



Academic Senate 2018/19

Minutes

November 6, 2018

Location: Board Room

1:00 p.m.

Members Present: Frank Accardo, Robin Babou, Kevin Barman, Michelle Bean, Robert Bethel, Brian Brutlag, Angela Cheung, Fran Cummings, Libby Curiel, William Currington, Alexandre Dejean, Michael Dighera, Theresa Freije, Karen Gottlieb, Yunion Hernandez, Jupei Hsiao, Jorge Huinquez, Erin Irwin, Steve Johnson, George Kimber, Michael Koger, Jose Lara, Violeta Lewis, Jeannie Liu, Sheila Lynch, Marina Markossian, Angelica Martinez, Juana Mora, Farrah Nakatani, Katie O'Brien, Tyler Okamoto, Jill Pfeiffer, Dorali Pichardo-Diaz, Matthew Pitassi Tracy Rickman, Rudy Rios, Jose Rodriguez, Matt Schleicher, Monica Serafin, Stephen Smith, Shelly Spencer, Irma Valdivia, Viviana Villanueva, George Wheeler, Adam Wetsman **Members Absent:** Marie Eckstrom, Carley Mitchell, Gerson Montiel, Diana Reyes **Ad hoc members present:** Michelle Pilati, Elizabeth Ramirez **GUESTS:** President Dreyfuss, Sergio Guzman, Jim Sass, Alyson Cartagena, Anthony Delgado, Cecilia Rocha, Caroline Durdella

I. **Call to Order: 1:01pm**

II. **Approval of Minutes:** October 16, 2018 approved with minor corrections

III. **Public Comment –**

A. Dr. Mora expressed concern regarding the Chicano Studies Full time faculty position not being filled and read the following statement: “I was recently told that the District had opted to not fill the replacement position for a full-time and tenure-track faculty position in Chicano Studies. Yesterday I met with VP Ramirez and Dean Green who were unable to clearly explain what motivated that decision. They speculated that enrollment data might have informed that directive, they also alluded to FTES, and number of students on the waitlist. But there was no clarity as to why the District is choosing to not replace the position. Also, important to note is that prior to yesterday’s meeting with VP Ramirez and Dean Green, these concerns were never expressed. I am concerned for many reasons, which I will share with anyone who asks, but for the purpose of this public comment I’d like to focus on the precedent that is being set when the District unilaterally chooses to end an academic program. And let me clear, choosing to not replace the only full-time faculty member in Chicano Studies is terminating the program.”

B. Juana asked that it be on record that VP Ramirez and Dean Green informed her that the district would not be replacing the full-time tenure track Chicano Studies position. Reasoning included possible enrollment data, FTES and waitlisted students. President Dreyfuss shared that she is unclear how Juana came to that conclusion when it has not been decided yet. President Dreyfuss asked that it be on the record that she has emailed Juana several times to meet with her. Dr. Mora and President Dreyfuss will meet to discuss and clarify.

IV. **Guest:** Superintendent/President Dreyfuss—Budget Presentation

A. Shared a document with updates on the budget (see Addendum C)

B. It’s a balanced and healthy budget, RHC is not in financial crisis



Academic Senate 2018/19

- C. Most recent simulations from chancellor's office compared old and new formula. Some changes have occurred since then by the chancellor's office
 - D. Need to report 4 times a year to chancellor's office. Final, which is reported in July, increased by 400 FTS
 - E. Based on numbers from October which were submitted last month, we are short by 257 FTS but we have 2 years to catch up.
 - F. Financially we are strong and secure, currently there is 50 million in an Irrevocable trust. In July, was able to give classified COLA plus
- V. **Guest:** Dr. James Sass and Anthony Delgado (Institutional Research and Planning)—Tableau
- A. Bean thanked Cecilia Rocha for serving as interim dean and welcomed our new dean Caroline Durdella
 - B. Cecilia reminded everyone that they have 10 more days until program plan/review is due
 - C. Anthony shared a demonstration of how to use Tableau for data that can be included in program plans/review. Go to Institutional Research and Planning website for use. First demonstration was course success from 2014 to 2018 which showed improvement and included data for each course. Instead of doing a research request, you may be able to get data on your own.
 - D. This year, data is aggregatable by ethnicity, gender etc.
- VI. **President's Report**
- A. SB 972: Student ID cards will have suicide prevention numbers (starting July 1, 2019)
 - 1. There are 3 phone numbers so Michelle will bring it back to senate
 - B. Vision Resource Center (Professional Learning Network): visionresourcecenter.cccco.edu
 - C. December Senate meeting cancelled
 - D. Plenary Update
 - 1. Juana Mora, Michelle Bean and Gerson Montiel Attended
 - 2. AB 705, Equivalency, Funding formula, faculty diversification were all hot topics of discussion. Michelle helped lead a discussion about faculty diversification and provided a link
 - 3. A senator asked if some of this information would be part of the student equity summit, Juana said she would take that request back to the committee
 - 4. Juana shared that Chicano studies was highlighted as part of faculty diversification
 - 5. Katie asked if there is clarification about offering pre-bac courses. Michelle Pilati shared that the onus is on us regarding not under placing students and that we should not be getting rid of basic skills courses.
 - 6. Michelle B took a moment to explain to senators how plenary works
 - E. Reminders
 - 1. Drop date November 9th drop with a "W"
- VII. **Vice Presidents' Reports**
- A. 1st Vice President
 - 1. Funding formula taskforce – Some of the big drivers includes awarding degrees. Team is focusing on how to efficiently help students earn degrees. Next meeting is in early December



Academic Senate 2018/19

2. CFT leading discussion that there is talk to change 67% law in a single district and working on seniority rights for part time faculty

B. 2nd Vice President

1. Wear gold and black next Wednesday for spirit week
2. A.S. students have been assigned a department or program to go and introduce themselves to as new liaisons.

VIII. **Unfinished Business:** None

IX. **New Business**

A. Assigning Courses to Disciplines (see Addendum A)

1. There is no clarity about who can teach what courses
2. Motion to endorse the implementation of the proposed process of assigning courses to disciplines with a deadline to complete the process by March 5, 2019 by Sheila Lynch, 2nd by Adam Wetsman.

1. Motion Passes Unanimously

3. Adam asked that there should be clarification about how this will work.
4. Concerned about there being a process. Pilati proposing that divisions come together and discuss. Unclear about where some disciplines belong. Another issue is that faculty want to make sure it is faculty lead.

B. Areas of Interest and GE Mapping (see Addendum B and C)

Executive Motion: To support the recommendations of the Senate Guided Pathways Steering Committee for the RHC areas of interest and GE mapping.

- A. Clarification from Bethel that this is a work in progress
- B. Katie shared that there are a lot of opinions about GE mapping. There was a lot of discussion. The remainder of mapping will be just GE areas, but not prescribed.
- C. Katie shared that there is another motion regarding double counting and that it needs to be included in the motion
- D. Katie Moved to add language that includes double counting for major or GE wherever possible. 2nd by Adam
- E. Angelica shared that the handout with areas of interest are not what the committee originally approved and questioned what the process was. Libby shared that we need to be asking new students, not those that have already been here or have relationships with administrators.
- F. Jose expressed concern that there is something that was approved by the steering committee and that it does not look like what was agreed on.
- G. Brian shared that the concern is that they want students to have choices and not tell them what to do. Fran agreed and stated that it is the purpose of general education.
- H. Faculty had a hearty discussion about this item
- I. Sheila Lynch moved to postpone the motion to our next meeting, 2nd by Mike Dighera.
 - a. Motion passes unanimously
- J. Motion by Sheila Lynch to postpone item C and D of Agenda, 2nd by Adam Wetsman
 - a. Motion Passes unanimously

C. ASCCC Diversity Award (February 11, 2019): Rise Scholars Program

D. ZTC Class Schedule Filter



Academic Senate 2018/19

X. **Committee Reports- No Committee Reports**

Senate Committees:

- Academic Rank
- Curriculum
- Guided Pathways
- Instructional Technology (ITC)
- Online Education (OEC)
- Open Educational Resources (OER)
- Staff Dev./Flex
- Outcomes

Planning & Fiscal Council Committees:

- Institutional Effectiveness (IEC)
- Program Review
- Safety

Other Committees:

- Basic Skills
- Bookstore
- Enterprise Systems Advisory
- Online Education Initiative (OEI)
- Student Equity
- Student Success and Support Program (SSSP)

XI. **Announcements** - none

XII. **Adjournment** – 2:19pm



Academic Senate 2018/19

Addendum A:

Curriculum Updates for RHC Senate Meeting November 6, 2018
Prepared October 31, 2018
M. Pilati

ACTION ITEM – It is proposed that the RHC Senate endorse the implementation of the proposed process for assigning courses to disciplines with a deadline to complete the process by March 5, 2019.

Ideally, this topic would be addressed at Division meetings on Flex day. The Curriculum Chair would be available to meet with any Divisions that have questions.

Assigning Courses to Disciplines at Rio Hondo College

October 18, 2018

OVERVIEW

The areas that are the purview of academic senates is defined in Title 5 § 53200 and often referred to as the "10 + 1". Number 1 of those ten is "curriculum, including establishing prerequisites and placing courses within disciplines". All faculty are hired to teach in a specific discipline that has established minimum qualifications. Courses, as they are approved through the local curriculum process, should be assigned to a discipline. In other words, part of the curriculum process is supposed to be the identification of which discipline(s) can teach a course.

Like many colleges, RHC has failed to establish a process for assigning courses to disciplines. While this is generally not a problem, it can be and establishing a process can prevent issues and confusion. It can also solve problems before they become problems. For the most part, we "house" a course in the area associated with the discipline that can teach the course. In other words, we presume that a course called ECON 101 would be taught by someone who meets minimum qualifications in the discipline of Economics. But, through the years, we have introduced new areas that are not aligned with a discipline. And the failure to explicitly identify which disciplines can teach which classes can bar otherwise qualified faculty from teaching courses that they are qualified to teach and that the college would like them to teach.

"RHC Course Areas" Not Aligned with Disciplines on the Discipline's List

1. AET (Alternative Energy Technology)
2. BUSL (Business Law)
3. CIV (Civil Design)
4. EUT (Electronics/Electrical Utility Technology)
5. FABR (Fabrication)
6. GIS (Geographic Information Systems)
7. HMLD (Homeland Security)
8. HUSR (Human Services)
9. LAND (Landscape)
10. LOG (Logistics)
11. OENG (Operating Engineers)
12. ORTH (Orthopedic Technology)
13. TCED (Technical Education)
14. VOCE (Vocabulary)



Academic Senate 2018/19

We also have course areas that COULD be associated with multiple disciplines – and these disciplines might have very different minimum qualifications. The official list of disciplines can be found in the document titled “Minimum Qualifications for Faculty and Administrators in California Community Colleges”, available at <http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2017-Minimum-Qualifications-Handbook-r1-ADA.pdf>

Three categories of disciplines are recognized:

1. Disciplines Requiring a Master’s Degree
2. Disciplines Requiring a Specific Bachelor’s or Associate’s Degree and Professional Experience
3. Disciplines Requiring any Degree and Professional Experience

Having a process for assigning courses to disciplines can ensure that a person with the appropriate educational or experiential background is the only person permitted to teach a given course.

Examples of Related Areas Requiring Different Levels of Academic Preparation

Disciplines Requiring a Master’s Degree	Disciplines Requiring a Specific Bachelor’s or Associate’s Degree and Professional Experience	Disciplines Requiring any Degree and Professional Experience
Psychology Sociology		Addiction Paraprofessional Training
Accounting		Banking and Finance
Biological Sciences	Biotechnology	
Film Studies Mass Communication		Broadcasting Technology (Film making/video, media production, radio/TV) Media Production (Broadcasting Technology) Multimedia
Music		Commercial Music
Computer Science		Computer Information Systems (Computer network installation, microcomputer technology, computer applications)
Drama/Theater Arts		Stagecraft
Nursing		Nursing Science/Clinical Practice



Academic Senate 2018/19

OPTIONS FOR ASSIGNING COURSES TO DISCIPLINES

(Adapted from: https://www.asccc.org/sites/default/files/CI2013_CourseDiscipline_Final.pdf)

There are three ways to assigned a course to a discipline or discipline(s).

1. Course assigned to a **single discipline**. Example: ENGL 101 assigned to English. The minimum qualifications for English provide adequate preparation to teach the course content.
2. Course assigned to **more than one discipline with an "or"**. Example: ARTS 101 assigned to Art or Graphic Design. The minimum qualifications for either discipline provide adequate preparation to teach the course content.
3. Course assigned to **more than one discipline with an "and"** (interdisciplinary). Example: HUMA 120 assigned to Humanities and Ethnic Studies. The minimum qualifications for both disciplines together provide adequate preparation to teach the course content.

Courses assigned to multiple disciplines do not need to be listed on more than one course outline of record (COR) or be listed in the catalog under multiple subject codes. While such courses may be "cross-listed", this is not necessary. At RHC, cross-listing has commonly been used when a course is assigned to more than one discipline.

PROPOSED PROCESS FOR ASSIGNING COURSES TO DISCIPLINES AT RHC Revised 10-31-18

It is unclear why prior attempts to implement a process for assigning courses to disciplines have failed. In the interest of correcting this historical oversight, it is proposed that we implement a process that ensures that assignments are made in a timely manner and leaves technical details to be determined.

It is proposed that by March 5, 2019, all existing courses will be formally assigned to disciplines and that all newly proposed courses will be assigned to disciplines.

Steps to be taken:

1. Curriculum Committee to establish where discipline assignment will appear on the Course Outline of Record (COR). Ideally, this will be a temporary measure until a formal location for this information in the COR can be established. A drop-down menu has been implemented at some CurrlQunet colleges.
2. New course proposal will identify discipline designation once #1 is determined.
3. Divisions will be asked to take formal action that confirms approval of proposed discipline assignments.
4. Paperwork will be prepared for Division approval if the Division does not act.
5. Upon establishing initial course placement for all courses, a policy will be documented for assigning courses to disciplines for the future. The policy will address mechanisms for modifying assignments and addressing disputes.

Example - Discipline Designation Paperwork

TO: Curriculum Committee
FROM: BSS Division

At its Division Meeting of XX-XX-2018, the BSS Division approved the following:



Academic Senate 2018/19

OPTIONS FOR ASSIGNING COURSES TO DISCIPLINES

(Adapted from: https://www.asccc.org/sites/default/files/CI2013_CourseDiscipline_Final.pdf)

There are three ways to assigned a course to a discipline or discipline(s).

1. Course assigned to a **single discipline**. Example: ENGL 101 assigned to English. The minimum qualifications for English provide adequate preparation to teach the course content.
2. Course assigned to **more than one discipline with an "or"**. Example: ARTS 101 assigned to Art or Graphic Design. The minimum qualifications for either discipline provide adequate preparation to teach the course content.
3. Course assigned to **more than one discipline with an "and"** (interdisciplinary). Example: HUMA 120 assigned to Humanities and Ethnic Studies. The minimum qualifications for both disciplines together provide adequate preparation to teach the course content.

Courses assigned to multiple disciplines do not need to be listed on more than one course outline of record (COR) or be listed in the catalog under multiple subject codes. While such courses may be "cross-listed", this is not necessary. At RHC, cross-listing has commonly been used when a course is assigned to more than one discipline.

PROPOSED PROCESS FOR ASSIGNING COURSES TO DISCIPLINES AT RHC Revised 10-31-18

It is unclear why prior attempts to implement a process for assigning courses to disciplines have failed. In the interest of correcting this historical oversight, it is proposed that we implement a process that ensures that assignments are made in a timely manner and leaves technical details to be determined.

It is proposed that by March 5, 2019, all existing courses will be formally assigned to disciplines and that all newly proposed courses will be assigned to disciplines.

Steps to be taken:

1. Curriculum Committee to establish where discipline assignment will appear on the Course Outline of Record (COR). Ideally, this will be a temporary measure until a formal location for this information in the COR can be established. A drop-down menu has been implemented at some CurrlQunet colleges.
2. New course proposal will identify discipline designation once #1 is determined.
3. Divisions will be asked to take formal action that confirms approval of proposed discipline assignments.
4. Paperwork will be prepared for Division approval if the Division does not act.
5. Upon establishing initial course placement for all courses, a policy will be documented for assigning courses to disciplines for the future. The policy will address mechanisms for modifying assignments and addressing disputes.

Example - Discipline Designation Paperwork

TO: Curriculum Committee
FROM: BSS Division

At its Division Meeting of XX-XX-2018, the BSS Division approved the following:



Academic Senate 2018/19

1. All ANTH courses, except ANTH 110, will be assigned to the Anthropology discipline
 - a. ANTH 110 will be assigned to Anthropology or Sociology
2. All CD courses will be assigned to the Child Development discipline.
3. All ECON courses, except ECON 135, will be assigned to the Economics discipline.
 - a. ECON 135 will be assigned to Economics or Political Science
4. All HIST courses will be assigned to the History discipline.
5. HUSR 111, 118, 123, 199A, 199B, 230A and 230B will be assigned to the discipline of Psychology and the discipline of Sociology.
6. HUSR 122, 124, 126, 128, and 130 will be assigned to the discipline of Psychology.

Approved by RHC Curriculum Committee
October 24, 2018

Include Scheduling Information in Course Schedule and Catalog at Rio Hondo College

Whereas, Rio Hondo College has been striving to improve its scheduling processes by determining course offerings in advance of publication of the schedule;

Whereas, Implementation of guided pathways, AB 705, and the new funding formula creates new pressures on the development of student education plans, facilities allocations, and scheduling;

Whereas, The Vision for Success goals adopted for the California Community Colleges (CCC) by the CCC Board of Governors and Rio Hondo College's own goals require that average student unit accumulation be decreased while awards granted increase; and

Whereas, It is standard practice to indicate the terms in which courses are offered at many universities and serves to inform student planning.

Resolved, That Rio Hondo College create a master document that delineates the terms that courses will be offered; and

Resolved, That Rio Hondo College make this information available in the schedule of classes and the college catalog as soon as possible.

Recommendations

Catalog language would specify terms that courses would be offered, but could specify "typically" if there was a possibility that a course might not be offered.

At it's October 31st meeting the Curriculum Committee discussed and expressed no objections to the following proposals:



Academic Senate 2018/19

1. Proposed processes to ensure the development and revision of outcomes associated with curriculum
 - a. NEW Curriculum - At present, we have no process for ensuring that new curriculum has outcomes attached and "mapping" completed. It is proposed that, for the future, the Outcomes Coordinator would be informed of all new curriculum by the Curriculum Chair so that the faculty developing said curriculum could be contacted to attach outcomes and do mapping. SLOs and PLOs, of course, should be developed in parallel with curriculum – but they are then stored and tracked separately. New curriculum is not truly "complete" for all institutional purposes until the outcomes have been formalized. Consequently, new curriculum will not be deemed finalized for offering and publication in the catalog until the outcome components have been completed.
 - b. REVISED Curriculum - When curriculum is revised, originators will need to consider whether or not outcome modifications are needed. It is proposed that a statement will be made on the curriculum documentation indicating that this has been considered and whether or not any corresponding changes are to be – or have been - made. In other words, curricular changes would trigger a consideration of the impact of said changes on outcomes – and this would be tracked within our curriculum documents.
2. At present, we have multiple versions of courses being developed to address AB 705. Once all articulation is established, we will have four versions of English 101 that are, effectively, comparable. We need to establish language in the catalog to make this clear for these courses – and all others being developed. It does not serve our students well to be overwhelmed by a long list of requisites. The intent is to establish the "how" as a college and not create a new burden by listing every option in the COR. With this in mind, every course option should NOT be identified in the COR – this applies to the various versions of ENGL as well as the new math courses that will be coming through curriculum that integrate support.
3. "And appropriate assessment" >>> "And appropriate placement" – given that assessment tests will not be an element of our English and math placement processes effective Fall 2019, it is proposed that we change the language from assessment to placement for all impacted references. Like the change from READ 23 to READ 43, this would be an institutional change that would be implemented administratively – but notated as courses come through the curriculum process in advance of the formal change.



Academic Senate 2018/19

Addendum B:



Career & Academic Pathways (Meta-Majors)

Draft 10-5-18

Accounting, Business, Economics, and Computer Technology

Arts

Behavioral and Social Sciences

Communication and Languages

Education

Health Sciences

Industrial, Environmental, and Transportation Technology

Physical Education and Kinesiology

Public Safety

Science, Technology, Engineering, and Mathematics

Undecided



Academic Senate 2018/19

Addendum B:

Guided Pathways Proposal on General Education Mapping 10/12/18

In order to preserve the intent of General Education that values providing a broad base of knowledge, inquiry, exploration and choice outside of one's major focus while still incorporating G.E. as part of the mapping process, I propose the following:

- A. Include specific General Education courses in mapping only for G.E. areas and programs which require them as part of a licensing or other external requirement (i.e. Psychology 101, Sociology 101, Speech 101 for RN students).
- B. For disciplines which do not have an external requirement for particular G.E. course, offer the following options for their degree programs:
 - 1. Inclusion of G.E. categories as part of their degree mapping



Academic Senate 2018/19

ADDENDUM C:

RIO HONDO COLLEGE GENERAL FUND						
OBJ	ACCOUNT DESCRIPTION	2014-2015 ACTUAL	2015-2016 ACTUAL	2016-2017 ACTUAL	2017-2018 ACTUAL	2018-2019 ADOPTED
	UNRESTRICT BEGIN BAL	\$8,904,582	\$7,177,164	\$6,867,745	\$8,200,913	\$8,355,007
	RESTRICT BEGIN BAL - SPECIAL	\$260,000	\$200,000	\$500,000	\$500,000	\$0
	RESTRICT BEGIN BAL - PARKING	\$506,622	\$875,620	\$437,128	\$329,676	\$329,676
	RESTRICT BEGIN BALANCE (IEF/SM)	\$0	\$1,300,000	\$350,000	\$2,000,000	\$492,198
	NET BEGINNING BALANCE	\$9,671,204	\$9,552,784	\$8,154,873	\$11,030,589	\$9,176,881
INCOME						
INCOME FROM FEDERAL SOURCES						
8120	Veterans	\$0	\$0	\$0	\$0	\$0
8180	College Work Study	\$379,102	\$245,769	\$292,796	\$472,876	\$480,000
8240	Vocational Education Act	\$549,465	\$533,991	\$522,170	\$535,348	\$473,000
8490	Other Federal Income	\$568,236	\$635,128	\$670,795	\$558,441	\$704,000
8491	Title V	\$535,789	\$492,569	\$525,260	\$533,729	\$687,000
	TOTAL FEDERAL INCOME	\$2,032,592	\$1,907,457	\$2,011,021	\$2,100,394	\$2,344,000
INCOME FROM STATE SOURCES						
8611	State Apportionment	\$42,243,375	\$48,657,539	\$49,446,098	\$47,662,328	\$52,171,000
8612	Apprenticeship	\$952,812	\$1,752,326	\$1,364,617	\$1,409,085	\$2,359,000
8613	Student Success Support Program	\$1,841,937	\$3,302,769	\$4,438,946	\$3,912,108	\$3,609,000
8614	Student Equity	\$428,321	\$1,417,015	\$2,152,986	\$1,528,981	\$2,304,000
8638	Extended Opportunity Program/CARE	\$1,348,436	\$1,861,594	\$1,789,696	\$1,802,913	\$1,897,000
8623	Disabled Students Programs and Ser	\$855,152	\$896,634	\$952,304	\$1,004,145	\$966,000
8630	Prop 30 EPA	\$11,504,115	\$10,727,113	\$10,210,079	\$9,588,210	\$11,000,000
8652	Instructional Equipment & Library	\$645,197	\$728,004	\$584,091	\$336,538	\$340,000
8672	Homeowners Property Tax	\$39,460	\$40,276	\$37,204	\$36,242	\$37,000
8690	Other State Income	\$5,558,463	\$7,809,986	\$9,098,868	\$10,461,764	\$19,450,000
8692	Mandated Costs	\$914,320	\$350,711	\$350,786	\$350,572	\$350,000
8695	State Lottery Income	\$2,100,907	\$2,486,331	\$2,599,037	\$2,793,602	\$2,800,000
8600	TOTAL STATE INCOME	\$68,432,494	\$80,030,298	\$83,024,712	\$80,886,488	\$97,283,000
INCOME FROM LOCAL SOURCES						
8810	Education Revenue Augmentation Fu	\$0	\$0	\$0	\$0	\$0
8811	Secured Roll	\$5,185,926	\$5,385,337	\$5,616,314	\$5,867,607	\$5,900,000
8812	Unsecured Roll	\$124,061	\$125,805	\$120,323	\$131,687	\$130,000
8813	Prior Year Taxes	\$46,346	\$119,267	\$85,854	\$203,264	\$205,000
8817	Supplemental Taxes	\$148,141	\$168,243	\$168,903	\$164,243	\$165,000
8818	Redevelopment funds	\$622,998	\$450,216	\$663,662	\$941,004	\$940,000
8820	Contributions & Grants	\$347,808	\$502,651	\$28,475	\$24,197	\$163,000



Academic Senate 2018/19

RIO HONDO COLLEGE GENERAL FUND

OBJ ACCOUNT DESCRIPTION	2014-2015 ACTUAL	2015-2016 ACTUAL	2016-2017 ACTUAL	2017-2018 ACTUAL	2018-2019 ADOPTED
8832 Contract Instruction	\$86,782	\$173,275	\$134,598	\$118,897	\$209,000
8850 Rentals & Leases	\$76,228	\$135,687	\$114,233	\$130,340	\$131,000
8860 Interest Income	\$231,800	\$344,143	\$530,130	\$547,741	\$550,000
8871 Community Service	\$181,626	\$200,231	\$196,459	\$42,142	\$40,000
8872 Non-Resident Tuition	\$268,916	\$350,918	\$494,200	\$699,650	\$700,000
8874 Drop Fees	\$165	\$35	\$70	\$50	\$100
8875 Health Fees	\$675,785	\$659,971	\$633,639	\$650,885	\$650,000
8876 Enrollment Fees	\$3,235,523	\$2,982,525	\$3,989,160	\$4,421,190	\$4,525,000
8877 Parking Fees	\$853,106	\$762,017	\$726,578	\$641,433	\$650,000
8877 Parking Fines	\$93,313	\$52,577	\$50,313	\$42,687	\$45,000
8879 A. J. Fees	\$404,726	\$462,105	\$653,186	\$626,725	\$630,000
8880 Material Fees - Other	\$183,923	\$183,146	\$192,408	\$338,019	\$150,000
8890 Miscellaneous	\$439,885	\$449,448	\$625,437	\$842,444	\$752,000
8900 Intrafund Transfer	\$0	\$0	\$0	\$0	\$150,000
8800 TOTAL LOCAL INCOME	\$13,207,059	\$13,507,597	\$15,023,942	\$16,434,205	\$16,685,100
<hr/>					
TOTAL INCOME	\$83,672,145	\$95,445,352	\$100,059,675	\$99,421,087	\$116,312,100
<hr/>					
TOTAL INCOME & BEGINNING BALANCE	\$93,343,349	\$104,998,136	\$108,214,548	\$110,451,676	\$125,488,981
<hr/>					
EXPENDITURES & OTHER OUTGO					
<hr/>					
1000 CERTIFICATED SALARIES					
1100 Classroom Teachers--Regular	\$13,863,746	\$13,964,753	\$14,620,332	\$15,165,532	\$16,101,000
1200 Administrators, Coordinators, Asst. Deans, Counselors, Librarians	\$6,011,582	\$6,623,354	\$7,039,977	\$7,094,726	\$7,498,000
1300 Part-Time Teachers (Day, Evening, & Summer)	\$12,334,857	\$12,836,598	\$13,498,148	\$14,723,755	\$16,450,000
1400 Part-Time Non-Instructional	\$1,552,190	\$1,641,208	\$1,681,266	\$1,716,297	\$1,959,000
1000 TOTAL CERTIFICATED SALARIES	\$33,762,375	\$35,065,913	\$36,839,723	\$38,700,310	\$42,008,000
<hr/>					
2000 CLASSIFIED SALARIES					
2100 Classified Service, Non-Instructional	\$11,916,015	\$12,298,832	\$13,633,762	\$14,045,131	\$16,472,000
2200 Classified, Instructional Aides	\$1,980,196	\$1,935,253	\$2,035,433	\$2,011,587	\$2,301,000
2300 Non-Instructional, Part-Time	\$680,124	\$708,822	\$1,139,483	\$1,411,549	\$1,684,000
2400 Part-Time Instructional	\$680,765	\$906,745	\$905,094	\$891,435	\$1,022,000
2000 TOTAL CLASSIFIED SALARIES	\$15,257,099	\$15,849,651	\$17,713,772	\$18,359,702	\$21,479,000
<hr/>					
3000 STAFF BENEFITS					
3100 State Teachers Retirement	\$2,721,194	\$8,262,653	\$6,369,010	\$7,778,726	\$8,052,000
3200 Public Employees Retirement	\$1,671,092	\$3,462,862	\$2,216,356	\$2,662,753	\$3,422,000
3300 Old Age, Survivors, Disability Ins.	\$1,616,620	\$1,692,810	\$1,854,879	\$1,914,810	\$2,134,000
3400 Health & Other Benefits	\$15,983,967	\$16,607,721	\$15,851,711	\$16,284,971	\$17,058,000
3500 Unemployment Insurance	\$24,308	\$24,808	\$28,189	\$27,866	\$32,000
3800 Retirement/Apple	\$102,796	\$110,591	\$134,931	\$149,038	\$157,000
3000 TOTAL STAFF BENEFITS	\$22,119,978	\$30,161,445	\$26,455,076	\$28,818,164	\$30,855,000



Academic Senate 2018/19

RIO HONDO COLLEGE GENERAL FUND

OBJ	ACCOUNT DESCRIPTION	2014-2015 ACTUAL	2015-2016 ACTUAL	2016-2017 ACTUAL	2017-2018 ACTUAL	2018-2019 ADOPTED
OTHER EXPENDITURES						
4000	Supplies	\$1,084,930	\$1,050,073	\$1,459,270	\$1,451,867	\$2,500,000
5000	Other Operating Expenses	\$8,795,647	\$10,636,531	\$10,727,881	\$9,853,200	\$13,824,000
6000	Capital Outlay	\$1,501,074	\$2,189,603	\$1,765,437	\$1,515,483	\$2,449,000
7000	Foster Care Grant	\$0	\$0	\$0	\$0	\$0
7300	Interfund/ Intrafund Transfers	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000
7500	Student Financial Aid	\$769,461	\$1,390,047	\$1,722,800	\$2,076,069	\$2,906,000
	TOTAL OTHER EXPENDITURES	\$12,651,113	\$15,766,254	\$16,175,388	\$15,396,619	\$22,179,000
TOTAL EXPENDITURES & OTHER OUTGO		\$83,790,565	\$96,843,263	\$97,183,959	\$101,274,795	\$116,521,000
CONTINGENCIES						
7900	Appropriation for Contingencies	\$7,177,164	\$6,867,745	\$8,200,913	\$8,355,007	\$7,937,305
7900	Restricted Approp. For Cont - Special	\$200,000	\$500,000	\$500,000	\$0	\$0
7900	Restricted Reserve (Parking)	\$875,620	\$437,128	\$329,676	\$329,676	\$48,676
7900	Restricted Reserve (IEF)	\$1,300,000	\$350,000	\$2,000,000	\$492,198	\$982,000
7900	Restrict Approp. for Contingencies	\$0	\$0	\$0	\$0	\$0
	TOTAL RESERVES	\$9,552,784	\$8,154,873	\$11,030,589	\$9,176,881	\$8,967,981
TOTAL EXPENDITURES & OTHER OUTGO PLUS ENDING BALANCE		\$93,343,349	\$104,998,136	\$108,214,548	\$110,451,676	\$125,488,981