Credit

Student Success and Support Program Plan

2015-16

District: Riverside
College: Riverside City College

Report Due by
Friday, November 20, 2015

Email PDF of completed plan to:
cccsssp@cccco.edu
and
Mail signature page with original signatures to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549

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

INTRODUCTION

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

More specifically, colleges are to:

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

INSTRUCTIONS AND GUIDELINES

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

The program plan is set up as a Word document. As you enter your responses below each question, the document will expand to accommodate the information provided. *Colleges are to use the template as provided.* When complete, also save the document as a PDF file and email it as an attachment to cccsssp@cccco.edu with the name of the college and "SSSP Credit Program Plan" in the subject line. Mail the signature page with the original signatures, along with the separate Budget Plan signature page, by the due date (Oct. 30th).

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

All state-funded SSSP services, procedures, and staff activities must be described in the program plan. Section 78211.5(b) of the Education Code permits districts and colleges to expend these categorical funds only on SSSP activities approved by the Chancellor. Please be sure all expenditures

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

[2] A first-time student is defined as a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education, and concurrently enrolled high school students.

[3] The program plan is now required on an annual basis due to new SSSP requirements focusing funding on core services, changes related to priority enrollment, mandatory core services, and the significant increases in funding in 2013-14, 2014-15 and 2015-16. As implementation and funding stabilizes, this requirement may be revisited.

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

The SSSP Plan is divided into six sections. The Budget Plan is a separate document.

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

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

RESOURCES

- Seymour-Campbell Student Success Act of 2012
- California Code of Regulations
- Chancellor's Office Student Equity web page
- Accrediting Commission for Community and Junior Colleges
- Chancellor's Office Basic Skills website

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: ___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* and *California Education Code* sections 78210-78219.

Signature of College SSSP Coordinator: _____

Name: Dr. Fabienne S. Chauderlot, Dean, Library, Counseling, Academic Support Date: _____

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

Name: Cecilia Alvarado, Interim Vice President, Student Services_____ Date: _____

Signature of the Chief Instructional Officer: _____

Name: Virginia McKee-Leone, Acting Vice President, Academic Affairs __ Date: _____

Signature of College Academic Senate President: _____

Name: Dr. Mark Sellick _____ Date: _____

Signature of College President: _____

Name: Dr. Wolde-Ab Isaac _____ Date: _____

Contact information for person preparing the plan:

Name: _Dr. Fabienne S. Chauderlot_____Title: _ Dean, Library, Counseling, Academic Support __

Email: _fabienne.chauderlot@rcc.edu_____ Phone: _____951-222-8038_____

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Email: _fabienne.chauderlot@rcc.edu_____ Phone: _____951-222-8038_____

SECTION II. PLANNING & CORE SERVICES

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

A. Planning

1. a. Describe the planning process for updating the 2015-16 SSSP Plan.

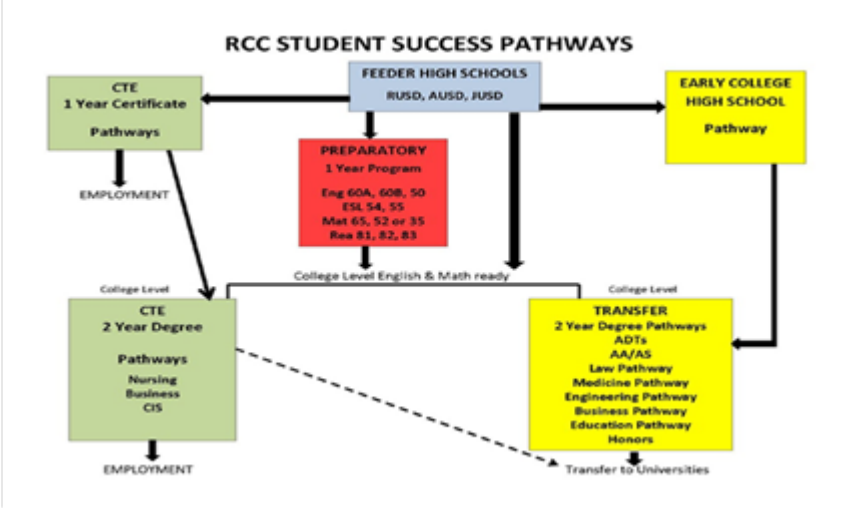
   The College Strategic Plan is organized through a structure that has been developed with the full involvement of the Senate and is composed of the representatives of the college community faculty. Staff, administrators, and students collaborate with college partners, namely the feeder school districts, the receiving Universities, the business community represented by its chamber and the community at large represented by its various organizations, for instance Latino Network or NAACP.

   The college strategic planning council is supported by for major councils that cover or reflect all the college responsibilities and/or activities i.e. the Academic Technical Career Leadership Council, the Student Activities and Support Leadership Council, the Institutional Effectiveness Leadership Council, and the Resource Development Leadership.

   Therefore all planning is led and coordinated by these four councils. The Councils that represent all the stakeholders are in turn supported by a number of sub-committees responsible for specific areas. For instance, ACTPIS, Academic and Career/Technical Programs and Instructional Support, is supported by the Enrollment Management Plan, the Institutional Comprehensive Program Review, the Educational Master Plan, and the Student Success Pathways. Furthermore we have sub-committees that are shared by more than one Council, for instance the Student Success and the Student Equity ones are shared by both ACTPIS and SAS, Student Access and Support, councils. The manner of planning is designed to reduce dis-coordinated outlier planning, increase coordination of the planning process, and optimize institutional effectiveness by enhancing efficiencies and effectiveness factors of planning.

   The student success committee composed of representing faculty, staff administrators and students developed the plan which was reviewed by the ACTPIS and the Senate before it was submitted to the President's Leadership Council for final approval. The college recognizes that its first time college students come to college with inadequate academic preparation with less than 10% at college level in Math and less than 30% college ready in English. And the majority of students declares their interest in the AA/AS degree and transfer track, with about 25% entering in the CTE programs.

The college has developed a student success pathway that is designed to reduce the time for remediation and shorten the time for graduation with a goal to complete remediation within one calendar year and complete the Associate degree within two years for all full time students. On the basis of their academic degree of preparation and career interest students are sub-classified into three major pathways, namely Remediation/Development, CTE, and Associate Degree for Transfer.



Furthermore, the latter pathway subdivides the group into the STEM and non-STEM path. While there may be some overlap the academic and student support needs of each of these major pathways irrespective whether the student is full-time or part-time are sufficiently different that a separate package of integrated student academic support is being developed. The goal of the SSSP program is to significantly increase the success of students in each of the named pathways in all the identified parameters. The disparity in the achievement levels between various groups within each of the pathways stream is being handled through the Equity plan therefore the two project work to complement each other's goals.

To consistently and coherently support and track students' progress through each pathway, the college has adopted the following definitions:

Basic Skills: Student enrolled in a Math, English, ESL, or Reading course one or more levels below college level.

CTE: Student enrolled in a course designated as a CTE Course based on the MIS coding -- and not enrolled in a Basic Skills course.

Transfer: Student not enrolled in a Basic Skills or CTE course and enrolled in a course designated as a Transfer Course or CTE & Transfer Course based on the MIS Coding.

For this report if the student was enrolled only in CTE courses NOT eligible for transfer, they were counted as CTE Pathways students. If the student was enrolled in Transfer & CTE courses they were counted in Transfer. The count below represents a unique headcount for 2014-15: a student in Basic Skills cannot be counted in CTE or Transfer even though they may be enrolled in one of more courses of that type.

Basic Skills Pathway Students

	Gender			
Race / Ethnicity	**Male**	**Female**	**Unknown**	**Total**
African American	233	294	3	530
Asian	169	134	0	303
Hispanic	1,693	2,533	18	4,244
International	127	76	2	205
Native Amer/Alaska Native	9	13	1	23
Native Hawaiian/Pac Islander	14	15	0	29
Two or More	86	129	3	218
Unknown	9	18	4	31
White	411	556	9	976
Total	**2,751**	**3,768**	**40**	**6,659**

CTE Pathway Students

	Gender			
Race / Ethnicity	**Male**	**Female**	**Unknown**	**Total**
African American	100	195	2	297
Asian	91	124	1	216
Hispanic	689	907	7	1,603
International	11	8	0	19
Native Amer/Alaska Native	4	3	0	7
Native Hawaiian/Pac Islander	4	3	0	7
Two or More	46	77	0	123
Unknown	4	9	0	13
White	349	526	7	882
Total	**1,298**	**1,852**	**17**	**3,167**

Transfer Pathways Students

	Gender			
Race / Ethnicity	**Male**	**Female**	**Unknown**	**Total**
African American	747	881	6	1,634
Asian	608	557	6	1,171
Hispanic	4,150	5,328	35	9,513
International	85	64	1	150
Native Amer/Alaska Native	19	29	0	48
Native Hawaiian/Pac Islander	48	34	0	82
Two or More	310	424	3	737
Unknown	79	88	13	180
White	1,705	2,140	19	3,864
Total	**7,751**	**9,545**	**83**	**17,379**

As we progress with that model, the pathways have been better organized with refinements that address the needs of the subgroups within each major pathway. Counseling played a major role in mapping out the course series and progression in designing these pathways. For instance, in the Remediation/Developmental Education program, a separate path has been charted for students depending on their degree of preparation as shown in the various levels below in English and/or Math. For the AA degree and transfer, 24 Associate degrees for transfer to CSU and 10 degrees for transfer to UC have already been developed. In parallel, the concept of faculty advisory system and the system defining the roles and mapping the areas of collaboration between the faculty advisors, educational advisors, and the counselors has been completed. Furthermore, the combination of tutors and supplemental instructors that will be needed in each of the pathways has also been worked out. Since the specific needs of each of these pathways are different, an extensive faculty and staff development program is planned to equip all the involved personnel with adequate training so that the integrated and comprehensive student academic support can be effective in supporting student success.

Integral to our planning, our Counseling department is involved and represented in our various committees: ACTPIS, SASCL, the Student Success Committee, Senate, and Equity. Counseling is integrated in all the decision bodies that participated in the planning. The Pathways program at RCC has had a huge impact on counseling, specifically in increasing the collaboration between counseling faculty and instructional faculty. Counseling continues to provide resources and training as the role of faculty advisors emerges. Responsibilities of counselors, faculty advisors, and educational advisors have been outlined so that all parties can work together to provide students with meaningful and planned contacts throughout their academic career at RCC. This is an area that continues to expand in order to increase faculty and student engagement across the college.

It is within this new structure that the 2014-15 plan was updated. An informal work group, that has been expanded and constituted as the SSSP advisory committee this year, was

formed in 2014-15 under the direction of the then Vice President of Student Services to delineate activities in each of the core and follow up services for 2014-15, compile proposals for improvement and new initiatives, update previous results on the basis of institutional effectiveness provided data and accomplishments, address unplanned contingencies, and align projects with the strategic objectives as explained in the various strategic plans under the umbrella of the Educational Master Plan. Given that this was the first time that SSSP was pursued at the college, individual members met with the Vice President for focused review of the accomplishments generated as a result of the plan as well as those that may not have been envisioned, and improvements to consider as lessons learned during that first year. Work group members were also recommended to identify the factors that may have led to incomplete fulfillment of the objectives and decide which goals to renew, modify, or discontinue in the 2015-16 cycle.

The work group included all members from the writing Workgroup and contributions from the Student Success Committee. Thirty days after the conclusion of the Spring Semester 2015, Assessment Orientation and Counseling activities reporting was compiled and submitted to the District and the State on services provided. To meet state mandate an MIS report was collected.

For the 2015-16 plan, emphasis was put on conceiving SSSP activities in light also of the work of the Student Equity Committee and their recommendations in their 2014-15 plan. Extensive data was provided by Institutional Effectiveness to precisely identify the target groups particularly at risk in terms of each of the indicators:

- Access
- Success
    - Course Completion
    - ESL and Basic Skills completion
    - Degree and Certification Completion
- Transfer

One objective for 2015-16 is to leverage expertise and activities and create synergies between the initiatives on both SSSP and Equity sides so as to increase efficiency in the use of resources and maximize beneficial impact on the students. Another objective is to encourage a campus-wide systematic use of the same extensive core of data for all student success support and services decision to be driven an up to date, accurate, and detailed understanding of the current needs for students and focus on qualitative and quantitatively defined measure for their success be it along the college structural pathways or their progression towards the variety of their individual goals.

At the beginning of the school year all the constituents of the work group in Student Services, Counseling, Academic Support as well as representatives of the faculty working on creating a faculty advising program in collaboration with counselors were asked to prepare revisions and proposals to implement in the 2015-16 plan and present to the Academic Senators for information, input, and dialogue. A recapitulation meeting was convened in

October to finalize the draft document prior to submission to the President, Board of Trustees, and Chancellor.

Internally, the work group is now working to ensure that the SSSP plan is aligned with the strategic goals detailed in the Educational Master Plan, the Strategic Plan, the Student Equity Plan, Basic Skills initiatives, the Accreditation Self-Study, and departmental program reviews. Traditionally this college operated on a yearly review cycle, this year we are shifting to a five year plan the program review to list accomplishments, ongoing activities, and challenges. On that basis goal recommendations are currently on going. Since the departure of the previous Vice President of Student Services, the Dean of Instruction of Library, Counseling, and Academic Support has been appointed to coordinate the SSSP plan efforts. The Dean is also assigned the coordination of the Student Equity Plan led by its Chair who was a member of the Educational Master Plan writing committee. Members in the SSSP work group also participate in the Student Equity committee along with a number of other faculty led committees such as the Student Access and Support, the Academic & Career / Technical Programs & Instructional Support councils. The Chair of the Student Equity Committee is a faculty and she has been included in discussions of SSSP activities proposals as well. Similarly the Acting Vice President of Academic Affairs and the Interim Vice President of Student Services are partners in the coordination of both plans. An effort is therefore made to integrate activities on both student services and academic sides to ensure coherence and collaboration in furthering student success and bridging equity gaps.

b. What factors were considered in making adjustments and/or changes for 2015-16?

A number of structural factors entered into consideration while conceiving the 2015-2016 plan. The departure of the Vice President of Student Services at the end of Spring and the assignment of the plan coordination and writing to an academic Dean revealed the need to implement systematic transfer of information practices and regular tracking processes capturing the progress of programs and initiatives in the various student services departments on a quarterly basis. It is expected that the increase in staff allowed by this year's SSSP funding will enable the college to equip itself with robust qualitative and quantitative targeted reporting in terms of projects and initiatives, in addition to the extensive general ones provided by Institutional Effectiveness about students. Another factor was the creation of a new division gathering Library, Counseling, and Academic Support under one umbrella to provide a comprehensive integrated series of support services that parallels the integration of students' progress within the pathways model and a tailoring of services for students in each pathway. Also of importance was the integration of Equity initiatives in the planning of student services to ensure complementarity, leveraging of resources, and synergy. While two new counselors and two new educational advisors were added to the Counseling team to strengthen the implementation of the pathway model last year, there is a need to add more counselors and support staff to integrate services, develop liaisons to work with specific group of populations and their

various faculty advisors, and to start working towards the case load management approach required by the new RCC model.

c. In multi-college districts, describe how services are coordinated among the colleges.

Riverside Community College District is a multiple college district comprised of Riverside City College, Moreno Valley College, and Norco College. The district maintains a one curriculum approach and it also shares a common student information system. Towards this end, the policies and practices that govern the areas of assessment, orientation, and counseling services are uniform and are highly coordinated amongst the three colleges. To ensure that this coordination is maintained, the district has established ongoing monthly multi-college work groups for the areas of Admissions and Records, Financial Aid, Evaluations, and Matriculation. Currently, one third of the RCCD District Evaluators are housed at the RCC campus. While operational practices are college-specific, we have created opportunities for continued collaboration and the sharing of best practices within our district through our regular monthly coordination meetings with the Vice Presidents of Student Services, along with the Vice Chancellor of Educational Services and the Associate Vice Chancellor for Information Technology to discuss issues that affect each of the colleges.

Counseling representatives of all three colleges meet regularly in a district wide committee – twice a term – to discuss common themes and topics that impact student success: faculty advising, deployment of online SEPs, counseling effectiveness, change in orientation order to OAC. The discipline facilitator is rotated every other year as each college takes the lead of the discussions.

Furthermore, there are district-wide workgroups and ad-hoc groups for such joint concerns as: integrated online SEP/degree audit workgroup, student portal, and enrollment priorities. For example, technology is a major category in which coordination took place in pursuit of the 2014-2015 SSSP plan. In the Riverside Community College District student registration and student educational plans are accomplished through shared technology. Throughout 2014-2015 a district-wide committee met to create a new student portal that would integrate student registration and educational planning, and new on-line abbreviated and comprehensive educational planning forms for the use of students and counselors, in alignment with the SSSP plans of all three district colleges. These efforts are ongoing and will be increased throughout 2015-2016 as the Data Work Group model that was developed last year at Moreno Valley College is adopted by Riverside City College. The group gathers Deans of Student Services, counseling clerks, SSSP assistant where there is one, counselors, the Deans of Institutional Effectiveness, institutional and application support specialists. As of this year, they are being expanded to include student leaders and faculty members. The goal is to refine practices and address process problems to ensure our MIS data is accurate and reliable at all times. We intend to create a cycle of information generated each semester to support the progress of each of our work groups.

In addition, to facilitate addressing our students' various but often common challenges, and reinforce the beneficial impact of our services as students may take classes in our three institutions at any given time in their cursus, the plan coordinators of the three colleges – Dean of Library, Counseling and Academic Services at Riverside Community College, Dean of Student Services at Moreno Valley College, and Dean of Student Services at Norco College – have engaged in an in-depth discussion of their reciprocal objectives and approaches and their alignment with the District strategic goals. The objective is to share lessons learned, best practices, and successful measures as well as to contemplate original and creative options to improve our services and efficiency.

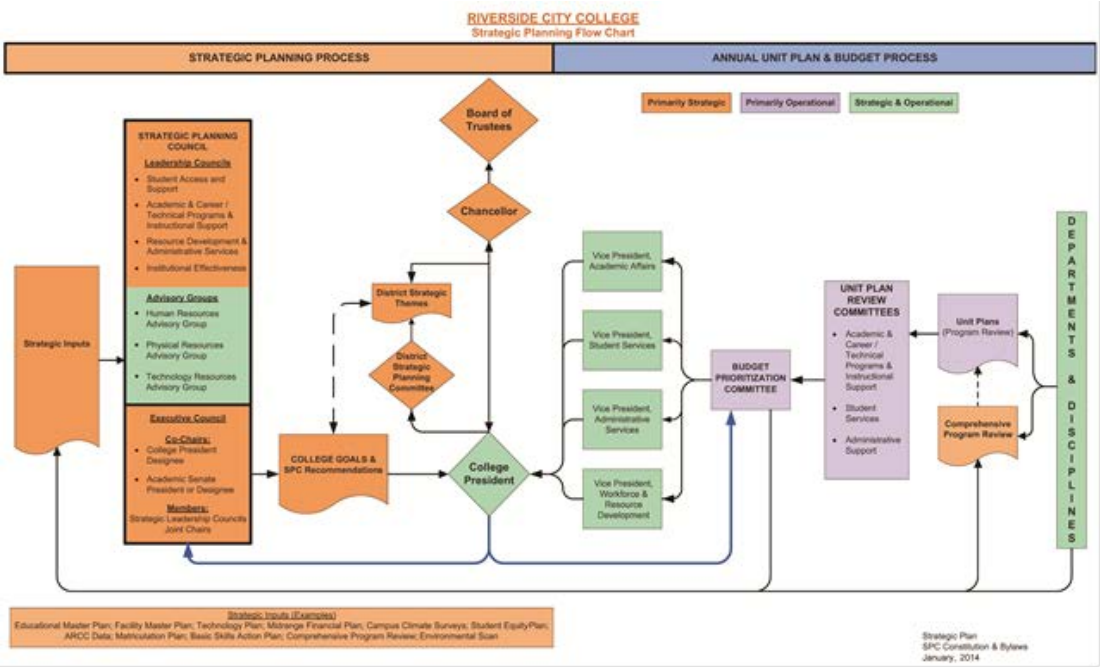
d. Briefly describe how the plan and services are coordinated with the student equity plan and other district/campus plans (*e.g.*, categorical programs) and efforts including accreditation, self-study, educational master plans, strategic plans, Institutional Effectiveness, the Basic Skills Initiative, Adult Education (Assembly Bill 86), and departmental program review.

SSSP plan and services are coordinated with all other college plans as the College has recently restructured its strategic planning under the umbrella of the Educational Master Plan. Every effort is made to constantly keep programs, initiatives, and state requirements such as AB86 consortium work aligned with the new 2014-1025 Educational Master Plan. In that regard a 2015-2020 Strategic plan and Student Success plan have been drafted and are under final revisions. They are both informed by and guiding developments in student services.

Over the last few years the college has developed several successful, but limited programs (Completion Counts, CAP, Puente, etc.) that have improved student success and retention rates more dramatically than the overall college success and retention rates. The Student Success Pathways Initiative uses some of the successful strategies—such as block scheduling, two-year contracts, and integrated academic support—on a larger scale to reduce the amount of time it takes for students to graduate and/or transfer, to complete a certificate, and to prepare for college-level work. This revised plan gradually increases the number of students (approximately 1000 per year for the next five years) into clear CTE and degree/transfer pathways and reduces the amount of time for remediation.

The revised 2015-2020 Strategic Plan makes student success and completion the focal point of all planning activities. After assessing the key performance indicators from the 2009-14 Strategic Plan, and after completing the 2014 Institutional Self Evaluation Report, the college recognized that its student success rates had become static and that the institution needed to develop strategies to improve student success and student completion. Moreover, after assessing the decision-making procedures and evaluating the planning processes, the college embarked on a year-long effort to refresh its long-term plans and to integrate the somewhat disconnected college committees into the strategic planning process. As a result, a number of college committees were eliminated,

and a number of separate Academic Senate committees became advisory or workgroups for the Strategic Planning Leadership councils (See below). Also, the strategic planning process itself has become more efficient. Each leadership council now has both strategic and operational responsibilities. This change allows the councils that develop long- range plans to ensure that the yearly operational planning supports and implements the long-range plans that make student success and completion the principal aim.



These efforts have served as a catalyst for the college to re-think how best to improve student success and completion by creating an integrated planning process. Also, the normal cycle for refreshing the college's Strategic Plan and its Educational Master Plan has allowed the college to overhaul its planning processes. All of the college's assessment activities have provided the data to refresh the college's long-term plans, including the Educational Master Plan, the Facilities Master Plan, the Technology Plan, the Student Equity Plan, and the Assessment Plan. The college has also developed a Human Resources Plan, a Student Success Plan, and the Pathways Initiative, which is the primary strategy for improving student success and completion rates.

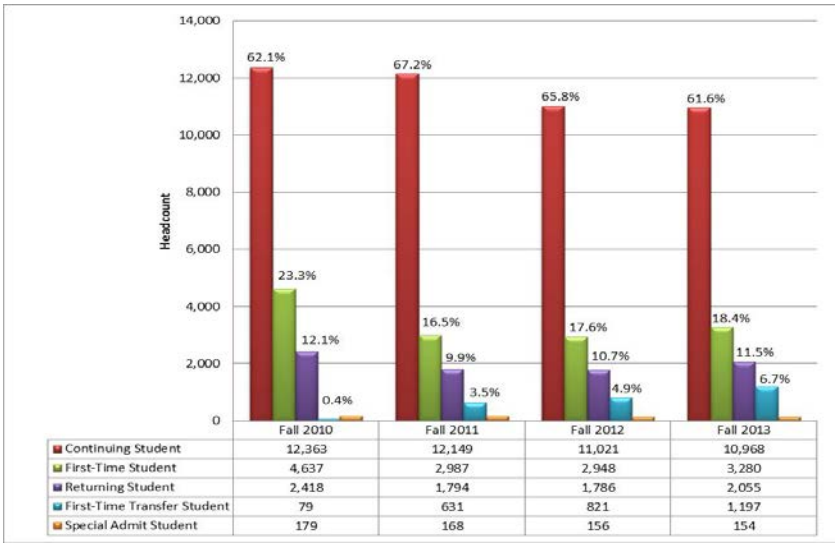
In parallel, the Program Review process being implemented in 2015-16 will assist all areas of the college in integrated / coordinated planning by putting all divisions as well as non-instructional areas on the same five year cycle of comprehensive planning followed by annual updates to help the college address the challenges posed by fragmentation. The new five-year program review cycle will provide a framework in which programs and disciplines can have substantive conversations about not just individual courses as they update curriculum, but conversations about program learning outcomes, about curriculum design/ structure and sequencing as well as the support needed by students to move along the pathways in a timely manner

Thoroughly woven into the integration of the plans is an ongoing thorough data analysis conducted by the college's Institutional Effectiveness office. As one of Riverside City College's five strategic planning goals, the mission of Institutional Effectiveness is to encourage efficiency, expand organization capacity, and inform conversations that promote access and efficiency; integrate research, assessment, and program review to enhance understanding of student learning, and facilitate accountability, transparency, and evidence-based communication to improve student success and completion. In these respects, a culture of enquiry and data-driven planning and decision is permeating all student success and support programs. SSSP on-going activities are informed by the integrated research, assessment, and program review processes that enhance every stakeholder's understanding of student learning.

New SSSP initiatives are also framed by broader recent State programs. Member of the SSSP Workgroup also participate in the ABout Students Regional Consortium (AB86) which is coordinating the adult educational services in five program areas: Basic and Secondary Skills (H.S. Diploma and G.E.D), ESL (classes for immigrants), Career and Technical Education (Short-term), Adults with disabilities and Apprenticeships. The goal is to provide adult learners access to appropriate courses and increase capacity within all programs. Additionally, an alignment of Transitions and Pathways and stronger Outreach and Support Services is at the core of the work being done to help students accomplish their educational goals.

2. Describe the college's student profile.

Riverside City College had a total, unduplicated headcount enrollment of 26,612 students in 2014-2015. As with most colleges, RCC enrolls more women than men (56% women and 44% men). RCC's student body is diverse in many different ways. Looking at students by enrollment status, Continuing Students – students who were enrolled in the last fall or spring term – make up the majority of RCC students. The next largest group is First-Time students.

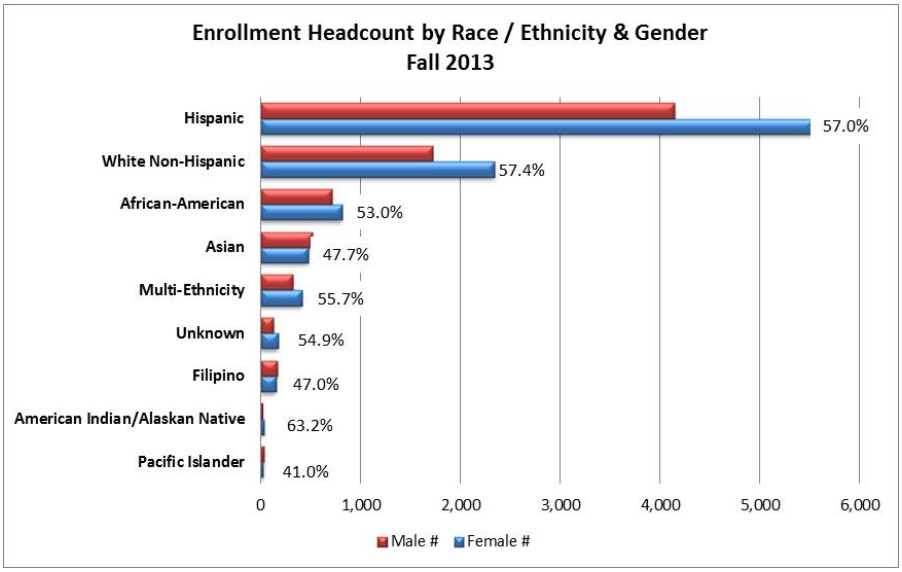


	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Continuing Student	12,363	12,149	11,021	10,968
First-Time Student	4,637	2,987	2,948	3,280
Returning Student	2,418	1,794	1,786	2,055
First-Time Transfer Student	79	631	821	1,197
Special Admit Student	179	168	156	154

1- Riverside City College Headcount Enrollment by Student Status

RCC students are largely traditional-age. Over 70% of Fall 2013 students were 24 years old or younger. This age distribution has remained consistent over the last several years.

The College's diversity mirrors the diversity of the surrounding community. Riverside City College enrolls a large number of traditionally underrepresented minority students including a large population of Hispanic students. The graphics below show the race and ethnicity for the College for both Fall 2013 and over time from 2010-2011 through 2013-2014.



2- Riverside City College Fall 2013 Enrollment by Race / Ethnicity

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

   One of the new college goals, Community Engagement, leads to developing partnerships with the feeder school districts to create more seamless educational pathways for students in general and to increase the collaboration between high school and college counselors in a number of ways.

   RCC's interactions with feeder high schools are multiple and well established. To help the college reach identified goals for access, retention, success, and equity, the college will continue to collaborate with its K-12 partners to provide a seamless transition to the college by

   1. Increasing regular communication and collaboration with the high schools in the RCC service area through reciprocal exchanges, such as the "I am going to RCC" workshop and the breakfast between counselors and faculty to ensure more high school students are accurately informed of the college's programs and to ensure that curriculum is better aligned;

   2. Reducing the time for remediation by continuing to assess the success / impact of various programs, such as summer programs that combine college success strategies and intensive basic skills work to help students accelerate through basic skills courses and be better prepared for college culture and expectations; expanding offering of remedial offerings in feeder high schools during students' senior year;

   3. Developing and institutionalizing more robust pre-enrollment orientations that involve not only RCC's diverse students but their families so that students identify clear educational goals early on, develop a student educational plans, and more clearly understand college culture and expectations;

   4. Expanding faculty advising programs and creating peer mentor programs to augment work done by counselors and educational advisors and to enhance student engagement and success;

   5. Expanding the early college model to all the college's feeder high schools;

   6. Initiating a summer bridge program for students ready for a transfer pathway to facilitate their transition to college.

   In general, Riverside City College participates in and facilitates a number of partnerships with local area high schools. Specifically, Outreach schedules parent nights at each high school within Riverside Unified School District (RUSD) to review the RCC application and orientation processes as well as to provide an overview of available services for incoming students. As we step up our implementation of college courses within our partner high-

schools, the need to provide outreach is increasing. In that regard, our Financial Services plan to recruit an Outreach Specialist to provide important financial aid application and walk students through the enrollment steps. The specialist will also provide outreach on campus to faculty and club members as well as oversee state mandated events. An increase in coordination with the Welcome Center in terms of cross-training, providing daily information for students on campus, and improving our marketing plans and activities will be largely facilitated via this SSSP funded position. Due to current staffing shortage, presentation requests cannot always be satisfied both at RCC and on the high school sites. The specialist will be charged with implementing a more robust on and off campus outreach activities calendar for 2015-2016 and proactively plan an even greater increase for the years to come as our Pathway model is adopted by more students.

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.

Riverside City College organizes counselor to counselor training conferences with all feeder high schools to increase communication and partnerships. Information about pathways, jumpstart, summer bridges, and all RCC programs and services is provided and feedback gathered for continuing improvement. Similarly, transfer center activities and fairs welcome university representatives from the Cal State and UC systems, as well as private universities: all come to provide workshops.

Furthermore, RCC and RUSD have signed a partnership agreement which will create middle college programs throughout the RUSD. A similar partnership agreement is being finalized with Jurupa Unified School District. In addition, RCC conducts on-site assessment testing at some of the key partner schools as well as scheduling special assessment tests on the RCC campus specifically for other partner schools.

Recently an extensive orientation on the student success pathway model, its goals, and strategies was presented in a meeting gathering super-intendents, chief academic officers and high-school principals. During a full day of joint workshops, RCC and feeder high-school counselors discussed not only the goals and strategies of the pathway model, but also the areas of collaboration that could strengthen the process and provide students clearer and more complete information earlier at the high-schools. Proposed also was the training of some of the high-school teachers in English and Math for them to co-design and teach a remedial course they would be offering at their high-schools. The objective is to run a special remediation program for high-school students and graduates so they can enroll with no further remediation.

The College has also signed an MOU for RCC to establish an early college high-school program at every feeder high school that will enable students to complete up to 30 units before they enroll at RCC, thereby shortening their time to graduation by one year. Joint workshops and training for the high-school teachers will be conducted as a sustained basis to strengthen the collaboration and make students' transition to College as smooth and seamless as possible.

Another key community partnership is represented by the campus's annual Cash for College program. This late February, the on-campus program is co-sponsored with RUSD, Jurupa Unified, Alvord Unified, Rubidoux Unified, as well as in conjunction with key higher education partners such as UC Riverside and Cal Baptist University. The purpose of Cash for College is to assist students and their families to complete the financial aid application process.

Riverside City College has also welcomed the request from the Come Back Kids charter school to offer their students an accelerated version of our Guidance 45 course. Last year's was held at the school but upon reflection, and assessment of results, it has been jointly decided to bring students at RCC this year and use the opportunity of their presence to introduce them to all the college' services in situ, to optimize their experience and facilitate their first weeks on campus. Students will be guided through admission and enrollment processes and ready to enroll in the classes when the time comes.

From a broader perspective of partnership with the community, Riverside City College is also strengthening and expanding its Puente program thanks to Student Equity funds. Puente is highly regarded in the community and the mentoring program is composed of community mentors. Students attend different functions and community events (such as the local Latina film festival). Other groups also actively participate in the community to elevate services, such as those provided to our Veteran students.

B. Orientation

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

   Counseling has signed a contract with Comevo, in order to update the current orientation component to be college specific. In addition, counseling is researching the option of changing the order of AOC. It is imperative that students get foundational knowledge about College challenges, and realize the importance of their placement prior to taking the assessment test. We are considering changing to Orientation, Assessment, and Counseling to better meet the needs of our students. Students continue to come unprepared for placement testing, therefore changing the order from AOC to OAC will allow for an earlier and more concerted effort to emphasize the importance of the placement test. Students

are provided information in a myriad of outreach activities and this will be one additional attempt to provide students with pertinent information before testing.

The online orientation session introduces students to the services and educational programs at Riverside City College; provides students with information on registration procedures and placement results; and assists students in developing their first semester educational plans. Students are able to access the online orientation and advisement session 1 to2 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.

2. a. How many students were provided orientation services in 2014-15?

Orientation (MIS SS06): 3879 total including 2430 first-time freshmen

Assessment / Placement (MIS SS07 all options): 3892 total including 2695 freshmen

Assessment / Placement AND Orientation (MIS SS07 AND SS06): 2779 including 2202 freshmen

Assessment / Placement, Orientation, and SEP (MIS SS07, SS06, and SS09): 1998 including 1719 freshmen.

Between July 1, 2014 and June 30, 2015, 5662 student completed orientation following their assessment. From these, 3879 students, including 2430 first-time freshmen, enrolled per our MIS Student Success Data Elements dataset.

b. What percentage of the target population does this represent?

While all first-time non-exempt college students must complete a freshman on-line orientation/counseling session prior to registering for courses, 4295 students were first-time freshmen at RCC in 2014-2015. Thus, 56.6% of our first-time freshmen participated in the orientation.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

A new orientation for students and families was introduced three years ago as a Welcome Day day-long event. It has been increasingly more successful. This year, even more effort was put in providing students and parents a comprehensive overview of all student support services offered on campus. As a result, while during Fall 2014, Welcome Day drew 942 individuals, which included 110 parents and 832 students, Fall 2015, the most recent Welcome Day, drew 1,587 individual, which included 219 parents/guests and 1,368 students. Sign-in sheets indicate that information was provided in the following areas:

STEM: 19, Counseling: 94 Comprehensive SEPs, Fine Arts: 113, Student Services: 86, Creative Writing: 32, Nursing: 99, Health: 48. 717 students received ID cards at Welcome Day. RCC's Welcome Day continues to grow and is an efficient opportunity to provide first time students and parents with necessary information about RCC. This year counselors were on call to provide students with comprehensive SEP's as well.

Reason Code Summary Report

By Reason Code Only
8/29/2015 - 8/29/2015

Attendance: ☑ Attended ☐ Not Attended ☐ Not Marked ☐ Cancelled

Reason Code / Course	Description	Number of Student Contacts
AA	Academic Advising	31
ABBR-SEP	Abbreviated Student Ed Plan	1
COMP-SEP	Comprehensive Student Ed Plan	57
READMIT	Readmit Contract	1
	Total:	90

Welcome Day is a great venue to draw the parents' attention on the importance of establishing contact with counselors beyond the required orientation. It also increases their awareness of the importance of getting an SEP from the start and having it regularly updated. We will be multiplying the categorical programs information workshops as well as design informational sessions combining advice for students and their parents.

Counseling also met with students during the three Fridays of the summer bridge component in our Jump Start program to complete comprehensive student educational plans. One hundred seventy-seven students participated in the summer bridge components and two hundred students received advising, got their plans, or signed their readmit contract.

Reason Code Summary Report

By Reason Code Only
6/26/2015 - 6/26/2015

Attendance: ☑ Attended ☐ Not Attended ☐ Not Marked ☐ Cancelled

Reason Code / Course	Description	Number of Student Contacts
AA	Academic Advising	14
COMP-SEP	Comprehensive Student Ed Plan	54
READMIT	Readmit Contract	2
	Total:	70

Reason Code Summary Report

By Reason Code Only
7/10/2015 - 7/10/2015

Attendance: ☑ Attended ☐ Not Attended ☐ Not Marked ☐ Cancelled

Reason Code / Course	Description	Number of Student Contacts
AA	Academic Advising	9
COMP-SEP	Comprehensive Student Ed Plan	45
UPDTE-EP	Updated Student Ed Plan	1
	Total:	55

Reason Code Summary Report

By Reason Code Only
7/17/2015 - 7/17/2015

Attendance: ☑ Attended ☐ Not Attended ☐ Not Marked ☐ Cancelled

Reason Code / Course	Description	Number of Student Contacts
AA	Academic Advising	24
COMP-SEP	Comprehensive Student Ed Plan	50
UPDTE-EP	Updated Student Ed Plan	1
	Total:	75

In addition, there were a series of student success workshops including goal setting, financial aid, etc. that students were able to attend. The highlight for many students was the opportunity to participate in a college tour fieldtrip.

Given the success of students who participated in Jump Start in the summer of 2015, particularly in English, Academic Support services are working closely with the Math faculty to identify the challenges specific to that discipline and refine the components of the program to better serve their students' needs.

Jump Start is a three-week program designed for students that are placed in developmental English, reading, and/or math at two to three levels below transfer. Students are required to take the Accuplacer Assessment Test as they progress through the AOC (Assessment, Orientation, and Counseling) sequence. The Accuplacer placement summary determines whether the student is ready for college level English, Reading, and Math. The Academic Support office and Outreach office send email, phone, and postcard outreach to students that placed at two to three levels below transfer. The CAP Ed Advisor and RCC Outreach Ed Advisors inform students through high school counselors, parent nights, and student orientations about the summer Jump Start opportunity. Historically, we have offered two cohorts of Jump Start English + Reading (as co-curricular courses) and two cohorts of Math Jump Start at the beginning of summer sessions. We successfully tried and completed one cohort of Math Jump Start during winter intersession 2015. During summer 2015 we

completed six cohorts of English + Reading and six cohorts of Math Jump Start. Three rounds of Jump Start were staggered over the summer in three-week sessions over nine weeks. Two time frames for English + Reading were offered, and two time frames for Math were offered. Students were allowed to enroll in both, but encouraged to not do so synchronously so that they could concentrate on one subject at a time, increasing the likelihood of success.

Furthermore, in keeping with the President's objective to reduce time of remediation to one year, a significant increase in Jump Start sections is planned for 2016. Academic Support and Counseling are therefore already organizing to meet the increased demands in support, SEPs, and other follow up services by utilizing SSSP funding to add twenty hours weekly to the Jump Start educational advisor's appointment throughout the year. The table below shows the anticipated progression.

Only inlcudes students with 15 or more earned units as of the end of their first academic year (spring term)

	Fall 2013 First-Time Freshmen			***Fall 2014 First-Time Freshmen***		
Educational Goal (at first time of enrollment)	SEP ("P" Code)	Total First-Time Freshmen	% with SEP	Comprehensive SEP*	Total First-Time Freshmen	% with Comprehensive SEP*
Degree	44	84	52.4%	124	191	64.9%
Degree and Transfer	618	973	63.5%	480	766	62.7%
Transfer	117	206	56.8%	98	160	61.3%
Certificate	5	12	41.7%	3	28	10.7%
Basic Skills / Developmental Ed	2	8	25.0%	0	6	0.0%
Career Advancement	2	14	14.3%	1	4	25.0%
Discover Interests	9	23	39.1%	0	2	0.0%
Four Year College Student taking Credits	19	32	59.4%	19	53	35.8%
Maintain Certification	4	9	44.4%	0	3	0.0%
Undecided	64	115	55.7%	4	19	21.1%
Total	884	1476	59.9%	**729**	**1232**	**59.2%**

**Beginning in Summer 2014, the tracking and reporting of SEP completion has been enhanced, changing the coding of SEP's.*

% of First-Time Freshmen who completed a Comprehensive Student Educational Plans (SEP) in their first year of enrollment							
	2013-2014	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2010**
First-Time Freshmen who completed at least 15 units their first year	59.9%	59.2%	65.0%	70.0%	75.0%	80.0%	85.0%

If a student received both Counseling and an SEP, they are counted in the SEP category

Many special programs throughout RCC hold their own specific orientations for students accessing their services, in addition to mandated AOC. These programs are: Puente, Honors, EOPS, and CAP. These orientations are provided face-to-face in small groups. In addition, RCC Outreach staff and student ambassadors provide regular information to incoming students explaining the Pathways program in detail. Parent nights are included in these presentations to all feeder high schools.

Beyond Orientation itself, Counseling is working with Educational Advisors to develop workshops for students who still have questions after they have gone through the AOC program. We are going to provide additional information to help students navigate the college registration, programs, and services, as well as the pathways system. The division of Library, Counseling, and Academic Support is also looking into providing orientation follow-up and expansion workshops for students unable to attend events like Welcome Day. In

that respect, we will be looking into adding four hours of counseling by two counselors two evenings and one Saturday morning so that our evening and working students equitably receive comparable services.

New this year as well is the campus' planning to sponsor a spring day-long workshop, *I am going to RCC*, for up to 1,200 prospective incoming students. This event will complement the existing Welcome to Riverside City College Day that takes place the Saturday before fall classes begin. The purpose of the workshop will be to facilitate the completion of applications, to further the completion of financial aid applications, and to make registration for the Assessment tests easy. By funding this event from the SSSP grant, Riverside City College commits to further encourage low income, current and former foster youth, veterans, students from ethnicities historically underrepresented in higher education, and students with disabilities, to visit RCC in order to apply for admission, learn about financial aid, assessment, transfer to university and admission, as well as all student and academic support services at their disposal on campus. The counselors, educational advisors, and staff in charge of organizing the event will also work closely with the members of the Equity Committee and faculty advisors to ensure that vulnerable populations are thoroughly informed of the benefits they can gain from signing up in one of the pathways. An increased collaboration with local high schools and their counselors is also planned to ensure maximal participation, 1,200 students are anticipated our first year, and post-even follow up in the high schools.

Beyond this particular event, throughout the year, counselors and educational advisors will work with the input of faculty advisors to conceive an orientation module specific to each pathways. This will scaffold another level of orientation to ensure students are fully informed of the benefits as well as the requirements of their following an identified pathway. To facilitate this work and respond to the increasing demands in services resulting from the State's mandate and the Pathway restructuring, Counseling is counting on this year's SSSP grant to add two additional full time counselors as well as planning on 4,650 hours in additional counseling work if immediate hiring is not feasible. It is the hope of Counseling that these positions, while categorically funded, be opened as tenure track and the request has been made to the President and hiring prioritization decision makers. They have also been made aware of the increasingly competitive landscape in terms of counselor pool as SSSP allows for additional recruitment system wide.

3. a. Are orientation services offered online?

The online orientation session introduces students to the services and educational programs at Riverside City College; it provides students with information on registration procedures and placement results; and it assists students in developing their first semester educational plans. Students are able to access the online orientation and advisement session 1 to2 business days after completion of their assessment test. To access the session they log into their Webadvisor account and select the on-line orientation link under the

academic planning header. Counseling faculty work with other departments and services to ensure the information provided to students is accurate and up to date. In addition, if the order is changed from assessment first then orientation to starting with orientation, there will be coordination with IT staff to ensure the process is seamless.

The Counseling department, in conjunction with other support services, is 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. In addition, there may be a change in the order of these specific services to ensure that students understand the importance of the assessment test prior to taking it.

b. Identify any technology used to provide orientation, including any commercial or in-house products in use or under development, and annual subscription or staff support requirements.

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 in conjunction with Comevo Software and services. This software was purchased in Fall 2015 and there are plans to be operational by Fall 2016. 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 Fall 2016. Counseling faculty members have updated the orientation script and videos which will be accessible to Comevo as we design the newly updated orientation. One of our sister colleges, NORCO College is in the process of completing the setup of the software. Their lessons learned, understanding of the challenges, and the solutions they have elaborated will be shared with Riverside City College. District and campus designated IT staff will work along with Comevo technical support personnel to ensure that the back-end information is resulting in students receiving credit, and 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.

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

   Orientation Checklist (Required Policy or Procedure)
   (1) Academic expectations and progress and probation standards pursuant to section 55031;

(2) Maintaining registration priority pursuant to section 58108;
(3) Prerequisite or co-requisite challenge process pursuant to section 55003;
(4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621 including changes included in SB 1456
(5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
(6) Academic calendar and important timelines.
(7) Registration and college fees.
(8) Available education planning services

Counseling faculty have designed the script, information, and video that will be used with Comevo and will ensure that all components are met. The plan is for the college specific orientation to go live by Fall 2016. Various departments, programs, and faculty have provided information and input into the new script to ensure that all areas are covered:

1.) Academic expectations and progress and probation standards pursuant to selection 5031; within the RCC orientation, detailed information specifically outlines 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. A criterion for each group is identified for all special groups assigned to Priority A. The orientation also reminds students that they must complete orientation, counseling, and assessment prior to being able to register 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. Updates are in place given the upcoming change in policy. In addition, there is a link that brings students directly to

the FAFSA website and/or Dream application website. Changes included in SB 1456 will be outlined.

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.

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

- Information about the Associate Degree for Transfer (ADT's)
- Information about RCC programs and services available to assist with student success
- Future plans include updating and providing a more interactive approach, to captivate students and prepare them for success at RCC
- The importance of finding an appropriate student success pathway that takes into account the student's degree of preparation

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

The individuals associated with orientation are in all Student Services programs and orientation is embedded in their general functions.

# of FTE	**Title**	**Role**	**Funding Source (SSSP/Match/GF)**
Time as needed	Counselors	Two counselors are taking the lead on coordinating materials and resources needed for the orientation.	Match
Time as needed	IMC Staff	Provide the filming and technology support needed to coordinate with Comevo for uploads to orientation.	Match
Time as needed	IT Staff	Backend help with ensuring students are given credit; writing language so coded properly	Match

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

Budget Code	**Expenditure Title/Description**	**Funding Source (SSSP/Match/GF)**	**Amount**
12DZE11900646000802119	Specialist	SSSP	93,782
12DZG11900645000804555	Copying/Printing	SSSP	500
11DZJ10000682800002117/2119/2129	CL Outreach Staff	Match/GF	47,510

C. Assessment for Placement

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

   We are revisiting our policy of accepting SAT/ACT scores for assessment because the 6/11/15 letter from the CCCCO stated it was in violation of Title 5 regulations.

   We are preparing to hire an additional Assessment Specialist in order to alleviate the staff reliability issues cited in last year's plan as well as our Program Review for several years. This new position will also allow us to expand services into some evening and weekend testing, and it will enable us to provide more on-site testing at local area high schools and community agencies.

   Counseling will research a new process to include Orientation before the assessment and counseling because students are not completing the assessment test to the best of their ability. First time college students are mandated to complete assessment for placement. Multiple measures exist within the placement instrument with additional questions. The college is engaged in a dialogue on placement and will continue to search for most effective forms of placement.

   For instance we are getting good results with retesting. In the wake of country-wide research pointing to the benefits of multiple measures assessment, and the CCCCO Common Assessment Initiative in conjunction with the MMAP project, students in the pre-collegiate pathway are allowed to retest at the end of their Jump Start program. The Jump Start program includes 3 week courses providing "refresher" instruction in math, English, and reading to first-time freshmen. During the Summer 2015 term, RCC offered more sections of Math 35 and English 50 to help students progress from below college level to college level in English and Math. RCC also coordinated its two additional programs designed to better prepare students for college: Jump Start and Summer Bridge. Summer Bridge is a series of three rounds of Friday workshops and field trips that are provided at the end of each Jump Start week. The workshops included the following topics: Academic Support services, financial aid, goal setting, Student Ed Planning (SEP) with Counseling, stress management, study skills, library resources, and how to navigate Webadvisor. The Summer Bridge participants rotated through two weeks of workshops and one week of field trips. Field trips were to universities located in a large radius as far as Pepperdine University and San Diego State University. Student who completed the Summer Bridge three Friday series earned a book voucher worth $250 redeemable toward Fall 2015 textbooks. They were also provided lunch vouchers and a backpack filled with school supplies. This incentive was a large motivator for students.

   Seven-hundred ninety-seven students enrolled in five different courses: ENG-50, MAT-35, ENG-885, REA-887, and MAT-98. The Jump Start courses were ENG-885, REA-887, and MAT-98. Many students – particularly those participating in Jump Start – enrolled in more

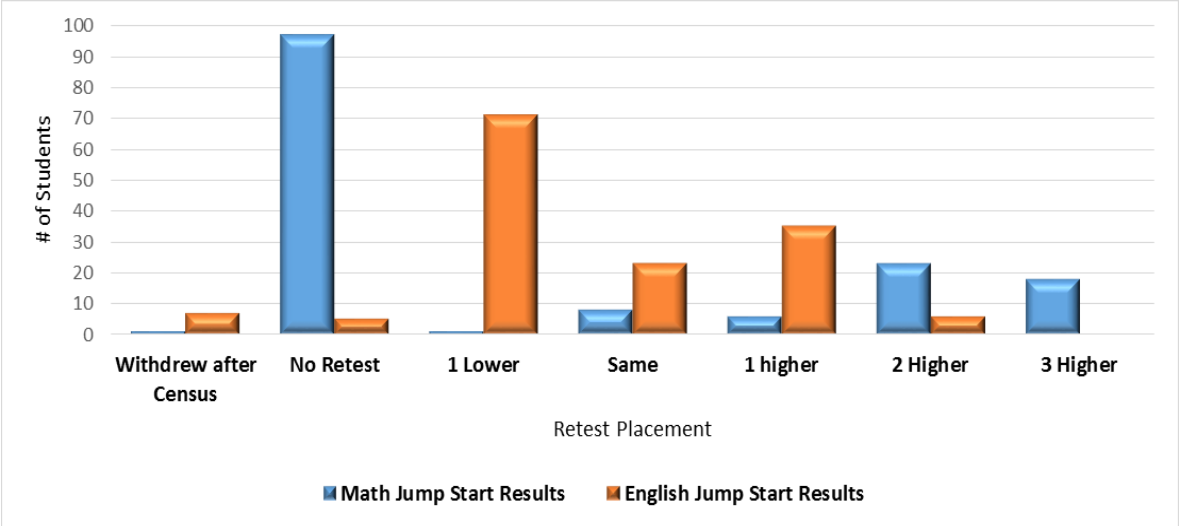
than one course, hence 1014 seats were occupied in all the sections combined for seven-hundred ninety-seven students

English and Math Summer 2015 Pathways Course Success (duplicated headcount)*

Course	Passed or Rested to College Level	Total	%
English 50	172	219	*78.5%*
Math 35	197	343	*57.4%*
ENG-885	8	152	5.3%
REA-887	29	144	20.1%
MAT-98	3	156	1.9%
Total	409	1014	40.3%

**797 Unique Students*

Of these 1014 classroom seats, 40.3% resulted in a passing grade or an Accuplacer retest score placing the student into college level math, English, or reading. Results in English were very encouraging. While not as clearly, results in math were still helpful and both are leading to a close analysis of factors of success. For students participating in the Math Jump Start program, 30.8% "jumped" at least one placement level. For English, 42.1% of the students jumped. SSSP and Equity funding will further the coordination of multiple measures placement efforts.



2. a. How many students were provided assessment services in 2014-15?
   Between July 1, 2014 and June 30, 2015:
   - For all students regardless of admit status
     - 9199 students completed Assessment
     - 5662 students completed Assessment and Orientation
     - 4542 students completed Assessment, Orientation, and the first semester educational Plan
   - From the total students assessed above, first time college students only numbers
     - 7102 students completed Assessment
     - 5072 students completed Assessment and Orientation
     - 4191 students completed Assessment, Orientation, and the first semester educational Plan

   From these students, based on MIS SS Files for 2014-2015, the following
     - 3892 students completed Assessment
     - 2779 students completed Assessment and Orientation
   - 1998 students completed Assessment, Orientation, and the first semester educational Plan for all students regardless of admit status,
     - 2695 students completed Assessment
     - 2202 students completed Assessment and Orientation
   - 1719 students completed Assessment, Orientation, and the first semester educational Plan for first time freshmen only.

   b. What percentage of the target population does this represent?

   Our targeted population is any student who needs or is required to assess, including 1st-time college students, transferring students, returning students, and some current students. However, not all 1st-time students who apply ever attend, and transferring, returning, and current students could go months or years between applying and assessing. The following shows the breakdown of category for the 9,199 tested.

1st time	7002
Transferring	1468
Returning	510
Other	219

   With the total 4295 first time freshmen as our target,
     - 65.7% completed Assessment
     - 51.3% completed Assessment and Orientation
     - 40.0% completed Assessment, Orientation, and the first semester educational Plan

   c. What steps are you taking to reduce any unmet need or to ensure student participation?

Though some evening and Saturday testing has been offered sporadically throughout the last ten years, budget constraints and lack of classified support staff have always limited these services. This year we are hiring a full-time Assessment Specialist who will, among other things, allow us to offer these services on a more regular basis.

Furthermore, to ensure that students take assessment seriously, Counseling is taking the steps to change AOC to OAC. That will allow students to be better informed of the importance of the assessment test and the consequences of their placement. Orientation will include expanded information about practice tests. Outreach ambassadors to high schools will be regularly stressing the importance of being prepared and repeatedly emphasize the benefits of testing higher.

Student participation is also encouraged by various means:

Partnerships:

Off-site testing was piloted last Spring. Several years ago the College offered consistent assessment test at our local high schools. The Student Services department, in its evaluation process, reviewed data on the number of students who assessed at the high school and enrolled in the College the following fall semester. The data revealed that a large number of students who took the test at their 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 we would test at the high schools if requested on a case by case basis. However, we strongly emphasize to students through our family nights, communication with high school counselors, student ambassadors the importance for high school students to assess prior to graduation. The 18% increase 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 to2 business days later.) High school students are encouraged to test prior to graduating so they can benefit of programs with special deadlines and take advantage of early registration. Placement determines which pathway the student will be placed on: remediation, 1 + 2 + 2 or college level 2 + 2…

Expanded 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 *I am going to RCC* workshop, the importance of high school students' assessing prior to graduating from high school will be heavily emphasized. In order to accommodate this emphasis the Assessment Center will utilize additional SSSP resources to expand their hours of operations to include 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 an even greater increase in the testing of high school students for the 2015-16 academic year given the shifting of our outreach approach. In order to increase the availability of testing hours, we are preparing to hire another full time classified staff member.

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. In that regard, SSSP will allow us to hire one specialist for AOC to man the first floor's welcome center and information booth (to guide students through getting into the system, signing up for an orientation etc.) and one AOC specialist for the second floor to do intake, answer to educational plan questions, point to comprehensive services among others.

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

- Students make an appointment in person via Web interface, in person in the Assessment Center or Counseling office, or via telephone.
- Through the welcome center and the outreach activities assessment procedures are clearly discussed and suggestions are given to students to practice and prepare prior to coming to RCC to take the test.
- It is recommended that students visit the RCC Assessment web page and read over the test descriptions & preparation strategies, look over the publisher-provided sample questions, and if necessary (Accuplacer only) download the study app. This Web-based study app features practice tests in Arithmetic, Elementary Algebra, College-Level Math, Reading Comprehension, and Sentence Skills. It is accessible from any Internet-capable computer, and it helps become familiar with the content and format of the Accuplacer test questions.

- Students come to assessment center, present approved photo identification, and take the test. In the case of Accuplacer Online, students can halt the test at any time and return to finish within 14 calendar days.
- Upon test completion, students receive print-out with course placements and a "What's Next" sheet briefly describing their next steps (based mostly on admission status.)
- Students can also view their test results in Web Advisor. !!!

4. a. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. Provide specific information about any second-party tests, including the versions and forms used.

   - For English, Math and Reading: College Board's Accuplacer Online.
   - English as a Second Language: Riverside Community College District's locally-developed Proficiency Test in English as a Second Language (PTESL.)
   - RCC is accepting the results of the California State University's Early Assessment Program test which determines whether or if a student is prepared to enroll directly into college-level English or Math. We are working on getting the EAP's results faster to the students so they do not register in a class they do not need before finding out their actual level.

   b. When were tests approved by the CCCCO and what type of approval was granted?

   - For Accuplacer online, full approval was granted since when we adopted it in 2001.
   - For PTESL: We have had full approval since at least 2001 (Prior to that is unknown.) Currently a computerized version has received probational approval but has not yet been implemented.

   c. When were disproportionate impact and consequential validity studies last completed?

   The district institutional research member responsible for these studies is no longer with us, and not all records can be found. As such, we don't have confirmed data as to whether or not disproportionate impact was part of the most recent re-validations for each subject. However, cut scores and assessment validation studies were conducted in 2009 Math, 2010 English and Reading, 2012 Math, and 2014 ESL.

   In Fall 2015, RCC's Office of Institutional Effectiveness provided descriptive statistics for Math placement and course success combined with equity metrics. In Fall 2015, the Student Equity Workgroup has also reviewed placement for both Math and English by the different groups, identifying groups with disproportionate impact by placement.

5. a. What multiple measures are used?
   The multiple measures used vary according to the discipline faculty's decision. For

- English and Reading: Most recent English grade
- Math: Highest level of Math completed, how long ago that class was completed, and what grade was earned.
- English as a Second Language: "Have you ever studied English in school?"

Our current test has a few questions via which students self-report but we need to strengthen and adopt a more holistic approach: Look at HS transcripts, recency, student engagement, grades, level of courses taken, persistence, GPA, as success indicators. Conversations between Counseling, English, and Math faculty need to be formalized in work groups and there may be need for funding these additional working hours.

b. How they are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, etc.)?

Multiple measures are applied programmatically. The answers to the questions are used along with raw scores to generate course placements. In the case of Math, multiple measures answers decide which of three possible sections is first presented.

c. Do these measures meet the multiple measures requirement per title 5, sections 55502 and 55522?

Yes they do.
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?

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

   Because we have a single student database there is no need for a policy between colleges in the Riverside Community College District (RCCD.) Any placements, classes, etc. completed at any RCCD college are applicable at RCCD colleges.

   For outside our district, the only assessment test we accept is Accuplacer online. We use raw scores – not placements – and multiple measures to generate course placements just as if the student had tested with the RCCD.

   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.

7. How are the policies and practices on re-takes and recency made available to students?

   The policies are published in the college catalogue, student handbook, schedule of classes, and Assessment center Web page.

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

# of FTE	**Title**	**Role**	**Funding Source (SSSP/Match/GF)**
1	Assessment Coordinator	Coordinates college-specific and district wide efforts to ensure access and equity of assessment services and practices. Maintains database of assessment-related data and ensures synchronization	SSSP

		of data between program platforms. Assists with a variety of day-to-day college-specific assessment procedures.	
1	Assessment Specialist	Runs day-to-day assessment activities, reports out at divisional meetings, supervises student workers, works with counseling on recording of student educational plans.	SSSP
1	Assessment Specialist (Planned)	Coordinate efforts with existing Assessment Specialist and Assessment Coordinator with all duties as described above, provide general advising to students on how to interpret results.	SSSP

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

Budget Code	**Expenditure Title/Description**	**Funding Source (SSSP/Match/GF)**	**Amount**
11DZB10000620100002118	Dean, Enrollment Services	Match/GF	187,368
11DZC10000611000002339	CL Short Term Non-Classified	Match/GF	4,880
11DZC10000630100002331	Classified Student Employment	Match	45,144
11DZJ10000682800002117/9/2129	Classified Outreach Staff	Match	37,632
11DZC100006110000004555/4590	Evaluators and Learning Center Supplies	Match	1,375
12DZC11900630100802119	Educational Advisors	SSSP	109,342
12DZT11900621700802119	Specialists	SSSP	306,751
12DZT11900621700802119	Coordinators	SSSP	66,350
12DZT11900621700802119	Administrative Assistant II	SSSP	20,909
12DZT11900621700802331	Student Employee	SSSP	20,260

	payroll		
12DZT11900621700804590	Assessment Center Supplies	SSSP	84,391
12-DZT-1190-6217-0080-5210	Mileage/travel	SSSP	1,500

D. Counseling, Advising, and Other Education Planning Services

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

   The Pathways program has a component including faculty advisors which began in Fall 2014. Responsibilities of counselors, faculty advisors, and educational advisors have been outlined so that all parties can work together to provide students with meaningful and planned contacts throughout their academic career at RCC. This is an area that continues to expand in order to increase faculty and student engagement across the college.

   To support the strategic plan to channel an increasingly large number of students through the pathways, Student Services is implementing a "Pathways" program that will provide educational advisement, counseling, resources, progress reporting to all students who sign up in the Preparatory, CTE or Transfer pathway and agree to complete their educational plan within a three year span. This program will be comprised of four educational advisors who will work with counselors and faculty to ensure that students are receiving appropriate services, targeted faculty advising, and are accompanied every step of their way along their pathway of choice.

   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. These departments and programs include, but are not limited to: nursing, athletics, CAP, Counseling, Career Center, Title V, and the Transfer Center. There are plans to increase educational services offered CTE by two counselors and Student Equity programs during the 2015-16 academic year.

   In the wake of AB86 and *Doing What Matters for Jobs and the Economy*, the CTE department administrator and faculty have engaged in a thorough analysis of the support needed for them and their students to contribute to the State's initiatives and meet its objectives. The shortage in counseling and educational advising dedicated to CTE students had been identified in multiple program reviews in the past. This year's SSSP increase in funding provides a unique opportunity to remedy a situation of inequity since, for instance, most CTE students work during the day, there is no counseling at night or during the week-end and their classes are located away from the center of support: the Library or academic

support buildings among others. Riverside City College is investing in the students who are in one of the three main pathways, CTE, by recruiting a program specialist for Cosmetology who will conduct program orientations, provide referrals to academic support services and counseling, conduct SSSP classroom presentations, provide information workshops, and monitor student progress. In parallel, an educational advisor completely dedicated to all CTE students will ensure they have completed their AOC requirements, provide academic advisement, conduct workshops, ensure students have their SEPs and update them as needed; this advisor will also carry out in-reach and outreach activities to promote the program and ensure a seamless transition of students into them.

In addition, the Athletic Department under the leadership of a new Director has designed an innovative program to increase the academic success of its 1,200+ students. Research at Riverside City College, whose results have been shared by the President, has shown that athletes have a greater likelihood to succeed regardless of their ethnic backgrounds if they remain in the program. While the reasons are multiple it is undeniable that if we support aspiring athletes from the start, we will not only increase student success but reduce the equity gap. But statistics also show that there is a large attrition among freshmen. The College has therefore decided to support the energetic measures contemplated by the athletic leadership team by implementing their “Advance” Program and constituting the cadre that will closely follow students from matriculation to graduation and focus on persistence, completion, and preparation to transfer to a 4-year university. Plans are to recruit a program specialist and a student success coordinator, as well as have additional hours of advising from a matriculation specialist and the educational advisor to help structure the Advance program as the umbrella for the First Base, First Down, First Year Forward, and Transfer Ready Programs that are promising but now need to be made scalable.

RCC’s Outreach Department is situated 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 allows 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 continues to identify 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 and plans are formulated accordingly to reach all students during critical points in their career at RCC with a variety of services and programs. The integrated

team in Counseling, Library and Academic Support is in the process of identifying the combination of services needed by students as they pass through the different steps of their education. A unique set of services will be planned for each of these phases depending on which pathway the student is following. This integrated, comprehensive series of services will be provided at the various points in time of risk or need along the student's lifecycle in remediation, CTE, or degree towards transfer pathway.

Counseling has also developed a probation pilot program to be implemented during 2015-16 with increased opportunities and services for those students who have been identified as probation students. The goal is to get the students in early in their career and walk them through services, programs, and the development of a comprehensive SEP so that these students will make improvement and move to good standing and eventually goal completion.

As mentioned earlier, to be able to make more adjustments, Counseling would benefit from two additional full time counselors. Counselors are embedded into every student success initiative throughout the college. To meet the needs of students, faculty, and the pathways vision, RCC must hire more counseling faculty to reduce the student-to-counselor ratio. As of Fall 2015, 13 general counselors are employed (2.5 FTE release for Puente, Athletics, Veterans, Department Chair, Transfer, Career) which is a current counselor to student ratio in general counseling of 10.5 counselors serving 19,127 students at a ratio of 1:1822. According to Academic Senate Standard III A.2, the minimum standard for the counselor to student ratio should not exceed 1:900. All students must have a comprehensive educational plan on file when they complete 15 units and it requires hiring additional counselors to meet this mandate of SSSP.

2. a. How many students were provided counseling, advising and education planning services in 2014-15?

Reason Code Summary Report

By Reason Code Only
7/1/2014 - 6/30/2015

Attendance: ☑ Attended ☐ Not Attended ☐ Not Marked ☐ Cancelled

Reason Code / Course	Description	Number of Student Contacts
AA	Academic Advising	9528
ABBR-SEP	Abbreviated Student Ed Plan	116
AOCGP	Orientation/Counseling-Group	1
ATHLETE	Athletic Advising	1
BSKILLS	Basic Skills	2
CAREER	Career Planning	47
COMP-SEP	Comprehensive Student Ed Plan	7052
ESLGP	ESL-Counseling	1
EXPRESS	Express Counseling	593
NURSING	Nursing Advising	38
OCCUP	Occupational Advising	8
ON-CEP	Online Comprehensive Ed Plan	70
ON-LINE	On-Line Counseling	104
OTHER-AA	Other Academic Progress Service	13
PROB	Probation Counseling	3
READMIT	Readmit Contract	1568
SEP	Student Ed Plan	1
SS-WRKSH	Student Services Workshop	569
TRANSFER	Transfer Information	35
TRANSWK	Transfer Center Workshop	1
UPDTE-EP	Updated Student Ed Plan	401
	Total:	20152

In 2014-2015, 7882 students received counseling and 7,049 students completed an SEP. This number includes 2567 first time freshmen who completed SEP in their first year.

During 2014-15, 7123 Comprehensive SEPS were completed and 401 educational plans were updated and this number must increase during the 2015-16 year so that we continue to meet our yearly targets.

b. What percentage of the target population does this represent?

For first-time freshmen, 59.8% completed SEP in their first year.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

Counseling is actively working on new initiatives and expansion of the current services and support in the following areas:

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 determined by what support will most beneficially 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 as we can formulate the plan to reach all students during critical points in their career at RCC with a variety of services and programs. The Pathways program and use of faculty advisors will provide the opportunity for dialogue and identification of these important services during the 2015-16 academic year. At the end of their Pathway, Riverside City College also wants to ensure a prompt evaluation of students' progress towards graduation and certification completion. SSSP funding will therefore be used to upgrade out technology and equipment, some of our current computers are obsolete to the point of not being compatible with the required software. We will add three desktop computers and printers to reduce the need for evaluators to share the up to date equipment and increase our processing speed significantly.

Faculty Advisors- The Pathways Initiative has a component including faculty advisors which began in Fall, 2014. Student Services and Instructional Services have outlined responsibilities of counselors, 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. The faculty advisor program has been developed within disciplines that have an approved ADT and is currently expanding to all areas as a means to increase the student and faculty interactions. Students involved in the respective ADT 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 student 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.

Furthermore, Counseling faculty is working with instructional faculty as a model is designed to incorporate faculty advising as a vehicle to increase student participation and increase faculty to student engagement. The college is committed to institutionalizing faculty advising. Following the model of the English faculty, departments are in the process of creating not only informal but structured opportunities for faculty and students to interact. They will help students and faculty to align their expectations and will also provide students with mentors to whom they can speak about educational and career plans as well as specific needs in current courses.

RCC's self-study includes actionable improvement plans in both Standards 2 and 3 on developing faculty advising as part of enhancing faculty student interaction (an area the college identified as needing improvement based on the CCSSE reports 2010, 2011, 2013) and as part of the Pathways Initiative, designed to address student success by providing clear, articulated pathways for students to navigate through their lower division general

education and major preparation. The core concept here is to provide students with a support team of faculty—both counseling and in their major area—to provide ongoing and consistent advising to help students stay on track.

In order to best benefit students, it is essential to clearly differentiate between the roles played by counselors and faculty advisors, provide effective training for faculty advisors as well as mechanisms by which a student's interactions with counselors and faculty advisors can be tracked so that all the members of the student's support team have a sense of the student's academic history and plans each time the student is seen. This will help ensure consistency and coherence in the advising process. We believe that multiple points of contact with individuals within the institution with a constant and consistent message of planning, goal setting, and preparation will help our students in CTE, transfer, and basic skills navigate the system more efficiently and successfully, especially as the Pathways Initiative is more broadly implemented.

Ed Advisor Role
Advisors also play a key role in creating opportunities beyond the classroom for students to participate in the activities germane to the discipline and to their goal of transfer to a four year institution within the discipline.

- Distribute general information on academic programs;
- Help students with study skills and student success strategies, refer to workshops and guidance courses as appropriate;
- Verify student has SEP on file and encourage development of SEP with counseling.

Counseling Faculty Role

- Academic Counseling
- Career Counseling
- Personal Counseling
- Coordination of Counseling Services with Districtwide Programs

Faculty Mentor/Advisor Role
Faculty Advisors are a supplement to, rather than a replacement for, counseling services. Advisors develop a relationship and show students that they are not just another number. They are invested and interested in the students' well-being and can inspire them by sharing their own achievements and struggles. Through this relationship, they support students in achieving their goals.

The project also aims at increasing the collaboration between faculty and counselors and a campus-wide awareness and understanding of the students' need for OAC services as well as of their detailed nature.

Increase of Counseling Paraprofessionals- Last year's SSSP grant allowed us to recruit some of the additional educational advisors needed to both serve our students and align with the

strategic objective of multiplying frequency of contact and follow up services with students. There is still a need for an educational advisor to support our Equity and CTE programs. Given this year's Equity grant, one of the advisors is requested in that plan. In terms of SSSP, we will add a CTE educational advisor this year along with an enrollment technician dedicated to our Cosmetology program.

Increase of Counseling Faculty- Currently RCC has 13 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 we have started increasing the capacity to provide counseling services for our students. Four counseling positions were filled, two to replace departures, two new full time non tenure track one year positions. We look forward to increasing the number of our counselors and opening tenure track positions. In looking at 2014-16 Counseling Department Unit Plan, there is an identified need to provide critical counseling services in the areas of Veterans, Puente, Athletes, Equity groups, and general counseling support. These needs are included in our program review and have been submitted to the strategic planning sub-committee in charge of hiring prioritization. In the meantime, collaborating with Counseling, Student Services intend to increase the working hours of one of its administrative support staff. In lieu of hiring additional staff or requesting program staff to stop their regular duties to process administrative functions such as timekeeping, SSSP funding will redirect 20% of the administrative assistant towards the support of the Assessment Center, Veterans Services, and Evaluations units.

This and our recent additional hires will greatly improve our ability to increase the number of educational plans developed and provide specific support to at risk student populations. Moreover, additional counseling hours will be provided to increase the contribution of part-time counselors. These counselors will be tasked with working with our pre-collegiate students with the goal of providing students the appropriate planning and support that will allow them to complete their developmental educational courses in a year per our 1 + 2 + 2 pathway.

A number of areas are under consideration and need additional consideration and staffing:

- Collaboration and work with instructional faculty to map out the course sequence plan for students to obtain their Associate Degree for Transfer (ADT) serving our Transfer Pathway.
- Collaboration with CTE faculty to map out CTE pathway.
- Definition of a basic skills/underprepared pathway with a focus on CAP to support pathway through services and course offerings to ensure students reach college level English and Math in one year per our 1 + 2 + 2 path.

- Expansion of Student Success Workshops – Continue to develop student success workshops to be offered during Fall and Spring terms based on feedback from students and faculty. Develop strategies to promote workshops to increase student attendance. Include collaboration with faculty to design workshops geared to success in courses.

- Counseling Liaisons –Counseling Liaisons started being implemented in Fall 2015. Continue to define and promote these liaisons to provide bridge between instructional faculty and counseling faculty and to develop strategies necessary for success of the students in these various areas.
- Identify a process to ensure that all students who have completed 15 units have a comprehensive Student Educational Plan (SEP) on file. Will research the possibility of placing a hold on registration once 15 units are complete if there is no comprehensive SEP on file.
- Continue to reach out to students in various mediums including and not limited to Facebook, twitter, snapchat, etc.

Counseling is also working with Admissions and Records to radically change the quality of the students' experience when they come to seek our services or wait before an appointment. Our new building will allow us to hire a specialist to direct students on the first floor kiosk, and one to assist them on intake and dispatching to the relevant offices on the second floor. In the meantime, RCC is investing in a Queue Management System called QLess. The purpose of the QLess System is to improve customer services by minimizing (if not eliminating, the amount of time a student must wait in line to receive service from Counseling/Advising, Assessment, Outreach (at the Welcome Center) Admissions and Records, Financial Aid etc. This will enable students to make appointments for services previously only available by dropping into to the relevant department and physically waiting until their name is called. QLess is web-based and enables students to schedule appointments remotely for counseling during key advising periods. Students will be able to choose to receive text, voice, or email reminders about their appointments – and students can easily move their appointment without losing their "place in line" if they are running late or might otherwise miss it. QLess de facto allows students to wait in multiple virtual lines at once, be reminded of appointments, and provide feedback on the service they receive. RCC services that will participate initially include Financial Aid, Counseling, and Admissions and Records. Other key services such as the cashier's office and EOPS plan to join later in the year.

Another critical factor in reducing unmet advising need is to move key student services into our new "one stop shop" building scheduled to open in May and operational by July 1. Not only can counselors and staff more effectively collaborate with one another to serve students, students will no longer feel as if they have to choose between which services they can utilize within a given day due to time constraints. All service will be accessible in one trip to campus and even if they haven't scheduled all appointments needed in advance, the QLess system will enable students to virtually wait in more than one line at a time so that they can receive service without repeated returns, parking, and loss of time or patience.

Finally, Riverside Community College anticipates an increase in students' financial challenges when the changes in BOG fee waiver take effect in Fall 2016. Given the number of our students benefitting from the waiver, it is likely that a significant proportion of them

will have difficulty meeting minimum GPA requirements and credit-bearing status and retain eligibility. Our financial offices are therefore planning the addition of a financial aid outreach specialist who can work with incoming, new, and continuing students about completing the financial aid application and assisting them to understand financial literacy, maintaining eligibility, and promote scholarship opportunities.

3. a. Describe the service delivery methods (in person, workshops, FTES generating course, etc.).

   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. 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 FTES generating 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 away 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. Counseling recently purchased PrepTalk as a vehicle to provide this online counseling service to students in a more live, video enhanced experience.

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 session, 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.

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 for counseling to be available and accessible to students; to help students become successful; and to increase the number of students seen for academic advising. 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. During the Fall of 2015, Counseling implemented a Steps to Success workshop series for students on probation. Integrated services were provided to students through tours of the library, tutoring, and the comprehensive educational plan all participants received. This workshop is funded out of both SSSP and Equity grants given the composition of our body of participant. RCC Counseling Department continues to offer a variety of workshops including ADT workshops to students and works with departments as they develop their ADT's. RCC currently offers the following ADT's: Administration of Justice, Anthropology, Art History, Communication Studies, Computer Science, Early Childhood Education, Economics, English, Geography, History, Journalism, Mathematics, Music, Physics, Physics, Psychology, Sociology, Spanish, Studio Arts and Theatre. During 2013-14 there were a series of success workshops offered throughout the year serving 207 students through the workshops and another 116 students through classroom presentations. In 2014-15 there were a series of student workshops offered throughout the year serving 569 students. As the number of ADTs increases and as the number of students selecting these degree options grows, the role of discipline faculty as faculty advisors to students is expected to evolve.

Counseling will continue to work closely with faculty advisors providing training and information about resources as they begin advising students and thus increasing faculty-student engagement. Moreover, the counseling faculty will review emerging computer

programs that could potentially increase access for students to counseling services. The counseling department is continually looking into current technologies which will increase productivity and maintain integrity of services provided throughout the RCCD counseling departments.

The department has made an effort to offer guidance courses in the online environment as well. Some of the guidance courses will be available to students both face to face in the traditional setting as well as being available in the online modality; however, there are some courses that are more appropriate in a face-to-face setting.

b. Is drop-in counseling available or are appointments required?

During Fall and Spring, students are able to make half-hour hour appointments with counselors. The opportunity is similar 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. All returning students are encouraged to seek counseling services during the Fall and Spring terms and there are many communications sent to students, staff, and faculty encouraging students to do this.

During summer and winter intersessions, counseling provides all counseling services on a drop-in basis which operates on a first come first serve basis.

c. What is the average wait time for an appointment and drop-in counseling?

Counseling schedules appointments one week in advance during the Fall and Spring terms.

During Winter and Summer Intersessions all appointments are drop-in. Students may have to wait up to two hours during the impacted summer and winter terms to meet with a counselor. A committee was convened to study summer and winter impaction trying to take proactive steps to ensure the most effective use of resources. Emails and web currently postings go out to 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 but we anticipate our new Qless system will greatly remedy the situation if not suppress it altogether. The QLess software should assist with managing lines and allowing students to check in and then return at their scheduled time.

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

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 in which the student placed 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 successful 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. This list and training have been provided to educational advisors, so that they are a resource to help verify these abbreviated educational 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 questions 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 abbreviated educational 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.

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

Students are strongly encouraged to make an appointment to see a counselor for the development of a comprehensive educational plan either while in progress or immediately after completing their first term at 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 counselor interprets their results, discusses potential program(s) of study and career choices, evaluates college readiness, and ultimately crafts a comprehensive educational plan reflective of the students reported educational goal. Additionally, via 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, Pathway Initiative, Puente, and Ujima.

Counseling would like to mandate that a comprehensive SEP must be on file prior to registering when the students have 15 units completed at RCC. This is a change on which Counseling and Admissions plan to focus and work together along with IT to block students' registration and provide directions for students to complete their comprehensive SEP for RCC to meet the 100% within five years objective.

5. Identify any technology tools used for, or in support of, counseling, advising and other education planning services, such as an education planning tool or degree audit system.

   RCC utilizes a variety of technology tools for educational planning. All counselors rely on a broad range of websites when counseling students including but not limited to Assist, UC Pathways, Eureka, CSU Mentor, CCC Transfer, and additional. Riverside City College utilizes SARS, Ellucian, OnBase, PrepTalk, Comevo, transcript reader software, and Degree Audit. Riverside City College District plans to implement an online educational planning tool during Spring 2016. A workgroup committee has been working diligently to identify various components necessary to 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. The student planner component from Ellucian has been purchased and is expected to roll out Spring 2016.

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

   Current Counseling Faculty at RCC include:
   13 General Counseling Faculty, 2 EOPS, 3 Disability Resource Counselors,
   Adjunct Faculty in Counseling include:
   2 adjuncts working at .667 Basic Skills, .3 Articulation, 4 additional adjuncts in general counseling, .2 SSS, .5 International Students, .8 Equity, Current Educational Advisors: 5 Educational Advisors approving one semester Ed Plans, working within Pathways Structure and/or assigned to Career Center and Transfer Center

# of FTE	**Title**	**Role**	**Funding Source (SSSP/Match/GF)**
1	Student Financial	This position will support the	SSSP

	Services Outreach Specialist	AOC process by reaching pre-enrolled students and supporting the steps needed to begin college. The incumbent will provide year round support to local area high schools and community organizations regarding FAFSA completion and will provide services to enrolled students through workshops the training of student peers who will work at the Welcome Center.	
10	General Counselors	All counseling services and programs	General Funds
5	Counselors	Counseling	SSSP
1	Counselor	Counseling	CalWorks Funds
1	EOPS Counselor	Counseling	EOPS
1	EOPS Counselor/Coordinator	Counseling	EOPS
2.8	Disability Resource Counselor	Counseling	DRC
.667	International Counselor	Counseling	International Funds
.667	Ujima Counselor	Counseling	SSSP and Equity
.3	Adjunct - Articulation	Administrative support	General Funds
.667 (2 positions)	Adjunct	General Counseling; development of SEPs	SSSP and General Funds

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

Budget Code	**Expenditure Title/Description**	**Funding Source (SSSP/Match/ GF)**	**Amount**
11DZC10000630100001219	Counselors (FT)	Match/GF	1,328,789
11DZC10000630100001439	Counselors (PT)	Match/GF	346,968

11DZC100004930100001110/1300s	PT Faculty Guidance	Match/GF	183,970
11DZC10000630100001479	Counseling Extra Duty Stipends	Match/GF	6,559
11DZB10000648000002119/2129	CL Veterans Staff	Match/GF	212,872
11DZC10000630100002119	CL Counseling Staff	Match/GF	351,570
11DZC10000630100002339	CL Short Term Non-Classified	Match/GF	5,281
11DZC10000630100002349	CL Overtime	Match/GF	89
11DZC10000630100002331	CL Student Employment	Match/GF	4,205
11DZJ10000682800002117/2119/2129	CL Outreach Staff	Match/GF	168,756
12DZG11900645000642118	SSS Director	Match	68,570
11DZB10000621900004555/4590	Evaluators and Learning Center Supplies	Match/GF	2,246
11DZC10000630100004230/4330/4351 /4360/4555/4590/4644	Counseling/Transfer Center Supplies	Match/GF	30,327
12DZC119006301000801219	Counselors (FT)	SSSP	554,938
12DZC11900630100801439	Counselors (PT)	SSSP	59,563
12DZB11900620100801490	Academic Special Projects	SSSP	48,299
12DZC11900630100802119	Educational Advisors	SSSP	263,308
12DZC11900630100802119	Specialists	SSSP	305,211
12DZH119006962108021119	Coordinators	SSSP	115,766
12DZC11900630100802119	Clerk II	SSSP	86,357
12DZC11900630100802119	Program Assistant	SSSP	116,638
12DZC11900630100802331	Student Workers	SSSP	10,130
12DZC11900630100802349	Overtime	SSSP	3,260
12DZT11900645000804555/4710	“I am Going to RCC Day”	SSSP	1,000
12DZT11900682800804710	Outreach Breakfast	SSSP	5,000
12DZT11900682800805110/5649	Outreach Software/Consulting	SSSP	33,807
12DZT11900682800806485	Pathways Computer Equipment	SSSP	15,000
12DZT11900682800806485	Evaluations Support Computer Equipment	SSSP	4,000

E. Follow-Up for At-Risk Students

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

   The 2014 cohort of Completion Counts students included 816 students. This was increased to 1205 students in the 2015 cohort.

   In parallel, on the basis of this year's increase in funding, we are planning to diversify and multiply our Student Success workshops both in categorical programs and for the general student population. A new one has already been created to address the needs of students on probation (Steps to Success) and we are organizing a systematic review of each student's case and planning an increase contact with these students as we bring new educational advisors to complement the counselors' work. The intent is to bring them back to campus regularly before they reintegrate their classes. Conceiving workshops on resilience is also contemplated in the wake of the current research on the connection between grit and undergraduate retention and success.

   Overall, an analysis of the activities listed below in 2. c. has been started to determine the various levels of their efficiency and refine allocations or increase in resources and modifications accordingly. An effort is also conducted in connection with our Student Equity plan to identify and provide professional development to counselors more particularly involved with students at risk. For instance a cultural competency series of workshops will be offered to counselors and staff to start a reflection on ways to tailor support services given that many of our at risk students are in populations where a gap in equity has been identified.

2. a. How many students were provided follow-up services in 2014-15?
   In terms of Academic Progress Probation, 698 students were identified as facing dismissal and receiving support services. (MIS SS files for SS 10)
   As far as Student Success Other Services are concerned, the count reads as follows:

SS 11 Code Definition	# RCC Students Served
Other Orientation Services	967
Other Career, Interest, or Subsequent Placement Assessment Services	669
Follow-Up Education Planning Services	4586
Other Academic Progress Services	572

   In terms of Completion Counts, every student is monitored in the middle and at the end of the term. As a condition of participating in the program, students are encouraged to submit mid-term reports to the program. If a student is doing well academically at the mid-point check in, they are congratulated for their academic performance and are encouraged to maintain their. If a student is experiencing academic difficulties at the check in, they are connected with appropriate campus resources to assist them to achieve. Of the 816 students enrolled in the program, 597 students participated in the mid-term check in. All probation students were notified of their status with

instructions to review probation policies and attend workshops. They were also encouraged to see a counselor to review their educational plan.

14FAL Early Alert Referrals:
Tutoring: 1125
Counseling or Basic Skills Improvement: 492
Students needing an Instructor Conference: 1454

15SPR Early Alert Referrals:
Tutoring: 732
Counseling or Basic Skills Improvement: 328
Instructor Conference: 1315

During the 14-15, Counseling completed 1,568 readmit contracts.

b. What percentage of the target population does this represent?

Of the 816 students enrolled in the program, 597 students participated in the mid-term check in. This represents 73% overall program participation rate.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

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.

EOPS, DRC, TRIO SSS, Financial Aid and Athletics all have probation/dismissal program strategies.

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. And during the 14-15 academic year, RCC counseling met with 1,568 students for readmit contracts.

2015-16 Planned Activities and Strategies:

- **Steps to Success Probation Pilot –** We provide probation students with a series of activities and follow-up activities to increase their success and move them to good standing. Educational advisors will work with counseling to design planned activities and will provide follow up email and phone calls to these students to increase success

- **Increasing Foster Youth Services-** A Foster Youth Specialist position will be filled in the Fall. 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
  - ✓ Counseling will develop action plan to serve Foster Youth Students and will work collaboratively with Foster Youth Specialist to provide services and programs to these students
  - ✓ Workshops and activities provided by counseling during 2015-2016.

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-** Faculty advisors have been implemented and will continue to grow and serve students. Faculty advisors will play a key role in the students guide to career and college success.

- **Student Success Summit-** Students who participate in any of 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 annually every Spring Term. The first summit was held Spring, 2015 with 250 -200 participants.

3. a. What types of follow-up services are available to at-risk students?

   A wide range of programs are targeting students at risk: remedial, on probations, dismissal.

   All students are informed on what constitutes good academic standing, probation and dismissal via college catalogue 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 they 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. Emails are sent to student encouraging them to participate in student success workshops. Counseling is piloting a probation "Steps To Success" series Fall 2015 to inform probation students of services and programs available to increase their success towards goal completion.

- 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. Students, who are first-time dismissal, log onto Web Advisor to access the online dismissal workshop and follow the instructions provided. During summer and winter intersessions students must bring printed verification of attending the online dismissal workshop and sign up for open counseling to develop a readmit contract with a counselor: www.opencampus.com/dismissal.

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

- Follow-Up: Academic Progress
  Counselors and teachers provide follow-up activities on behalf of matriculated students. "Early Alert" follow-up activities are designed to inform students of their progress early in the semester and to continue to assist students in accomplishing their

educational goals. “Probation/dismissal” activities help students make progress toward successful completion of their academic goals. Referrals for appropriate support services will be made to on-campus and off-campus locations when appropriate. In addition, faculty provide students with office hours for follow up.

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 cohort that was called Student Success. This cohort was made up of all EOPS students who were not in good academic standing. The Student Success cohort 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 2013 39% of the students progressed to good academic standing. In the Spring 2014 33% progressed to good academic standing. An EOPS counselor, a specialist and administrative support assisted with the cohort 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.

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. During Fall, 2015 a counselor is working along with athletics at 30% release time.

Students who are not meeting progress are issued a 1 semester warning period to bring up their standards before affecting their financial aid. They are emailed the warning information which includes information on progress and how to seek assistance with tutoring and counseling. If they are not meeting progress after their warning period, they become Ineligible 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 Guardian Scholars at Riverside City College is an on campus support program serving current and former foster youth students. Funded by the Pritzker Family Foundation, in 2014-15, a part time Foster Youth Specialist was hired to begin serving foster youth students with the goal to provide comprehensive support services. Through assistance from Student Equity funds, these services include assistance with textbooks, student fees, school supplies, educational and cultural events, workshops, and meal vouchers. Guardian Scholars supplies youth with a single point of contact on campus and an office to go to with questions and challenges. For Fall 2015, Guardian Scholars has 41 students participating. For Spring 2016 the goal is to increase our numbers by 20%. Our goal for 15-16 is to hire a full time Foster Youth Specialist and clerical support to grow our program and be equipped to serve additional students. Our Foster youth specialist has established close collaborations with several community partners including Riverside County Department of Public Social Services, Riverside County Office of Education, Transitional housing programs and the Foster & Kinship Care Education program. Due to the unique challenges that foster youth students face, the population in general is considered at-risk, and the Guardian Scholars program is in place to provide follow-up services and help students succeed, persist and graduate.

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 Counseling Faculty continue to collaborate with faculty advisors to increase student/faculty engagement. Faculty advisors play a key role in the students guide to career and college success.

Programs targeting Student enrolled in Basic Skills:

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 student needs via engaged faculty and Educational Advisors. In addition to learning communities, CAP offers math and reading courses that are only open to CAP students. Counseling is working collaboratively with the CAP office to provide structure for the use of CAP as a vehicle to wrap services of Supplemental Instruction (SI), Tutoring, Peer Mentoring, etc. around our basic skills students to get them to college ready in one year. This will augment and lead into our Pathway Program to expedite goal completion for all students at RCC.

Supplemental Instruction:
The mission of the Supplemental Instruction (SI) Program is to increase student retention and success in historically difficult basic skills, gateway, 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.

Math Learning Center Tutoring:
Basic Skills funding supported students with one-on-one tutoring in developmental math courses. Students may also participate in grouped math tutoring by joining a peer tutor facilitated gathering focusing on the math skills needed most. Various gatherings are available simultaneously within the Math Learning Center, each focusing on a different math skill. Students are free to float between groups as needed. Imbedded tutoring is being integrated in reading and math sections. Students become familiar with the assigned tutor as they travel during class time to group activities in flipped classrooms. We encourage students to come get tutoring outside of class and that they can conveniently make appointments online at riversidemywconline.com. Imbedded tutoring is especially helpful for students that are kinesthetic learners. Imbedded math tutors with Career and Technical Education courses such as culinary arts, automotive technology, and cosmetology has proven particularly efficient.

STEM Center

There are currently over 2800 identified STEM students. Many are excellent students that are highly motivated to transferring into highly competitive, impacted majors. They require at least a 3.0 grade point average for transfer and higher for competitive placement. In order to be competitive, they need internship opportunities that come from around the country. The opportunities have very specific requirements and short deadlines after they are announced. In addition, all branches of the military have been to our campus to recruit for officers in STEM. STEM students and faculty are informed so our students do not miss out on these opportunities. In the last academic year, over 35 of our students have participated in federally funded and nationally competitive research programs. This is the first time in college history we have been this successful in placing our students. It is more the reason why our college's STEM Center needs funding for staff, so that students continue to have access to services. Funding options are explored to increasingly support the center and the STEM pathway.

b. How and when are students notified of these services?

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.

c. Describe the service delivery method (in groups, workshops, etc.) and any technology tools 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. Faulty 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.

d. Are instructional faculty involved in monitoring student progress? Do they participate in early alert systems?

Counseling and instructional faculty 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. 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.

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

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.
Counseling Educational Advisors: provide follow up emails, phone calls, and workshops for students on probation
Counselors faculty: provide core counseling services

# of FTE	**Title**	**Role**	**Funding Source (SSSP/Match/GF)**
1.0	Completion Counts Educational Advisors	Two individuals have half of their time dedicated to overseeing the Completion Counts program which facilitates students' progress through RCC. Their Completion Counts duties include recruiting students to participate in the program, orienting new participants, conducting mid-term check ins, providing programming opportunities for program participants, and reporting on program data.	General Funds
	Director of TRIO/SSS	Supervises program, staff and students.	General Funds
	Educational Advisor TRIO/SSS	Lead for all Trio/SSS student advising	TRIO
	EOPS Counselor	Lead counselor for EOPS	EOPS
	EOPS/CARE Specialist	Serves as the lead for the EOPS student success program.	EOPS
	Athletics Advisor	Support student athletes academic progress	SSSP
	Student Support & Success specialist athletics	Provide academic follow up services for athletes	SSSP
	Financial Aid Director	Oversees all financial aid services including SAP	

	Matriculation specialist	Responsible of the processing of pre requisite validation and matriculation appeals.	SSSP
	Counseling Educational Advisors	Provide follow up emails, phone calls, and workshops for students on probation	SSSP
	Counselors faculty	Provide core counseling services	SSSP and General Funds

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

Budget Code	**Expenditure Title/Description**	**Funding Source (SSSP/Match/GF)**	**Amount**
12DZG11900645000642118	SSS Director	Match	68,570
12DZT11900682800802119	Educational Advisors	SSSP	218,232
12DZT11900682800802119	Specialists	SSSP	515,016
12DZT11900682800805650	Transportation	SSSP	500

F. Other SSSP/Match Expenditures

1. Describe any institutional research directly related to the provision and/or evaluation of SSSP services. List any related expenditures in the table below. These expenditures should correspond to those in your budget plan.
   Riverside City College's Office of Institutional Effectiveness supports SSSP services with tracking and reporting. Annually, the Office of Institutional Effectiveness provides detailed reporting for placement, orientation, and counseling services disaggregated by student type and educational goal. The Office also works closely with Counselors to track and report on the number of students who have received comprehensive Student Educational Plans including identifying the students who need plans enabling Counselors to reach out to these students. The tracking and reporting of these SSSP related metrics are also

included in college-wide discussions regarding co-curricular support for student success. They are part of the general Institutional Effectiveness tasks.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
11DCC10000661900001218	Dean, Institutional Effectiveness	Match/GF	161,950
11DZB10000620100002119/2129	CL Admissions and Records Staff	Match/GF	758,645
11DZC10000611000002119	CL Learning Center Staff	Match/GF	202,285
11DZC10000611000002339	CL Short Term Non Classified	Match/GF	4,348
11DZB10000620100002349	CL Overtime	Match/GF	6,742
11DZC1000630200002331	CL Student Employment	Match/GF	553
11DZB10000620100004230/4555/4590	Admissions and Records Supplies	Match/GF	25,087
11DZC10000630200004230/4360/4555/4590	Counseling/Transfer Center Supplies	Match/GF	6,375

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

Budget Code	**Expenditure Title/Description**	**Funding Source**	**Amount**
	N/A SSSP funding amply matched		

SECTION III. POLICIES

A. Exemption Policy

1. Provide a description of the college or district's adopted criteria and process for exempting students from SSSP-required services in accordance with title 5 section 55532.

   New first time students who have declared their intention to work towards any program except professional development are not allowed to register for classes until they have completed the Assessment Orientation Counseling (AOC) requirement. If a student does

not believe they should be required to complete the AOC requirement, they must meet with a Counselor.

There is currently a need to provide more assessments on and off-campus, especially as we tighten our collaboration with feeder high schools and increase the number of students who complete their assessment prior to high school graduation. Riverside City College is fully committed to supporting its partners by supporting the provision of the tests, supplies, and other materials needed to assess students, as well as mileage related to providing assessment services on site at local area high schools. SSSP funding will be invested in adding an Assessment Specialist so we extend our hours in the evening and on Saturdays and scale up the number of assessments we provide off campus as well.

The vast majority of our students need to complete the Assessment, Orientation, Counseling series of test, workshops, and individual SEP consultation. Only 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. What percentage of your student population is exempt (list by category)?

From the unique enrollment in 2014-2015 by the Ed Goal, 2288 students are exempt out of 26641, which amounts to 8.6%.

Ed Goal	**#**	**Exempt?**
Basic Skills / Developmental Ed	1040	
Career Advancement	642	Yes
Certificate	993	
Degree	4745	
Degree and Transfer	13568	
Discover Interests	132	
Four Year College Student taking Credits	1555	Yes

Maintain Certification	91	Yes
Transfer	2502	
Undecided	1373	
Grand Total	**26641**	

B. Appeal Policies

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

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. This is detailed in Administrative Policy 5522 or the Student Grievance Process for Instruction and Grade Related Matters in the college catalogue.

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 to 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)
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, 9 2, 93...)
• Completed Basic Skills courses (ENG 60A, 60B, MAT 50, 51, 63, 64, 65, REA 81, 82, 83)

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

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

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

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.

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 approve d and the appeal contract received. No retroactive disbursements will be made. Eligibility for the Board of Governors' Fee Waiver (BOGW) is not affected by a student's SAP status at this time. Students who are in a probationary status will have Federal Direct Loan Program eligibility reviewed on a case by case basis.

http://www.rcc.edu/departments/Documents/2016/RCC%2015-16%20catalog%20full.pdf

http://www.rcc.edu/services/Documents/rcc%20handbook%2015-16%20web.pdf

C. Prerequisite and Corequisites Procedures

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

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 requests were processed within the five day processing period. For this reason, students are asked to file request in person and are encouraged 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 Requests 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- or 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.

Prerequisites and Corequisites are clearly described in the student handbook and listed under the title of each course in the College Catalogue when applicable.

http://www.rcc.edu/services/Documents/rcc%20handbook%2015-16%20web.pdf

SECTION IV. PROFESSIONAL DEVELOPMENT

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

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". Counselors 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 is exploring opportunities to invite the author of the book to talk to counselor, instructional faculty and students.

In the wake of the integration of Counseling in the Library and Academic Division, and given the College's intent to implement SSSP programs in close coordination with the Equity Student Plan, the Library Department is working with the Director of Professional Development to create a Cultural Proficiency Academy. Renowned experts in the field have been retained to conduct a cultural proficiency self-study, organize a Train the Trainer extensive workshop to create a core of counselors, faculty, student worker and services managers, administrators, and students who will be fully competent in cultural proficiency. The objective is to start a campus wide conversation around what it means to be culturally proficient, how this proficiency translates into everyone's role, attitude, and behavior with students, and such proficiency along with a modification of approach and methods both in terms of customer service and in terms of teaching are fundamental to 'move the needle', namely finally make a change in a situation of equity gaps that has been stagnant for years. The belief, as demonstrated by our consultants' research and previous experience in other educational institutions, is that increasing awareness about all the SSSP programs and its Equity correlates through professional development but also the championing of cultural proficiency concepts by faculty and staff themselves dedicated to make a difference from within and at all levels of each student or academic services is the first but indispensable step towards a cultural and paradigmatic change.

SECTION V. ATTACHMENTS

The following attachments are required:

Attachment A, *Student Success and Support Program Plan Participants*. Please complete the form below of all individuals with their job title, who were involved with creating the SSSP Plan.

Attachment B, *Organizational Chart*.

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

ADDITIONAL INFORMATION

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

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

Attachment A
Student Success and Support Program Plan Participants

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

SSSP Workgroup Members:

Name: Isabelle Alanis Title: Educational Advisor
Stakeholder Group: Counseling & Support Services Stakeholder Group

Name: Cecilia Alvarado Title: Interim Vice President, Student Services
Stakeholder Group: Student Services

Name: Ellen Brown-Drinkwater Title: Dept. Chair, Counseling
Stakeholder Group: Counseling

Name: Fabienne Chauderlot Title: Dean of Instruction
Stakeholder Group: Library, Counseling, Academic Support

Name: Debbie Croan Title: Director, Student Health & Psychological Services
Stakeholder Group: Student Health & Psychological Services

Name: Lupe Delgadillo Title: Matriculation Program Assistant
Stakeholder Group: Student Services

Name: Melissa Elwood Title: Budget Analyst
Stakeholder Group: Business & Financial Services

Name: Greg Ferrer Title: Interim Dean, Student Services
Stakeholder Group: Student Services

Name: Jennifer Flores Title: Counselor/Coordinator
Stakeholder Group: EOPS

Name: Steve Gomez Title: Director, Pathways to Excellence
Stakeholder Group: Pathways to Excellence, Title V

Name: Elizabeth Hilton Title: Director, Financial Services
Stakeholder Group: Student Financial Services

Name: Tenisha James Title: Director, Student Support Services Grant
Stakeholder Group: Student Services

Name: David Lee Title: Assessment Testing Coordinator
Stakeholder Group: Counseling & Support Services

Name: Wendy McEwen Title: Dean, Institutional Effectiveness
Stakeholder Group: Institutional Effectiveness

Name: Virginia McKee-Leone Title: Acting Vice President, Academic Affairs
Stakeholder Group: Academic Affairs

Name: Whitney Ortega Title: Director, Foster Kinship Care Education Program
Stakeholder Group: Student Services/Foster Youth

Name: Kathleen Sell Title: Faculty Joint Chair
Stakeholder Group: Strategic Planning Leadership Council: Academic & Career/Technical Programs & Instructional Support

Name: Rahkee Uma Title: ASRCC Vice President
Stakeholder Group: Associated Students of Riverside City College

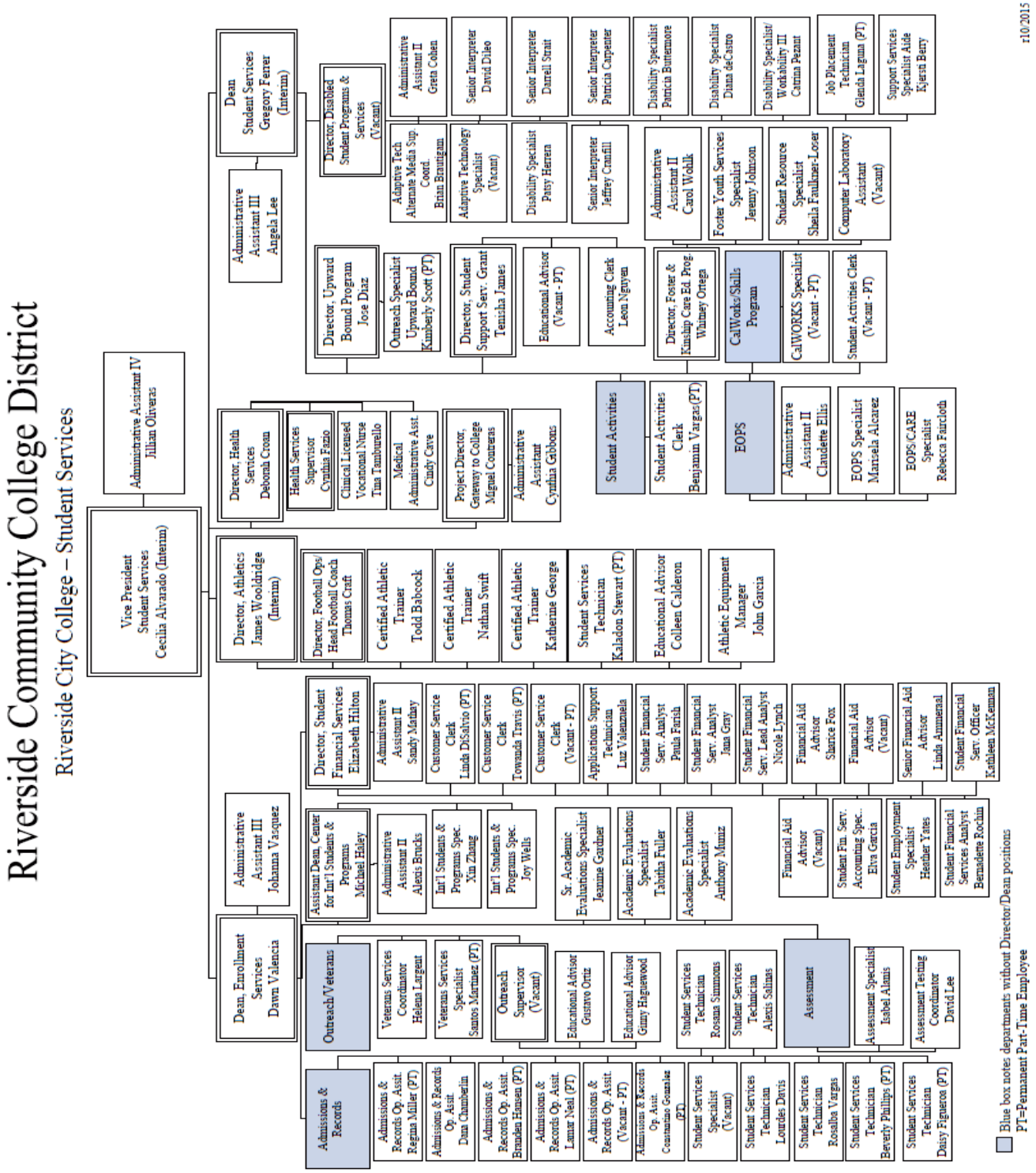
Name: Dawn Valencia Title: Dean, Enrollment Services
Stakeholder Group: Admissions & Records

Name: Terry Welker Title: Manager, Library Services
Stakeholder Group: Library

Name: Debbie Whitaker Title: Associate Dean, Academic Support
Stakeholder Group: Academic Support

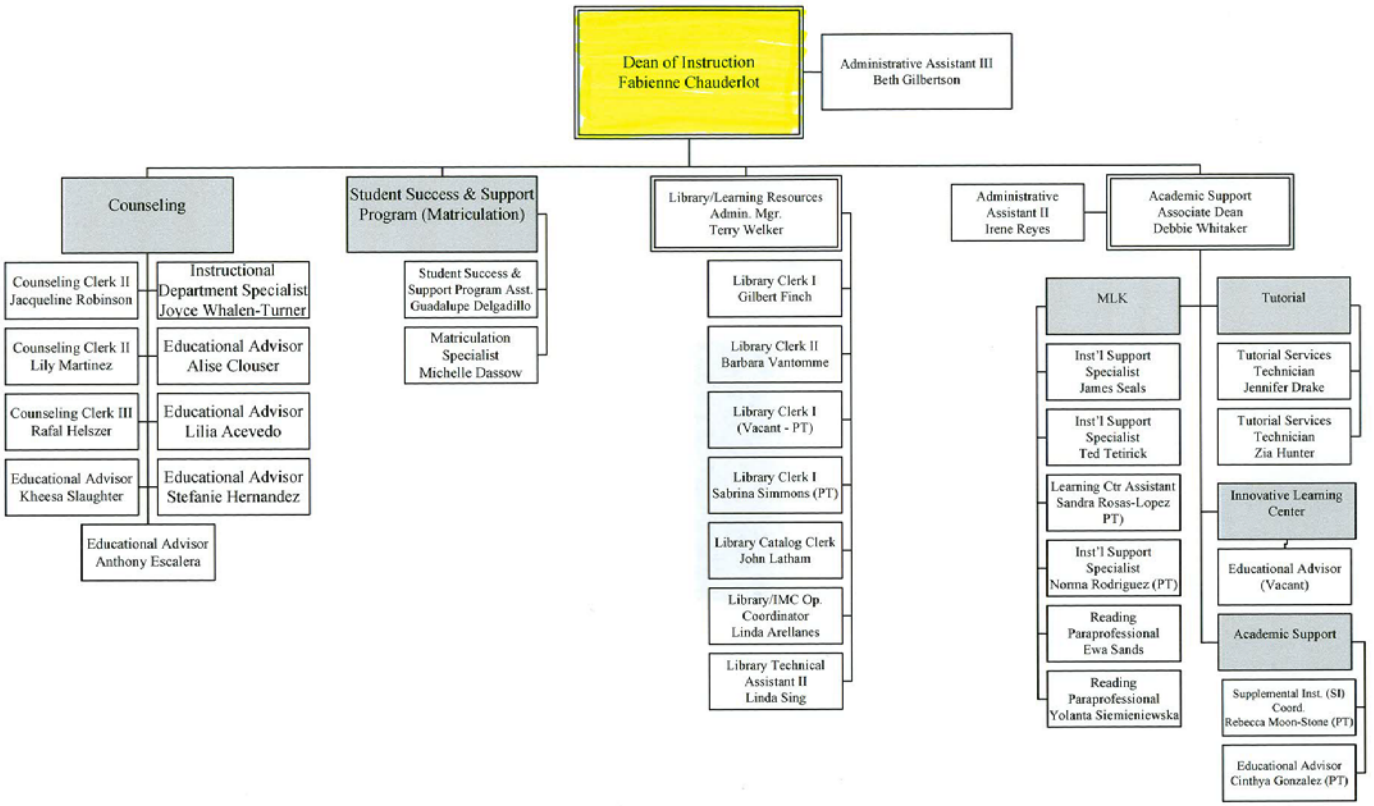
Name: Jim Wooldridge Title: Interim Director, Athletics
Stakeholder Group: Athletics

Attachment B
Organizational Charts



Riverside Community College District

Riverside City College – Dean of Instruction



PT=Permanent Part-Time Employee

r11/2015

Attachment C
SSSP Advisory Members from the Student Success Committee

Name: Robin Acosta	Title: Dean of Students, Gateway College
Name: Isabel Alanis	Title: Educational Advisor
Name: Huda Aljord	Title: Associate Professor, Arabic
Name: Meriel Anderson-McDade	Title: Employment Placement Coordinator
Name: Claudia Castro	Title: Assistant Professor, Counseling
Name: Kenneth Cramm	Title: Associate Professor, Mathematics
Name: James Cregg	Title: Associate Professor, Computer Information Services
Name: Lupe Delgadillo	Title: Matriculation Program Assistant
Name: Greg Ferrer	Title: Interim Dean, Student Services
Name: Steve Gomez	Title: Director, Pathways to Excellence
Name: Cinthya Gonzalez	Title: Educational Advisor
Name: Ginny Haguewood	Title: Educational Advisor
Name: Shannon Hammock	Title: Associate Professor, Library Services
Name: Rafal Helszer	Title: Counseling Clerk III
Name: Tammy Kearn	Title: Interim Dean of Instruction, Languages, Humanities, Social Sciences
Name: Gary Jimenez	Title: Associate Professor, Counseling
Name: Lani Kreitner	Title: Associate Professor, English
Name: David Lee	Title: Assessment Testing Coordinator
Name: Virginia McKee-Leone	Title: Acting Vice President, Academic Affairs
Name: Rebecca MoonStone	Title: SI Coordinator
Name: Gustavo Ortiz	Title: Educational Advisor
Name: LaTonya Parker	Title: Associate Professor, Counseling

SSSP Advisory Members from the Student Success Committee continued:

Name: Carla Reible	Title: Associate Professor, English as a Second Language
Name: Miguel Reid	Title: Associate Professor, English as a Second Language
Name: Rogelio Ruiz	Title: Professor, Mathematics
Name: Clifford Ruth	Title: Associate Professor, Communication Studies
Name: Christine Sandoval	Title: Associate Professor, English
Name: Eva Sands	Title: Reading Paraprofessional
Name: Jason Spangler	Title: Associate Professor, English
Name: Oliver Thompson	Title: Professor, Administration of Justice
Name: Dawn Valencia	Title: Dean, Enrollment Services
Name: Johanna Vasquez	Title: Administrative Assistant III
Name: Terry Welker	Title: Administrative Manager
Name: Pamela Whelchel	Title: Associate Professor, Mathematics
Name: Debbie Whitaker	Title: Associate Dean, Academic Support