Student Success and Support Program Plan
(Credit Students)

2014-15

District: Riverside City College
College: Riverside Community College District

Report Due Postmarked by
Friday, October 17, 2014

Email report to:
cccscssp@cccco.edu

and
Mail report with original signatures to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor’s Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549
Instructions for Completion of the College Student Success and Support Program Plan

INTRODUCTION
The purpose of the Student Success and Support Program (SSSP) Plan (Credit Students) is for the college to plan and document how SSSP services will be provided to credit students\(^1\). The goal of the Student Success and Support Program is to increase student access and success by providing students with core SSSP services, including (1) orientation, (2) assessment and placement, and (3) counseling, advising, and other education planning services, and the support services necessary to assist them in achieving their educational goal and declared course of study.

More specifically, colleges are to:

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

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

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

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

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

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\(^1\) Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan. The noncredit SSSP Plan will be developed in 2013-14.

\(^2\) 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 and additional increases expected in 2014-15. As implementation and funding stabilizes, this requirement may be revisited.
Be sure to include input from faculty, staff, administrators and students in the development of this plan (as per title 5, §55510[b]). Please provide sufficient detail to draw an explicit portrait of your college's SSSP activities and staffing.

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

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

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

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

Links to program resources are provided on the last page of this document to assist with the development of your SSSP Plan.
SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: **Riverside City College**

District Name: **Riverside Community College District**

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

Signature of College SSSP Coordinator: ________________________________________________  
Name: Edward C. Bush, Ph.D., Vice President, Student Services  
Date: ______________

Signature of the SSSP Supervising Administrator or Chief Student Services Officer: ________________________________________________  
Name: Edward C. Bush, Ph.D., Vice President, Student Services  
Date: ______________

Signature of the Chief Instructional Officer: ________________________________________________  
Name: Mr. Aaron Brown, Vice Chancellor, Business and Financial Services  
Date: ______________

Signature of College Academic Senate President: ________________________________________________  
Name: Mr. Lee Nelson, Associate Professor, Nursing  
Date: ______________

Signature of College President: ________________________________________________  
Name: Wolde-Ab Isaac, Ph.D., Interim President  
Date: ______________

Signature of District Chancellor: ________________________________________________  
Name: Michael Burke, Ph.D., Chancellor  
Date: ______________

Contact information for person preparing the plan:  
**Name:** Office of the Vice President, Student Services  
**Email:** Edward.bush@rcc.edu  
**Phone:** (951) 222-8837
SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

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

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

IIa. Core Services

i. Orientation

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

All first-time non-exempt college students must complete a freshman on-line orientation/counseling session prior to registering for courses. Mandated assessment, orientation, and counseling (AOC) have been in effect at Riverside City College since 2001. Counseling continues to embrace technology as a tool to increase efficiency and service to students. Counseling has implemented an online AOC process in conjunction with enrollment procedures since 2011. Students are now able to make counseling and assessment appointments online. The orientation component is currently being updated in-house to be college specific by October, 2014. The updated AOC process relies on help from educational advisors and technology to ensure all first time college students complete the mandated AOC expeditiously.

Student Services offers assessment, orientation, and counseling services to all students who submit an admissions application. In 2012-2013 year there were 48,258 applications filed and in 2013-14 year there were 43,739 applications submitted.

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

During the 12-13 academic year, 7,664 students completed the assessment, orientation and counseling component and, in 13-14, 7,135 students completed the assessment, orientation and counseling component.

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

In addition, to further provide critical information about the services offered at the College to both first time freshmen and parents is RCC’s “Welcome Day”. This new student orientation event has been a huge success over the past three years. First time freshmen and their parents are invited on campus on the Saturday prior to the start of the fall semester for a day long orientation including informational/student success workshops, registration information, processing of ID cards, and much more. During Fall 2014, the most recent Welcome Day drew 942 individuals, which included 110 parents and 832 students.
RCC also has a robust Outreach Services department that conducts ongoing early academic outreach activities to our feeder high schools in order to better prepare them for their transition to the college. Outreach services host annual Family nights for each of our feeder high schools where students and their family receive information regarding application dates, assessment, orientation, and counseling as well as information on our Completion Counts/Pathway Initiative Program. The Outreach Services Department in addition to the aforementioned activities facilitates the RCC student ambassador programs. The student ambassador program hires student workers who graduated from our local high schools to return back to their high schools to provide information about the college to students who are interested in attending RCC and assist students in completing their admissions application and keep them informed on important dates and deadlines. Our student ambassadors are on the high school campuses once a week, or as needed beginning each spring semester.

2014-15 Activities and Strategies:

Revise online Student Orientation- The Counseling department in conjunction with other support services are currently in the process of updating our online student orientation. Currently, each college in our district uses a common student orientation. The latest iteration of our orientation will be college specific, as well as an enhanced visual experience through the incorporation of video presentations.

Expand and Develop Pre-enrollment Orientations- Our Outreach Services department is in the process of developing presentations designed around providing high school students with the information they need to make informed decisions around their future program of study, determining their career and educational goals and informing students on the RCC student success pathways. Students Services has 5 overarching goals within the college’s overall student success model which are the following:
1) Student have an Informed education goal upon entry into college
2) Provide students with clear educational pathways
3) Reduce students time in developmental education (maximum period of 1 year)
4) Reduce students time to degree completion or transfer (2 years for college prepared students)
5) Targeted and integrated support services
Towards this end, it is incumbent upon the college to engage students and families prior to enrollment and by disseminating critical information that would allow students to accurately identify their program of study and their educational goals. Outreach staff will provide this information to students and their families through various Outreach activities including; weekly high school visits through our Student Ambassador Program, high school family nights, and for the first time this upcoming Spring Semester Student Services will host a college open house for high school students and their families to help guide them through the enrollment process. In addition to these face to face methods, the Outreach Department will also develop an online pre-enrollment orientation video.

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<tr>
<th>2. Identify the staff providing orientation, including the number of positions, job titles and a brief one-sentence statement of their role.</th>
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<tbody>
<tr>
<td>* Counseling Faculty- development and oversight of orientation including development of script</td>
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<tr>
<td>* Web Developer- back end programming to ensure that AOC is tagged correctly</td>
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<tr>
<td>* IMC Specialist- video footage, orientation development of voice overlay and all requirements</td>
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<tr>
<td>* IT Specialist- assistance with programming of orientation</td>
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<td>* Educational advisors- conducts high school family nights</td>
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<td>* VP of Student Services- ensure compliance and review content</td>
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<td>* Various Staff Members- present critical information for their departments</td>
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<th>3. If orientation is provided through the full or partial use of technology, identify any commercial products or describe in-house products in use or under development, including any annual subscription or staff support requirements.</th>
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<td>Currently our orientation is a combination of PowerPoint, voice overlay, and video, which was completed in-house. The updated orientation will rely heavily on technology and video, but will remain an in-house operation. Prior to receiving credit for their orientation, students will be required to print a resource guide. This guide will include highlights of key services and necessary information to be successful at RCC. Several commercial products have been researched, but our college did not feel the price and product were comparable to what we could provide in-house. The current plan is to provide an updated in-house online orientation, which will be effective in October, 2014.</td>
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<td>Counseling faculty members are updating the orientation which will go live October, 2014. In addition, they are working with our Instructional Technology (IT) and Instructional Media (IM) staff to develop video and script along with an assessment component to ensure that students are receiving the necessary information from the orientation. IT staff are working to ensure that the back-end information is resulting in students receiving credit, information is being uploaded to SARs and Colleague so students are cleared from the AOC requirement. A variety of students, faculty, and staff have participated in the development of the video script and taping.</td>
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<th>4. Describe the college’s plans for developing and implementing orientation services. The following eight policies and procedures provided on the Orientation Checklist are identified in title 5 section 55521 as required information to include in an orientation.</th>
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<tr>
<td><strong>Orientation Checklist (Required Policy or Procedure)</strong></td>
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<tr>
<td>(1) Academic expectations and progress and probation standards pursuant to section 55031;</td>
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<td>(2) Maintaining registration priority pursuant to section 58108;</td>
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<tr>
<td>(3) Prerequisite or co-requisite challenge process pursuant to section 55003;</td>
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<tr>
<td>(4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621</td>
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<tr>
<td>(5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;</td>
</tr>
<tr>
<td>(6) Academic calendar and important timelines.</td>
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<tr>
<td>(7) Registration and college fees.</td>
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</tbody>
</table>
(8) Available education planning services

Counseling faculty have reviewed the initial draft of the orientation and are currently refining and updating to ensure all requirements are met. The plan is for the site specific orientation to be ready to go live by the end of October, 2014.

1.) Academic expectations and progress and probation standards pursuant to selection 5031; within the RCC 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 RCC 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 RCC 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 what a prerequisite/co-requisite challenge is and provides students with the criteria used to base a challenge. It also provides students information regarding the actual process affiliated with a prerequisite/co-requisite challenge and emphasizes the importance of both instructional department and division approval.

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

5.) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed; The RCC 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.

6.) Academic Calendar and important timelines. Currently, the RCC academic calendar is housed on the Riverside City College website. However, important timelines and deadlines regarding registering for classes, registration fees, financial aid submission, etc. are both located within the body of the orientation as well as on the RCC website, and class schedule.

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 deadline date in an effort to maintain their position in the class and explains the waitlist procedure. Lastly, the orientation specifically discusses the process for adding and dropping classes.

8.) Available education planning services. Woven throughout the RCC orientation is the emphasized importance of educational planning. The counseling and advisement sections of the orientation fully describe what an educational plan is, identify the best times of year to get an educational plan and what to expect and how to become an active participant in the collaborative development of an educational plan.
5. Please specify other issues, policies and procedures that the college or district determines necessary to provide a comprehensive orientation. Add additional lines as needed.

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

- Information regarding adding and dropping courses
- The difference between college and high school
- Description of full time and part time status and workload to be expected in classes
- Understanding of college terminology
- The emphasis and correlation of having a comprehensive educational plan and how that is directly tied to student success
- Importance of taking basic skills classes early in college career
- Future plans include updating and providing a more interactive approach, to captivate students and prepare them for success at RCC

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

INCLUDED IN SSSP BUDGET ATTACHMENT

ii. Assessment and Placement

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

Target Audience:
The RCC assessment center serves all non-exempt first-time college students and some continuing or transferring students who have taken English or math at their previous institutions. The Assessment Center also provide limited test proctoring for online final exams. In 2013 10,109 students were assessed which represents 18% increase over the previous year. The Assessment Center staff anticipates that the College will experience a similar increase for 2013-14 academic year.

Assessment Methods:
The College utilizes Accuplacer to provide assessment in reading, English, and math which is a computerized testing method. The Spanish and chemistry tests are paper/pencil. The ESL test is paper/pencil, but this year we are going to begin using (via parallel implementation) a computer delivered instrument. Testing is done on an appointment-only basis. Most appointments are booked online utilized “esars” software, but some are done in person (in the Assessment Center, Welcome Center or Counseling office) and a small number are done over the telephone.

Partnerships:
Although we currently do no regular off-site testing, in recent years we have done several sessions at local high schools for pilot programs and continue to offer the service on a case-by-case basis. Several years ago the College offered consistent assessment test at our local high school. The Student Services department in its evaluation process reviewed data on the number of student who assessed at the high school who enrolled in the College the following fall semester.
The data revealed that a large number of students who took the test at the high school did not enroll at the College. It was determined at that time that it was not financially feasible to continue to offer the test at the high school sites but would test at the high schools if requested on a case by case bases. However, we strongly emphasize to students through our family nights, communication with high school counselors, student ambassadors the importance for high school student to assess prior to graduation. In order to accommodate this emphasis the Assessment Center expanded it hours to included evening and weekend hours in order for high school students to have the opportunity take the exams outside of high school class hours. Working with the high schools and advertising these test dates have produced positive results in getting high school students on campus to test who are genuinely interested in attending RCC the 18% in testing over the past year we believe is attributed to this approach.

**Academic Pathway:**
For 1st-time college students, initial assessment is done prior to enrollment in college classes. Once a student applies to the college for the first time, that student is eligible to assess (once the application is processed; approximately 1-2 business days.) High school students are encouraged to test prior to graduating so they can take advantage of special programs with special deadlines and to take advantage of early registration benefits. Our peak testing times are May through August. Otherwise, re-assessment can occur any time during the student’s career (pursuant to re-assessment policies.)

**2014-15 Activities and Strategies:**

**Expand hours of operations-** As part of our efforts around pre-enrollment orientations through the college outreach efforts with our family nights, communication with high school counselors, Student Ambassadors Program, and our spring open house, the importance of high school students assessing prior to graduation, will be heavily emphasized. In order to accommodate this emphasis the Assessment Center will utilized additional SSSP resources to expand their hours of operations to included evening and weekend hours in order for high school students to have the opportunity to take the exams outside of high school class hours. In the past year, the Assessment Center worked with the high schools and advertised test dates producing positive results in getting high school students on campus to test. These students were genuinely interested in attending RCC. An 18% increase in testing over the past year is attributed to this approach. We anticipate a greater increase in the testing of high school students for the 2014-15 academic year given the shifting of our outreach approach.

RCC is scheduled to open a new Student Services building in early 2016. The building will provide 65 workstations in its new Testing Center, a substantial increase over our current 45. In preparation for that move, RCC will continue to assess the Assessment operation to determine if there is a need to hire an additional classified staff member to increase the testing services offered through the center. The following services are being explored:

- Expand final exam proctoring and add make-up exam proctoring
- Proctoring services for tests such as the SAT, CLEP, as well as distance-learning colleges
- Reorganize the testing schedule to allow walk-in testing, to increase flexibility and accessibility
- As other technological improvements allow (such as the immediate generation of student ID numbers) we will work with Admissions and Outreach to develop a true 1-stop AOC process for 1st-time students visiting the Student Services building
- Regular off-site testing

2. Identify the staff providing assessment services, including the number of positions, job titles and a brief one-sentence statement of their role. Include staff providing direct assessment related research services.

- **Assessment Coordinator**- Responsible for monitoring changes to college, district, state and federal changes to assessment policy and coordination of implementing those changes. Provides support to Assessment Coordinators for all colleges within district in maintaining budgets, test scheduling, staff hiring & training, supplies, and upkeep of assessment technology. Monitors technology for possible implementation within department.
- **Assessment Specialist**- Oversees assessment staff, provides assistance with daily testing, and advises students about test results as necessary. Works closely with Counseling and Admissions to ensure uniformity of published information as well as strategic planning on policy/procedure changes that could provide student
benefit.

- **Student Aide** - Does the majority of the minute-to-minute proctoring of tests and monitoring of testing environment. One workstation in a reception area and another in the testing lab allow for various assessment-related student needs to be addressed. Also includes periodic low-level clerical duties.

- **Off-site Proctor** - RCC provides test proctoring training for other government professionals (such as adult school counselors and correctional facility staff) on a case-by-case basis.

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

   - If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement.
   - If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.
   - Describe how these measures are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, used on their own without a test, etc.)

RCC uses two separate assessment tests for most placement purposes. Per Title 5 standards we use test scores and other multiple measures to determine course placement. 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.

- For English, Math and Reading placement we use the College Board’s Accuplacer Online.
- For English as a Second Language, we use the Riverside Community College District’s locally-developed Proficiency Test in English as a Second Language.
- We employ 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 our lowest English class and self-reports that they learned another language prior to learning English, the test print-out includes a recommendation to speak with a counselor about possible ESL testing English options.)
- (ESL) Have you ever studied English in school?

The multiple measures branching and placement schemes are included as attachments.

Per college policy and test publisher policy, all testing is done in-person only. Testing takes place in groups from 15-45. We offer special group testing to departments and projects as to accommodate special schedules and/or deadlines. Such groups have included: Athletics, Completion Counts/Pathway Initiative, Cosmetology, Culinary Arts, and Gateway to College.

RCC accept 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 RCC. In addition, RCC
accepts other, non-assessment tests as alternative ways to meet the assessment requirements and establish course placements (listed below in IIa.ii.6.)

RCC as part of its work through a grant provided by the Bill Gates foundation developed Professional Learning Communities (PLC) consisting of RCC faculty in English and math and high school English and math teachers. Out of the work of this PLC articulation agreements, a local MOU was created with two of our local high school districts for senior English and Math classes that can allow for registration in college level English and math upon successful completion of the high school course.

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

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

Because we have a single student database there is no need for an acceptance policy between colleges in the RCCD. Any placements, classes, etc. completed at any RCCD college are applicable at all RCCD colleges.

For outside out district, strictly regarding assessment tests, we only accept Accuplacer online. We use scores – not placements – and multiple measures to generate placements just as if the student had tested with the RCCD.

5. Describe college or district policies and practices on:

a. Pre-test practice - Describe what type of test preparation is available, how it is delivered, how students are informed of and access materials, including sample test questions, and how students are notified of their pre-test performance.

b. Re-take - How often may a student re-take a test after taking it the first time? What is the waiting period? Is the waiting period consistent with publisher guidelines or more restrictive? Are there conditions that must be met such as completing a subject-matter workshop before being allowed to take the test again?

c. Recency - How long are test scores, high school grades, etc. accepted before the student is required to reassess?

The test preparation information page is easily found from the college’s home page. Direct links are given to students in a welcome e-mail after submitting an admissions application. Upon making a test appointment, students receive directions to the info page. This page includes:

- General test-preparation and test-taking strategies (such as be rested and free of distractions)
- Sample questions
- A “pre-assessment workshop” that familiarizes students with the testing experience and gives them an idea of what the test will do for their college career and why it should be taken seriously.

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

The College also has a standing annual re-assessment of students for a Jump-Start program. Students who meet low placement requirements can sign up for special summer classes. This class is designed to serve as an intensive intervention for students who may need a refresher in English and math. Students who complete this summer course are permitted to re-assess. The data for this program given the success of this program the College will explore as part of its overall student success strategy ways to provide additional resources to expand the Jumpstart program.
Recency:
There is currently no expiration date for Accuplacer, though the faculty have occasionally discussed the matter. When RCC adapts the state common assessment, the faculty may decide an expiration date for Accuplacer.

6. Describe what externally-administered third-party test results are accepted for placement. Does the college accept an Early Assessment Program (EAP) result of “college ready” to exempt students from the college placement test in English? In math?

RCC accepts the following non-assessment tests as alternatives for meeting the assessment component requirement.
- Advanced Placement and International Bachelorette (AP / IB)
- Credit For College Level Examination (CLEP)
- Early Assessment Program (EAP)
- Scholastic Aptitude Test (SAT)
- American College Testing (ACT)

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

An “Alternatives to Assessment” committee was established approximately two years ago to investigate and discuss alternative pathways to course placement. This committee meets several times a year and is responsible for the college accepting EAP, SAT and ACT tests. The committee continues to evaluate current practices and remains open to new alternatives.

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

INCLUDED IN SSSP BUDGET ATTACHMENT

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

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

All students at Riverside City College are encouraged to access counseling services and many programs require counseling services, including the two year comprehensive student educational plan, beyond the mandated AOC.

Counseling faculty and staff provide services to traditional, nontraditional, and special populations of students through a variety of modes of delivery. It is a priority of counseling to be available and accessible to students; to help students become successful; and to increase the number of students seen for academic advising. Increased visibility of counseling faculty has been a priority for the past few years, and this presence is evident by counselors serving in information booths, participating in various committees, and providing classroom presentations and orientations. Counseling faculty participation on key college-wide committees such as the Academic Senate, Academic Standards, Academic Planning Council, and Curriculum Committee, which have all had an impact on counseling visibility.

There has been a steady increase in student use of personal/psychological counseling. During the 2009-2010 fiscal year,
344 students accessed psychological services. In 2010-2011, 434 students used the services, and in 2011-2012, 606 students received psychological personal counseling through Health Services. All students at Riverside City College have the opportunity to take advantage of counseling services. Over the past few years, counseling has had to cut operation hours and services during the fall/spring and winter/summer terms. However, data shows an increase in total students served in counseling at RCC with a decline due to online orientation and one-semester educational planning that were not captured in the SARS (Scheduling and Reporting Software) data:

- 07-08, 24,443 students were served;
- 08-09, 28,264 students were served;
- 09-10, 25,682 students were served;
- 10-11, 25,692 students were served (AOC 7,028 and Walk-In 3,257 included with SARS Count);
- 11-12, 25,741 students were served (SARS 15,777, AOC 7393 and Walk-In 2,571 included with total count);
- 12-13, 24,655 students were served (SARS 14,426, AOC 7664 and Walk-In 2,565 - included with total Count)

Counseling services are highly correlated to student success as indicated by statewide matriculation data and a mirrored study at RCC which indicates that students completing a full two-year Student Educational Plan (SEP) have a significantly greater probability of academic success than those who do not have a plan. Concerted efforts have been made at RCC in developing SEP’s with all students. We have worked with Honors, Athletics, Music, Ujima, CAP/Basic Skills, DSPS, EOPS, Financial Aid, Puente, Completion Counts, Pathways to Excellence, and other groups to advertise the importance of students making an appointment in counseling to develop their SEP. In addition, letters were sent out through matriculation to all students who have more than 15 units completed with no SEP to make an appointment with a counselor. We are pleased to say that our efforts are producing positive results. The following data indicates the number of SEP’s completed from 3518 (06-07) to 4107 (07-08) to 5319 (08-09) to 4876 (09-10) to 4234 (10-11) to 4960 (11-12) to 4921 (12-13) and 5,530 (13-14). That is an increase of 36.38% from 06-07 to 13-14. There was a decline during the 09-13 years due to fewer full time counselors in general counseling, budget cuts, reduced operating hours and a reduced adjunct budget. During the 13/14 year we increased the adjunct budget and allocated more time for development of SEPs.

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

- In order to assess students’ interaction with the front counter staff, a student satisfaction survey was distributed during fall 2011 to all students who had a counseling appointment. The majority of students were satisfied with service in the counseling department, but 18.6% of students did not feel they were greeted and checked in within five minutes of their arrival to counseling. Of the students surveyed, most were content with the ease of scheduling their appointment. They also felt the counter staff was friendly and approachable. Students were satisfied with the service in counseling. The SAO was met with more than 80% of the students surveyed satisfied with services.
- Counseling faculty are continuously seeking strategies and programs to provide more access to students, such as the development of online probation, online dismissal workshops, online counseling, streamlined student overload process, online AOC services, and the revamped dismissal process to utilize technology to increase efficiency. In addition, RCC has increased counseling services and more efficient procedures for Veterans (e.g., shared drive for more expedient counseling services, Veterans’ Center).
- To evaluate student success of the dismissal student population after an intervention meeting with a counselor, counseling collected data which indicated that, after students met with a counselor to develop their readmit contract, the students increased their GPA and course completion the following term. Counseling will assess this program again to determine if the success is maintained.
- Because of the low show rate for online counseling appointments compared to face- to-face counseling appointments, counseling put strategies in place to increase the show rate for online counseling appointments. According to SARS data, the online counseling show rate improved from 42.6% (fall 2010 - 9/13-10 – 12/17/10) to 46.8% (fall 2011 9/13/11 – 12/17/11). The show rate for fall 2012 was 55%, which is a 9% increase from the previous term. The strategies included improved timeline and turn- around time from request to scheduled
appointment, phone contact to verify appointment, and more counselors trained to provide service. Counseling will continue to use these strategies for online counseling appointments.

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

- In conjunction with student services strategic planning and in response to the Student Success Act (SB 1456), counseling advocated giving priority registration to first-time freshman as a result of a study conducted through RCC, which demonstrated the need of freshman students being able to enroll in English and math their first term in order to be more successful in those classes. In fall 2012, to give greater access to first-time freshmen, the College developed a two-year contract that gave priority registration to a group of first-time freshman who met the eligibility requirements for the Completion Counts program.

- A number of academic departments have requested additional support services for their specific populations, such as veterans, athletics, and other special population groups. In fall 2012, the College hired an educational advisor to work directly with athletics in conjunction with counseling to provide that additional support. The veteran’s process has been streamlined, and in spring 2013, counseling developed a study to evaluate effectiveness of services for veterans. The results of that study should be completed in 2013-14.

- The Counseling Department implemented various strategies to increase the number of SEPs developed. SARS data indicated 4,964 SEPs were completed during 2011-12, which exceeds the 5% target increase from 2010-11 (4,250) to more than a 15% increase from the previous year. In 2012-13, the number remained consistent at 4,921.

Counseling services have also been expanded into other programs: EOPS, Workforce Prep, DSPS, Financial Aid, CAP/Basic Skills, Completion Counts, Pathways to Excellence, Puente, Student Support Services, and Ujima. In addition, counseling and student services are offered online to meet the needs of RCC’s distance education student population and to meet the needs of students attending Rubidoux.

To meet the newly mandated student success legislation (SB 1456), counseling is identifying the key services that must be provided to students during winter/summer when full-time counselors only have 10 extra contractual work days to cover both inter-sessions. In addition, technology offers a viable means to provide services when appropriate. The plans for a new student services building, expected to be completed by late 2015 or early 2016, have been approved; this building will consolidate counseling services. Also, the College needs to hire more counseling faculty to reduce the student-to-counselor ratio. During the 1981-82 academic year, 11 full-time counselors served an enrollment of 11,000 students. During fall 2012, only 10 counselors (one of these counselors was on a one-year temporary position) served 16,740 students. In fall 2013, the counseling department had 9 counselors. Counselor-to-student ratio fall 2013 was 1:2073 with 8.2 counselors for an expected 17,000 students. As discussed in Standard III A.2, the minimum standard for the counselor to student ratio should not exceed 1:900. (Of the nine counselors, a .5000 FTE is assigned to transfer, and .3000 FTE serves as Department Chair = 8.2 counselors.) Fall, 2014 two additional counselors were hired decreasing Counselor-to-student ratio one of these counseling positions were hired utilizing SSSP allocation.

The College is confident in its current path in designing, maintaining, and evaluating counseling and/or academic advising programs to support student development and success and to prepare faculty and other personnel responsible for the advising function. As the current planning endeavors are working, there is no need for new planning efforts but rather to continue on the path of assessing, evaluating, and refining practices to improve student success. Riverside City College counseling department is committed to ongoing, continuous assessment and will continue to review, refine, develop, and assess programs and activities that will have a direct impact on student development and success. To facilitate the College’s Pathways Initiative, which includes use of faculty advisors, the Counseling Department plans to train a number of faculty advisors to help students who have identified a particular Associate Degree for Transfer (ADT). Counseling has begun assessing the role the faculty advisors will have and what training the faculty advisors will need to assist students in their specific ADT.
RCC Counseling Department continues to offer a variety of workshops including ADT workshops to students and work with departments as they develop their ADT’s. RCC currently offers the following ADT’s: Administration of Justice, Communication, Computer Science, Early Childhood Education, English, Journalism, Math, Music, Physics, Psychology, Sociology, Spanish, and Theatre. During 13/14 there were a series of success workshops offered throughout the year serving 207 students through the workshops and another 116 students through classroom presentations. As the number of ADTs increases and as the number of students selecting these degree options increase, the role of discipline faculty as academic advisors to students is expected to evolve, and the counselor will need to train the faculty advisors. Moreover, the counseling faculty needs to examine emerging computer programs that could potentially increase access for students to counseling services.

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

Guidance 45 Course Description: Guidance 45 is designed to introduce academic and occupational programs, college resources and personal factors that contribute to success as a college student. This course includes an extensive exploration of Riverside Community College District resources and policies, orientation to college life, student rights and responsibilities, as well as certificates, graduation and transfer requirements. Students will prepare a Student Educational Plan (S.E.P.). As a result of class activities and exploration of factors influencing educational decision, class members will be able to utilize the information obtained in class to contribute to their college success. 18 hours lecture.

Guidance 46 Course Description: Guidance 46 provides an introduction to the transfer process. This course includes an in-depth exploration of transfer requirements, admission procedures, requirements for majors, and financial aid opportunities. The information learned will enable students to make informed choices on majors, four-year institutions and in academic planning. 18 hours lecture.

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

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

2014-15 Activities and Strategies:

Integrated and Targeted Support- Counseling, academic support, academic affairs, student support program, faculty, and students are meeting to discuss the integration of services that are offered through various programs, to best support teaching and learning. We are seeking to shift the paradigm in how we develop and implement support programs. As of now, we build programs from the “outside the classroom model”, by addressing student issues outside of the classroom effecting student academic outcomes. We are now looking to develop programs from “inside the classroom out”, where teaching and learning becomes the focus and programs are now determine by what support will best impact the teacher and student in that classroom. As a part of this paradigm shift, this integrated group is identifying key target points and “bottlenecks” in a student’s educational pathway where there is a need for intervention and support. The scope and sequence of those services is currently being addressed so that we can formulate a plan to reach all students during critical points in their career at RCC with a variety of services and programs. The Pathways program will provide the opportunity for dialogue and identification of these important services during the 2014-15
Faculty Advisors- The Completion Counts/Pathways Initiative has a component including faculty advisors which will begin in Fall, 2014. Student Services and Instructional Services are outlining responsibilities of counselor, faculty advisors, and educational advisors so that all parties can work together to provide students with meaningful and planned contacts throughout their academic career at RCC. Initially the faculty advisor program will be developed within disciplines that have an approved ADT. Students who are in those respective programs will be identified by Admissions and Records and that information will be sent to departments. Once students are identified, they will be contacted by their department and each students will have the opportunity to be assigned to a faculty advisor. Research demonstrates the faculty and student interaction has a positive correlation with increase transfer and completion rates, as well as grade point average. The faculty advisor program will provide a formalized structure to foster faculty and student engagement.

Increase Counseling Paraprofessionals- From our college’s discussion around improving student success and our identification of barriers the impede student success, it became apparent that there is a lack of institutional capacity to provide our students with the necessary contact and follow-up to support students through their educational pathway. Towards this end, we will add four additional educational advisors, which will bring us to a total of 6 educational advisors. Educational advisors will support our counseling efforts by approving one semester educational plans, encouraging students to develop student education plans, conduct student success workshops, follow up with our at risk student populations, and provide assistance and intervention at critical target points in the student’s educational pathway. In addition, we will employ an intrusive case management approach by assigning the educational advisors to work with specific student populations. Two educational advisors will be assigned to students at the pre-collegiate level, two educational advisors will be assigned to work with transfer level students, one educational advisor will focus on career development, and one will be assigned to work with our special programs and services.

Increase Counseling Faculty- Currently RCC has 11 full time general counselors. This includes the recent hires of two additional counselors, one of which is being funded out of SSSP. Utilizing our 2014-15 SSSP plan will increase the capacity to provide counseling services for our students by hiring four additional counselors. In looking at 2014-16 Counseling Department Unit Plan, they identified a need to provide critical counseling services in the areas of Veterans, Puente, Athletes, and general counseling support. These additional hires that will take place over the course of this academic year will greatly improve our ability to increase the number of educational plans developed and provide specific support to at risk student populations. In addition, an additional 2.25 faculty assignment will be provided to increase the number of part-time counselors. These counselors will be tasked with working with our pre-collegiate students with the goal of assisting student the appropriate planning and support that would allow them to complete their developmental educational courses in a year.

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

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

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

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

The counseling services (face to face and online) are usually delivered in the form of individual and group counseling sessions. Additionally, counseling faculty teach a number of courses designed to introduce students to college life, the transfer process, career exploration, and college success and strategies. Counselors, educational advisors, and transfer center staff 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). In addition, this past year, counseling offered a series of student success workshops throughout the Fall and Spring terms. Workshops offered through counseling are designed to meet student needs as well as to seize the opportunity to disseminate pertinent information to students.

In addition to offering face to face counseling services we offer distance counseling opportunities for those students who are currently taking online courses throughout RCCD. 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 as a result of having a disability, and time/scheduling with work can make it necessary to provide counseling at a distance.

Throughout RCCD students have access to email for quick questions which is one form of delivery. In addition, for a more in depth interaction with a counselor, the student can request and online counseling appointment. During this interaction, in synchronous time, the interaction occurs through what is written and read. If the student is requesting a student educational plan, it is mailed to the student at the end of the counseling session.

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

The counseling department is continually looking into current technologies which will increase productivity and maintain integrity of services provided throughout the RCCD counseling departments.

ONLINE GUIDANCE COURSES

In addition to providing counseling services at a distance the department as made an effort to offer guidance courses in the online environment as well. By Winter, 2007 with the inception of Guidance 46 offered online, all guidance courses will be available to students both face to face in the traditional setting as well as being available in the online medium.

Counseling faculty continue to be involved in many programs throughout the campus and continue to be a key factor in promoting student success and retention. According to Student Task Force Initiative counselors will be in high demand in the future. Additional counselors will contribute to enrollment growth; improve the quality of the student experience making counselors more available and accessible, increase term to term persistence as evidenced by statewide matriculation data. Currently counselors are involved in many programs which are designed to increase student successful course completion rate thus making progress towards their academic goals. Such collaborative efforts amongst programs include: Puente, CAP, Student Equity, Honors, Completion Counts, Pathways to Excellence, Ujima,
Pathways Initiative, Athletics, and other grants with counseling components. The more involved counseling can be in the various efforts to increase student retention and success will result in improved transfer rates, certificate completion rates, and more students successfully work towards goal completion. Currently there is the equivalent of 10 full time general counselors on the Riverside City Campus with enrollment at 17,798 during Fall 13 which gives us a counselor to student ratio of 1: 1779. 

During Fall and Spring, students were able to make ½ hour appointments with counselors, which included the opportunity for online students to make online counseling appointments. These appointments are scheduled one week in advance. In addition to scheduling appointments, there are drop in slots available throughout the day for students needing quick questions answered by a counselor. Students will find that appointments are filled fast and they will do best by scheduling their appointments early in the morning one week in advance.

During summer and winter, counseling provides all counseling services on a drop-in basis which operates on a first come first serve basis. Students may have to wait up to two hours during the impacted summer and winter to meet with a counselor. A committee was convened to study summer and winter impaction trying to take proactive steps to ensure most effective use of resources. Emails and web postings go out to current students encouraging them to meet with a counselor during fall and spring. Counseling faculty are scheduled by demand after studying previous terms. This continues to be an area for improvement as we strive to provide essential services in a most effective manner.

The Pathways program has a component including faculty advisors which will begin in Fall, 2014. Student services and Instructional services are outlining responsibilities of counselor, faculty advisors, and educational advisors so that all parties can work together to provide students with meaningful and planned contacts throughout their academic career at RCC.

Various programs at RCC have educational advisors working collaboratively with counseling to provide necessary information to students and to keep them on track to achieve their educational goals. Some departments and or programs include: nursing, athletics, CAP, Pathways to Excellence, and the Transfer Center.

RCC’s Outreach Department is housed in the Welcome Center located next to Student Financial Services and employs two full-time staff and numerous student workers to assist new and returning students with the college enrollment process. This may include applying to the college, completing the Free Application for Federal Student Aid (FAFSA), accessing student email accounts, using the student based WebAdvisor registration program, and assisting students with watching the online counseling orientation as part of the AOC process. Also students new to the college may request a tour of the campus and get help with their one-semester educational plan. In addition the Welcome Center provides students, who have a pathway set to achieve an associate’s degree and/or transfer to a four-year university, the opportunity to learn about the Completion Counts Pathway Initiative program and sign a contract guaranteeing access to courses needed to complete their intended educational goal at RCC.

Counseling is identifying key target points in a student’s educational career where there is a need for student service contacts. The scope and sequence of those services is currently being addressed so that we can formulate a plan to reach all students during critical points in their career at RCC with a variety of services and programs. The Pathways program will provide the opportunity for dialogue and identification of these important services during the 2014-15 academic year.

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

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

Counseling developed a list of courses that have proven success for students at various levels of their English placement. Institutional Research compiled a study of successful course completion as a part of our Basic Skills program identifying
general education classes that were appropriate for students based on placement. The list from counseling includes these courses and introductory courses based on major that would be appropriate the first couple terms at RCC. This list and training has been provided to educational advisors, so that they are a resource to help verify these abbreviated ed plans to ensure students are listing appropriate classes.

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 RCC email. Students can ask question via email to the advisors and counseling faculty providing the initial educational plans. Students are also referred to the “Welcome Center” for registration assistance.

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

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

Students are strongly encouraged to make an appointment to see a counselor for the development of a comprehensive educational plan either while in progress or immediately after completing their first term at RCC. Prior to the development of the comprehensive educational plan students are encouraged to participate in various workshops, transfer services, online resources designed to ensure that they are making an informed decision based on personality, skills, values, and strengths. The counselors interprets their results, discusses potential program(s) of study and career choices, evaluate college readiness, and ultimately craft a comprehensive educational plan reflective of the students reported educational goal. Additionally, 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 RCC. Faculty are encouraging students through their classes, various emails are sent to students, many programs require the development of the comprehensive SEP in order to maintain eligibility, and the majority of workshops offered encourage the development of the comprehensive student educational plan. All grant initiatives and all of our special student support programs at RCC, mandate the development of a comprehensive SEP as a component of the grant requirements for services offered. These programs include; athletics, EOPS, SSS, Completion Counts/Pathway Initiative, Pathway to Excellence, Puente, and Ujima.

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

Current Counseling Faculty at RCC include:
11 General Counseling Faculty, 1 Workforce Prep, 1 EOPS, 3 Disability Resource Counselors,

Adjunct Faculty in Counseling include:
.667 Puente, .5 EOPS, .2 Articulation, 4 additional adjuncts in general counseling, .2 SSS, .5 International Students

Current Educational Advisors:
3 Educational Advisors approving one semester Ed Plans

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

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

Assignments are based upon the assumption of workload of forty hours weekly. All counselors are to indicate 32.5 student contact hours per term and the remaining hours are for committee work and assignments.

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

RCC utilizes a variety of technology for educational planning. All counselors rely on a variety of websites when counseling students including but not limited to Assist, UC Pathways, Eureka, CSU Mentor, CCC Transfer, and additional. RCC utilizes SARS, Ellucian, OnBase, and Degree Audit. Currently, RCCD is looking to develop or adopt an online educational planning tool. A committee has been convened and is working diligently to identify a program that will provide students with the most up to date and accurate information in a meaningful, easy to read manner. The abbreviated educational plan is initiated through Webadvisor by the student in communication with Ellucian.

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

INCLUDED IN SSSP BUDGET ATTACHMENT

iv. Follow-Up for At-Risk Students

1. Describe the target student audience according to title 5 section 55525, including an estimate of the annual number of students to be provided at-risk follow-up services, and the college’s process to identify them. Describe the strategies for addressing the needs of these students, including:
   a. Types of services are available to these students; how they are notified and when.
   b. Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.
   c. How the services identified in “a” and “b” above are provided (online, in groups, etc.).
   d. How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.

Description:

All RCC students who are not in good academic standing are considered at-risk. All students who are on probation or
dismissal are coded in the college’s database. The matriculation specialist then pulls a report of all students who are coded probation or dismissal and sends the students an electronic notice of their academic status (probation or dismissal). Students who are probation are communicated via email that they have been placed on academic probation and an explanation on what constitutes probation. If the student is on dismissal they are emailed that they must attend an on-line dismissal workshop and see a counselor to sign an academic contract. If a student is on double dismissal then the student must appeal to the Vice President of Student Services to be allowed to register. Last year during each semester RCC had an average of about 4,000 students on either probation or dismissal.

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

All students are informed on what constitutes good academic standing, probation and dismissal via college catalog in the following language:

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

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

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

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

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

- **Follow-Up: Academic Progress**  
  Counselors and teachers provide follow-up activities on behalf of matriculated students. “Early Alert” follow-up activities are designed to inform students of their progress early in the semester and to continue to assist students in accomplishing their educational goals. “Probation/dismissal” activities help students make progress
In addition to the services that are available to all probation/dismissal students, RCC has special programs that provide support services that assist student in obtaining good academic standing:

- **EOPS/CARE**
  In 2013-2014 EOPS created a co-hort that was called Student Success. This co-hort was made up of all EOPS students who were not in good academic standing. The Student Success co-hort was mandated to attend at least six sessions of tutoring, one extra counseling appointment, and two workshops focused on how to get off probation. In the Fall 39% of the students progressed to good academic standing. In the Spring 33% progressed to good academic standing. An EOPS counselor, a specialist and administrative support assisted with the co-hort activities and services.

- **TRIO/SSS**
  In 2013-2014 the TRIO Student Support Services program listed a goal of increasing the percentage of students who have attained good academic standing, and creating formal policies and procedures. The program has been able to drastically improve academic support through expanding tutorial services to an online delivery method. Online tutoring has allowed for greater participation by program participants, and has contributed to the sharp increase in students who have attained good academic standing. At the time of the last unit plan program participants had achieved good academic standing at a rate of 64%, far below our stated objective of 85%. As of the most recent annual performance report SSS students have achieved good academic standing at a rate of 87%.

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

- **Athletics**
  The new Athletics Educational Advisor identifies low performing athletes and plays a key role in ensuring an education plan is developed and assist with forming communication with the Student Services department for retention services.

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

In 2013-2014 Financial Aid had 1.5 counselors who met with students on warning/ineligible status due to progress, provided counseling and developed their SEP and Approved Class List for appeal students. Part of the appeal process for ineligible students is a SAP 101 quiz that they are required to complete 100% in order to have their appeal processed to make sure they understand why they are appealing and what progress stands for.
The following services and programs aimed for at-risk population are in the planning process:

- Riverside City College is currently reorganizing the Foster Youth services. A Foster Youth Specialist position will be filled in the Fall 2014. The goal is to develop a program that provides a comprehensive support services foster youth on campus. A specialist will be assigned to work with Riverside City College foster youth and will also work with the following agencies:
  - The Department of Children Family Services
  - Local Foster/kinship caregivers association
  - Feeder school districts

  The director and specialist will work toward increasing the success, persistence and graduation rates of foster youth by assisting them with achieving their educational and career goals.

- RCC is in the process of training faculty to serve as student advisors to their department. Faculty mentors will play a key role in the students guide to career and college success.

- Programs targeting Student enrolled in Basic Skills:

  **Community for Academic Progress (CAP):**
  CAP is a program designed to allow students to enroll in grouped of paired courses that share common themes, activities, and assignments. The courses are linked and the students take these classes concurrently, allowing faculty and students to work and learn together. CAP addresses students needs via a caring faculty and administrators. In addition to learning communities, CAP offers math course that are only open to CAP students

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

  **Supplemental Instruction:**
  The mission of the Supplemental Instruction (SI) Program is to increase student retention and success in historically difficult gateway, basic skills, and transferrable courses by providing peer-led collaborative learning techniques that improve understanding of course content, foster critical thinking, and strengthen positive study habits. BSI funding supported SI Leaders attending and supporting only Basic Skills students in only Basic Skills sections.

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

All RCC students must declare a major at the point of registration. All first time non-exempt college students must complete a freshmen on-line orientation/counseling session prior to registration for courses. Mandated assessment, orientation, and counseling have been in effect at Riverside City College since 2001. All students who are on probation or dismissal are mandated to see a counselor. It is during their counseling appointment that majors, academic support and strategies are discussed. In addition the following services/strategies are also offered to students: guidance courses are always recommended, how to access student services, visiting with instructors during office hours, meeting with a counselor to develop a comprehensive SEP, getting started on basic skills, tutoring, Supplemental Instruction, attending success workshops, any support programs that are offered. In addition, they are informed of drop dates, important college terminology, how to figure out GPA, and balancing course load.
When a student is placed on dismissal a hold is placed on their record. The hold is lifted once the student attends an academic counseling session. In addition probation and dismissal student must attend a counseling session focused on how to stay on good academic standing. During the 13-14 academic year, RCC counseling met with 1,119 students for readmit contracts.

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

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

All students who are on probation or dismissal are coded in the college’s database. The matriculation specialist pulls a report of all students who are coded probation or dismissal and sends them an electronic notice of their academic status (probation or dismissal). The emails that student receive explains their negative academic standing and also informs the student on on-line workshops, and counseling session. Although on-line tools are made available to the students it should be noted that once the student is on dismissal that a face to face counseling session is mandated and if a student is on double dismissal then a face to face counseling and administrator session is mandated. BSI Activities are provided face to face via workshops, orientations, and meetings. All of the RCC special programs activities mentioned in 1a and 1c are provided face to face via workshops, orientations and meetings.

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

- Counselors and teachers provide follow-up activities on behalf of matriculated students. “Early Alert” follow-up activities are designed to inform students of their progress early in the semester and to continue to assist students in accomplishing their educational goals. “Probation/dismissal” activities help students make progress toward successful completion of their academic goals. Referrals for appropriate support services will be made to on-campus and off-campus locations when appropriate. See section 3 for more early alert process.

- The EOPS student success program is provided via counseling session, on-line tutoring and in workshops.
- The TRIO SSS probation/dismissal strategies are on-line counseling and workshops.
- The Athletics program has an Educational Advisor that assists the probation/dismissal students via face to face meeting and referrals to counsel with the goal of helping athletes get onto good academic standing.
- In 2013-2014 Financial Aid had 1.5 counselors who met with students on warning/ineligible status due to progress, provided counseling and developed their SEP and Approved Class List for appeal students.

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

- Director of TRIO/SSS: supervises program, staff and students.
- Educational Advisor TRIO/SSS: lead for all Trio/SSS student advising.
- EOPS Counselor: the lead counselor for EOPS.
- EOPS/CARE Specialist: serves as the lead for the EOPS student success program.
- Athletics Advisor: support student athletes academic progress
- Student Support & Success specialist athletics: provide academic follow up services for athletes
- Financial Aid Director: oversees all financial aid services including SAP
- Matriculation specialist: responsible of the processing of pre requisite validation and matriculation appeals.
- Counselors faculty: provide core counseling services

2014-15 Planned Activities and Strategies:

- **Increasing Foster Youth Services** - A Foster Youth Specialist position will be filled in the Fall 2014. The goal is to develop a program that provides comprehensive support services for foster youth on campus. A specialist will be assigned to work with Riverside City College foster youth and will also work with the following agencies:
The Department of Children Family Services
Local Foster/kinship caregivers association
Feeder school districts

The director and specialist will work toward increasing the success, persistence and graduation rates of foster youth by assisting them with achieving their educational and career goals.

- **Faculty Advisors**: RCC is in the process of training faculty to serve as student advisors to their department. Faculty advisors will play a key role in the students guide to career and college success as well.

- **Student Success Summit**: Students participate in any or the colleges recognized support programs will be invited to attend a conference designed to motivate, inspire, and educated students on the behavior and psychosocial approach needed in order to be successful. This summit will be held in the spring of 2015.

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

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

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

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

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

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

**RCC On-Line Probation Workshops**
RCC general counseling probation workshops are offered as online workshop through Adobe Connect. Microsoft Office PowerPoint. No third party – RCC grown.

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

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

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

### i. Instructional Research

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

The college’s Office of Institutional Research is responsible for the coordination and the development of the cut score, content validation process, and disproportionate impact studies. The Office of Institutional Research further provides research on the success of students who are placed into courses using alternative methods of assessment including students who enroll in college level courses via the Early Assessment Program or through articulated English and math courses with our feeder high schools. In addition, the Office of Institutional Research was responsible for gathering data to support the College’s efforts to implement a locally developed computerized ESL placement test.

The Office of Institutional Research has also been critical in supporting the areas of counseling and follow up services by conducting studies that allows the counseling department to measure the effectiveness of its program and services. For example studies have been done to measure the impact of our online dismissal workshops and our services for student veterans.

In addition, the Office of Institutional Research will further assist SSSP services by conducting studies that will measure the effectiveness of our various strategies/activities on the persistence, graduation, retention and transfer rates of our students. The Office of Institutional Research will be particularly focused on providing both formative and summative data on the college’s Completion Counts Pathway Initiative which is is focus point of our college’s student success strategy.

### ii. Technology

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

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

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

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

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

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

2014-15 Planned Activities and Strategies:

- Student portal system that would serve as a single sign on system that would allow student access to pertinent information. (Expected completion spring 2015)

- “Front end” student transcript evaluation- Currently students who wish to have their transcripts evaluated from outside institutions have to initiative this process by submitting a request for evaluation form or when they apply for graduation. The college has initiated efforts to move to having this evaluation at the point of entry to our college to allow for students and counselor to more accurately plan. The college has invested SSSP funding to secure an imaging system that will allow for the efficient processing of incoming transcripts. This system is the backbone needed to develop a comprehensive **degree audit system**, available for students to view online and assist in developing the **integrated online student educational plan**. (Expected completion summer 2015)

- Online Student Educational Plan – interactive planning tool for students that allows that to fully develop an educational plan with the guidance and approval of a counselor. (Expected completion fall 2015)

## IIC. Transitional Services Allowed for District Match

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

Areas of district match include:
   a. Admissions & Records – Providing indirect SSSP services through supporting students through the enrollment process
   b. Transfer Services – Providing direct and indirect SSSP services by providing them with access to resources to enhance their academic success and educational goal attainment. This area also provides direct assistance through the development of an abbreviated SEP for all new first time college students.
   c. Institutional Research – Providing direct and indirect SSSP services through the validation of cut scores and providing student success data reports. Institutional research also produces program review data every semester to assess student demographics and success data such as course success and persistence.
## SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT

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

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

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

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

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

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

2. **Appeal Policies**

   Describe the college’s student appeal policies and procedures.

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

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

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

   **Enrollment Priority Appeal:**

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

   1) Is a Continuing Student (enrolled in current term)
   2) Is a Returning Student (did not attend previous major term)
   3) Is on Academic Dismissal
   4) Has completed more than 100 units at RCCD
   5) Is within twelve (12) units of completing their degree/certificate/transfer requirements and have applied or will apply for degree/certificate.

   Once on file, the request will be processed within 3-5 business days. Students are notified via student email if approved or denied.
Registration Priorities are in accordance with AP 5056 References: Title 5 Sections 51006, 58106, and 58108 along with Education Code 66025.8.

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

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

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

1) Pace of progression: Students must complete at least 67% of the total (cumulative) units attempted. For example, a student has attempted 20 units at RCC. 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 they 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) (SEE ATTACHED)

In order for a two year Student Education Plan to be official, official transcripts from ALL other colleges or universities must be on file at Riverside Community College District. If a student’s official transcripts are not on file, then the student’s two year Student Educational Plan is invalid.

Students planning to graduate from Riverside City College, or needing to use courses from another college/university as a prerequisite, must submit all official transcripts to Riverside Community College District. Official Transcripts from previously attended colleges or universities must be received at RCCD in order for a Counselor to complete an official two year Student Educational Plan that will be accepted for a FA Appeal or FA Student Loan. Students who have exceeded the Maximum Time Frame must have one of the following valid reasons:
- One time change of major or goal after student has completed one major/goal.
- Returned for a second goal
• Completed ESL courses (ESL 51, 52, 53, 54, 55, 71, 72, 73, 91, 92, 93...)
• Completed Basic Skills courses (ENG 60A, 60B, MAT 50, 51, 63, 64, 65, REA 81, 82, 83)

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

Appeal Documents: The three (3) documents that must be submitted if the student has exceeded the Maximum time frame are:
• Extenuating Circumstance Appeal form with a written statement explaining the valid reason for exceeding the maximum time frame
• Current (created within the last year) official two year Student Educational Plan
• Completed SAP 101 Quiz (Note: Student must score 100% on the SAP 101 Quiz)

Students planning to graduate from Riverside City College, or needing to use courses from another college/university as a prerequisite, must submit all official transcripts to Riverside Community College District. See Section III Graduation Requirements in this catalog for further information on course acceptance from other institutions. This is why All 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/Academic Plan that will be accepted for your FA Appeal or FA Student Loan.

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. RCC students must submit their Appeal to Riverside City College only. Each student who is approved for a “probationary” period must have an official Student Educational Plan developed, which will outline the courses for which the student may receive financial assistance.

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

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

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

2014-15 Planned Activities and Strategies:

Increase Support staff: Currently RCC has one matriculation program specialist to process student matriculation appeals, pre-requisite validations, and processing academic standing. For a student population the size of RCC, carrying out these functions are daunting. The 2014-15 calls for the hiring of additional matriculation specialist to address this need.
3. **Prerequisite Procedures**

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

### BP 4260 LIMITATIONS ON ENROLLMENT: PRE-REQUISITES, CO-REQUISITES, AND ADVISORIES

Reference: Title 5 Sections, 5500 and 55003, The District shall establish pre-requisites, advisories, and limitations on enrollment. Pre-requisites and co-requisites can be established for a course when it is highly unlikely that the student will receive a satisfactory grade in the course without certain skills, information or a body of knowledge taught in a different course (or not taught in the class). At a minimum, pre-requisites, co-requisites and advisories on recommended preparation, a) shall be based on content review, with additional methods of scrutiny being applied depending on the type of pre-requisite, co-requisite or advisory being established; and b) will be reviewed at least every six (6) years as a part of the curriculum review process to assure that they remain necessary and appropriate. The procedure for establishing the limitations on enrollment will, a) assure that courses for which pre-requisites or co-requisites are established will be taught in accordance with the course outline of record; and b) include the basis and process for an individual student to challenge the pre-requisite or co-requisite. All limitations on enrollment will be identified in the schedule of classes, district catalog and other publications available to students.

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

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

All prerequisites appeals will be enforced at registration and must be verified by high school and/or college transcripts. Any student who does not meet a prerequisite or co-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 Matriculation Program Assistant reviews, researches, and determines prerequisite validation. When need be, the Matriculation Program Assistant will confer with the Evaluations Office regarding prerequisite validation. Students are only notified by the Matriculation Program Assistant via student email if their request is denied. Successful completion of a prerequisite requires a grade of “C” or better. No exceptions. In order to consider coursework in transfer students must complete courses at a regionally accredited institution(s). Currently, there is one Matriculation Program Assistant processing incoming prerequisite validation request. During the 2013-2014 school a total of 3, 555 request were processed within the five day processing period. For this reason, students are asked to file request in person and are encourage to check their student email on a daily basis to check the status of their request. If students cannot register by the fifth working day, students are asked to return to the Counseling Office to following up with appeal outcome. Denied Prerequisite Validation Request are available via OnBase.
This allows Counseling Staff to assist students regarding their denial. Otherwise, students are directed to the Matriculation Program 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-co-requisites taken at other institutions.

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

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

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

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

### 4. Professional Development

Describe plans for faculty and staff professional development related to implementation of the Student Success and Support Program.

RCC will continue to 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 managers meetings, instructional departments, instructional and student services deans meetings, student success committee meeting and strategic planning councils. RCC sent 2 representatives to the SSSP coordinators meeting held in Sacramento on September 15 & 16. In addition, the several members of the college’s student success committee will attend the upcoming RP group conference on student success. The counseling department is currently engaged in a department directed professional development activity around the book entitled “Mindset: The New Psychology of Success”. Counselor are utilizing the techniques outlined in the book to formulate strategies on how to instill a “growth mindset” within the students they come in contact with. In addition, the counseling department exploring opportunities to invite the author of the book to talk to counselor, instructional faculty and students.

5. Coordination with Student Equity Plan and Other Planning Efforts

Describe how the SSSP Plan and services are coordinated with the college’s development of its student equity plan and other district/campus plans and efforts, including Accreditation Self-Study, educational master plans, strategic plans, the Basic Skills Initiative, and departmental program review.

The strategies and initiatives outlined in the SSSP plan is integrated in the critical institutional planning documents including the student equity plan, accreditation self-study, student services unit plans, and the college’s strategic plans. For example, in the spring 2014 the RCC completed its accreditation self-study within Standard II B the college identified four actionable improvement plans with three being directly connected to the core services of SSSP which were 1) develop a comprehensive degree audit system, 2) implement online student educational planning tool and 3) develop the role of faculty advisors.

Moreover, college stakeholders have engaged in dialogue and planning efforts around identifying institutional “bottlenecks” that exist within the college including barriers within the areas of assessment, orientation and counseling. One of the primary areas of focus is in assessment and placement. The college stakeholders understand that the longer it takes for a student to access college level courses the less likely it is for that student to successfully complete our institution. In examining our assessment test data the college is also aware that students of color are more likely to place in developmental education courses. Towards this end, the college though its strategic planning process established a workgroup whose charge is to examine our placement process and to explore alternative methods to determine a student’s placement other than solely relying on our assessment test. Through the work of the committee over the past year the college has moved towards accepting EAP test results as well as SAT and ACT test results. In addition, the English and math faculty have worked with high school English and math faculty to develop senior level courses that if a student successfully passes those classes they are able to go into our college level English and math courses without taking our assessment test. The alternative to placement committee will continue to meet to explore other methods to determine placement that factors in the idea of creating equitable opportunities for all of our students. In addition, RCC is in the midst of scaling up its Completion Counts/Pathway Initiative. This program is designed to provide students with a clear academic pathway that guarantees students to graduate within 2 years if there come prepared to do college level course work and a 3 year graduation guarantee for students who come in to the college requiring remediation if the student adhere to all the program requirements. Students who are interested in the program must sign a pathway contract, in that contract the student agrees to be a full time student, must enroll in English and math and maintain enrollment in those courses until they meet the requirement, have a student educational plan, only enroll in courses that are on their educational plan, meet with a counselor/advisor once a term, complete a academic progress report each term, and remain in good academic standing. The College in turn guarantees the students will get access to the courses that are on their educational plan, access to English and math courses starting with their first semester in the program, a comprehensive student educational plan in their first semester, and targeted support services. At this point of the fall 2014 semester the college has 679 students who have signed contracts for the
pathway program and we are anticipated being at 1000+ students at the end of this term. The planning and development pathway initiative is at the forefront of the college’s student success effort and its strategies for implementation exist with both the SSSP and the college’s student equity efforts.

In addition, to ensure that the colleges planning efforts around basic skills, student equity, and SSSP are integrated the college merged its basic skills initiative committee, the matriculation advisory committee, and the student equity committee to form one student success committee. SSSP further integrated with the college student equity efforts by providing counselor and advisement resources to support our Puente, Ujima and athletic programs.

6. Coordination in Multi-College Districts
   In districts with more than one college, describe how policies and Student Success and Support Program services are coordinated among the colleges.

Riverside Community College District is a 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 uniformed and are highly coordinated amongst the three colleges. To ensure that this coordination is maintained, the district has established ongoing monthly multi-college workgroups for the areas of Admissions and Records, Financial Aid, Evaluations, and Matriculation. In addition, the Vice Presidents of Student Services, along with the Vice Chancellor of Educational Services and the Associate Vice Chancellor for Information Technology, meet monthly to discuss issues that affect each of the colleges.

SECTION IV. ATTACHMENTS

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

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

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

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

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

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

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

Debra Sheldon
California Community College Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549
dsheldon@cccco.edu
(916) 322-2818
**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.

**Stakeholder Group: SSSP Writing Workgroup Members**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Edward C. Bush</td>
<td>Vice President, Student Services</td>
</tr>
<tr>
<td>Isabel Alanis</td>
<td>Assessment Specialist</td>
</tr>
<tr>
<td>Cecilia Alvarado</td>
<td>Dean, Student Services</td>
</tr>
<tr>
<td>Ellen Brown-Drinkwater</td>
<td>Associate Professor, Counseling</td>
</tr>
<tr>
<td>David Lee</td>
<td>Assessment Testing Coordinator</td>
</tr>
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**Stakeholder Group: Student Success Committee Members**

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<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Lilia Acevedo</td>
<td>Student Services Specialist</td>
</tr>
<tr>
<td>Robin Acosta</td>
<td>Associate Faculty, Counseling</td>
</tr>
<tr>
<td>Huda Aljord</td>
<td>Associate Professor, Arabic</td>
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<tr>
<td>Meriel Anderson-McDade</td>
<td>Occupational Education Assistant</td>
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<tr>
<td>Kelly Brautigam</td>
<td>Associate Professor, Counseling</td>
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<tr>
<td>Claudia Castro</td>
<td>Assistant Professor, Counseling</td>
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<tr>
<td>Veasna Chiek</td>
<td>Associate Professor, Mathematics</td>
</tr>
<tr>
<td>Kenneth Cramm</td>
<td>Associate Professor, Mathematics</td>
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<tr>
<td>James Cregg</td>
<td>Associate Professor, Computer Information Services</td>
</tr>
<tr>
<td>Stacie Eldridge</td>
<td>Associate Professor, Chemistry</td>
</tr>
<tr>
<td>Greg Ferrer</td>
<td>Director, Disability Resource Center</td>
</tr>
<tr>
<td>Steve Gomez</td>
<td>Director, Pathways to Excellence</td>
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<tr>
<td>Ginny Haguewood</td>
<td>Educational Advisor</td>
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<tr>
<td>Shannon Hammock</td>
<td>Associate Professor, Library Services</td>
</tr>
<tr>
<td>Rafal Helszer</td>
<td>Counseling Clerk III</td>
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## Stakeholder Group: Student Success Committee Members Continued...

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<tbody>
<tr>
<td>Gary Jimenez</td>
<td>Associate Professor, Counseling</td>
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<tr>
<td>Lani Kreitner</td>
<td>Associate Professor, English</td>
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<tr>
<td>Albert Lee</td>
<td>Instructional Media Aide</td>
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<tr>
<td>Jacqueline Lesche</td>
<td>Associate Professor, Library Services</td>
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<tr>
<td>Robert Leyva</td>
<td>Educational Advisor</td>
</tr>
<tr>
<td>Dwight Lomayesva</td>
<td>Associate Professor, History</td>
</tr>
<tr>
<td>Norma Lopez</td>
<td>Instructional Support Specialist</td>
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<tr>
<td>Albert Lee</td>
<td>Instructional Media Aide</td>
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<td>Karyn Magno</td>
<td>Associate Professor, Counseling</td>
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<tr>
<td>Rebecca Moonstone</td>
<td>SI Coordinator</td>
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<tr>
<td>Deanna Murrell</td>
<td>Student Financial Services Analyst</td>
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<tr>
<td>Kathy Nabours</td>
<td>Associate Professor, Mathematics</td>
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<tr>
<td>Gustavo Ortiz</td>
<td>Educational Advisor</td>
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<tr>
<td>LaTonya Parker</td>
<td>Associate Professor, Counseling</td>
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<tr>
<td>Samuel Pessah</td>
<td>Associate Professor, Italian</td>
</tr>
<tr>
<td>Carla Reible</td>
<td>Associate Professor, English as a Second Language</td>
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<tr>
<td>Miguel Reid</td>
<td>Associate Professor, English as a Second Language</td>
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<tr>
<td>Ernesto Reyes</td>
<td>Associate Professor, Mathematics</td>
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<tr>
<td>Rogelio Ruiz</td>
<td>Professor, Mathematics</td>
</tr>
<tr>
<td>Clifford Ruth</td>
<td>Associate Professor, Communication Studies</td>
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<tr>
<td>Christine Sandoval</td>
<td>Associate Professor, English</td>
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<tr>
<td>Eva Sands</td>
<td>Reading Paraprofessional</td>
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<tr>
<td>John Seniguar</td>
<td>Associate Professor, Cosmetology</td>
</tr>
<tr>
<td>Oliver Thompson</td>
<td>Professor, Administration of Justice</td>
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<tr>
<td>Johanna Vasquez</td>
<td>Administrative Assistant III</td>
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<tr>
<td>Debbie Whitaker</td>
<td>Associate Dean, Academic Support</td>
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<tr>
<td>Don Wilcoxson</td>
<td>Professor, Business Administration</td>
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<tr>
<td>Jarrod Williamson</td>
<td>Associate Professor, Chemistry</td>
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<tr>
<td>Kristi Woods</td>
<td>Professor, History</td>
</tr>
</tbody>
</table>
ATTACHMENT A

Student Success and Support Program Plan Participants
SSSP Advisory Committee
Organizational Chart

OPTIONAL ATTACHMENTS

English Placement Scheme
ESL Challenge Form
Instructor Driven Challenge Form
Math Placement Grid
Matriculation Appeals Form
Reading Placement Scheme
Student Driven English Placement Challenge Form
Standing Reassessment Policy
# English placement scheme

<table>
<thead>
<tr>
<th>(LBQ) “English Grade”</th>
<th>Score Calculation</th>
<th>Score Range</th>
<th>Course Placement</th>
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<tbody>
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<td>A</td>
<td>(RC<em>0.72) + (SS</em>0.36)</td>
<td>&gt;97</td>
<td>English 1A</td>
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<tr>
<td>B</td>
<td>(RC<em>0.7) + (SS</em>0.34)</td>
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<td>C</td>
<td>(RC<em>0.67) + (SS</em>0.33)</td>
<td>80 – 97</td>
<td>English 50</td>
</tr>
<tr>
<td>D</td>
<td>(RC<em>0.64) + (SS</em>0.32)</td>
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<td></td>
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<tr>
<td>F</td>
<td>(RC<em>0.62) + (SS</em>0.3)</td>
<td></td>
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<tr>
<td>A</td>
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<td>English 60B</td>
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<td>C</td>
<td>(RC<em>0.67) + (SS</em>0.33)</td>
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<tr>
<td>D</td>
<td>(RC<em>0.64) + (SS</em>0.32)</td>
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<td></td>
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<td>F</td>
<td>(RC<em>0.62) + (SS</em>0.3)</td>
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<tr>
<td>A</td>
<td>(RC<em>0.72) + (SS</em>0.36)</td>
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<td>English 60A</td>
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<td>C</td>
<td>(RC<em>0.67) + (SS</em>0.33)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>(RC<em>0.64) + (SS</em>0.32)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
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<td></td>
</tr>
<tr>
<td>A</td>
<td>LBQ “English First” = “No”</td>
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<td>&lt;75</td>
</tr>
<tr>
<td>B</td>
<td>LBQ “English First” = “No”</td>
<td>(RC<em>0.7) + (SS</em>0.34)</td>
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<tr>
<td>C</td>
<td>LBQ “English First” = “No”</td>
<td>(RC<em>0.67) + (SS</em>0.33)</td>
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<tr>
<td>D</td>
<td>LBQ “English First” = “No”</td>
<td>(RC<em>0.64) + (SS</em>0.32)</td>
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<tr>
<td>F</td>
<td>LBQ “English First” = “No”</td>
<td>(RC<em>0.62) + (SS</em>0.3)</td>
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 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
RIVERSIDE COMMUNITY COLLEGE DISTRICT
Request to Challenge English as a Second Language Course/Placement

Process: At the time of the appointment, you will be given a writing topic that has been
developed by the discipline, and you will be asked to write for one hour on the assigned topic. A
review committee will evaluate your response and make a determination within five (5) working
days whether you should be passed to the next level or remain at the same level.

By filling out this form, you are requesting to challenge an ESL course. You will be contacted
with an appointment time for your challenge test.

Student’s Name: ___________________________ Student ID#: __________
(Please print clearly)

Phone Number: __________________________ Campus: __________________________

Reason for requesting challenge coursework:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Student’s Signature: __________________________ Date: __________________________

Current (Writing & Grammar) ESL Level: _________ Instructor’s Name: _____________

Date of PTESL Test: __________________________ Placement from PTESL: _____________

Instructor’s Signature: __________________________ Date: __________________________

Please attach writing sample (hand written unless accommodations are necessary).

☐ Approved ☐ Denied

ESL Discipline Member’s Signatures:
1. ___________________________________ Date: __________________________

2. ___________________________________ Date: __________________________

3. ___________________________________ Date: __________________________

Please forward this form to the Matriculation Specialist for final processing.

White: Matriculation Specialist Yellow: Student Pink: ESL Department

3/08
Instructor-Driven Challenge Form
Riverside Community College District, English Discipline

Name of Student: ____________________________
Student ID Number: __________________________
Phone Number: ______________________________
Class Code: ________________________________
(The class in which the student is currently registered)

Instructor Name: ______________________________
Instructor Signature: __________________________
Phone Number: ______________________________

NOTE: Attach the challenge prompt and the student’s response to the prompt to this form. Challenge prompts are available at the English Department Office. Please do not copy or leave with the student.

(The lower portion of this form is to be completed by the Department.)

Result of the Instructor-Driven Challenge to English 60B

To Matriculation Office:
The student named above has, upon recommendation from his/her English 60A instructor, challenged the requirement to pass English 60B before enrolling in English 50. He/She has completed a two-hour writing test that has been reviewed by two additional members of the English Discipline.

The request to allow the student to enroll in English 50 after the successful completion of English 60 A has been

APPROVED __________ DENIED __________
(Circle One)

NOTE: This form must be signed by the Department Chair or designee within the English Discipline.

Date Completed Test Was Received: _______________
Date Challenge Was Resolved: _______________
Signed: ________________________________

White: English Department    Yellow: Matriculation Specialist    Pink: Student

05/06
## Placement Grid for Math

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

**HighMath:**

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

**GradeMath:**

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

**Notes:**

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

**Name:**
- Last
- First
- MI

**Student ID #:**

**RCCD Student E-Mail:**

**Phone #:**

If you wish to appeal any part of the matriculation process, please complete this petition and submit it with your supporting documentation to the office of Matriculation or Counseling for processing. If an unofficial transcript is submitted, the coursework completed must be listed on the transcript from the original institution. 

**APPEAL PLACEMENT PROCESS RESULTS:**

Students may appeal to retest one time: (Indicate if you are appealing to retake – English, reading, math, ESL and/or Concurrent Admissions)
- after 12 months has passed from previous test or
- based on compelling evidence that the initial placement level is not an accurate reflection of the student’s ability or
- after proof of appropriate academic intervention has occurred.

Please Note: Once a student has begun the course sequence, retesting is not allowed.

**APPEAL A COURSE PREREQUISITE OR COREQUISITE:**

**COURSE I WISH TO ENTER:**

**PREREQUISITE I WISH TO APPEAL:**

**INSTITUTION WHERE PRE OR COREQUISITE WAS TAKEN:**

Note: A decision will be made within 5 working days. If a student’s registration date has passed or is within the 5 working day processing period, a non-course equivalency will be entered into the system (by the end of the next business day) and registration will be temporarily permitted. Course registration is dependent upon the student’s registration date and course availability.

Pre and co requisites may be challenged for the following reasons. Please check the box which applies to you:

- [ ] Students may challenge a pre or co requisite(s) 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 official transcript(s) to RCCD from all prior institutions before the next registration cycle in order to permanently validate pre or co requisites taken at other institutions. _____ (Initial)
- [ ] Students may challenge a prerequisite based on the grounds that it has not been validated.
- [ ] Students may challenge a prerequisite 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. Please attach a detailed explanation of your request as well as supporting documentation.
- [ ] If a prerequisite for a course necessary for graduation, transfer or a certificate is not offered and the unavailability of said prerequisite 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 the Dean, Director of Diversity, Equity & Compliance and Chief Student Services Officer. The panel shall meet to review the petition.

**OTHER:**

- [ ] Please indicate the matriculation component that you are appealing and attach appropriate documentation to support this appeal:

Note: Students wishing to appeal the decision of the Dean may do so by meeting with the Chief Student Services Officer.

I have read and understand the following statement: In order to receive notification, your RCCD e-mail account must be set-up before RCCD sends an e-mail notification. An e-mail will ONLY be sent to your RCCD e-mail account if your appeal petition has been DENIED. If you have already registered for your course and your appeal petition is DENIED, you will be administratively dropped. _____ (Please Initial)

**Student Signature:**

**Date:**

**For Official Use Only:**

Appeal Petition is Approved: □ for __________ semester only or □ Permanently

Appeal Petition is Denied □

Comments

Signature of Dean (required) and Department Chair (if applicable): 

Date: __________

Please Note: This form must be returned to the college Matriculation Office for final processing.
# Reading placement scheme

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

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

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

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

Notes:
- LBQ “English Grade” = “What grade did you earn in your most recent high school English class?”
- RC = Accuplacer Reading Comprehension
English Placement Challenge Form  
Riverside Community College District, English Discipline

Name of Student: ____________________________  
Student ID Number: ____________________________  
Phone Number: ____________________________

<table>
<thead>
<tr>
<th>Check One</th>
<th>I placed into…</th>
<th>I am challenging into…</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English 60A</td>
<td>English 60B</td>
</tr>
<tr>
<td></td>
<td>English 60B</td>
<td>English 50</td>
</tr>
<tr>
<td></td>
<td>English 50</td>
<td>English 1A</td>
</tr>
</tbody>
</table>

I have attached a printout of my initial course placement to this form. I understand that I cannot challenge placement if I have attempted the course into which I placed unless 1 year has passed without further intervention. I also understand that I am not guaranteed a place in a class if my challenge is successful.

Student Signature: ____________________________

(The lower portion of this form is to be completed by the Department.)

Result of the English Placement Challenge

To Matriculation Specialist:
The student named above has challenged his/her initial placement in the English Composition sequence. He/She has completed a two-hour writing test that has been reviewed by at least two members of the English Discipline.

The request to allow the student to enroll in the next higher level course from initial placement has been

APPROVED          DENIED
(Circle One)

NOTE: This form must be signed by the Department Chair or designee within the English Discipline.

Date Completed Test Was Received: ________________

Date Challenge Was Resolved: ________________

Signed: ____________________________

White: English Department     Yellow: Matriculation Specialist     Pink: Student

05/06
Retest Policies as of March 1, 2012

Students may appeal to retest one time after 12 months has passed from previous test date or based on compelling evidence that the initial placement level is not an accurate reflection of the student’s ability or after proof of appropriate academic intervention has occurred. The process is initiated by the student at the Counseling Department or a visit with a counselor. When processing the Matriculation Appeal Petition to retest:

- **Math:**
  - If a student has started the course progression (D,F,NC, NP, W,I) and
    - has expired test scores or;
    - has current test scores
      - He/she would need to have an appropriate intervention (such as a Workforce Prep module) in order to retest.
  - If a student has expired test scores and has started the course progression (D, F, NC, NP, W,I)
    - Forward appeal to administrator with supporting documentation for final review

- **English:**
  - If a student has started the course progression (D,F,NC, NP, W,I) and
    - has expired test scores or;
    - has current test scores
      - If it has been a year or longer since attempting an English course, the student could retest, or;
      - If he/she has an appropriate intervention (such as a Workforce Prep module), he/she could retest.

- **ESL**

  Students must take the PTESL or the prerequisite course regardless of Accuplacer score or completion of any English course. Placement in ESL courses is independent of placement in or completion of English courses. After PTESL placement, students have the option to take an ESL course at the recommended level or any lower level in the sequence of courses.

  - Once a student is enrolled and participating in a class, retesting is not allowed. Students who are not satisfied with their placement scores have the right to “challenge” the course with the discipline.
- If it has been a year or longer since attempting an ESL course or since the most recent placement score, the student has the right to retest.
- If a student is ill or has extenuating circumstances such as a recent arrival in the U.S., that student may be allowed to retest. The student may be asked to submit proof of the situation prior to retesting.

Reading

If a student has started the course progression (D,F,NC,NP,W,I) and
- has expired test scores or;
- has current test scores
  - He/she would need to have an appropriate intervention (such as a Workforce Prep module) in order to retest.

If a student has expired test scores and has started the course progression (D, F, NC, NP, W,I)
  - Forward appeal to administrator with supporting documentation for final review
RESOURCES

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