic supports because of the lack of service and availability for part time, evening, and weekend students.**
3. a. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance X Connections with other GP teams Regional training X On campus /individual training X Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)* Address and evaluate other colleges that are using technology to monitor and track students' progress. Technology is needed to communicate with students besides an email.	*Challenge or barrier: (1,000 character)* *Closing the loop on early alert.* *Finding technology to support caseload counseling and information sharing to support students through milestones.* *Degree audit on webadvisor may not be accurate for a student's completion. Some students use the degree audit function to track their process but only reflects RCC program of study, this may be problematic for students who have a goal of transferring in a major that we do not offer.*

		Progress to date:	Next steps:
b. Students can easily see how far they have come and what they need to do to complete their program.	*Place an X next to one:* Not occurring Not systematic **X** Planning to scale Scaling in progress At scale	*Progress to date:* As of Fall 2019: • For the courses taken with the college, students can access their academic progress though WebAdvisor (degree audit). However, for courses transferred in, equivalencies are difficult to identify and link • Any student with a comprehensive Educational Plan, will know how far they have come and what they need to do to complete. • Students continue to have access to degree audit along with a staged rollout of program plans through EduNav (only 3 to launch in fall) • Launch EduNav • Fall 2018 – Finalized first 3 program maps	*Next steps:* • Continuous cycle of finalizing and releasing program maps for student use • Group Counseling and SEP completion per engagement center • Expand number of ADT's offered *Timeline for implementing next steps:* 2019-2020 – Full EduNav launch • Fall 2019- Identify program maps that need to be created based off new curriculum • Fall 2019- Link CTE Program maps with other ADT program maps on the instructional pathways page • Fall 2019- Post Trailheads for new incoming students to utilize for first semester courses if they are undecided. • Spring 2019 – Finalized all other program maps that are ADT programs of study • 2018-2019 – EduNav launched to students in selected programs
3. b. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training X Technology Reporting/data X Other		*Support Needed – Detail: (1,000 character)* Technology and Increased Counseling/ Ed Advisor Support for a manageable/realistic caseload.	*Challenge or barrier: (1,000 character)* Consistent monitoring and engagement between students and their counselors to ensure students stay on path.
c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.	*Place an X next to one:* Not occurring **X** Not systematic Planning to scale Scaling in progress At scale	*Progress to date:* As of Fall 2019: • An Early Alert system is in place but is not necessarily effective. Students are often contacted through this system,	*Next steps:* • Explore functionality in existing Early Alert system • Flex Training for New Early Alert System and the benefits of using it

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| | | and followed up by counseling, academic support, and faculty.
• Only in special programs including promise students does this exist
• Counseling Curriculum developed for 2018-2019 to establish a planned approach for counselors, advisors, and peer mentors to reach out to students at specific milestones.

EQUITY CONSIDERSATIONS:
• **The college integrates academic and student support services into pathways so that the support is unavoidable. The following are examples of embedded support:**
  o **Faculty coordinates classroom presentations about services and office hours in the engagement center**
  o **Supplemental Instruction in the classroom**
  o **Lab hours for English**
  o **'First Five' conversations in the classroom. The conversations can include any upcoming events, dates/ deadlines for transfer/graduation/scholarships/program involvement. The conversations can include success strategies and checking in with student health.**
• **The college also ensures that students financial stability needs are being met so that they can make progress in** | • Exploring advanced technology/early assessments to support both case management advising and early alert

Timeline for implementing next steps:

• 2018-2019 Discussing and Planning
• 2019-2020 Discussing, Exploring and Planning for full implementation Fall 2020 |

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		program completion by offering the following services or programs:
		    o **Promise Program**
		    o **Bus passes**
		    o **EOPS**
		    o **ASRCC (resource center)**
		    o **Nursing (food/ snacks)**
		    o **Hunger grant**
		    o **Supplies**
		    o **Guardian scholars**
		    o **Childcare (grant funds)**
		    o **FAFSA workshops/ cash for college H.S.**
		    o **Dream Act**
		    o **Health Service (mental health) (This was added to the list of stability needs by the faculty)**
		    o **Showers and Laundry Service in the Athletics Dept.**
		    o **Financial Aid representative located in the engagement centers for information and support.**	

3. c. Support Needed? *Type of Support - place an X next to one or more:*
    Policy guidance   Connections with other GP teams
    Regional training   On campus /individual training
    Technology   Reporting/data
    Other
		Support Needed – Detail: (1,000 character)	*Challenge or barrier: (1,000 character)*

d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career	*Place an X next to one:*
	    Not occurring
	    Not systematic
	  X Planning to scale
		Progress to date:
		As of Fall 2019:
		• Educational advisors and Counselors help students identify alternative programs
			Next steps: (1,000 character)
			
			• Continue to provide students the advising support they need to enter limited access programs.

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	Scaling in progress At scale	• Counselors work with students to refine career and educational goals • Ed Advisors help students identify alternative programs when they are unlikely to be admitted into limited access programs. Additionally, Ed Advisors provide students plans for completing courses that would prepare them for entry into the limited access programs. • Fall 2019- Implementation of pathways-based academic advising teams which includes Center Coordinators, Faculty Liaisons/Advisors, Educational Advisors, Counselors, and Peer Mentors	• Through Career/Transfer Center and Engagement centers we need to broaden conversation, so students are aware of transfer institution requirements and career options • Based upon where students are within milestones, assist students in understanding available options • Increasing marketing efforts and branding to inform others of Career/Transfer Center. New location and times of services • Nursing Department is creating an allied health/ public health degree for students who don't get into the nursing program, they can use the pre requisite courses to apply to multiple local allied health programs. *Timeline for implementing next steps:* • Fall 2019- Address and examine existing needs and support to staff and house all of the engagement centers
3. d. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Regional training Technology Other	*Connections with other GP teams* x On campus /individual training Reporting/data	*Support Needed – Detail: (1,000 character)*	Challenge or barrier: (1,000 character) Identifying early on students who are not eligible to get into particular programs based on GPA or course completion or other determining factors. Creating additional options for students to obtain degrees or certificates that will allow them to work or be filtered into

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		additional programs that have the same course requirements.	
e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.	*Place an X next to one:* Not occurring Not systematic **X** Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* As of Fall 2019: • Uneven implementation across disciplines – have made progress with putting courses on a rotation • Currently, many CTE programs have certificate and degree patterns with 2 year rotations allowing students to progress through programs based on both day and evening offerings. • Business and IST have accelerated programs in place, as of Fall 2017, which allow students to complete degree and certificate programs within established periods of time (2 years for ADT, and 2 semesters for Certificates) with guaranteed days and times for students so that they can plan for family and work obligations. • Multi-term registration • Majority of all programs have clear course rotations as part of the program mapping. Program maps are designed for both full time and part time students. Part time students are noted to meet with a counselor for term by term course taking. • Win/Spr 2019 – Multi-term registration – students able to register while still enrolled in fall 2018 reports from EduNav to support schedule needs	*Next steps: (1,000 character)* • Year around scheduling • Strategic enrollment management plan assessment and refresh • Increase and Identify accelerated models for additional Programs and pathways. *Timeline for implementing next steps:*

Commented [DK10]: See comments above.

Commented [DK11]: See comments above.

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		• Spring 2019 – Approval and implementation of strategic enrollment management plan	
3. e. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance X Connections with other GP teams Regional training X On campus /individual training X Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)* *Utilizing EduNAV to guide Enrollment Management strategies. EduNAV should be able to predict how many sections of which course do we need to serve our student population.*	*Challenge or barrier: (1,000 character)* Block scheduling capability for large population of students to ensure that they get the courses they need to complete their educational goal. Feedback/assistance requested from the Chancellors office on how to complete this task. The visiting team will also be asked for resources and data in support of this strategy.

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 4: • How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? • As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? • What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)? • Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community?			
4. ENSURING THAT STUDENTS ARE LEARNING a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.	*Place an X next to one:* Not occurring Not systematic Planning to scale Scaling in progress **X** At scale	*Progress to date:* As of Fall 2019: • Occurring in CTE (SLOs PLOs) • In General Education, alignment of PLOs with further education and/or employment is occurring • All programs have PLOs; however, not all PLOs have been assessed. Assessment of course SLOs is established and ongoing. All CTE SLOs and PLOs are reviewed for efficacy by Advisory committees and will be integrated within Nuventive in the Assessment module. This is part of the annual program review process. • PLO assessment workshop offered in spring 2018 • PLO assessment continues to expand particularly those with ADTs	*Next steps: (1,000 character)* • Continue to implementation of PLO assessment for all programs *Timeline for implementing next steps:* • College has an ongoing schedule for PLO assessment.
4. a. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*

Commented [DK12]: Currently working on this for all CTE programs, and will be integrated within Nuventive in the Assessment module. This is part of the annual program review process.

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. *(Note: This practice was added to the SOAA in February 2019)*	*Place an X next to one:* Not occurring Not systematic **X** Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* As of Fall 2019: • Professional Development efforts to enhance classroom instruction. Focus on teaching and learning. • Equity Summit held on March 15th • AVID Flex days and presentations that are aligned best practices in the classroom that embeds equity for faculty development.	*Next steps: (1,000 character)* Fall 2019- Spring 2020 • Continue conversations about culturally responsive teaching and equity minded instruction (to meet the needs of all students and analyze best practices that yield successful outcomes per subject matter). • Development of teaching and learning principles • Collection of best practices amongst instructional faculty *Timeline for implementing next steps:* • Fall 19- Spring 20 College-wide focus on teaching and learning
4. b. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance X Connections with other GP teams Regional training X On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)* How are other colleges addressing Applied learning in GE courses? How are they pairing GE courses with CTE courses for practical application in the field?	*Challenge or barrier: (1,000 character)* *Not Consistent across disciplines.* *Space and time is needed to share and collect best practices across campus.*
c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.	*Place an X next to one:* Not occurring **X** Not systematic Planning to scale Scaling in progress At scale	*Progress to date:* As of Fall 2019: • Varies widely – some limited examples, but not available to all programs equally • Limited internships are available • Study abroad exists • Currently, an Apprenticeship program has been developed within Culinary to provide students the additional	*Next steps:* • All programs/ disciplines need to create an inventory of and understanding of where these opportunities exist and then create relevant opportunities in areas that is feasible.

Commented [DK13]: This is true, and we received another Culinary Apprenticeship grant recently to continue the good work. Additionally, CTE was awarded a grant for non-traditional apprenticeship opportunities and a Director is being hired, and new partnerships with industry leaders in Riverside are being fostered to support the outcomes.

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		opportunities to expand knowledge, skills and abilities. We currently received a Culinary Apprenticeship grant to continue the good work. Additionally, CTE was awarded a grant for non-traditional apprenticeship opportunities and a Director is being hired, and new partnerships with industry leaders in Riverside are being fostered to support the outcomes. • Limited internships are available within other CTE Programs. This is continuous with an outside contractor who works with the Employment Placement Coordinator. • Business program has integrated Student Success Seminar into the Accelerated ADT Program that provides students the opportunities to do group projects that support their overall educational goals. The Success Seminar is being developed as a non-credit module that is taught by a FT Faculty member and is currently being marketed to local high schools.	• Identify needs and where these opportunities could link robustly with curriculum • Non-Credit CDCP Success Seminar modules currently being developed and taken through existing Curriculum protocols. • Consider sending a team to LFM to make progress in this area *Timeline for implementing next steps:* • 2019-2020 – Inventory efforts and identify areas for expansion • 2019-2020 – Continue to explore non-credit options
4. c. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data X Other		*Support Needed – Detail: (1,000 character)* Broaden local partnerships for internship opportunities for students.	*Challenge or barrier: (1,000 character)* Sharing of opportunities and resources for students to connect them to industry partners and experiences outside of the classroom. These resources exist within CTE, but not systematic across GE disciplines.

Commented [DK14]: This is continuous with an outside contractor who works with the Employment Placement Coordinator.

Commented [DK15]: This is a continued initiative that Business is committed to developing and current recruiting from local high schools.

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.	*Place an X next to one:* Not occurring Not systematic Planning to scale Scaling in progress **X** At scale	*Progress to date: (2,500 character)* As of Fall 2019: • ~~PLO assessment pilots are in place and need to be better implemented~~PLO assessment plans/schedules are in place. Templates, strategies, and resources exist and are posted on the Assessment web site. • PLO assessments are ~~scheduled and tracked~~tracked in Nuventive • At scale as it is part of our structure and processes. Term, if *at scale* or *scaling*: **Fall 2018**	*Next steps:* • Continue to assess SLOs and complete PLO assessment. • 2019-20- Teaching and learning professional development opportunities to ensure students are learning *Timeline for implementing next steps:* • Ongoing college implementation schedule which is done through Annual Program Review and assessment. The goal is to take the information from assessment and use it to evaluate effective instructional techniques and practices. Additional focus moving forward is to integrate the Equity data (from institutional research and Perkins) in these instructional techniques to make sure that all populations of students have adequate access and support for success.
4. d. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*
e. Results of learning outcomes assessments are used to improve	*Place an X next to one:*	*Progress to date:*	*Next steps:*

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline

teaching and learning through program review, professional development, and other intentional campus efforts.	Not occurring
	Not systematic
	Planning to scale
	Scaling in progress
	X At scale
		As of Fall 2019:
		• SLO's are assessed on an ongoing basis and adjustments to instruction are made, when needed, based upon findings.
		• Program Review is used to propose and assess new initiatives that align with results of learning outcome assessments, industry recommendations and statewide goals.
		• At scale but need to address quality and pedagogical adjustments suggested
		• Individual faculty have access to equity data that drive conversations about appropriate course content and teaching strategies
		
		EQUITY CONSIDERATIONS:
		• **There is Disaggregated Course success looked at by individual sections or discipline wide using Center for Urban Excellence Protocol. There are also trainings, programs and professional development options that are assessed that specifically target underrepresented Equity groups. Such as the following:**
		    ◦ **105 clubs (L.G.B.T.Q.)**
		    ◦ **Puente/ Ujima Learning Communities**
		    ◦ **Avid faculty development**
			• Continue to assess SLO's to improve teaching and learning with a focus on equity.
			• Achieve ongoing assessment at PLO level.
			• Beginning the conversations around pedagogical and curricular changes.
			• Professional development is needed to train adjunct faculty in the areas of SLO and PLO assessment to help close the loop.
			• Creating opportunities to rethink how we teach to infuse active/experiential learning in courses and programs
			• Make sure all faculty are equipped to address affective domain issues
			
			Timeline for implementing next steps:
			
			• Ongoing
			• Spring 2020- Adjunct faculty Professional Development Opportunities
			
			EQUITY CONSIDERATIONS:
			Assess how we critically examine our role in advancing equity minded teaching and advising practices, other than cultural competency training, or individual pockets of staff/faculty participation in equity minded teaching and learning conferences. We assess programs,

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		o Cultural competency: the Cohort needs to change **o HBCU trip** **o Invited speakers** Term, if *at scale* or *scaling*: Fall 2018	**trainings and curriculum, but we need to take a closer look at how they impact the practice in the classroom and in support programs in a systemic way. Training/ Professional development needs to include faculty and staff.**
4. e. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*

f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	*Place an X next to one:*
	   Not occurring
	X Not systematic
	   Planning to scale
	   Scaling in progress
	   At scale
		Progress to date:
		
		As of Fall 2019:
		• Uneven across programs
		• CTE is currently working with the new GIG Economy statewide initiative to develop Digital badges for students who complete programmatic goals. These badges, developed collaboratively, provide employers and university partners a guarantee that the students have met the qualifications associated with the program of study or field proficiency. Currently, there is no uniformity in badges within employment fields. Additional research and conversation is required. Decisions on the use of badges will be determined by Spring 2021.
			Next steps: (1,000 character)
			
			• Inventory and assess what is going on at the campus to determine the effectiveness of scaling
			
			Timeline for implementing next steps:
			• 2019-2020 Examine use of portfolios. CTE is still considering how to integrate the use of portfolios for students. Again, the uniformity of this in the employment fields vary. Additional research and conversation is required. Decisions on how to integrate portfolios will be determined by Spring 2021.

Commented [DK16]: Gig Economy is done.

Commented [DK17]: CTE is still considering digital badges because there is no uniformity in badges within employment fields. Additional research and conversation is required. Decisions on the use of badges will be determined by Spring 2021.

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
		• Adopted Portfolium for a 2-year pilot but did not retain the contract, but discussion in currenty in progress to determine the next steps and need for portfolios.	

Commented [DK18]: No contract at this point, please see comments about portfolios above.

4. f. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*
g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	*Place an X next to one:* Not occurring Not systematic X Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* As of Fall 2019: • Regularly use CCSSE and student feedback • Drafts completed of professional development plans for faculty, staff, and management (Spring 2019) • Faculty advising program was implemented in part based on feedback from CCSSE • Faculty liaisons have been established (fall 2017) for LHSS/FPA, STEM, CTE/Nursing • SENSE surveys done in fall 2018 • Spring 2019 began discussion of SENSE survey results	*Next steps:* • Linking Professional Development plans to strategic planning process, equity and college initiatives • Look at SENSE data and determine next steps • Reorient flex activities more directly around college initiatives • Ideas around Student Centered Research to increase student voice, train future researchers and increase faculty-student engagement. *Timeline for implementing next steps:* Fall 2020 - for all the above
4. g. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character*	*Challenge or barrier: (1,000 character)*

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Additional REQUIRED questions:

Student Engagement and Support

Additional REQUIRED questions:

Student Engagement and Support	
STUDENT ENGAGEMENT	*Guided Pathways legislation specifically asks for a report on progress in engaging students in the planning and implementation of the reforms. Your answers below will provide the Chancellor's Office a system-wide qualitative measure of this effort.*
In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)	*Place an X next to one or more:* X Student survey(s) X Students serve on campus GP advisory committee(s) X Student focus groups Other:
	Engagement Efforts - Details: (1,000 character) At RCC, we understand how valuable our student voices are in our redesign efforts. We currently have students sit on our Guided Pathways Committee (committed to getting consistent student representation every meeting), we also have student representatives assigned to every leadership council and senate. During the last year we have engaged our students in student panels at faculty flex and have requested feedback from students in every implementation strategy or document. As of Fall 2019, a student survey went out to all students to inform them about the guided pathways framework and also collected information about what would be most beneficial in ensuring their success. The questions for the survey were created by faculty to address serving students in and out of the classroom. The SENSE survey and disaggregated data was used in implementation strategies and discussions centered around onboarding and classroom support.
COURSE ALIGNMENT	*How is the college exploring alignment of course offerings with student education plans? (To help answer this question, consider the college's answers to the following self-assessment questions 1.D., 2.A., 3.B., and 3.E.)*
	Course Alignment - Details: (1,000 character) Although not systematic, Program maps and trailheads have been designed with course offerings in mind. Not all program maps or trailheads have the same courses listed. Discipline faculty and counseling determined which programs should take English or math first, History vs Political

	Science, Communication Studies 1 or 9, etc… Although courses from education plans are not being captured now, it is our hopes to have our EDUNAV System will eventually assist in enrollment management. Our college has also moved towards a two term registration period to assist class offerings based on need.

Additional OPTIONAL questions:

Success Story	
SUCCESS STORY	**Optional:** *Please share a success story for collaborative purposes and to help establish best practices. Other NOVA users will be able to see this information as part of your submitted self-assessment, however the Chancellor's Office will not share the information with outside parties without first obtaining your college's consent. Note: All fields are required should you choose to include a success story.*
Title: Nursing Pathways	
Follow-up Contact Person(s): Sandy Baker, Dean of Nursing	
Challenge: (1,000 character) Students are entering into Nursing programs with excessive units not needed for completion of degree and not all of the units that are being completed are transferable. There has also been difficulties in getting students to enroll in BSN programs after completion of an associate degree in Nursing.	
Success Story: (10,000 character) RCC in collaboration with CSU Fullerton and CSU San Bernardino have created concurrent enrollment pathways for Nursing students. 50% of students in the concurrent enrollment program are men. The diversity in this program is higher than any traditional cohort.	
Outcomes: (1,000 character) These concurrent enrollment programs will ensure that our students are not only getting associates degree requirements but graduating with a BSN as well. The concurrent enrollment program assists in increased bachelor's degree attainment, decreased unit accumulation, meets workforce needs and makes RCC Students more marketable in the industry.	
Vision for Success Goals - Please select the goals that apply to this success story. Place an X next to one or more: Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job. X **Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU**	

Decrease the average number of units accumulated by California Community College students earning associate degrees

Increase the percent of exiting CTE students who report being employed in their field of study

X   Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups

Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults

Board of Trustees Regular Meeting (VIII.C)

Meeting	February 18, 2020
Agenda Item	Advancement and Partnership (VIII.C)
Subject	Advancement & Partnership Resolution No. 34-19/20 in Support of Proposition 13: Public Preschool, K-12, and College Health and Safety Bond Act of 2020
College/District	District
Funding	N/A
Recommended Action	Recommend approving Resolution No. 34-19/20 in Public Preschool, K-12, and College Health and Safety Bond Act of 2020.

Background Narrative:

Request that the Board of Trustees of the Riverside Community College District supports Proposition 13: Public Preschool, K-12, and College Health and Safety Bond Act of 2020.

On the March 3, 2020 Proposition 13, the Public Preschool, K-12, and College Health and Safety Bond Act of 2020, a $15 billion facilities bond measure will appear on the ballot. If approved, $2 billion would be directed to California Community Colleges.

Prepared By: Rebeccah Goldware and Marisa Yeager

RESOLUTION OF THE BOARD OF TRUSTEES OF THE RIVERSIDE COMMUNITY COLLEGE DISTRICT IN SUPPORT OF PROPOSITION 13: PUBLIC PRESCHOOL, K-12, AND COLLEGE HEALTH AND SAFETY BOND ACT OF 2020

RESOLUTION NO. 34-19/20

WHEREAS, the California Community College system is the largest postsecondary system of education in the world, enrolling approximately 2.1 million students each year; and

WHEREAS, California's 115 community colleges and 73 districts are located in nearly every community in the state, serving more than 70% of California's public postsecondary undergraduate students; and

WHEREAS, the primary mission of the California Community Colleges is to offer academic and vocational instruction, by granting certificates, associate degrees, select Baccalaureate degrees, and providing transfer opportunities to four-year institutions; and

WHEREAS, the California Community College Chancellor's Office estimates unmet community college facilities needs of approximately $29 billion;

WHEREAS, Proposition 13: Public Preschool, K-12, and College Health and Safety Bond Act of 2020 provides two billion dollars to community colleges for constructing new classrooms to accommodate growth, repairing health and safety issues, renovating facilities and equipping learning spaces with essential technology; and

WHEREAS, this proposed Proposition has no relation to the existing Proposition 13 that was passed by the voters in 1978 that decreased property taxes by assessing values at their 1976 value and restricted annual increases of assessed value of real property to an inflation factor, not to exceed 2 percent per year; and

WHEREAS, the Riverside Community College District has identified significant facility needs at each of its colleges, the cost of which may be partially funded by state funds; and

WHEREAS, this Proposition has no relation to the proposed California Tax on Commercial and Industrial Properties for Education and Local Government Funding Initiative that has qualified on the November 3, 2020 ballot; and

WHEREAS, the California unemployment rate is greater than the national unemployment rate; and

WHEREAS, 17,000 middle class jobs, including the majority focused on building trades, are created for each one billion dollars in school facility infrastructure investments; and

WHEREAS, quality community college facilities enhance the education and training of a skilled 21st century workforce, in furtherance of the state's academic and economic goals; and

WHEREAS, Proposition 13 will not raise state taxes and will allow local districts to leverage state funds for college facilities; and be it further

RESOLVED that the Board of Trustees of the Riverside Community College District supports Proposition 13: Public Preschool, K-12, and College Health and Safety Bond of 2020.

PASSED AND APPROVED this 18th day of February 2020, at the regular meeting of the Riverside Community College District Board of Trustees.

President of Board of Trustees
Riverside Community College District

Board of Trustees Regular Meeting (IX.A)

Meeting	February 18, 2020
Agenda Item	Other Items (IX.A)
Subject	Vice Chancellor
College/District	District
Funding	N/A
Recommended Action	

Background Narrative:

Information Only

Prepared By:

Board of Trustees Regular Meeting (IX.B)

Meeting   February 18, 2020

Agenda Item   Other Items (IX.B)

Subject   Presidents

College/District   District

Funding   N/A

Recommended
Action

Background Narrative:

Information Only

Prepared By:

Board of Trustees Regular Meeting (X.A)

Meeting	February 18, 2020
Agenda Item	Other Items (X.A)
Subject	Moreno Valley College
College/District	Moreno Valley College
Funding	N/A
Recommended Action	

Background Narrative:

Information Only

Prepared By:

Board of Trustees Regular Meeting (X.B)

Meeting	February 18, 2020
Agenda Item	Other Items (X.B)
Subject	Norco College
College/District	Norco College
Funding	N/A
Recommended Action	

Background Narrative:

Information Only

Prepared By:

Board of Trustees Regular Meeting (X.C)

Meeting	February 18, 2020
Agenda Item	Other Items (X.C)
Subject	Riverside City College/Riverside Community College District
College/District	Riverside City College
Funding	N/A
Recommended Action	

Background Narrative:

Information Only

Prepared By:

Board of Trustees Regular Meeting (XI.A)

Meeting	February 18, 2020
Agenda Item	Other Items (XI.A)
Subject	CTA - California Teachers Association
College/District	District
Funding	N/A
Recommended Action	

Background Narrative:

Information Only

Prepared By:

Board of Trustees Regular Meeting (XI.B)

Meeting   February 18, 2020

Agenda Item   Other Items (XI.B)

Subject   CSEA - California School Employees Association

College/District   District

Funding   N/A

Recommended
Action

Background Narrative:

Information Only

Prepared By:

Board of Trustees Regular Meeting (XII.A)

Meeting	February 18, 2020
Agenda Item	Other Items (XII.A)
Subject	Update from Members of the Board of Trustees on Business of the Board
College/District	District
Funding	N/A
Recommended Action	Information Only

Background Narrative:

Members of the Board of Trustees will briefly share information about recent events/conferences they attended since the last meeting including any updates regarding the following assigned associations:

- Association of Community College Trustees (ACCT)
- Association of Governing Board of Universities and Colleges (AGB)
- California Community College Trustees and Legislative Network (CCCT)
- Community College League of California (CCLC)
- Hispanic Association of Colleges and Universities (HACU)
- Latino Trustees Association
- Inland Valleys Trustees and CEO Association
- African-American Organizations Liaison Riverside Branch – NAACP
- Hispanic Chambers of Commerce: Corona, Moreno Valley and Riverside
- Chambers of Commerce: Corona, Eastvale, Jurupa Valley, Moreno Valley, Norco, Perris, and Riverside
- Riverside County School Boards Association
- Riverside County Committee on School District Organization
- Alvord Unified School District Ad-Hoc Committee
- Norco Partnership Ad-Hoc Committee

Prepared By: Wolde-Ab Isaac, Chancellor

Board of Trustees Regular Meeting (XIII.A)

Meeting	February 18, 2020
Agenda Item	Other Items (XIII.A)
Subject	Conference with Legal Counsel - Existing Litigation Paragraph (1) of Subdivision(d) of Government Code 54956.9 Name of Case: Riverside Community College District vs. Marcia L. Campbell, CPA, et al. Case No: RIC1905026
College/District	
Funding	N/A
Recommended Action	To Be Determined

Background Narrative:

To Be Determined

Prepared By:

Board of Trustees Regular Meeting (XIII.B)

Meeting	February 18, 2020
Agenda Item	Other Items (XIII.B)
Subject	Pursuant to Government Code Section 54957, Public Employee Performance Evaluation Title: Chancellor
College/District	
Funding	N/A
Recommended Action	To Be Determined

Background Narrative:

To Be Determined

Prepared By:

Board of Trustees Regular Meeting (XIII.C)

Meeting	February 18, 2020
Agenda Item	Other Items (XIII.C)
Subject	Pursuant to Government Code Section 54957, Public Employee Discipline/Dismissal/Release
College/District	
Funding	N/A
Recommended Action	To Be Determined

Background Narrative:

To Be Determined

Prepared By: