CHAPTER 3 PROGRAMS AND SERVICES

Overview
Academic Programs
Student Services
Glossary of Data Elements for Academic Programs
Summary of Growth Projections for Academic Programs
OVERVIEW

The educational plan portion of the Moreno Valley College Comprehensive Master Plan is data-driven, using an analysis of the programs and services currently offered to students as well as external scan data as the foundation to plan the college’s future.

The analysis of programs and services presented in this chapter is comprised of three components for each MVC academic program and student service:

- Description,
- Data, and
- Growth projection.

The first two components – Description and Data – describe the programs and services currently offered to students. The Description is a narrative that summarizes the role of that program or service in a student’s matriculation through the college. The student services’ Data sections present student use data. The academic programs’ Data sections present two types of data:

- Efficiency of academic programs: these data elements are those that are used statewide to assess academic programs, such as the number of weekly student contact hours.

- Student success: these data elements reflect the percentage of students who complete a course with a passing grade at the end of the semester. The analysis in this chapter compares each academic discipline’s rate of successful course completion with the statewide average of successful course completion for that discipline.

The operational definitions of these data elements are included in the last section of this chapter.

The Growth Projection for each program and service is derived from an analysis of the potential of that specific program or service to keep pace with the overall college growth rate. Based on the data in the previous chapter, MVC projects that the college’s credit enrollment will grow in the coming decade at the rate of 3% per year each year. This projection of the overall college growth projection is based on the following two facts.

- The population within RCCD boundaries is projected to increase 19% over the next ten years. (Refer to Chapter 2, Data Set 1.)

- MVC’s student headcount decreased 15% over the past five years, dropping from a high of 10,958 students in fall 2008 to 9,288 students in fall 2012. (Refer to Chapter 2, Data Set 21.)

This decline in student headcount does not reflect a reduction in student demand. Despite student demand, the college offered fewer sections of courses over these years as the result of the reduction in
state funding. During this same period, the communities served by MVC continued to increase in population.

To ensure that the college is fulfilling its mission to provide access to higher education to residents of its service area, the college has made an institutional commitment to increase student enrollment.

Obviously all components of the college will need to grow in order to serve greater numbers of students, but all will not grow at the same rate as the overall college enrollment. Therefore, in the following *Growth Projections*, each academic discipline and student service is rated as growing slower than, at the same rate as, or faster than the projected overall college growth rate of 3% per year each year for ten years.
ACADEMIC PROGRAMS

Accounting
Administration of Justice
Anthropology
Art
Biology
  • Anatomy and Physiology
  • Microbiology
Business Administration
  • Management
  • Marketing
Chemistry
Communication Studies
Community Interpretation
Computer Applications and Office Technology
Computer Information Systems
Dance
Dental Assistant
Dental Hygiene
Early Childhood Education
Economics
Emergency Medical Services
English
English as a Second Language
Fire Technology
Geography
Health Science
History
Homeland Security and Emergency Management
Humanities
Human Services
Journalism
Kinesiology
Library
Mathematics
Medical Assistant
Music
Philosophy
Photography
Physician Assistant
Physics and Astronomy
Political Science
Psychology
Reading
Real Estate
Sociology
Spanish
Speech Language Pathology Assistant
Theatre Arts
Work Experience
ACCOUNTING

Description

Accounting is the systematic recording, analysis, and explanation and interpretation of financial transactions of a business. The accounting program includes theoretical and practical courses for students planning to transfer as accounting majors.

The college’s accounting department curriculum consists of nine, three-unit courses. All of the accounting courses, except Accounting 55: Applied Accounting/Bookkeeping, transfer to CSU and two of the nine accounting courses transfer to UC.

Six sections were offered in fall 2013, three during the day and three in the evening.

Refer to the Business Administration page in this document for a description of the certificate and associate degree with a concentration in accounting.

Data

<table>
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<th>WSCH/FTEF</th>
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<th>Discipline Successful Course Completion</th>
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<tr>
<td>Fall 2011</td>
<td>626</td>
<td>1.0</td>
<td>626</td>
<td>81%</td>
<td>35%</td>
<td>65%</td>
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Judging from the fall 2011 snapshot, accounting courses fill at a moderate rate (81%) and are efficient (WSCH/FTEF = 626) compared to the state standard for lecture courses (WSCH/FTEF = 525). However, the student successful course completion rate of 35% is significantly below the statewide successful course completion rate for this discipline (65%).

Growth Projection

The discipline of accounting is projected to grow at the same rate as the college’s overall growth rate. In addition to this growth goal, a primary goal for this discipline is to develop and implement strategies to improve rates of students’ successful course completion.
ADMINISTRATION OF JUSTICE

Description
Administration of Justice examines the structure, function, laws, procedures, and decision-making processes of the police, courts, and correctional agencies that constitute the criminal justice system. The courses in this discipline provide academic background for transfer to four-year institutions as well as a basic peace officer training academy.

As an academic discipline, the college’s curriculum consists of seven three-unit courses that provide instruction in criminal law and policy, police and correction systems organization, the administration of justice and the judiciary, and public attitudes regarding criminal justice issues. All of the courses transfer to CSU and three of the courses also transfer to UC.

Three sections were offered in fall 2013, all in the evening.

Students may earn an administration of justice certificate after completing 27 units in specific courses. Upon completion of the certificate program plus the general education/graduation requirements, students may earn an associate of science degree in administration of justice.

The basic peace officer training academy combines theory and practical experience to prepare students to perform the duties of police and public security officers, including patrol and investigative activities, traffic control, crowd control and public relations, witness interviewing, evidence collection and management, basic crime prevention methods, weapon and equipment operation and maintenance, report preparation and other routine law enforcement responsibilities. The curriculum in the basic peace officer training academy is designed to meet the requirements of various law enforcement agencies at the local, state, and federal levels.

This regional training program serves eleven counties in Southern California and is offered in collaboration with Riverside County Sheriff’s Department. The full-time basic academy is offered two or three times per year, forty hours per week, for 24 weeks. The basic academy is also periodically offered for part-time students during the evening and weekends. The number of offerings is contingent on the hiring needs of the Riverside County Sheriff’s Department. Upon successful completion of the course the college awards 39 units of college credit and the California Commission on Peace Officer Standards and Training issues a Basic Peace Officer’s Certificate.

Students may earn an administration of justice/law enforcement certificate after completing 27 units in specific courses. Upon completion of the certificate program plus the general education/graduation requirements, students may earn an associate of science degree in administration of justice/law enforcement.

In addition, the college offers a basic correctional deputy academy and training for public safety dispatchers. Students may earn a certificate upon completion of the basic correctional deputy academy
(13 units) or upon completion of the public safety dispatch course (5 units).

The advisory committee is comprised of different groups. The first one is the Basic Law Enforcement Advisory Committee and provides direction for the basic law academy. This includes representatives from Police Officers Standards and Training and various law enforcement agencies from all the inland counties. A second group, the Riverside County Law Enforcement Trainers Association, also guides law enforcement curriculum and includes representatives from Police Officers Standards and Training and law enforcement in Riverside County. Both Advisory groups meet twice a year.

<table>
<thead>
<tr>
<th>Data: Administration of Justice Transfer Program</th>
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<tbody>
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<td><img src="table.png" alt="Table" /></td>
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Judging from the fall 2011 snapshot, the transfer courses in administration of justice fill at a high rate (106%), are extremely efficient (WSCH/FTEF = 869) compared to the state standard for lecture courses (WSCH/FTEF = 525), and the student successful course completion rate of 82% is slightly above the statewide successful course completion rate for this discipline (80%).

<table>
<thead>
<tr>
<th>Data: Basic Peace Officer Training Academy and Basic Public Safety Dispatch</th>
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Judging from the fall 2011 snapshot, the basic peace officer training academy and basic public safety dispatch courses fill at a strong rate (89%) and student successful course completion rate of 98% matches the statewide successful course completion rate for this discipline (98%). However the discipline is extremely inefficient overall (WSCH/FTEF = 282) compared to the state standard for lecture courses (WSCH/FTEF = 525). The reason for this low WSCH/FTEF ratio is that some class sizes are limited for safety reasons.

<table>
<thead>
<tr>
<th>Data: Basic Correctional Deputy Academy</th>
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Data: Probation and Parole

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<th>WSCH/FTEF</th>
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<th>Discipline Successful Course Completion</th>
<th>Statewide Successful Course Completion</th>
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<tr>
<td>Fall 2011</td>
<td>539</td>
<td>1.75</td>
<td>308</td>
<td>66%</td>
<td>98%</td>
<td>81%</td>
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</table>

Judging from the fall 2011 snapshot, the applied courses in the correctional deputy academy and courses in probation and parole fill at moderate rates (80% and 66% respectively) and the student successful course completion rates of 97% and 98% respectively are significantly higher than the statewide successful course completion rates for these applied programs (72% and 81% respectively).

Both the basic correctional deputy academy and probation and parole programs are inefficient (WSCH/FTEF = 243 and 308 respectively) compared to the state standard for lecture courses (WSCH/FTEF = 525).

Growth Projections
Both the transfer program and applied training programs in administration of justice are projected to grow at the same rate as the college’s overall growth rate. Given that the course offerings in the transfer administration of justice program are currently meeting student demand, the offerings in this discipline should increase as needed to keep pace with the college’s enrollment. Growth of the applied training programs, such as the basic academy, is contingent on the Riverside County Sheriff’s Department training needs.
ANTHROPOLOGY

Description

Anthropology, a social science, is the study of human behavior from a biological, historical, cultural, and social perspective. Anthropology analyzes the place of humans in the natural world and explores cultural assumptions across the globe.

The college’s anthropology curriculum consists of eight three-unit courses. All of these courses transfer to CSU and five of the eight courses transfer to UC. The college offers an associate degree for transfer in anthropology. The college plans to expand the curriculum by adding a laboratory course in the near future to give students hands-on experiences with anthropological research.

Eight sections were offered in fall 2013, all during the day. Evening and online sections were not offered.

Data

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<td>Fall 2011</td>
<td>1248</td>
<td>1.35</td>
<td>924</td>
<td>125%</td>
<td>82%</td>
<td>67%</td>
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Judging from the fall 2011 snapshot, courses in anthropology fill at a high rate (125%), are extremely efficient (WSCH/FTEF = 924), and the student successful course completion rate of 82% is significantly higher than the statewide successful course completion rate for this discipline (67%).

Growth Projection

The discipline of anthropology is projected to grow at the same rate as the college’s overall growth rate. Given that student demand currently exceeds the number of course offerings, the offerings in this discipline should increase both in the near term and far term to keep pace with the college’s enrollment. Current facilities limit the number of offerings as well as the numbers and types of hands-on exercises that faculty can provide for students.
ART

Description
Art is the fine arts discipline of expressing or applying human creative skill and imagination, typically in a visual form such as painting or sculpture, to produce works to be appreciated primarily for their beauty or emotional power. This program offers theoretical and practical courses in the traditional disciplines of art and art history as well as animation.

The college’s art curriculum consists of 27, three-unit courses. All art courses transfer to CSU and six of the 27 courses transfer to UC. The college offers one honors course in this discipline, ART - 6H: Honors Art Appreciation. The college offers an associate degree for transfer in studio art.

Sixteen sections were offered in fall 2013, eleven during the day and five in the evening. Eleven classes were stacked or offered at the same time as others, resulting in eleven classes being offered in only one of four different time frames.

Data

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<th></th>
<th>WSCH</th>
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<th>WSCH/FTEF</th>
<th>Fill Rate</th>
<th>Discipline Successful Course Completion</th>
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<tr>
<td>Fall 2011</td>
<td>1,616</td>
<td>2.73</td>
<td>591</td>
<td>72%</td>
<td>77%</td>
<td>75%</td>
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Judging from the fall 2011 snapshot, courses in art fill at a relatively low rate (72%). However, this discipline is efficient (WSCH/FTEF = 591) and the student successful course completion rate of 77% is slightly above the statewide successful course completion rate for this discipline (75%).

Growth Projection
The discipline of art is projected to grow at the same rate as the college’s overall growth rate. A portion of this growth could be achieved through increased efficiencies within existing resources. Once efficiency is improved, the number of offerings will need to be increased to keep pace with the college’s enrollment.
BIOLOGY

Description
Biology is the science of life and living organisms, including their structure, function, growth, origin, evolution, and distribution. Biology courses are prerequisites to programs in the health professions. The biology program includes three disciplines: anatomy and physiology; biology; and microbiology.

Anatomy and physiology: The college’s anatomy and physiology curriculum consists of two, four-unit lecture and laboratory courses and one, three-unit lecture course. All anatomy and physiology courses transfer to both CSU and UC.

Nine sections of anatomy and physiology were offered in fall 2013, seven during the day and two in the evening. One of the day sections and one evening section were web-enhanced.

Biology: The college’s biology curriculum consists of ten courses. Each of these is approved as partial fulfillment of the general education requirements for an associate degree. All of these courses transfer to CSU and six of the ten courses transfer to UC. The college offers two honors courses in this discipline: BIO - 1H: Honors General Biology and BIO - 11H: Honors Introduction to Molecular and Cellular Biology.

Ten sections of biology were offered in fall 2013, eight during the day and two in the evening. All sections were web-enhanced courses.

Microbiology: The college’s microbiology curriculum consists of one lecture and laboratory course, which has been approved as partial fulfillment of the general education requirements for an associate degree. The course transfers to both CSU and UC.

Four sections of microbiology were offered in fall 2013, four during the day and one during the evening that was web-enhanced.

Data: Biology

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<tr>
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<th>WSCH/FTEF</th>
<th>Fill Rate</th>
<th>Discipline Successful Course Completion</th>
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<td>Fall 2011</td>
<td>1,779</td>
<td>2.82</td>
<td>632</td>
<td>101%</td>
<td>62%</td>
<td>67%</td>
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Data: Anatomy & Physiology

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<th>Fill Rate</th>
<th>Discipline Successful Course Completion</th>
<th>Statewide Successful Course Completion</th>
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</table>
Judging from the fall 2011 snapshot, courses in biology, anatomy and physiology and microbiology fill at rates slightly higher than capacity (101%, 106%, and 104% respectively) and are more efficient than the state standard for lecture courses (WSCH/FTEF = 632, 737, and 567 respectively compared to the state standard WSCH/FTEF for lecture courses of 525). However, the successful course completion rates of 62%, 43%, and 55% respectively are below the statewide successful course completion rate for these disciplines (67%, 64%, and 75% respectively).

**Growth Projections**

The disciplines of biology, anatomy and physiology and microbiology are all projected to grow faster than the college’s overall growth rate. In addition to growth, a second goal for this discipline is to develop strategies to improve rates of students’ successful course completion.
BUSINESS ADMINISTRATION

Description

Business Administration is a study of the practices and products of commerce. Business administration courses include theoretical and practical courses for students planning to enter the job market after completing an associate degree or to transfer in one specialization within business administration.

Business: The college’s business curriculum consists of ten, three-unit courses. All of these courses transfer to CSU and three of the ten business administration courses transfer to UC. Eleven sections were offered in fall 2013, five during the day, three during the evening and three online. One day section and one evening section are hybrid courses. All other sections are either online or are web-enhanced.

Management: The college’s management curriculum consists of four, three-unit courses. One of the courses is cross-listed with business administration. Three of the four courses transfer to CSU. One online section was offered in fall 2013.

Marketing: The college’s marketing curriculum consists of three, three-unit courses. All of these courses transfer to CSU. One online section was offered in fall 2013.

Students may earn a certificate or an associate degree in business administration with a major concentration in one of these areas:

- Accounting
- General Business
- Management
- Marketing
- Real Estate

The college is also developing a Business Administration associate degree for transfer.

Each certificate requires students to complete core business administration courses plus courses related to the area of concentration. Upon completion of one of these certificate programs plus the general education/graduation requirements, students may earn an associate of science degree in business administration with a major concentration.

Advisory Committee?

Data: Includes Business, Management and Marketing

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<th>WSCH</th>
<th>FTEF</th>
<th>WSCH/FTEF</th>
<th>Fill Rate</th>
<th>Discipline Successful</th>
<th>Statewide Successful</th>
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13
Judging from the fall 2011 snapshot, courses in business administration fill to capacity (100%) and are extremely efficient (WSCH/FTEF = 576) compared to the state standard for lecture courses (WSCH/FTEF = 525). However, the student successful course completion rate of 54% is below the statewide successful course completion rate for this discipline (65%).

**Growth Projection**

The discipline of business administration is projected to grow at the same rate as the college’s overall growth rate. In addition to this growth goal, a second goal for this discipline is to develop and implement strategies to improve rates of students’ successful course completion.
CHEMISTRY

Description
Chemistry is an experimental and physical science that studies the composition, structure, properties and reactions of matters. Lecture and laboratory sections emphasize compounds and molecules for inorganic and organic chemistry including reactions, structure, and physical and chemical properties.

The college’s chemistry curriculum consists of six chemistry courses, four of which are five-unit lecture and laboratory courses. All of these courses transfer to both CSU and UC. The college offers two honors courses in this discipline: Chemistry 1AH: Honors General Chemistry I and Chemistry 1BH: Honors General Chemistry II. The two introduction to chemistry courses, Chemistry 2A and 2B, serve as a pathway to the allied health programs.

Six sections were offered in fall 2013, five during the day and one in the afternoon and evening.

Data

<table>
<thead>
<tr>
<th></th>
<th>WSCH</th>
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<th>WSCH/FTEF</th>
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<tr>
<td>Fall 2011</td>
<td>1,281</td>
<td>2.50</td>
<td>513</td>
<td>105%</td>
<td>83%</td>
<td>67%</td>
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Judging from the fall 2011 snapshot, courses in chemistry fill at a rate slightly higher than capacity (105%), are nearly as efficient as lecture courses (WSCH/FTEF = 513 compared to the state standard WSCH/FTEF for lecture courses of 525), and the successful course completion rate of 83% is significantly higher than the statewide successful course completion rate for this discipline (67%).

Growth Projection
The discipline of chemistry is projected to grow faster than the college’s overall growth rate.
COMMUNICATION STUDIES

Description

Communication Studies provides students with a theoretical and methodological foundation of the nature of communication in its various forms and contexts, as well as the uses, effects, and relevancy of communication for the purpose of increasing competence.

The college’s communication studies curriculum consists of 14 courses, one of which is at the pre-collegiate level. All of the credit courses transfer to CSU and ten of the 13 courses transfer to UC. Two Honors courses are offered, COM - 1H: Honors Public Speaking and COM - 9H: Honors Interpersonal Communication. The college offers a Communication Studies associate degree for transfer.

Twenty-two sections were offered in fall 2013, 17 during the day, four in the evening and one during the weekend at the Ben Clark Training Center.

Data

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<th>Discipline Successful Course Completion</th>
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<tr>
<td>Fall 2011</td>
<td>1,633</td>
<td>3.20</td>
<td>510</td>
<td>100%</td>
<td>81%</td>
<td>76%</td>
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Judging from the fall 2011 snapshot, courses in communication studies fill to the capacity (100%), are moderately efficient (WSCH/FTEF = 510), and the successful course completion rate of 81% is slightly higher than the statewide successful course completion rate for this discipline (76%).

Growth Projection

The discipline of communication studies is projected to grow at the same rate as the college’s overall growth rate. Given that the course offerings are currently meeting student demand, the offerings in this discipline should increase as needed to keep pace with the college’s enrollment.
COMMUNITY INTERPRETATION

Description
Community Interpretation courses serve as an introduction to a career in translating English/Spanish interactions in the contexts of medicine, law, and business. The curriculum includes general translation skills and intensive training in the three modes of interpreting: simultaneous, consecutive, and sight translation.

The college’s community interpretation curriculum consists of six courses, two at three units, two at four units and two at six units. The six-unit courses include a 54-hour laboratory requirement.

Four sections were offered in fall 2013, three during the day and one in the evening.

There is no advisory committee for this career technical education program.

These career technical education courses improve the job skills for employees who use Spanish and English in the workplace and may lead to a certificate. Upon completion of the required 18 units for the certificate plus the general education/graduation requirements, students may earn an associate of science degree in community interpretation.

Data

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<th>WSCH</th>
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<tbody>
<tr>
<td>Fall 2011</td>
<td>449</td>
<td>0.97</td>
<td>464</td>
<td>103%</td>
<td>86%</td>
<td>85%</td>
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</table>

Judging from the fall 2011 snapshot, courses in community interpretation fill to capacity (103%) and the student successful course completion rate of 86% matches the statewide successful course completion rate for this discipline (85%). However, the discipline’s efficiency (WSCH/FTEF = 464) is below the state standard for lecture courses (WSCH/FTEF = 525).

Growth Projection
The discipline of community interpretation is projected to grow slower than the college’s overall growth rate.
COMPUTER APPLICATIONS AND OFFICE TECHNOLOGY

Description
The Computer Applications and Office Technology program serves students with courses in basic skills, transfer, and career and technical education. Composed of curriculum focused in the areas of computer applications and business protocols, the program provides students with theoretical and hands-on experience in using the power to compute to critically evaluate and solve business issues.

The college’s computer applications and office technology curriculum consists of 18 courses. Ten of these courses transfer to CSU. Ten of the courses are cross-listed with business, computer information systems, or accounting.

Four sections were offered in fall 2013, three as hybrids and one was web-enhanced.

Data

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<th>Growth Category</th>
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<tr>
<td>Fall 2011</td>
<td>471</td>
<td>0.80</td>
<td>589</td>
<td>97%</td>
<td>51%</td>
<td>63%</td>
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Judging from the fall 2011 snapshot, computer applications and office technology courses fill at a high rate (97%) and are efficient (WSCH/FTEF = 589) compared to the state standard for lecture courses (WSCH/FTEF = 525). However, the student successful course completion rate of 51% is significantly below the statewide successful course completion rate for this discipline (63%).

Growth Projection
The discipline of computer applications and office technology is projected to grow at the same rate as the college’s overall growth rate. In addition to this growth goal, a primary goal for this discipline is to develop and implement strategies to improve rates of students’ successful course completion.
COMPUTER INFORMATION SYSTEMS

Description
Computer Information Systems courses focus on computers, computing problems and solutions, and design of computers systems and user interfaces from a scientific perspective. The courses in this discipline include instruction in the principles of computation science, and computing theory; computer hardware design; computer development and programming; video game development; and application to a variety of end-use situations. Serving students with courses in basic skills, transfer, and career and technical education, this discipline provides students with both the theory of the field as well as hands-on experiences.

The college’s computer information systems curriculum consists of 40 courses. Thirty of these courses are cross-listed with business administration; computer applications and office technology; computer science; or simulation and game development. All of these courses transfer to CSU and nine of the 40 courses transfer to UC.

Twenty-eight sections of computer information systems were offered in fall 2013, 22 during the day and six during the evening. Twenty-four of the sections are web-enhanced and one section is offered as a hybrid course. Two of the web-enhanced courses are offered during the day on a short-term schedule.

Students may earn one of three certificates in this field:

- Computer Applications (31.5 – 32.5 units)
- Computer Programming (26.5 units)
- Simulation and Gaming: Game Art (36 units)

Upon completion of one of these certificate program plus the general education/graduation requirements, students may earn an associate of science degree in computer information systems.

Students may earn a locally approved web master certificate with specialization as a web designer or a web developer, both of which require a total of 28 units.

Data

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<th>FTEF</th>
<th>WSCH/FTEF</th>
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<td>Fall 2011</td>
<td>3,247</td>
<td>4.9</td>
<td>663</td>
<td>103%</td>
<td>70%</td>
<td>62%</td>
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</table>

Judging from the fall 2011 snapshot, courses in computer information systems fill at a high rate (103%), are efficient (WSCH/FTEF = 663) compared to the state standard for lecture courses (WSCH/FTEF = 525),
and the student successful course completion rate of 70% is higher than the statewide successful course completion rate for this discipline (62%).

**Growth Projection**

The discipline of computer information systems is projected to grow at the same rate as than the college’s overall growth rate. Given that the course offerings are currently meeting student demand, the offerings in this discipline should increase as needed to keep pace with the college’s enrollment.
DANCE

Description
Dance is the fine arts discipline of moving rhythmically usually to music, using prescribed or improvised steps and gestures. This program examines dance choreography, performance, and aesthetics in diverse dance styles and techniques and offers performance opportunities for general education students.

The college’s dance curriculum consists of 11 courses, one lecture course and ten activity courses. All courses transfer to both CSU and UC.

Three sections are offered fall 2013, two during the day and one at night.

Data

<table>
<thead>
<tr>
<th></th>
<th>WSCH</th>
<th>FTEF</th>
<th>WSCH/FTEF</th>
<th>Fill Rate</th>
<th>Discipline Successful Course Completion</th>
<th>Statewide Successful Course Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>435</td>
<td>0.50</td>
<td>870</td>
<td>108%</td>
<td>76%</td>
<td>73%</td>
</tr>
</tbody>
</table>

Judging from the fall 2011 snapshot, courses in dance fill at a relatively rate slightly above capacity (108%), are extremely efficient (WSCH/FTEF = 870), and the student successful course completion rate of 76% is slightly above the statewide successful course completion rate for this discipline (73%).

Growth Projection
The discipline of dance is projected to grow at the same rate as the college’s overall growth rate. Given that the course offerings are currently meeting student demand, the offerings in this discipline should increase as needed to keep pace with the college’s enrollment.
DENTAL ASSISTANT

Description
The Dental Assistant program prepares individuals to provide patient care, take dental radiographs (x-ray), prepare patients and equipment for dental procedures, as well as discharge office administrative functions under the supervision of dentists. The curriculum includes instructions in dental sciences, dental record-keeping, general office duties, patient scheduling and reception, equipment maintenance and sterilization, dental radiography, pre and post-operative patient care and instructions, chair-side assisting and preparation of dental materials, taking impressions, and supervised clinical practice.

To qualify for admission into the dental assistant program, students must demonstrate fulfillment of the following criteria: be certified as a CPR-BLS for healthcare provider, provide verification of Hepatitis B vaccination, immunizations, and TB testing and provide verification of high school graduation or equivalent. The program is limited to 24 students per cohort and requires a full-time one-year commitment of coursework including clinical practice. The curriculum is comprehensive with 13 courses that range from one to five units each. The dental assistant program is accredited by the American Dental Association’s Commission on Dental Accreditation.

In fall 2013, seven sections of dental assisting courses were offered, all during the day.

A total of 36 units are required for a certificate in dental assisting. Upon completion of the certificate program and general education requirements, students may earn an associate of science degree in dental assisting.

The Dental Assistant Advisory Committee meets twice a year and is comprised of two representatives of local businesses, four dentists, four registered dental assistants, one currently enrolled student and recent graduates.

Data

<table>
<thead>
<tr>
<th></th>
<th>WSCH</th>
<th>FTEF</th>
<th>WSCH/FTEF</th>
<th>Fill Rate</th>
<th>Disciple Successful Course Completion</th>
<th>Statewide Successful Course Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>441</td>
<td>2.55</td>
<td>173</td>
<td>75%</td>
<td>92%</td>
<td>87%</td>
</tr>
</tbody>
</table>

Judging from the fall 2011 snapshot, courses in dental assisting fill at a relatively low rate (75%) and are extremely inefficient (WSCH/FTEF = 173) compared to the state standard for lecture courses (WSCH/FTEF). Although the cohort size of 24 students limits this program’s efficiency, an efficiency rate higher than WSCH/FTEF = 173 is possible within existing resources.

The student successful course completion rate of 92% is higher than the statewide successful course completion rate for this discipline (87%). The passing rate on the registered dental assistant examinations...
was 100% in 2012. The overall passing on the registered dental assistant examination as of April 2013 was 89%.

**Growth Projection**
The discipline of dental assisting is projected to grow slower than the college’s overall growth rate because of the limited availability of clinical sites and the limit of 24 students per cohort.
DENTAL HYGIENE

Description
The Dental Hygiene program graduates individuals who are safe and competent clinicians in preventive dental services including recognizing atypical and pathologic oral lesions during an extra-oral and intra-oral exams; providing oral hygiene education including nutritional and tobacco cessation counseling; identifying and treating gingival and periodontal disease; communicating and treating a diverse population; and the application of dental sealants and fluoride. The curriculum includes head and neck anatomy, preventive dentistry, oral radiology, radiology interpretation, infection control, dental anatomy, dental morphology, histology and embryology, general pathology, oral pathology, pain control, periodontology ethics, medical and dental emergencies, dental treatment of geriatric and medically compromised patients, applied pharmacology, dental materials, community dental health, research methodology, nutrition in dentistry, practice management and jurisprudence, advanced topics surrounding dental hygiene and clinical courses.

To qualify for selection into the dental hygiene program, potential students must meet admission criteria ranging from having a current and valid, CPR – BLS provider certificate to meeting multiple health requirements in addition to successfully completing 11 required prerequisite courses. The program is limited to 24 students per cohort and requires a commitment of two full years of coursework including clinical practice. The curriculum is comprehensive with 36 courses that range from one to four units each, all of which transfer to CSU. The dental hygiene program is accredited by the American Dental Association’s Commission on Dental Accreditation.

An Associate in Science Degree in Dental Hygiene is awarded upon completion 60.5 units of required dental hygiene courses as well as general education and other graduation requirements.

In fall 2013, 18 sections of dental hygiene courses were offered, all during the day.

The Dental Hygiene Advisory Committee meets biannually and consists of three dental hygiene students, three faculty members, three dentists, five registered dental hygienists, one representative of the local dental society, one representative of the local dental hygiene society and one representative of a dental corporation.

Data: Dental Hygiene

<table>
<thead>
<tr>
<th></th>
<th>WSCH</th>
<th>FTEF</th>
<th>WSCH/FTEF</th>
<th>Fill Rate</th>
<th>Discipline Successful Course Completion</th>
<th>Statewide Successful Course Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>687</td>
<td>4.76</td>
<td>144</td>
<td>60%</td>
<td>99%</td>
<td>96%</td>
</tr>
</tbody>
</table>
Judging from the fall 2011 snapshot, dental hygiene courses fill at a low rate (60%) and are extremely inefficient (WSCH/FTEF = 144). Although the cohort size of 20 students limits this program’s efficiency, an efficiency rate higher than WSCH/FTEF = 144 is possible within existing resources.

### Examination Pass Rates for Dental Hygiene Students

<table>
<thead>
<tr>
<th>Examination</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Board Dental Hygiene</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>N = 13</td>
<td>N = 14</td>
<td>N = 15</td>
<td>N = 9</td>
</tr>
<tr>
<td>California Registered Dental Hygiene Licensure</td>
<td>100%</td>
<td>91%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

The student successful course completion rate of 99% is higher than the statewide successful course completion rate for this discipline (96%). Upon completion of the associate in science degree in dental hygiene, students are eligible to take the national and state examinations that are required for employment. Reflecting the high rates of successful course completion, students’ passing rates on these dental hygiene examinations have been consistently high.

### Growth Projection

The discipline of dental hygiene is projected to grow slower than the college’s overall growth rate because of the limited class sizes.
EARLY CHILDHOOD EDUCATION

Early Childhood Education is a career technical education program that prepares students for transfer to a four-year institution or for work with children from infancy to third grade. The curriculum focuses on the theory and practice of learning and teaching children from birth to age eight; the basic principles of educational and developmental psychology; the art of observing, teaching and guiding young children; planning and administration of developmentally appropriate inclusive educational activities; school safety and health issues; and the social and emotional foundations of early care and education.

The college’s early childhood education curriculum is comprehensive, consisting of 21 courses, 19 at three units and two at four units. In addition to these lecture courses, there is a ½ unit mentor seminar and a four-unit internship course. Students have the opportunity to complete some coursework in four on-campus laboratory-classrooms that serve a total of 86 children. All of the courses transfer to CSU and one of the courses also transfer to UC. Nine sections were offered in fall 2013, five during the day and four in the evening. One of the daytime sections was offered on an accelerated schedule.

The advisory committee for early childhood education is a district-wide committee that meets twice a year. The membership is comprised of (please identify advisory committee membership)

Upon completing 31 units, students may earn either a certificate in Early Childhood Education or Early Childhood Intervention Assistant. Once students complete the requirements for the certificate in Early Childhood Education plus an additional 16 units of special courses in general education, they may apply to the state for a Child Development Permit, teacher level. Upon completion of either of these certificate programs plus the general education/graduation requirements, students may earn an associate of science degree one of these fields. The college offers an associate degree for transfer in Early Childhood Education.

Students also have the option of earning one of the following locally approved certificates that may lead to employment competency but do not lead to an associate degree:

- Early Childhood Education/Assistant teacher (6 units)
- Early Childhood Education/Twelve Core Units (12 units)

Data

<table>
<thead>
<tr>
<th></th>
<th>WSCH</th>
<th>FTEF</th>
<th>WSCH/FTEF</th>
<th>Fill Rate</th>
<th>Discipline Successful Course Completion</th>
<th>Statewide Successful Course Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>1,072</td>
<td>1.43</td>
<td>752</td>
<td>128%</td>
<td>76%</td>
<td>72%</td>
</tr>
</tbody>
</table>

26
Judging from the fall 2011 snapshot, courses in early childhood education fill at a high rate (128%), are extremely efficient (WSCH/FTEF = 752), and the student successful course completion rate of 76% is significantly below the statewide successful course completion rate for this discipline (72%).

**Growth Projection**

The transfer courses in early childhood education are projected to grow faster than the college’s overall growth rate. The applied courses will grow to the extent possible given the limitations of the facilities and mandated child/teacher ratios.
ECONOMICS

Description
Economics, with applications in both business and the social sciences, examines the production, distribution, and consumption of goods and services as well as the theory and management of economies and how the choices made by individuals, firms, and governments impact scarce resources.

The college’s economics curriculum consists of six, three-unit courses. All of these courses transfer to both CSU and UC. The college offers one honors course in this discipline, ECO-7H: Honors Principles of Macroeconomics.

Seven sections were offered in fall 2013, five during the day, one in the evening, and one online. Four of the day sections of economics were web-enhanced.

Data

<table>
<thead>
<tr>
<th></th>
<th>WSCH</th>
<th>FTEF</th>
<th>WSCH/FTEF</th>
<th>Fill Rate</th>
<th>Discipline Successful Course Completion</th>
<th>Statewide Successful Course Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>928</td>
<td>1.23</td>
<td>758</td>
<td>93%</td>
<td>56%</td>
<td>64%</td>
</tr>
</tbody>
</table>

Judging from the fall 2011 snapshot, economics courses fill at a rate close to capacity (93%) and are extremely efficient (WSCH/FTEF = 758) compared to the state standard for lecture courses (WSCH/FTEF = 525). However, the student successful course completion rate of 56% is below the statewide successful course completion rate for this discipline (64%).

Growth Projection
The discipline of economics is projected to grow at the same rate as the college’s overall growth rate. Given that the number of course offerings are currently close to meeting student demand, the offerings in this discipline should increase as needed to keep pace with the college’s enrollment. In addition to this growth goal, a second goal for this discipline is to develop and implement strategies to improve rates of students’ successful course completion.
EMERGENCY MEDICAL SERVICES

Description

Emergency Medical Services is a career technical education program that prepares students to serve as either as emergency medical technicians or paramedics, both of whom work under the remote supervision of physicians to recognize, assess, and manage medical emergencies in pre-hospital settings. The curriculum includes basic, intermediate, and advanced emergency medical services procedures; medical triage; rescue operations; crisis scene management and personnel supervision; equipment operation and maintenance; patient stabilization, monitoring, and care; drug administration; identification and preliminary diagnosis of disease and injuries; communication and computer operations; basic anatomy, physiology, pathology, and toxicology; and professional standards and regulations.

The college’s curriculum for emergency medical services is comprehensive, consisting of 14 courses, ranging from 1 to 10 units. Twelve sections were offered in fall 2013, all during the day. To be qualified to participate in one of the emergency medical services program, students must demonstrate that they fulfill various criteria, such as being certified as a CPR provider and completing a background and healthcare screening. The paramedic program requires students to make a 12-month full-time commitment to complete the program. Both of the emergency medical services programs are accredited by a national organization, the Commission for the Accreditation of Allied Health Educational Programs.

In keeping with the accreditation standards, the advisory committee meets twice a year, is chaired by a medical director and is comprised of representatives from these communities of interest: the public, the faculty, the hospital, local employers, fire department, emergency medical services professional, government, a recent graduate from the program and a current student.

The emergency medical technician certificate requires students to successfully complete seven units. This certificate may lead to employment competency, but it does not lead to an associate of science degree. Successful completion of this certificate is one of the prerequisites for admission into the firefighter academy and the paramedics program.

The paramedic certificate requires students to successfully complete 49.5 units. Upon completion of the paramedic certificate program plus the general education/graduation requirements, students may earn an associate of science degree in paramedics.

Data: Emergency Medical Technician

<table>
<thead>
<tr>
<th></th>
<th>WSCH</th>
<th>FTEF</th>
<th>WSCH/FTEF</th>
<th>Fill Rate</th>
<th>Discipline Successful Course Completion</th>
<th>Statewide Successful Course Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>2,519</td>
<td>6.06</td>
<td>416</td>
<td>102%</td>
<td>69%</td>
<td>72%</td>
</tr>
</tbody>
</table>
Judging from the fall 2011 snapshot, the emergency medical technician courses fill at a high rate (102%). However due to the requirement that the student-faculty ratio be ten to one during skills practice, the discipline is inefficient (WSCH/FTEF = 416) compared to the state standard for lecture courses (WSCH/FTEF = 525). The student successful course completion rate of 69% is slightly below the statewide successful course completion rate for this discipline (72%).

**Examination Pass Rates on Emergency Medical Technician: Course Completion Date: 3rd Quarter 2007 to 3rd Quarter 2012**

<table>
<thead>
<tr>
<th>Attempted the Exam</th>
<th>First Attempt Pass</th>
<th>Cumulative Pass w/in 3 Attempts</th>
<th>Cumulative Pass w/in 6 Attempts</th>
<th>Failed all 6 Attempts</th>
<th>Eligible for Retest</th>
<th>Did Not Complete w/in 2 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,339</td>
<td>78%</td>
<td>87%</td>
<td>87%</td>
<td>0%</td>
<td>5%</td>
<td>7%</td>
</tr>
<tr>
<td>1,043/1,339</td>
<td>1,164/1,339</td>
<td>1,169/1,339</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Data: Paramedic**

<table>
<thead>
<tr>
<th></th>
<th>WSCH</th>
<th>FTEF</th>
<th>WSCH/FTEF</th>
<th>Fill Rate</th>
<th>Discipline Successful Course Completion</th>
<th>Statewide Successful Course Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>695</td>
<td>3.49</td>
<td>199</td>
<td>65%</td>
<td>100%</td>
<td>83%</td>
</tr>
</tbody>
</table>

Judging from the fall 2011 snapshot, the paramedic courses fill at a low rate (65%). However due to the requirement that the student-faculty ratio be six to one during skills practice, on class size, the discipline is significantly inefficient (WSCH/FTEF = 199) compared to the state standard for lecture courses (WSCH/FTEF = 525). However, the student successful course completion rate of 100% is significantly higher than the statewide successful course completion rate for this discipline (83%).

**Examination Pass Rates on Paramedics: Course Completion Date: 3rd Quarter 2007 to 3rd Quarter 2012**

<table>
<thead>
<tr>
<th>Attempted the Exam</th>
<th>First Attempt Pass</th>
<th>Cumulative Pass w/in 3 Attempts</th>
<th>Cumulative Pass w/in 6 Attempts</th>
<th>Failed all 6 Attempts</th>
<th>Eligible for Retest</th>
<th>Did Not Complete w/in 2 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>56,781</td>
<td>69%</td>
<td>83%</td>
<td>86%</td>
<td>1%</td>
<td>6%</td>
<td>8%</td>
</tr>
</tbody>
</table>

The above chart represents all paramedics that have taken the National Exam and not only the paramedic at Moreno Valley College.

**Growth Projection**

The paramedic program is projected to grow slower than the college’s overall growth rate in the short-term while the curriculum is revised. Both the emergency medical technician and paramedic programs are projected to grow at the same rate as the college’s overall growth rate in the far term. However, future
growth is contingent on factors such as space for simulation exercises and the number of available clinical slots for students.
ENGLISH

Description
The English discipline focuses on the development of composition, critical thinking, and critical reading. English courses, offered at both the developmental and transfer-levels, provide students with intensive instruction and practice in the composition, revision, and editing of academic essays. The courses also provide opportunities for students to develop skills in reading college-level texts (both fiction and nonfiction) and making critical judgments about those texts.

English and reading faculty collaborate by sharing pedagogies and methods to integrate course offerings and provide students with more pathways for success.

The college’s English curriculum consists of 29 courses, 21 of which are college-level and eight of which are pre-college level. All of the college-level courses except ENG 90B: The Research Paper Process have a place in the transfer model curriculum, and transfer to CSU. Eighteen of the courses transfer to UC. One course, ENG 23: The Bible as Literature, is cross-listed as a humanities course. Two of the college-level courses are honors courses, ENG 1AH: Honors English Composition and ENG 1BH: Honors Critical Thinking and Writing. The college limits student enrollment in English courses; ENG 1B: Critical Thinking and Writing is limited to 35 students, honors courses are limited to 20 students, and all other English courses are limited to 30 students. The college offers an associate degree for transfer in English.

Eighty sections of English were offered in fall 2013, 63 during the day (including 10 hybrid sections), 12 in the evening (including one hybrid section), and five online. Of these sections, two were honors courses, 11 were hybrid courses, 23 were web-enhanced, 11 were short-term, one was for students in the Puente program and two were designed for students who intend to enter the fields of public safety and taught at the Ben Clark Training Center.

Data

<table>
<thead>
<tr>
<th></th>
<th>WSCH</th>
<th>FTEF</th>
<th>WSCH/FTEF</th>
<th>Fill Rate</th>
<th>Discipline Successful Course Completion</th>
<th>Statewide Successful Course Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>8,623</td>
<td>20.41</td>
<td>423</td>
<td>107%</td>
<td>70%</td>
<td>67%</td>
</tr>
</tbody>
</table>

Judging from the fall 2011 snapshot, courses in English fill at a high rate (107%) and the successful course completion rate of 70% is slightly above the statewide successful course completion rate for this discipline (67%). The discipline’s efficiency (WSCH/FTEF = 423) is below the state standard for lecture courses of 525.

Growth Projection
The discipline of English is projected to grow faster than the college’s overall growth rate.
ENGLISH AS A SECOND LANGUAGE

Description
English as a Second Language courses provide advanced skills development and college academic preparation to students whose first language is other than English. The program provides students with the tools and techniques they need to reach their goals, including college academic preparation, workplace improvement, and personal enrichment.

The college’s curriculum consists of 18 pre-college level courses. These courses in composition, listening, speaking, reading, vocabulary, and grammar do not fulfill degree or transfer requirements.

Seven sections of English as a second language courses were offered in fall 2013, one during the day, four in the evening, and two short-term, online sections. Both of the online sections were offered on a short-term schedule and two of the sections were web-enhanced courses, one during the day and one during the evening.

Data

<table>
<thead>
<tr>
<th></th>
<th>WSCH</th>
<th>FTEF</th>
<th>WSCH/FTEF</th>
<th>Fill Rate</th>
<th>Discipline Successful Course Completion</th>
<th>Statewide Successful Course Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>662</td>
<td>2.5</td>
<td>265</td>
<td>72%</td>
<td>61%</td>
<td>73%</td>
</tr>
</tbody>
</table>

Judging from the fall 2011 snapshot, courses in English as a second language fill at a relatively low rate (72%), are extremely inefficient (WSCH/FTEF = 265), and the successful course completion rate of 61% is significantly below the statewide successful course completion rate for this discipline (73%).

Growth Projection
The discipline of English as a second language is projected to grow at the same rate as the college’s overall growth rate. This growth can be achieved through increased efficiencies within existing resources. In addition to this efficiency goal, a second goal for this discipline is to develop strategies to improve rates of students’ successful course completion.
FIRE TECHNOLOGY

Description
Fire Technology is a career technical education program that combines theory and practical experience to prepare students to perform the duties of fire fighters. The curriculum includes instruction in fire-fighting equipment operation and maintenance, principles of fire science and combustible substances, methods of controlling different types of fires, hazardous material handling and control, fire rescue procedures, public relations and applicable laws and regulation.

The college’s curriculum in fire technology is comprehensive and includes a basic firefighter academy as well as advanced training courses. Generally offered twice a year, the basic firefighter academy requires students to make a full-time commitment for 12 weeks. The number of students in a basic firefighter academy is limited to 36. The number of academies offered is contingent on the hiring needs of the local fire departments. To be qualified to enter the basic firefighter academy, students must possess an emergency medical technician certificate, pass a physical assessment, and complete the course FIT 1: Fire Protection Organization.

The advisory committee is comprised of the Riverside County Fire Department Training Officers and college personnel. College representatives of this program also make regular reports at the Riverside County Fire Chiefs' quarterly meetings.

Students considering a career in fire technology may complete the 23 units required for the fire technology certificate. Students who complete the 19 units of the basic academy receive the Basic Firefighter certificate. Firefighters currently working in the field may complete 19.5 units for the Chief Officer certificate or 18.5 units for the Fire Officer certificate.

Upon completion of one of these certificate programs plus the general education/graduation requirements, students may earn an associate of science degree.

Data: Fire Technology

<table>
<thead>
<tr>
<th></th>
<th>WSCH</th>
<th>FTEF</th>
<th>WSCH/FTEF</th>
<th>Fill Rate</th>
<th>Discipline Successful Course Completion</th>
<th>Statewide Successful Course Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>2,089</td>
<td>5.80</td>
<td>361</td>
<td>82%</td>
<td>86%</td>
<td>84%</td>
</tr>
</tbody>
</table>

Data: Fire Academy

<table>
<thead>
<tr>
<th></th>
<th>WSCH</th>
<th>FTEF</th>
<th>WSCH/FTEF</th>
<th>Fill Rate</th>
<th>Discipline Successful Course Completion</th>
<th>Statewide Successful Course Completion</th>
</tr>
</thead>
</table>
Judging from the fall 2011 snapshot, the fire technology courses and the fire academy courses fill at a moderate to strong rate (82% and 93% respectively) and student successful course completion rates of 86% and 93% respectively exceed or match the statewide successful course completion rate for these disciplines (84% and 93% respectively). However due to the requirement that the student-faculty ratio be ten to one or five to one during skills practice, the discipline is extremely inefficient overall (WSCH/FTEF = 361 and 249 respectively) compared to the state standard for lecture courses (WSCH/FTEF = 525).

**Growth Projection**

Since growth of the fire technology program is contingent on the local fire department training needs, the programs in this discipline are projected to grow at a slower rate than the college’s overall growth rate.
GEOGRAPHY

Description

Geography is the study of the earth, including the distribution and interconnectedness of all natural and cultural phenomena and how places are particular expressions of nature and culture.

The college’s geography curriculum consists of four three-unit courses and one one-unit laboratory course. One of the three-unit courses is an honors course, GEG 1H: Honors Physical Geography. All of these courses transfer to both CSU and UC.

Eight sections were offered in fall 2013, six during the day, one during the evening, and one online. Three of the six sections offered during the day were sections of physical geography lab, which is a companion to the physical geography lecture course.

Data

<table>
<thead>
<tr>
<th></th>
<th>WSCH</th>
<th>FTEF</th>
<th>WSCH/FTEF</th>
<th>Fill Rate</th>
<th>Discipline Successful Course Completion</th>
<th>Statewide Successful Course Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>447</td>
<td>0.83</td>
<td>541</td>
<td>111%</td>
<td>61%</td>
<td>65%</td>
</tr>
</tbody>
</table>

Judging from the fall 2011 snapshot, courses in geography fill at a high rate (111%) and are efficient (WSCH/FTEF = 541) compared to the state standard for lecture courses (WSCH/FTEF = 525). However, the student successful course completion rate of 61% is below the statewide successful course completion rate for this discipline (65%).

Growth Projection

The discipline of geography is projected to grow at the same rate as the college’s overall growth rate. Given that the course offerings are currently meeting student demand, the offerings in this discipline should increase as needed to keep pace with the college’s enrollment. In addition to this growth goal, a second goal for this discipline is to develop and implement strategies to improve rates of students’ successful course completion.
HEALTH SCIENCE

Description
Health Science is a discipline that explores many facets of health, including principles and practices of personal health; concepts of prevention and treatment of disease; maintenance of a healthy lifestyle; and nutrition.

The college’s health science curriculum consists of one, three-unit course, Health Science 1. This course satisfies the California teacher’s certificate requirement for drug, alcohol, and nutrition education and transfers to CSU and UC. Additionally, every student who earns an associate degree must take Health Science 1.

Ten sections of Health Science 1 were offered fall 2013, seven during the day, and three in the evening. All of the class sections include web-enhanced instruction.

Data

<table>
<thead>
<tr>
<th>Discipline</th>
<th>WSCH</th>
<th>FTEF</th>
<th>WSCH/FTEF</th>
<th>Fill Rate</th>
<th>Successful Course Completion</th>
<th>Statewide Successful Course Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>1,319</td>
<td>1.15</td>
<td>1,147</td>
<td>103%</td>
<td>68%</td>
<td>70%</td>
</tr>
</tbody>
</table>

Judging from the fall 2011 snapshot, health science courses fill at a rate that slightly exceeds capacity (103%) and are extremely efficient (WSCH/FTEF = 1,147). However, the successful course completion rate of 68% is slightly below the statewide successful course completion rate for this discipline (70%).

Growth Projection
The discipline of health science is projected to grow faster than the college’s overall growth rate. In addition to this growth goal, a second goal for this discipline is to develop strategies to improve rates of students’ successful course completion.
HISTORY

Description
The study of History is the endeavor to understand the present by becoming knowledgeable about the past. As the context of all human activity, history gives students the depth needed to understand society and their place in it.

The college’s history curriculum consists of 21 three-unit courses. All of these courses transfer to both CSU and UC. Two of the history courses are honors courses: HIS-6H: Honors Political and Social History of the United States and HIS-7H: Honors Political and Social History of the United States. The college offers an associate degree for transfer in history.

Thirteen sections were offered in fall 2013, ten during the day and three in the evening. One of the day sections was an honors course.

Data

<table>
<thead>
<tr>
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<th>WSCH</th>
<th>FTEF</th>
<th>WSCH/FTEF</th>
<th>Fill Rate</th>
<th>Discipline Successful Course Completion</th>
<th>Statewide Successful Course Completion</th>
</tr>
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<tbody>
<tr>
<td>Fall 2011</td>
<td>1,805</td>
<td>2.23</td>
<td>811</td>
<td>107%</td>
<td>72%</td>
<td>62%</td>
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</table>

Judging from the fall 2011 snapshot, courses in history fill at a high rate (107%), are extremely efficient (WSCH/FTEF = 811), and the student successful course completion rate of 72% is higher than the statewide successful course completion rate for this discipline (62%).

Growth Projection
The discipline of history is projected to grow faster than the college’s overall growth rate. Given that the course offerings are currently meeting student demand, the offerings in this discipline should increase as needed to keep pace with the college’s enrollment.
HOMELAND SECURITY AND EMERGENCY MANAGEMENT

Description
Homeland Security and Emergency Management is a career technical education program that prepares students to provide support in preparing for, responding to and recovering from a critical incident. This program is a multi-disciplinary, all-hazards approach to homeland security and emergency management.

This program was initially developed as a partnership between the college and the Homeland Security Regional Training Program. The program is currently being redesigned as a career technical education program that will culminate in a degree or certificate in homeland security and emergency management.

Once approved, the Homeland Security and Emergency Management Program (HSEMP) will allow individuals from both the public and private sectors to undertake specialized training culminating in a Homeland Security and Emergency Management certificate or degree. This program has been created in response to the current and rapidly growing need in Riverside County and surrounding areas for individuals who are ready and prepared to respond to an emergency or Homeland Security-related event. The HSEMP will be structured along State and Federal Guidelines, so that students will be ready to fill a variety of positions nationwide. The HSEMP will be one of only a small number of community college-based programs available in the United States, combining an academic and skill base with a unique multidisciplinary, all-hazards approach that is rooted in the collaborative training that is already established at Ben Clark Public Safety Training Center. Students who participate in the HSEMP will enjoy the benefits of a broader, more holistic educational approach than is commonly available in single disciplinary fields because the program is structured to include the cooperation of several agencies, including Riverside County Fire, California Department of Forestry and Fire Protection, Riverside County Department of Public Health, Emergency Medical Services, and the Riverside Sheriff’s Department. Potential occupations for students completing the Homeland Security and Emergency Management degree or certificate include: military, first responders and emergency response teams, border security and immigration, transportation, intelligence community, critical infrastructure protection, governmental agencies, public and private security organizations, law, public policy, and civic leadership, public health and nursing, and education.

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

- Identify strategies to mitigate and prevent, prepare for, respond to and recover from a Homeland Security or Emergency incident from a multidisciplinary, all-hazards approach.
- Establish and facilitate an incident command using principals outlined in the National Incident Management System (NIMS) and the Standardized Emergency Management System (SEMS).
- Identify the major legal issues related to Homeland Security and Emergency Management.
- Identify the role of public and private sector entities in Homeland Security and Emergency Management.
- Complete various assessments and audits to improve security and safety.
Implement strategies for keeping individuals, buildings, communities and the homeland safe from threats and hazards.

The college’s curriculum in homeland security consists of six three-unit courses. All of the courses transfer to CSU. Sections were not offered in fall 2013.

The advisory committee is comprised of 12 members who represent law enforcement, border patrol, homeland security private sector firms, and the college.

**Data**

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<thead>
<tr>
<th></th>
<th>WSCH</th>
<th>FTEF</th>
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<th>Fill Rate</th>
<th>Discipline Successful Course Completion</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>284</td>
<td>0.60</td>
<td>474</td>
<td>57%</td>
<td>71%</td>
<td>62%</td>
</tr>
</tbody>
</table>

Given that this discipline is being redesigned, an analysis of these data is not relevant to the projection of future growth.

**Growth Projection**
The discipline of homeland security is projected to grow slower than the college’s overall growth rate.
HUMANITIES

Description
Humanities, an interdisciplinary study, examines the ways people throughout time and cultures have developed cultural, mortal/ethical, and artistic creations in response to their world, and analyzes cultural and artistic productions in their original context.

The college’s humanities curriculum consists of nine three-unit courses. All of these courses transfer to both CSU and UC. Three of the humanities courses are honors courses: HUM-4H: Honors Arts and Ideas: Ancient World, HUM-5H: Honors Arts and Ideas: The Renaissance through the Modern Era, and HUM-10H: Honors World Religions.

Eight sections were offered in fall 2013, three during the day, one during the evening, one on the weekend, and three online. One of the day sections is cross-listed.

Data

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<tr>
<th></th>
<th>WSCH</th>
<th>FTEF</th>
<th>WSCH/FTEF</th>
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<th>Discipline Successful Course Completion</th>
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<tbody>
<tr>
<td>Fall 2011</td>
<td>912</td>
<td>1.08</td>
<td>848</td>
<td>109%</td>
<td>62%</td>
<td>67%</td>
</tr>
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</table>

Judging from the fall 2011 snapshot, courses in humanities fill at a high rate (109%) and are extremely efficient (WSCH/FTEF = 848). However, the student successful course completion rate of 62% is below the statewide successful course completion rate for this discipline (67%).

Growth Projection
The discipline of humanities is projected to grow at the same rate as the college’s overall growth rate. Given that the course offerings are currently meeting student demand, the offerings in this discipline should increase as needed to keep pace with the college’s enrollment. In addition to this growth goal, a second goal for this discipline is to develop and implement strategies to improve rates of students’ successful course completion.
HUMAN SERVICES

Description
Human Services is a career technical education program that prepares students for transfer to a four-year institution or for various entry-level paraprofessional positions in human services, such as mental health case manager, job coach/employment specialist, social service intake specialist, or community health worker. Positions such as these are needed in a variety of settings such as group homes, halfway houses, mental health and correctional facilities, family, child and service agencies under the direct supervision of social workers and other human services professionals in public and non-profit social service agencies.

The college’s human services curriculum is comprehensive, consisting of eleven courses, 11 at three units and one at one unit. Sixteen to 20 hours of service in the community is required for each class. All of the courses transfer to CSU. Ten sections were offered in fall 2013, two during the day, six in the evening and two on the weekend.

There is currently not an advisory committee for this career technical education discipline.

After completing four units, students may earn a locally approved certificate in Employment Support Specialization. To earn a certificate in Human Services, students are required to complete 20 units in specific human services courses. Upon completion of the certificate program plus the general education/graduation requirements, students may earn an associate of science degree in human services.

Data

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<th>WSCH/FTEF</th>
<th>Fill Rate</th>
<th>Discipline Successful Course Completion</th>
<th>Statewide Successful Course Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>1,234</td>
<td>1.60</td>
<td>771</td>
<td>117%</td>
<td>79%</td>
<td>73%</td>
</tr>
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</table>

Judging from the fall 2011 snapshot, courses in human services fill at a high rate (117%), are extremely efficient (WSCH/FTEF = 771) compared to the state standard for lecture courses (WSCH/FTEF = 525), and the student successful course completion rate of 79% is above the statewide successful course completion rate for this discipline (73%).

Growth Projection
The discipline of human services is projected to grow at the same rate as the college’s overall growth rate. Given that student interest in this discipline is already slightly above the number of course offerings, the offerings in this discipline should increase as needed to keep pace with the college’s enrollment.
JOURNALISM

Description
Journalism is an academic study related to the collection and editing of news.

The college's journalism department curriculum consists of seven, three-unit courses, all of which transfer to CSU.

Five sections were offered in fall 2013, all during the day. Four of these sections were offered at the same time on the same day in the same room (in a stacked format), JOU-20A, 20B, 20C, and 20D.

Data

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Successful Course Completion</th>
<th>Statewide Successful Course Completion</th>
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</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>94%</td>
<td>69%</td>
</tr>
</tbody>
</table>

Judging from the fall 2011 snapshot, courses in journalism fill at a relatively high rate (94%) and are moderately efficient (WSCH/FTEF = 468), but the successful course completion rate of 53% is significantly below the statewide successful course completion rate for this discipline (69%).

Growth Projection
The discipline of journalism is projected to grow slower than the college’s overall growth rate. The targets for this discipline are to increase its efficiency and to develop strategies to improve rates of students’ successful course completion.
KINESIOLOGY

Description
Kinesiology is the study of human anatomy, physiology, and biomechanics as impacted by human movement. Kinesiology includes many different areas of study in which the origins and consequences of human physical activity are examined.

The college’s kinesiology curriculum consists of six, three-unit lecture courses and 17, one-unit activity courses. All of the kinesiology courses transfer to CSU and all but one of the kinesiology courses transfers to UC.

Five kinesiology lecture courses were offered fall 2013, two during the day and three in the evening. Fifteen activity courses were offered during the same semester, 13 during the day and two in the evening. Since these courses are housed in leased space off campus, such as gymnasiums and at other similarly appropriate sites, expansion in the number of sections offered is limited.

The college is developing an associate degree for transfer in kinesiology.

Data

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<th>WSCH</th>
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<th>WSCH/FTEF</th>
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<th>Discipline Successful Course Completion</th>
<th>Statewide Successful Course Completion</th>
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</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>2,319</td>
<td>2.58</td>
<td>901</td>
<td>133%</td>
<td>83%</td>
<td>77%</td>
</tr>
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</table>

Judging from the fall 2011 snapshot, courses in kinesiology fill at a high rate (133%), are extremely efficient (WSCH/FTEF = 901), and the successful course completion rate of 83% is higher than the statewide successful course completion rate for this discipline (77%).

Growth Projection
The discipline of kinesiology is projected to grow at the same rate as college’s overall growth rate.
LIBRARY

Description
The Library provides resources and services for students, faculty, and staff as well as the community. The library provides access to books and electronic resources including academic journals, magazines, research guides, newspapers, and e-books.

The Library has notebook computers available for students to both check out of the library and use in the library. The library provides a wide range of resources and services including reference services; library instruction; orientations and workshops; circulation services; intra-library loans; reserve collections; and group study facilities.

The library is open during the day and early evening, Monday through Thursday and until early afternoon on Fridays.

One strategy for delivering service is for the library to offer an information competency course. One short-term, hybrid section of this course was offered in fall 2013.

Data

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<th>WSCH/FTEF</th>
<th>Fill Rate</th>
<th>Discipline Successful Course Completion</th>
<th>Statewide Successful Course Completion</th>
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<tbody>
<tr>
<td>Fall 2011</td>
<td>30</td>
<td>0.07</td>
<td>447</td>
<td>90%</td>
<td>59%</td>
<td>64%</td>
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</table>

Judging from the fall 2011 snapshot, the course in library filled a rate that is close to capacity (90%). However, the course is relatively inefficient for a lecture course (WSCH/FTEF = 447) and the successful course completion rate of 59% is below the statewide successful course completion rate for this discipline (64%).

Growth Projection
The primary functions of the library are delivered through direct service to students and faculty. The service component of the library is projected to grow faster than the college overall growth rate.

The instructional component of the library is projected to grow at the same rate as the college’s overall growth rate. A portion of this growth could be achieved through increased efficiencies within existing resources. Once efficiency has improved, the number of offerings will need to be increased to keep pace with the college’s enrollment.
MATHEMATICS

Description
Mathematics is the abstract deductive study of structure and pattern that serves as the foundation of science and technology. Courses in mathematics function as prerequisites to other college disciplines. The college’s mathematics curriculum offers courses at the university level; courses one level below university level (intermediate algebra), two levels below university level (elementary algebra), and three levels below university level (pre-algebra).

The college’s mathematics curriculum consists of 25 courses, 14 at the college-level and 11 non-degree applicable credit courses. Twelve of the 14 college-level courses transfer to CSU and 11 of the 14 college-level courses transfer to UC.

The college is developing an associate degree for transfer in mathematics.

Thirty-five sections of college-level mathematics courses were offered in fall 2013, 26 during the day and 9 during the evening. Of the day sections, eight were hybrid courses and two were web-enhanced. Of the evening sections, one was hybrid and one was web-enhanced. Twenty-eight sections of non-degree applicable credit courses were offered in fall 2013, fifteen during the day, seven during the evening and six as self-paced, open entry/open exit courses. Six of the day sections were hybrid courses and three of the day sections were web-enhanced.

The Mathematics Lab provides tutoring and proctoring services in the day and evening Monday through Thursday as well as Friday during the day.

Data

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<tr>
<th></th>
<th>WSCH</th>
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<th>WSCH/FTEF</th>
<th>Fill Rate</th>
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<tbody>
<tr>
<td>Fall 2011</td>
<td>9,983</td>
<td>13.87</td>
<td>720</td>
<td>100%</td>
<td>46%</td>
<td>55%</td>
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</table>

Judging from the fall 2011 snapshot, courses in mathematics fill to capacity (100%) and are extremely efficient (WSCH/FTEF = 720) compared to the state standard for lecture courses (WSCH/FTEF = 525). However, the successful course completion rate of 46% is significantly below the statewide successful course completion rate for this discipline (55%).

Growth Projection
The discipline of mathematics is projected to grow faster than the college’s overall growth rate. A second target for this discipline is to develop and implement strategies to improve rates of students’ successful course completion.
MEDICAL ASSISTANT

Description
Medical Assistant is a career technical education program that prepares students to provide medical office administrative services and perform clinical duties including patient intake and care, routine diagnostic and recording procedures, pre-examination and examination assistance, administration of medications, and first aid under the supervision of a physician. The curriculum includes basic anatomy and physiology; medical terminology; medical law and ethics; patient psychology and communications; medical office procedures; and clinical/diagnostic examination, testing, and treatment procedures.

The college’s curriculum in medical assisting is comprehensive, consisting of ten courses, ranging from two to five units. Two of these courses transfer to CSU. Clinical courses are limited to 15 students per section.

Twelve sections were offered in fall 2013, nine during the day, two in the evening, and one on the weekend.

There is currently not an advisory committee for this career technical education program.

Medical assistant courses may lead to either a certificate in Administrative/Clinical Medical Assisting or a certificate in Medical Transcription. The Administrative/Clinical Medical Assisting certificate requires a total of 22 units, four core courses and six units of elective courses. The Medical Transcription certificate requires a total of 26 units, five core courses and nine units of elective courses. Upon completion of one of the medical assisting certificate programs plus the general education/graduation requirements, students may earn an associate of science degree in medical assisting.

Data

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<tr>
<th></th>
<th>WSCH</th>
<th>FTEF</th>
<th>WSCH/FTEF</th>
<th>Fill Rate</th>
<th>Discipline Successful Course Completion</th>
<th>Statewide Successful Course Completion</th>
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<tbody>
<tr>
<td>Fall 2011</td>
<td>1,404</td>
<td>2.50</td>
<td>562</td>
<td>92%</td>
<td>72%</td>
<td>77%</td>
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Judging from the fall 2011 snapshot, medical assistant courses fill at a strong rate (92%) and are efficient (WSCH/FTEF = 562) compared to the state standard for lecture courses (WSCH/FTEF = 525). However, the student successful course completion rate of 72% is slightly below the statewide successful course completion rate for this discipline (77%).

Growth Projection
The discipline of medical assistant is projected to grow slower than the college’s overall growth rate.
MUSIC

Description
Music is the fine arts discipline of producing vocal and/or instrumental sounds combined in such a way as to create beauty of form, harmony, and expression of emotion. The music program offers courses in music appreciation, theory, music history, and performance, and encompasses theory, music history, and practice. The program includes group performance, music theory, music history, and solo performance that contribute to students’ skills as well as cultural life of the college and the community.

The college’s music curriculum consists of 12 lecture courses and 19 music performance courses. All of these courses transfer to CSU and nine of the 12 lecture courses and nine of the 19 music performance courses transfer to UC. The college offers an associate degree for transfer in music.

Twenty-one sections were offered in fall 2013, 14 during the day, four in the evening, and three online. One of the day sections and three of the evening sections were web-enhanced. Four sections were stacked (offered at the same time) into two different time slots.

Data

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<th>WSCH</th>
<th>FTEF</th>
<th>WSCH/FTEF</th>
<th>Fill Rate</th>
<th>Discipline Successful Course Completion</th>
<th>Statewide Successful Course Completion</th>
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<tbody>
<tr>
<td>Fall 2011</td>
<td>2,233</td>
<td>3.28</td>
<td>681</td>
<td>99%</td>
<td>64%</td>
<td>71%</td>
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</table>

Judging from the fall 2011 snapshot, courses in music fill to near capacity (99%) and are extremely efficient (WSCH/FTEF = 681) compared to the state standard for lecture courses (WSCH/FTEF = 525). However, the student successful course completion rate of 64% is significantly below the statewide successful course completion rate for this discipline (71%).

Growth Projection
The discipline of music is projected to grow at the same rate as the college’s overall growth rate. Given that the course offerings are currently meeting student demand, the number of offerings in this discipline should increase as needed to keep pace with the college’s enrollment. In addition to this growth, a second goal for this discipline is to develop and implement strategies to improve rates of students’ successful course completion.
PHILOSOPHY

Description
Philosophy is the study of the fundamental nature of reality, knowledge, and values through a critical analysis of fundamental assumptions or beliefs.

The college’s philosophy curriculum consists of seven three-unit lecture courses. All of the philosophy courses transfer to both CSU and UC. One of the courses is an honors course: PHI-10H Honors Introduction to Philosophy.

Nine sections of philosophy were offered in fall 2013, six during the day, two in the evening, and one as part of an accelerated weekend program offered at the Ben Clark Training Center.

Data

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<th>WSCH</th>
<th>FTEF</th>
<th>WSCH/FTEF</th>
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<th>Discipline Successful Course Completion</th>
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<tr>
<td>Fall 2011</td>
<td>1,186</td>
<td>1.48</td>
<td>804</td>
<td>114%</td>
<td>68%</td>
<td>65%</td>
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</table>

Judging from the fall 2011 snapshot, courses in philosophy fill at a high rate (114%), are extremely efficient (WSCH/FTEF = 804), and the student successful course completion rate of 68% is slightly higher than the statewide successful course completion rate for this discipline (65%).

Growth Projection
The discipline of philosophy is projected to grow at the same rate as the college’s overall growth rate. Given that the course offerings are currently meeting student demand, the offerings in this discipline should increase as needed to keep pace with the college’s enrollment.
PHOTOGRAPHY

Description
Photography is the study of the aesthetic and technical skills necessary to produce photographic documents.

The college’s photography department curriculum consists of two, three-unit courses. Both of the three-unit courses transfer to CSU. One of these courses is cross-listed with Journalism.

One section was offered in fall 2013 during the day.

Data

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<tr>
<th></th>
<th>WSCH</th>
<th>FTEF</th>
<th>WSCH/FTEF</th>
<th>Fill Rate</th>
<th>Discipline Successful Course Completion</th>
<th>Statewide Successful Course Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>192</td>
<td>0.33</td>
<td>591</td>
<td>100%</td>
<td>60%</td>
<td>69%</td>
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</table>

Judging from the fall 2011 snapshot, courses in photography fill to capacity (100%) and are efficient (WSCH/FTEF = 591) compared to the state standard for lecture courses (WSCH/FTEF = 525). However, the student successful course completion rate of 60% is below the statewide successful course completion rate for this discipline (69%).

Growth Projection
The discipline of photography is projected to grow at the same rate as the college’s overall growth rate. Given that the course offerings are currently meeting student demand, the offerings in this discipline should increase as needed to keep pace with the college’s enrollment.
PHYSICIAN ASSISTANT

Description
Physician Assistant is a career technical education program that prepares students academically and clinically to provide health care services under the supervision of a physician. Physician Assistants provide a broad range of medical services including history taking, physical assessment, assistance with surgical procedures, interpretation of diagnostic studies, and the implementation of therapeutic interventions. Additionally, physician assistants advocate health promotion with an emphasis on disease prevention as an integral part of patient care. The curriculum includes medical science across the lifespan, behavioral and social sciences; physical assessment; supervised clinical practice in family medicine, pediatrics, women’s health, general surgery, psychiatry, and behavioral medicine; and health policy issues and professional practice in the delivery of health care services to underserved populations.

To qualify for enrollment in the physician assistant program, applicants must demonstrate educational and experiential criteria. Educational prerequisites include recent and successful completion of courses in physics, chemistry, algebra, English, anatomy and physiology, microbiology, psychology and sociology or cultural anthropology. In addition, students must complete a minimum of 2,000 hours of paid hands-on patient care in a clinical setting. Work experience in the disciplines of medicine, nursing or allied health is required.

The physician assistant curriculum is rigorous and comprehensive, consisting of a total of 27 courses (this total includes one elective). Seventeen sections were offered in fall 2013. All of these courses transfer to CSU. The program is externally accredited by the Accreditation Review Commission on Education for the Physician Assistant.

The state of California has projected that it will need 4,000 physician assistants to provide primary care once the Affordable Care Act has been fully implemented. Potential employers require that physician assistants graduate from an accredited program, are certified and licensed. It is not currently a mandate for employment that physician assistants have a master’s degree, but by 2020, the Accreditation Review Commission on Education for the Physician Assistant will require all physician assistant programs to confer a master’s degree.

Student cohorts range from 21 to 28 and students are required to make a 24-month full-time commitment to complete the program. The program is delivered in corroboration with Moreno Valley College and Riverside County Medical Center.

The advisory committee is comprised of members of the community -- program graduates, clinical preceptors, practicing physician assistants and currently enrolled students.

A total of 104.5 units are required for the physician assistant certificate. Upon completion of the certificate requirements plus the general education/graduation requirements, students may earn an associate of science degree in this field.
Data

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<tbody>
<tr>
<td>Fall 2011</td>
<td>2,181</td>
<td>5.21</td>
<td>419</td>
<td>57%</td>
<td>86%</td>
<td>94%</td>
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</table>

Judging from the fall 2011 snapshot, physician assistant courses fill at a very low rate (57%), are relatively inefficient (WSCH/FTEF = 419), and the student successful course completion rate of 86% is below the statewide successful course completion rate for this discipline (94%).

Growth Projection
Although the need for physician assistants is projected to increase, this physician assistant program is projected to grow slower than the college’s overall growth rate as a result of accreditation enrollment limitations.
PHYSICS AND ASTRONOMY

Description

Physics is the branch of science that studies nature at its most fundamental level and includes classical mechanics, thermodynamics, electricity and magnetism, waves, relativity and quantum mechanics.

The college’s physics curriculum consists of six physics courses. Three of the courses include both lecture and laboratory and one course is a laboratory course. All of these courses transfer to both CSU and UC.

Five sections are offered in fall 2013, all during the day. One section was web-enhanced.

Astronomy is the study of the formation, composition, interactions, and evolution of the universe as a whole and the celestial objects comprising it, such as planets, stars, nebulae, galaxies, and black holes.

The college’s astronomy curriculum consists of two lecture courses, both of which are approved as partial fulfillment of the general education requirements for an associate degree. The courses transfer to both CSU and UC.

One section of astronomy was offered in fall 2013 during the day; this course was web-enhanced.

Data: Physics

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<tr>
<td>Fall 2011</td>
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<td>1.45</td>
<td>558</td>
<td>110%</td>
<td>70%</td>
<td>70%</td>
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Data: Astronomy

<table>
<thead>
<tr>
<th></th>
<th>WSCH</th>
<th>FTEF</th>
<th>WSCH/FTEF</th>
<th>Fill Rate</th>
<th>Discipline Successful Course Completion</th>
<th>Statewide Successful Course Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>180</td>
<td>0.20</td>
<td>901</td>
<td>118%</td>
<td>79%</td>
<td>66%</td>
</tr>
</tbody>
</table>

Judging from the fall 2011 snapshot, courses in both physics and astronomy fill at a high rate (110% and 118% respectively), are extremely efficient (WSCH/FTEF = 558 and 901 respectively), and the successful course completion rates of 70% and 79% respectively meet or exceed the statewide successful course completion rate for these disciplines (70% and 66% respectively).

Growth Projection
Both physics and astronomy are projected to grow at the same rate as the college’s overall growth rate. Given that student demand is currently slightly higher than the number of course offerings, the offerings in these disciplines should increase as needed to keep pace with the college’s enrollment.
POLITICAL SCIENCE

Description
Political Science, a social science, is the study of the processes, principles, and structure of government and political institutions; and the analysis of issues that governments face in developing policies in the current domestic and global context.

The college’s political science curriculum consists of nine, three-unit courses. All of these courses transfer to CSU and eight of the nine political sciences courses transfer to UC. Three of the nine courses are honors courses, POL - 1H: Honors American Politics, POL - 2H: Honors Comparative Politics, and POL - 4H: Honors Introduction to World Politics. The college is developing an associate degree for transfer in political science.

Six sections of POL 1: American Politics were the only political science sections offered on campus or online in fall 2013. Of these, two were offered during the day, two in the evening, one as a hybrid course, and one online.

Data

<table>
<thead>
<tr>
<th></th>
<th>WSCH</th>
<th>FTEF</th>
<th>WSCH/FTEF</th>
<th>Fill Rate</th>
<th>Discipline Successful Course Completion</th>
<th>Statewide Successful Course Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>1,049</td>
<td>1.43</td>
<td>736</td>
<td>104%</td>
<td>64%</td>
<td>64%</td>
</tr>
</tbody>
</table>

Judging from the fall 2011 snapshot, courses in political science fill at a high rate (104%), are extremely efficient (WSCH/FTEF = 736) compared to the state standard for lecture courses (WSCH/FTEF = 525), and the student successful course completion rate of 64% matches the statewide successful course completion rate for this discipline (64%).

Growth Projection
The discipline of political science is projected to grow at the same rate as the college’s overall growth rate. Given that the number of course offerings are currently meeting student demand, the offerings in this discipline should increase as needed to keep pace with the college’s enrollment.
PSYCHOLOGY

Description
Psychology is the scientific study of mental processes and behavior with an emphasis in the biopsychosocial model—how biology, psychology, and social/environment interact in thoughts, emotions, and behavior.

The college’s psychology department curriculum consists of six, three-unit courses and one four-unit course. All of these courses transfer to both CSU and all but PSY 50 transfer to UC. The college is developing an associate degree for transfer in psychology.

Seventeen sections were offered in fall 2013, 13 during the day and four in the evening.

Data

<table>
<thead>
<tr>
<th></th>
<th>WSCH</th>
<th>FTEF</th>
<th>WSCH/FTEF</th>
<th>Fill Rate</th>
<th>Discipline Successful Course Completion</th>
<th>Statewide Successful Course Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>2,547</td>
<td>3.05</td>
<td>835</td>
<td>110%</td>
<td>63%</td>
<td>67%</td>
</tr>
</tbody>
</table>

Judging from the fall 2011 snapshot, psychology courses fill at a high rate (110%) and are extremely efficient (WSCH/FTEF = 835) compared to the state standard for lecture courses (WSCH/FTEF = 525). However, the student successful course completion rate of 63% is below the statewide successful course completion rate for this discipline (67%).

Growth Projection
The discipline of psychology is projected to grow faster than college’s overall growth rate. In addition to this growth goal, a second goal for this discipline is to develop and implement strategies to improve rates of students’ successful course completion.
READING

Description
The Reading discipline includes courses that focus on basic skills and transfer requirements. The courses are designed to develop techniques for the critical analysis of language and informative literature required for college-level work and, as such, these courses support student success across the curriculum.

The college’s reading curriculum consists of eight courses. Three of the eight courses transfer to CSU. The remaining courses are credit, non-degree applicable courses. Only the three courses that are required to meet graduation requirements (REA 81: Reading, Level 1, REA 82: Reading, Level II and REA 83: Reading, Level III) have consistently been offered each year. However, the discipline hopes to soon begin offering REA 3: Reading for Academic Success and REA 4: Critical Reading as Critical Thinking as well as other electives.

Fourteen sections of reading were offered in fall 2013, nine during the day and five in the evening. Four of the sections were offered as hybrid courses.

Data

<table>
<thead>
<tr>
<th></th>
<th>WSCH</th>
<th>FTEF</th>
<th>WSCH/FTEF</th>
<th>Fill Rate</th>
<th>Discipline Successful Course Completion</th>
<th>Statewide Successful Course Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>1,754</td>
<td>3.51</td>
<td>499</td>
<td>112%</td>
<td>72%</td>
<td>68%</td>
</tr>
</tbody>
</table>

Judging from the fall 2011 snapshot, courses in reading fill at a high rate (112%) and the successful course completion rate of 72% is slightly higher than the statewide successful course completion rate for this discipline (68%). The discipline’s efficiency (WSCH/FTEF = 499) is close to the state standard for lecture courses of 525.

Growth Projection
The discipline of reading is projected to grow at the same rate as the college’s overall growth rate. A portion of this growth could be achieved through increased efficiencies within existing resources. Once efficiency is improved, the number of offerings will need to be increased to keep pace with the college’s enrollment.
REAL ESTATE

Description
Real Estate provides education for students who plan to enter the real estate profession and for persons working in real estate and related fields that wish to enhance their knowledge and skills.

The college’s real estate department curriculum consists of seven, three-unit courses. All of the real estate courses transfer to CSU. Two sections were offered in fall 2013, both in the evening and both web-enhanced.

Students may earn a certificate or an associate degree in business administration with a major concentration in real estate. Each certificate requires students to complete core business administration courses plus courses related to the area of concentration. Upon completion of this certificate plus the general education/graduation requirements, students may earn an associate of science degree in business administration with a concentration in real estate.

Data

<table>
<thead>
<tr>
<th></th>
<th>WSCH</th>
<th>FTEF</th>
<th>WSCH/FTEF</th>
<th>Fill Rate</th>
<th>Discipline Successful Course Completion</th>
<th>Statewide Successful Course Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>224</td>
<td>0.40</td>
<td>561</td>
<td>94%</td>
<td>71%</td>
<td>63%</td>
</tr>
</tbody>
</table>

Judging from the fall 2011 snapshot, courses in real estate fill to near capacity (94%), are efficient (WSCH/FTEF = 561) compared to the state standard for lecture courses (WSCH/FTEF = 525) and the student successful course completion rate of 71% is slightly above the statewide successful course completion rate for this discipline (63%).

Growth Projection
The discipline of real estate is projected to grow slower than the college’s overall growth rate. Although offerings currently meet student demand, future growth in this discipline is contingent on a shifting marketplace.
SOCILOGY

Description
Sociology is the study of human social behavior, groups, and the influence of environment on behavior, with a focus on the origins, organization, institutions, and developments of society.

The college’s sociology curriculum consists of seven, three-unit courses. All of these courses transfer to CSU and six of the seven sociology courses transfer to UC. The college offers an associate degree for transfer in sociology.

Nine sections were offered in fall 2013, six during the day, one at night, one online, and one as a short-term, weekend course offered at the Ben Clark Training Center. One of the six sections offered during the day was web-enhanced.

Data

<table>
<thead>
<tr>
<th></th>
<th>WSCH</th>
<th>FTEF</th>
<th>WSCH/FTEF</th>
<th>Fill Rate</th>
<th>Discipline Successful Course Completion</th>
<th>Statewide Successful Course Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>1,416</td>
<td>1.70</td>
<td>833</td>
<td>113%</td>
<td>71%</td>
<td>66%</td>
</tr>
</tbody>
</table>

Judging from the fall 2011 snapshot, courses in sociology fill at a high rate (113%), are extremely efficient (WSCH/FTEF = 833) compared to the state standard for lecture courses (WSCH/FTEF = 525), and the student successful course completion rate of 71% is slightly above the statewide successful course completion rate for this discipline (66%).

Growth Projection
The discipline of sociology is projected to grow faster than the college’s overall growth rate.
SPANISH

Description
Spanish courses encompass both language proficiency and cultural understanding so that students may become active participants in a global society. The program also addresses the needs of native heritage speakers.

The college’s Spanish curriculum consists of 11 courses. All of these courses transfer to CSU and ten of the 11 courses transfer to UC. The college offers two honors courses in this discipline: SPA 1H: Honors Spanish I and SPA 2H: Honors Spanish II. The college offers an associate degree for transfer in Spanish.

Fifteen sections of Spanish were offered in fall 2013, eight during the day, two in the evening that were also hybrid courses, and five web-enhanced courses.

Data

<table>
<thead>
<tr>
<th></th>
<th>WSCH</th>
<th>FTEF</th>
<th>WSCH/FTEF</th>
<th>Fill Rate</th>
<th>Discipline Successful Course Completion</th>
<th>Statewide Successful Course Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>2,725</td>
<td>4.60</td>
<td>593</td>
<td>109%</td>
<td>72%</td>
<td>68%</td>
</tr>
</tbody>
</table>

Judging from the fall 2011 snapshot, Spanish courses fill at a high rate (109%), are efficient (WSCH/FTEF = 593) compared to the state standard for lecture courses (WSCH/FTEF = 525), and the student successful course completion rate of 72% is slightly above the statewide successful course completion rate for this discipline (68%).

Growth Projection
The discipline of Spanish is projected to grow faster than the college’s overall growth rate.
SPEECH LANGUAGE PATHOLOGY ASSISTANT

Speech Language Pathology Assistant is a career technical education program that prepares students to transfer to a four-year institution or apply technical knowledge and skills at an entry-level to assist speech-language pathologists in treating disorders of communication. The curriculum includes instruction in communicative disorders related to: articulation/phonological disorders; language disorders in children and adults; fluency disorders, voice disorders, especially those related to vocal abuse; hearing disorders and the effect on communication.

The college’s speech language pathology curriculum consists of five courses, two at three units and three at four units. One three-unit course is a laboratory course that provides students with the opportunity for supervised competency-based field practice. All of the courses transfer to CSU. Other articulation/transfer agreements are in progress. The program is in the process of applying for accreditation with the California Speech-Language Pathology and Audiology and Hearing Aid Dispensers Board. Five sections were offered in fall 2013, all during the day.

The Speech Language Pathology Assistant Advisory Committee is comprised of five K-12 administrators, one representative of the Riverside County of Education, two Loma Linda University faculty members, two Moreno Valley College faculty members, and one retired faculty member.

Students may earn a speech language pathology assistant certificate after completing 18 units in specific speech language pathology courses. Upon completion of the certificate program plus the general education/graduation requirements, students may earn an associate of science degree in speech language pathology assistant.

Data

<table>
<thead>
<tr>
<th></th>
<th>WSCH</th>
<th>FTEF</th>
<th>WSCH/FTEF</th>
<th>Fill Rate</th>
<th>Discipline Successful Course Completion</th>
<th>Statewide Successful Course Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>566</td>
<td>1.33</td>
<td>424</td>
<td>82%</td>
<td>70%</td>
<td>72%</td>
</tr>
</tbody>
</table>

Judging from the fall 2011 snapshot, speech language pathology assistant courses fill at a moderate rate (82%) and the student successful course completion rate of 70% is close to the statewide successful course completion rate for this discipline (72%). However due to the limitations on class size for some courses in this discipline, the discipline is inefficient overall (WSCH/FTEF = 424) compared to the state standard for lecture courses (WSCH/FTEF = 525).

Growth Projection
The discipline of speech language pathology assistant is projected to grow slower than the college’s overall growth rate.

THEATER ARTS

Description
Theatre Arts is a collaborative form of the fine arts that uses live performers to present the experience of a real or imagined event before a live audience. The performers may communicate this experience to the audience through combinations of gesture, speech, song, music, and dance. Elements of design and stagecraft are used to enhance the physicality, presence and immediacy of the experience. This discipline includes both transfer education and hands-on training for those wishing to work in the theater industry.

The college’s theater arts curriculum consists of two, three-unit courses. Both courses transfer to CSU and UC.

Two sections were offered in fall 2013, one during the day and one in the evening.

Data

<table>
<thead>
<tr>
<th></th>
<th>WSCH</th>
<th>FTEF</th>
<th>WSCH/FTEF</th>
<th>Fill Rate</th>
<th>Discipline Successful Course Completion</th>
<th>Statewide Successful Course Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>313</td>
<td>0.48</td>
<td>647</td>
<td>101%</td>
<td>68%</td>
<td>76%</td>
</tr>
</tbody>
</table>

Judging from the fall 2011 snapshot, courses in theatre arts fill to capacity (101%) and are efficient (WSCH/FTEF = 647) compared to the state standard for lecture courses (WSCH/FTEF = 525). However, the successful course completion rate of 68% is below the statewide successful course completion rate for this discipline (76%).

Growth Projection
The discipline of theatre arts is projected to grow at the same rate as the college’s overall growth rate. Given that the course offerings are currently meeting student demand, the number of offerings will need to be increased to keep pace with the college’s enrollment. A target for this discipline is to develop and implement strategies to improve rates of students’ successful course completion.
WORK EXPERIENCE

Description

Work Experience courses provide students with an opportunity to increase their work-related skills and knowledge of jobs with on-the-job experience. There are two work experience programs: general and occupational.

- General work experience provides career guidance, job information, human relations, and other similar services for students employed in any occupation. These jobs do not have to be related to the student’s major. The job may be salaried or volunteer, but students must have a job before the beginning of the third week of class. Students earn three units per semester for 180-225 hours of volunteer or paid work experience, respectively, plus weekly attendance at a one-hour lecture class. Students may take two semesters of general work experience for a maximum of six units.

- Occupational work experience provides students with opportunities to work as a volunteer or paid employee in a job related to their majors. Students may earn from one to four units, contingent on the number of hours worked per week and whether the position is volunteer or paid. Students must also attend at a weekly one-hour lecture class.

Work experience courses are available in most of the college’s disciplines. Employers set students’ work schedule. For the lecture portion of work experience classes, and students may attend either a morning or afternoon twice-weekly session for the first half of the semester. For the second half of the semester, the lecture portion of the class is fulfilled through one-on-one appointments.

Data

<table>
<thead>
<tr>
<th></th>
<th>WSCH</th>
<th>FTEF</th>
<th>WSCH/FTEF</th>
<th>Fill Rate</th>
<th>Discipline Successful Course Completion</th>
<th>Statewide Successful Course Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>172</td>
<td>0.40</td>
<td>430</td>
<td>89%</td>
<td>80%</td>
<td>71%</td>
</tr>
</tbody>
</table>

Judging from the fall 2011 snapshot, courses in work experience fill at a moderate rate (89%) and are relatively inefficient (WSCH/FTEF = 430). However, the student successful course completion rate of 80% is significantly above the statewide successful course completion rate for this discipline (71%).

Growth Projection

The discipline of work experience is projected to grow at the same rate as the college’s overall growth rate. A portion of this growth could be achieved through increased efficiencies within existing resources. Once efficiency is improved, the number of offerings will need to be increased to keep pace with the college’s enrollment.
STUDENT SERVICES

Admissions and Records
Assessment Center
CalWORKS
Career and Transfer Center
Counseling
Disabled Student Services
Extended Opportunity Programs and Services
Special Programs
  Puente Program
  Renaissance Scholars Program
  Student Support Services
  Upward Bound Math and Science
Student Activities
Student Employment Services
Student Financial Services
Student Health and Psychological Services
Tutorial Services
Veterans Resources Center
ADMISSIONS AND RECORDS

Description
Admissions and Records is responsible for a variety of services to support student access and success. Services include, but are not limited to the following:

- Assist students with registration process and process all aspects of registration including adds and drops;
- Provide students with technical assistance for the successful submission of online admissions applications;
- Retain student records for three years;
- Process incoming and outgoing transcripts;
- Serve as cashiers for tuition, health and student service fees, health services fees;
- Process student requests for enrollment verifications;
- Collaborate with faculty and administrators on student appeals;
- Determine student residency;
- Submit information for state reports; and
- Assist with seasonal and informal records evaluation.

These services are available to students Monday through Thursday from 8:30 am to 4:30 pm, on Friday from 8:30 am to noon, and during the evening upon request.

Data

<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students served</td>
<td>5,191</td>
<td>7,313</td>
</tr>
</tbody>
</table>

Growth Projection
Admissions and Records is projected to grow at the same rate as the college’s enrollment.
ASSESSMENT CENTER

Description
The Assessment Center provides students with fair, comfortable, appropriate, and valid assessments of their current skill levels in mathematics, English, reading, Spanish, and chemistry. This testing process is designed to assist students in making informed educational choices that will help them realize their educational goals in a timely manner.

There is an Assessment Center located on the main campus as well as at the Ben Clark Training Center. The main campus center is open from 8 am to 4 pm Mondays, Tuesdays, Wednesdays, and Fridays and 8 am to noon on Thursday. The Ben Clark Training Center assessment office is open on Thursdays from noon to 4 pm.

Data

<table>
<thead>
<tr>
<th>Year</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students Assessed</td>
<td>3,063</td>
<td>3,401</td>
</tr>
</tbody>
</table>

Growth Projection
The Assessment Center is projected to grow at the same rate as the college’s enrollment.
CALWORKS

Description

California Work Opportunities and Responsibilities for Kids (CalWORKs) program provides academic, financial aid, personal, crisis counseling and employment-focused services to low-income families with minor children. Some additional supportive services are funded through the Chancellor’s Office of California Community Colleges. CalWORKs is designed to promote self-sufficiency through employment, education, and community collaboration. Students receiving CalWORKs from a county welfare department are eligible. As a result of the Welfare Reform Act in 1996 CalWORKs/TANF customers face a four-year lifetime limit, and the Community College’s CalWORKs program is one of the ways California is assisting participants to meet the challenge. Many current CalWORKs students could not get the education they need to break the cycle of poverty and dependency without such assistance.

As of January 2013, all persons receiving aid from the CalWORKs program are eligible to receive supportive service to assist with college attendance for up to 24 months. Enrollment is ongoing with new CalWORKs students enrolling each week. The services provided include the following.

- Financial aid, academic, personal and career counseling
- Official college Student Educational Plans
- Financial aid and GAIN-approved Student Educational Plans
- Intensive case management
- Priority registration
- Book loan
- Workshops
- Attendance verification
- Work study and job placement
- Direct referrals to EOPS/CARE
- Coordination and advocacy on and off campus
- Educational and occupational assessments
- Access to computer lab with internet/printing capability
- Career pathway planning and linkages to labor market
- Assistance with meeting the 20/35 GAIN activity hours

These services are available to students Monday through Thursday from 8:30 am to 2:30 pm. Appointments are available on Friday and during the evening upon request.

Data

<table>
<thead>
<tr>
<th></th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total students</td>
<td>200</td>
<td>200</td>
<td>180</td>
</tr>
<tr>
<td>Completed CalWORKs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Educational Plans</td>
<td>200</td>
<td>200</td>
<td>94</td>
</tr>
</tbody>
</table>
Growth Projection
The growth of the CalWORKS program is contingent on the level of state funding.
CAREER AND TRANSFER CENTER

Description
The Transfer Center is dedicated to increasing the transfer function by educating and increasing awareness of the transfer center and the services provided in effort to increase the number of students prepared for transfer to baccalaureate-level institutions. This is accomplished through the coordination of college transfer efforts, with an emphasis on the preparation and transfer of underrepresented students, including disabled students, low-income students, first-generation college students, and other groups of students underrepresented in the transfer process. The Transfer Center serves as the focal point for transfer activities and is designed to strengthen the transfer function at Moreno Valley College by assisting students through the transfer process. The Transfer Center provides resources to students interested in transferring to baccalaureate-level institutions.

The Career Center is dedicated to providing encouragement and guidance to students in their various stages of lifelong career development. Counselors, staff and resources will offer a framework for individuals to define and achieve their educational and occupational goals, and prepare them for the diverse and changing economy. The Career Center provides opportunities for extensive career exploration and evaluation of interest, aptitudes, skills and other characteristics related to vocational and pre-professional planning and job success.

The Career and Transfer Center helps prepare students, through its resources, to achieve their transfer and career goals and to empower students to take charge of their future through planning, research, utilization of Career and Transfer Center resources, and ongoing collaboration with Career and Transfer Center staff throughout their education.

The services provided include the following:
- Career assessment (MBTI and EUREKA)
- Computer access to utilize career and transfer resources, eureka online, researching majors, researching occupations, and career planning.
- In-class presentations
- Transfer workshops
- “What to major in” workshops
- Virtual tours of universities
- Individual appointment with university representatives for academic advising
- Transfer Fairs: Fall and Spring
- Transfer Recognition Ceremony
- Transfer counseling
- Career counseling

These services are available to students Monday through Thursday from 8 am to 5 pm, on Friday from 8 am to noon, and during the evening upon request.
Data

<table>
<thead>
<tr>
<th>Service</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010-2011</td>
</tr>
<tr>
<td>Career Transfer Center Visits</td>
<td>N/A</td>
</tr>
<tr>
<td>Workshops</td>
<td>158</td>
</tr>
<tr>
<td>Appointments w/ University Reps</td>
<td>285</td>
</tr>
<tr>
<td>Appointments w/ Counselors for Transfer Reasons</td>
<td>232</td>
</tr>
<tr>
<td>Appointments w/ Counselors for Career Reasons</td>
<td>17</td>
</tr>
</tbody>
</table>

Growth Projection
The demand for career and transfer services is likely to grow at a higher rate than the college enrollment rate because these services have been severely limited for the past few years.
COUNSELING

Description
The Counseling program provides essential support to students through individual and group interactions as well as classroom instruction. These core functions include:

- Academic Counseling
- Career Counseling
- Personal Counseling
- Crisis Intervention
- Outreach
- Participation and Advocacy

Counselors are fully integrated into almost every grant, program, and service including categorical programs, such as Disabled Student Services; Extended Opportunity Program and Services; Science, Technology, Engineering and Mathematics grant; Student Support Services grant; Financial Aid, and CalWORKS. Counseling provides services to help students resolve personal difficulties and acquire the skills, attitudes, abilities, and knowledge that will enable them to take full advantage of their college experience and accomplish their educational goals. Students are given assistance in developing their education programs, coordinating their career and academic goals, understanding graduation, major, certificate, and transfer requirements, exploring career options, and resolving personal issues. Counseling services are delivered by means of individual counseling sessions, small group counseling, classroom visitations, special workshops and programs, online advising, and credit guidance classes.

Guidance courses combine academic theory with practical application and are designed to assist students in identifying and overcoming academic and personal issues that impact their academic success. The curriculum for counseling services delivered via guidance courses consists of six courses, four one-unit courses, one two-unit course, and one three-unit course. All of the courses fulfill general education requirements for an associate degree and transfer to CSU. One of the courses also transfers to UC. Twelve sections were offered in fall 2013, seven during the day, one during the evening, and two online. Two of the day sections were offered on an accelerated schedule. Two of the day classes were offered for unique populations: one for the Nuview Bridge Early College High School program and one for Puente Program students.

Counseling services are available to students Monday through Thursday from 8:30 am to 4 pm, on Friday from 8:30 am to noon. A full-time counselor with support staff is housed at the Ben Clark Training Center.

Data: Services

<table>
<thead>
<tr>
<th></th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Academic Advising/Other  |  7,223  |  5,732  |  4,834  
Readmission/Probation  |  804    |  637    |  665    
Student Education Plans |  2,139  |  1,832  |  1,805  
Orientation/Counseling Groups |  319    |  30     |  0      
Career/Transfer         |  249    |  255    |  370    
ESL Orientation/Counseling Groups |  168    |  45     |  1      
Walk-Ins (prospective students) |  707    |  476    |  323    
Advising for Nursing Majors |  26     |  20     |  26     
Online Appointments      |  28     |  12     |  15     

Data: Guidance Courses

<table>
<thead>
<tr>
<th>Growth Category</th>
<th>WSCH</th>
<th>FTEF</th>
<th>WSCH/FTEF</th>
<th>Fill Rate</th>
<th>Discipline Successful Course Completion</th>
<th>Statewide Successful Course Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>821.43</td>
<td>1.47</td>
<td>560.05</td>
<td>109.0%</td>
<td>73.2%</td>
<td>74.1%</td>
</tr>
</tbody>
</table>

Growth Projections

Student demand for guidance courses and counseling services is likely to grow at the same rate as the college’s enrollment.
DISABLED STUDENT SERVICES

Description
Disabled Student Services assists students with disabilities to participate in college programs and activities. Services are provided to students with a variety of disabilities, including mobility, psychiatric disabilities, visual, speech, and hearing limitations; learning disabilities; acquired brain injury; and developmentally delayed learning. Support services include exam accommodations, note taking assistance, alternate format materials, priority registration, academic counseling and other specialized counseling, and an assistive technology computer lab.

These services are available to students Monday through Thursday from 8:30 am to 5:00pm and on Friday from 8:30 am to 12:00pm.

Data

<table>
<thead>
<tr>
<th></th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours of Counseling</td>
<td>539</td>
<td>547</td>
</tr>
<tr>
<td>Hours of Intakes</td>
<td>280</td>
<td>202</td>
</tr>
<tr>
<td>Hours of Accommodation Orientations</td>
<td>8*</td>
<td>71.5</td>
</tr>
<tr>
<td>Hours of Test Proctoring</td>
<td>1,050</td>
<td>1,594</td>
</tr>
<tr>
<td>Hours of Adaptive Technology Training</td>
<td>39</td>
<td>39</td>
</tr>
</tbody>
</table>

*This was the first year DSS implemented an accommodations orientation.

<table>
<thead>
<tr>
<th></th>
<th>2011 - 2012</th>
<th>2012- 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Served</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>106</td>
<td>120</td>
</tr>
<tr>
<td>Fall</td>
<td>313</td>
<td>322</td>
</tr>
<tr>
<td>Winter</td>
<td>151</td>
<td>130</td>
</tr>
<tr>
<td>Spring</td>
<td>227</td>
<td>232</td>
</tr>
</tbody>
</table>

Growth Projection
The demand for disabled student services is likely to grow at the same rate as the college’s enrollment.
EARLY and MIDDLE COLLEGE HIGH SCHOOL PROGRAMS

Description
Moreno Valley College hosts one early college high school program, the Nuview Bridge Early College High School, and one middle college program, the Middle College High School Program. Both programs provide students with the opportunity to take college classes that count toward both their high school graduation requirements and an associate degree.

Nuview Bridge Early College High School, located in the community of Nuvie, provides high school students in grades 9 - 12 college experience. Students in the 9 grade first complete a college Guidance course. Students in the 10-12 grades enroll in college courses that satisfy high school graduation and A through Gs, and courses that satisfy an IGETC or transfer program. This program is a partnership with Nuvie Union High School District.

The Middle College High School serves high-potential, at-risk high school students who complete the last two years of high school on the college campus. Students take college courses at the same time as completing high school graduation requirements. Each year 70 new participants are accepted into the program. Although first established in 1999 through a grant from the Community College Chancellor’s Office, as of August 2013 the program is supported and funded by Moreno Valley College, Moreno Valley Unified School District and Val Verde Unified School District. This program offers early development of college experience as well as guidance in students’ educational endeavors.

Data: Nuview Bridge Early College High school

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Student Enrollment</th>
<th>Students Enrolled in MVC Courses other than Guidance</th>
<th>Students Enrolled in MVC Guidance</th>
<th>High School Seniors</th>
<th>High School Diploma</th>
<th>Enrolled in College after High School</th>
<th>Earned AA/AS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013-14</td>
<td>552</td>
<td>236</td>
<td>N/A</td>
<td>57</td>
<td>N/A</td>
<td>93</td>
<td>N/A</td>
</tr>
<tr>
<td>2012-13</td>
<td>514</td>
<td>205</td>
<td>190</td>
<td>50</td>
<td>43</td>
<td>95</td>
<td>95</td>
</tr>
<tr>
<td>2011-12</td>
<td>450</td>
<td>176</td>
<td>227</td>
<td>60</td>
<td>58</td>
<td>83</td>
<td>83</td>
</tr>
<tr>
<td>2010-11</td>
<td>383</td>
<td>351</td>
<td>234</td>
<td>47</td>
<td>59</td>
<td>85</td>
<td>85</td>
</tr>
</tbody>
</table>

Data: Middle College High School

<table>
<thead>
<tr>
<th>Graduation Year</th>
<th>Student Participants</th>
<th>High School Diploma</th>
<th>Percentage of H.S. Diploma</th>
<th>Continue College</th>
<th>Percentage of Continue College</th>
<th>AA/S</th>
<th>Percentage of AA/S</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>51</td>
<td>51</td>
<td>100%</td>
<td>51 (self-reported)</td>
<td>100%</td>
<td>6</td>
<td>11.76%</td>
</tr>
<tr>
<td>2012</td>
<td>57</td>
<td>57</td>
<td>100%</td>
<td>54</td>
<td>94.7%</td>
<td>19</td>
<td>33.33%</td>
</tr>
<tr>
<td>2011</td>
<td>63</td>
<td>63</td>
<td>100%</td>
<td>60</td>
<td>95.2%</td>
<td>15</td>
<td>23.80%</td>
</tr>
</tbody>
</table>
Growth Projection
Enrollment is limited in early and middle college programs and therefore these programs are projected to grow slower than the college’s growth rate.
EXTENDED OPPORTUNITY PROGRAMS AND SERVICES

Description
Extended Opportunity Programs and Services (EOPS) is a statewide outreach and special assistance program that provides academic support services for students from educationally and financially disadvantaged backgrounds. This support is comprehensive and includes providing students with tools that are above and beyond those offered by the college to assist the students in enrolling, remaining, and ultimately graduating from college. These support services include:

- Academic, career, and personal counseling
- Priority registration
- Financial support to purchase textbooks
- Tutoring
- Transfer assistance

The EOPS office also administers the Cooperative Agencies Resources for Education (CARE) program, which provides funding for childcare, transportation, workshops, and books for single parents/heads of households with minor children.

These services are available to students Monday through Thursday from 8 am to 5 pm, on Friday from 8 am to noon, and during the evening upon request.

Data

<table>
<thead>
<tr>
<th>EOPS Service</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of New Students</td>
<td>472</td>
<td>358</td>
<td>220</td>
</tr>
<tr>
<td>Number of Continuing Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Students Referred to Tutoring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Students Scheduled Counseling Appointments</td>
<td></td>
<td>288</td>
<td></td>
</tr>
<tr>
<td>Number of Book Awards for New Students</td>
<td></td>
<td>165</td>
<td></td>
</tr>
<tr>
<td>Number of Book Awards for Continuing Students</td>
<td>109</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Students above 3.0 GPA</td>
<td></td>
<td></td>
<td>110</td>
</tr>
<tr>
<td>Number of Students Received Priority Registration</td>
<td></td>
<td>153</td>
<td></td>
</tr>
<tr>
<td>Number of Foster Youth Students</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Number of Workshops</td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CARE Service</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of New Students</td>
<td>472</td>
<td>358</td>
<td>34</td>
</tr>
<tr>
<td>Number of Continuing Students</td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Number of Book and Supplies Awards</td>
<td></td>
<td></td>
<td>43</td>
</tr>
<tr>
<td>Number of Workshops</td>
<td></td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>
Growth Projection
The demands for EOPS and CARE services are likely to grow at the same rate as the college’s enrollment.
SPECIAL PROGRAMS

Description
The college offers four programs tailored to its students’ unique needs. The following is a brief description of each.

Puente Program is designed to increase the number of educationally underrepresented students who enroll in four-year colleges and universities, earn degrees, and return to the community as leaders and mentors of future generations. The Puente Program has been active at Moreno Valley College since 2001 and has helped students achieve college success. Puente is open to all students and is committed to helping students develop strong writing skills, academic and personal goals, and transfer to a four-year university.

Puente students commit to a rigorous two-semester English 50/80/Guidance 47 courses during the fall term and English 1A/Guidance 48 courses during spring term. In addition to the Puente classes, students also take additional courses to meet their full-time status. They work closely with a guidance counselor to prepare an academic plan to transfer to four-year institutions. Students also meet regularly with a professional mentor from the community. The Puente Program provides a supportive and stimulating environment to facilitate students’ writing skills. Classes are conducted as writing workshops in which students work in small response groups. The curriculum includes multicultural and Latino/a literature and issues; the faculty members’ methods draw on the students’ cultural and character strengths.

Renaissance Scholars Program is designed to increase the number of educationally underserved students who enroll in college, earn their degrees, transfer to four-year colleges or universities, and return to the community as leaders and mentors to future generations.

The Renaissance Scholars Program is open to all students, however, with a focus to educate African American students about their African cultural heritage in order to promote an African American centered consciousness. This program provides students with a learning community that combines English and guidance courses as well as enrichment activities, such as trips to four-year institutions.

Student Support Services provides first-generation, low-income, and disabled students with the knowledge, tools, and support necessary to achieve academic success. The program’s goal is to increase retention and graduation rates for students who are committed to transferring to a four-year institution. This is a five-year TRIO grant program funded by the U.S. Department of Education.

Program participants benefit from:

- Workshops:
  - Career exploration
  - Economic and financial literacy
  - Financial aid and scholarships
  - Study and test-taking skills
- Transfer to four year university
- Writing personal statement

- Priority registration
- Grant Aid for qualifying first- and second-year students
- Fieldtrips to four year universities, museums and cultural events
- Academic and personal counseling
- Tutorial services
- Assistance completing FAFSA and university admission applications
- Support network of faculty, staff, and students

Participation is limited to 140 students annually. Students are selected through an application and interview process. Eligibility is established through the U.S. Department of Education, TriO Programs. Three quarters (3/4) of those students will be both first generation and low income. The remaining quarter (1/4) will be first generation, low income, or individuals with disabilities. Among those with disabilities, two thirds (2/3) will also be low income. All students are required to demonstrate a need for academic support services. To continue to receive program services, students are required to meet with the Student Support Services advisor or counselor twice and attend two activities each semester.

The Upward Bound Math and Science Program is designed to strengthen high school students’ mathematics and science skills and to encourage them to pursue postsecondary degrees in mathematics and science. This partnership with Moreno Valley Unified School District is a federally funded five-year grant from the U.S. Department of Education and serves a cohort of sixty students who attend Vista Del Lago High School and/or its service area in Moreno Valley Unified School District. The services include:

- Hands-on, interactive activities related to mathematics, science, engineering and technology
- Supplemental instruction in mathematics, laboratory sciences, composition, literature, and foreign languages
- Mentoring and special guest lecturers
- Academic advising
- Career exploration and aptitude assessment
- Exposure to research and internship opportunities
- Information on Financial Aid and Economic Literacy
- Assistance in completing college, financial aid, and scholarship applications
- Educational and cultural outings
- SAT/ACT Test Prep
- Access to computer lab
- Writing assistance
- 6-week summer experience
- Family workshops

Data
Enrollment is limited for each of these programs:

- Puente Program: 35 students per semester
- Renaissance Scholars Program: 35 students per semester
- Student Support Services: 140 students per semester
- Upward Bound Math and Science Program: 148 students per semester

**Growth Projections**

The Puente and Renaissance Scholars Programs are projected to grow slower than the college’s growth rate because enrollment in these programs is limited. A growth rate is not projected for the Student Support Services and Upward Bound Math and Science programs because these are grant-funded programs. At the conclusion of the grants, applications will be filed to renew the grants or the services currently provided by these programs will either be integrated into existing departments or will be discontinued.
STUDENT ACTIVITIES

Description
Student Activities provides opportunities for students to enhance their educational experience, to grow personally, and to develop leadership skills through co-curricular learning activities. Students are encouraged to participate in and influence the college’s social and political environment. Emphasis is placed on developing a sense of community among students, faculty, and staff through involvement.

This office provides logistical support and leadership for the following groups and activities:
- Associated Students of Moreno Valley College;
- ATHENA Student Leadership Program;
- Student clubs;
- Student Activities Center;
- On-campus events, such as commencement; and
- On-campus events initiated by other college departments, such as Student Health and Psychological Services and the library.

The Associated Students of Moreno Valley College is the college’s student government organization. This body appoints student representatives to serve on the Academic Senate, Strategic Planning Committee, and Resources Committee; manages student government budgeting and financing; and supports student activities across the campus.

The ATHENA College Leadership Program for Students, initiated in fall 2012, is a one-semester program for a cohort of 15 students. This no-cost program consists of a series of workshops with college and community speakers and other interactive activities that are designed to assist students in developing leadership and career skills.

The Student Activities Center provides students with access to computers and study spaces.

The Student Activities Office is open Monday through Thursday from 8 am to 5 pm, on Friday from 8 am to noon, and during the evening upon request.

Data: Number of Student Clubs

<table>
<thead>
<tr>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>22</td>
<td>15</td>
<td>19</td>
</tr>
</tbody>
</table>

In addition to the number of student clubs, the number of students who volunteer to work in the community also provides evidences of student engagement. In 2012-2013, 131 students worked approximately 11,600 hours in the community at various agencies.
Growth Projection
The demand for student activities is likely to grow at the same rate as the college’s enrollment.
STUDENT EMPLOYMENT SERVICES

Description
Student Employment Services connects eligible students seeking part-time employment with job openings. Students are assisted in applying for one of these three types of positions:

- Federal Work Study,
- Student positions within the college, or
- CalWORKS Work Study

Both work study programs may provide student jobs on or off campus. Each of these types of programs has unique requirements, such as the number of units in which students must be enrolled or the students’ grade point average. Federal Work Study and college student positions are generally on-campus positions. CalWORKS Work Study positions are primarily off-campus positions.

These services are available to students generally during the day; the schedule varies each semester.

Data: Student Employment

<table>
<thead>
<tr>
<th></th>
<th>2012-2013</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>America Counts</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>America Reads</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Literacy</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>CalWORKS</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>Community Services</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>On-campus Federal Work Study</td>
<td>137</td>
<td>110</td>
</tr>
<tr>
<td>RCCD</td>
<td>144</td>
<td>123</td>
</tr>
</tbody>
</table>

Growth Projection
The demand for student employment services is likely to grow at the same rate as the college’s enrollment.
STUDENT FINANCIAL SERVICES

Description
Student Financial Services assists students in reaching their educational goals by coordinating and distributing student aid from the federal government, the state of California, and other sources. This service provides prospective and enrolled students with information, resources, and assistance in filing applications, while meeting the fiduciary requirements of the funding sources. The types of aid include grants, loans, scholarships and tuition fee waivers.

The office is open to students on Monday, Tuesday and Thursday 8:30-4:30, Wednesday 8:30-12:30 and closed on Friday. Appointments for times other than this office schedule are available upon request.

Data

<table>
<thead>
<tr>
<th></th>
<th>2012-2013 Pell Grant Awards</th>
<th>2012-2013 BOG Fee Waiver</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recipients</td>
<td>3,236</td>
<td>8,158</td>
</tr>
<tr>
<td>Amounts</td>
<td>$9,119,909</td>
<td>$4,498,547</td>
</tr>
</tbody>
</table>

Growth Projection
The demand for student financial aid services is likely to grow at the same rate as the college’s enrollment.
STUDENT HEALTH AND PSYCHOLOGICAL SERVICES

Description
Student Health and Psychological Services offers clinical and educational programs to provide quality and reasonably priced health care, assisting a diverse student population to achieve and maintain optimum physical and psychological health, enhancing retention and satisfaction with the college experience. Using a whole-person treatment approach, the services are based on the philosophy that physical and psychological health is associated with academic development, leadership qualities, and overall satisfaction with college. Services include health assessment, first aid and emergency care, health and psychological counseling and referrals, non-prescription and prescription medication, tuberculosis skin tests, immunizations, blood pressure screening, pregnancy testing, low cost laboratory and immunization services, and information referrals on a variety of health issues, and health education programs. Pre-course physical examinations, a prerequisite for some health sciences programs, are also provided. Smoke free campus activities, health fairs, disaster preparation, crisis intervention, and wellness seminars are provided in collaboration with campus, community, state and federal entities. Incident reports and the Student Accident Insurance Program are administered through this office. Faculty and staff services include tuberculosis skin testing, seasonal flu shots, and worker’s compensation entry point and referral.

Registered nurses, registered nurse practitioners, physicians, mental health professionals, and health educators provide these health services.

Health services are available to students Monday, Tuesday, and Thursday from 8 am to 4 pm; on Wednesday from 8 to 5 pm; on Friday from 8 am to noon; and during the evening upon request. The hours that psychological services are available varies.

Data

<table>
<thead>
<tr>
<th></th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Health Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office visits</td>
<td>9,155</td>
<td>9,994</td>
<td>9,105</td>
</tr>
<tr>
<td># of Psychological</td>
<td>245</td>
<td>456</td>
<td>666</td>
</tr>
<tr>
<td>counseling visits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of students reached</td>
<td>1,039</td>
<td>718</td>
<td>656</td>
</tr>
<tr>
<td>through classroom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>presentations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of students reached</td>
<td>663</td>
<td>1,229</td>
<td>1,096</td>
</tr>
<tr>
<td>through outreach events</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall/spring health</td>
<td>8 hours/week</td>
<td>8 hours/week</td>
<td>8 hours/week</td>
</tr>
<tr>
<td>provider available</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer/intersession</td>
<td>4 hours/week</td>
<td>4 hours/week</td>
<td>4 hours/week</td>
</tr>
<tr>
<td>health provider</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
available
Mental health counselor availability 4 hours/week 16-20 hours/week 32-36 hours/week

Growth Projection
The demand for student health and psychological services is likely to grow at the same rate as the college’s enrollment.
TUTORIAL SERVICES

Description
Tutorial Services provides free individual/group tutoring and self-help materials for students who voluntarily seek tutoring or who are referred to tutoring by a faculty member or program. Students must be enrolled in the exact class for which they are requesting tutoring services. Students are allowed a maximum of two one-hour sessions a week per subject. Tutoring is offered in the following subjects: Accounting, Biology, Chemistry, Computer Information Systems, Humanities, Mathematics, Spanish, Economics, History, Political Science, Psychology and Speech.

With faculty recommendations, tutors are highly qualified and currently enrolled students who earned an A or B in the course for which they provide tutorial services and successfully completed a Tutorial Training workshop. Tutors for all subjects are trained in strategies for tutoring and group facilitation by the Tutorial Services staff at the beginning of each semester.

Tutorial services are available to students Monday through Thursday from 8 am to 7 pm and on Friday from 8 am to 1:00 pm.

Data

<table>
<thead>
<tr>
<th></th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014 Data Through October 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Students</td>
<td>884</td>
<td>1,060</td>
<td>339</td>
</tr>
<tr>
<td>EOPS Students</td>
<td>81</td>
<td>71</td>
<td>91</td>
</tr>
<tr>
<td>District Hours</td>
<td>3,999.5</td>
<td>2,593</td>
<td>1,611</td>
</tr>
<tr>
<td>EOPS Hours</td>
<td>623.5</td>
<td>359</td>
<td>354.5</td>
</tr>
<tr>
<td>Perkins Appointments in CIS Laboratory</td>
<td>2,636.5</td>
<td>2,288</td>
<td>829</td>
</tr>
<tr>
<td># Tutors</td>
<td>28</td>
<td>31</td>
<td>38</td>
</tr>
<tr>
<td># Subjects</td>
<td>51</td>
<td>59</td>
<td>69</td>
</tr>
<tr>
<td>Master Tutor Training Workshops</td>
<td>N/A</td>
<td>Spring 2013 27 Attendees</td>
<td>Fall 2013 29 Attendees</td>
</tr>
</tbody>
</table>

Growth Projection
The demand for tutorial services is likely to grow at the same rate as the college’s enrollment.
VETERANS RESOURCE CENTER

Description
The Veterans Resource Center supports veterans’ achievement of their education goals by providing consistent information and assistance in applying for and receiving benefits from the Department of Veterans Affairs. The services include providing information on the process to apply for veterans’ educational benefits; collaborating with counseling to ensure that students develop an educational plan; processing enrollment certifications using VA ONCE; and coordinating with other college/district offices to accurately track and certify students’ enrollment and tuition payments. The college’s veterans services comply with federal guidelines, regulations, policies and procedures as mandated by the Federal Department of Veteran Affairs as well as honor the college’s commitment to the Principles of Excellence presented in Presidential Executive Order 13607.

These services are available to students generally during the day; the schedule varies each semester.

Data: Number of Certified Files

<table>
<thead>
<tr>
<th></th>
<th>Summer</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>17</td>
<td>142</td>
<td>61</td>
<td>173</td>
</tr>
<tr>
<td>2012-2013</td>
<td>99</td>
<td>216</td>
<td>97</td>
<td>258</td>
</tr>
<tr>
<td>2013-2014</td>
<td>162</td>
<td>255</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

Data: Veterans Served (Walk-ins)

<table>
<thead>
<tr>
<th></th>
<th>July 1st – July 31st</th>
<th>August 1st–30th</th>
<th>September 1st – 30th</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>57</td>
<td>168</td>
<td>73</td>
</tr>
<tr>
<td>2013</td>
<td>308</td>
<td>280</td>
<td>151</td>
</tr>
</tbody>
</table>

Growth Projection
The demand for the services provided by the Veterans Resource Center is likely to grow at the same rate as the college’s enrollment.
## Glossary for Data in the Comprehensive Master Plan for Instructional Disciplines

<table>
<thead>
<tr>
<th>Data Element</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>WSCH</td>
<td>The amount of time faculty are in contact with students as calculated by this formula: the # of hours per week the class meets times the # of students at census.</td>
</tr>
<tr>
<td>FTEF</td>
<td>Full Time Equivalent Faculty represents the equivalent number of full-time faculty by dividing the total weekly contact hours (WFCH) by 15 hours (full-time faculty load).</td>
</tr>
</tbody>
</table>
| WSCH/FTEF    | A ratio comparing the hours that faculty are with students in class each week (Weekly Student Contact Hours) to the number of full-time equivalent faculty (Full Time Equivalent Faculty) that it takes to support that WSCH. The product of this ratio is best understood when compared to some other standard, such as the state goal of 525 for an 18-week semester. It is higher for compressed calendars since the WSCH figure used for calculations has been condensed. WSCH/FTEF is derived with this formula:  
  - 1 FTES = 15 WCH  
  - 17.5 Weeks/Semester = 35 weeks  
  - 15 WCH x 35 Weeks = 525  
  The result is that 35 students in a class will yield a 525 WSCH/FTEF. |
| Fill Rate    | A percentage comparing room or course capacity to the number of students enrolled at census. |
| Discipline Successful Course Completion | Of all credit enrollments, the rate at which students completed Moreno Valley College courses in this discipline with a grade of A, B, C, or P. |
| Statewide Discipline Successful Course Completion | From the Chancellor’s Office Data Mart: statewide averages of the rate at which students completed courses in this discipline with a grade of A, B, C, or P. |
### SUMMARY OF GROWTH PROJECTIONS FOR ACADEMIC DISCIPLINES

<table>
<thead>
<tr>
<th>Slower than College Growth Rate</th>
<th>Same as College Growth Rate</th>
<th>Faster than College Growth Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Interpretation</td>
<td>Accounting</td>
<td>Biology (includes Anatomy &amp; Physiology and Microbiology)</td>
</tr>
<tr>
<td>Dental Assisting</td>
<td>Administration of Justice (transfer courses and academies)</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>Anthropology</td>
<td>Early Childhood Education (transfer courses)</td>
</tr>
<tr>
<td>Journalism</td>
<td>Art</td>
<td>English</td>
</tr>
<tr>
<td>Homeland Security</td>
<td>Business Administration (includes Marketing and Management)</td>
<td>Health Science</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>Computer Applications/Office Technology</td>
<td>History</td>
</tr>
<tr>
<td>Physician Assistant</td>
<td>Computer Information Systems</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Real Estate</td>
<td>Communication Studies</td>
<td>Psychology</td>
</tr>
<tr>
<td>Speech Language Pathology Assistant</td>
<td>Dance</td>
<td>Sociology</td>
</tr>
<tr>
<td></td>
<td>Economics</td>
<td>Spanish</td>
</tr>
<tr>
<td></td>
<td>Emergency Medical Services (EMT and Paramedics)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English as a Second Language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Geography</td>
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<tr>
<td></td>
<td>Guidance</td>
<td></td>
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<td></td>
<td>Humanities</td>
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<td></td>
<td>Human Services</td>
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<td></td>
<td>Kinesiology</td>
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<td></td>
<td>Library</td>
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<td></td>
<td>Music</td>
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<tr>
<td></td>
<td>Philosophy</td>
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<td>Photography</td>
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<tr>
<td></td>
<td>Physics and Astronomy</td>
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<tr>
<td></td>
<td>Political Science</td>
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<tr>
<td></td>
<td>Reading</td>
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<tr>
<td></td>
<td>Theatre Arts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Work Experience</td>
<td></td>
</tr>
</tbody>
</table>