Associate Degree

Significant changes have been made to the Associate Degree patterns. Title V mandates that “each associate in arts or associate in science degree must include a major of at least 18 semester units or 27 quarter units for a student in a single discipline or related disciplines. This requirement disallows ‘majors’ with no discernible focus or majors constructed of loosely structured items of interest selected individually by students.” The previous group requirements were considered too broad in scope and not considered a “major.”

Effective immediately, the Associate Degree in arts or science now includes a major or an area of emphasis of at least 18 semester units of study. The degree symbolizes the successful attempt on the part of the District to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively, both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding. The major or area of emphasis has a clearly discernible focus that allows a student to explore a defined collection of compatible and complementary courses about a single discipline or organized collection of several disciplines. The area of emphasis is a broader group of courses in related fields intended to prepare the student for a particular major at a four-year institution or to prepare a student for a particular field as defined by the community college. In addition to the 18 units, the degree has a general education component (Title 5, Section 55806).

At RCCD, the areas of emphasis are as follows:

- Administration & Information Systems
- Communication, Media & Languages
- Fine & Applied Arts
- Humanities, Philosophy & Arts
- Physical Education, Health & Wellness
- Math & Science
- Social & Behavioral Sciences
- Career & Technical

~ Judy Haugh

Technical Review Committee
(Former Curriculum Committee’s subcommittee on Prerequisites, Corequisites, and Advisories–PCAL)

There is a new “bump” in the road to curriculum nirvana. This bump is the Technical Review Committee (TRC). The TRC beast is a group of knowledgeable curriculum gurus who will ensure the goodness of course outlines of record. Now before the groaning drowns out all else, the purpose and implementation of the TRC is driven by Title 5 changes and our desire to have perfect course outlines of record. So, with pain comes a great deal of goodness. (Cheering is appreciated.)

TRC is an outgrowth of the former PCAL committee that used to meet twice a month before curriculum committee last semester. Prerequisites/corequisites is one of eight matriculation components. PCAL was formed in 2002 out of a need to ensure that implementation of any limitations on enrollment was established and enforced in compliance with Title 5 regulations. Through the years, dedicated PCAL members provided discipline members with guidance in evaluating limitations in enrollment for their classes and/or programs with the ultimate goal of promoting greater student success. This guidance and more will continue through TRC.

TRC will continue to clarify the process and resolve issues relating to prerequisites, corequisites, advisories, and other limitations on enrollment in courses. Plus, TRC is tasked with looking at course outlines of record to critically analyze the integration of methods of instruction, methods of evaluation, and the new requirements for reading/writing/outside of class assignments. Where the TRC review process fits is between department approval and college curriculum committee meetings. Although the TRC will not have a “kill” switch, they will be able to put a hold on a course outline until it is brought into compliance.

In short, TRC will enhance the curriculum development process through course outline improvement while also ensuring Title 5 compliance.

~ Chip Herzig & Monica Green, TRC co-chairs
NEW “New Student Orientation”

A new collaboration between the Counseling department and the Outreach office has begun at the Moreno Valley Campus. In our quest to continually improve student services, student ambassadors have been incorporated into the Student Orientation Process. Counseling, Outreach, and Assessment staff met to define ambassador responsibilities and revise the orientation presentation.

The student ambassadors meet, check in, and display the “New Student Orientation” presentation. Ambassadors discuss what matriculation is, student responsibilities, student services, and how to register for classes. Next, counselors meet with students to explain assessment scores and complete their One Semester Education Plans. The inclusion of ambassadors into the orientation process has allowed the campus to offer more counselor availability during summer walk-in counseling.

~ Louis Tamayo

Update from Assessment at the Ben Clark Public Safety Training Center

The Moreno Valley Assessment Center and the Moreno Valley Counseling department continued to offer assessment testing and AOC One-Stops (Assessment, Orientation, and Group Counseling sessions) at the Ben Clark Public Safety Training Center this past summer. Both departments serviced an average of 11 students per AOC One-Stop. In addition, some students who participated in the AOC One-Stops were able to register in their fall classes. The Ben Clark Training Center provides students with an additional location where they may complete the matriculation process, take courses, and inquire about the programs held at this location.

Want to know when we are testing at Ben Clark or Moreno Valley, Norco, and Riverside? Check us out at http://www.rcc.edu/services/assessment/index.cfm.

~ Ignacio Alvarez

Moreno Valley Student Financial Services Fair

On August 12, the Moreno Valley Student Financial Services office held their 1st Student Financial Services Fair. Due to the response to this event, it is planned to be held on an annual basis.

Invitations were sent to students who are Armed Service veterans, current or former foster youth, and students participating in the Renaissance Scholars Program. The purpose of the event was to demonstrate the full range of student services available to these populations and others on the Moreno Valley Campus.

Student Services departments were invited to attend. Each department was available to answer questions and provide information in the form of pamphlets and flyers. Their goal was to assist students to learn more about their services and what it takes to become a successful college student. We hoped to educate students on programs and services to enhance their educational experience at the Moreno Valley Campus.

The Student Financial Services department is excited to assist all students at the Moreno Valley Campus and provide each of them with critical information and important deadline dates and processes that will assist them with reaching their educational goals.

Each department brought business cards to continue to offer one-on-one assistance. Student Financial Services staff believe that funding and working with other student service departments is essential for a student’s success.

~ Elizabeth Hilton

Coming in the Next Issues

Student Testimonials
Norco DSP&S becoming more visible

DSP&S is taking a very proactive and “intrusive” position to marketing our program on campus. We are becoming increasingly assertive in participating and coordinating with other programs on campus such as Outreach, Student Support Services, and Health Services in order to become more visible and available to students who need our assistance. Most notably, we perform most aspects of the matriculation process for participating students. Priority registration is offered each session along with registration assistance and troubleshooting of issues that could prevent ease of progress. We assist students with obtaining correct documentation they may require, whether it is an extenuating circumstance petition or a change of information form, and we help them to complete it accurately. DSP&S will also assess students should the disability necessitate assistance. We help students with AccuPlacer as well as the PTSEL and the CLEP and provide in-depth guidance counseling as well. As DSP&S is a student success program, our counselor, Leslie Chaks, is a learning disability specialist and is well versed in all aspects of transfer and graduation preparedness. Leslie sees students for most counseling reasons, be it personal or academic. Our students receive a minimum one hour scheduled counseling appointment.

Becoming more visible on campus is a contribution to student success. DSP&S helps by reducing barriers; physical barriers have been easier to conquer, but attitudinal barriers still continue to exist. Breaking down these barriers includes changing minds and thoughts, and this remains our main challenge. It is fundamentally necessary to see students as whole people. They are students with a disability, not “disabled students.” We feel the RCC Norco staff and faculty have come far in treating our students as Riverside Community College students, not “DSP&S students.”

With determination and dedication, the DSP&S office and the whole RCCD college team continues to serve and support students in their academic success and educational and career goals. THANK YOU TO ALL OF YOU WHO SUPPORT OUR PROGRAM!

~ Leslie Chaks, Leona Crawford, and Keith Coleman
Assessment at Riverside City College

One of the services offered to students as part of the matriculation process is the opportunity to access in Reading, English, Math, and ESL subject areas. This summer the Riverside Assessment staff experienced an unusual increase in the number of students who usually participate in this process over the summer months. This is great for the academic departments because students are aware of what level they need to start building on their strengths and improving on their weaknesses.

This assessment demand persisted through the start of the Fall ’08 semester and has not tapered off. While demand in the business world is viewed as a positive cash flow, it presents a challenging opportunity for staff to be as creative as possible to meet student demand.

The increase in the Riverside City College student population is reflected in the number of students that have walked through the doors of the Assessment department. This follows on the heels of a 40% increase in the number of students that were assessed on site at the local feeder high schools in the Spring ’08 semester. The on-site assessment opportunity is a win-win. High School students are assessed on their own high school campus, which results in more space for others to assess at the College.

Since June 13, 5099 students were assessed for 2008 summer and fall classes. This represents a 15% increase over last year. Students are continuing to assess in preparation for short term fall classes that start later this semester.

Welcome Mike Barnes, Counseling Department Chair

Mike Barnes is not new to the College; he has been with Riverside City College since 1981. However, Mike is new to the position of Counseling Department chair. Mike has been a dedicated member of the department for 26 years. When he started, he had a split assignment with Physical Education and was the Women’s Basketball coach from 1981 to 2001.

Mike looked forward to working with students to advise them of their educational options and possible opportunities. He prides himself in seeking out the best solutions to assist students faced with academic challenges. As a coach, Mike continues to provide students with support they need to be academically successful.

Over the past few years Mike has diligently represented the Counseling faculty at Academic Senate. As a faculty leader, he has been involved in the decision making process related to academic matters occurring on campus and across the District. In addition, he has the opportunity to voice Counseling Department concerns with other faculty leaders on issues related to matters directly affecting students or his colleagues in the Counseling Department.

The position of department chair has provided Mike with the opportunity to experience faculty leadership at its best. While he was aware that quite a lot that goes on behind the scenes to get a department organized, he is now learning the administrative processes that move a department forward to meet student and faculty demands and goals. As he moves along on his current leadership path, he is learning about the department budget and processes, scheduling and related challenges, creative ways to do more with less, and the importance of Counseling faculty visibility across the campus and on campus committees.

When Mike is not wearing his department chair hat, he likes to spend time with his family. He especially enjoys time with his six grandchildren. He is very proud of his children and all that they have accomplished. Most importantly, Mike and his wife Becky just celebrated their 42nd anniversary. Congratulations, Mike!

Matriculation Advisory Committee

The Riverside City College Matriculation Advisory Committee (MAC) is charged with the responsibility of reviewing the College Matriculation Plan. Committee members work in groups to review various aspects of the plan and provide updates if processes have changed. The plan is reviewed through the consultation process and college administration, then forwarded to Sacramento.

MAC members represent a cross section of College departments from Student Services and Academic departments. Committee participants include classified staff, faculty, and administrators.

The goal is to provide a succinct plan that meets the standards of the Matriculation Regulations, but more importantly is that processes are in place that meet the needs of our students. Upon completion the plan will be submitted to the California Community Colleges Chancellor’s Office by October 31, 2008.

~ Monica Delgadillo-Flores
An Update on Matriculation MIS reporting

The District must report to the State Chancellor’s Office through Management Information Systems (MIS) reporting system Matriculation data elements such as counseling contacts, contacts for developing student education plans, academic follow up, informed educational goals, and other related services for every student who has an activity during the reporting term. These reports are expected to be submitted to the Chancellor’s office within 30 days after the last day of each term (summer, fall, winter, spring). As a result, during every fiscal year the Matriculation MIS report needs to be submitted four times. In the fiscal year 2007-2008, we submitted MIS records for more than 100,000 duplicated records for the District.

RCCD is going through a transition phase to a multi-college system. Once the transition is complete, the State Chancellor’s office expects MIS reporting by college. Through the combined efforts of the offices of Matriculation, Information Systems, and Institutional Reporting, controls have been developed to facilitate continuous monitoring and evaluation of the reports that are being sent to the Chancellor’s office. The office of Institutional Reporting is continuously working with the statewide student advisory group to Datatel to enhance some of the capabilities of MIS reporting.

It is very critical to emphasize that institutional reporting is dependent on how and when data is input into the system through various centers and campus frontline staff, educational advisors, and counselors. The only source of information to the Chancellor’s office is through MIS reporting. The Chancellor’s office is continuously evaluating the matriculation services being provided at each California Community College.

Data ownership and continuous evaluation are critical at the campus level. Further, data is at the crux of research and impacts the analysis of service and institutional effectiveness. Matriculation is comprised of eight components: (1) Admissions, (2) Orientation, (3) Assessment, (4) Counseling/Advising, (5) Follow-up, (6) Coordination/Training, (7) Research/Evaluation, and (8) Pre- and co-requisites. Outcomes assessment is not limited to course success and retention. These matriculation components are necessary to demonstrate our efforts in meeting the needs of students. Matriculation MIS along with other MIS files contribute to critical outcomes research at the Chancellor’s office and at the local level.

The following table reflects the services provided to the students through the collaborated efforts of counselors, staff members, and educational advisors districtwide for the fiscal year 2007-2008.

~ Raj Bajaj, Patti Brusca and Monica Green

### Course Placements for 3/08/08 through 9/05/08 - Students most likely entering Fall 2008

<table>
<thead>
<tr>
<th>District</th>
<th>Moreno Valley</th>
<th>Norco</th>
<th>Riverside</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 60A W/ESL Recommendation</td>
<td>1717 14.8%</td>
<td>487 16.9%</td>
<td>349 14.0%</td>
</tr>
<tr>
<td>English 60A</td>
<td>3565 34.1%</td>
<td>1069 37.2%</td>
<td>793 31.7%</td>
</tr>
<tr>
<td>English 60B</td>
<td>1113 9.6%</td>
<td>270 9.4%</td>
<td>237 9.5%</td>
</tr>
<tr>
<td>English 50</td>
<td>3301 28.4%</td>
<td>761 26.5%</td>
<td>718 26.7%</td>
</tr>
<tr>
<td>English 1A</td>
<td>1527 13.1%</td>
<td>388 10.0%</td>
<td>403 16.1%</td>
</tr>
<tr>
<td>Total</td>
<td>11613</td>
<td>2875</td>
<td>2500</td>
</tr>
<tr>
<td>Reading Skills 81</td>
<td>3714 32.0%</td>
<td>1056 36.7%</td>
<td>733 29.4%</td>
</tr>
<tr>
<td>Reading Skills 82</td>
<td>1397 12.0%</td>
<td>347 12.1%</td>
<td>275 11.0%</td>
</tr>
<tr>
<td>Reading Skills 83</td>
<td>2449 21.1%</td>
<td>594 20.7%</td>
<td>533 21.4%</td>
</tr>
<tr>
<td>Reading Competency</td>
<td>4039 34.8%</td>
<td>677 30.5%</td>
<td>561 38.2%</td>
</tr>
<tr>
<td>Total</td>
<td>11599</td>
<td>2874</td>
<td>2492</td>
</tr>
<tr>
<td>Math 63</td>
<td>3863 32.5%</td>
<td>1119 36.6%</td>
<td>718 27.7%</td>
</tr>
<tr>
<td>Math 64</td>
<td>342 2.9%</td>
<td>91 3.1%</td>
<td>61 2.4%</td>
</tr>
<tr>
<td>Math 52</td>
<td>3336 28.0%</td>
<td>813 28.1%</td>
<td>717 27.7%</td>
</tr>
<tr>
<td>Math 53, 35</td>
<td>4000 33.6%</td>
<td>826 26.5%</td>
<td>952 38.3%</td>
</tr>
<tr>
<td>Math 4, 5, 11, 12, 25, 36</td>
<td>319 2.7%</td>
<td>42 1.4%</td>
<td>91 3.6%</td>
</tr>
<tr>
<td>Math 10</td>
<td>38 0.3%</td>
<td>6 0.2%</td>
<td>8 0.3%</td>
</tr>
<tr>
<td>Math 1A</td>
<td>4 0.0%</td>
<td>0 0.0%</td>
<td>1 0.0%</td>
</tr>
<tr>
<td>Total</td>
<td>11002</td>
<td>2897</td>
<td>2588</td>
</tr>
<tr>
<td>ESL</td>
<td>95 9.5%</td>
<td>32 14.0%</td>
<td>18 13.3%</td>
</tr>
<tr>
<td>ESL 51, 71, 91</td>
<td>131 13.1%</td>
<td>32 14.0%</td>
<td>32 23.7%</td>
</tr>
<tr>
<td>ESL 53, 72, 92</td>
<td>154 15.4%</td>
<td>27 20.0%</td>
<td>92 14.5%</td>
</tr>
<tr>
<td>ESL 54, 72 or 73, 90, 92 or 93</td>
<td>168 16.8%</td>
<td>35 15.4%</td>
<td>27 20.0%</td>
</tr>
<tr>
<td>ESL 55, 73, 90, 93</td>
<td>430 43.1%</td>
<td>94 41.2%</td>
<td>31 23.0%</td>
</tr>
<tr>
<td>Total</td>
<td>998</td>
<td>228</td>
<td>135</td>
</tr>
</tbody>
</table>

~ raj.bajaj@riversideccd.edu

Distribution Chart

Because students are not required to enroll in English, ESL, Math and Reading courses in their first term, course placements shown do not necessarily reflect enrollment patterns for the target term.

Placement data is derived from independent database of district-wide assessment tests. Data is sorted by subject areas (English, Reading, Math and ESL) and location columns (MOV, NOR and District.) Because not all students test in all subjects, total number of placements is not typically equal from one subject to the next.
A Note from the Interim Associate Vice Chancellor

It takes a team... As a lean budget year dawns, this inevitably means increased enrollment at the community college. Increased enrollment and decreased funding place added strain on our Matriculation staff. Our pre-enrollment matriculation services of admissions, assessment, orientation, and counseling will be taxed more than ever before. We expect our team members to do more with less. On an optimistic note, it is times like these where we learn to be more creative and resourceful...develop new or rekindle old partnerships; decrease duplication; critically analyze the necessity of what we do and why we do it; and fine-tune our processes to ultimately strengthen our team.

Matriculation is critical in ensuring open access to our higher education institution and promoting student success. Matriculation services must not be compromised; our students depend on the services we provide to them. Students may not understand what Matriculation does for them, but student success is paramount in the hearts of our matriculation professionals. It is our responsibility to educate our colleagues and legislators on the benefits of matriculation to ensure we have the ongoing resources to keep our team strong.

In order to understand the benefits of matriculation, it is vital to accurately capture and report data correctly. Last year, the District Matriculation office, Institutional Reporting, and Information Services invested countless hours to enhance our District’s Matriculation reporting through the State Chancellor’s Office Management Information Systems (MIS). We conducted district-wide training for staff so that we ensure accuracy and consistency of reporting. We discovered better ways of recording data and we discovered unforeseen data flaws and corrected them for reporting. We have asked Datatel (our information database vendor) for modifications to enhance data recording.

Our team approach in enhancing matriculation data reporting will continue through the next year, as we want to ensure that the hard work our team members provide to students on our campuses through the matriculation process is reported accurately.

Can you think of one great thing achieved in isolation? I cannot. Remember... it takes a team...

Have a wonderful 2008-2009 academic year!

~ Monica Green

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Dean of Student Services, Norco

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Riverside Campus
Lupe Delgadillo .............. 222-8439

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Riverside Community College District

MATRICULATION REPORT - SPRING

<table>
<thead>
<tr>
<th>Service</th>
<th>2/15/08 - 6/12/08</th>
<th>Number of First-Time Students Served</th>
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<tbody>
<tr>
<td>Orientation/Counseling &amp; Day of the Tiger</td>
<td></td>
<td>Orientation/Counseling &amp; Day of the Tiger</td>
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<tr>
<td>ESL Groups</td>
<td>79</td>
<td>44</td>
</tr>
<tr>
<td>Total First Time Students Served</td>
<td>554</td>
<td>578</td>
</tr>
<tr>
<td>Total Students Assessed*</td>
<td>832</td>
<td>589</td>
</tr>
<tr>
<td>Total ESL Students Assessed</td>
<td>86</td>
<td>67</td>
</tr>
<tr>
<td>Total High School Students Assessed</td>
<td>452</td>
<td>326</td>
</tr>
</tbody>
</table>

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Riverside Community College District

MATRICULATION REPORT - SUMMER

<table>
<thead>
<tr>
<th>Service</th>
<th>6/13/08 - 8/17/08</th>
<th>Number of First-Time Students Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation/Counseling &amp; Day of the Tiger</td>
<td></td>
<td>Orientation/Counseling &amp; Day of the Tiger</td>
</tr>
<tr>
<td>ESL Groups</td>
<td>71</td>
<td>33</td>
</tr>
<tr>
<td>Total First Time Students Served</td>
<td>850</td>
<td>1,223</td>
</tr>
<tr>
<td>Total Students Assessed*</td>
<td>1,344</td>
<td>1,347</td>
</tr>
<tr>
<td>Total ESL Students Assessed</td>
<td>98</td>
<td>54</td>
</tr>
<tr>
<td>Total High School Students Assessed</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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In addition to these students, 7,183 students were seen on an individual appointment. 1,056 dismissal students and 2 probation students were also seen.

*This number represents the number of first-time assessments administered. An additional 694 tests district-wide were administered as Assessment Retests, Ability to Benefit Retests or Concurrent Admissions tests.

In addition to these students, 3,800 students were seen on an individual appointment. 823 dismissal students and 2 probation students were also seen.

*This number represents the number of first-time assessments administered. An additional 360 tests district-wide were administered as Assessment Retests, Ability to Benefit Retests or Concurrent Admissions tests.