Student Success and Support Program Plan
(Credit Students)

2014-2015

District:  Riverside Community College District
College:  Moreno Valley College

Report Due Postmarked by
Friday, October 17, 2014

Email report to:
cccsssp@cccco.edu

and
Mail report with original signatures to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor’s Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549
INTRODUCTION
The purpose of the Student Success and Support Program (SSSP) Plan (Credit Students) is for the college to plan and document how SSSP services will be provided to credit students\textsuperscript{1}. The goal of the Student Success and Support Program is to increase student access and success by providing students with core SSSP services, including (1) orientation, (2) assessment and placement, and (3) counseling, advising, and other education planning services, and the support services necessary to assist them in achieving their educational goal and declared course of study.

More specifically, colleges are to:

- Provide at least an abbreviated SEP to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
- Provide orientation, assessment and placement, and counseling, advising, and other education planning services to all first-time students\textsuperscript{2}.
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services, especially to students identified as at-risk (students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students on academic or progress probation).

INSTRUCTIONS AND GUIDELINES
Please carefully review these instructions and resources, including relevant sections of the Education Code and title 5 regulations before completing the program plan for your college.

The program plan is set up as a word document with sections to be completed. As you enter the narratives, the box will expand to accommodate the information provided. Please be sure to save the document as the program plan for the appropriate year before making revisions in following years.

When complete, also save the document as a PDF file and email it as an attachment to cccsssp@cccco.edu with the name of the college and “SSSP Credit Program Plan” in the subject line. It is also necessary to mail the plan with the original signatures, along with the separate Budget Plan, by the due date.

The program plan is to be submitted on an annual basis\textsuperscript{3}. When writing the program plan, assume that the reader knows nothing about your Student Success and Support Program and will have only your document to understand the manner in which the program will be implemented, and resources it will take (especially in terms of staffing).

\textsuperscript{1} Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan. The noncredit SSSP Plan will be developed in 2013-14.
\textsuperscript{2} A first-time student is defined as a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education, and concurrently enrolled high school students.
\textsuperscript{3} The program plan is now required on an annual basis due to new SSSP requirements focusing funding on core services, changes related to priority enrollment, mandatory core services, and the significant increases in funding in 2013-14 and additional increases expected in 2014-15. As implementation and funding stabilizes, this requirement may be revisited.
Be sure to include input from faculty, staff, administrators and students in the development of this plan (as per title 5, §55510(b)). Please provide sufficient detail to draw an explicit portrait of your college's SSSP activities and staffing.

All state-funded SSSP services, procedures, and staff activities must be described in the program plan. Section 78211.5(b) of the Education Code permits districts and colleges to expend these categorical funds only on SSSP activities approved by the Chancellor. Activities and expenses described in the narrative section of the plan should also be detailed in the Budget Plan. The program plan explains those activities and presents the opportunity for colleges to fully describe implementation of the SSSP with respect to the regulations.

The program plan should not be limited to state-funded activities. Describe all SSSP services, policies, activities and procedures in your college and/or district regardless of funding source. This provides a complete accounting of the planned costs and activities for the program each year. In districts with more than one college, the college program plans must also address the arrangements for coordination among the colleges. The program plan will be compared with the college's SSSP Year-End Expenditure Report to monitor for consistency.

**General Instructions**
The Student Success and Support Program Plan is divided into four sections. The Budget Plan is a separate document.

I. Program Plan Signature Page
II. SSSP Services
   a. Core Services
      i. Orientation
      ii. Assessment
      iii. Counseling, Advising, and Other Education Planning Services
      iv. Follow-up for At-Risk Students
   b. Related Direct Program Services
      i. Institutional Research
      ii. SSSP Technology
   c. Transitional Services Allowed for District Match
III. Policies & Professional Development
   - Exemption Policy
   - Appeal Policies
   - Prerequisite Procedures
   - Professional Development
   - Coordination with Student Equity and Other Planning Efforts
   - Coordination in Multi-College Districts
IV. Attachments

Links to program resources are provided on the last page of this document to assist with the development of your SSSP Plan.
College Name: Moreno Valley College

District Name: Riverside Community College District

We certify that funds requested herein will be expended in accordance with the provisions of Chapter 2 (commencing with Section 55500) of Division 6 of title 5 of the California Code of Regulations.

Signature of College SSSP Coordinator:

_________________________________________________________  Date: _______________

Ms. Jeanne Howard, Associate Professor (Counseling)

Signature of the SSSP Supervising Administrator or CSSO:

_________________________________________________________  Date: _______________

Ms. Eugenia Vincent, Acting Vice President of Student Services

Signature of the Chief Instructional Officer:

_________________________________________________________  Date: _______________

Dr. Carol Farrar, Interim Vice President of Academic Affairs

Signature of College Academic Senate President:

_________________________________________________________  Date: _______________

Dr. Travis Gibbs

Signature of College President:

_________________________________________________________  Date: _______________

Dr. Sandra Mayo

Signature of District Chancellor:

_________________________________________________________  Date: _______________

Dr. Michael L. Burke

Contact information for person preparing the plan:

Name: Jeanne Howard  Title: Associate Professor
Email: jeanne.howard@mvc.edu  Phone: (951) 571-6326
SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

Directions: For the following SSSP services: (a) orientation, (b) assessment and placement, (c) counseling, advising, and other education planning services, and (d) follow-up services for at-risk students, describe the approach your college is taking to meet its responsibilities under title 5 section 55531. Include the target student audiences, the types of activities, service delivery strategies, partnerships, staff, resources, technology and research support assigned to provide services.

Report projected expenditures related to these items in the Budget Plan.

IIa. Core Services

i. Orientation

1. Describe the target student audience, including an estimate of the annual number of first-time students to be served. Describe the delivery methods (in groups, online, etc.) and activities that will be provided. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing orientation. Describe at what point(s) in the student’s academic pathway services are provided (before registration, at 15 units, etc.).

Target Audience:
First-time status is self-identified through the online application. Students are notified of the AOC process via their welcome email which also includes their student id number and how to register their student email account. All self-identified first time nonexempt college students must complete Assessment, Orientation and Counseling (AOC) prior to registering for classes. The approximate number of students served in the 2013-14 AOC process was 4051. According to the 2013-2014 MVC Educational Master Plan, Student Services projected a growth of incoming new students at 15%, MVC plans on orientating over 4660 new students in the 2014/2015 academic year.

Activities and Partnerships:
The online orientation session introduces students to the services and educational programs at Moreno Valley College; provide students with information on registration procedures and placement results; and assist students in developing their first semester educational plans. Students are able to access the online orientation and advisement session 1-2 business days after completion of their assessment test. To access the session they log into their Webadvisor account and select the on-line orientation link under the academic planning header.

Counseling continues to embrace technology as a tool to increase efficiency and service to students. In 2011, MVC implemented an online AOC process in conjunction with enrollment procedures. Online orientation is currently accessed through the student’s WebAdvisor student portal. Students may make counseling and assessment appointments online. The orientation process is being updated and revised to be college specific by October, 2015. The updated AOC process relies on help from student services staff and technology to ensure all first time college students complete the mandated AOC expediently. The AOC process is also brought to our local feeder high schools during the spring semesters.

Many special programs throughout MVC hold their own specific orientations for students accessing their services and programs, in addition to mandated AOC. These programs are: Puente, Honors, EOPS, DSS and SSP. These orientations are provided face-to-face in small groups.

To further provide critical Student Support Services and information about resources available at MVC to both first time freshmen and high school parents is Moreno Valley College’s “Transition to Success”. Through this event, students complete an orientation and an abbreviated educational plan as well as receive informational workshops for Financial Aid, Disabled Student Services (DSS), Academic Counseling and Educational Services (ACES), Puente, Renaissance Scholars Program, Science Technology Engineering and Math (STEM), Student Employment and High School parent
information sessions provided in Spanish and English. Informational tables provide additional information on resources for the following student services: Health Services, Tutorial services, Student Activities, Veteran Services, Extended Opportunity Program & Services, CalWORKs, Puente, Renaissance Scholars Programs, College Bookstore, Career Transfer Center and Disabled Student Services.

During Spring 2013, the most recent Transition to Success drew 77 students to increase participation, outreach and marketing has begun to promote the Transition to Success event for Spring 2015.

**Future Plans:**

MVC’s plans to improve the orientation process include developing an online interactive orientation that may be accessed 24/7 by all prospective and new students. A link on MVC’s website will direct students to this new orientation option and all prospective, new, and returning students will have access to Student Services and Programs the College offers. MVC will continue to meet the needs of students who prefer in-person, face-to-face orientations.

2. Identify the staff providing orientation, including the number of positions, job titles and a brief one-sentence statement of their role.

   - Counseling Faculty - 7
     Oversight and implementation of MVC’s orientation process including development of scripts and checklists for online orientations and in-person orientations of new and re-entry students.

   - Outreach Specialist - 1
     Conducts high school parent nights and high school visitation days on and off site.

   - Assessment Specialist (1) -
     Assists at high school with pre-orientations and assessment testing on Campus, off campus and in the high schools.

   - Dean of Student Services: Counseling (1) -
     Ensure compliance of process and regularly reviews content.

   - Various Staff Members from EOPS, DSS, STEM, Veteran’s Services, Outreach, Student Activities, CalWorks -
     Will present critical information for their departments.

   - Student workers (6) working with front counter to schedule appointments and assist staff in various duties.

3. If orientation is provided through the full or partial use of technology, identify any commercial products or describe in-house products in use or under development, including any annual subscription or staff support requirements.

   MVC’s orientation is a combination of PowerPoint, voice overlay, and video, which was designed in-house. The updated orientation will rely heavily on technology and video, and remain an in-house operation. Prior to receiving credit for their orientation, students will be required to print a resource guide. This guide will include highlights of key services and necessary information to be successful at MVC.

   The current plan is to provide an interactive online orientation, which will be implemented by the 2015-16 academic year. Counseling faculty are in the process of developing the orientation plan and researching outside vendors.
4. Describe the college’s plans for developing and implementing orientation services. The following eight policies and procedures provided on the Orientation Checklist are identified in title 5 section 55521 as required information to include in an orientation.

**Orientation Checklist (Required Policy or Procedure)**

1. Academic expectations and progress and probation standards pursuant to section 55031;
2. Maintaining registration priority pursuant to section 58108;
3. Prerequisite or co-requisite challenge process pursuant to section 55003;
4. Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621
5. Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
6. Academic calendar and important timelines.
7. Registration and college fees.
8. Available education planning services

Counseling faculty, Student Services Administration and staff have reviewed MVC’s initial draft orientation components and are currently refining and updating process to ensure all requirements are met. MVC’s plan is to continue with the current online orientation until the new interactive online orientation is launched in Fall 2015. Additional face-to-face and in-person orientations will be added to the schedule while the interactive online orientation is developed.

1.) **Academic expectations and progress and probation standards pursuant to section 55031;** within the MVC orientation there is detailed information specifically outlining all academic policies and procedures, first steps in becoming a student, assessment, counseling, registration, priority registration guidelines, degree and transfer requirements, instructional organization, course load definitions and recommendations, etc. In regard to specific expectations, the orientation takes an in-depth look at the MVC Student Code of Conduct, Non-Discrimination Policy, Sexual Harassment Policy, College Safety and Security, FERPA, and academic honesty. Furthermore, the orientation specifically examines Satisfactory Academic Progress (SAP) and provides students with a detailed description of Academic and Progress Probation inclusive of definitions, levels and escalation criteria, consequences and recommendations for remediation.

2.) **Maintaining registration priority pursuant to section 58108;** currently, the MVC orientation details the priority registration groups ranging from (Priority A to Open Registration). It additionally lists the criteria for each grouping and identifies all special groups assigned to Priority A. The orientation also reminds students that they must complete orientation and assessment prior to the registration for classes.

3.) **Prerequisite or co-requisite challenge process pursuant to section 55003;** the current orientation formally defines the process for a prerequisite/co-requisite challenge, and provides students with the criteria on which a challenge is based. It also provides students information regarding the actual process affiliated with a prerequisite/co-requisite challenge and emphasizes the importance of both instructional department and division approval.

4.) **Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58612;** within the financial aid section of the orientation, the Board of Governors Fee Waiver (BOGW) is defined and the qualification and maintenance criteria is listed. In addition, there is a link that brings students directly to the FAFSA website.

5.) **Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;** The MVC orientation houses a large portion of content on programs, support services and financial aid. Not only does the orientation linearly define and explain the plethora of programs and services offered to students on campus, but the reiteration of these services functions as a common thread intricately woven throughout the entire orientation. The college has identified programs and support services as a critical ingredient to student success and as such has made sure that new students are exposed early to the variety of programs and services offered. Further, within the beginning segments of the orientation, assessment and financial aid are explained in depth. A hyperlink within the online orientation links students to all available support programs on campus.

6.) **Academic Calendar and important timelines.** The MVC academic calendar is housed on the Moreno Valley College
website. However, important timelines and deadlines regarding registering for classes, registration fees, financial aid submission, are both located within the body of the orientation as well as on the MVC website, MVC student handbook and class schedule. A hyperlink in the online orientation directs the students to the actual MVC academic calendar.

7.) Registration and college fees. The orientation explains the registration process and introduces web advisor. It thoroughly explains the steps of the registration process and lists the fees that students are required to pay. The orientation additionally reminds students that they must pay for their classes by the deadline date in an effort to maintain their position in the class and explains the waitlist procedure. Lastly, the orientation specifically discusses the process for adding and dropping classes.

8.) Available education planning services. Woven into the fabric of MVC’s orientation is the importance of educational planning. The counseling and advisement sections of orientation fully describe what an educational plan is, identify the best times of year to get an educational plan, what to expect and how to become an active participant in the collaborative development of an educational plan.

5. Please specify other issues, policies and procedures that the college or district determines necessary to provide a comprehensive orientation. Add additional lines as needed.

In addition to policies addressed above, MVC has included the following items in order to provide a comprehensive orientation:

- Information regarding adding and dropping courses
- Transitioning from High School to College
- Description of full time and part time status and workload to be expected in classes
- Understanding of college terminology
- The emphasis and correlation of having a comprehensive educational plan and how that is directly tied to student success
- Importance of taking basic skills classes early in college career
- 2014/2015 plan includes updating and providing a more interactive approach, to engage students and prepare them for success at MVC

Special programs at Moreno Valley College including but not limited to CalWORKs, Extended Opportunities Programs and Services (EOPS), Renaissance, Puente go beyond the standard online new student orientation by facilitating their orientation specific to their programs.

6. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for orientation services.

SEE BUDGET PLAN.

ii. Assessment and Placement

1. Describe the target student audience, including an estimate of the annual number of students to be assessed, and a description of who will be required to be assessed. Describe the methods by which assessment and placement services will be delivered. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing assessment and placement. Describe at what point(s) in the student’s academic pathway assessment and placement are provided (while still in high school, summer, during registration, etc.).

Target Audience:
MVC’s Assessment Center serves all non-exempt first-time college students and some continuing, re-entry, or transferring students who have not taken English or Math at their previous institutions. According to the assessment center coordinator in 2013/2014 3034 students were assessed. Although additional testing opportunities were made
available a decrease of 11% from 2012/2013 school year. Student Services Administration, faculty, and staff are researching new strategies of recruitment and tracking and ways of meeting required assessment for new students. Despite a decrease last academic year, Assessment Center staff anticipate MVC will experience a 15% increase for the 2014-15 academic year. Assessment services are delivered in the college’s Assessment Center, high schools (Spring) and MVC's Ben Clark Training Center. Assessment services are administered by the Assessment Specialist and/or Enrollment Services Assistants via the instrument approved by the California Community College Chancellor’s Office, Accuplacer. The Accuplacer test is part of Assessment, Orientation and Counseling (AOC). The college utilizes Accuplacer to assess Reading English and Math. English As A Second language (ESL) test are also provided. Tests are administered by appointment and in small groups.

MVC Assessment Center plans to serve 15% more of students than last year. MVC assessment staff will implement new assessment strategies (recruitment and outreach), and increasing access through improved scheduling and service.

Assessment Methods:
Assessment is conducted at the MVC Assessment Center, at the Ben Clark Training Center, and at feeder high schools. Reading, English, and math assessments are administered by an Assessment Specialist via an online instrument approved by the California Community College Chancellor's Office, Accuplacer. Spanish and chemistry tests are administered via paper and pencil. ESL tests will be transitioning to computerized placement using a locally produced computerized instrument. This process is being paralleled with the old paper and pencil process for validation testing is done on an appointment-only basis. Most appointments are booked online utilizing our online scheduling system “esars” software, but appointments may be made in person (in the Assessment Center or Counseling office) and a small number are done over the telephone. Tests are administered by appointment and in small groups.

Partnerships:
In a joint effort with local feeder high schools, assessment services are provided to high school seniors at their high school locations. During spring 2013 AOC efforts, the assessment staff assessed a total of 297 high school seniors. However, during spring 2014 a total of 317 high school seniors were assessed, constituting a 6% increase from the previous year. To support the continual increase, the Assessment Center is seeking to provide afternoon testing for high school seniors on the MVC campus if they are unable to take advantage of the testing on their site. Moreno Valley College will emphasize college standards through high school parent nights, counselor-to-counselor orientations, and high school visits conducted by an outreach specialist. Emphasis will be placed on informing high school students’ parents and high school faculty of critical testing placement dates and academic expectations.

Academic Pathway:
First-time college students perform initial assessment prior to enrollment in college classes to ensure proper placement and early success. When a student first applies to the College, that student is eligible to assess in approximately 1-2 business days. High school students are encouraged to test prior to graduation so they can take advantage of programs with special deadlines, and to take advantage of early registration benefits. Peak testing times are May through August. However, testing is offered year round to meet the need of students that apply every semester. Re-assessment can occur any time during the student’s career (pursuant to re-assessment policies.)

Future Direction:
MVC currently has 22 workstations on Campus to conduct testing. The assessment center would like to increase this to 45 workstations. The current assessment program review has identified the need to hire additional classified staff members to increase the testing services offered through the center. Additionally it has been identified that the following services are being explored:
  o Final exam proctoring and add make-up exam proctoring.
  o Proctoring services for tests such as the SAT, CLEP, as well as for distance-learning colleges.
  o Reorganize the testing schedule to allow walk-in testing, to increase flexibility and accessibility.
  o Increase off-site testing in high schools and at the Ben Clark training center.

2. Identify the staff providing assessment services, including the number of positions, job titles and a brief one-sentence statement of their role. Include staff providing direct assessment related research services.
• One (1) full time Assessment Specialist facilitates the scheduling, coordination and overall daily operation of the Assessment Center at the main campus and at the alternative testing sites.

• Two (2) permanent part-time Enrollment Services Assistants (1 at MVC and 1 at BCTC) the centers, assist with proctoring Accuplacer tests, check-in process, after test process and other supporting clerical services related responsibilities.

• There are six (6) student employees who provide general assistance in the center, answers students and assessment related questions.

• The office of Institutional Effectiveness, District Office of Institutional Research and the Assessment Testing Coordinator at Riverside City College, provides support for the placement research efforts to complete cut score validation reports and other related placement studies.

Planned Activity:

• As stated in the annual Unit Plan and recent accreditation self-evaluation, budgetary constraints have forced MVC to limit access to the assessment center. We have requested for a new Assessment Center Coordinator who will be responsible for monitoring changes to college, district, state and federal changes to assessment policy and coordination of implementing those changes. The coordinator will provide support to MVC’s Assessment Specialist and maintain budgets, test scheduling, staff hiring & training materials, and supplies, maintenance and monitoring of assessment technology for possible implementation within the assessment center at MVC and BCTC. Two additional full-time classified Assessment Specialists will be requested to meet the growing need of additional evening and weekend testing services, increased testing at the local feeder high schools, and walk-ins. In order to meet the projected growth, the Assessment Center will petition for a bigger center or an alternative location that can accommodate an increase to 45 workstations.

3. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For second-party tests, be specific about the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc.

• If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement.

• If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.

• Describe how these measures are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, used on their own without a test, etc.)

MVC uses two separate assessment tests for most placement purposes; College Board’s Accuplacer Online and Riverside Community College District’s locally-developed Proficiency Test in English as a Second language. Per Title 5 standards, MVC uses test scores and other multiple measures to determine course placement. RCCD Faculty, student services staff, and in some cases, local high school staff have participated in pilot projects and committees (including an assessment committee that meets regularly) that have over the years, made possible several alternative methods students may use to meet the assessment requirement.

• English, Math and Reading placement, The College Board’s Accuplacer Online is used for English, Math, and Reading placement.

• Riverside Community College District’s locally-developed Proficiency Test in English as a Second Language is used for ESL.

• MVC employs multiple measures, along with test scores, to generate course placements. Multiple measures are also used in-test to guide test branching for mathematics. Multiple measures are applied programmatically during the testing process. As such, students know their course placements upon completion of the test. The measures are the self-reported answers to the following questions:

  o   (English and Reading) What grade did you earn in your most recent high school
English class?
- (Math) What is the highest level high school math class you have completed?
- (Math) How long ago did you complete your most recent high school math class?
- (Math) What grade did you earn in your most recent high school math class?
- (English) Is English the first language you learned to speak? (NOTE: This does not affect placement. If the student places into our lowest English class and self-reports that they learned another language prior to learning English, the test print-out includes a recommendation to speak with a counselor about possible ESL testing English options.)
- (ESL) Have you ever studied English in school?

Per college and test publisher policy, all testing is done in-person only. Testing takes place in groups from 10-22. MVC accepts raw scores of Accuplacer Online taken at colleges outside our district. These raw scores, along with answers to multiple measures questions, are used to generate placements as if that student had tested with MVC. In addition, MVC accepts other, non-assessment tests as alternative ways to meet the assessment requirements and establish course placements (listed below in IIa.ii.6.)

Students can challenge course prerequisites in order to enroll in English, ESL, Math, and Reading classes. The Matriculation Appeal form is included as an attachment. Disciplines have established course challenges for English, ESL, and Reading. The challenge forms are also included as attachments.

The multiple measures branching and placement schemes are included as attachment D.

4. Describe the college’s or district’s policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, if applicable, and colleges outside of the district.

All three colleges within Riverside Community College District (RCCD) utilize the same state approved assessment tool, Accuplacer. Within RCCD, all three colleges use the same placement algorithm for class placement. District policy allows students to take the Assessment test once regardless of where it is taken within RCCD and remain valid at all RCCD colleges.

Students who have completed the Accuplacer test at a college outside of the district can petition to have their test results evaluated for use at Moreno Valley College. An Outside Placement evaluation form must be submitted with a copy of the Accuplacer raw scores and processing takes from two to five working days. Students from colleges outside of RCCD, who did not take the Accuplacer test are given the option to test with RCCD or submit their prior coursework for evaluation and placement.

5. Describe college or district policies and practices on:
   a. Pre-test practice - Describe what type of test preparation is available, how it is delivered, how students are informed of and access materials, including sample test questions, and how students are notified of their pre-test performance.
   b. Re-take - How often may a student re-take a test after taking it the first time? What is the waiting period? Is the waiting period consistent with publisher guidelines or more restrictive? Are there conditions that must be met such as completing a subject-matter workshop before being allowed to take the test again?
   c. Recency - How long are test scores, high school grades, etc. accepted before the student is required to reassess?

The test preparation information page is easily found on MVC’s home page. Direct links are given to students in a welcome e-mail after submitting an admissions application. Upon making a test appointment, students receive directions to the info page. This page includes:
- General test-preparation and test-taking strategies (such as be rested and free of distractions)
- Sample questions
- A “pre-assessment workshop” that familiarizes students with the testing experience and gives them an idea of what the test will do for their college career and why it should be taken seriously.

The general re-assessment policy is: If a student goes at least one year without attempting or successfully completing a core class in a particular subject, then that student can re-assess. In all other situations students must file a Matriculation Appeal with the Counseling office. In most of these cases, supporting documentation is required. The standing re-assessment policy is included as an attachment.

The College also has a standing annual re-assessment of students for a Jump-Start program. Students who meet low placement requirements can sign up for this special summer program. This program is designed to serve as an intensive intervention for students who may need a refresher in English and math. Students who complete this summer course are permitted to re-assess. The data for this program has been collected and the College will explore as part of its overall student success strategy, ways to provide additional resources to expand the Jumpstart program.

Recency:
There is currently no expiration date for Accuplacer, though the faculty have occasionally discussed the matter. When Moreno Valley College adapts the state common assessment, the faculty may decide an expiration date for Accuplacer.

| 6. | Describe what externally-administered third-party test results are accepted for placement. Does the college accept an Early Assessment Program (EAP) result of “college ready” to exempt students from the college placement test in English? In math? |
| MVC accepts the following non-assessment tests as alternatives for meeting the assessment component requirement. |
| - AP / IB |
| - CLEP |
| - EAP |
| - SAT |
| - ACT |

AP/IB and CLEP transcripts are submitted to the Admissions & Records office. EAP results go automatically on student records via data file from the Cal state. SAT and ACT results are submitted directly in the Assessment Center.

| 7. | Include in the Budget Plan all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain assessment instruments or other technology tools specifically for assessment. |
| See budget plan |

### iii. Counseling, Advising, and Other Education Planning Services

1. Describe the target student audience, including an estimate of the annual number of students to be provided (a) counseling, (b) advising, (c) and other education planning services. Describe what these services are, the service delivery methods (in person, in workshops, FTES funded classes, online, etc.) and models used. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing these services. Describe at what point(s) in the student’s academic pathway counseling, advising, and other education planning services are provided (before registration, at 15 units, etc.)

All students at Moreno Valley College are encouraged to access counseling services and several student services programs such as, tutorial, health services, parking services and other support services. All first time students require counseling services, including the two year comprehensive student educational plan, beyond the mandated AOC.

Moreno Valley College counseling faculty are committed to providing services to traditional, nontraditional, and special populations of students through different modes of delivery. Counseling’s priorities are: 1) to be available and accessible to students; 2) to help students become successful; 3) and to increase the number of students seen for academic
advancing. Over the past few years counseling faculty has increased visibility on campus evidenced by counselors serving in information booths, participating in various committees, and providing classroom presentations and orientations. Counseling faculty participate on key college-wide committees such as the Academic Senate, Academic Standards, Academic Planning Council, Student Equity, Transfer Advisory, Basic Skills, Student Success and Support and Curriculum Committee.

All students at Moreno Valley College have the opportunity to take advantage of counseling services. Due to budget constraints over the past few years, counseling has cut operation hours and services during the fall/spring and winter/summer terms. Data shows a decrease in total students served in counseling at MVC with the decline due to online orientation and one-semester educational planning that were not captured in the SARS (Scheduling and Reporting Software) data: Data received from the Appointment Scheduling and Reporting System (SARS) data.

- 07-08, 5904 students were served;
- 08-09, 7969 students were served;
- 09-10, 7885 students were served;
- 10-11, 10368 students were served
- 11-12, 7594 students were served
- 12-13, 7191 students served

Counseling services are highly correlated to student success as indicated by statewide matriculation data. The data from the CCCCCO indicates that students completing a full two-year Student Educational Plan (SEP) have a significantly greater probability of academic success than those who do not have a plan. Concerted efforts have been made at MVC in developing SEP’s with all students. Counseling works with Honors, CalWorks, Basic Skills, DSS, EOPS, Financial Aid, Puente, Middle College High School students, Veterans, Academic Counseling and educational services (ACES) Science, technology, engineering and math (STEM) Renaissance Scholars (RSP), Student Government and other groups to advertise the importance of students making an appointment in counseling to develop their SEP.

As a strategy to increase the number of students with completed SEPs, letters encouraging appointments with MVC counseling were sent to all students with 15 or more units completed and no SEP on file. Email blasts to students were also sent encouraging them to come in and develop their comprehensive two year educational plan. In the 2013/2014 academic year, this effort resulted in 2,177 completed SEPs. In Summer 2014 a change in policy from “5 minute” walk-ins only to answer quick questions to appointments available for students to complete comprehensive student educational plans. In the Summer 2014 inter-session, counseling faculty completed over 530 SEPs.

Through the annual program review process, counseling continually assesses how well services are being provided to students. As a part of this review, additional initiatives continue to be developed as service gaps and needs are identified. Counseling has developed the following action items with effective results:

- Counseling faculty are continuously seeking strategies and programs to provide more access to students, such as the development of online probation, online dismissal workshops, online counseling, streamlined student overload process, online AOC services, and the revamped dismissal process to utilize technology to increase efficiency. In addition, MVC has increased counseling services and more efficient procedures for Veterans (e.g., shared drive for more expedient counseling services, Veterans’ Center).

- Special guidance courses are offered to assist students in gaining the maximum benefit from the college experience. Courses are listed under Guidance in the catalog. Specific counseling services include personal counseling, group counseling, career development, and academic guidance. Information regarding graduation requirements and requirements for transferring to four-year universities is also available. All counseling faculty are placed on their appropriate improvement of instruction path to evaluate their effectiveness as faculty members and counselors of the Moreno Valley College.

- Considerable effort has been devoted to the design, maintenance, and evaluation of counseling services. Students have an opportunity to evaluate counseling services via different formats. For example, students have
the opportunity to provide feedback regarding counseling services during the counseling faculty improvement of instruction process and via 2012-2013 Counseling Counter Staff Survey. In terms of their overall experience, the results showed that about 75 percent of participants were very satisfied with the services provided by Moreno Valley College counseling staff.

- Because of the low show rate for online counseling appointments compared to face-to-face counseling appointments, the counseling department put strategies in place to increase the show rate for online counseling appointments. The strategies included improved timeline and turn-around time from request to scheduled appointment, phone contact to verify appointment, and more counselors trained to provide service. Counseling will continue to use these strategies for online counseling appointments. An online program was acquired for a trial called Preptalk. The counselors will continue to use and create online appointments and workshops utilizing this technology. It is recommended PrepTalk be purchased to increase the access and retention of the online appointments. The cost of the purchase is included in the budget plan.

- One of the greatest strengths of the College is its diverse student population and, using this strength, counseling faculty seek to encourage students to be culturally responsive through the programs and courses offered. This is especially true in guidance courses that are designed to promote the growth and development of students, such as Introduction to College, Introduction to the Transfer Process, Career Exploration and Life Planning, and College Success Strategies (Guidance 45, 46, 47 and 48). These classes are offered to the general student population and to students in different programs, such as Puente, Workforce Preparation, Disabled Student Services, and STEM programs. Guidance courses are transferable and the units are also applicable towards an associate degree. Current data from Institutional Research indicates that in 2013-2014, Guidance courses had a 94 percent retention rate and a 83 percent success rate.

- Given the increase of students using our Health and Psychological Services for counseling an increase in communication of student services available is shared with the Health Services Office for the benefit of student success.

- Over the past couple of years, counseling has implemented an updated Assessment, Orientation, Counseling (AOC) process. Counseling has also developed a new process for dismissal students with an increased reliance on effective use of technology to serve students. Counseling continues to refine services with an use of technology as an effective tool to deliver a multitude of online services. A subcommittee was developed to evaluate MVC’s revised AOC process. As a result, an application deadline was implemented in fall 2011. In addition, English and math have approved using California State University EAP test results for a pilot to place students into college level math and English.

- A number of student service and academic departments have requested additional support services for their specific student populations, such as veterans, DSS, STEM, EOPS, ACES, Puente and RSP.

- The Counseling Department implemented various strategies to increase the number of SEPs developed.

Counseling has developed the following action items to support effective success:

- An improved website with pictures of counseling staff and the services that are offered
- An improved outreach program including marketing on campus.
- A request to improve counter staff to support interaction with students making appointments, completing a student satisfaction survey and the need to adjust services accordingly
- To evaluate the number of students seeking appointments before and after the early alert process to support success.
- Additional student success workshops will be offered throughout the fall and spring terms to reach out to more students. Topics such as Study Skills, note taking and time management.
- Increase workshops to increase student Educational Plans
- Increase the number of basic skills class room presentations.
- To meet the mandates, counseling will continue to identify the key services that must be provided to students in the winter and summer by hiring adjunct faculty and creating special programs for high school
Counseling services have also been expanded into other programs: Veterans, EOPS, Workforce Prep, DSS, Financial Aid, basic skills, Renaissance Scholars, Puente, and Student Support Services. In addition, counseling and student services are offered online to meet the needs of MVC’s distance education and non-traditional student population.

To accomplish the goals of the mandates, MVC implements functions adopted by the Academic Senate and derived from The California Education Code along with the mandates of success. These services include Academic counseling, Career Counseling, Personal Counseling, Crisis Intervention, Outreach and Inreach, Professional Development, annual programs review, research development, as well as, serve on a variety of committees for the benefit of the college.

To meet student success legislation (SB 1456), counseling is identifying key services that must be provided to students during winter/summer inter-sessions when full-time counselors have only 10 contractual work days assigned over both inter-sessions. Technology does offer a viable means to provide services when appropriate. MVC must hire additional full-time counseling faculty to reduce the student-to-counselor ratio. As noted in Standard III A.2, the minimum standard for the counselor to student ratio should not exceed 1:900. In Fall 2013, MVC’s counseling department had 5 full-time tenure track general counseling faculty with dedicated reassigned time for Puente, Academic Senate, Assistant Department Chair and Articulation totaling 1.3 FTE resulting in only 3.7 counselors to service 8,220 students leaving a counselor-to-student ratio of 1:2222. To alleviate some of this two (2) full-time temporary general counselors were hired for a one-year contract and the current plan moves these into permanent positions at the end of 2014/2015 academic year. This will bring the total general Counseling Department to 5.7 FTE (counselors). With the annual unduplicated headcount in 2013/2014 at 12,690, a 5.7 FTE in counselors will provide a 1:2226 counselor-to-student ratio which is well above the minimum standard. Counseling faculty have requested 2 additional full time counseling faculty as well as 1 full-time Career/Transfer Center Coordinator/Counselor. This is an immediate need. These positions will bring Counselor-to-student ratios down to approximately 1:1894.

The College is confident in its current design, maintenance, and evaluation of counseling programs to support student development and success and prepare faculty and other personnel responsible for the advising function. As current planning endeavors are progressing MVC will continue on the path of assessing, evaluating, and refining practices to improve student success. Moreno Valley College counseling department is committed to ongoing, continuous assessment and will continue to review, revise, develop, and assess programs and activities that have a direct impact on student development and success. In an effort to better assess student learning outcomes, the college has purchased TracDat. This data management program assists in organizing and coordinating assessment efforts. Several counseling faculty have completed TracDat training with the expectation that all counselors will be trained by the end of the 2014/2015 academic year.

MVC articulation department continues to work with the college’s curriculum committee and support counseling and all faculty in the development of degrees and programs. MVC currently offers the following ADT’s: Anthropology, Business Administration, Communication, Computer Science, Early Childhood Education, English, Math, Music, Psychology, Sociology, Spanish, and Studio Arts.

Counseling Courses: The Counseling Department offers courses designed to develop skills to help students succeed in college and make effective career and life choices. Special topics courses related to various areas of academic career and personal development are also offered.

Guidance 45 Course Description: Guidance 45 is designed to introduce academic and occupational programs, college resources and personal factors that contribute to success as a college student. This course includes an extensive exploration of Riverside Community College District resources and policies, orientation to college life, student rights and responsibilities, as well as certificates, graduation and transfer requirements. Students will prepare a Student Educational Plan (S.E.P.). As a result of class activities and exploration of factors influencing educational decision, class members will be able to utilize the information obtained in class to contribute to their college success. 18 hours lecture.
Guidance 46 Course Description: Guidance 46 provides an introduction to the transfer process. This course includes an in-depth exploration of transfer requirements, admission procedures, requirements for majors, and financial aid opportunities. The information learned will enable students to make informed choices on majors, four-year institutions and in academic planning. 18 hours lecture.

Guidance 47 Course Description: A class designed for students seeking direction about a career and/or major and persons in career transition. Topics include extensive exploration of one's values, interests, and abilities; life problem-solving and self-management skills; adult development theory and the changes that occur over the life span; self-assessment including identifying one's skills and matching personality with work. An intensive career investigation; decisions making, goal setting and job search strategies, as well as resume writing and interviewing skills will be addressed. 54 hours lecture.

Guidance 48 Course Description: This comprehensive course integrates personal growth and values, academic study strategies and critical thinking techniques. Students will obtain skills and personal/interpersonal awareness necessary to succeed in college. 36 hours lecture.

Guidance 48A Course Description: This comprehensive course integrates personal growth and values, academic study strategies and critical thinking techniques. Students will obtain skills and personal/interpersonal awareness necessary to succeed in college. 18 hours lecture.

2. Describe what services are offered online, in person, individually or in groups, etc. Indicate whether drop-in counseling is available or appointments are required. Describe the adequacy of student access to counseling and advising services, including the method and time needed for students to schedule a counseling appointment and the average wait time for drop-in counseling. Describe any use of academic or paraprofessional advising.

To accomplish our mission to provide the necessary support to students, we operate under a set of core functions through individual and group interactions including instruction. These functions are outlined in the Standards of Practice for California Community College Counseling Programs adopted in 1997; revised and adopted Fall 2008 by the Academic Senate and are derived from “The California Education Code” and materials from the American Counseling Association.

1. Academic Counseling
2. Career Counseling
3. Personal Counseling
4. Crisis Intervention
5. Outreach
6. Participation and Advocacy
7. Program Review and Research
8. Training and Professional Development

These standards of practice are designed to assist students in planning, selecting and achieving educational and career goals. The primary purpose of counseling services is to enhance student success. Students are offered a variety of services to help them address their personal, psychological, social, academic and career needs. By providing support and guidance, students will be empowered to be successful at completing their educational and career goals. Counselors and advisors refer students to appropriate student support centers. MVC counseling department offers a plethora of services to ensure student success including individual appointments and educational planning, a variety of student success workshops, follow up services for students on probation and dismissal, career information and counseling, transfer workshops and services, personal counseling, online counseling, online orientation, and the teaching of guidance courses.

Moreno Valley College students schedule counseling appointments via phone, online using ESARS technology, or in person. Appointments are generally scheduled one week in advance. Reminders are printed at the time in person appointments are made and SARS calls are sent to remind students of their appointments. All other MVC and
prospective students have access to counseling/advisement during “express” advisement times which are offered daily. In Spring 2014, the Counseling Department utilized a new “drop-in” feature on SARS to gauge the average wait time for drop in counseling. Students in special programs may have access to group advisement sessions. Students must be enrolled in an online class to access online counseling appointments. Online appointments are scheduled through the students Webadvisor account. Drop in counseling is also available during the summer and winter intersessions.

Counseling services (face to face and online) are typically delivered in the form of individual and/or group counseling sessions. As, Counseling faculty teach a number of courses, as aforementioned, designed to introduce students to college life, the transfer process, career exploration, and college success and strategies. Counseling faculty conduct various workshops throughout the year which cover topics from Undecided Majors to Understanding the Transfer Process. Workshops were developed and offered to get the word out to students about the Associate of Art for Transfer Degrees (AA-T) and Associate of Associate of Science Transfer Degrees (AS-T). This past year counseling offered a series of student success workshops throughout the Fall and Spring terms. Workshops offered through counseling are designed to meet student needs as well as to seize the opportunity to disseminate pertinent information to students.

In addition to offering face to face counseling services, MVC offers distance counseling opportunities for those students who are currently taking online courses. Distance counseling supplements face-to-face counseling by providing increased access to counseling on the basis of necessity or convenience. Barriers, such as being a long distance from counseling services, limited physical mobility, and time/scheduling with work can make it necessary to provide counseling at a distance.

Counseling also offers online probation and dismissal workshops, at the conclusion of the dismissal workshops students must come to counseling for the development of a readmit contract in person.

The counseling department is continually looking into current technologies which will increase productivity and maintain integrity of services provided to students.

MVC's Counseling discipline has not only moved to providing counseling services online but has also made an effort to offer distanced guidance courses. With the inception of Guidance 46 offered online, all guidance courses will soon be available to students both in the traditional classroom setting, as well as, online. MVC's curriculum committee will review proposals adding a Hybrid Guidance course by FALL 2015.

Counseling faculty continue to be involved in many programs throughout the campus and continue to be a key factor in promoting student success and retention. According to the Student Task Force Initiative, counselors will be in high demand in the future. Additional counselors will contribute to enrollment growth; improve the quality of the student experience making counselors more available and accessible; and increase term to term persistence as evidenced by statewide matriculation data. Currently counselors are involved in many programs which are designed to increase successful course completion rates thus students make progress towards their academic goals. Such collaborative efforts amongst programs include: Puente, Student Equity, Honors, Student Support Services, Basic Skills, Renaissance Scholars and other grants with counseling components. The more involved counseling can be in the various efforts to increase student retention and success will result in improved transfer rates and degree and certificate completion rates resulting in more students successfully work towards goal completion.

During Fall and Spring, students were able to make 30 minute appointments with counselors, which included the opportunity for online students to make online counseling appointments. These appointments are scheduled one week in advance. In addition to scheduling appointments, there are drop in slots available throughout the day for students needing quick questions answered by a counselor. Students will find that appointments are filled fast and they will do best by scheduling their appointments early in the morning one week in advance.

During summer and winter, counseling provides all counseling services on a drop-in basis which operates on a first come first serve basis. Students may have to wait up to two hours during the impacted summer and winter to meet with a counselor. Emails and web postings go out to current students encouraging them to meet with a counselor during fall and spring. This continues to be an area for improvement as we strive to provide essential services in a most effective manner.
Counseling is identifying key target points in a student’s educational career where there is a need for student service contacts. The scope and sequence of those services is currently being researched so that we can formulate a plan to reach all students during critical points in their career at MVC.

**Future Plan:**
Add several student success workshops on topics such as time management, study skills, note taking, reading skills, test taking, stress management, successfully completing student educational plan, and career workshops.

3. Describe the type of assistance provided to help students develop an abbreviated student education plan and the scope and content of the plan.

As mandated through MVC’s AOC process, all students must have an abbreviated educational plan to registering for any classes. The abbreviated educational plan includes courses that the student placed into in English (or ESL), Math, and Reading. In addition to placement course recommendations, additional courses are recommended based on placement and educational goal/major.

Counseling developed a list of courses that have proven success for students at various levels of their English placement. Institutional Research compiled a study of successful course completion as a part of our Basic Skills program identifying general education classes that were appropriate for students based on placement. The list from counseling includes these courses and introductory courses based on major that would be appropriate the first couple terms at MVC.

Once the abbreviated educational plan is reviewed by an educational advisor or counselor, it is returned to the student so that they can access it through Webadvisor. An email is sent to the student’s MVC email.

This initial educational plan provides courses that the student should access their first couple of terms at MVC and then students are directed to counseling to develop their comprehensive educational plan. An email is sent to students after completing 15 units encouraging them to make an appointment with counseling to develop their comprehensive educational plan.

4. Describe the type of assistance provided to help students develop a comprehensive student education plan that identifies the student’s education goal, course of study, and the courses, services, and programs to be used to achieve them.

Students are strongly encouraged to make an appointment to see a counselor for the development of a comprehensive educational plan either while in progress or immediately after completing their first term at MVC. Prior to the development of the comprehensive educational plan students are encouraged to participate in various guidance courses and workshops, transfer services, online resources designed to ensure that they are making an informed decision based on personality, skills, values, and strengths. The counseling faculty interpret their results, discuss potential program(s) of study and career choices, evaluate college readiness, and ultimately craft a comprehensive educational plan reflective of the students reported educational goal. Additionally, both GUID 47 Career And Life Planning and Guidance 45: Introduction to College, students are charged with spending a certain percentage of the term researching various careers and programs of study. Based on the research the student has conducted, the counselor then develops a comprehensive educational plan for the identified program of study within the guidance course.

The importance of developing a comprehensive student educational plan has become a part of the college culture at MVC. Faculty encourage students to visit the counseling center to develop a comprehensive student educational plan.

All grant initiatives and all of our special student support programs at MVC, mandate the development of a comprehensive SEP as a component of the grant requirements for services offered. These programs include; EOPS, Puente, RSP, DSS, STEM, CalWORKs and ACES.

5. Identify the staff providing counseling, advising and other education planning services, including the number of positions, job titles and a one-sentence statement of their roles. Indicate the number of full-time counselors and their negotiated student contact hours. Indicate the number of part-time counselors and the number of
full-time equivalent counselors (total full time and part time counseling hours divided by 2080).

Current Counseling Faculty at MVC include:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Number of FTES Counseling</th>
<th>Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>EOPS Counselor/Coordinator</td>
<td>.5</td>
<td>Counsel and advise students with respect to career, academic and vocational goals.</td>
</tr>
<tr>
<td>Part-Time EOPS Counselor</td>
<td>.5</td>
<td>Counsel and advise students with respect to career, academic and vocational goals.</td>
</tr>
<tr>
<td>Cal WORKS/Workforce Prep Counselor/Coordinator</td>
<td>.5</td>
<td>Counsel and advise students with respect to career, academic and vocational goals.</td>
</tr>
<tr>
<td>STEM Counselor</td>
<td>1.0</td>
<td>Counsel and advise students with respect to career, academic and vocational goals.</td>
</tr>
<tr>
<td>Disabled Student Services Counselor</td>
<td>1.0</td>
<td>Counsel and advise students with respect to career, academic and vocational goals.</td>
</tr>
<tr>
<td>Part-Time Renaissance Scholars Program Counselor</td>
<td>.67</td>
<td>Counsel and advise students with respect to career, academic and vocational goals.</td>
</tr>
<tr>
<td>Part-Time Career Transfer Counselor</td>
<td>.6</td>
<td>Counsel and advise students with respect to career, academic and vocational goals.</td>
</tr>
<tr>
<td>Puente Counselor/Coordinator</td>
<td>.5</td>
<td>Counsel and advise students with respect to career, academic and vocational goals.</td>
</tr>
<tr>
<td>Articulation Officer/Counselor</td>
<td>.6</td>
<td>Counsel and advise students with respect to career, academic and vocational goals.</td>
</tr>
<tr>
<td>General Counseling Faculty</td>
<td>1.0</td>
<td>Counsel and advise students with respect to career, academic and vocational goals.</td>
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<tr>
<td>General Counseling Faculty</td>
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<tr>
<td>General Counseling Faculty</td>
<td>.9</td>
<td>Counsel and advise students with respect to career, academic and vocational goals.</td>
</tr>
<tr>
<td>General Counseling Faculty</td>
<td>.9</td>
<td>Counsel and advise students with respect to career, academic and vocational goals.</td>
</tr>
<tr>
<td>Part Time Counseling Faculty BCTC</td>
<td>.5</td>
<td>Counsel and advise students with respect to career, academic and vocational goals.</td>
</tr>
</tbody>
</table>

The counseling discipline is requesting 2 additional full time counselors and 1 full time career transfer center counselor coordinator to meet the mandates of the student success act. Additionally 2 full time classified staff are being requested to fulfill the needs to the counseling support for the department.

All counselors possess either a Master’s of Arts or Master of Sciences in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development, marriage and family therapy, or marriage, family and child counseling, OR the Equivalent. (All degrees and units used to satisfy minimum qualifications shall be from accredited institutions). The job title of all full-time counseling faculty is “Counselor/Instructor.” The job title of part-time counseling faculty is “Adjunct Counselor.”

The role of the counselors is to provide students with accurate and up-to-date information regarding academic programs, certificate and associate degree completion, transfer, and to develop comprehensive student educational plans. Counselors serve as a continuous point of contact for students who have questions regarding the navigation of the community college system through goal completion. All counselors will counsel and advise students with respect to career, academic and vocational goals. Counseling faculty teach classes in guidance, learning strategies, and education. Assignments may include evenings, recruitment, class preparation and instruction, high school liaison, student activities and curriculum development. Duties may include Veterans, Articulation, Career & Transfer, Puente and Basic Skills. Teaching assignments may also include presentation of Student Success workshops, operating in an online counseling
environment, and facilitation of student success programs.

Full-time Counseling faculty load is 1 FTE/32.5 hours per week.

6. Identify any technology tools used for education planning. For third-party tools, be specific about the product and how it is used. Identify any technology tools used for support of counseling, advising and other education planning services, such as scheduling or degree audit. For third-party tools, be specific about the product and how it is used.

MVC utilizes a variety of technology for educational planning. Counselors rely on a variety of websites when counseling students including but not limited to Assist, UC Pathways, Eureka, CSU Mentor, The career Café, CCC Transfer, and additional. MVC utilizes SARS, Ellucian, OnBase, and Degree Audit. Currently, MVC is looking to develop or adopt an online educational planning tool. A committee has been convened and is working diligently to identify a program that will provide students with the most up to date and accurate information in a meaningful, easy to read manner. The abbreviated educational plan is initiated through Webadvisor by the student in communication with Ellusion. Additionally a proposal has been forwarded to purchase a 3 year contract with Preptalk that will allow students to meet with counselors online privately and attend MVC sponsored events and workshops developed by MVC counseling faculty. College source is another technology tools utilized by Counselors and a yearly subscription is needed. Counseling faculty have also submitting a request to start looking into a vendor to develop our interactive online orientation.

7. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for counseling, advising and other education planning services. See budget plan

### iv. Follow-Up for At-Risk Students

1. Describe the target student audience according to title 5 section 55525, including an estimate of the annual number of students to be provided at-risk follow-up services, and the college’s process to identify them.

   Describe the strategies for addressing the needs of these students, including:
   a. Types of services are available to these students; how they are notified and when.
   b. Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.
   c. How the services identified in “a” and “b” above are provided (online, in groups, etc.).
   d. How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.

   **Description:**

   All MVC students who are not in good academic standing are considered at-risk. All students who are on probation or dismissal are coded in the college’s database. The matriculation specialist then pulls a report of all students who are coded probation or dismissal and sends the students an electronic notice of their academic status (probation or dismissal). Students who are probation are communicated via email that they have been placed on academic probation and an explanation on what constitutes probation. If the student is on dismissal they are emailed that they must attend an on-line dismissal workshop and see a counselor to sign an academic contract. If a student is on double dismissal then the student must appeal to the Vice President of Student Services to be allowed to register. Last year during each semester MVC had an average of about 3500 students on either probation or dismissal.

   1a. Types of services are available to these students; how they are notified and when.

   All students are informed on what constitutes good academic standing, probation and dismissal via college catalog in the following language:
Probationary and Dismissal Students
The policies of probation and dismissal are applicable to day or evening, full-time or part-time students. Students with an academic status of probation or dismissal will be limited to a maximum of 13 units during fall/spring semesters. Probationary students may enroll in no more than seven (7) units during intercessions. Dismissal students will be limited to up to five (5) units during intercessions. Students, who are on academic probation or dismissal, must contact Counseling for registration requirements and procedures. Procedures for dismissal students can be viewed in Web Advisor by selecting Check My Registration Dates/Holds.

Probationary Students
Students who have attempted 12 or more units will be placed on academic probation if their grade point average is below a 2.0. Students who have attempted 12 or more units will be placed on progress probation if they have 50% or more of their units as withdrawals, incompletes, or no-passes. To learn more about probation, or if you are on academic/progress probation students go to the online workshop.

Follow-Up: Academic Progress
Counselors and instructors will provide follow-up activities on behalf of matriculated students. “Early Alert” follow-up activities are designed to inform students of their progress early in the semester and to continue to assist students in accomplishing their educational goals. “Probation/dismissal” activities help students make progress toward successful completion of their academic goals. Referrals for appropriate support services will be made to on-campus and off-campus locations when appropriate.

Dismissal Students
Students who maintain less than a 2.0 grade point average for two consecutive semesters are subject to academic dismissal. Students who exceed 50% of their units with withdrawals, incompletes, or no-passes for two full-term semesters are subject to progress dismissal. If you are a first-time dismissal student, log onto Web Advisor to access the online dismissal workshop and follow the instructions provided. Walk-in counseling is available at your home college location during regular business hours in Counseling. You will need to bring your printed verification of attending the online dismissal workshop and sign up for walk-in counseling to develop your readmit contract with a counselor: www.opencampus.com/dismissal.

Double Dismissal
Students placed on dismissal status must review a contract with counseling stipulating that they will receive “C” or better in all coursework or else they will have to sit out the subsequent term. Students can appeal this decision by attending a counseling double dismissal workshop and then meet with administrative designee to review their appeal.

Follow-Up: Academic Progress
Counselors and teachers provide follow-up activities on behalf of matriculated students. “Early Alert” follow-up activities are designed to inform students of their progress early in the semester and to continue to assist students in accomplishing their educational goals. “Probation/dismissal” activities help students make progress toward successful completion of their academic goals. Referrals for appropriate support services will be made to on-campus and off-campus locations when appropriate.

Early Alert
Students who are showing early signs of academic difficulty within the first 37.5% of the fall/spring terms. After faculty submit their census roster, they have up to the deadline listed in WebAdvisor to submit their early alert roster. Students identified through this process receive an early alert email the day after the roster is submitted. The email notifications encourage students to meet with their instructor, a tutor and/or a counselor as recommended by their instructor. Each of these services is provided on campus on an individual basis.

In addition to the services that are available to all probation / dismissal students, MVC has special programs that provide support services that assist student in obtaining good academic standing.
• **EOPS/CARE**
  In 2014 – 2015 EOPS created a cohort identified as “Student Success”. This cohort is composed of all EOPS students who were identified as not achieving satisfactory academic progress. The Student Success cohort is required to complete (1) additional counseling appointment; In this counseling appointment the counselor and the student complete a “Conditional Participation Contract” which require the student to attend at least six sessions of tutoring, and two workshops focused on how to get off probation as well as student success strategies.

• **TRIO-Academic Counseling and Educational Services (ACES)**
  In 2013-2014 the TRIO ACES indicated a goal of increasing the percentage of students who have attained good academic standing, thus creating formal policies and procedures and implementing strategies that support that effort. The program has improved academic support through expanding tutorial services to an online delivery method and dedicating additional funds for in-person tutoring. ACES students are required to obtain mid-semester progress reports from their instructors. Those students performing below expectation are referred to tutoring. ACES students identified through Early Alert are contacted to schedule an appointment with a Counselor. These programmatic changes have contributed to the substantial increase in the number of ACES students who have attained good academic standing. In its inaugural year 2010-2011, program participants achieved good academic standing at a rate of 64%, far below the stated objective of 85%. The most recent annual performance report demonstrates that 87% of ACES students have achieved good academic standing, surpassing the grant objective by two percentage points.

• **DSS**
  The Student Services program has a supplemental program called “Workability.” The “Workability” program. All students in “Workability here are progress reports we need to collect provides cooperative employment services to Department of Rehabilitation client/students for the department of rehab. In those cases, the students on probation/dismissal are invited in to discuss their situation and possible solutions. For general DSS students, we offer guidance classes taught by our counselors that emphasize self-advocacy, study skills and time management. We try to get students who may be struggling into the class but there is no restriction to D students (i.e. we can’t hold the class spots solely for students on probation/dismissal). However, our counselors have always been great about adding those students to the class if they feel it would benefit them.

• **Financial Aid**
  Students who are not meeting progress are issued a 1 semester warning period to bring up their standards before affecting their financial aid. They are emailed the warning information which includes information on progress and how to seek assistance with tutoring and counseling. If they are not meeting progress after their warning period, they become Ineligible for financial aid with the chance to appeal. Students with an approved appeal are put on an academic plan which outlines the classes they are eligible to receive financial aid for, based on their SEP. It is called an Approved Class List. If they take courses outside of this plan, they will only be paid grants and loans for the classes listed on their ACL.

  In 2013-2014 Financial Aid had a .5 FTE time counselor who met with students on warning/ineligible status due to progress, provided counseling and developed their SEP and Approved Class List for appeal students. Part of the appeal process for ineligible students is a SAP 101 quiz that they are required to complete with 100% accuracy in order to have their appeal processed to make sure they understand why they are appealing and what is required to meet Satisfactory Academic Progress.

• **Foster Youth Support Services**
  The FYSS program at Moreno Valley College works in collaboration with Riverside City College and the University of California, Riverside in order to provide a network of supportive services to students from the foster care system. A designated MVC staff member assists students with applying to the college, registering for classes, accessing priority enrollment, making appropriate course selections, and connecting with campus and...
community based resources that will help ensure their academic success. Services offered through the FYSS program include: Transfer Success Workshops, Academic Advising, Financial Assistance, Connections to Tutoring, Field Trips to Universities and Cultural Events, Mentoring Opportunities.

- Programs targeting Student enrolled in Basic Skills:

  **Jump Start:**
  Jump Start is a 6 week program that helps students review basic skills and gives them a chance to place into higher-level classes, thus attaining academic success faster. Students who place in three levels below one level below transfer levels in English, Reading, and Math are eligible for Jump Start. *It is a six week, fast-paced review of basic skills in writing, reading, and mathematics and gives students the opportunity to earn equivalency for up to two years of developmental level classes, saving students time and money. Students are provided textbooks and computers, dedicated faculty, Supplemental Instruction, success strategy workshops, and a chance to retake the placement test at the end of the 6 weeks.*

  **SmartStart:**
  SmartStart is a 6-week math intervention program offered in the summer inter-session under MVC’s STEM Student Success Center. The program includes a Math 35 prep session with Supplemental Instruction built into the program and course, paired with a Guidance 45-Introduction to College course. The summer intervention is followed in the Fall with students enrolling in Math 35 & Guidance 48-College Success Strategies. The goal of the program is to prepare MVC students in the summer so that they can successfully complete Math 35-Intermediate Algebra in the fall and move to transfer level math.

  **Supplemental Instruction:**
  The mission of the Supplemental Instruction (SI) Program is to increase student retention and success in historically difficult gateway, basic skills, and transferrable courses by providing peer-led collaborative learning techniques that improve understanding of course content, foster critical thinking, and strengthen positive study habits. BSI and a Title V STEM grant joined forces to supply funding for SI Leaders in both STEM and non-STEM classes.

  **Puente Program**
  The Puente Program is an academic preparation program and its mission is to increase the number of educationally underserved students who enroll in four-year colleges and universities, earn college degrees, and return to the community as mentors and leaders. The program meets this goal through a one-year series of Guidance courses, English classes and mentoring from community professional. During the fall semester, students enroll in a basic skills English course and a Guidance course. During the spring semester, Puente students enroll in college level English composition and a Guidance course. Students remain with the same instructor, counselor, and mentor for the full year.

  **Renaissance Scholars Program**
  The Renaissance Scholars Program is dedicated to increase the number of educationally underserved students who enroll in our institution, earn their degrees, transfer to the four-year college or university, and return to the community as leaders and mentors to future generations. The program currently provides developmental guidance and English courses through fall and spring learning communities title *The Renaissance Experience*. The learning community focuses on educational excellence and cultural awareness. The program provisions include: student orientations, specialized counseling and guidance services, student educational plan development, like skills seminars, community service, academic excellence celebrations and Umoja symposia and conference attendance.

1b. Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.

All MVC students must declare a major at the point of registration. All first-time, non-exempt college students must
complete a freshmen on-line orientation/counseling session prior to registration for courses. Mandated assessment, orientation, and counseling have been in effect at Moreno Valley College since 2001. All students who are on probation or dismissal are mandated to see a counselor. It is during their counseling appointment that majors, academic support, and success strategies are discussed. The following services/resources are also offered to students: guidance courses are always recommended; how to access student services; visiting with instructors during office hours; meeting with a counselor to develop a comprehensive SEP; getting started on basic skills; tutoring; Supplemental Instruction; attending success workshops; any support programs that are offered. Students are also informed of drop dates, important college terminology, how to figure out GPA, and balancing course loads.

When a student is placed on dismissal a hold is placed on their record. The hold is lifted once the student attends an academic counseling session. Probation and dismissal students must attend a counseling session focused on how to stay on good academic standing. During the 13-14 academic year, MVC counseling met with 1,119 students for readmit contracts.

As stated in 1a, EOPS, DSS, TRIO SSS, Veterans and Financial Aid all have probation/dismissal program strategies.

**Early Alert** students are students who are showing early signs of academic difficulty within the first 37.5% of the fall/spring terms. After faculty submit their census roster, they have up to the deadline listed in Webadvisor to submit their early alert roster. Students identified through this process receive an early alert email the day after the roster is submitted. The email notifications encourage students to meet with their instructor, a tutor and/or a counselor as recommended by their instructor. Each of these services is provided on campus on an individual basis.

**Basic skills** students are those students enrolled in any pre-collegiate course within the academic year. Each fall and spring, a report of basic skills sections is run. A request from counseling office is forwarded to all faculty who are teaching these sections of basic skills English, reading and math. Classroom visits are arranged with faculty members who allow us to come into their classes. Counseling faculty are available to provide brief classroom presentations regarding Student Support Services offered at the college and strongly recommends students to follow up with an individual counseling appointment to develop a comprehensive student educational plan.

Students on academic and/or progress probation or facing dismissal are identified each fall and spring when academic standing is run for the district. Students who have attempted 12 units cumulatively, earn a GPA of less than 2.0 and/or have not completed over 50% of their units attempted are placed on academic and/or progress probation. Email notifications are sent to probation students after fall/spring grades are submitted, encouraging them to participate in an online college success workshop.

**1c. How the services identified in “a” and “b” above are provided (online, in groups, etc)**

The policies of probation and dismissal are applicable to day or evening, full-time or part-time students. Students with an academic status of probation or dismissal will be limited to enrolling in a maximum of 13 units during Fall/Spring semesters. Probationary students may enroll in no more than seven (7) units during intersessions. Dismissal students will be limited to 5 units during intersession.

**Standards for Probation**

Riverside Community College District, Moreno Valley College utilizes two major standards for evaluating satisfactory academic progress. These are as follows:

1. **Academic probation**: A student who has attempted at least 12 semester units as shown by the official academic record shall be placed on academic probation if he or she has earned a cumulative grade point average below 2.0 in all units which were graded on the basis of the RCCD grading scale.

2. **Progress probation**: A student who has attempted at least 12 semester units as shown by the official academic record shall be placed on progress probation when the cumulative percentage of unsuccessful units attempted at RCCD reaches or exceeds 50%.
3. A student on academic probation for a grade point deficiency shall achieve good standing when the student’s accumulated grade point average is 2.0 or higher.

4. A student on progress probation because of an excess of unsuccessful units attempted at RCCD shall achieve good standing when the percentage of units in this category drops below 50 percent. A student who feels an error has been made in his academic status should make an appointment with an RCCD counselor. The counselor will review the student’s academic record and either explain how the student achieved that status or, in the case of an error, notify the Dean of Student Services at their College.

Standards for Dismissal
Students failing to maintain satisfactory academic progress may be subject to dismissal from the college under conditions specified as follows:

1. A student who is on academic probation shall be subject to dismissal if he or she earned a cumulative grade point average of less than 2.0 in all units attempted in each of two consecutive full-term (Fall/Spring) semesters of attendance which were graded on the basis of the RCCD grading scale.

2. A student who has been placed on progress probation shall be subject to dismissal when 50% or more of all units in which the student has enrolled are recorded as entries of “F”, “FW”, “W”, “I” and “NP” in at least two consecutive semesters (Fall/Spring) of attendance at RCCD.

3. A student shall remain on dismissal status until good standing is met by achieving a cumulative GPA of a 2.0 or higher and completing over 50% of the total number of units attempted.

4. A student who has been reinstated will immediately be subject to dismissal if the cumulative grade point average falls below a 2.0 or the number of units for which “F”, “FW”, “W”, “I” “NP” and “NP” are recorded meets or exceeds 50%.

All students who are on probation or dismissal are coded in the college’s database. The matriculation specialist pulls a report of all students who are coded probation or dismissal and sends them an electronic e-mail notification of their academic status (probation or dismissal) and also informs the student on on-line workshops, and counseling session. Although on-line tools are made available to the students it should be noted that once the student is on dismissal that a face to face counseling session is mandated. Students who wish to attend the next full term must complete an online dismissal workshop, available on the Counseling website. Once the dismissal workshop is complete, the student must meet with a counselor during an individual on campus meeting to develop a readmit contract. This contract stipulates the maximum amount of units for the upcoming terms and lists recommended coursework. Dismissal students who do not earn a “C” or better in every course attempted during the fall/spring semester are dismissed for the following full term. Students may appeal their dismissal to the Vice President of Student Services (VPSS) by meeting with a Counselor and submitting a Readmission Challenge Form. Approved students will need to meet with a Counselor to complete a new readmit contract stating the maximum amount of units approved per the VPSS and recommended courses per the Counselor.

BSI Activities are provided face to face via workshops, orientations, and meetings. All of the MVC special programs activities mentioned in 1a and 1c are provided face to face via workshops, orientations and meetings.

1d. How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.

- Counseling faculty, adjunct faculty and associate professors provide follow-up activities on behalf of matriculated students. “Early Alert” follow-up activities are designed to inform students of their progress early in the semester and to continue to assist students in accomplishing their educational goals. “Probation/dismissal” activities help students make progress toward successful completion of their academic goals. Referrals for appropriate support services will be made to on-campus and off-campus locations when appropriate. See section 3 for more early alert process.
The EOPS student success program is provided via counseling session, on-line tutoring and in workshops.

- The TRIO SSS probation/dismissal strategies are on-line counseling and workshops.
- In 2013-2014 Financial Aid had .5 counselors who met with students on warning/ineligible status due to progress, provided counseling and developed their SEP and Approved Class List for appeal students.
- STEM Student Success Center houses a 1.0 FTE STEM Counselor offering on-line and face-to-face counseling appointments; SI and tutorial referrals and resources, and Success Workshops.

2. Identify the staff providing follow-up services (including the numbers of positions, job titles and a one-sentence statement of their roles).

- Matriculation Specialist: responsible of the processing of pre requisite validation and matriculation appeals.
- 7 FT Counseling faculty: provide core counseling services

3. Identify any technology tools used for follow-up services. For third-party tools, be specific about the product and how it is used.

**Early Alert Process:**
The goal of Early Alert is to identify students who are showing early signs of academic difficulty and to notify these students of the services available to help improve their academic success.

Faculty members teaching an eight week or greater course are invited to participate in the Early Alert process. Participation consists of logging onto the Faculty Web Advisor menu. Faculty may submit their Early Alert forms after they submit their census roster and up to the date located in the Last Early Alert field found by clicking on the My Class Schedules/Deadlines link from their Faculty Web Advisor menu.

Faculty needing assistance with the completion of Early Alert rosters are welcome to view the District Early Alert video located in Web Advisor under Instructions/Tutorials/Forms.

Once instructors submit their Early Alert roster(s) students who have been identified as showing early signs of academic difficulty will receive an email notification in their RCCD email account the next working day after submission of roster(s).

**Alerts identified through the Early Alert process include**
Tutoring support, meeting with an academic counselor, meeting with the instructor of the course, developing strategies to improve performance, making a commitment to attending class and being on time.

**MVC On-Line Probation Workshops**
MVC general counseling probation workshops are offered as online workshop through Adobe Connect. Microsoft Office PowerPoint.

**MVC Email**
College student email is used to contact students’ regarding follow-up appointments, academic status, announcements, etc.

**MVC Special Programs**
EOPS and SSS uses an online tutoring program called Smart Thinking. This program allows students to received tutoring on line 24/7.

4. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for follow-up services. See Budget Plan
## ii. Related Direct Program Services (District Match Funds only)

### i. Institutional Research

1. Describe the types of Institutional Research will be provided that directly relate to the provision or evaluation of SSSP Services.

Moreno Valley College’s Office of Institutional Effectiveness provides data and analysis of course completion, persistence, success, and retention rates for degree, transfer, and basic skills classes. These data are disaggregated by ethnicity, gender, age, disability status, economic status, foster youth status, and veteran status. The data, along with analysis, will help inform Students Services of and identify specific MVC student populations that are in need of additional support.

The Office of Institutional Effectiveness assists Student Services units in evaluating the effectiveness of programs that are responsible for carrying out SSSP services, through regular assessment and reporting. This support includes development of outcomes as well as creation of evaluation plans and the collection of both formative and summative data. When additional grant funding is sought for programs, the Office of Institutional Effectiveness coordinates with Student Services personnel to provide data and plans to support proposals.

The College Office of Institutional Effectiveness coordinates with the District Office of Institutional Research for the development of Accuplacer cut scores, content validation for placement tests, and disproportionate impact studies regarding placement of incoming students. Cooperation with the District office extends to work on researching the success of students who are placed into courses using alternative methods of assessment, when those exist, and in gathering data to support efforts to implement a locally developed computerized ESL test.

### ii. Technology

1. Describe the types of services provided through the use of technology that directly relate to the delivery of services, such as online orientation, advising and student educational planning.

MVC utilizes technology to effectively and efficiently deliver services, which specifically relates to the areas of counseling, orientation, assessment, and academic follow-up services.

**Orientation:**
All non-exempt, first-time students go through the college’s orientation, which is exclusively offered online.

**Assessment:**
All non-exempt, first-time students are required to go through the college’s assessment process. The college uses “Accuplacer Online”, a computer delivered series of tests that adapt a test session’s difficulty based on individual student performance in that session – to assess student knowledge in English, Mathematics and Reading. In addition, through our “esars” software students are able to schedule their appointment to take to the placement exam.

**Counseling, Advising, and other Educational Planning Services:**
All non-exempt, first-time students must develop a one semester student educational plan that is approved by a counselor or educational advisor. Students develop their plan online after completion of their online advisement session. Once a student develops their plan it is sent to a counselor or educational advisor for review and approval. Moreover, students are able through our “esars” system is able to schedule counseling appointments online. In addition, online counseling is available through Blackboard for students you are enrolled in online classes. In addition, all students have access through Elucian/WebAdvisor to “Academic Review.” This program allows students to designate
an MVC-approved program objective and receive back a list of all courses the students still needs to take to complete the program. While the database can only reflect courses taken at MVC, it is a big step toward providing degree audit system to all MVC students. The college is in the process of using SSSP funding to purchase transcript imaging software that will allow the college evaluators to evaluate transcripts from other colleges at the point of student entry as oppose to waiting until the student initiates an evaluation, which can take several month in our current system. In addition, this imaging system is necessary for the college to develop a comprehensive degree audit system that will lead to the development of an online student educational plan. This fall the counseling department developed an election PDF student educational plan template that would be viewable by all counseling faculty with a copy of student educational plan will be emailed to the student to their college designated email address so they will have a viewable electronic copy as well.

**Follow-Up for at Risk Students:**
Online early alert system that allows faculty to identify specific interventions that a student may need to successfully complete a course.
Online probation and dismissal workshops
In person probation and dismissal workshops.

**Future Plans:**
- Student portal system that will serve as a single sign on system allowing student access to pertinent information. (Expected completion spring 2015)
- “Front end” student transcript evaluations using Ellucian- Currently students who wish to have their transcripts evaluated from outside institutions have to initiate this process by submitting a request for evaluation form or when they apply for graduation. The college has initiated efforts to move to having this evaluation at the point of entry to our college to allow for students and counselor to more accurately plan. The college has invested SSSP funding to secure an imaging system that will allow for the efficient processing of incoming transcripts. This system is the backbone needed to develop a comprehensive degree audit system that will be available for students to view current SEP online and develop an integrated online student educational plan. (Expected completion summer 2015)
- Online Student Educational Plan – interactive planning tool for students that allows that to fully develop an educational plan with the guidance and approval of a counselor. (Expected completion fall 2015)
- The purchase of the PrepTalk system which will allow for more access online for student counseling appointments and workshops.

### IIc. Transitional Services Allowed for District Match

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<td>1. Recognizing the challenges some districts face in restoring services after the 2009-10 budget cuts, districts may also count expenditures for costs that were allowable as of 2008-09, even though they are no longer allowable under SB 1456 and current SSSP regulations. These include Admissions and Records, Transfer and Articulation Services, Career Services and other Institutional Research. Describe what types of services are provided during this transition period that are being used for district match.</td>
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**Areas of district match include:**

- **Admissions and Records** – Providing indirect SSSP services through supporting students through the enrollment process.
- **Career & Transfer Services** – Providing direct and indirect SSSP services by providing students access to resources to enhance their academic success and educational goal attainment. This also provides direct resources to enhance their academic success and educational goal.
attainment. This also provides direct assistance through the development of an abbreviated SEP for all new first time college students.

**c. Institutional Research** – Providing direct and indirect SSSP services through the validation of cut scores and providing student success data reports. Institutional research also produces program review data every semester to assess student demographics and success data such as course success and persistence.

### SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT

1. **Exemption Policy**
   
   Provide a description of the college or district’s adopted criteria for exempting students from participation in the required services listed in title 5 section 55520 consistent with the requirements of section 55532.

   Students who demonstrate the following are exempted from matriculation pre-enrollment requirements. The following board approved criteria define exempt students at Riverside Community College District:

   A. Students who have completed 60 or more units or who have graduated from an accredited U.S college or university with an AA degree or higher.

   B. First-time college students who have declared one of the following goals: Advance in current career/job, Maintain certificate/license, Educational development, Complete credits for high school diploma.

   C. Students who are enrolled full time at another institution (high school or college) and will be taking five units or less.

   The defined board approved exemption policy is automated. Student exemption is determined once online RCCD application is successfully completed and processed.

2. **Appeal Policies**
   
   Describe the college’s student appeal policies and procedures.

   When a student takes issue with an instructional decision/academic matters or an application of a stated policy, the student should first discuss this matter with the faculty member who made the decision or applied the policy. If the matter cannot be resolved through this initial discussion, the student has the right to appeal the decision or application through regular college channels. See Administrative Policy 5522 or the Student Grievance Process for Instruction and Grade Related Matters in the college catalog for details.

   In non-academic matters, the appeal procedure is comparable, but is made through the appropriate student personnel administrator to the Dean of Student Services, Vice President of Student Services, and thence to the President. The Final appeal a student can make is to the Board of Trustees.

   Information on student’s rights and responsibilities, expected standards of conduct, disciplinary action and the student grievance procedure for disciplinary and matters other than disciplinary can be found in the Student Conduct section of the college catalog, Board Policy 5500, and Administrative Policy 5520.

**Enrollment Priority Appeal:**

Students appealing enrollment priority have the opportunity to submit a Registration Appointment Appeal at the Admissions and Records Office. Students may submit this request for one (1) of the following reasons:

1) Is a Continuing Student (enrolled in current term)

2) Is a Returning Student (did not attend previous major term)

3) Is on Academic Dismissal
4) Has completed more than 100 units at RCCD
5) Is within twelve (12) units of completing their degree/certificate/transfer requirements and have applied or will apply for degree/certificate.

Once on file, the request will be processed within 3-5 business days. Students are notified via student email if approved or denied.

Registration Priorities are in accordance with AP 5056 References: Title 5 Sections 51006, 58106, and 58108 along with Education Code 66025.8.

Satisfactory Academic Progress Standard (SAP) 2014-15:
The United States Department of Education requires that students applying for financial assistance must be enrolled in a program for the purpose of completing an AA/AS Degree, transfer requirements, or certificate program. All students must have their academic progress reviewed to determine if Satisfactory Academic Progress (SAP) has been achieved. The government requires that students who apply for financial assistance meet two standards:

**Qualitative Standard**
All students at Riverside Community College District (RCCD) must have a Cumulative Grade Point Average (GPA) of 2.0.

**Quantitative Standard**
All students must complete a certain percentage of units attempted in order to make progress toward their goal. There are two parts to this standard:

1) Pace of progression: Students must complete at least 67% of the total (cumulative) units attempted. For example, a student has attempted 20 units at MVC. They successfully completed 13.5 of those units. Their completion would be 67.5% (units completed divided by units attempted equals completion percentage – 13.5 ÷ 20 = 67.5%). If students are unable to finish their program within the Maximum Time Frame, as explained below, they may lose eligibility for Title IV aid.

2) Maximum Time Frame: The Maximum Time Frame for completion of a degree or certificate is 150% of the published length of the program. All units attempted at RCCD will be included since the Maximum Time Frame is based upon units attempted. A student can receive financial assistance for a maximum of 150% of the published length of the program. For example, if the published length of a degree program is 60 units, the student may receive financial assistance for up to 90 attempted units (60 units x 150% = 90 units). If the published length of a certificate program is 40 units, the student may receive financial assistance up to 60 attempted units (40 units x 150% = 60 units).

**Evaluation**
All students will be evaluated at the end of each semester to determine if they are meeting the standards listed above, beginning with the Fall 2011 semester.

*If students have attempted less than 12 units at RCCD, then they will be required to maintain a 1.5 Cumulative GPA and must complete 50% of the courses you attempt to maintain SAP. Once they have attempted 12 or more units, they will be held to the standard as explained above.

**Grade Standards**
All semester units at RCCD include:
• Attempted units include: A, B, C, D, F, CR, P, NC, NP, FW, W, I, IB, IC, ID, IF
• Completed units are units with a grade of: A, B, C, D, CR, P
• Transfer credits from other institutions will be included as attempted and completed units in the SAP calculation.

Courses in which a student receives a grade of F, NC, NP, FW, W, I, IB, IC, ID and/or If will not be counted as completed units for satisfactory academic progress purposes, but will be counted as attempted units.

Only practicum/labs that are required, recommended or academically beneficial should be taken at the same time as the
Adding and/or dropping units after the first grant disbursement will require a review and possible adjustment of any future disbursements. Student Financial Services follows all Title IV regulations in relation to financial assistance for repeated courses and IP grades.

**SAP Satisfactory (SA):**
A student is meeting Satisfactory Academic Progress as long as the student maintains a cumulative GPA of 2.0 (Qualitative Standard), a pace of progression percentage rate of 67% (Quantitative Standard) and the student has not exceeded the Maximum Time Frame of their selected program of study (Quantitative Standard).

**SAP Warning (WA):**
Students failing to meet SAP will be placed on a one semester “Warning” which will allow students to receive financial assistance even though they are not meeting the SAP standard. If after the “Warning” semester students are still not meeting the SAP standard, they will become Ineligible.

**SAP Warning Students’ Responsibilities**
Students on Warning Status are encouraged to meet with a Counselor to complete an official and current two year Student Educational Plan (SEP) on file (within the last year). To schedule an appointment to meet with an Academic Counselor to complete an SEP, please call (951) 222-8440. Students on financial aid Warning status will continue to receive certain types of financial assistance during the Warning period. Warning status students must improve their academic standing. Students who do not meet the SAP standards after their Warning period will be declared Ineligible for financial assistance.

**SAP Ineligible (IN):**
A student can become Ineligible for two reasons:
1) Student failed to meet SAP standards after their “Warning” semester and/or
2) Student exceeds the 150% Maximum Time Frame of program of study under the quantitative standard

Students on a SAP Ineligible status can be Appeal Approved ONCE ONLY during their lifetime at RCCD. In order to appeal, the student must have extenuating circumstances that occurred during the period that the student did not meet SAP. To appeal, the student must document the circumstance for not meeting SAP and must provide official documentation. Note: If a student becomes Appeal Ineligible for any reason, the student WILL NOT be ALLOWED to Appeal again.

Some examples of Extenuating Circumstances that must be supported by providing official documentation may include:
• Death of an immediate family member
• Documented illness
• Major accident or injury of yourself or an immediate family member
• Victim of a Crime
• Homelessness

**Appeal Documents:** The four (4) documents that must be submitted if the student has extenuating circumstances are:
• Extenuating Circumstances Appeal form with a written statement of those circumstances
• Official Documentation verifying the student’s extenuating circumstances (i.e. court documents, police reports, medical records, doctor’s note, death certificate…)
• Current (less than one year) official two year Student Educational Plan
• Completed SAP 101 Quiz (Note: Student must score 100% on the SAP 101 Quiz) (SEE ATTACHED)

In order for a two year Student Education Plan to be official, official transcripts from ALL other colleges or universities must be on file at Riverside Community College District. If a student’s official transcripts are not on file, then the student’s two year Student Educational Plan is invalid.
Students planning to graduate from Moreno Valley College, or needing to use courses from another college/university as a prerequisite, must submit all official transcripts to Riverside Community College District. Official Transcripts from previously attended colleges or universities must be received at RCCD in order for a Counselor to complete an official two year Student Educational Plan that will be accepted for a FA Appeal or FA Student Loan. Students who have exceeded the Maximum Time Frame must have one of the following valid reasons:

- One time change of major or goal after student has completed one major/goal.
- Returned for a second goal
- Completed ESL courses (ESL 51, 52, 53, 54, 55, 71, 72, 73, 91, 92, 93...)
- Completed Basic Skills courses (ENG 60A, 60B, MAT 50, 51, 63, 64, 65, REA 81, 82, 83)

Note: MAT 52 if student started classes the Fall 2011 semester or later.
- High unit majors (Nursing, Vocational Nursing...)
- High unit transfer majors (Math, Biology, Chemistry, Physics, Computer Science, Engineering...)
- Completed Military or AP courses/credit

Appeal Documents: The three (3) documents that must be submitted if the student has exceeded the Maximum time frame are:

- Extenuating Circumstance Appeal form with a written statement explaining the valid reason for exceeding the maximum time frame
- Current (created within the last year) official two year Student Educational Plan
- Completed SAP 101 Quiz (Note: Student must score 100% on the SAP 101 Quiz)

NOTE: Submission of an appeal does not guarantee that a student will regain financial assistance eligibility. After reviewing the appeal, the SFS office will render a decision, and the student will be notified in writing of the decision. MVC students must submit their Appeal to Moreno Valley College only. Each student who is approved for a “probationary” period must have an official Student Educational Plan developed, which will outline the courses for which the student may receive financial assistance.

SAP Probation (PE):
Students will be placed on Financial Aid (FA) “Probation Status” only if their appeal of Ineligible status is approved. Students on Probation must meet the SAP standard each semester beginning with the semester of approval in order to maintain their Probation Status.

If students fail to meet SAP while in a FA Probation Status, they will become Ineligible to receive financial assistance until they bring their SAP up to Qualitative Standard of 2.0 GPA and Pace of Progression of 67% completion rate prior to exceeding the maximum time frame.

Approved Class List
Probation students will only receive financial assistance for courses that are listed on their Approved Class List (ACL) which is created from the student’s Student Educational Plan. If an appeal is submitted late in the academic year and approved, funding will only be disbursed for the semester in which they were approved and forward. Eligibility for federal, state and institutional eligibility will be determined after the appeal has been approved and the appeal contract received. No retroactive disbursements will be made. Eligibility for the Board of Governors’ Fee Waiver (BOGW) is not affected by a student’s SAP status at this time. Students who are in a probationary status will have Federal Direct Loan Program eligibility reviewed on a case by case basis.

3. Prerequisite Procedures
   Provide a description of the college’s procedures for establishing and periodically reviewing prerequisites in accordance with title 5 section 55003 and procedures for considering student challenges.

BP 4260 LIMITATIONS ON ENROLLMENT: PRE-REQUISITES, CO-REQUISITES, AND ADVISORIES
Reference: Title 5 Sections, 55000 and 55003, The District shall establish pre-requisites, advisories, and limitations on enrollment. Pre-requisites and co-requisites can be established for a course when it is highly unlikely that the student will...
receive a satisfactory grade in the course without certain skills, information or a body of knowledge taught in a different course (or not taught in the class). At a minimum, pre-requisites, co-requisites and advisories on recommended preparation, a) shall be based on content review, with additional methods of scrutiny being applied depending on the type of pre-requisite, co-requisite or advisory being established; and b) will be reviewed at least every six (6) years as a part of the curriculum review process to assure that they remain necessary and appropriate. The procedure for establishing the limitations on enrollment will, a) assure that courses for which pre-requisites or co-requisites are established will be taught in accordance with the course outline of record; and b) include the basis and process for an individual student to challenge the pre-requisite or co-requisite. All limitations on enrollment will be identified in the schedule of classes, district catalog and other publications available to students.

All RCCD course proposals that include a co-requisite or prerequisite are reviewed and implemented by the district curriculum committee’s technical review subcommittee, and by the college’s curriculum committee. At the college curriculum committee, pre-requisites are reviewed and acted upon as distinct agenda items separately.

The college’s process for comprehensive program review requires that faculty review all course outlines every five (5) years. Courses which are judged to be out of date go through the curriculum review procedure again as part of the course’s revision, and co-requisite and pre-requisites are reviewed and acted upon again as part of that process.

All prerequisites appeals will be enforced at registration and must be verified by high school and/or college transcripts. Any student who does not meet a prerequisite or co-prerequisite, or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the course as follows:

1) If space is available in a course when a student files a challenge to the pre-requisite or co-requisite, the District shall reserve a seat for the student and resolve the challenge within five (5) working days. If the challenge is upheld or the District fails to resolve the challenge within the five (5) working-day period, the student shall be allowed to enroll in the course.

2) If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and, if the challenge is upheld, the student shall be permitted to enroll if space is available when the student registers for that subsequent term.

Students wishing to utilize the challenge procedure must visit the Counseling Office and complete the required Matriculation Appeals Petition or Prerequisite Validation Request. The student completes the form and indicates target course and the prerequisite or co-requisite they wish to challenge. It is the responsibility of the student to provide compelling evidence to support their challenge. If approved, requests filed via unofficial transcripts are valid for one term only. Students must submit their official transcript prior to the next registration cycle in order to permanently validate course co-requisite and/or prerequisite. Prerequisite appeals are available in person at the Counseling Office and processed within five (5) business days. Once received, the Matriculation Specialist reviews, researches, and determines prerequisite validation. When need be, the Matriculation Specialist will confer with the Evaluations Office regarding prerequisite validation. Students are only notified by the Matriculation Specialist via student email if their request is denied. Successful completion of a prerequisite requires a grade of “C” or better. No exceptions. In order to consider coursework in transfer students must complete courses at a regionally accredited institution(s). Currently, there is one Matriculation Specialist processing incoming prerequisite validation request. During the 2013-2014 school a total of 3, 555 request were processed within the five day processing period. For this reason, students are asked to file request in person and are encourage to check their student email on a daily basis to check the status of their request. If students cannot register by the fifth working day, students are asked to return to the Counseling Office to following up with appeal outcome. Denied Prerequisite Validation Request are available via OnBase. This allows Counseling Staff to assist students regarding their denial. Otherwise, students are directed to the Matriculation Specialist for further discussion.

Pre-requisites and/or co-requisites may be challenged based on the following criteria:

1. The prerequisite or co-requisite has not been established in accordance with the District’s process for establishing prerequisites and co-requisites;
2. The prerequisite or co-requisite is in violation of Title 5, Section 55003;

3. The prerequisite or co-requisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner;

4. The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or co-requisite;

5. The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or co-requisite course has not been made reasonably available or such other grounds for challenge as may be established by the Board;

6. The student seeks to enroll and has not been allowed to enroll due to a limitation on enrollment established for a course that involves intercollegiate competition or public performance, or one or more of the courses for which enrollment has been limited to a cohort of students;

7. The student seeks to enroll in a course that has a prerequisite established to protect health and safety, and the student demonstrates that he or she does not pose a threat to himself or herself or others.

Students may challenge a prerequisite or co-requisite based on successful completion (C or better) of an equivalent course from another accredited college or university. Unofficial transcripts may be used one time only. Students must submit their official transcripts prior to the next registration cycle in order to permanently validate pre-requisites taken at other institutions.

Students may challenge a pre-requisite based on having the knowledge or ability to succeed in the course despite not successfully completing the course. The petition will be directed to the appropriate Department Chair for review. It is the responsibility of the student to provide compelling evidence to support this challenge.

If a prerequisite for a course necessary for graduation, transfer, or a certificate is not offered and the unavailability of said prerequisites poses a hardship, the student may challenge the prerequisite. The petition will be directed to the Dean of Instruction for review. The request must be made prior to the first day of the semester.

If a prerequisite is discriminatory or being applied in a discriminatory manner, a petition may be filed with the college Dean. The Dean shall chair a three (3) member panel consisting of Dean, Director of Diversity, Equity & Compliance and Chief Student Services Officer. The panel shall meet to review the petition.

Other means for prerequisite validation other than transferred course work from regionally accredited institutions include but are not limited to instructor assessments, department challenge requests, Outside Placement Evaluations, Advanced Placement (AP) Scores, Early Assessment Program (EAP), and high school articulation agreements.

4. **Professional Development**
   - Describe plans for faculty and staff professional development related to implementation of the Student Success and Support Program.

MVC will continue to increase and enhance the number of workshops and professional development opportunities related to the SSSP services and initiatives. Currently dialogue around SSSP and improving student outcomes are standing agenda items at the Student Services counselor meetings, student services management meetings, instructional departments, instructional and student services deans meetings, student success committee meetings and strategic planning councils. MVC sent 2 representatives to the SSSP coordinators meeting held in Sacramento on September 15 & 16.

5. **Coordination with Student Equity Plan and Other Planning Efforts**
   - Describe how the SSSP Plan and services are coordinated with the college’s development of its student equity plan and other district/campus plans and efforts, including Accreditation Self-Study, educational master plans, strategic plans, the Basic Skills Initiative, and departmental program review.
In accordance with accreditation standards, the college has an integrated shared governance planning process. The process includes institutional planning, annual program review and strategic plan.

The SSSP and equity plan goals will incorporate the Annual Program Review, Accreditation Self-Study, Educational Master Plan and Basic Skills Initiative. The progress on the SSSP objectives will be monitored and reviewed along with other program area activities as a part of the SSSP review process.

In fall 2014 the Student Equity Committee reviewed data regarding the five indicators: Access, Course Completion, Degree Completion, Transfer, and Basic Skills. Whenever possible, data was disaggregated by ethnicity, gender, age, disability status, economic status, foster youth status. Proportionality indices (PIs) were determined for the subgroups over a period of five years, using the California Community College Chancellor’s Office MIS and United States Census data. Proportionality Indices were computed by dividing the percentage of students with the target educational outcome by the percentage of students in the reference population. To determine levels of equity performance, the cutoffs established by USC’s Center for Urban Education were used (see Figure 1).

**Performance Level** | **Equity Index Value** | **Description**
--- | --- | ---
High Performance | Greater than or equal to 1 | At or above equity
Medium-High Performance | 0.85 ≤ Equity Index ≤ 0.99 | Almost at equity
Medium-Low Performance | 0.70 ≤ Equity Index < 0.85 | Below equity
Low Performance | Equity Index < 0.70 | Far below equity

*Figure 1 (Bensimon & Malcom-Piquex, AAHHE National Conference presentation)*

Based on Student Equity Committee recommendations stakeholders determined that work should focus on low performance and medium-low performance subgroups at MVC. Five year averages for PIs were computed to determine areas of concern. Although there were many areas of concern, the committee decided to focus on basic skills for the MVC equity plan because that indicator contained the highest number of low performance groups. In addition, the committee felt that other indicators might improve as a result of improvement in the basic skills areas, especially in the basic skills cohort groups for math and English.

Towards this end, the Student Equity Committee decided to focus on new students coming into the college at the basic skills level as well continuing students at this level. In examining Institutional Research data, stakeholders chose to focus on First Year Experience (FYE) pathways for new students, accelerated course models for continuing students, and detailed research plans. The plan for expanded research will allow the College to develop deeper into data analysis in order to highlight problem areas for students in the basic skills, and to evaluate SSSP activities that are put into place.

Moreover, to develop an SSSP plan based on best practices, the college is in the process of establishing workgroups for FYE and Accelerated English and Math programs. The workgroups will review the literature and research best practices on these activities. Workgroups will necessitate the cooperation and interaction of faculty and staff from instructional, student services, and research offices. It is anticipated that small group coordinators (such as those from Puente, Renaissance Scholars, and basic skills), academic and counseling VPS and Deans, outreach, admissions and records, and assessment staff, and research staff will be involved in the planning, implementation, and evaluation of these projects.

The FYE and acceleration projects will most certainly impact student service areas and require increased resources in outreach, assessment, and counseling. In addition, there will be an impact in terms of the development of registration processes, tutoring, and professional development for both student services and instructional staff. Finally, student services will need to develop new research plans and strengthen existing research plans to properly evaluate and improve
activities and to explore areas where services can be initiated or strengthened. This increased focus on research in student services will impact resources in the Institutional Effectiveness area as well.

6. Coordination in Multi-College Districts

In districts with more than one college, describe how policies and Student Success and Support Program services are coordinated among the colleges.

Riverside Community College District is a multi-college district comprised of Moreno Valley College, Norco College, and Riverside City College. The district maintains a one curriculum approach and it also shares a common student information system. Towards this end, the policies and practices that govern the areas of assessment, orientation, and counseling services are uniformed and highly coordinated amongst the three colleges. To ensure that this coordination is maintained, the district has established ongoing monthly multi-college workgroups for the areas of Admissions and Records, Financial Aid, Evaluations, and Matriculation. In addition, the Vice Presidents of Student Services, along with the Vice Chancellor of Educational Services and the Associate Vice Chancellor for Information Technology, meet monthly to discuss issues that affect each of the colleges. Articulation is also coordinated on all three colleges within the district and collaboration is ongoing.

SECTION IV. ATTACHMENTS

Please provide a list of attachments to the SSSP Plan and a one-sentence description of each attachment, if the title is not self-explanatory.

The following attachments are required:
Attachment A, Student Success and Support Program Plan Participants. Please attach a listing of all individuals with their job titles, who were involved with creating the SSSP Plan.

Attachment B, Organizational Chart. Please attach a copy of your colleges’ organization chart and highlight the Student Success and Support Program Coordinator’s position. Please include all positions that work directly in the program providing SSSP services.

If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, please attach a copy of the district organization chart, and highlight the district SSSP Coordinator’s position (if it is not identified as such on the chart). If a recent or accurate organization chart is not available at this time, please draw one that includes the minimum elements listed above.

Attachment C, SSSP Advisory Committee. Attach a list of the members of the college's SSSP Advisory Committee. This can be a list of individuals and their positions or simply the positions. If the committee is chaired by someone other than the SSSP Coordinator, please highlight the chair on the list of members, and identify the correct name of the committee, (advisory committee, coordinating council, steering committee, etc.). If the committee has standing or formalized subcommittees (e.g., SEP, orientation, budget, training, etc.), please list those also.

Other Attachments (optional)
Additional attachments may include SSSP forms or templates that illustrate section responses.
You may also submit any documents, handbooks, manuals or similar materials that your district/campus has developed as SSSP materials.

**ADDITIONAL INFORMATION**
Questions regarding the development of the college SSSP Plan may be directed to:

Debra Sheldon  
California Community College Chancellor’s Office  
1102 Q Street, Suite 4554  
Sacramento, CA 95811-6549  
[dseldon@cccco.edu](mailto:dseldon@cccco.edu)  
(916) 322-2818
RESOURCES

- Senate Bill 1456
- California Code of Regulations, Online
- Student Success and Support Program Student Equity Plan
- Accrediting Commission for Community and Junior Colleges
- Chancellor's Office Basic Skills web site

Attachment A: The multiple measures branching and placement schemes
Attachment B: Organizational Chart
Attachment C: Advisory Committee
Attachment D: Assessment MM Grid
Attachment A
Student Success and Support Plan Participants
**Attachment A**

**Student Success and Support Program Plan Participants**

Title 5 Section 55510 (11)(b) requires that the Student Success and Support Program Plan for each college "be developed in consultation with representatives of the academic senate, students, administrators, and staff with appropriate expertise." Please list the persons and their stakeholder group (e.g., Student Senate, Academic Senate, Curriculum Committee, etc.), of the individuals who participated in the development and writing of this Plan. Add more pages as needed.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Stakeholder Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edward Alvarez</td>
<td>Assessment Specialist</td>
<td>Student Success and Support Program</td>
</tr>
<tr>
<td>Maureen Chavez</td>
<td>Associate Dean, Grants and College Support Programs</td>
<td>Administration</td>
</tr>
<tr>
<td>Carol Farrar</td>
<td>Interim Vice President, Academic Affairs</td>
<td>Administration</td>
</tr>
<tr>
<td>Nate Finney</td>
<td>Applications Support Technician</td>
<td>Institutional Research</td>
</tr>
<tr>
<td>Travis Gibbs</td>
<td>Professor, Psychology</td>
<td>Academic Senate</td>
</tr>
<tr>
<td>Julio Gonzalez</td>
<td>Director, Middle College High School</td>
<td>Student Success and Support Program</td>
</tr>
<tr>
<td>Jeanne Howard</td>
<td>Associate Professor, Counseling</td>
<td>Counseling Faculty</td>
</tr>
<tr>
<td>Tyrone A. Macedon, Sr.</td>
<td>ASMVC President</td>
<td>Associated Students of Moreno Valley College</td>
</tr>
<tr>
<td>Maria Pacheco</td>
<td>Associate Professor, Counseling</td>
<td>Counseling Faculty</td>
</tr>
<tr>
<td>LaTonya Parker</td>
<td>Associate Professor, Counseling</td>
<td>Counseling Faculty/Academic Senate</td>
</tr>
<tr>
<td>Larry Peña</td>
<td>Associate Professor, Counseling</td>
<td>Counseling Faculty</td>
</tr>
</tbody>
</table>
Name: Sheila Pisa  
Title: Interim Dean, Institutional Effectiveness

Stakeholder Group: Administration, Institutional Effectiveness, Student Equity

Name: Jaime Rodriguez  
Title: Institutional Research Specialist

Stakeholder Group: Institutional Research

Name: Salvador Soto  
Title: Associate Professor, Counseling

Stakeholder Group: Counseling Faculty

Name: Carmen Valencia  
Title: SSSP Assistant

Stakeholder Group: Student Learning Programs and Services Subcommittee

Name: David Vakil  
Title: Dean of Instruction

Stakeholder Group: Administration

Name: Eugenia Vincent  
Title: Acting Vice President Student Services

Stakeholder Group: Administration
Attachment B

Organizational Chart
Attachment C
SSSP advisory Committee
**Attachment C**  
**Student Success and Support Program Advisory Committee**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>Edward Alvarez</td>
<td>Assessment Specialist</td>
</tr>
<tr>
<td>Julio Gonzales</td>
<td>Middle College Director</td>
</tr>
<tr>
<td>Dean of Counseling</td>
<td>Dean of Counseling</td>
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<tr>
<td>Maureen Chavez</td>
<td>Associate Dean</td>
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<tr>
<td>Carol Farrar</td>
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</tr>
<tr>
<td>Jeanne Howard</td>
<td>Assoc Professor, SSSP coordinator</td>
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<tr>
<td>Tyrone A. Macedon, Sr.</td>
<td>ASMVC President</td>
</tr>
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<td>Maria Pacheco</td>
<td>Associate Professor, Counseling</td>
</tr>
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<td>LaTonya Parker</td>
<td>Associate Professor, Counseling</td>
</tr>
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<td>Larry Pena</td>
<td>Counseling Faculty</td>
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<tr>
<td>Salvador Soto</td>
<td>Associate Professor, Counseling</td>
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<tr>
<td>Carmen Valencia</td>
<td>SSSP Assistant</td>
</tr>
<tr>
<td>Eugenia Vincent</td>
<td>Acting Vice President Student Services</td>
</tr>
<tr>
<td>Bonnie Montes</td>
<td>Counseling Faculty, EOPS</td>
</tr>
<tr>
<td>Part Time Counselor</td>
<td>Part time Counseling Faculty</td>
</tr>
<tr>
<td>Vacant</td>
<td>BSJ committee member</td>
</tr>
<tr>
<td>Vacant</td>
<td>Student Equity committee member</td>
</tr>
<tr>
<td>Vacant</td>
<td>Standard II committee member</td>
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</table>
Attachment D
Assessment Multiple Measures Grid
# English placement scheme

<table>
<thead>
<tr>
<th>(LBQ) “English Grade”</th>
<th>Score Calculation</th>
<th>Score Range</th>
<th>Course Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(RC<em>0.72) + (SS</em>0.36)</td>
<td>&gt;97</td>
<td>English 1A</td>
</tr>
<tr>
<td>B</td>
<td>(RC<em>0.7) + (SS</em>0.34)</td>
<td>80 – 97</td>
<td>English 50</td>
</tr>
<tr>
<td>C</td>
<td>(RC<em>0.67) + (SS</em>0.33)</td>
<td>75 – 79</td>
<td>English 60B</td>
</tr>
<tr>
<td>D</td>
<td>(RC<em>0.64) + (SS</em>0.32)</td>
<td>&lt;75</td>
<td>English 60A</td>
</tr>
<tr>
<td>F</td>
<td>(RC<em>0.62) + (SS</em>0.3)</td>
<td></td>
<td>English 60A with Recommendation to take ESL test</td>
</tr>
</tbody>
</table>

Notes:
- LBQ “English Grade” = “What grade did you earn in your most recent high school English class?”
- LBQ “English First” = “Is English the first language you learned to speak?”
- RC = Accuplacer Reading Comprehension
- SS = Accuplacer Sentence Skills
## Placement Grid for Math

<table>
<thead>
<tr>
<th>Test</th>
<th>Score</th>
<th>HighMath</th>
<th>GradeMath</th>
<th>Math Course Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arithmetic</td>
<td>&lt;38</td>
<td></td>
<td></td>
<td>63/65</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>≥38, &lt;73</td>
<td>1</td>
<td></td>
<td>64/65</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>≥38, &lt;73</td>
<td>2-8</td>
<td>0-2</td>
<td>64/65</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>≥38, &lt;73</td>
<td>2-8</td>
<td>3-5</td>
<td>52</td>
</tr>
<tr>
<td>Arithmetic ≥=73</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>And Elementary Algebra &lt;49</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Algebra</td>
<td>≥49, &lt;56</td>
<td></td>
<td></td>
<td>52</td>
</tr>
<tr>
<td>Elementary Algebra</td>
<td>≥56, &lt;66</td>
<td>1-3</td>
<td></td>
<td>52</td>
</tr>
<tr>
<td>Elementary Algebra</td>
<td>≥56, &lt;66</td>
<td>4-8</td>
<td>0-2</td>
<td>52</td>
</tr>
<tr>
<td>Elementary Algebra</td>
<td>≥56, &lt;66</td>
<td>4-8</td>
<td>3-5</td>
<td>53/35</td>
</tr>
<tr>
<td>Elementary Algebra</td>
<td>≥66, &lt;94</td>
<td></td>
<td></td>
<td>53/35</td>
</tr>
<tr>
<td>Elementary Algebra ≥=94</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>And College Level Math &lt; 62</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Level Math</td>
<td>≥62, &lt;91</td>
<td></td>
<td></td>
<td>4, 5, 11, 12, 25,36</td>
</tr>
<tr>
<td>College Level Math</td>
<td>≥91, &lt;103</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>College Level Math</td>
<td>≥103, &lt;121</td>
<td></td>
<td></td>
<td>1A</td>
</tr>
</tbody>
</table>

**Highmath:**
- 1= None
- 2= Arithmetic
- 3= Algebra 1
- 4= Geometry
- 5= Algebra 2
- 6= Trigonometry
- 7= Precalculus
- 8= Calculus

**GradeMath:**
- 0= Did not take math
- 1= F
- 2= D
- 3= C
- 4= B
- 5= A

**Notes:**
- LBQ “HighMath” = “What is the highest level high school math class you have completed? (Do not count a class you are currently taking)”
- LBQ “GradeMath” = “What grade did you earn in your most recent high school math class?”
### Reading placement scheme

<table>
<thead>
<tr>
<th>(LBQ) &quot;English Grade&quot;</th>
<th>Test Score</th>
<th>Score Range</th>
<th>Placement Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>RC * 1.1</td>
<td>&gt;= 82</td>
<td>College Level</td>
</tr>
<tr>
<td>B</td>
<td>RC * 1.05</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>RC * 1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>RC * 0.95</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>RC * 0.9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| A                     | RC * 1.1   | 70-81       | Reading Skills 83 |
| B                     | RC * 1.05  |             |                 |
| C                     | RC * 1.0   |             |                 |
| D                     | RC * 0.95  |             |                 |
| F                     | RC * 0.9   |             |                 |

| A                     | RC * 1.1   | 62-69       | Reading Skills 82 |
| B                     | RC * 1.05  |             |                 |
| C                     | RC * 1.0   |             |                 |
| D                     | RC * 0.95  |             |                 |
| F                     | RC * 0.9   |             |                 |

| A                     | RC * 1.1   | >62         | Reading Skills 81 |
| B                     | RC * 1.05  |             |                 |
| C                     | RC * 1.0   |             |                 |
| D                     | RC * 0.95  |             |                 |
| F                     | RC * 0.9   |             |                 |

**Notes:**
- LBQ “English Grade” = “What grade did you earn in your most recent high school English class?”
- RC = Accuplacer Reading Comprehension