Credit

Student Success and Support Program Plan

2015-16

District: __Riverside_____

College: _Moreno Valley College_____

Report Due by

Friday, October 30, 2015

Email PDF of completed plan to:
cccsssp@cccco.edu
and
Mail signature page 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

**Instructions for Completion of the College
Student Success and Support Program Plan**

INTRODUCTION

The purpose of the credit Student Success and Support Program (SSSP) Plan is to outline and document how the college will provide SSSP services to credit students[1]. The goal of this program is to increase student access and success by providing students with core SSSP services to assist them in achieving their educational and career goals.

More specifically, colleges are to:

- Provide **at least** an abbreviated student education plan (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 for placement, and counseling, advising, and other education planning services to all first-time students[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 to at-risk (students enrolled in basic skills courses, students who have not identified an education goal or course of study, or students on academic or progress probation).

INSTRUCTIONS AND GUIDELINES

Please carefully review these instructions and resources, including the SSSP Handbook, relevant sections of the Education Code and title 5 regulations before completing the program plan.

The program plan is set up as a Word document. As you enter your responses below each question, the document will expand to accommodate the information provided. *Colleges are to use the template as provided.* 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. Mail the signature page with the original signatures, along with the separate Budget Plan signature page, by the due date (Oct. 30th).

The program plan is to be submitted on an annual basis[3]. When writing the program plan, assume that the reader knows nothing about your program and will have only your document to understand the delivery of program services and resources needed for implementation. Be sure to include input from faculty, staff, administrators and students in the development of this plan (per title 5, §55510[b]).

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. Please be sure all expenditures are

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[1] Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan.

[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.

[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, 2014-15 and 2015-16. As implementation and funding stabilizes, this requirement may be revisited.

consistent with the [SSSP Funding Guidelines](#) or your plan may not be approved. The information provided and the funding source should be clearly indicated in the plan narrative and correspond with expenditures listed in the Budget Plan. In districts with more than one college, the college program plan must also address any portion of the college's allocation expended by the district. The program and budget plans will also be compared with the colleges' credit SSSP Year-End Expenditure Report to monitor for consistency. Note that SSSP funds may not be used to supplant general or state categorical (restricted) funds currently expended on SSSP activities. Any services provided should supplement--not supplant--any services provided to students currently participating in college categorical programs and any other federal, state, and local programs.

The SSSP Plan is divided into six sections. The Budget Plan is a separate document.
   I.   Program Plan Signature Page
   II. Planning & Core Services
       A. Planning
       B. Orientation
       C. Assessment for Placement
       D. Counseling, Advising, and Other Education Planning Services
       E. Follow-up for At-Risk Students
       F. Other SSSP/Match Expenditures
   III. Policies
       A. Exemption Policy
       B. Appeal Policies
       C. Prerequisite and Corequisite Procedures
   IV. Professional Development
   V.   Attachments

Links to program resources are provided below to assist with the development of your SSSP Plan.

RESOURCES

➢ [Seymour-Campbell Student Success Act of 2012](#)

➢

➢ [Chancellor's Office Student Equity web page](#)

➢ [Accrediting Commission for Community and Junior Colleges](#)

➢ [Chancellor's Office Basic Skills website](#)

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

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* and *California Education Code* sections 78210-78219*.*

Signature of College SSSP Coordinator: _____

Name: Dr. Michael Paul A. Wong, Dean, Student Services (Counseling)____ Date: _____

Signature of the SSSP Supervising Administrator
or Chief Student Services Officer: _____

Name: Dr. Dyrell Foster, Vice President, Student Services _____   Date: _____

Signature of the Chief Instructional Officer: _____

Name: Dr. Robin Steinback, Vice President, Academic Affairs _____   Date: _____

Signature of College Academic Senate President: _____

Name: Ms. LaTonya Parker _____   Date: _____

Signature of College President: _____

Name: Dr. Sandra Mayo _____   Date: _____

Contact information for person preparing the plan:

Name: Michael Paul A. Wong_____ Title: _Dean, Student Services (Counseling)_____

Email: michaelpaul.wong@mvc.edu_____   Phone: (951) 571-6251_____

SECTION II. PLANNING & CORE SERVICES

Directions: Please provide a brief but thorough answer to each of the following questions relating to how your college is meeting the requirements to provide core services under title 5, section 55531. Do not include extraneous information outside the scope of SSSP. Projected expenditures should correspond to items listed in the Budget Plan. Answers should be entered in the document below each question.

A. Planning

1. a. Describe the planning process for updating the 2015-16 SSSP Plan.
   b. What factors were considered in making adjustments and/or changes for 2015-16?
   c. In multi-college districts, describe how services are coordinated among the colleges.
   d. Briefly describe how the plan and services are coordinated with the student equity plan and other district/campus plans (*e.g.*, categorical programs) and efforts including accreditation, self-study, educational master plans, strategic plans, Institutional Effectiveness, the Basic Skills Initiative, Adult Education (Assembly Bill 86), and departmental program review.

Planning Process and Factors Considered:
Work groups were assigned at the onset of the 2014-2015 plan for the purposes of implementation of the 2014-2015 plan, responding to unplanned contingencies, and updating the plan in response to data and accomplishments. The work groups were: Budget, Orientation, Counseling, Data, Intervention, and Assessment. Near the conclusion of the Spring Semester 2015, each of the work group prepared a report for the SSSP Committee to be presented at its final meeting of accomplishments, unplanned accomplishments and challenges, and recommended goals in their respective areas to be included in the 2015-2016 SSSP plan.

Work groups were recommended to carefully consider, given that this was the first year that SSSP was pursued at the college, what accomplishments were generated through the use of SSSP funds and the actions of the SSSP Committee and work groups, and how various accomplishments may have been generated in the implementation of the 2014-2015 SSSP plan that may have not been part of the original plan but may have been generated as a result of the program having been pursued. The work groups and the SSSP Committee were also encouraged to consider what accomplishments may have been unable to be completely completed, and to share the factors that may have been responsible. The work groups and SSSP Committee were moreover recommended to consider how uncompleted accomplishments may translate into goals in the 2015-2016 SSSP plan or what events in the 2014-2015 cycle might generate good reasons for removing goals from the 2014-2015 plan when considering including them again in the 2015-2016 plan.

The work groups and the SSSP Committee as a whole were further encouraged to consider how the 2015-2016 SSSP plan might align better with the efforts of the college's Student Equity Committee. The work groups and the SSSP Committee were also encouraged to consider how data might better inform the efforts and planning of the SSSP Committee. In particular, the work groups and the SSSP Committee considered how the efforts of the SSSP Committee and the Student Equity Committee might create a culture of inquiry, and what inquiry-driven goals might be included in each section of the 2015-2016 SSSP plan to generate

data that would inform the work of the committee and increase the capacity of the college to serve all of its students.

A summary of the recommended goals were shared with the Associated Students of Moreno Valley College, the Academic Senate, and the Strategic Planning Council for dialogue and comment. The Dean of Student Services (Counseling) incorporated recommendations from both the Work Groups and the constituency group dialogues into the creation of the new document. At the first meeting of the SSSP Committee in August 2015 a draft document was shared with each of the Work Groups for further dialogue and input. At the first meeting of the Academic Senate a draft document was shared with that body for further dialogue and input. At the first meeting of the Associated Students a draft document was shared with that body for further dialogue and input. A second draft document was generated by the Dean of Student Services (Counseling) and shared at a special meeting of the SSSP Committee for dialogue and input prior to submission to the Board of Trustees and Chancellor.

Coordination of SSSP and Other Planning Efforts:
The College is working to ensure that the SSSP plan is aligned with the College's Integrated Strategic Plan, the Educational Master Plan, as well as the Student Equity Plan, Basic Skills Initiative Plan, the Accreditation Self-Study, and department/area program reviews.

The SSSP Committee and the Student Equity Committee had members in common who regularly reported on the actions of the respective committees. Moreover, the Vice President, Student Services, was a prominent member of both committees and had budgetary oversight over both committees, chairing the budget work group for each committee. SSSP Committee efforts were coordinated with other campus planning through reports at each meeting of the Strategic Planning Council and the Accreditation Committee. SSSP plan goals were included in department program review documents and identified accordingly.

In an effort to formalize the integration and coordination of the college's planning efforts the college is in the process of establishing a new Student Success & Equity Committee. In Spring 2015 the college convened a task force comprised of the co-chairs and administrative facilitators of the SSSP Committee, Student Equity Committee, and Basic Skills Committee in an effort to improve alignment between these three campus-wide efforts. The college stakeholders from Instruction and Student Services, and leadership from each of the three planning committees are in support of this new committee and in fall 2015, the proposal for this inclusive committee, made up of diversely represented constituencies, will make its way through the college governance committee approval process.

The purpose for this new committee is to:
- Align institutional goals and priorities for enhancing student success on campus
- Improve implementation of goals and objectives related to student success
- Align/leverage resources to have a greater impact on student success
- Minimize duplication of efforts and mitigate the "silo effect" as we address student success
- Reduce the number of campus wide committees on which many of the same individuals currently serve

A coordinated effort to eliminate duplication of effort and to integrate the goals of the SSSP Plan with other college-wide efforts, including our categorical programs, will be made. Through its strategic planning process the college established a work group whose charge is to examine our placement process and to explore alternative methods to determine a student's placement in addition to our assessment test; in addition, one of the college's strategic goals is to ensure that all new students have a comprehensive student educational plan before enrolling in their second semester.

The planning and development of a First Year Experience program pathway is at the forefront of the college's student equity efforts, but its strategies for implementation exist with both student equity and the SSSP planning efforts.

Multi-college Districts:
Riverside Community College District is a multiple 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 uniform and are highly coordinated amongst the three colleges. To ensure that this coordination is maintained, the district has established ongoing monthly multi-college work groups for the areas of Admissions and Records, Financial Aid, Evaluations, and Matriculation. While operational practices are college-specific, we have created opportunities for continued collaboration and the sharing of best practices within our district through our regular monthly coordination meetings with the Vice Presidents of Student Services, along with the Vice Chancellor of Educational Services and the Associate Vice Chancellor for Information Technology to discuss issues that affect each of the colleges.

In addition, there are district-wide workgroups and ad-hoc groups for such joint concerns as: integrated online SEP/degree audit workgroup, student portal, and enrollment priorities. For example, technology is a major category in which coordination took place in pursuit of the 2014-2015 SSSP plan. In the Riverside Community College District student registration and student educational plans are accomplished through shared technology. Throughout 2014-2015 a district-wide committee met to create a new student portal that would integrate student registration and educational planning, and new on-line abbreviated and comprehensive educational planning forms for the use of students and counselors, in alignment with the SSSP plans of all three district colleges.

2. Describe the college's student profile.

Student Profile:
Moreno Valley College's student population has 6188 FTE students, of whom 55% are female and 45% male. 24.4% of the student population is under 19 years old, 39% is 20-24, 27.5% is 25-39, and 9.1% is over 40 years old. The majority of students (54.3%) are Hispanic/Latino, roughly 19.2% are White, 13.9% are African American/Black, 6.7% are Asian Pacific Islander, 0.3% are American Indian/Alaska Native, and the remaining 5.7% have identified as Multiracial or Other. A majority (50.1%) are first generation college students. In last year's applicant class, 63.8% listed transfer as their educational goal, 18% listed an Associate's Degree as their educational goal, 3.3% listed a CTE certificate as their educational goal, and

9.4% listed some form of career development, advancement, or exploration as their educational goal.

3. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing core services to new students.

    Community Partnerships:
    Moreno Valley College has developed outstanding and effective partnerships with each of our local school districts, Moreno Valley Unified School District and Val Verde Unified School District. These partnerships are supported by collaborative and highly successful student success programs, such as the MVC Middle College High School and the Upward Bound Math and Science Program, housed at Vista Del Lago high school, 9th and 10th grade students develop their potential to excel in math and science and to pursue careers in science, technology, engineering, and math (STEM).

    MVC's Middle College High School (MCHS) program was established in 1999; MCHS students complete their last two years of high school at MVC, enrolled in both high school and college courses (concurrent enrollment). Approximately 200 students participate in the MCHS program. All new MCHS students must apply to MVC, complete the placement process, and complete the new student orientation prior to enrolling in courses at MVC. MVC also partners with the Nuview Bridge Early College High School, a free public charter high school serving students in grades 9-12, which combines school-based experience with college experience. Each year, over 250 Nuview students enroll in courses and receive academic counseling. All new Nuview students must apply to MVC, complete the placement process, and complete the new student orientation prior to enrolling in courses at MVC.

    The effective on-going partnerships with Val Verde and Moreno Valley Unified School Districts have been well-documented and appreciated. Through these partnerships, we are able to gain access to each of the high schools. With the development of the First Year Experience program and the collaboration and support of unified district administration, Moreno Valley College's Outreach Department is able to host an annual student enrollment series in which high school seniors receive information about the college, including financial aid information, complete the admissions application, and complete assessment on site at their high school

B. Orientation

1. Were adjustments made to your orientation process based on outcomes from your 2014-15 program plan?

    Adjustments to Orientation Process:
    Throughout 2014-2015 the college convened the Orientation SSSP Work Group, which included the following in its goals for adjustments to its orientation process:

    *   Update the existing college orientation and make it college-specific (the orientation previously used was developed by the District)
    *   Improve the orientation process by developing an online interactive orientation that may be accessed 24/7 by all prospective and new students. Counseling faculty, who will also research outside vendors, will develop the orientation plan
    *   Continue to meet the needs of students who prefer in-person, face-to-face orientations

- The updated orientation will rely heavily on technology and video, and remain an in-house operation
- The college will continue to use the current online orientation until the new interactive online orientation is launched
- Additional face-to-face and in person orientations will be added to the schedule while the interactive online orientation is developed

Although the Orientation Work Group can point at some accomplishments, the work done by the Work Group is still clearly in progress. All incoming students continue to be offered an orientation in the form of a PowerPoint on-line that can be viewed by the student. The work group worked over the second half of the year to create a voice over video to replace the current on-line orientation. The orientation was updated to be compliant with Title V requirements and the voice element is now complete. In Summer 2015 1,000 first time college students entering Moreno Valley College in Fall 2015 were invited to participate in an extended in-person orientation that included early registration, group-led workshops to develop the student educational plans, breakout sessions to begin the process of developing comprehensive educational plans, career exploration sessions, and peer mentor sessions to complete class registration. Students may choose to complete the orientation on-line without the incentive of early registration. The college will build more incentives into the in-person orientation to encourage more students to choose that format, while continuing to improve the on-line orientation. The SSSP Committee will continue to work throughout 2015-2016 to make the on-line orientation more interactive and include more college-specific information for students, accordingly with the goals of the 2014-2015 Orientation Work Group. Resources have been identified in the 2015-2016 SSSP Credit Plan for consultation in order to accomplish this goal.

2. a. How many students were provided orientation services in 2014-15?
    b. What percentage of the target population does this represent?
    c. What steps are you taking to reduce any unmet need or to ensure student participation?

Student Participation in Orientation:
XXX students participated in orientation services in 2014-2015, which represents XXX% of the target population. Although the college has a practice in place to ensure that almost all of its students have participate in some orientation prior to enrollment, the college has created the incentive of early registration and a drawing for a small number of book scholarships to encourage a larger percentage of students to participate in an orientation that goes beyond the minimum requirements. The college has also planned a New Student Welcome as a follow-up activity to orientation in which all new students are introduced to available student services through a tour, and participate in an additional program of study exploration activity.

3. a. Are orientation services offered online?
 b. Identify any technology used to provide orientation, including any commercial or in-house products in use or under development, and annual subscription or staff support requirements.

Orientation and Technology:
Students are notified of the Assessment, Orientation and Counseling (AOC) process via their welcome e-mail, which also includes the student's student ID number, and how to register a student e–mail account. All self-identified first time non-exempt college students must complete AOC prior to registering for classes. The on-line orientation session is delivered via a PowerPoint

available through a website. It introduces students to the services and educational programs at Moreno Valley College, provides students with information on registration procedures and placement results, and assists students in developing first semester educational plans. Students are able to access the online orientation and advisement session 1-2 business days after completion of their assessment testing. To access the session they log into their WebAdvisor account and select the on-line orientation link under the academic planning header. Students are able to use technology to complete the AOC process by making counseling and assessment appointments online.

The Orientation Work Group identified vendors in 2014-2015 to improve the on-line orientation, and invited one vendor to do a formal proposal presentation on its services and costs. The SSSP Committee will continue to work throughout 2015-2016 to make the on-line orientation more interactive and include more college-specific information for students, accordingly with the goals of the 2014-2015 Orientation Work Group. Resources have been identified in the 2015-2016 SSSP Credit Plan for consultation in order to accomplish this goal.

4. Identify the topics covered in orientation. Include those topics mandated by title 5 section 55521 and any additional information, policies and/or procedures that the college or district determines necessary to include in a comprehensive orientation.

Orientation Topics:
1.) Academic expectations and progress and probation standards pursuant to selection 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 58612co-requisite: 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 co-requisite: 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 on-line 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 educational 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.

9.) Non-discrimination policies and reporting procedures, pursuant to Title IX of the Federal Civil Rights Amendment: MVC's orientation emphasizes the importance of a safe campus for all students by covering federal Title IX policies, including sexual violence issues (sexual assault, sexual harassment, stalking, relationship violence, and domestic violence). Students are provided with college and district contact information for reporting incidents and encouraged to keep this information available.

5.   Complete the chart below outlining the staff associated with orientation and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1	Dean of Student Services (Counseling)	Leadership and coordination, budget	Match
1	Assessment Specialist	Leadership and coordination, integration with assessment process, scheduling, registration	SSSP/Match
3	Office Assistant	General assistance with program	SSSP

		implementation, communication with students and families	
1	Outreach Specialist	Leadership and coordination, coordination of the peer mentoring and class registration component	Student Equity
1	Director (Middle College High School)	Leadership and coordination (catering)	GF
1	Assistant Chair, Counseling	Leadership and coordination (coordination of educational planning during the orientation)	GF
8	Counselor	Educational planning during the orientation	SSSP/Match
1	Director (Admissions and Records)	Coordinate student registration approvals and changing registration appointments	GF
1	Counseling Clerk III	Coordinate counselor schedules	Match/SSSP
1	Enrollment Services Assistant	Coordinate counselor schedules	SSSP

6. Complete the chart below outlining all other orientation related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for orientation services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
12 FZJ 1190 0 6828 0080 4590	Peer Mentor Training Expenses	SSSP	2,400
12 FZT 1190 0 6301 0080 5198	Professional Services – costs to develop on-line orientation	SSSP	$10,000
11 FZJ 1000 0 6828 0000	Printing and Production	Match	$20
12 FZJ 1190 0 6828 0080 4590	Office Supplies	SSSP	$500
11 FZJ 1000 0 6828 0000	Mileage	Match	$35

C. Assessment for Placement

1. Were adjustments made to your assessment for placement process and/or procedures based on outcomes from your 2014-15 plan?

Adjustments to Assessment:
Throughout 2014-2015 the college convened the Assessment SSSP Work Group, which included the following in its goals for adjustments to its assessment process:
- Increase assessment of new students by 15% by implementing new assessment strategies (recruitment and outreach), and increasing access through improved scheduling and service
- Transition ESL tests to computerized placement through use of a new locally produced computerized instrument

- Provide afternoon testing for high school seniors on the MVC campus to support increase in access
- Emphasize college standards through high school parent nights, counselor-to-counselor orientations and high school visits conducted by the Outreach Specialist
- Increase the number of work stations in the Assessment Center from 22 to 45
- Explore creation of an Assessment Coordinator position
- Hire additional classified Assessment Specialist staff to meet the need for evening and weekend testing services, increased testing at the local feeder high schools, and drop-in testing
- Expand use of multiple measures, along with local test scores, to generate course placement
- Expand acceptance of other, non-assessment tests as alternative ways to meet assessment requirements and establish course placement
- Establish new practices for re-assessment of students after one year

In 2014-2015, through the work of the SSSP Assessment Work Group, SSSP resources were identified to support additional evening and weekend assessments. A 0.47 FTE position was created in Assessment with SSSP funds, with the new position expected to come on line in 2015-2016. This position is expected to provide additional late afternoon assessments that will better accommodate the needs of prospective new students who are currently in high school. The position is also expected to provide more assessments in the evening and weekends, which will better accommodate the needs of current students in MVC's Ben Clark Public Safety Training Center and prospective students who are not available until after 5:00 or on weekends because of their jobs.

With the recommendation of the SSSP Assessment Work Group, an additional campus committee convened in Spring 2015 to explore incorporating multiple measures in a more meaningful way in new student assessment in order to reduce student remedial coursework in basic skills classes. This committee will continue to meet throughout 2015-2016. It will add to the work of the District-wide discipline groups for English and Mathematics that proposed changes to placement that would incorporate both existing placement and high school GPA into the assessment process.

Assessment was more closely integrated into the new student recruitment and orientation process. With the hiring of a full time Outreach Specialist, assessment was more widely offered at the high school locations. With the new extended orientation program students who were missing assessment were offered the ability to assess in the morning and then participate in extended orientation that afternoon. In this way, students could go from assessment to orientation to educational planning and class registration in one day.

2. a. How many students were provided assessment services in 2014-15?
    b. What percentage of the target population does this represent?
 c. What steps are you taking to reduce any unmet need or to ensure student participation?

Student Participation in Assessment:
XX students participated in assessment services in 2014-2015. This represents XX% of the target population. Although the college has had a process in place to ensure that all incoming students must receive assessment prior to having access to Orientation and enrolling in their first classes,

the college is taking the following steps to reduce unmet need and to ensure student participation in assessment:

- The college is funding a 0.47 FTE position to provide assessment in the evening and on weekends to better accommodate working students, high school students, and students pursuing programs of study at the college's Ben Clark Public Safety Training Center
- The college is convening a multiple measures committee to determine new ways to incorporate multiple measures into placement, in addition to current practices
- In collaboration with Moreno Valley and Val Verde Unified School Districts, the college's Outreach Department hosts an annual student enrollment series in which high school seniors complete assessment on site at their high school, in addition to having access to admissions
- Students who are still missing assessment in their admissions process are offered the opportunity to complete assessment, orientation, student educational planning, and enrollment in one day through the college's extended orientation program

3. Give a brief and specific overview of the assessment process. Include a description of the test preparation that is available.

Assessment Process and Test Preparation:
Assessment is conducted at the MVC Assessment Center, at the Ben Clark Training Center in Riverside, and at feeder high schools. Reading, English, and math assessments are administered by an Assessment Specialist with support from an Enrollment Services Assistant and student proctors. Testing is done on an appointment-only basis. Most appointments are booked online utilizing the college's 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.

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 at any time during the student's career (pursuant to re-assessment policies.)

The Assessment Center home page offers students a variety of test preparation materials. Direct links to the website are given to students in a welcome e-mail after the student submits an admissions application. Upon making a test appointment, students receive directions to the information page. This page includes:

- General test-preparation and test-taking strategies (such as be rested and free of distractions)
- Sample questions provided by the test publisher
- 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.
- Additional links to external websites that include additional sample questions and sample tests that can be used to review material and prepare for the test if the student has not encountered the material in some time.

4. a. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. Provide specific information about any second-party tests, including the versions and forms used.
    b. When were tests approved by the CCCCO and what type of approval was granted?
    c. When were disproportionate impact and consequential validity studies last completed?

Assessment Tests Used:

MVC uses two separate assessment tests for most placement purposes: the College Board's Accuplacer Online and Riverside Community College District's locally-developed Proficiency Test in English as a Second language. Accuplacer Online is an online instrument approved by the California Community College Chancellor's Office for placement into English and mathematics. Accuplacer and the College Board were approved by the CCCCO in XX. XX approval was granted. Disproportionate impact and consequential validity studies were last completed in XX.

MVC also 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 may be submitted to the Admissions & Records office. EAP results go automatically on student records via data file from the California State University. SAT and ACT results may be submitted directly to the Assessment Center.

5. a. What multiple measures are used?
    b. How they are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, etc.)?
    c. Do these measures meet the multiple measures requirement per title 5, sections 55502 and 55522?

Multiple Measures:

Per Title 5, sections 55502 and 55522, 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.

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:

- (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 MVC's 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 .

Students can challenge course prerequisites in order to enroll in English, ESL, Math, and Reading classes. Disciplines have established course challenges for English, ESL, and Reading.

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

6. Describe the policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, from colleges outside of the district, or from adult education programs.

Acceptance of Student Assessment Scores and Placement Results from Outside the College:
All three colleges within Riverside Community College District (RCCD) utilize the same state approved assessment tool, Accuplacer Online. 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.

7. How are the policies and practices on re-takes and recency made available to students?
Policies and practices on re-takes and recency are available on the Assessment Center home page. Direct links to the website are given to students in a welcome e-mail after the student submits an admissions application. Upon making a test appointment, students receive directions to the information page.

8. Complete the chart below outlining the staff associated with assessment for placement and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1	Dean of Student Services (Counseling)	Leadership and coordination, budget	Match
1	Assessment Specialist	Set assessment schedule, update website	SSSP/GF
1.5	Enrollment Services	Proctor examinations, update website	SSSP/GF

	Assistant		
1	Outreach Specialist	Leadership and coordination, coordination of the peer mentoring and class registration component	Student Equity
1	Director (Middle College High School)	Leadership and coordination (catering)	GF

9. Complete the chart below outlining all other assessment for placement related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for assessment for placement services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
12 FZT 1190 0 6217 0080 4360	Assessment Tests	SSSP	$15,000
12 FZT 1190 0 6217 0080 4590	Office Supplies	SSSP	$800
12 FZT 1190 0 6217 0080 5649	Software/Maintenance License	SSSP	$2,135

D. Counseling, Advising, and Other Education Planning Services

1. Were adjustments made to your counseling services process and/or procedures based on outcomes from your 2014-15 plan?

Adjustments to Counseling:
Throughout 2014-2015 the college convened the Counseling SSSP Work Group, which included the following in its goals for adjustments to its orientation process:
- Purchase Prep Talk software application to increase student access and retention of on-line counseling appointments
- Support hiring of 2 additional full-time counseling faculty to reduce the student-to-counselor ratio
- Hire 2 full time faculty on a one-year contract in 2014-2015 to immediately address the student-to-counselor ratio, with the goal of transitioning the positions to permanent status
- Support hiring of a full time Career Transfer Counselor-Coordinator
- Identify key target points in students' educational careers in which there is a need for student service contacts in order to reach all students at critical points throughout their careers at MVC. Generate data on the scope of these services and needs
- Develop and offer student success workshops for students
- Support District-wide efforts to create on-line student educational planning tools
- Support efforts undertaken by the Orientation SSSP Work Group to develop a more interactive on-line orientation

In 2014-2015 the college created the new position of Dean of Student Services (Counseling) to provide, in partnership with the Assistant Chair, leadership and coordination to the counseling

faculty and classified staff in the delivery of student services in Counseling. The position was filled in Spring 2015.

Prep-talk was purchased with SSSP funds in Spring 2015. Later that semester the counseling faculty were trained in the use of the software, and began using it in the delivery of counseling services to students.

In Spring 2015, the counseling faculty created student success workshops in order to better support at-risk students referred to counseling by instructional faculty as part of the Early Alert Program. 64 students attended the workshops, and XX% of students who participated in the workshops received passing grades in the classes for which they were referred.

In Spring 2015, with the recommendation of the SSSP Data and Counseling Work Groups, the college created an informational campaign to reach out to students who were still missing their comprehensive educational plans. With the intent to meeting compliance with SSSP expectations for students to have comprehensive educational plans by the time they reach 15 units, the college sent e-mails, voicemail messages, and hard copy letters to all students in Spring and Summer 2015, and reorganized counseling availability to attempt to accommodate the consequent increased demand. In 2015-2016 Counseling will coordinate with Student Services Institutional Research to communicate with this target group in the lull period between Fall and Spring registration, and again between Spring and Summer registration, in order to best accommodate student demand and maximize student ability to complete their comprehensive educational plans.

2. a. How many students were provided counseling, advising and education planning services in 2014-15?
    b. What percentage of the target population does this represent?
    c. What steps are you taking to reduce any unmet need or to ensure student participation?

Student Participation in Counseling
XX students were provided counseling, advising, and education planning services in 2014-2015. This represents XX% of the target population. 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, in 2014-2015 two (2) full-time temporary general counselors were hired for a one-year contract and in 2015-2016 both of these faculty positions have been moved into permanent basis dependent on continuation of SSSP funding. The new hires will bring the total general Counseling Department to 5.7 FTE (counselors). With the annual unduplicated headcount in 2014-2015 at XX, these positions will bring Counselor- to-student ratios down to approximately 1:XX.

These hires also will give Counseling some flexibility to experiment with alternative service delivery methods to ensure better student access to counselors. For example, during Summer 2015, Counseling assigned counseling faculty intermittently to the front desk to provide 5 minute short answers to walk-up student questions to attempt to reduce the wait times for drop-in and

appointment counseling sessions. Counseling is still evaluating whether this practice was effective, and whether it should be continued as a general practice of the program.

Counseling faculty also provided classroom presentations, staffed information booths, and offered workshops for common student needs at different times of the year. For example, in Fall 2014 the 2 one-year counseling faculty provided workshops for students to complete their comprehensive student educational plans. In Spring 2015 counseling faculty provided a student success workshop series timed around instructional faculty referrals from the Early Alert Program. This practice is recommended to continue in 2015-2016 with a master calendar of workshops timed around the expected lulls and high demand periods throughout the year. In 2014-2015 counseling faculty staffed information booths at major campus events to increase visibility to reach out to students who may not have taken the time to make an appointment or wait for a drop-in counseling session. 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.

The college will continue to expand and improve the informational campaign targeted at students who are still missing their comprehensive educational plans. Led by one of the new counseling faculty hires, the college will send e-mails, voicemail messages, and hard copy letters to all students approaching the 15 unit limit in 2015-2016, and reorganize counseling availability to attempt to accommodate the consequent increased demand. Counseling will coordinate with Student Services Institutional Research to communicate with this target group in the lull period between Fall and Spring registration, and again between Spring and Summer registration, in order to best accommodate student demand and maximize student ability to complete their comprehensive educational plans.

The college will use SSSP funds to institutionalize a grant-funded part time counseling faculty position at our Ben Clark Public Safety Training Center (BCTC). This has historically been an underserved portion of the college's student population because of the distant proximity of BCTC to Counseling Office located on the main MVC campus. Continuing to have a counselor assigned to the BCTC campus will also meet unmet student need because the schedule of classes at BCTC tends to require student services to be provided in the evenings and weekends. Furthermore, as BCTC programs of study range from 1-2 semesters, the timing of programs of study makes it difficult to provide student educational planning, sometimes resulting in problems with student financial aid and unnecessary complexity when students choose to extend their education beyond their initial program of study at BCTC.

Because of the low show rate for online counseling appointments, compared to face-to-face counseling appointments, Counseling has 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, automated phone contact to verify appointment, and more counselors trained to provide service. Counseling will continue to use these strategies for online counseling appointments.

Counseling services have also been expanded into other programs: Veterans, EOPS, Workforce Prep, DSS, Financial Aid, basic skills, Renaissance Scholars, Puente, STEM, and ACES. In addition, counseling and student services are offered online to meet the needs of MVC's distance education and non-traditional student population.

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. The 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.

3. a. Describe the service delivery methods (in person, workshops, FTES generating course, etc.).
    b. Is drop-in counseling available or are appointments required?
    c. What is the average wait time for an appointment and drop-in counseling?

Service Delivery Methods:
Counseling Appointments are 30 minute one-on-one sessions with a Counselor that are available to students who have completed the matriculation process by completing the admissions application, assessment, and orientation. Appointments are usually available throughout the year, and are intended for student issues requiring longer, focused attention from a Counselor, such as updating and developing a Comprehensive Student Educational Plan, academic follow-ups, and support with academic challenges. 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 automated SARS calls are sent to remind students of their appointments.

Walk-in (Drop-in) Counseling is intended to assist students with quick questions that can be answered sufficiently in a period of 10 minutes or less. Walk-in counseling is based on counselor availability. Availability of counsellors for walk-in counseling is adjusted based on student demand for appointment counseling. The counselors can provide brief guidance on matter such as:
Academic advising
Course selection
Dates and deadlines
Add/Drop classes and consequences
Abbreviated Educational Plans
Credit/ No credit grading
Readmit contracts
Matriculation appeal petition forms/ Prerequisite validation forms

Average wait times for students to receive walk-in counseling sessions were XX in 2014-2015. Students may have to wait up to XX during the impacted summer and winter to meet with a counselor.

Group Advising: Counseling faculty conduct specialized workshops in which students can complete academic advising functions such as abbreviated student educational plans or begin their comprehensive student educational plans. Group advising sessions are also offered during Orientation and peak periods so that several students can complete abbreviated student educational plans during a short workshop or breakout session. Students in special programs may have access to group advisement sessions.

Workshops: 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. 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.

On-Line Counseling: 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. Students must be enrolled in an online class to access online counseling appointments. Online appointments are scheduled through the student's Webadvisor account.

Guidance Classes: 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; decision 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.

4. a. Describe the type of assistance provided to students to develop an abbreviated student education plan and the scope and content of the plan.
    b. Describe the type of assistance provided to students to develop a comprehensive education plan and the scope and content of the plan.

Student Educational Planning:
As mandated through MVC's AOC process, all students must have an abbreviated educational plan prior to registering for any classes. The abbreviated educational plan includes courses into which the student placed 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 has 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 in the first couple of academic 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 during 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.

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 student's reported educational goal. Additionally, both in Guidance 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 any technology tools used for, or in support of, counseling, advising and other education planning services, such as an education planning tool or degree audit system.

Technology in Counseling:
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 California Career Café, and CCC Transfer. MVC utilizes SARS, Ellucian, OnBase, and Degree Audit. MVC counselors served on a District committee in 2014-2015 to develop or adopt an online educational planning tool. The abbreviated educational plan is initiated through Webadvisor by the student in communication with Ellucian. College Source is another technology tool utilized by Counselors and a yearly subscription is needed.
In 2014-2015 Counseling faculty served on the SSSP Orientation Work Group to start looking into a vendor to develop our interactive online orientation. With the purchase of Prep-Talk software with SSSP funds in 2014-2015, students can meet with counselors online privately and attend MVC sponsored events and workshops developed by MVC counseling faculty.

Counselors will continue to refine and improve online appointments and workshops. Prep-Talk will enable creation of additional innovative methods of accommodating student demand, meeting unmet need, such as the development of online probation, online dismissal workshops, online counseling, streamlined student overload process, online AOC services, and the revamped dismissal process. In 2015-2016 Counseling will continue to utilize technology to increase efficiency.

Counseling faculty and college staff participated in District-wide development of on-line educational planning tools and an on-line educational planning form for counseling faculty to use in student appointments. Although the completed products are still in process, important progress was made in their development. The college is expecting to roll out these products in 2015-2016, beginning with a training session for counseling faculty early in Fall 2015 on use of the on-line form in counseling sessions with students.

6. Complete the chart below outlining the staff associated with counseling, advising and education planning services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
3.8	Associate Counselors	Assist students with educational planning, develop new tools for student educational planning, present workshops to assist students with educational planning, teach Guidance courses	SSSP
2	Counselors	Assist students with educational planning, develop new tools for student educational planning, present workshops to assist students with educational planning, teach Guidance courses	SSSP

4	Counselors	Assist students with educational planning, develop new tools for student educational planning, present workshops to assist students with educational planning, teach Guidance courses	Match/GF
1	Career Transfer Center Counselor/Coordinator	Coordinate Career Transfer Center, assist students with career exploration and educational planning, teach Guidance courses, develop events and activities supporting transfer and career search, maintain good relationships with transfer partners and employeres	SSSP/GF
1	Counseling Clerk III	Support Counseling function by assisting Assistant Chair and Dean in coordination of schedules, maintain supplies, collection of data, maintain information associated with counseling function, communicate with students about Counseling	SSSP//Match
1.5	Enrollment Services Assistant	Support Counseling function by coordinating front desk and collection of data, maintain information associated with counseling function, communicate with students about Counseling, support SSSP Assistant	SSSP

7. Complete the chart below outlining all other counseling, advising and education planning related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
12 FZT 1190 0 6301 0080 4590	Office Supplies	SSSP	$1,000
12 FZT 1190 0 6301 0080 4555	Copying/Printing	SSSP	$1,500
12 FZT 1190 0 6301 0080 5649	Computer/Software Maintenance License	SSSP	$50,000
12 FZT 1190 0 6301 0080 6485	Computer hardware replacement	SSSP	$3,000

E. Follow-Up for At-Risk Students

1. Were adjustments made to your follow-up services and/or procedures based on outcomes from your 2014-15 plan?

Adjustments to Follow-up Services and/or Procedures:
Throughout 2014-2015 the college convened the At-Risk SSSP Work Group, which included the following in its goals for adjustments to its follow-up process:

- Improve and expand the process for counselors and instructors to provide follow-up services to at-risk students
- Establish new follow-up procedures to support all students who complete appeals of dismissal status to receive a passing grade or better in all coursework
- Increase student retention and success through peer-led collaborative learning techniques
- Increase the number of educationally underserved students participating in special programs that support student completion of degrees, certificates, and transfer

Although the outcomes of the At-Risk Work Group are very much in process, the college expanded and improved use of its Early Alert Program. Through continued support from faculty and the Academic Senate, faculty participation in Early Alert is as follows, by far the largest faculty participation in the District:

Moreno Valley   55.14%

Norco   26.03%

Riverside   20.90%

15SPR:

Moreno Valley   61.01%

Norco   23.80%

Riverside   19.24%

The Dean of Student Services (Counseling) presented to the Academic Senate twice in Spring 2015 to involve faculty in continuous improvement in the program, including evaluation of data. Counseling faculty created a series of student success workshops in Spring 2015 to better accommodate students who were referred to Counseling by faculty through the Early Alert Program. In response to a request from the Academic Senate the Early Alert Program began tracking student success in relation to different referrals from faculty. The At-Risk Work Group additionally recommended that the Early Alert Program incorporate additional student academic support programs into its computerized referral process. The work group moreover recommended additional process changes to the program, such as personalizing the referral notification to students and improving how the program tracks how students respond to faculty referrals. These changes will be pursued in the 2015-2016 SSSP plan.

In alignment with the work of the Student Equity Committee, the At-Risk Work Group supported additional inquiry into student success and the barriers that prevent all students from achieving it, with special attention to students who are disproportionately impacted by these barriers. As part of the efforts to improvement alignment of the efforts of SSSP, Student Equity, and Basic Skills committees, the college will pursue a joint strategy to better understand, disseminate, and respond to data regarding student success of at-risk students in 2015-2016.

 The At-Risk Work Group recommended changes to the student academic dismissal follow-up process, which will be implemented in the 2015-2016 plan. The work group recommended requiring students going through dismissal appeal to have updated student educational plans within the last 12 months.

Moreover, the work group recommended examining the appointment process in Counseling so that students with out of date student educational plans who are going through the dismissal appeal process will get prioritized access to counselors.

2. a. How many students were provided follow-up services in 2014-15?
    b. What percentage of the target population does this represent?
    c. What steps are you taking to reduce any unmet need or to ensure student participation?

Student Participation in Follow-Up Services:
XX students participated in follow-up services in 2014-2015, which represented XX% of the target population.

3. a. What types of follow-up services are available to at-risk students?
    b. How and when are students notified of these services?
    c. Describe the service delivery method (in groups, workshops, etc.) and any technology tools used.
    d. Are instructional faculty involved in monitoring student progress? Do they participate in early alert systems?

4. Complete the chart below outlining the staff providing follow-up services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1	Dean of Student Services (Counseling)	Leadership and coordination, budget	Match
3.8	Associate Counselors	Assist students with educational planning, develop new tools for student educational planning, present workshops to assist students with educational planning, teach Guidance courses	SSSP
2	Counselors	Assist students with educational planning, develop new tools for student educational planning, present workshops to assist students with educational planning, teach Guidance courses	SSSP
4	Counselors	Assist students with educational planning, develop new tools for student educational planning, present workshops to assist students with educational planning, teach Guidance courses	Match/GF
1	Counseling Clerk III	Support Counseling function by assisting Assistant Chair and Dean in coordination of schedules, maintain supplies, collection of data, maintain information associated with counseling function, communicate with students about Counseling	SSSP//Match
1.5	Enrollment Services	Support Counseling function by	SSSP

	Assistant	coordinating front desk and collection of data, maintain information associated with counseling function, communicate with students about Counseling, support SSSP Assistant	
1	SSSP Assistant	Coordinate Early Warning Program, communicate with students and faculty about the program, maintain records for the program, report data for Early Warning	SSSP/GF

5. Complete the chart below outlining all other follow-up services related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those included in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
11 FZC 1000 0 6301 0000 4555	Copying/Printing	Match	$100
11 FZC 1000 0 6301 0000 4590	Supplies and Materials	Match	$886
11 FZC 1000 0 6301 0000 5649	Computer/Software Maintenance License	Match	$1,576

F. Other SSSP/Match Expenditures

1. Describe any institutional research directly related to the provision and/or evaluation of SSSP services. List any related expenditures in the table below. These expenditures should correspond to those in your budget plan.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount

2. List any match expenditures not previously accounted for in the plan. These expenditures may include Admissions and Records, Transfer and Articulation Services, Career Services, Institutional Research (unrelated to SSSP), instructionally funded tutoring and supplemental instruction costs for at-risk students. These expenditures should correspond to those in your budget plan.

Budget Code	Expenditure Title/Description	Funding Source	Amount

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SECTION III. POLICIES

A. Exemption Policy

1. Provide a description of the college or district's adopted criteria and process for exempting students from SSSP-required services in accordance with title 5 section 55532.
2. What percentage of your student population is exempt (list by category)?

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. XX%

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. XX%

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

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

B. Appeal Policies

Describe the college's student appeal policies and procedures. If these policies are posted on the college's website, also provide the link below.

http://mvc.edu/files/Catalogs/Catalog-Section-II.pdf

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

http://www.rccd.edu/administration/board/New%20Board%20Policies/5522AP.pdf
or the Student Grievance Process for Instruction and Grade Related Matters in the college catalog
http://mvc.edu/files/Catalogs/Catalog-Section-II.pdf
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, http://mvc.edu/files/Catalogs/Catalog-Section-II.pdf

Board Policy 5500,
http://www.rccd.edu/administration/board/New%20Board%20Policies/5500BP.pdf
and Administrative Policy 5520
http://www.rccd.edu/administration/board/New%20Board%20Policies/5520AP.pdf.

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 Dismissall
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 e-mail 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.
http://www.rccd.edu/administration/board/New%20Board%20Policies/5056AP.pdf

Satisfactory Academic Progress Standard (SAP) 2015-16:
http://mvc.edu/files/Catalogs/Catalog-Section-II.pdf

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 corresponding course.

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). 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)

http://mvc.edu/services/sfs/sap.cfm

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, 9 2, 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 been 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 approve d 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.

C.   Prerequisite and Corequisites Procedures

Provide a description of the college's procedures for establishing and reviewing prerequisites and corequisites in accordance with title 5 section 55003 and procedures for considering student challenges. If these policies are posted on the college's website, also provide the link below.

http://www.rccd.edu/administration/board/New%20Board%20Policies/4260BPAP.pdf
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 that 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-requisite, 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 SSSP Assistant reviews, researches, and determines prerequisite validation. When need be, the SSSP Assistant will confer with the Evaluations Office regarding prerequisite validation. Students are only notified by the SSSP Assistant via student email if their request is denied. Successful completion of a prerequisite requires a grade of "C" or better. There are no exceptions to this rule. In order to consider coursework in transfer students must complete courses at a regionally accredited institution(s). Currently, there is one SSSP Assistant processing incoming prerequisite validation requests. During the 2013-2014 school year a total of XX requests were processed within the five day processing period. For this reason, students are asked to file requests in person and are encouraged to check their student e-mail 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 follow up with the appeal's outcome. Denied Prerequisite Validation Requests are available via OnBase. This allows Counseling Staff to assist students regarding their denial. Otherwise, students are directed to the SSSP Assistant 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- or co-requistes 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.

SECTION IV. PROFESSIONAL DEVELOPMENT

Describe plans for faculty and staff professional development related to implementation of SSSP.

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.

SECTION V. ATTACHMENTS

The following attachments are required:

Attachment A, *Student Success and Support Program Plan Participants*. Please complete the form below of all individuals with their job title, 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, including those listed in the narrative above. If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, or other district staff included in your plan, 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).

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.

ADDITIONAL INFORMATION

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

Mia Keeley
California Community College Chancellor's Office
mkeeley@cccco.edu
(916) 323-5953

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.

Name: _____Title: _____

Stakeholder Group: _____

Name: _____Title: _____

Stakeholder Group: _____

Name: _____Title: _____

Stakeholder Group: _____

Name: _____Title: _____

Stakeholder Group: _____

Name: _____Title: _____

Stakeholder Group: _____

Name: _____Title: _____

Stakeholder Group: _____

Name: _____Title: _____

Stakeholder Group: _____

Name: _____Title: _____

Stakeholder Group: _____

Attachment D Assessment Multiple Measures Grid

English Placement Scheme

(LBQ) "English Grade"		Score Calculation	Score Range	Course Placement
A		(RC*O 72) + (SS*O 36)		
B		(RC*07) + (SS*O 34)		
C		(RC*O 67) + (SS*O 33)	>97	English 1A
D		(RC*O 64) + (SS*O 32)		
F		(RC*0.62) + (SS*0.3)		
B		(RC*0.7) + (SS*0.34)		
C		(RC*O 67) + (SS*O 33)	80 – 97	English 50
D		(RC*0.6 + SS*0.32)		
F		(RC*O 62) + (SS*O 3)		
B		(RC*O 7) + (SS*O 34)		
C		(RC*0.67) + (SS*0.33)	75 – 79	English 608
D		(RC*0.64) + (SS*O 32		
F		(RC*0.62) + (SS*0.3)		
B		(RC*0.7) + (SS*O 34)		
C		(RC*0.67) + (SS*0.33)	<75	English 60A
D		(RC*0.64) + (SS*0.32)		
F		(RC*O 62) + (SS*0.3		
A	First" = "No"			
B	LBQ "English First" = "No"	(RC*0.7) + (SS*0.34)		
C	LBQ "English First" = "No"	(RC*0.67) + (SS*0.33)	<75	English 60A with Recommendation to take ESL test
D	LBQ "English First" = "No"	(RC*0.64) + (SS*0.32)		
F	LBQ 'English First" = "No"	(RC*0.62) + (SS*0.3)		

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

Test	Score	HighMath	GmdeMath	Math Course Placement
Arithmetic	<38			63/65
Aritlunetic	>=38, <73	1		64/65
Arithmetic	>=38, <73	2-8	0-2	64/65
Arithmetic	>=38, <73	2-8	3-5	52
Arithmetic >=73 And Elementary Algebra <49				52
Elementary Algebra	>=49, <56			52
Elementary Algebra	>=56, <66	1-3		52
Elementary Algebra	>=56, <66	4-8	0-2	52
Elementary Algebra	>=56, <66	4-8	3-5	53/35
Elementary Algebra	>=66, <)14			53/35
Elementary Algebra >=94 And College Level Math < 62				53/35
College Level Math	>=62, <91			4, 5, 11, 12, 25, 36
College Level Math	>=91, <103			10
CoUege Level Math	>=103, <121			1A

Higlunath:
1=None
2=Arithmetic
3=Algebra 1
4=Geometry
S=Algebra 2
6=Trigonometry
7=Precalculus
8=Calculus

GradeMath:
0=Did not take math
1=F
2=D
3=C
4=B
S=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

(LBQ) "English Grade"	Test Score	Score Range	Placement Level
A	RC * 1.1		
B	RC*1.05		
C	RC * 1.0	>= 82	College Level
D	RC *0.95		
F	RC *0.9		

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

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

A	RC * 1.1		
B	RC*1.05		
C	RC * 1.0	>62	Reading Skills 81
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