

Assessment: Assessment Unit Four Column

Academic Affairs - Academic Support

Mission Statement: Moreno Valley College's Academic Support embraces our diverse, multicultural community of learners while providing collaborative peer learning experiences to assist them in recognizing their full academic potential through tutorial services, supplemental instruction, the STEM (Science, Technology, Engineering and Mathematics) Student Success Center and non-credit instruction. The skills and tools gained through Academic Support will promote citizenship, integrity, leadership and global awareness.

Annual Updates

2015 - 2016

Major developments and changes: As of January 20, 2016, an associate dean and department of academic support was created to support tutorial services, supplemental instruction and STEM.

SI Coordinator position institutionalized this year.

Supplemental Instructional Leader handbook and staff and faculty SI handbook was created.

SI portal created to track attendance, lesson planning and scheduling.

Began evaluation of tutorial services to include quantitative and qualitative data. Work still in progress and to extend into Fall 2016

provided professional development for associate dean and tutorial services technician to an ACTLA conference highlighting best practices in tutorial services and academic support.

Began meeting with faculty for input on how to improve academic support

Highlights and Accomplishments: : Hired a Supplemental Instructional Coordinator to start July 1, 2016.

2016 - 2017

Major developments and changes: In Spring 2017, Supplemental Instruction was moved from SAS 203 to HUM 233. This provided the ability to place multiple sessions in one location. A part time Learning Center Assistant was moved from STEM to the computer lab and changed to full time. This position provides support to both STEM and the computer lab. The Supplemental Instruction program was transition from the Title III STEM to Academic Support in Winter 2017. An analysis of the effectiveness of tutorial services was completed in August 2016 providing a baseline of the overall effectiveness of tutorial services.

Highlights and Accomplishments: : Updated attendance tracking system for supplemental instruction and created online planning sheet collection moving closer to paperless system. Implemented qualitative surveys for supplemental instruction. Began informal peer observations for SI leaders and SI Coordinator. Moved SI main room to larger room able to accommodate multiple sessions at once.

Integrating the Supplemental Instruction, Computer Lab, Math Lab and Writing and Reading Center into one location to provide a one-stop-shop site for the majority of academic support services.

Outcomes

Assessment Methods

Assessment Results

Action Plans

Outcomes	Assessment Methods	Assessment Results	Action Plans
<p>SAO - 2 Provide services to students leading to improved success rates - To develop plans that meet the needs of students; capitalize and expand as needed on successful practices Goal Status: Active Program Assessment Cycle: 2015 - 2016, 2016 - 2017, 2017 - 2018 Start Date: 02/16/2016 Activity_v4: Complete an evaluation of tutorial services, number of students attending, subjects/courses, number of visits, success rates in courses tutored in and overall GPA for students attending tutorial sessions</p>	<p>Directly related to Outcome</p>	<p>Semester Assessed: 2016-2017 Expected Goal Met: No Analysis was completed August 2016. Results showed that the greatest demand for tutorial services is in mathematics. The top five tutoring-impacted courses were analyzed-ACCT 1A, CHE 2A, MAT 52, MAT 35 and MAT 65. In four of the five courses, there was no significant difference from those students who received tutoring and those who did not except for MAT 65 where students who did not receive tutoring outperformed those who did. Due to the detail of this report, IE was unable to expand on its analysis to the top 20 courses but believes that the results would be the same.</p> <p>Tutorial services from MVC and RCC are working together in developing a more robust training program for tutors and are planning on implementing it in Fall 2017. (06/06/2017)</p> <p>Implemented student surveys in tutorial services. Used current laptops, loaded survey monkey and placed in SAS 202, SAS 206 and SCI 151. From July through September we received approximately 80 surveys. The majority of the surveys were completed students seeking support in Mathematics (MAT 52 - 18, MAT 36 - 10, MAT 35 - 10, MAT 12 - 9, MAT 65 - 5, MAT 1A - 3, CHE 2A - 4, CHE 1A - 1, AML 5). Most of the comments were positive and the students felt that tutoring helped them. The majority felt that they were given the tools to be more successful (92.9%) but there was very little feedback on what methods they would implement as they continue in their course work--this question could be re-worded to ask for more detail in the future. (06/06/2017) (06/06/2017)</p> <p>Name and Contact Information : Ann Yoshinaga Notes/Reflections: In Supplemental Instruction, it was noticed that attendance levels were not as robust as hoped for, especially in basic skills courses. We began meeting with faculty to look at ways to support their courses in a more efficient way and started to implement embedded tutoring. We understand that supplemental instruction is not necessarily suited for all courses and we have the ability to look at other ways that will meet the needs of our</p>	

Outcomes	Assessment Methods	Assessment Results	Action Plans
	<p>Directly related to Outcome</p>	<p>students and faculty.</p> <p>Semester Assessed: 2016-2017 Expected Goal Met: No ongoing (06/03/2016) Name and Contact Information : ann.yoshinaga@mvc.edu Notes/Reflections: complete the transition of the STEM center to Academic Support Related Documents: TutorialServices_Data_August24_2016.docx</p>	<p>Action Plan: Complete transition of STEM to Academic Support. Hire 1.475 Learning Center Assistants to assist with coordinating, stocking, ordering and scheduling SMIC and planetarium internally and externally (06/03/2016) Action Plan Number: 22</p>
	<p>Direct: Statistical Data (Institutional Research) - using data collected over the past three years, determine what courses students are seeking services in, demographic data, and determine success rates in courses and overall GPA. Compare, if possible with cohort group Performance Target: establish baseline and develop/modify current plan</p>	<p>Semester Assessed: 2015 - 2016 (Multiple Semesters) Expected Goal Met: No Still working on the evaluation of data. (02/16/2016) Name and Contact Information : ann.yoshinaga@mvc.edu Notes/Reflections: did not receive data until May 2016. Institutional Effectiveness is working on the data</p>	<p>Action Plan: Evaluate tutorial services to see the effects of tutoring on the overall course grade the student was tutored in (02/17/2016) Action Plan Number: 8 Action Plan Status: Ongoing Resources requested?: Yes Status of Resource Request: Partially Funded Follow-Up: Analysis was completed August 2016. Results showed that the greatest demand for tutorial services is in mathematics. The top five tutoring-impacted courses were analyzed-ACCT 1A, CHE 2A, MAT 52, MAT 35 and MAT 65. In four of the five courses, there was no significant difference from those students who received tutoring and those who did not except for MAT 65 where students who did not receive tutoring outperformed those who did. Due to the detail of this report, IE was unable to expand on its analysis to the top 20 courses but believes that the results would be the same.</p>

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	<p>Indirect: Survey/Self-Reported Learning - Faculty and student surveys</p> <p>Performance Target: develop baseline on faculty perceptions of tutorial services; for students to determine what their needs are coming into tutorial services and are they being met.</p> <p>Related Documents: faculty survey Spring 2016.pdf SI_TutorialSurvey_Results_2017.pdf</p>	<p>Semester Assessed: 2016-2017</p> <p>Expected Goal Met: No</p> <p>Still working on the analysis of data (02/16/2016)</p> <p>Name and Contact Information : Ann.Yoshinaga@mvc.edu</p> <p>Notes/Reflections: Obtained faculty surveys from 26 faculty. Still working on setting up computers in tutorial services for students. For supplemental instruction,cond</p> <p>Related Documents: SI SPR 17 Summary Report.pdf faculty survey Spring 2016.pdf</p>	<p>Tutorial services from MVC and RCC are working together in developing a more robust training program for tutors and are planning on implementing it in Fall 2017. (06/06/2017)</p> <hr/> <p>Action Plan: Continue meeting with faculty to promote and improve our services. (06/13/2017)</p> <p>Action Plan Number: 5</p> <p>Action Plan Status: Ongoing</p> <p>Resources requested?: No</p> <p>Status of Resource Request: Not applicable</p> <hr/> <p>Action Plan: Continue meeting with faculty, providing information and input regarding tutorial services and supplemental instruction. provide outreach during FLEX event in August 2016 (05/31/2016)</p> <p>Action Plan Number: 5</p> <hr/> <p>Action Plan: purchase laptops or tablets for to collect information from students after each tutorial session (02/16/2016)</p> <p>Action Plan Number: 4</p> <p>Action Plan Status: Inactive</p> <p>Resources requested?: Yes</p> <p>Status of Resource Request: Unknown</p> <p>Notes: used old computers for the survey for students (tutees). Received approximately 85 surveys. We can reword a few questions and redo the survey. Need to train tutors and other staff to have students complete surveys.</p>

Outcomes	Assessment Methods	Assessment Results	Action Plans
			<p>Follow-Up: Implemented student surveys in tutorial services. Used current laptops, loaded survey monkey and placed in SAS 202, SAS 206 and SCI 151. From July through September we received approximately 80 surveys. The majority of the surveys were completed students seeking support in Mathematics (MAT 52 - 18, MAT 36 - 10, MAT 35 - 10, MAT 12 - 9, MAT 65 - 5, MAT 1A - 3, CHE 2A - 4, CHE 1A - 1, AML 5). Most of the comments were positive and the students felt that tutoring helped them. The majority felt that they were given the tools to be more successful (92.9%) but there was very little feedback on what methods they would implement as they continue in their course work--this question could be re-worded to ask for more detail in the future. (06/06/2017)</p> <p>Follow-Up: still in process (05/31/2016)</p>
	<p>class schedule that has a note when Supplemental Instruction is offered for a specific section</p> <p>Performance Target: Class schedule that notes with supplemental instruction is offered for a specific course section</p>	<p>Semester Assessed: 2016-2017</p> <p>Expected Goal Met: No to work on in 2016/17 (06/01/2016)</p> <p>Name and Contact Information : ann.yoshinaga@mvc.edu</p> <p>Notes/Reflections: work with education services and faculty to develop schedule in advance and we can note which sections will offer supplemental instruction</p>	
	<p>Direct: Statistical Data (Institutional Research) - using data collected over the past three years, determine what courses in English, reading, and math students are seeking services in at the WRC and Math Lab,</p>	<p>Semester Assessed: 2017-2018</p> <p>Expected Goal Met: No to be completed during 2017/18 term (07/10/2017)</p> <p>Name and Contact Information : Ann Yoshinaga</p>	

Outcomes	Assessment Methods	Assessment Results	Action Plans
	<p>demographic data, and determine success rates in courses and overall GPA. Compare, if possible with cohort group</p> <p>Performance Target: establish baseline for WRC and Math Lab</p> <p>Indirect: Survey/Self-Reported Learning - exit surveys for students seeking services in The Learning Center and Tutorial Services</p>	<p>Semester Assessed: 2017-2018</p> <p>Expected Goal Met: No to be evaluated (07/11/2017)</p> <p>Name and Contact Information : Ann Yoshinaga</p>	<p>Action Plan: Working with IE, DOIs, faculty and staff in The Learning Center and Tutorial Services, develop a common exit survey for students who use these services. (07/11/2017)</p> <p>Action Plan Status: Ongoing</p> <p>Resources requested?: No</p> <p>Status of Resource Request: Not applicable</p>
<p>SAO 3 - Space and Resources - Create spaces and resources that provides an effective learning environment for staff and students</p> <p>Goal Status: Active</p> <p>Program Assessment Cycle: 2015 - 2016, 2016 - 2017, 2017 - 2018</p> <p>Start Date: 02/01/2016</p>	<p>Directly related to Outcome</p>	<p>Semester Assessed: 2016-2017</p> <p>Expected Goal Met: Yes</p> <p>Completed - created office work space for the Associate Dean, AAll, Tutorial Services Technician and Supplemental Instructional Coordinator. (06/06/2017)</p> <p>Name and Contact Information : Ann Yoshinaga</p> <hr/> <p>Semester Assessed: 2016-2017</p> <p>Expected Goal Met: No</p> <p>Created office spaces for associate dean, administrative assistant II, tutorial services technician and supplemental instructional coordinator. Moved the primary supplemental instruction room from SAS 203 to HM 233. This allowed us to have multiple sessions in one room, although we are still using additional rooms as needed.</p> <p>Purchased textbooks for tutorial services and supplemental instruction so tutors and SI leaders have resources as needed.</p> <p>Tutorial services is tasked with implementing WOnline in Fall 2017. This program is used by the WRC for scheduling purposes.</p> <p>In process of creating an integrated student success center which will house SI, WRC, Math Lab, and Computer Lab. The Computer lab is slated to move the week of June 12,</p>	

Outcomes	Assessment Methods	Assessment Results	Action Plans
	<p>Directly related to Outcome</p>	<p>2017, and the WRC and Math Lab will be moving between Summer and Fall 2017. The SI program is currently housed in the space (HM 232 and 233)</p> <p>Chairs and other resources are in the process of being purchased for the Computer Lab, SI, WRC and Math Lab with expected completion by Fall 2017.</p> <p>Converted the part time Learning Center Assistant (LCA) funded by Title III STEM grant to a full time LCA for computer lab in January 2017. This position will be support for the integrated student success center. (06/06/2017)</p> <p>Name and Contact Information : Ann Yoshinaga</p> <p>Notes/Reflections: Still in need of a learning center assistant to support tutorial services.</p> <hr/> <p>Semester Assessed: 2016-2017</p> <p>Expected Goal Met: Yes</p> <p>provide office and workstations for associate dean, admin assistant II, tutorial services technician and supplemental instructional coordinator (02/16/2016)</p> <p>Name and Contact Information : Ann Yoshinaga, 951-571-6383 ann.yoshinaga@mvc.edu</p>	<p>Action Plan: create office and workstations for associate dean, admin assistant II, tutorial services technician and supplemental instructor coordinator (02/16/2016)</p> <p>Action Plan Number: 6</p> <p>Action Plan Status: Complete</p> <p>Resources requested?: Yes</p> <p>Status of Resource Request: Fully funded</p> <p>Source of funding: general funds</p> <p>Notes: completed</p>
	<p>Will have adequate resources to meet the needs of the students</p> <p>Performance Target: students and staff will have resources needed to work effectively and efficiently</p> <p>Notes: obtain a pay-for-print copier/printer in tutorial services; purchase supplies for student use (e.g. stapler, hole-punch, pencil sharpener, etc.)</p> <p>provide name tags for student</p>	<p>Semester Assessed: 2016-2017</p> <p>Expected Goal Met: No</p> <p>purchased reference materials for staff and student employees for use in tutoring and supplemental instruction and supplies for student use. Should be moving pay-for-print copier/printer in summer 2017 (06/07/2017)</p> <p>Name and Contact Information : Ann Yoshinaga</p> <hr/> <p>Semester Assessed: 2016-2017</p> <p>Expected Goal Met: No</p> <p>in progress for 16/17 (05/25/2016)</p> <p>Name and Contact Information : Ann Yoshinaga ann.</p>	<p>Action Plan: purchase 30 clickers for use with the SMIC for student use during demonstrations and</p>

Outcomes	Assessment Methods	Assessment Results	Action Plans
	workers/short term non-classified employees purchase reference materials for staff	yoshinaga@mvc.edu	<p>activities. Can be funded with Title III grant money (06/14/2016)</p> <p>Action Plan Number: 24 Action Plan Status: Inactive Resources requested?: Yes Status of Resource Request: Not funded</p> <hr/> <p>Action Plan: Purchase chairs for staff (5 total) and students in CIS lab (66 chairs) and STEM center (26 chairs) (06/14/2016) Action Plan Number: 22 Action Plan Status: Ongoing Resources requested?: Yes Status of Resource Request: Fully funded Notes: will be completed by fall 2017</p> <hr/> <p>Action Plan: In consultation with Dean of Instruction and Associate Dean, Academic Support, and in collaboration with faculty for Math, English, and CIS and staff for supplemental instruction and tutoring, create an Integrated Student Success Center to support Math Center, Writing and Reading Center, Computer Lab, tutoring, and supplemental instruction. (06/01/2016) Action Plan Number: 21 Action Plan Status: Ongoing Resources requested?: Yes Status of Resource Request: Partially Funded Notes: will be moving computer lab, Supplemental instruction, WRC and math lab to HM 232 & 233. Tutorial services will remain at current location</p> <hr/> <p>Action Plan: Purchase time clock</p>

Outcomes	Assessment Methods	Assessment Results	Action Plans
			<p>for tutorial services. Supplemental Instruction has a time clock purchased with STEM funds. Tutorial services will need one as well (06/01/2016)</p> <p>Action Plan Number: 20 Action Plan Status: Inactive Resources requested?: Yes Status of Resource Request: Not funded Notes: no longer needed</p> <p>Follow-Up: No need for this at this time (06/06/2017)</p> <hr/> <p>Action Plan: Hire .475 Learning Center Assistant to provide support to Tutorial Services. Currently there is only a Tutorial Services Technician to run tutorial services. Student employees are conducting the majority of the clerical work scheduling tutors and checking in tutees. A Learning Center Assistant should be hired to provide this support. (05/31/2016)</p> <p>Action Plan Number: 19 Action Plan Status: Ongoing Resources requested?: Yes Status of Resource Request: Unknown</p> <hr/> <p>Action Plan: Hire 1.475 Computer Lab Assistants to provide support to the CIS lab (05/31/2016)</p> <p>Action Plan Number: 18 Action Plan Status: Ongoing Resources requested?: Yes Status of Resource Request: Partially Funded Source of funding: general fund Notes: general fund funds 1.0 FTE Learning Center Assistant</p>

Follow-Up: ad (09/01/2017)

Action Plan: Provide name tags for tutors and SI leaders (05/31/2016)

Action Plan Number: 14

Action Plan Status: Ongoing

Resources requested?: Yes

Status of Resource Request: Unknown

Notes: readjusted budget to add additional money in printing budget to provide this in 2017/18

Action Plan: Develop or purchase a web-based scheduler for tutorial services such as wconline. purchase tablets for SAS 206 and SCI 151 so students can self schedule. (05/31/2016)

Action Plan Number: 13

Action Plan Status: Ongoing

Resources requested?: Yes

Status of Resource Request: Unknown

Source of funding: BSI fund should be supporting this in the WRC.

Notes: We can piggy-back on to the WRC's funding on this as WConline charges by college, not department

Action Plan: Staff will create list of needed texts for students and staff and develop plan on how to obtain.

(05/31/2016)

Action Plan Number: 12

Action Plan Status: Complete

Resources requested?: Yes

Status of Resource Request: Fully funded

Source of funding: Student equity

Outcomes	Assessment Methods	Assessment Results	Action Plans
			<p>and general fund</p> <p>Action Plan: Tutorial Services Technician will order office supplies needed for students (e.g. stapler, pencil sharpener, 3-hole punch). (05/31/2016)</p> <p>Action Plan Number: 10 Action Plan Status: Ongoing Resources requested?: Yes Status of Resource Request: Fully funded Source of funding: general fund Notes: Donna Plunk to complete this by end of July 2017</p> <hr/> <p>Action Plan: work with TSS to obtain a Pay-for-Print copier/printer for tutorial services (05/25/2016)</p> <p>Action Plan Number: 9 Action Plan Status: Ongoing Resources requested?: No Status of Resource Request: Not applicable Notes: A Pay-for-print copier was moved to tutorial services on June 12, 2017. Tutorial services will place a work order to connect the pay for print copier/printer into tutorial services</p>
	<p>Provide services to students on Saturdays in the Learning Center Performance Target: open up the Learning Center on Saturdays to serve students</p>	<p>Semester Assessed: 2017-2018 Expected Goal Met: No In process meeting with DOIs and faculty to determine how to best serve students with the opening of the Learning Center on Saturdays (07/11/2017) Name and Contact Information : Ann Yoshinaga</p>	<p>Action Plan: meet with DOIs, faculty and staff on how best to staff the Learning Center on Saturdays. Hire .475 Learning Center Assistant to cover the Learning Center including Saturdays. (07/11/2017) Action Plan Number: 30 Action Plan Status: Ongoing Resources requested?: Yes Status of Resource Request: New</p>

Outcomes	Assessment Methods	Assessment Results	Action Plans
<p>SAO 4 - Professional Development - Academic Support will provide professional development opportunities for administration, staff and student employees that will provide the ability to improve services to the college and its students.</p> <p>Goal Status: Active</p> <p>Program Assessment Cycle: 2015 - 2016, 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020</p> <p>Start Date: 03/01/2016</p> <p>Activity_v4: Administration, staff and student employees will have opportunities to attend training, conferences and seminars in the areas of tutorial services, supplemental instruction, BSI, noncredit, etc. with the results being to improve overall services.</p>	<p>Directly related to Outcome</p>	<p>Semester Assessed: 2015 - 2016 (Multiple Semesters)</p> <p>Expected Goal Met: Yes</p> <p>Professional development opportunities were provided to Academic Support personnel (02/17/2016)</p> <p>Name and Contact Information : Ann Yoshinaga</p>	<p>Action Plan: obtain funding (through BSI and/or Student Equity) to send tutors and SI leaders to Tutor Expo (05/31/2016)</p> <p>Action Plan Number: 16</p> <p>Action Plan Status: Ongoing</p> <p>Resources requested?: Yes</p> <p>Status of Resource Request: Fully funded</p> <p>Source of funding: BSI</p> <hr/> <p>Action Plan: Work with University Missouri Kansas City to bring the SI Supervisor training to Southern California (05/31/2016)</p> <p>Action Plan Number: 17</p> <p>Action Plan Status: Complete</p> <p>Resources requested?: Yes</p> <p>Status of Resource Request: Fully funded</p> <p>Source of funding: general fund and STEM Grant</p> <p>Notes: UMKC was not offering training outside of the university at this time. The SI Coordinator received the training at UMKC in July 2016 and associate dean in March 2017. With the hiring of an SI coordinator in Summer 2017, we will be providing training for this position.</p> <hr/> <p>Action Plan: Work towards certification with College Reading and Learning Association (CRLA) which will provide professional development and evaluations for tutors and SI leaders. (05/31/2016)</p> <p>Action Plan Number: 15</p> <p>Action Plan Status: Ongoing</p> <p>Resources requested?: Yes</p>

Outcomes	Assessment Methods	Assessment Results	Action Plans
	<p>Directly related to Outcome</p>		<p>Status of Resource Request: Partially Funded</p> <p>Source of funding: general fund</p> <p>Notes: the tutorial services technician went to the CRLA conference in Nov 2016. She is currently working with staff at RCC developing a plan where they will be team teaching to provide professional development for tutors at RCC and MVC.</p> <hr/> <p>Action Plan: provide funding for professional development opportunities (02/17/2016)</p> <p>Action Plan Number: 7</p> <p>Action Plan Status: Ongoing</p> <p>Resources requested?: Yes</p> <p>Status of Resource Request: Fully funded</p> <p>Source of funding: general and personal funds</p> <p>Notes: staff attend classified retreats twice a year and encouraged to attend various professional development seminars. Many staff attended the diversity summits.</p> <p>Dean attended Leadership Development Program for Higher Education in July 2016 and Asian Pacific Islander Women's Workshop in December 2016</p> <p>In supplemental instruction meetings/trainings are conducted monthly in the major terms along with a two-day training at the beginning of each major term.</p>
	<p>number of conferences, seminars and other professional development</p>	<p>Semester Assessed: 2015 - 2016 (Spring 2016)</p> <p>Expected Goal Met: Yes</p>	

Outcomes	Assessment Methods	Assessment Results	Action Plans
	activities offered and/or attended	<p>Associate Dean and Tutorial Services Technician attended the Association of Colleges for Tutoring and Learning Assistance (ACTLA) conference in April 2016 (05/30/2016)</p> <p>Name and Contact Information : Ann Yoshinaga, ann.yoshinaga@mvc.edu 951.571.6383</p> <p>Notes/Reflections: Conference provided opportunity to network with colleges across the nation as well as provide valuable information on certifications we should be applying for to improve services to our students and to allow growth for our employees. Look at web-based applications to assist with scheduling.</p> <p>Continue to offer professional development opportunities to staff and expand to student and and hourly employees. Bring Univ Missouri KC Supplemental Instructor training course to MVC/Southern California.</p> <p>Work on obtaining College Reading and Learning Association certification for Tutorial and SI</p>	
	have an area for resource materials for staff and students	<p>Semester Assessed: 2015 - 2016 (Spring 2016)</p> <p>Expected Goal Met: No</p> <p>Tutorial Services Technician to provide list of resources needed for Tutorial services (05/30/2016)</p> <p>Name and Contact Information : Ann.yoshinaga@mvc.edu</p> <p>Notes/Reflections: Tutorial Services Technician requested books for staff. Associate Dean asked that she wait until after she attended the ACTLA conference to give her a better idea of potential resources. Waiting for her list.</p> <hr/> <p>Semester Assessed: 2015 - 2016 (Spring 2016)</p> <p>Expected Goal Met: No</p> <p>we currently do not have resource materials for staff to refer to to improve skills in the areas they are responsible for. (02/24/2016)</p> <p>Name and Contact Information : Ann Yoshinaga ann.yoshinaga@mvc.edu; Donna Plunk donna.plunk@mvc.edu</p> <p>Notes/Reflections: develop a budget for resource materials (Obj 4230)</p>	<p>Action Plan: develop budget for reference materials (obj 4320) (02/24/2016)</p> <p>Action Plan Number: 11</p> <p>Action Plan Status: Ongoing</p> <p>Resources requested?: Yes</p> <p>Status of Resource Request: Fully funded</p> <p>Source of funding: general and categorical</p> <p>Notes: purchased textbooks and other reference materials for tutorial services and supplemental instruction as requested by staff.</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Assessment Results</i>	<i>Action Plans</i>
	<p>completion of ILA 1 for tutors and SI leaders</p> <p>Notes: Will conduct an ILA 1 course for tutors and SI leaders in Winter 2018</p>	<p>Semester Assessed: 2017-2018</p> <p>Expected Goal Met: No</p> <p>to be completed by end of winter 2018 (07/10/2017)</p> <p>Name and Contact Information : Ann Yoshinaga</p>	<p>Action Plan: Working with DOIs and faculty, develop ILA 1 course to be taught in Winter 2018 (07/11/2017)</p> <p>Action Plan Number: 31</p> <p>Action Plan Status: New</p> <p>Resources requested?: Yes</p> <p>Status of Resource Request: New</p>

Assessment: Assessment Unit Four Column

Student Services - Academic Counseling and Educational Support

Contact Person: Micki Clowney

Program Review report submitted: Spring 2017

Mission Statement: The mission of the Academic Counseling and Educational Support program (ACES) is to increase the retention, graduation, and four year university transfer rates among low income, first generation, and disabled students through academic counseling, tutoring, mentoring, and financial literacy. ACES is a Student Support Services grant under the federal TRiO programs, which is funded through the United States Department of Education and serves 140 students annually.

Major developments and changes: Rather than having a separate Director for each TRiO program, we restructured the programs under one umbrella which allowed us to leverage resources. After obtaining approval from the SSS Program Officer and the UBMS Program Officer, in accordance with federal regulations to leverage resources between similar TRiO or other student service programs, MVC restructured the personnel structure of ACES to combine UBMS and ACES under the umbrella of Office of TRiO programs. This consolidation allowed for the Outreach Specialist under UBMS to move from part-time to full time. Also, with the recent change of both Adjunct Counselors earning full time positions, we will need to hire a dedicated counselor for ACES. We need to explore costs for hiring a full time person. With the recent notification of a fourth TRiO grant, ACES will request an Administrative Assistant as a shared position across all TRiO programs.

Until a person is hired, I am requesting that Deanna and Richard still be permitted to work 10 hours each to still assist with ACES. Also, I would like them to serve on the hiring committee. They will need to complete training to meet compliance.

It is critical that TRiO obtain additional space so that we improve efficiency of services and to be able to leverage the benefits of shared resources.

Highlights and Accomplishments: Obtained approval from the US Department of Education to consolidate TRiO Director position which will allow for more effective leverage of resources to provide more support to students.

Annual Updates

2016 - 2017

Major developments and changes: The former Director received another professional opportunity and another institution; therefore, the Director of the Upward Bound Math and Science Program provided support to the ACES Student Support Services Program. After obtaining approval from the SSS Program Officer and the UBMS Program Officer, in accordance with federal regulations to leverage resources between similar TRiO or other student service programs, MVC restructured the personnel structure of ACES to combine UBMS and ACES under the umbrella of Office of TRiO programs. This consolidation allowed for salary savings to cover partial salary costs for an Ed Advisor and split hours between two part-time Adjunct Counselors. As a result of receiving notification of a third TRiO grant (Talent Search) there will be a request for an Administrative Assistant across all TRiO programs. There will be a request to Department of Education to combine Director position to serve all three programs.

Highlights and Accomplishments: : The ACES program was successfully funded for another 5 years at the beginning of the 2015-16 year.

Added two part time ACES counselors (Deanna Murrell and Richard Garcia). Since being hired, they have been able meet with an increased number of students and assist with the development/coordination of 2016-17 academic year.

Secured in-kind support of free transportation from California State University, Long Beach for 50 MVC students (ACES, FYSS, Puente, RSP, DSS, and EOP&S).

15 students participated in the STEM Innovation Leadership Symposium at the University of California, Irvine.

20 ACES Students participated in the Male Student Success Conference.

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Assessment Results</i>	<i>Action Plans</i>
<p>Comprehensive Student Educational Plan - ACES Scholars will complete a comprehensive 2 year Student Education Plan every academic year. Goal Status: Active Program Assessment Cycle: 2013 - 2014, 2014 - 2015, 2015 - 2016, 2016 - 2017, 2017 - 2018 Start Date: 08/26/2013 Activity_v4: -Student Education Plan: SSS student will meet with the SSS Counselor to develop and/or update a comprehensive 2 year Student Education Plan every academic year. ACES Counselor will review goals to align plan to student's goals, keeping in mind the necessity for the student to meet satisfactory academic progress.</p>	<p>Direct: Portfolio Review - Review SSS student file and OnBase repository for most current 2 year Student Educational Plan. Performance Target (Required)*: 75% of all active SSS students will have a completed 2 year Student Educational Plan dated within the past two semesters. Notes: Direct calls and e-mails will be sent to ACES Scholars to schedule an appointment to meet with ACES Counselors to review educational plan. Meet with students at least two terms per year. All first year ACES students will complete Eureka and MBTI/Strong's to review with comprehensive ed plan</p>	<p>Semester Assessed: 2014-2015 Expected Goal Met: No Of the 85 student records reviewed, 53 students (62.4%) had an SEP dated within the current academic year. 15.3% had an SEP dated during the previous academic year 2013-2014. The remaining 22.4% had a first year plan or an SEP dated 2012-2013 or later. While the target was not met, we have achieved an increase from the prior year (51.2% in 2013-2014). (07/02/2015) Name and Contact Information : Lisa Chavez Director, ACES Program 951-571-6275 lisa.chavez@mvc.edu Total # of Students Assessed: 85 Notes/Reflections: reviewed notes in CASM to see most recent SEP Related Documents: SEP.efforts.2014-2015_Redacted.pdf</p>	<p>Action Plan: The SSS renewal grant for the next 5 year cycle was award and will begin September 1, 2015. In the personnel section, the Educational Advisor position was eliminated and those funds transferred to support more hours in part-time Counseling. The Counselor will also be available to meet with students on-line, in-person at the ACES offices, and when conducting orientations or workshops in locations throughout campus. (07/02/2015) Action Plan Number: 1</p>
		<p>Semester Assessed: 2013-2014 Expected Goal Met: No Upon reviewing each individual student SSS file and OnBase record, it was determined that only 43 of 84 (51.2%) SSS participants had a comprehensive 2 year SEP dated within the current academic year. (08/07/2014) Name and Contact Information : Lisa Chavez Director, SSS Grant lisa.chavez@mvc.edu 951-571-6275 Total # of Students Assessed: 84 Notes/Reflections: There were a number of students who had 2 year SEPs, but they were dated in the previous academic year. Furthermore, there were some SEPs that were located in OnBase that were not on file with the SSS office. It is imperative that these documents be recorded in the students SSS file for grant reporting purposes.</p>	<p>Action Plan: During each major term the Educational Advisor will identify those students who do not have a current 2 year SEP. Those students will be contacted to schedule a meeting with the Counselor. When the Counselor meets with the student, through either appointment or walk-in, he/she will review the student file for a current 2 year SEP. If there is not a current SEP, the Counselor will work with the student to create one at that very same meeting. (08/25/2014)</p>

Outcomes	Assessment Methods	Assessment Results	Action Plans
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Related Documents:
[SAO1.SEP.04.04.14_Redacted.pdf](#)

<p>Financial Literacy - 100% of ACES Scholars will receive information related to critical Financial Literacy and Financial Aid Goal Status: Active Program Assessment Cycle: 2015 - 2016, 2016 - 2017, 2017 - 2018 Start Date: 08/01/2016 Activity_v4: -Financial Literacy: Financial literacy is offered to participants both thorough an on-line format and traditional workshops. The two on-line programs are Life Skills and Cash Course. In addition, at least one in-person workshop if offered per semester. Students will receive information via an online ACES newsletter to be shared each academic term.</p> <p>ACES will partner with ECMC, Bank of America, and Altura Credit Union to host budgeting workshop.</p> <p>ACES will collaborate with CalWorks, FYE, Student Activities,FYE, and UMOJA Scholars to host a Show Me the Money Session</p> <p>ACES will work with Financial Aid to host an Financial Awareness series regarding completing the FAFSA, work study, and the importance of meeting satisfactory academic progress.</p> <p>Information will be provided to students about loans and managing</p>	<p>Direct: Institutional Research or Other Data - Count the number of ACES students who completed at least one (1) financial literacy activity in the academic year. Performance Target (Required)*: 10% increase from the prior year Notes: On-line activities include Life Skills and Cash Course. Completion of a Financial Literacy activity is recorded in Blumen.</p> <p>Host sessions with ACES students to teach them how to look at SAP and projected cost for completing degree if planning to transfer.</p> <p>Ensure all ACES students complete FAFSA and documents needed. Assist with completing FAFSA and docs for transfer.</p> <p>Scholarship workshops.</p> <p>Direct: Exam/Quiz - Pre-Post - During workshop sessions, conduct pre and post assessment to identify core terms and concepts learned Performance Target (Required)*: 85% of attendees will score at least 75% or higher on the post assessment</p>	<p>Semester Assessed: 2016-2017 Expected Goal Met: No 100% of ACES Scholars will receive information related to financial literacy at least two times per year. (08/01/2016) Name and Contact Information : Micki Clowney Micki.clowney@mvc.edu Total # of Students Assessed: 140 Notes/Reflections: Has not yet been measured</p>	
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Outcomes	Assessment Methods	Assessment Results	Action Plans
<p>debt</p> <p>During the summer, partner with FYE and other bridge programs to do financial literacy simulation through JA Financial</p> <p>Tutorial Services - Students will utilize tutorial services when necessary.</p> <p>Goal Status: Active</p> <p>Program Assessment Cycle: 2014 - 2015, 2016 - 2017, 2017 - 2018</p> <p>Start Date: 08/25/2014</p> <p>Activity_v4: Actively refer students to tutoring.</p> <p>Based on academic progress of students, make tutoring part of academic progress contract for students with ACES</p> <p>Obtain list of students who are experiencing academic difficulty and notify them of tutoring, Reach out to students to meet with ACES counselor. During touch base meeting, ACES counselor will review tutoring services and other academic support services.</p> <p>Obtain monthly reports from Tutorial Services for all ACES students to monitor utilization of services.</p> <p>If can obtain ACES space, look to hire some tutors for local four year colleges/universities to serve as mentors/tutors</p>	<p>Direct: Institutional Research or Other Data - using SARS data tied to the location "Tutorial" examine how many ACES students attending tutoring.</p> <p>Performance Target (Required)*: 20% over the previous year</p> <p>Related Documents: MVC_LifeSkills_UserGuide.pdf</p>	<p>Semester Assessed: 2014-2015</p> <p>Expected Goal Met: Yes</p> <p>A SARS report demonstrated that 42 ACES students utilized tutoring during the 2014-2015 academic year. In 2013-2014 29 students received tutoring, an increase of 44.8%. (08/19/2015)</p> <p>Name and Contact Information : Lisa Chavez, 951-571-6275, lisa.chavez@mvc.edu</p> <p>Total # of Students Assessed: 109</p> <p>Related Documents: 2014-2015.Tutorial.pdf</p>	<p>Action Plan: The assessment method used to measure individual students' use of tutorial services doesn't truly reflect the goal of assisting students in course completion. This outcome and assessment method will be reevaluated for the 2015-2016 academic year, with the possibly evaluating whether students who were referred to tutoring followed through, how many hours they attended tutoring, and the final grade achieved. This process would be time consuming and would require additional staff to examine student records and tutorial attendance. (07/02/2015)</p> <p>Action Plan Number: 2</p>

Outcomes	Assessment Methods	Assessment Results	Action Plans
<p>Transfer - Annual ACES student cohorts will transfer to a four year university within four years of first being served by the ACES program.</p> <p>Goal Status: Active</p> <p>Program Assessment Cycle: 2013 - 2014, 2014 - 2015, 2016 - 2017, 2017 - 2018</p> <p>Start Date: 08/25/2014</p> <p>Activity_v4: Monitor student progress based on projected completion dates.</p> <p>Based on entering cohort year, bring graduating students in for small group sessions to complete graduation application and partner with Career Services for ACES students to attend transfer workshops, college information sessions, and transfer fairs.</p> <p>Meet with ACES counselors to review 4-year options based on each student's unique circumstances and find a school that is a good fit and has additional support services available.</p> <p>Coordinate field trip to transfer fair and grad school fairs</p> <p>Partner with UMOJA for HBCU College Fair</p>	<p>Direct: Institutional Research or Other Data - Examine clearinghouse data to see which students from a given cohort, enrolled in a four-year college/university the Fall semester immediately following their exit from MVC, within four years of first being served by the ACES program</p> <p>Performance Target (Required)*: 25% of cohort</p> <p>Notes: cohorts are identified in Blumen database Clearinghouse data will not be available until September/October when students have enrolled at the university Have students who are scheduled to graduate meet with ACES counselor to complete Exit Survey to determine where applied and where attending. Obtain enrollment confirmation when available</p>	<p>Semester Assessed: 2014-2015</p> <p>Expected Goal Met: No</p> <p>The cohort measured for this objective is made up of 78 students who entered the ACES program during the 2012-2013 academic year. National Student Clearinghouse (NSCH) Data from FA14 reported that 11 students of the cohort had already transferred to and enrolled at a university. Of those who were still enrolled at MVC and active in the 14-15 academic year, 3 additional students reported they would be transferring in FA15. Tentatively 14 students of 78, 18%, have or are expected to transfer. Final numbers will be available upon receipt of NSCH data in November 2015. (08/19/2015)</p> <p>Name and Contact Information : Lisa Chavez</p> <p>Total # of Students Assessed: 78</p> <p>Notes/Reflections: Final numbers will be available in Nov15 through NSCH</p> <hr/> <p>Semester Assessed: 2013-2014</p> <p>Expected Goal Met: Yes</p> <p>The 2013-2014 annual performance review evaluated the student cohort from the academic year 2011-2012 which had 78 students. Of those 21 transferred to a four-year university. (12/04/2014)</p> <p>Name and Contact Information : Lisa Chavez 951-571-6275</p> <p>Total # of Students Assessed: 78</p> <p>Notes/Reflections: Although the transfer target of 20% of the cohort was met, the grant objective was BOTH graduate and transfer. Of the 21 who transferred to a university, only 12 also earned an Associate's degree.</p>	<p>Action Plan: Additional space need to provide study space, host workshops, and desktop stations to assist when completing university admission applications, FAFSA, and other academic related on-line activities. (08/19/2015)</p> <p>Action Plan Number: 5</p> <hr/> <p>Action Plan: Additional administrative support needed to relieve Director of administrative tasks, so that Director can provide follow-up services with those identified students. (08/19/2015)</p> <p>Action Plan Number: 4</p> <hr/> <p>Action Plan: Continue transfer activities including transfer requirement workshops, university field trips, CSEPs, and expand to do more focused workshops on Associate degree for Transfer workshops. PT Counselor will evaluate transcripts of those students close to transferring to ensure they meet deadlines. (08/19/2015)</p> <p>Action Plan Number: 3</p> <hr/> <p>Action Plan: Continue transfer activities including transfer requirement workshops, university fieldtrips, CSEPs, and expand to do more focused workshops on Associate degree for Transfer workshops. (08/18/2014)</p>

Outcomes	Assessment Methods	Assessment Results	Action Plans
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Related Documents:
[NSCH.2013-2014.enrolled FAL14.pdf](#)

Completion Rates - 15% of eligible ACES Scholars will successfully complete a certificate and/or degree program
Goal Status: Active
Program Assessment Cycle: 2016 - 2017, 2017 - 2018
Start Date: 08/29/2016
Activity_v4: Have ACES counselors complete review of education plans for a degree audit in early fall to determine which students are on track to graduate. Have students meet with ACES counselors to review academic progress and support systems, critical dates for graduation, financial literacy workshops to highlight the impact of Satisfactory Academic Progress (SAP) on and possible next steps following graduation.

Direct: Portfolio Review - Review student's individual Success Plan and comprehensive review to ensure on track
Performance Target (Required)*:
 15% of cohort will complete a certificate or degree annually
Notes: ACES Counselors identify ACES scholars who are scheduled to graduate/complete within six months
 Have students come in to complete graduation request
 Have ACES scholars also complete exit survey to assist with transition to four year institutions

Direct: Statistical Data (Institutional Research) - Obtain report of ACES Scholars by race, gender, major and status of completion
Performance Target (Required)*:
 15% of eligible scholars will complete a certificate and/or degree program.

Completion and Transfer Rates - 15% of ACES Scholars will complete and certificate/degree and transfer to four year university.
Goal Status: Active
Program Assessment Cycle: 2016 - 2017, 2017 - 2018
Start Date: 08/29/2016
Activity_v4: Review program files and academic progress for ACES Scholars.

Direct: Statistical Data (Institutional Research) - Track students through National Clearinghouse and institutional data
Performance Target (Required)*:
 15% - 20 % of annual cohort each year
 Target completion in three years or less

Direct: Institutional Research or Other Data - Collect exit survey data

Outcomes	Assessment Methods	Assessment Results	Action Plans
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Advise them of their options to graduate and transfer.
 Assist students with registration for graduation.
 Refer students to Career and Transfer workshops on graduation, (ed options)
 Host UC College Information session.
 Host special workshops for ACES Scholars who needed assistance with

Performance Target (Required)*: At least 15% of graduating cohort will transfer each year.

Personnel - Hire a part-time Administrative Assistant (shared position between ACES, UBMS, Talent Search, and Upward Bound)
Goal Status: Active
Program Assessment Cycle: 2016 - 2017, 2017 - 2018
Start Date: 10/20/2017
Activity_v4: Identify hiring committee

Meet with Misty Cheatham to review budget projections for position

Get position posted in OATS

Position funding will be categorically funded through each TRiO grant.
 Explore possibility of increased hours based on support from general fund.
 Explore the possibility of some funding through redirected Indirect Costs

Assessment: Assessment Unit Four Column

Student Services - Admissions and Records

Mission Statement: To provide accurate and effective services to students to meet their enrollment and registration needs.

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Assessment Results</i>	<i>Action Plans</i>
<p>SLO 16/17 - Students will identify when an IGETC/CSU certification is needed when ordering transcripts and will not order unless required. Goal Status: Active Program Assessment Cycle: 2016 - 2017 Start Date: 01/30/2017</p>	<p>Direct: Institutional Research or Other Data - Compare number of IGETC/CSU certifications processed during spring 2016 to number of certs processed during spring 2017 . Performance Target (Required)*: Will process at least 100 less certifications therefore cutting processing time of transcripts for students.</p>	<p>Semester Assessed: 2015-2016 Expected Goal Met: Yes This year (07/21/2016) Name and Contact Information : Jamie Clifton, Jamie.clifton@mvc.edu Notes/Reflections: Students served in the lobby or calling on phone do not have the opportunity to sign in so these students are not necessarily counted in the number of students served.</p>	<p>Action Plan: Have the capacity to serve students more efficiently (07/21/2016) Action Plan Number: 1</p>

Assessment: Assessment Unit Four Column

Student Services - Assessment

Contact Person: Andrew Graham

Program Review report submitted: Spring 2017

Mission Statement: The Moreno Valley Assessment Center & Ben Clark Assessment Center is committed on being easily accessible and to provide a quiet student centered testing environment for students to accomplish their matriculation requirements. Assessment dedicates its resources to encourage and empower students to achieve their academic and occupational goals by guiding them through the enrollment process and available placement services.

Major developments and changes: Department has added Placement Coordinator (1FTE) and Enrollment Services Assistant (.5) FTE. Alongside district assessment support, rolled out MMAP testing for students @ MVC. Assessment has undertaken more testing at Ben Clark Training Center and night testing.

Highlights and Accomplishments: Increased Accuplacer tests by 9% (8.96 approx.) and overall testing totals by 9% over 2015-2016 year

Annual Updates

2016 - 2017

Major developments and changes: Andrew Graham being hired on as 1FTE coordinator (Nov 2016)

Jennifer Granados hired on as .5FTE Enrollment Services Assistant (Oct 2016)

Highlights and Accomplishments: : Please title it End of Year Highlights

1. The total number of students in your program
2. The number of graduating students in your program
3. The number of faculty and staff in your program
4. Initiatives and goals accomplished.

Total number of students tested in assessment has increased over the 2015-2016 year, with a total amount of 3234 tested over 15-26 numbers of 2919. (1)

Staffing saw the increase of one .5 FTE staff member (Enrollment Services Assistant), and the addition of a 1 FTE staff (Placement Coordinator). (3)

Overall, testing has seen a steady increase year over year. Ben Clark Training Center testing has come close to doubling students testing (~70% increase), helping in result in an average 9% increase of total testing services at Moreno Valley College. For Assessment, this is significant, mainly in due part to lack of staffing the first half of the academic year 16-17, leadership change in the department, and availability during various parts of the 2016-2017 year. Furthermore, Assessment has committed to the implementation of MMAP, in anticipation for the eventual rollout of the statewide College Assessment Initiative. Assessment staff have worked to increase night testing, and rework support to reflect the switch to the OAC matriculation process. High school testing has seeing an increase of 74%, with numbers from 224 increased to 390. (4)

Moving into 17-18 academic year, Assessment has plans to roll out even more accessibility options, including a mobile assessment center, inter-academic assessment outreach, and continued increase of students served overall.

Related Documents:[PrgRecv_15_16.jpg](#)[PrgRecv_16_17.jpg](#)[Ben Clark Appt 14-15 SARS-GRID Report.pdf](#)[BCTC_16_17_Attendance.PDF](#)[2015 Tested High School Seniors As Of 05 18 15.xlsx](#)[HIGHSCHOOL_16_17_Attendance.PDF](#)

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Assessment Results</i>	<i>Action Plans</i>
<p>SLO 1 Pre Testing/ Post Testing survey w/utilization of test prep materials - Students will Engage in Pre Testing material and post test, report on their testing attitude/confidence with the assessment in contrast to the resources used.</p> <p>Goal Status: Active</p> <p>Program Assessment Cycle: 2016 - 2017, 2017 - 2018</p> <p>Start Date: 03/01/2017</p> <p>Activity_v4: 16-17 action plan did not execute 17-18 plan to launch by September 1st</p>	<p>Indirect: Survey/Self-Reported Learning - During Spring 17, Post-Assessment Survey to gauge implementation level and success ratios in regards to student assessment testing.</p> <p>Performance Target (Required)*: 80% of students utilize pre assessment test datas</p> <p>Notes: Potentially expecting low performance target with first year of roll out</p>	<p>Semester Assessed: 2016-2017</p> <p>Expected Goal Met: No</p> <p>Verbal promotion of pre assessment information and feedback provided infrequent results (07/09/2017)</p> <p>Name and Contact Information : Andrew Graham Andrew.graham@mvc.edu x6410</p> <p>Notes/Reflections: Attempted to rollout specific SLO too early. Have taken input and feedback to create a more credible and concrete method of collection requested data. Revising SLO for 2017-2018 year w/anticipated launch of Fall 2017.</p>	<p>Action Plan: Update policy and procedure to inform and train all staff in regards to current and newly implemented pre-assessment resources. Implement through assessment tool</p> <p>Accuplacer a pre-assessment survey that first asks a student if they have partook in pre-assessment prep, and if so what types. Post test will gauge the student in terms of 3 levels of confidence, or "testing attitude", based on their efforts to pretest. (07/07/2017)</p> <p>Action Plan Number: 1</p>
<p>SAO 1 Increase BCTC testing - Increase testing at Ben Clark Training Center by 10% Year-over-year</p> <p>Goal Status: Active</p> <p>Program Assessment Cycle: 2016 - 2017, 2017 - 2018</p> <p>Start Date: 11/16/2016</p> <p>Inactive Date: 06/30/2017</p> <p>Activity_v4: Use of .5 FTE Enrollment Service Assistant to increase student follow up, rescheduling, and additional testing hours.</p>	<p>Directly related to Outcome</p>	<p>Semester Assessed: 2016-2017</p> <p>Expected Goal Met: Yes</p> <p>Saw a successful increase of roughly 70% of 2015-2016 numbers for testing @BCTC (07/07/2017)</p> <p>Name and Contact Information : Andrew Graham Andrew.graham@mvc.edu</p> <p>Total # of Students Assessed: 177</p> <p>Notes/Reflections: Not all attendance was calculated for additional tests (Spanish and ESL), as well as some general assessment.</p> <p>Related Documents: BCTC_16_17_Attendance.PDF Ben Clark Appt 14-15 SARS-GRID Report.pdf</p>	<p>Action Plan: Further attempt a 10% increase for Ben Clark Training Center in 2017-2018. Increase number of offered night and weekend testing at Ben Clark Training Center</p> <p>Staffing- Increase .5 FTE Enrollment Service Assistant to 1FTE status to address staffing needs at both MVC and BCTC Add 1FTE Assessment Specialist to assist in night testing (07/09/2017)</p> <p>Action Plan Number: 2</p>

Direct: Institutional Research or

Outcomes	Assessment Methods	Assessment Results	Action Plans
	<p>Other Data - Pulled Attendance data from SARS Reporting for BCTC Testing</p> <p>Performance Target (Required)*: 110</p> <p>Notes: Not all attendance was logged. Furthermore, other testing types (Spanish, ESL) were not necessarily logged as well. End result is that the numbers being reported are actually lower than the actual tested amount.</p>		
<p>SAO 2 Increase HS Testing @ Feeder High Schools - Increase Testing at high schools by 10%</p> <p>Goal Status: Active</p> <p>Program Assessment Cycle: 2016 - 2017</p> <p>Start Date: 11/16/2016</p> <p>Inactive Date: 06/30/2017</p> <p>Activity_v4: -Increase HS testing by 10%</p> <p>** 2015-2016 data was not present, but 2014-2015 calculated at roughly 224 students</p>	<p>Direct: Institutional Research or Other Data - SARs Attendance Report</p> <p>Performance Target (Required)*: 10% over 224</p> <p>Notes: **Note 224 is 2014-15 HS Numbers</p>	<p>Semester Assessed: 2016-2017</p> <p>Expected Goal Met: Yes</p> <p>Successfully increased HS Testing by 74% (07/09/2017)</p> <p>Name and Contact Information : Andrew Graham Andrew.graham@mvc.edu x6410</p> <p>Total # of Students Assessed: 390</p> <p>Notes/Reflections: Not all students may be accounted for. Department staffing during high school enrollment was down .5 to 1FTE during enrollment series.</p> <p>Related Documents: HIGHSCHOOL_16_17_Attendance.PDF</p>	<p>Action Plan: Address the tracking process and sign in process for HS enrollment series. Increase follow up and dedicate a staff member to this assignment during enrollment series.</p> <p>Staffing Request- Additional 1FTE Assessment Specialist for data collection, off site testing, and .5FTE Enrollment Service Assistant for support. (07/09/2017)</p> <p>Action Plan Number: 3</p>

Assessment: Assessment Unit Four Column

Student Services - CalWorks

Mission Statement: The mission of CalWORKs is to guide students in developing career pathways by providing a continuum of wrap around services that assist in the career pathway planning process to include integration of internships and work study positions for the purposes of achieving self-sufficiency and gainful employment through academic, personal, career and financial aid counseling that facilitate academic success in higher education.

CalWORKs provides advocacy for students receiving cash assistance through CalWORKs/TANF who are underrepresented, unemployed, and economically impacted. CalWORKs provides services to students in preparation for employment readiness, career advancement and economic mobility thru scholastic success and continuing education.

Annual Updates

2015 - 2016

Major developments and changes: hired new part time counselor to grad check process
student success plan
hired Counseling Clerk I former student worker

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Assessment Results</i>	<i>Action Plans</i>
<p>SLO #2 - Students will be able to identify an internship, volunteer experience, workstudy position or entry level job that is related to their chosen career pathway. Goal Status: Active Program Assessment Cycle: 2014 - 2015, 2015 - 2016, 2016 - 2017 Start Date: 07/01/2014</p>	<p>Directly related to Outcome</p> <hr/> <p>Direct: Portfolio Review - Review a 20% sample size of Individual student files and the associated counseling notes and the end of the</p>	<p>Semester Assessed: 2014-2015 Expected Goal Met: Yes 60% of our students were able to identify an internship, volunteer experience or workstudy position that is related to their chosen career pathway. (11/04/2015) Name and Contact Information : Terrie Hawthorne 951-571-6154 Terrie.Hawthorne@mvc.edu Total # of Students Assessed: 50</p>	

Outcomes	Assessment Methods	Assessment Results	Action Plans
	<p>Fall & Spring Semester. Performance Target (Required)*: 80% of students who are active during the Academic Year being assessed will meet this by the Spring deadline.</p>		
<p>SAO#1 - Increase SAP for 75% of students at risk students through intense case management; counseling, support services and referrals. Goal Status: Active Program Assessment Cycle: 2015 - 2016, 2016 - 2017 Start Date: 07/01/2015</p>	<p>Direct: Portfolio Review - WFP office staff will request a report of all students with GPA of 2.0 or below at the end of Academic Term. Students will continued to be monitored with subsequent reports each term following the same students until they reach 2.5GPA. Additional students will be added each term as applicable. Performance Target (Required)*: 75% of at risk students will have increased SAP.</p>		
<p>SAO#2 - 75% of students who attend a WFP/CalWORKs workshop will complete an evaluation and indicate how they heard of the workshop. Goal Status: Active Program Assessment Cycle: 2015 - 2016, 2016 - 2017 Start Date: 07/01/2015</p>	<p>Directly related to Outcome</p>	<p>Semester Assessed: 2015 - 2016 (Multiple Semesters) Expected Goal Met: Yes An average of 76% of all workshop participants completed workshop surveys. (06/28/2016) Name and Contact Information : Terrie Hawthorne, MSW terrie.hawthorne@mvc.edu 951-571-6154; Nicole LeDuff nicole.leduff@mvc.edu 951-571-6498 Total # of Students Assessed: 66 Notes/Reflections: A sample size of 5 workshops and 66 total students in attended were assessed over each term in the academic year. Related Documents: SAMPLE SURVEY.docx SAMPLE SURVEY2.docx</p>	<p>Action Plan: For 2016-2017, we will review how students heard of the workshop. We added a question on the survey - "How did you hear about this workshop?" (09/29/2016)</p>
	<p>Direct: Case-Based Study - Reviewed the number of students who signed in for each of the 5 workshops. Tallied the number of evaluations completed for each and converted that into a percentage. Averaged the</p>		

Outcomes	Assessment Methods	Assessment Results	Action Plans
	<p>percentage for each of the 5 workshops to get a total.</p> <p>Performance Target (Required)*: 75% of the total number of students who attended workshops.</p> <p>Notes: The assessment method noted above was used for 2015-2016. We changed from using a sample to looking at every survey. We inactivated this assessment method.</p> <hr/> <p>Indirect: Survey/Self-Reported Learning - Survey every student to see how they heard about the workshop. Collect surveys at end of workshop. The results will be tallied.</p> <p>Notes: Keep a separate spreadsheet to assist with tallying the results.</p> <hr/> <p>Indirect: Survey/Self-Reported Learning - At the beginning of each workshop the facilitator will provide the survey and announce to each participant the importance of completing at the end of the workshop requesting that any student needing to leave prior to the end complete the survey as applicable. At the end of the workshop the facilitator or monitor will collect all surveys and tally the number completed against the workshop roster and enter it into the excel spreadsheet used to collect results for assessment results.</p> <p>Performance Target (Required)*: 75% of students who attend will complete a survey.</p>		
<p>SAO#3 - 80% of students who qualify to graduate with an Associates Degree will apply by the Spring</p>	<p>Direct: Case-Based Study - Report is requested for all students who earned 30+ units after census.</p>		

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Assessment Results</i>	<i>Action Plans</i>
<p>deadline. Goal Status: Active Program Assessment Cycle: 2015 - 2016, 2016 - 2017 Start Date: 07/01/2015</p>	<p>Students are invited to pre-graduation workshops to receive information about applying for graduation & graduation activities and timelines. Graduation check is done for each student and the corresponding form is completed and put in the file. Follow up is done with each student through graduation to ensure timely application is complete and accepted.</p> <p>Performance Target (Required)*: 80%</p>		
<p>SAO#4 - Ensure at least 75% of CW students are scheduled for a career counseling appointment for the academic year. Goal Status: Active Program Assessment Cycle: 2016 - 2017 Start Date: 07/01/2016</p>	<p>Direct: Institutional Research or Other Data - Counseling Clerk will review SARS reports for all students each term to review that students were scheduled for at least one appointment over the academic year. Students who have not been scheduled will be called and scheduled.</p> <p>Performance Target (Required)*: 75%</p> <p>Notes: After review of the results the next step is to create an SAO for completion of appointments.</p>		

Assessment: Assessment Unit Four Column

Student Services - Career / Transfer Center

Mission Statement: The Career/Transfer Center's mission is dedicated to improving students' career exploration process and increasing the transfer function. This is done by educating students and increasing their awareness of the Career/Transfer center and the services provided in effort to increase the number of students prepared for transfer to baccalaureate - level institutions. The Career/Transfer Center coordinates college transfer efforts, with an emphasis on the preparation and transfer of underrepresented students, including students with disabilities, low-income students, first-generation college students, and other groups of students underrepresented in the transfer process. The Career/Transfer Center serves as the focal point for career and transfer activities and is designed to strengthen the career exploration and transfer functions at Moreno Valley College by assisting students through the career exploration and transfer process.

Major developments and changes: Over the last year, with support from state Student Success Support Programs funding, Moreno Valley College received approval to hire a full time permanent (contingent upon continuation of funding) counselor/coordinator for the Career/Transfer Center.

Highlights and Accomplishments: Initially a 0.475 FTE counselor/coordinator was hired for the 2014-2015 AY. The college had its first combined Career Fair and Transfer Fair in Spring 2015.

Annual Updates

2015 - 2016

Major developments and changes: Hired full time Career & Transfer Center Counselor/Coordinator.

Highlights and Accomplishments: : The Career & Transfer Center (CTC) was remodel, it has a cubicle for university representatives, 4 computers for students to use, University catalogs and publications for students to have.

The Career & Transfer website was updated with the most current information.

There was an increased of MVC applicants to the UC system and CSUSB.

The Annual Transfer Achievement Ceremony had the most students attendance than any other year. There were 100 RSVP's and 75 students attended the event.

CTC took 23 students to the first UC informational Night in the Inland Empire at the Temecula Higher Education Center.

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Assessment Results</i>	<i>Action Plans</i>
<p>SAO: Provide students with a variety of Transfer Center services and activities - Provide a Transfer Fair in Fall and Transfer & Career Fair in Spring.</p> <p>Goal Status: Active</p> <p>Program Assessment Cycle: 2014 - 2015, 2015 - 2016, 2016 - 2017</p> <p>Start Date: 07/01/2014</p>	<p>Directly related to Outcome</p>	<p>Semester Assessed: 2015 - 2016 (Spring 2016)</p> <p>Expected Goal Met: Yes</p> <p>The Transfer and Career Fair during Spring 2016. We had 21 Universities (UCR, CSUSB ,UCLA, La Sierra, UCSD among others), 18 employers (District Attorneys office, Riverside Sheriff's Department,City of Moreno Valley among others) and 7 MVC departments (Counseling, Game Art, STEM, Ben Clark, Dental Assistant among others) with at total of 46, the most we have had in attendance. (06/22/2016)</p>	<p>Action Plan: Have more visuals leading to the event . Purchase more posters with the fair's information and have them around campus leading to the event.</p> <p>Also a banner that can be hanging in one of the buildings one week before the event. (08/19/2016)</p>

Outcomes	Assessment Methods	Assessment Results	Action Plans
	<p>Directly related to Outcome</p>	<p>Name and Contact Information : Karolia Macias- karolia.macias@mvc.edu Total # of Students Assessed: 71 Notes/Reflections: To Increase students participation, we had a gift basket incentive if they completed a survey. The survey consisted of asking questions to one university, one employer and on MVC Student Services department. The Gift baskets consisted of donation items from student activities, Dr. Foster donated 50 dollars (purchased \$5 dollars gift cards from bookstore) and asked university representatives to bring insignia items. Related Documents: Career Transfer Fair Flyer.pdf</p>	<p>Action Plan Number: 2 Follow-Up: Karolia Macias (08/12/2016)</p>
		<p>Semester Assessed: 2014 - 2015 (Spring 2015) Expected Goal Met: Yes 2 Transfer Fairs were held in the Fall 2014 and Spring 2015 semesters (1 transfer fair held each semester) 150 students were expected to participate in each of the 2 transfer fairs. The Spring Semester Transfer Fair was the college's first combined Transfer and Career Fair. (06/29/2015) Name and Contact Information : Michael Paul Wong 951-571-6251 Total # of Students Assessed: 300</p>	<p>Action Plan: Incorporate assessment process into planning of 2015-2016 Transfer Career Fairs. Develop incentive process for students to increase response rate (goal increase by 10%) (09/30/2015) Action Plan Number: 3 Follow-Up: Incorporate \$50 for this incentive into CTC budget (07/31/2015)</p>
			<p>Action Plan: M.G. to upload a copy of the program evaluation for the 2 Transfer Fairs. MG to upload data synopsis of evaluations from students, employers, transfer institutions with data synopsis. Included: plan to incorporate results from the evaluations in planning for 2015-2016 Transfer Fairs in order to improve the program. (07/31/2015) Action Plan Number: 2 Follow-Up: MPW to follow up with MG that this has been accomplished (08/01/2015)</p>

Outcomes	Assessment Methods	Assessment Results	Action Plans
	<p>Directly related to Outcome</p>		<p>Action Plan: M.G. to upload employer, school, and student participant sign in forms with synopsis of participation numbers. (07/31/2015) Action Plan Number: 1 Follow-Up: MPW to follow up with MG that this has been accomplished (08/01/2015)</p>
	<p>Direct: Presentation/Performance - Evidence of the fair having taken place -- document with marketing materials, student and transfer institution/employer participation sign-in materials, other documentation. Performance Target (Required)*: 100 students participating and 20 transfer institutions and employers participating. Related Documents: Career Transfer Fair Flyer.pdf CTC FAIR LAYOUT.docx Employers Sign in Sheet 2.jpeg Employers Sign in Sheet.jpeg FINAL.Budget SPR16.xlsx student survey.doc transfer fair combined survey.doc University Sign in sheet 2.jpeg University Sign in sheet.jpeg Representatives Evaluation Spring 2016.docx</p>	<p>Semester Assessed: 2015 - 2016 (Multiple Semesters) Expected Goal Met: Yes The Transfer Fair during Fall 2015 fair wasn't evaluated as the CTC Coordinator started working a week after the event. Per the sign in sheet, 29 universities were in attendance. The Transfer and Career Fair during Spring 2016. We had 21 Universities (UCR, CSUSB ,UCLA, La Sierra, UCSD among others), 18 employers (District Attorneys office, Riverside Sheriff's Department,City of Moreno Valley among others) and 7 MVC departments (Counseling, Game Art, STEM, Ben Clark, Dental Assistant among others) with at total of 46, the most we have had in attendance. (06/28/2016) Name and Contact Information : Karolia Macias : karolia.macias@mvc.edu 951-571-6205 Total # of Students Assessed: 71 Notes/Reflections: I would be adding some questions to the student survey so I can get more student satisfaction results from the fair and create at least one SLO and evaluate it in the survey. In order to increased student interaction, the student survey had an incentive to win a gift basket. The student survey included questions to ask representatives from at least one university, one employer and one MVC department. This seemed to help to have students asking questions to representatives. The representative survey results were positive and provided with feedback in how to improve. For instance, start the fair earlier and finish later (9-2 pm instead of 10-1 pm).</p>	<p>Action Plan: Collaborate with Student Activities in the planning of Transfer Fair and Career & Transfer Fair. Involve Akia from Outreach to see if we can have local high schools bus in the seniors and/or juniors that have been identify as community college bound. (06/29/2016) Action Plan Number: 1 Follow-Up: Collaborate with Student Activities in the planning of Transfer Fair and Career & Transfer Fair. Involve Akia from Outreach to see if we can have local high schools bus in the seniors and/or juniors that have been identify as community college bound. (08/15/2016)</p>

Outcomes	Assessment Methods	Assessment Results	Action Plans
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I would continue renting a 20x40 canopy to be able host more representatives as the college doesn't have as many ez-ups.

Related Documents:

- [Employers Sign in Sheet.jpeg](#)
- [Employers Sign in Sheet 2.jpeg](#)
- [CTC FAIR LAYOUT.docx](#)
- [Career Transfer Fair Flyer.pdf](#)
- [Representatives Evaluation Spring 2016.docx](#)
- [student survey.doc](#)
- [transfer fair combined survey.doc](#)
- [University Sign in sheet.jpeg](#)
- [University Sign in sheet 2.jpeg](#)

Semester Assessed: 2014 - 2015 (Spring 2015)

Expected Goal Met: Yes

In Fall 2014 the event had 32 4-year college and university representatives. In Spring 2015 the event had 25 4-year college and university representatives (including UC Merced, University of Redlands, UC Riverside, UCLA, UC Santa Cruz, La Sierra University), and 20 employers (including FedEx, CHP, San Bernardino Sheriffs, LAPD, Amazon, Jack n the Box) at our 1st ever combined Career and Transfer Fair. University and employer participation was only limited by space. 150-200 students participated. Program evaluations. (06/29/2015)

Name and Contact Information : Monique Green, monique.green@mvc.edu

Total # of Students Assessed: 150

Action Plan: Plan Fall and Spring events early in 2015-2016 so that we can have more space available -- outcome: increase in participation in both events from employers and transfer institutions. Put together marketing plan for employers and transfer institutions to encourage participation. (07/31/2015)

Action Plan Number: 4

Follow-Up: MPW to follow up with MG that this has been submitted and uploaded (08/01/2015)

SAO: Branding Campaign - Create branding campaign to increase community knowledge of the existence of the CTC and its services to students

Goal Status: Active

Program Assessment Cycle: 2015 - 2016, 2016 - 2017

Start Date: 10/21/2015

Direct: Institutional Research or

Other Data - Direct counts of student participation in activities taking place at the CTC. Gather baseline counts of student participation in October, and analyze what would be an appropriate increase in participation.

Performance Target (Required)*:

Outcomes	Assessment Methods	Assessment Results	Action Plans
<p>Inactive Date: 06/30/2017</p>	<p>Increase student participation by 10%</p> <p>Direct: Institutional Research or Other Data - During the Spring 2016, CTC had its first Open House to create more awareness of the services it provides and the renovations made at the Career & Transfer Center.</p> <p>Performance Target (Required)*: 50</p> <p>Notes: I recommend to have an Open House every Fall as we have more new students coming during the fall semester. The food provided during the open house helped attract students to visit the center. We had 86 students/staff attending the open house.</p> <p>Related Documents: CTC Open House.pub Open House sign in sheet 1.jpeg Open House sign in sheet 2.jpeg.jpeg Open House sign in sheet 3.jpeg.jpeg.jpeg Open House sign in sheet 4.jpeg.jpeg.jpeg.jpeg</p>	<p>Semester Assessed: 2015 - 2016 (Spring 2016)</p> <p>Expected Goal Met: Yes We had 86 students/staff attending the Open House. (07/05/2016)</p> <p>Name and Contact Information : Karolia Macias karolia.macias@mvc.edu 951-571-6205</p> <p>Total # of Students Assessed: 86</p> <p>Notes/Reflections: Student Activities helped the day of the event by advertising the open house by passing flyers around campus. Another strategy that helped bringing students into the center was providing lunch/snacks.</p> <p>Related Documents: CTC Open House.pub Open House sign in sheet 1.jpeg Open House sign in sheet 2.jpeg.jpeg Open House sign in sheet 3.jpeg.jpeg.jpeg Open House sign in sheet 4.jpeg.jpeg.jpeg.jpeg</p>	
<p>Collect data on MVC students transferring to four-year universities - Report on MVC students that apply and have been admitted to four-year universities. Especially for UCR and CSUSB. Increase the number of MVC applicants by 5%. Goal Status: Active Program Assessment Cycle: 2015 - 2016, 2016 - 2017 Start Date: 07/01/2016</p>	<p>Directly related to Outcome</p>	<p>Semester Assessed: 2015 - 2016 (Spring 2016)</p> <p>Expected Goal Met: Yes Per the data collected the number of students applying and getting admitted from MVC has increased in various universities such as UCR, CSUSB and UCLA. (07/05/2016)</p> <p>Name and Contact Information : Karolia Macias Karolia.Macias@mvc.edu 951-571-6205</p> <p>Related Documents: F16 Admitted Transfer Report.doc.docx</p>	
<p>Offer 4 University Campus tours throughout the year (2 in the Fall</p>			

Outcomes	Assessment Methods	Assessment Results	Action Plans
<p>and 2 in the Spring) - Invite students from special programs to attend university tours host by the Career and Transfer Center. Goal Status: Active Program Assessment Cycle: 2016 - 2017 Start Date: 07/01/2016</p>			
<p>SAO: Provide a variety of Transfer Center services and activities: Transfer Achievement Ceremony - CTC hosted Transfer Achievement Ceremony where students are celebrated on their achievement to transfer. Moreover, they are able to meet other students that are transferring to the same four-year institution. Goal Status: Active Program Assessment Cycle: 2015 - 2016, 2016 - 2017 Start Date: 07/01/2015</p>	<p>Direct: Institutional Research or Other Data - Students RSVP list Performance Target (Required)*: 75</p>	<p>Semester Assessed: 2015 - 2016 (Spring 2016) Expected Goal Met: Yes 99 students RSVP'd and 75 students attended. (07/05/2016) Name and Contact Information : Karolia Macias karolia.macias@mvc.edu Total # of Students Assessed: 75 Notes/Reflections: This is the most students ever attended to this event per the coordinator from last year. Related Documents: Transfer Achievement Ceremony. RSVP's.pdf Transfer Achievement Final Flyer.pdf</p>	

Assessment: Assessment Unit Four Column

Student Services - Counseling Services

Mission Statement: Moreno Valley College is responsive to the needs of our region. we offer academic programs and student support services that include baccalaureate transfer, professional, pre-professional, and pre-collegiate curricula for all who can benefit from them. Lifelong learning opportunities are provided, especially in health and public service preparation.

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Assessment Results</i>	<i>Action Plans</i>
<p>SAO: Increase student success in the classroom - Counseling will offer one hour workshops on student success topics. Marketing will be targeted directly toward students who are struggling in the classroom and the general student population</p> <p>Goal Status: Active</p> <p>Program Assessment Cycle: 2016 - 2017</p> <p>Start Date: 07/01/2015</p> <p>Inactive Date: 06/30/2017</p> <p>Activity_v4: -Access and Success- Provide Counseling Services: Develop effective pathways for student success by encouraging students to use student services and promote the completion of a comprehensive Student Educational Plan.</p> <p>-Access and Success-Improve Orientation Process: Develop an interactive online orientation that is accessible 24 hours for new, continuing and perspective students with unlimited access.</p> <p>-Success and Access-Offer guidance courses for First Year Experience</p>	<p>Directly related to Outcome</p>	<p>Semester Assessed: 2015 - 2016 (Spring 2016)</p> <p>Expected Goal Met: Yes</p> <p>All students who were referred to Counseling by faculty through the Early Alert program received an electronic message, e-mail, and hard copy letter with a flyer informing them of the availability of Student Success Workshops (15) presented by Counseling Faculty in the topic areas of Time Management, Note Taking, Study Skills, and Navigating Disability Support Services. (06/03/2016)</p> <p>Notes/Reflections: See in Document Repository: Study Skills Workshop Schedule, Early Alert Letter to Students, Early Alert Electronic Message to Students, Student Participation Counts in Study Skills Workshops (forthcoming in Summer 2016), Student Evaluations from Study Skills Workshops (forthcoming in Summer 2016). Although the workshops were offered and communicated to students, faculty did not consider this a successful intervention because student turnout was very low, as students received notifications just a few days before the workshops.</p> <p>Related Documents:</p> <p>Early Alert Workshop Schedule.xlsx</p> <p>Early Alert letter 16SPR.docx</p> <p>EA Notification Verbiage 16SPR.docx</p> <p>Early Alert Workshop Survey Spring 2015.docx</p> <p>Early Alert Workshop sched fall 2016 (003).pdf</p> <p>Early Alert Workshop sched spring 17.pdf</p>	<p>Action Plan: Schedule limited Study Skills workshops in early semester prior to Early Alert to promote better student success (recommendation from outcomes of Action Plan 1) (07/10/2017)</p> <p>Action Plan Number: 7</p> <p>Follow-Up: Michael Paul Wong, Counseling Staff, Counseling Faculty (08/01/2017)</p> <hr/> <p>Action Plan: At request of Academic Senate in SPR16, change Early Alert language to new version of the letter written with input from Senate faculty (07/10/2017)</p> <p>Action Plan Number: 6</p> <p>Follow-Up: Michael Paul Wong, Carmen Valencia (07/10/2017)</p> <p>Follow-Up: Dean of Student Services was informed 10.4.16 by Academic Senate that the requested change made to IT had not been implemented. SSSP Assistant and Dean Wong had followed up with IT back in September 2016 to ensure that</p>

Outcomes	Assessment Methods	Assessment Results	Action Plans
<p>(FYE) program.: A) Offer summer Guidance 45 Introduction to College courses to incoming freshmen. B) Provide Guidance 48 College Success Strategies, Guidance 47 Career Exploration and Life Planning and Guidance 46 Ensure Transfer Success for students in the FYE program.</p> <p>-Access-Provide Online Counseling: A) Provide one-on-one online counseling for the development of comprehensive Student Educational Plans. B) Provide online student success workshops/webinars. -Career and Transfer Services: A) Provide Guidance 46 to increase transfer awareness B) Provide Guidance 47 to increase career exploration and planning C) Provide career readiness workshops D) Provide at least one transfer fair during the fall and spring semesters.</p> <p>-Follow up activities: Provide in person and online workshops to students on academic probation and dismissal. Provide one hour student success workshops to students who have been identified as "Early Alert" students by their faculty members that include study skills, time management, note taking skills, and career decision making skills.</p>	<p>Directly related to Outcome</p>		<p>this would take place. IT took responsibility, halted messages going out, and addressed the problem shortly. Dean Wong followed up with faculty and students to ensure all that the program was working again. (10/26/2016)</p> <hr/> <p>Action Plan: Revisit in 2016-2017 planning process additional ways to improve student participation. (08/31/2016) Action Plan Number: 2</p> <p>Follow-Up: Michael Paul Wong, Counseling Administrative Staff, and Counseling Faculty. Attach 2016-2017 Program Review Calendar (06/03/2016)</p> <hr/> <p>Action Plan: In Counseling faculty planning retreat Spring 2016 faculty requested administration could send letters to students sooner to allow them time to plan to attend a workshop, market workshops to the general student population throughout the semester, offer study skills workshops earlier in the semester, market study skills workshops that are offered by Counseling faculty in other Student Services programs (Administrative Staff). (06/03/2016) Action Plan Number: 1</p> <p>Follow-Up: Workshops and general communications could not be sent out sooner because the program had to allow time for faculty to refer students to the program. Additional recommendations to disconnect</p>

Outcomes	Assessment Methods	Assessment Results	Action Plans
	<p>Directly related to Outcome</p>		<p>offering early semester student success workshops from Early Alert, promoting proactive student success and avoiding student difficulty that might lead to referral. (10/20/2016)</p> <p>Follow-Up: Michael Paul Wong and Counseling Administrative Staff (08/30/2016)</p>
	<p>Direct: Institutional Research or Other Data - All students identified by faculty through the "Early Alert" program as needing additional assistance to be successful in the classroom will receive a letter identifying "Early Alert" workshops that they can attend to learn the skills needed to be successful in the classroom. Rosters will be collected from workshops to identify attendees. Faculty will develop pre-test, post-test for workshops, content of workshops. Collection of data from pre-test and post-test.</p> <p>Performance Target (Required)*: 100% of students identified by faculty for Early Alert will receive an electronic message, a hard copy letter, and a flyer for the workshops. Workshop content will be developed. Pre-test and post-test will be developed. 10% of students receiving an Early Alert will attend a study skills workshop or met with a counselor during the term of referral.</p>	<p>Semester Assessed: 2016-2017</p> <p>Expected Goal Met: Yes</p> <p>100% of students identified by faculty for Early Alert received electronic message, hard copy letter, and flyer for workshops (see documents). Faculty met in October 2016 to jointly review and develop workshop designs and PowerPoint docs. The PowerPoints were placed in the Faculty Shared File in November 2016 (see documents). Student evaluations were reviewed by faculty and edited in Fall 2016. Student evaluations moved from paper to SurveyMonkey format in Fall 2016. (07/10/2017)</p> <p>Notes/Reflections: Pre/Post assessments still not created.</p> <p>Related Documents:</p> <p>Sample Early Alert Message 10.26.16.pdf</p> <p>Time Management.pptx</p> <p>Early Alert letter 16FAL.docx</p> <p>Early Alert letter 17SPR.docx</p>	
		<p>Semester Assessed: 2015 - 2016 (Spring 2016)</p> <p>Expected Goal Met: No</p> <p>All students identified by faculty through Early Alert received an electronic message, a letter, and a flyer informing them about the Study Skills workshops. Rosters were collected at workshops to identify attendees. Workshop content was developed by faculty. Pre-test, post-test for workshops was not developed. (06/03/2016)</p> <p>Notes/Reflections: During the Spring Counseling Faculty Planning Retreat (Spring 2016) faculty planned to develop joint workshop designs and share them with all faculty presenting workshops.</p> <p>Related Documents:</p> <p>EA Notification Verbiage 16SPR.docx</p>	<p>Action Plan: Develop joint workshop designs for all study skills workshops, develop pre and post tests to evaluate impact of workshop on students. (06/03/2016)</p> <p>Action Plan Number: 3</p> <p>Follow-Up: Counseling faculty met in October 2016 to jointly review PowerPoints and program plans for each of the study skills workshops. New versions of the PowerPoints for each workshop</p>

Outcomes	Assessment Methods	Assessment Results	Action Plans
<p>SAO: Decrease the number of students on academic probation and dismissal. - Decrease the number of students on academic dismissal and probation by offering online and in person probation and dismissal workshops throughout the fall and spring semesters.</p> <p>Goal Status: Active</p> <p>Program Assessment Cycle: 2014 - 2015, 2015 - 2016, 2016 - 2017</p> <p>Start Date: 08/01/2014</p> <p>Inactive Date: 06/13/2015</p> <p>Activity_v4: -Follow up activities: Provide in person and online workshops to students on academic probation and dismissal. Provide one hour student success workshops to students who have been identified as "Early Alert" students by their faculty members that include study skills, time management, note taking skills, and career decision making skills.</p>	<p>Directly related to Outcome</p>	<p>Early Alert letter 16SPR.docx</p> <p>Early Alert Workshop Schedule.xlsx</p> <p>Time Management.pptx</p> <p>Semester Assessed: 2015 - 2016 (Spring 2016)</p> <p>Expected Goal Met: No</p> <p>On-line probation and dismissal workshop is still in place, but no change made to the workshops. SSSP At-risk Work Group met throughout Spring 2016 and developed a set of recommendations to require (through registration hold) students on academic probation in 2016-2017 to attend 2 workshops and meet with a counselor. These recommendations will be incorporated into the 2016-2017 SSSP Plan (06/03/2016)</p> <p>Notes/Reflections: Add Fall 2015 (forthcoming) and Spring 2016 Academic Standing documents (forthcoming in Summer 2016)</p> <p>Related Documents:</p> <p>2015-2016 Recommendations from SSSP Workgroup for at Risk Students 5-25-16.docx</p>	<p>were placed in the Shared File in November (07/10/2017)</p> <p>Action Plan: Develop workshops for Academic Probation students and plan to accommodate additional appointments and workshops for probationary students (SSSP At-risk Work Group) (06/03/2016)</p> <p>Action Plan Number: 4</p>
	<p>Direct: Institutional Research or Other Data - Student surveys completed at the conclusion of the workshops.</p> <p>Performance Target (Required)*: 100% of students will be able to articulate in the survey at least one specific strategy that they can use to improve their performance in the referring class</p> <p>Notes: Update online probation and dismissal workshops and create new in person workshops. Update evaluations to ask student to articulate strategies</p>	<p>Semester Assessed: 2015 - 2016 (Spring 2016)</p> <p>Expected Goal Met: No</p> <p>Workshops were not updated. In-person workshops were not held. Comevo vendor relationship was established in Spring 2016 so there is now a new on-line platform to house updates of on-line probation and dismissal workshops. (06/03/2016)</p> <p>Notes/Reflections: Performance target needs to be rewritten to reflect goals that Counseling has the power to directly affect. Workshops can be updated and held, but it's unrealistic to expect to decrease number of students on academic dismissal by 10% solely based on this project.</p>	<p>Action Plan: Schedule and plan in person probation and dismissal workshops in winter and summer 2017. Plan update of online probation and dismissal workshops. (SSSP At-Risk Work Group) (06/03/2016)</p> <p>Action Plan Number: 5</p>
	<p>Direct: Institutional Research or Other Data - Students who attend Early Alert workshops will be more successful in the referring class than students who did not attend the</p>		

Outcomes	Assessment Methods	Assessment Results	Action Plans
	workshops Performance Target (Required)*: 15% differential in student success		
SAO Comprehensive Student Educational Plans - Develop comprehensive student educational plans with students. Increase rate of students achieving comprehensive educational plans by third semester. Long term goal is to increase rate to 100% Goal Status: Active Program Assessment Cycle: 2014 - 2015, 2015 - 2016, 2016 - 2017 Start Date: 07/01/2014 Inactive Date: 06/30/2017	Direct: Institutional Research or Other Data - Quantitative data derived from Colleague and MIS regarding completed comprehensive student educational plans. Performance Target (Required)*: Counseling personnel will encourage all first-year incoming students to make an appointment in efforts to meet a minimum of 80% completed comprehensive student educational plans		
SAO: Improve overall Counseling Student Services efficiency and effectiveness - Improve ability for Counseling to achieve maximum student contacts with existing resources (efficiency) and service more students while showing maximal positive outcomes for student success Goal Status: Active Program Assessment Cycle: 2016 - 2017 Start Date: 08/29/2016 Inactive Date: 06/08/2017	Directly related to Outcome Direct: Statistical Data (Institutional Research) - Decrease student no-show rate at Counseling appointments Performance Target (Required)*: 20% no show (reduction from 30% overall assessed 2/16/16-3/25/16)	Semester Assessed: 2016-2017 Expected Goal Met: No Counseling faculty have a low job stability for categorically funded faculty: out of 7 categorically funded positions filled 2014-2017, 3 positions were vacated before one year had passed. (11/21/2016) Semester Assessed: 2015-2016 Expected Goal Met: No After new no show policy instituted by Student Success and Equity Counseling Work Group and Counseling staff, no show rates for student appointments 2/16 - 5/13 went down from 30% to 21%. (05/13/2016) Notes/Reflections: Current objective is 20% and initial assessment of no show rate was 21%. It is expected that	 Action Plan: Continue to implement no show practices with students who no show appointments. Reassess every semester. (08/29/2016) Action Plan Number: 1

Outcomes	Assessment Methods	Assessment Results	Action Plans
	<p>Direct: Statistical Data (Institutional Research) - Use department resources efficiently by replacing student services counseling time lost to instruction and faculty reassignment time</p> <p>Performance Target (Required)*: 50% of reassigned faculty time returned to Counseling that is delivered to students</p> <p>Related Documents: Counseling Faculty Seat FTE FAL 16 for program review.xlsx</p>	<p>continuing the policy will reduce the no show rate to 20% goal. Counseling staff began calling students every day to remind students of the next day's appointments. Staff also identified students who had more than 2 no shows and either reached out to them directly to inform them of the no show policy or referred them to Dean of Student Services for student conduct.</p> <p>Related Documents: Counseling Appointments No Show Data Report.pptx</p> <hr/> <p>Semester Assessed: 2016-2017</p> <p>Expected Goal Met: No Counseling "seat" time is currently 6 FTE for 10 counselors funded with a combination of general and categorical funds. (11/21/2016)</p> <p>Related Documents: Counseling Faculty Seat FTE FAL 16 for program review.xlsx</p> <hr/> <p>Semester Assessed: 2016-2017</p> <p>Expected Goal Met: No Out of 7 Counselors hired 2014-2017, 3 left their positions before one year had elapsed (11/21/2016)</p> <p>Related Documents: MVC Categorically Funded Counseling Faculty Hired 2014-2017.docx</p>	<p>Action Plan: Hire additional Counseling faculty with existing resources in order to ensure that funded faculty time reaches students through student services (11/21/2016)</p> <p>Action Plan Number: 2</p> <hr/> <p>Action Plan: Seek ability to replace categorically funded one year temporary positions with tenure track categorically funded positions (11/21/2016)</p> <p>Action Plan Number: 3</p>
<p>SLO Student Improvement of Study Skills - Students will learn study skills they need to be successful students</p> <p>Goal Status: Active</p> <p>Program Assessment Cycle: 2016 - 2017</p> <p>Start Date: 07/01/2016</p> <p>Inactive Date: 06/30/2017</p> <p>Activity_v4: Counseling will offer workshops on study skills, teach</p>	<p>Direct: Exam/Quiz - Pre-Post - Survey delivered at the end of each workshop</p> <p>Performance Target (Required)*: 100% of students will be able to articulate at least one strategy, skill, habit, or mindset that can be used to achieve student success</p> <p>Notes: New student survey needs to add, if necessary, question that tests</p>		

Outcomes	Assessment Methods	Assessment Results	Action Plans
<p>Guidance classes, develop publications and on-line resources to support student success</p>	<p>the students' knowledge</p>		
<p>Students At-Risk will learn skills to be more successful - Students At-risk via Academic Standing or Early Alert will learn the skills, habits, and mindsets they need to be more successful students</p> <p>Goal Status: Active</p> <p>Program Assessment Cycle: 2016 - 2017</p> <p>Start Date: 07/01/2016</p> <p>Inactive Date: 06/30/2017</p> <p>Activity_v4: Students in at-risk status will receive communications inviting or requiring them to participate in workshops, then students who attend the workshop will increase knowledge needed to become more successful</p>	<p>Direct: Exam/Quiz - Pre-Post - At-Risk students attending study skills workshops will be assessed with a workshop survey testing their recall of strategies, skills, habits, and mindsets to be more successful</p> <p>Performance Target (Required)*: 100% of at-risk students will be able to recall at least one strategy, skill, habit, or mindset to be more successful</p> <hr/> <p>Direct: Statistical Data (Institutional Research) - At-risk students will be aware of resources made available by Counseling to improve their status, and choose to attend a workshop or participate in some other resource</p> <p>Performance Target (Required)*: 80% of students contacted for Academic Standing or Early Warning will attend a study skills workshop or meet individually with a counselor or enroll in a Guidance class</p>		

Assessment: Assessment Unit Four Column

Student Services - Dean of Student Services, Counseling

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Assessment Results</i>	<i>Action Plans</i>
<p>SLO New students will learn the skills, habits, and mindsets to be successful students - New students will gain information about skills, habits, and mindsets needed to be successful through orientation activities (Transition to Success, On-Line Orientation, and other orientation activities)</p> <p>Goal Status: Active</p> <p>Program Assessment Cycle: 2016 - 2017</p> <p>Start Date: 07/01/2016</p> <p>Inactive Date: 06/30/2017</p> <p>Activity_v4: Students will be evaluated through orientation written evaluations that will test their recall of important skills, habits, and mindsets.</p>	<p>Direct: Exam/Quiz - Pre-Post - Exam built into on-line Orientation</p> <p>Performance Target: 100% of students taking the on-line Orientation will get 100% of questions correct on the exam</p> <p>Frequency: Every Semester</p>	<p>Semester Assessed: 2016-2017</p> <p>Expected Goal Met: Ongoing</p> <p>Document from Comevo app showing outcomes of pre/post test written into On-line Orientation. (06/30/2017)</p> <p>Notes/Reflections: Assigned to Student Success and Equity Committee Assessment and Orientation Work Group</p>	

Assessment: Assessment Unit Four Column

Student Services - Disability Support Services

Mission Statement: The Disability Support Services office is dedicated to providing equal access and reasonable accommodations for educational and programmatic opportunities to students with disabilities on campus while promoting self-advocacy and independence. Our mission commits Moreno Valley College to offer opportunities for students to develop their potential while also educating the campus community on disability related matters.

Major developments and changes: New office procedures to improve workflow and removed third appointment of accommodations tutorial.
Temporary office assistant for front counter support.
Hired two adjunct counselors.

Fully functional on Student Accommodation Manager.

Highlights and Accomplishments: Developed DSS Advisory group with K-12 partners. Goals of the advisory group are to build a bridge program for students with disabilities.

Collaborated with Veterans to build a service to support veteran's with disabilities while reducing stigma.

Created a program for students with Autism Spectrum Disorders by offering weekly workshops and peer mentorship.

Collaborated with Student Activities to offer stipends to student mentors and to student note takers.

Annual Updates

2016 - 2017

Major developments and changes: DSS has collaborated with Veteran's Services to provide counseling for Veterans who may need academic adjustments and/or auxiliary aides. DSS acquired a plethora of equipment to loan students. DSS has also increased staffing levels and has increased adjunct counseling.

Highlights and Accomplishments: : End of Year Highlights

1. The total number of students in DSS is 517 (unduplicated).
2. The number of graduating students from DSS is 32 or 64 with a canceled/pending status.
3. The number of faculty is one full time and one part time. The number of staff in DSS is three full time staff and two part time staff (5 total).
4. Initiatives and goals that have been accomplished this year are:
 - a. Creating a bridge with Veterans called Veteran Academic Support Services to provide academic adjustments to veteran students with disabilities while reducing any stigmas.
 - b. Working with First Year Experience to ensure students with disabilities were supported in the College Promise. A Guidance 48 course is taught for students with disabilities only and total there are 45 students in the Summer Bridge/College Promise program.

Outcomes

Assessment Methods

Assessment Results

Action Plans

SLO 1 - DSS registration and

Outcomes	Assessment Methods	Assessment Results	Action Plans
<p>knowledge of DSS procedures and student responsibilities. - Students will receive a timely DSS registration (DSS initial intake) and will demonstrate understanding of DSS procedures and student responsibilities.</p> <p>Goal Status: Active</p> <p>Program Assessment Cycle: 2014 - 2015, 2015 - 2016, 2016 - 2017</p> <p>Start Date: 08/18/2014</p> <p>Activity_v4: Students will be able to schedule DSS intake within one week of desired appointment time. Students will also be able to ask any questions regarding DSS or MVC, and disability specialist can refer them to different resources on campus. Additionally all DSS forms will be electronic, including application and student contract.</p>	<p>Directly related to Outcome</p>	<p>Semester Assessed: 2014-2015</p> <p>Expected Goal Met: Yes</p> <p>84% of respondents indicated that the DSS intake process was smooth and informative. (06/29/2015)</p> <p>Name and Contact Information : Nicole Smith (51) 571-6317</p> <p>Total # of Students Assessed: 68</p> <p>Notes/Reflections: Of the 338 requested student responses, 68 of the students responded to the survey.</p>	<p>Action Plan: Provide consistent, positive, and informative front counter support for students, parents of students, faculty, and staff. Create scripts for front counter support, self check in screen for reporting, and "resources wall" with school and community resources. Hire admin 1 to assist in front counter support. (06/29/2015)</p> <p>Action Plan Number: 3</p> <hr/> <p>Action Plan: Create/revise DSS Student Handbook (06/29/2015)</p> <p>Action Plan Number: 2</p> <p>Follow-Up: Alex provided Nicole with copy of previous handbook, ask Kim to assist in revising it. (06/29/2015)</p> <hr/> <p>Action Plan: All intake forms will be electronic versions to be uploaded into shared drive. This will eliminate the paper and the need for handwritten applications and paperwork. Electronic signature pads will also be needed per state requirements. (06/29/2015)</p> <p>Action Plan Number: 1</p>
	<p>Direct: Institutional Research or Other Data - Check SARS to see how many students met with Disability Specialist for intake for 16/17 academic year</p> <p>Performance Target (Required)*: 50</p>	<p>Semester Assessed: 2016-2017</p> <p>Expected Goal Met: Yes</p> <p>243 (06/27/2017)</p> <p>Name and Contact Information : Joe Gonzales, Joe.Gonzales@mvc.edu</p> <p>Total # of Students Assessed: 243</p> <p>Notes/Reflections: Total number pulled from report was 326, subtracted doubles of students reason code "intake" selected in error</p>	<p>Action Plan: Increase outreach efforts in k-12 partnerships in Valverde and Moreno Valley School Districts. (07/10/2017)</p> <p>Action Plan Number: 1</p>
<p>Indirect: Survey/Self-Reported Learning - Students demonstrate</p>			

Outcomes	Assessment Methods	Assessment Results	Action Plans
	<p>understanding of rights and responsibilities and restate how to utilize testing space and request accommodations for 16/17 year.</p> <p>Performance Target (Required)*: 90%</p> <p>Notes: This is via survey results</p>		
<p>SLO 2 - Disability management counseling and academic adjustments and auxiliary aides review. - After meeting with a DSS counselor, students will articulate the strengths and limitations in the academic studies that their disabilities present as well as plan their semester schedules effectively.</p> <p>Goal Status: Active</p> <p>Program Assessment Cycle: 2014 - 2015, 2015 - 2016, 2016 - 2017</p> <p>Start Date: 10/01/2014</p> <p>Activity_v4: DSS office staff will schedule appointments for students with disabilities to meet with the DSS counselor after they have received initial intake to meet with counselor.</p>	<p>Direct: Test/Retest - Number of students tested for learning disabilities per SARS report 16/17 AY.</p> <p>Performance Target (Required)*: 5 per semester</p> <hr/> <p>Direct: Institutional Research or Other Data - SARS report to determine how many student appointments the DSS Counselor had for the academic year 16/17.</p> <p>Performance Target (Required)*: 500</p>	<p>Semester Assessed: 2016-2017</p> <p>Expected Goal Met: Yes</p> <p>13 students completed the learning disability intake interview and 30 students completed the learning disability assessment battery (07/10/2017)</p> <p>Name and Contact Information : Melody Save x6440</p> <p>Total # of Students Assessed: 35</p> <hr/> <p>Semester Assessed: 2016-2017</p> <p>Expected Goal Met: Yes</p> <p>DSS Counselor had 660 student appointments attended for the academic year 16/17. (06/22/2017)</p> <p>Name and Contact Information : Christina Arthur Christina.Arthur@mvc.edu 951-571-6138</p> <p>Total # of Students Assessed: 511</p>	
	<p>Indirect: Survey/Self-Reported Learning - Explain connection between accommodations and disability; know all of their accommodations; accommodations are important to academic success 16/17.</p> <p>Performance Target (Required)*: 90% are able</p> <p>Notes: use survey for the response</p>	<p>Semester Assessed: 2016-2017</p> <p>Expected Goal Met: Yes</p> <p>connection between accommodations and disability=96.15%</p> <p>know all of their accommodations=91.66%</p> <p>accommodations are important to academic success=80.77%</p> <p>total=89.5% which rounds up to 90% combined for the three subcategories. (06/26/2017)</p> <p>Name and Contact Information : Jennica Krause jennica.krause@mvc.edu 951-571-6330</p> <p>Total # of Students Assessed: 26</p> <p>Notes/Reflections: if we were able to have more students assessed i am confident that our numbers would be consistent with these results, or increase in quality.</p>	<p>Action Plan: Send out survey earlier for a higher response rate and offer incentives. (07/10/2017)</p> <p>Action Plan Number: 2</p>

Outcomes	Assessment Methods	Assessment Results	Action Plans
<p>SLO 3- Requesting academic adjustments and auxiliary aides - Students will identify educational limitations, appropriate respective academic adjustments and auxiliary aides as well as problem solve when changes are needed.</p> <p>Goal Status: Active</p> <p>Program Assessment Cycle: 2014 - 2015, 2015 - 2016, 2016 - 2017</p> <p>Start Date: 08/25/2014</p> <p>Activity_v4: -Accommodations Orientation with Disability Specialist: Students who have completed the initial intake and met with the DSS counselor will request their approved academic adjustments and auxiliary aides that are needed for each class in a timely manner each semester.</p>	<p>Indirect: Survey/Self-Reported Learning - Describe how to request approved academic adjustments and auxiliary aides, percentage of use for each academic adjustment or auxiliary aide 16/17.</p> <p>Performance Target (Required)*: 90%</p> <p>Notes: A survey will be administered to determine level of understanding regarding rights and responsibilities of students' approved academic adjustments and auxiliary aides.</p> <p>Direct: Institutional Research or Other Data - Report how many requests for accommodations we received each semester 16/17.</p> <p>Performance Target (Required)*: 100</p>	<p>Semester Assessed: 2016-2017</p> <p>Expected Goal Met: Yes</p> <p>Summer 2016: SCRIBE-1 TABLE/DESK-6 CHAIR-4 NOTE TAKER-6 DIGITAL VOICE RECORDER-13 TESTING-22 ETEXT-7 RTC/INTERPRETER-0 SEATING-3 PRIORITY REGISTRATION-7 TOTAL=69 AAs serviced</p> <p>Fall 2016: SCRIBE-12 TABLE/DESK-31 CHAIR-22 NOTE TAKER-82 DIGITAL VOICE RECORDER-84 TESTING-180 ETEXT-43 RTC/INTERPRETER-4 SEATING-58 PRIORITY REGISTRATION-82 TOTAL=598 AAs serviced</p> <p>Winter 2017: SCRIBE-4 TABLE/DESK-10 CHAIR-8 NOTE TAKER-6 DIGITAL VOICE RECORDER-33 TESTING-33 ETEXT-3 RTC/INTERPRETER-0 SEATING 4 PRIORITY REGISTRATION-16 TOTAL=138 AAs serviced</p> <p>Spring 2017: SCRIBE-15 TABLE/DESK-30 CHAIR-22 NOTE TAKER-80 DIGITAL VOICE RECORDER-88 TESTING- 169 EXTTEXT-38 RTC/INTERPRETER-5 SEATING-57 PRIORITY REGISTRATION-76</p>	<p>Action Plan: Provide consistent, positive, and informative front counter support for students, parents of students, faculty, and staff. Create scripts for front counter support, self check in screen for reporting, and "resources wall" with school and community resources. Hire admin 2 full time to assist in front counter support (currently .475) (07/10/2017)</p> <p>Action Plan Number: 3</p>

Outcomes	Assessment Methods	Assessment Results	Action Plans															
		<p>TOTAL=580 AAs serviced</p> <p>(06/26/2017)</p> <p>Name and Contact Information : Jennica Krause jennica.krause@mvc.edu 951-571-6330</p> <p>Total # of Students Assessed: 198</p> <p>Notes/Reflections: In regards to priority registration, the numbers listed above only reflect the students that actually requested use of that accommodation. when in reality, every student registered with the department is given priority registration whether they ask to utilize it or not, so that number is higher.</p> <p>total number of students assessed may overlap from semester to semester: 457 is total number of RFAs received from 2016-2017. 198 is the total from fall 17, the same students submitted requests in at least one other semester in the 2016-2017 academic year.</p> <hr/> <p>Direct: Institutional Research or Other Data - Check SARS to see how many students were met with for requesting approved academic adjustments and auxiliary aides each semester 16/17.</p> <p>Performance Target (Required)*: 100</p> <p>Semester Assessed: 2016-2017</p> <p>Expected Goal Met: Yes</p> <table border="1" data-bbox="951 812 1602 974"> <tr> <td colspan="3">Drop in report- students registered with dss</td> </tr> <tr> <td>16 sum-</td> <td>515</td> <td>169</td> </tr> <tr> <td>16 fall-</td> <td>1046</td> <td>230</td> </tr> <tr> <td>17 win-</td> <td>353</td> <td>79</td> </tr> <tr> <td>17 spr-</td> <td>1276</td> <td>322</td> </tr> </table> <p>Total :drop ins 3190 total unduplicated 517</p> <p>(07/10/2017)</p> <p>Name and Contact Information : Melody Save 6440</p> <p>Total # of Students Assessed: 517</p>	Drop in report- students registered with dss			16 sum-	515	169	16 fall-	1046	230	17 win-	353	79	17 spr-	1276	322	<p>Action Plan: Currently, DSS acquired a part time permanent Administrative Assistant serving students at the front counter at .475 hours per week. We would like to increase that due to the increase in students being served each semester and for the incoming student population in order to serve students in a more timely fashion. (07/10/2017)</p> <p>Action Plan Number: 6</p>
Drop in report- students registered with dss																		
16 sum-	515	169																
16 fall-	1046	230																
17 win-	353	79																
17 spr-	1276	322																
<p>SLO 4- Facilitation of timely accommodations - Students will demonstrate self advocacy by discussing academic adjustments and auxiliary aides effectively with instructors and will seek assistance of the DSS office if there are concerns.</p> <p>Goal Status: Active</p>	<p>Indirect: Survey/Self-Reported Learning - Students felt more comfortable communicating with instructors.</p> <p>DSS works well with instructors.</p> <p>16/17</p> <p>Performance Target (Required)*:</p>	<p>Semester Assessed: 2016-2017</p> <p>Expected Goal Met: No</p> <p>Students felt more comfortable communicating with instructor: 88.46%</p> <p>DSS works well with instructors: 84.62% (06/26/2017)</p> <p>Name and Contact Information : Melody Save melody.save@mvc.edu 951-571-6440</p>	<p>Action Plan: Contact students to meet with a counselor once a semester. Offer more counseling hours via adjunct counseling. (07/10/2017)</p> <p>Action Plan Number: 5</p>															

Outcomes	Assessment Methods	Assessment Results	Action Plans
<p>Program Assessment Cycle: 2014 - 2015, 2015 - 2016, 2016 - 2017 Start Date: 09/19/2014 Activity_v4: Informative workshops will be administered to faculty, staff, and students in regards to DSS practices, disabilities, accommodations, and universal design for learning. DSS staff will be available for any support needed in-class with faculty.</p>	<p>90% satisfaction</p>	<p>Total # of Students Assessed: 26 Notes/Reflections: After numerous attempts to have students complete the DSS survey, only 26 students participated.</p>	
<p>SAO-1 - Deaf and Hard of Hearing students will be able to fully participate in academic classes and campus events and activities; which will allow for equal access and student engagement at Moreno Valley College. Goal Status: Active Program Assessment Cycle: 2016 - 2017 Start Date: 08/29/2016 Inactive Date: 06/30/2017</p>	<p>Direct: Institutional Research or Other Data - Request for accommodations (RFAs) will be reviewed to account for the number and type of events interpreters or captionists were requested. Performance Target (Required)*: 25% increase of use from 15/16.</p>	<p>Semester Assessed: 2016-2017 Expected Goal Met: No Results were not able to be calculated because there was not a full time senior interpreter dedicated to MVC to be able to properly collect data and run reports. (07/10/2017) Name and Contact Information : Jennica Krause- 6330 Total # of Students Assessed: 10 Notes/Reflections: There are approximately 10 students that are consistently taking courses at MVC that require the use of interpreting or captioning services.</p>	<p>Action Plan: Acquire a full time Senior Interpreter (currently at .60) available to the students of Moreno Valley College during normal business hours. To be able to provide equal access to all aspects of the College via interpreting/captioning. Be able to bridge the gap of the Deaf and the Hearing world and ensure there is cohesive communication within our college. Establish and maintain the outreach with the community and local schools to ensure the information is easily accessible in regards to our services and the DHH population. Ensure inclusion is taking place with other programs across campus like First Year Experience (FYE) and Career & Technical Education (CTE). (07/10/2017) Action Plan Number: 4</p>

Assessment: Assessment Unit Four Column

Student Services - Educational Search

Contact Person: Micki Clowney

Program Review report submitted: Spring 2017

Mission Statement: The Talent Search program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The goal of Talent Search is to increase the number of youth from disadvantaged backgrounds who complete high school and enroll in and complete their postsecondary education.

The program publicizes the availability of financial aid and assists participants with the postsecondary application process. Talent Search also encourages persons who have not completed education programs at the secondary or postsecondary level to enter or reenter and complete postsecondary education.

Major developments and changes: ETS was just funded this year to serve a cohort of 500 students from Valley View HS, Vista del Lago HS, Badger Springs MS, Mountain View MS, and Landmark MS. The initial grant has been approved for a cycle of five years.

We have three grant facilitators who have been instrumental in getting the cohort. We are finalizing recruitment this summer and partnering with UCR to host a two week summer program for students transitioning to high school.

We will be recruiting for a full-time Outreach Specialist and part-time Administrative Assistant or Grant Specialist.

Highlights and Accomplishments: Conducted over 125 presentations to share the Talent Search opportunity.

Hosted/participated in 15 Parent nights with an average attendance of 50 per session. Sessions were held in English and Spanish.

Successfully secured in-kind support of three buses to attend Bioengineering Day at UC Riverside.

Hosted a Summer Kick-off field experience for 50 students to mitigate summer melt.

Leveraged a partnership with UC Riverside's Early Academic Outreach Program to collaborate on a two week summer program to be held at UCR. The partnership enabled over 40 students to participate.

Secured a designated classroom at Vista del Lago HS for ETS, with plans of expansion at other school sites during the 2017-18 academic year.

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Assessment Results</i>	<i>Action Plans</i>
<p>Increase college awareness for cohort of 500 - Each year, at least 70% of cohort will demonstrate an increase in college awareness</p>	<p>Direct: Exam/Quiz - Pre-Post - Conduct targeted workshops with pre-post tests Performance Target (Required)*: At</p>		

Outcomes	Assessment Methods	Assessment Results	Action Plans
<p>Goal Status: Active Program Assessment Cycle: 2016 - 2017, 2017 - 2018 Start Date: 09/01/2016</p>	<p>least 70% of attendees with demonstrate increase in college awareness Notes: Do workshops at schools and as full day conference at MVC. Requesting funding in the amount of \$3,500.00 to cover continental breakfast and lunch for up to 200 attendees. Would also like funding to cover the cost of t-shirts at \$8.00 each = \$1,600.00 total.</p>		
	<p>Direct: Presentation/Performance - Students in summer program will develop a college knowledge presentation Performance Target (Required)*: A cohort of at least 50 students will complete the college knowledge presentation highlighting the systems of higher education</p>		
	<p>Direct: Statistical Data (Institutional Research) - Track enrollment and course completion of ETS students Explore how to flag TRIO students (UBMS, ETS, SSS) Performance Target (Required)*: A cohort of at least 35 ETS students will enroll in at least one class for concurrent enrollment</p>		
	<p>Direct: Case-Based Study - Collect multi-level data on students attending field experiences Performance Target (Required)*: At least 250 ETS students will participate in a field experiences to a college/university</p>		
	<p>Indirect: Survey/Self-Reported Learning - Surveys given to parents/guardians to determine whether information was helpful to learn about post secondary options.</p>		

Outcomes	Assessment Methods	Assessment Results	Action Plans
	<p>Performance Target (Required)*: At least 25% of parents/guardians will participate in at least two College Information sessions</p>		
<p>Increase financial literacy among students and families - 100% of ETS students and families will be made aware of financial aid options for paying for college Goal Status: Active Program Assessment Cycle: 2016 - 2017, 2017 - 2018 Start Date: 10/03/2016 Activity_v4: Information shared with families via newsletter, e-blast, and targeted social media</p>	<p>Indirect: Survey/Self-Reported Learning - Collect surveys from families about their understanding of financial aid Performance Target (Required)*: At least 25% of families will attend a Strategies for Paying for College Workshop</p>		
	<p>Direct: Institutional Research or Other Data - Collect data on FAFSA completion rates. Get completed FAFSA reports for ETS seniors Performance Target (Required)*: At least 90% of ETS seniors will complete the FAFSA by the March 2nd deadline. Notes: Requesting staff support from Financial Aid and Outreach for two Cash for College Nights in cooperation with ETS and Upward Bound Math and Science Program at Vista del Lago and Valley View HS. Assistance needed in English and Spanish. Sessions will be open to all seniors.</p>		
	<p>Direct: Case-Based Study - Participation in financial literacy workshops and simulation Performance Target (Required)*: A cohort of at least 100 ETS will participate in a financial literacy series</p>		

Assessment: Assessment Unit Four Column

Student Services - Extended Opportunity Programs & Services

Annual Updates

2016 - 2017

Highlights and Accomplishments: : Please title it End of Year Highlights

1. The total number of students in your program
2. The number of graduating students in your program
3. The number of faculty and staff in your program
4. Initiatives and goals accomplished

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Assessment Results</i>	<i>Action Plans</i>
<p>SLO #1 - As a result of attending the EOPS Orientation, MVC EOPS students will be able to identify available services Goal Status: Active Program Assessment Cycle: 2014 - 2015, 2015 - 2016, 2016 - 2017 Start Date: 07/01/2015</p>	<p>Direct: Exam/Quiz - Pre-Post - Participants of the EOPS Orientation will complete a pre-test before the session and a post-test at the end of the session. Performance Target (Required)*: 75% of EOPS Orientation participants will be able to identify 3 of the program services explained during the session.</p>	<p>Semester Assessed: 2014 - 2015 (Spring 2015) Expected Goal Met: Yes 87% (3 correct) This outcome significantly exceeds the performance target of 75%. (06/27/2015) Name and Contact Information : Bonnie M. Montes</p>	<p>Action Plan: The orientation is revised to engage students more fully at the beginning of the orientation and to emphasize the services more clearly, using examples of the services and their benefit. (06/27/2015) Action Plan Number: 1</p>
<p>SLO #2 - As a result of attending the EOPS New Student Orientation, students will be able to identify student responsibilities to receive program services. Goal Status: Active Program Assessment Cycle: 2014 - 2015, 2015 - 2016, 2016 - 2017</p>	<p>Direct: Exam/Quiz - Pre-Post - Participants of the EOPS Orientation will complete a pre-test before the session and a post-test at the end of the session. Performance Target (Required)*: 80% of the New students orientation participants will be able to identify 3 of their responsibilities explained</p>	<p>Semester Assessed: 2014 - 2015 (Spring 2015) Expected Goal Met: Yes 92% (3 correct) This outcome significantly exceeds the performance target of 80% (06/27/2015) Name and Contact Information : Bonnie Montes</p>	<p>Action Plan: The orientation is revised to engage students more fully at the beginning of the orientation and to emphasize the services more clearly, using examples of the services and their benefit. (06/27/2015) Action Plan Number: 1</p>

Outcomes	Assessment Methods	Assessment Results	Action Plans
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during the session.

SAO #1 - MVC EOPS office will increase the EOPS student participation rate at the Moreno Valley College.

Goal Status: Active

Program Assessment Cycle: 2015 - 2016, 2016 - 2017

Start Date: 07/01/2015

Direct: Institutional Research or

Other Data - Participation rate of the EOPS students who meet requirements for MIS reporting based on Datatel and EOPS database.

Performance Target (Required)*:

The student participation rate in the Fall 2015 will increase by 12% compared to the Fall 2014

Notes: MIS Data/ EOPS Access Database

SAO #2 - MVC EOPS office will provide satisfactory services to students by the program staff.

Goal Status: Active

Program Assessment Cycle: 2013 - 2014, 2014 - 2015, 2015 - 2016, 2016 - 2017

Indirect: Survey/Self-Reported

Learning - Students will complete a survey provided through survey monkey.

Performance Target (Required)*:

90% of EOPS students will respond that they are satisfied with EOPS customer service.

Semester Assessed: 2014 - 2015 (Fall 2014)

Expected Goal Met: No

80% of the survey respondents reported overall satisfaction with EOPS services. (06/27/2015)

Name and Contact Information : Bonnie M. Montes

Total # of Students Assessed: 75

Action Plan: We will continue to practice the highest level of customer services, improve how we serve students, and use multiple feedback mechanisms to hear from students about our quality of services. Customer service is consistently stressed in staff trainings, staff evaluations and staff meetings. (06/27/2015)

Semester Assessed: 2012 - 2013 (Fall 2012)

Expected Goal Met: Yes

90% of survey respondents reported overall satisfaction with EOPS services. (06/27/2015)

Name and Contact Information : Bonnie Montes

Total # of Students Assessed: 100

Assessment: Assessment Unit Four Column

Student Services - First Year Experience

Mission Statement: The First Year Experience Program, as part of the Student Equity Plan at Moreno Valley College, integrates academic enrichment and student support services to enable students in pre-college or college-level courses to complete successfully the transition from high school to college.

Major developments and changes: First-Year Experience program was established June 2016 with the beginning of Summer Bridge.

Highlights and Accomplishments: A total of 81 students participated in Summer Bridge. FYE department acquired part-time Student Success Coach and 5 federal work-study peer leaders.

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Assessment Results</i>	<i>Action Plans</i>
<p>SAO 1: 16/17 - Increase Summer Bridge recruitment and program enrollment rates from the previous year. Goal Status: Active Program Assessment Cycle: 2016 - 2017 Start Date: 01/01/2017</p>	<p>Directly related to Outcome</p>	<p>Semester Assessed: 2016-2017 Expected Goal Met: Yes 81 students participated in the program. (06/30/2017) Name and Contact Information : Ed Alvarez Total # of Students Assessed: 81</p>	<p>Action Plan: Additional staffing is needed to grow program. Funding and hiring 3 full-time Enrollment Services Assistance will enable FYE/College Promise Program meet the college FTE growth goals. Also needed is technology to meet the need of services/events of campus and advertising. 3 laptops and 1 district cell phone is needed for social media. (06/30/2017) Action Plan Number: 1</p>
<p>SAO 2: 16/17 - FYE students will complete SSSP requirements (Orientation, Assessment, and Counseling) at higher rates than those who do not participate in FYE yearlong program. Goal Status: Active Program Assessment Cycle: 2016 - 2017</p>			
<p>SLO 1: 16/17 - FYE students enrolled in the fall semester will persist into</p>	<p>Direct: Institutional Research or Other Data - FYE fall semester</p>		

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Assessment Results</i>	<i>Action Plans</i>
<p>the spring semester. Goal Status: Active Program Assessment Cycle: 2016 - 2017 Start Date: 01/01/2017</p>		<p>completer(s) will be tracked and compared to spring enrollment. Performance Target (Required)*: 90% of fall enrolled students will enroll into the spring semester.</p>	
<p>SAO 1: 17/18 Onward - Guide students through the college application and enrollment process via the college welcome center. SSSP/SE Goal Status: Active Program Assessment Cycle: 2016 - 2017</p>		<p>Direct: Institutional Research or Other Data - Department will track students via their in-house database. Performance Target (Required)*: 70% of the new students who visit the college welcome center will complete an admission application, matriculation process (orientation, assessment, and counseling).</p>	
<p>SAO 4: - FYE cohort will experience academic success as a result of FYE's Summer Bridge and services throughout the academic year. Goal Status: Active Program Assessment Cycle: 2016 - 2017, 2017 - 2018</p>		<p>Direct: Institutional Research or Other Data - College database will be used to retrieve course grades. Performance Target (Required)*: 80% of FYE participants will successfully complete their first semester of English and math course (success defined by earning a "C or better" grade).</p>	

Assessment: Assessment Unit Four Column

Student Services - Foster Youth Support Services

Mission Statement: The mission of the Foster Youth Support Services Program (FYSS) is to promote the retention, graduation, and/or transfer of current and former foster youth through the use of academic advising, tutoring, and connections to campus and community-based resources.

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Assessment Results</i>	<i>Action Plans</i>
<p>SLO1 - Foster Youth will persist from the Fall to Spring Semester Goal Status: Active Program Assessment Cycle: 2014 - 2015, 2016 - 2017 Start Date: 09/30/2014 Activity_v4: -Tutoring: Foster Youth will meet with academic tutors for assistance in basic skills math courses -Academic Counseling: Foster Youth will meet with part-time Academic Counselor to complete Comprehensive Student Educational Plans (SEPs) each year -Workshops: Foster youth will attend workshops on college success strategies, career planning, and the university transfer process -Tutoring: Foster Youth will access MVC Writing and Reading center to receive assistance in Basic Skills English courses</p>	<p>Direct: Institutional Research or Other Data - Examine FA to SP enrollment of Foster Youth to determine persistence. Performance Target (Required)*: 60% of Foster Youth students in program who enroll in the fall semester will return for the subsequent spring semester. Notes: Baseline data not yet available, therefore performance target may be adjusted next year.</p>	<p>Semester Assessed: 2016-2017 Expected Goal Met: Yes 74% of foster youth in program persisted from FAL 16 - SPR 17 (06/15/2017) Notes/Reflections: Results are measuring retention, not necessarily course success. Related Documents: GS Case Study.pdf</p> <hr/> <p>Semester Assessed: 2014 - 2015 (Spring 2015) Expected Goal Met: Yes 63% of foster youth in FYSS program persisted from FA14 - SP15 (04/20/2015) Notes/Reflections: Calculated percentage of total foster youth enrolled in FYSS program beginning FAL 14 that also enrolled in SPR 15. In Fall 2014 semester, 27 foster youth enrolled. 17 of those students subsequently enrolled in Spring 2015 semester. Related Documents: 14FAL-15SPR.MFYP.xlsx</p>	<p>Action Plan: Continue part-time counseling services for foster youth to assist with completion of comprehensive and individual semester SEP's (06/15/2017) Action Plan Number: 1</p> <hr/> <p>Action Plan: Identify part-time Counselor dedicated to advising FYSS students and assisting them in appropriate course selection. FYSS is in its first year of implementation, therefore this performance target will be used as baseline data. Target will be increased in the following year. (06/30/2015) Action Plan Number: 2</p>
<p>SLO3 - Foster Youth will successfully complete coursework in the Fall semester Goal Status: Active Program Assessment Cycle: 2016 - 2017</p>	<p>Directly related to Outcome</p>	<p>Semester Assessed: 2016-2017 Expected Goal Met: No 47% of foster youth in program were successful in Fall 16 courses (06/20/2017) Related Documents:</p>	<p>Action Plan: Align program requirements to match EOPS. Conduct pre-fall orientation to inform students that participation, including mandatory</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Assessment Results</i>	<i>Action Plans</i>
<p>Start Date: 08/29/2016</p>	<p>Directly related to Outcome</p>	<p>GS Case Study.pdf</p>	<p>tutoring based on progress report, will be further tied to program resources such as textbooks and community building field trips. (08/28/2017) Action Plan Number: 1</p>

Direct: Institutional Research or Other Data - Examine course success rates for foster youth in the Fall semester
Performance Target (Required)*:
 50% of foster youth in program will successfully complete Fall semester coursework

Assessment: Assessment Unit Four Column

Student Services - Middle College High School

Mission Statement: Middle College High School Program, made possible through the partnership between Moreno Valley College, Moreno Valley Unified School District and Val Verde Unified School District, fosters a supportive academic environment for Middle College students, with the goal of providing early development of college experience and leading them in their educational endeavors.

Annual Updates

2015 - 2016

Major developments and changes: MVUSD and VVUSD increased their financial support for the 2016-17 academic year.

Highlights and Accomplishments: : 100% of MCHS seniors graduation from high school.

Through surveys, 97% MCHS seniors reported that they were planning to enroll in a post secondary institution fall 2016

Through surveys, 3% MCHS seniors reported that they were enlisting in the military

No data found for the selected criteria.

Assessment: Assessment Unit Four Column

Student Services - Outreach

Contact Person: Julio Gonzalez and Delia Miller

Program Review report submitted: Spring 2017

Mission Statement: The Outreach department of Moreno Valley College strives to motivate and empower students in pursuit of their educational goals by promoting awareness of support services, academic programs, certificate programs and other scholastic opportunities. We are devoted to the educational success of all students including prospective, incoming, transfer and those continuing their collegiate endeavors.

Major developments and changes: As it pertains to personnel, in August the supervision of the Outreach department was assigned to Julio Gonzalez. In February, a new Outreach Specialist was hired, Delia Miller.

As it pertains to office space and equipment, in May the Outreach Department was relocated to the Administrative Annex. In May five laptops/docking stations, five data phones and two color printers were purchased.

Highlights and Accomplishments: One of the major accomplishment obtain this year was the increase in the total number of students and community members served by the Outreach department, compared to last year. Through college fairs, classroom presentations, community event and other outreach efforts 3,876 contacts were made, compared to last year's 1,464.

In addition to assisting with the High School Senior Day and the Enrollment Series within our feeder high schools, Outreach significantly contributed in the advertisement and recruitment of the Moreno Valley College Promise.

Some of the new activities that Outreach did this year included assisting local high schools with Financial Aid workshops, providing services to local charter schools, hosting a fall Transition to Success workshop for high school seniors graduating from local alternative high schools, and assisted with the recruitment of Guidance 45 high school seniors. The Outreach department assisted with promoting the ESL classes by supporting the ESL Community Liaison.

Annual Updates

2016 - 2017

Major developments and changes: As it pertains to personnel, in August the supervision of the Outreach department was assigned to Julio Gonzalez. In February, a new Outreach Specialist was hired, Delia Miller.

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<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Assessment Results</i>	<i>Action Plans</i>
<p>SLO 1 2016-17 - Students will gain a better understanding of BCTC & CTE and Student Support Services programs and services. Goal Status: Active Program Assessment Cycle: 2016 - 2017 Start Date: 07/01/2016 Inactive Date: 06/30/2017 Activity_v4: MVC High School Senior Day</p>	<p>Directly related to Outcome</p>	<p>Semester Assessed: 2016-2017 Expected Goal Met: Yes High school seniors who attended the MVC Senior Day events participated in presentations that shared information on the different BCTC and CTE programs and opportunities offered at MVC. Students also learned about the different MVC student support programs and services. Through a survey 79% (215 out of 271 students) of the students reported that they had gained a better understanding of the programs offered at BCTC and MVC's CTE programs. 86% (240 out of 271 students) of the students also reported that they gained a better understanding of the college student support programs and services offered at MVC.</p> <p>(07/07/2017) Notes/Reflections: This objective was partially met because one of the two goals was met. In moving forward we will reach out to high school staff to ask for suggestions on how we can improve our event. We will also evaluate the event agenda and improve in areas that need improvement. Related Documents: Senior Day 2017.pdf MVC HS conference 2017.pub agenda staff3.docx</p>	<p>Action Plan: For the 2018 Senior Day events we plan to review the event agenda and improve in areas that need improvement. We will seek out feedback and suggestions from high school counselors and administrators. We will also design the event so it all takes place in SAS 121, because it will ensure that all students participate in the MVC Resource Fair. We will also need to identify the maximum amount of students that we can host at each event, based on our building space limitations.</p> <p>(07/07/2017) Action Plan Number: 1 Follow-Up: The manager overseeing the Outreach department and the Outreach staff, will plan and coordinate the 2018 High School Senior Day events. They will be tasked to develop the event agenda, schedule visits with feeder high schools and work with MVC departments to ensure all programs and services are showcased. (07/07/2017)</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Assessment Results</i>	<i>Action Plans</i>
	<p>Direct: Institutional Research or Other Data - Other data: Through a likert scale, students will report if they gained a better understanding from the event presentations.</p> <p>Performance Target (Required)*: 80% of seniors who complete the survey will state that they agree or strongly agree that they did gain a better understanding of BCTC & CTE, as well as Student Support Programs through presentations.</p>	<p>Semester Assessed: 2016-2017</p> <p>Expected Goal Met: Yes</p> <p>Through the event survey 215 students out of 271 (79%) reported that they had a better understanding of the programs offered at BCTC and CTE. Also, 240 out of 271 (86%) students reported that they had a better understanding of the MVC student support program and services. (07/07/2017)</p> <p>Notes/Reflections: For the 2018 Senior Day events, the planning committee will assess the event agenda and improve on areas that need to be improved, request for feedback and recommendations from high school counselors and administrators and MVC staff.</p> <p>Related Documents: Senior Day 2017.pdf agenda staff.docx</p>	<p>Action Plan: For the 2018 Senior Day events, the planning committee will assess the event agenda and improve on areas that need to be improved, request for feedback and recommendations from high school counselors and administrators and MVC staff. (07/07/2017)</p> <p>Action Plan Number: 1</p> <p>Follow-Up: The supervisor overseeing the Outreach department and staff will oversee the planning and implementation of the 2018 High School Senior Day events. (07/07/2017)</p>

Assessment: Assessment Unit Four Column

Student Services - PUENTE

Contact Person: MVC Puente Program Coordinators

Program Review report submitted: Spring 2017

Mission Statement: The mission of the Puente Program at Moreno Valley College is to increase the number of educationally underrepresented students who enroll in four-year colleges and universities, earn degrees, and return to the community as leaders and mentors of future generations.

Major developments and changes: There are different Puente Coordinating teams at Moreno Valley College that consist of a Counselor and an English Instructor and they rotate every 3 years. For example, 2014-2015 and 2017-2018 are rotation years for the MVC Puente teams.

The team for the 2014-2015 academic year was Anna Marie Amezcua and Maria del Rocio Pacheco. For 2016-2017 Kathryn Stevenson and Maria del Rocio Pacheco were the coordinators for the MVC Puente Program and for the 2017-2018 academic year, the coordinators will be Salvador Soto and Valerie Zapata.

Unfortunately, there is no record of a completed program review for the Puente Program for 2013-2014 academic year; but program review has been submitted for subsequent years.

Highlights and Accomplishments: 2015-2017 Academic Year

The Puente Program at the Moreno Valley Campus has experienced positive growth: A rotating team was established in 2004 with the hiring of an additional Guidance Counselor and English Instructor.

Visits to universities and colleges have increased: a trip to universities in Northern California has become an annual event since 2007. The Puente Program at Moreno Valley has taken students to UC Berkley, UC Davis, Stanford, San Francisco State University, Santa Barbara, UC San Diego, UC Santa Cruz, and San Jose State and moved well beyond the Inland Empire boundaries.

Transfer Outcomes 2002-2016*

The destination of most Moreno Valley Puente transfer students is a UC, comprising about 43% of the program's transfers to four-year institutions between 2002 and 2016. Over the same time period, 34% of Puente transfer students went to CSU. Finally, about 1 in 5, or 22%, of the program's transfers were among Puente students bound for independent and out of state four-year colleges. By comparison, 32% of all students who transferred from Moreno Valley College in 2015-16 enrolled at UC.

About half (48%) of Puente Moreno Valley Community students transfer to four-year institutions. The transfer rate that Puente achieves compares favorably to the overall Riverside City College results, which show that the transfer rates for all RCC students who entered college in 2009-10 and transferred seven years later is 43%.

2015-2017 Academic Year

The Moreno Valley Puente has successfully reached out to the community in hosting program events: Poetry Reading, Mentor breakfast, Dia de los Muertos, and Family Night on Campus.

In the fall semester Puente cohort students were introduced to successful writers and political individuals in the community.

We experienced 95% retention rate in the Fall 15 semester.

Retention 2015-2016	PHASE I (Fall) 95%	PHASE II (Winter) 95%	PHASE III(Spring) 95%
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Phase III Puente students have actively led as peer mentors for Puente students as well as general involvement on campus and in their communities.

Thirty one mentors volunteer during Fall 2015. Two mentors are former Puente Student graduates and seventeen mentors are faculty or staff from Riverside Community College. Several of Phase III students have entered Graduate Programs.

2015-2016 Cumulative Evaluations for the Northern California Trip

Event	Overall rating
San Francisco State University	100% of students rated event from good to excellent
Stanford University	100% of students rated event from good to excellent
University of California Berkeley	86% of students rated event from good to excellent
University of California Santa Cruz	95% of students rated event from very good to excellent

2014-2015 Academic Year

Mentoring:

A mentor handbook was created to give to mentors during the mentor training event.

Student Retention:

Phase I _ Fall 2014

29 out of 30 students that started the program during Fall 2014 finished. The student that did not finish had to move with family to Las Vegas, Nevada due to financial difficulties.

Passing Rate:

28 out of the 29 students finished Phase 1 (14FALL) successfully and move onto Phase II (15SPR). In other words, one student did not passed Eng 80 and was not able to take Eng 1A in the Spring 2015, but student continue to be part of the Puente Club, attended some of the Puente functions and continue to work with coordinators.

Transfer:

This year, the Puente program collaborated with the Honors Program and took 37 students to visit colleges and universities in Central and Northern California. A total of 42 students were planning to attend, but 5 could not go due to extenuating circumstances.

Overall Student Satisfaction:

100% of student that completed the survey reported having a positive experience in the Puente Program this year. The majority rated their overall experience in the Puente

Program as excellent (n=19) very good (n=2) and good (n= 1).

Annual Updates

2016 - 2017

Major developments and changes: 2016-2017 MVC Puente Program End of Year Highlights

The Moreno Valley Puente has successfully reached out to the community in hosting program events: Poetry Reading, Mentor breakfast, Dia de los Muertos, and Family Night on Campus.

In the fall semester Puente cohort students were introduced to successful writers and political individuals in the community.

We experienced 95% retention rate in the Fall 16 semester and 100% retention rate in Spring 2017.

Retention	English 80 (Fall)	PHASE II(Spring)
2016-2017	95%	Eng 1A 100 % retention rate

Phase III Puente students have actively led as peer mentors for Puente students as well as general involvement on campus and in their communities.

Highlights and Accomplishments: : End of Year Highlights

1. The total number of students in your program
2. The number of graduating students in your program
3. The number of faculty and staff in your program
4. Initiatives and goals accomplished.

Outcomes	Assessment Methods	Assessment Results	Action Plans
<p>SAO 1 Counseling - Puente students will have a comprehensive Student Educational Plan that will be reviewed and revised at least once per semester.</p> <p>Goal Status: Active</p> <p>Program Assessment Cycle: 2014 - 2015, 2015 - 2016, 2016 - 2017, 2017 - 2018</p> <p>Start Date: 08/25/2014</p>	<p>Review student files and OnBase repository for most current Student Educational Plan</p> <p>Performance Target (Required)*: At least 90% of the current Puente student cohort will have a 2 year plan on file by the end of the academic year.</p> <p>Notes: Review STRK notes</p> <p>Related Documents: 2014-2015 Puente Students- SEP Completion GPA final Report Puente MVC REVISED 6-25-15.pdf</p> <p>Direct: Institutional Research or Other Data - Review student files</p>	<p>Semester Assessed: 2014-2015</p> <p>Expected Goal Met: Yes</p> <p>All Puente students in the 2014-2015 cohort have a comprehensive 2 year Student Educational Plan on file (06/25/2015)</p> <p>Related Documents: 2014-2015 Puente Students- SEP Completion GPA final Report Puente MVC REVISED 6-25-15.pdf</p> <hr/> <p>Semester Assessed: 2014-2015</p> <p>Expected Goal Met: Yes</p> <p>100 % of participants have a comprehensive 2 year student educational plan on file (06/25/2015)</p> <hr/> <p>Semester Assessed: 2015-2016</p> <p>Expected Goal Met: Yes</p>	<p>Action Plan: Continuous (06/25/2015)</p> <p>Action Plan Number: 1</p>

Outcomes	Assessment Methods	Assessment Results	Action Plans
	<p>and OnBase repository for most current Student Educational Plan</p> <p>Performance Target (Required)*: At least 90% of the students will have a Comprehensive Student Educational Plan</p>	<p>100% of the student that were admitted to participate in the Puente Program during Fall 2015 complete a comprehensive student educational plan by the end of the semester (December 2015). (05/23/2016)</p> <hr/> <p>Semester Assessed: 2014-2015 Expected Goal Met: Yes 100% of participants have a 2 year comprehensive student educational plan on file (06/25/2015)</p>	
<p>SAO3 Provide opportunities for students to learn about the four year colleges and universities - At least 75% of the students will have at least one opportunity per year to learn about requirements to transfer to a UC or CSU or a Private university.</p> <p>Goal Status: Active</p> <p>Program Assessment Cycle: 2014 - 2015, 2015 - 2016, 2016 - 2017</p> <p>Start Date: 08/25/2014</p>	<p>Direct: Institutional Research or Other Data - Review content from student evaluation - event feedback forms</p> <p>Performance Target (Required)*: At least 75% of the students will about transfer requirements</p> <p>Notes: University visits or presentations</p> <p>Related Documents: Eval Form UC Davis.pdf Eval Forms UC Santa Barbara- final .pdf N.CA Trip Overall Experience.pdf Eval Form UC Berkeley.pdf</p>	<p>Semester Assessed: 2014-2015 Expected Goal Met: Yes</p> <p>About 90% of the students that started the program reported learning about transfer and major requirements during the college visits. (06/25/2015)</p> <p>Related Documents: N.CA Trip Overall Experience.pdf Eval Form UC Davis.pdf Eval Form UC Berkeley.pdf Eval Forms UC Santa Barbara- final .pdf</p>	
<p>SLO1 - Puente students will identify transfer requirements for the University of California (IGETC) and California State University and lower division major requirements in the major of their choice.</p> <p>Goal Status: Active</p> <p>Program Assessment Cycle: 2015 - 2016, 2016 - 2017, 2017 - 2018</p> <p>Start Date: 08/28/2017</p>	<p>Direct: Exam/Quiz - Pre-Post - Students will complete a survey to assess the learning of UC and CSU transfer requirements.</p> <p>Performance Target (Required)*: 90% of students will identify the requirements for the CSU and IGETC via survey results.</p>	<p>Semester Assessed: 2016-2017 Expected Goal Met: Yes</p> <p>100% of students that completed the Guid 46: Ensuring Transfer Success course assigned to the Puente Program identified the CSU GE transfer requirements and the California State University- IGETC requirements as well as the lower division requirements for their chosen major. (07/10/2017)</p> <p>Related Documents: 16 SPR MVC_Puente_Stanford_ExitSurvey.pdf Fall 2016 Qualitative Evaluation Summary Sheet.pdf SPR2017 MVC Puente Program SummaryOutcomes_MPacheco .pdf SPR2017 MVC Puente Program SummaryOutcomes_MPacheco .pdf</p>	<p>Action Plan: The next steps for this is to take students to colleges and universities so they can participate in learning about each college and university individually and make a decision on where they to attend. (07/10/2017)</p> <p>Action Plan Number: 1</p>

Assessment: Assessment Unit Four Column

Student Services - Student Activities

Contact Person: Frankie L. Moore

Program Review report submitted: Spring 2017

Mission Statement: To create a learning environment that allows students to implement theories learned in the classroom and to develop skills that can be transferred well into their professional and community endeavors.

Major developments and changes: A full-time staff person was transferred to the Student Activities Center that allows the opportunity to showcase more events/activities on campus, remain open longer, (until 6 pm Monday - Thursday) and be more accessible to co-curriculum programming.

Highlights and Accomplishments: Traveled with student leaders to 2-Leadership Conferences where at 1-conference a student was interviewed and selected to participate in a 8-week summer all expenses paid Internship Program in the state of Chicago and while attending the American Student Association for Community College Conference, in Washington DC, the students were able to witness the Senators of the United States "vote" on a legislative appointment.

Annual Updates

2015 - 2016

Major developments and changes: A full-time staff person was transferred to the Student Activities Center that allows the opportunity to showcase more events/activities on campus, remain open longer, (until 6 pm Monday - Thursday) and be more accessible to co-curriculum programming.

Highlights and Accomplishments: : None

2016 - 2017

Major developments and changes: None

Highlights and Accomplishments: : Traveled with student leaders to 2-Leadership Conferences where at 1-conference a student was interviewed and selected to participate in a 8-week summer all expenses paid Internship Program in the state of Chicago and while attending the American Student Association for Community College Conference, in Washington DC, the students were able to witness the Senators of the United States "vote" on a legislative appointment.

No data found for the selected criteria.

Assessment: Assessment Unit Four Column

Student Services - Student Employment

Contact Person: Angela Boland, Student Employment Personnel Specialist

Program Review report submitted: Spring 2017

Mission Statement: The Mission of the Moreno Valley College (MVC) Student Employment Office is to provide financial assistance to students through on and off-campus paid part-time employment opportunities while meeting college and department needs. The program fosters employment and learning opportunities for transferable job skills and professional development of student employees while collaborating with staff, employers, and the local community to develop partnerships and foster community spirit.

Major developments and changes: The Student Employment Personnel Specialist submitted for reclassification in March 2016 in order to validate recognition of Student Employment as a program that requires a coordinator. It was assessed that the current classification for Student Employment(SE) does not capture the unique responsibility entrusted to the Student Employment specialist. Although the reclass is still pending as of June 30,2017, the Student Employment Personnel Specialist continues to move forward with coordinating and offering services to students that will facilitate fulfilling work experiences and teaching skills on the job.

The California minimum wage went up to \$10.50 per hour on January 1, 2017 and will go up again to \$11.00 per hour on January 1, 2018. Over 222 employees who were making less than \$10.50 an hour, had to be processed to \$10.50 beginning January 1st.

The PeopleAdmin system is being upgraded for the entire District. This upgrade affects all job postings and recruitment efforts in Student Employment. Several meetings were in place to facilitate transition into the new system. The final transition deadline for Student Employment was pushed back into late summer or early Fall to meet our unique positioning requirements and need to process rehires by June 2017.

The Student Employment Office at Moreno Valley College is working to spend a greater focus on enhancing on-the-job learning to provide students with work experience aimed at enhancing college and career goals while providing financial support. The program is narrowing learning objectives that work cooperatively with many departments on campus to assist students, staff and faculty to find appropriate employment opportunities and resources to:

- Provide an opportunity for career decision making in a profession;
- Improve work performance that leads to a job, raises, or promotions;
- Stimulate the students individual motivation and reinforce the connection between college classes and work; Provide a motivated and educated workforce with transferable job skills.

Highlights and Accomplishments: Students Served in Student Employment:

Moreno Valley College students enrolled at least part-time (6 units or more for fall/spring and 3 units or more for summer/winter) with a minimum 2.0 cumulative grade point average were eligible to work through Student Employment Services. For Fiscal year 2016.2017, 469 students were employed through the program, a 21% increase from the previous year. Out of the total number of students employed, 202 were employed under the Federal Work Study program. The community service portion of the program that provides MVC student employees to assist in non-profit organizations near the area, grew from the previous year by 15%, exceeded our increase goal for 16.17.

The department loosely tracked 198 student inquires/contacts, a 12.5% increase from the previous year.

Registered Departments & Organizations that employed students = 44

There were 45 active job postings. There remaining recruitments were done in-house.

While FWS was the largest of the multiple funding sources, others included CalWORKs Work Study, department funded and special grant sources.

-CalWORKs Work Study Employed Students =19

- Department Funded Employed Students= 111
- Special Grant Employed Students =156

The Student Employment program provided the following services to the 469 employed students and 44 MVC departments for Fiscal Year 2016.2017:

- Train student employee supervisors in all requirements of the student employment program
- Process and track hiring paperwork for all on-campus Student Assistant positions
- Assist supervisors to write job descriptions and list appropriate job requirements
- Regularly update posted jobs, review applicant eligibility and active recruiting
- Assist with MVC job fair
- Provide guidelines on hiring independent contractors
- How third party recruiters/ employment agencies can advertise with MVC Student Employment Office
- Information on legal issues such as ADA requirements, legal interviewing questions, etc
- Facilitate student retention
- Assistance writing job descriptions
- Recommend on appropriate wage rates
- Facilitates collaboration between local organizations and MVC campus
- Provides program support by assisting students to gain employment both on and off-campus.
- Posts Job Opportunities for all on-campus student employment opportunities, including Federal Work-Study

The Student Employment Program will continue to improve tracking methods for the purpose of reporting. The program is narrowing learning objectives that work cooperatively with many departments on campus to assist students, staff and faculty to find appropriate employment opportunities and resources to:

- Provide an opportunity for career decision making in a profession;
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Annual Updates

2016 - 2017

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The PeopleAdmin system is being upgraded for the entire District. This upgrade affects all job postings and recruitment efforts in Student Employment. Several meetings were in place to facilitate transition into the new system. The final transition deadline for Student Employment was pushed back into late summer or early Fall to meet our unique positioning requirements and need to process rehires by June 2017.

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aimed at enhancing college and career goals while providing financial support. The program is narrowing learning objectives that work cooperatively with many departments on campus to assist students, staff and faculty to find appropriate employment opportunities and resources to:

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Highlights and Accomplishments: : Students Served in Student Employment:

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- Recommend on appropriate wage rates
- Facilitates collaboration between local organizations and MVC campus
- Provides program support by assisting students to gain employment both on and off-campus.
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- Stimulate the students individual motivation and reinforce the connection between college classes and work; Provide a motivated and educated workforce with transferable job skills.

Outcomes	Assessment Methods	Assessment Results	Action Plans
<p>SLO#1.2 Students will learn about the Student Employment Program available to them. - Students will learn what types of student employment job opportunities are available to them (on and off campus)</p> <p>Goal Status: Active Program Assessment Cycle: 2016 - 2017, 2017 - 2018 Start Date: 07/01/2016 Inactive Date: 06/30/2018</p>	<p>Directly related to Outcome</p>	<p>Semester Assessed: 2016-2017 Expected Goal Met: Yes 198 students were referred and visited the student employment office and had direct contact with staff to learn about the Student Employment Program and how to apply. This is a 12.5% increase from previous year. (06/20/2017) Name and Contact Information : Angela Boland. Angela.boland@mvc.edu at 571-6252 Total # of Students Assessed: 198 Notes/Reflections: Total number is for fiscal year from 7/1/2016 through 6/20/2017</p>	<p>Action Plan: Student Employment will continue to provide classroom presentations, workshops and present at campus outreach events throughout the year and moving forward to increase numbers of MVC students who learn that jobs are available as a resource through the Student Employment Program. (06/20/2017) Action Plan Number: 1 Follow-Up: Will set up new schedule to continue increase in training and outreach events for 17.18 (06/21/2017)</p>
<p>SLO#2.2 Participating supervisors for</p>	<p>Indirect: Survey/Self-Reported Learning - Students attending workshops, outreach events, campus events, or inquiring directly with student employment will be tallied to account for numbers reached. Performance Target (Required)*: Increase student access to opportunities that increase personal awareness of available job opportunities by 10%. Baseline data from FY 2014-2015 showing direct contact with students about Student Employment services was 176 students. Goal is to increase by 10% for Fiscal Year 2016.2017</p> <p>Notes: *Documentation includes identifying information for students and is therefore confidential. Available upon request from Administrators for review.</p>	<p>Semester Assessed: 2016-2017 Expected Goal Met: Yes 198 students were referred and visited the student employment office and had direct contact with staff to learn about the Student Employment Program and how to apply. This is a 12.5% increase from previous year. Increase student access to opportunities that increase personal awareness of available job opportunities by 10%. Baseline data from FY 2015-2016 showing direct contact with students about Student Employment services was 176 students. Goal is to increase by 10% for Fiscal Year 2016.2017 (06/20/2017) Name and Contact Information : Angela Boland x6152 Total # of Students Assessed: 198 Notes/Reflections: Total number is for fiscal year from 7/1/2016 through 6/20/2017. *Documentation includes identifying information for students and is therefore confidential. Available upon request from Administrators for review.</p>	<p>Action Plan: Student Employment will continue to provide classroom presentations, workshops and present at campus outreach events throughout the year and moving forward to increase numbers of MVC students who learn that jobs are available as a resource through the Student Employment Program. (06/20/2017)</p>
<p>SLO#2.2 Participating supervisors for</p>	<p>Indirect: Survey/Self-Reported</p>	<p>Semester Assessed: 2016-2017</p>	<p>Action Plan: Increase # of</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Assessment Results</i>	<i>Action Plans</i>
<p>student employees will learn about Student Employment program guidelines - Participating supervisors for Student Employees will learn about critical program guidelines to adhere to in order to ensure a positive working experience for both student employee and the college department. The Student Employment Office will provide easily understood guidelines and dissemination information to staff using workshops, the student employment website and handbooks.</p> <p>Goal Status: Active</p> <p>Program Assessment Cycle: 2016 - 2017, 2017 - 2018</p> <p>Start Date: 07/01/2016</p> <p>Inactive Date: 07/01/2018</p>	<p>Learning - Staff and supervisors attending Student Employment Workshops will answer questions related to policies that will demonstrate learning acquired.</p> <p>Performance Target (Required)*: Sixty percent of students will achieve a 70% or greater on questionnaire</p>	<p>Expected Goal Met: Yes</p> <p>77% of staff attending the Student Employment Workshop on 8/10/2016 answered with a 60% average accuracy or higher. (06/20/2017)</p> <p>Name and Contact Information : Angela Boland x6252</p> <p>Total # of Students Assessed: 14</p> <p>Related Documents:</p> <p>SE Presentations and Workshops 16-17.pdf</p>	<p>Workshops for the upcoming fiscal year by 20% (06/21/2017)</p> <p>Action Plan Number: 3</p> <p>Follow-Up: Department specific (specialized and focused) training provided to multiple departments including EOPS, Human Services, Student Activities, Outreach, Financial Aid, Off sites including ValVerde and My Learning Studio (06/21/2017)</p>
<p>SAO#1.2 Increase % of America Reads and America Counts Tutoring positions - Increase % of America Reads and America Counts Tutoring positions by doing outreach to local schools in need of tutoring</p> <p>Goal Status: Active</p> <p>Program Assessment Cycle: 2016 - 2017</p> <p>Start Date: 07/01/2016</p> <p>Activity_v4: -Develop & implement marketing plan for outreach to local schools in need of tutoring.: Develop & implement marketing plan for outreach to local schools in need of tutoring.</p>	<p>Directly related to Outcome</p> <p>Direct: Institutional Research or Other Data - Student Employment will generate spending statistics each month on the number of students hired and hours students worked under the AMR and AC designation.</p>	<p>Semester Assessed: 2016-2017</p> <p>Expected Goal Met: Yes</p> <p>Increased America Reads and America Counts by 15% from previous year. Contacted local elementary and middle schools including new district such as Val Verde Unified and My Learning Studio. Added a new school district contract for tutoring for 2016.2017 (i.e. ValVerde, My Learning Studio, Boys & Girls Club of Perris and recruited Continuing Education school) (06/21/2017)</p> <p>Name and Contact Information : Angela Boland x6252</p> <p>Total # of Students Assessed: 13</p> <p>Notes/Reflections: Added a new school district contract for tutoring for 2016.2017 (i.e. ValVerde, My Learning Studio, Boys & Girls Club of Perris and recruited Continuing Education school)</p>	<p>Action Plan: Increase opportunities within school districts already contracted who have multiple sites we can included/send tutors to. Market continuing education schools and after school programs that are classified as non-profit organizations. (06/21/2017)</p>

Outcomes

Assessment Methods

Assessment Results

Action Plans

Performance Target (Required)*:

Increase spending of AMR/AMC
tutoring positions to 5%

Assessment: Assessment Unit Four Column

Student Services - Student Financial Services

Contact Person: Sandra Martinez

Program Review report submitted: Spring 2017

Mission Statement: The Student Financial Services Department at Moreno Valley College takes a student-centered approach towards providing professional and personalized service through resources and assistance with educational expenses in order to ensure student success and achievement of their educational/career goals.

Major developments and changes: -Worked in collaboration with Admissions and Records to streamline the BOGW appeal process and improve efficiency and accuracy through the utilization of a customized excel template.

-Streamlined the Financial Aid file completion by auto-packaging non-verified files without conflicting information in order to provide provisional financial aid awards earlier to prospective students.

Highlights and Accomplishments: -Assist students with the completion of FAFSA and DREAM ACT applications through workshops to ensure a timely disbursement of funds to students.

-Processed and awarded all financial aid application in accordance with Federal and State Guidelines.

-Disbursed funds to eligible students accordingly including: PELL, SEOG, Cal Grant, Full-time Student Success Grant, Chafee Grant, Scholarships, and Direct Loans.

-Annual Financial Aid Awareness event was successful in informing students and staff about Financial Aid.

-Student Financial Services collaborates with other departments to provide student support and services and ensure the dissemination of accurate information of financial aid.

-Staff participates in training and professional development in order to remain current with changing Federal and State regulations.

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Assessment Results</i>	<i>Action Plans</i>
<p>SLO#1 - Dream-Act- Improve outreach to student's eligible for Dream Act</p> <p>Goal Status: Active</p> <p>Program Assessment Cycle: 2016 - 2017</p> <p>Start Date: 07/01/2016</p> <p>Activity_v4: -Dream Act Activities: Added Student Application workshops, trained staff, staff has remained up to date on the new eligible grant programs. Internal collaboration in Student Services to provide better services to the students.</p>	<p>Directly related to Outcome</p> <hr/> <p>Direct: Institutional Research or Other Data - collect data from the Dream Act Workshop sign in and roster</p> <p>Performance Target (Required)*: We will increase our Dream Applicants from the prior year by 10%.</p>	<p>Semester Assessed: 2016-2017</p> <p>Expected Goal Met: Yes</p> <p>Dream Act Applicants increase from 345 to 386 in the 16/17 Academic Year with an increase of 12% (07/01/2017)</p> <p>Name and Contact Information : Sandra Martinez</p>	

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Assessment Results</i>	<i>Action Plans</i>
<p>SLO #2 - An increased number of students will receive their grant funds in the first disbursement of the academic year.</p> <p>Goal Status: Active</p> <p>Program Assessment Cycle: 2016 - 2017, 2017 - 2018</p> <p>Start Date: 01/01/2016</p> <p>Activity_v4: -Increase the number of students processed for first deadline of the academic year:</p>	<p>Direct: Statistical Data (Institutional Research) - We will compare 2016-17 number of students to 2017-2018 number of students that receive their funds by the first disbursement of the academic year.</p> <p>Performance Target (Required)*: 10% increase</p>		
<p>SLO#3 - Increase our outreach and inreach effort for all prospective students including Ben Clark Training Center.</p> <p>Goal Status: Active</p> <p>Program Assessment Cycle: 2016 - 2017, 2017 - 2018</p> <p>Start Date: 09/14/2015</p> <p>Activity_v4: -Increase outreach and inreach efforts: Increase our outreach and inreach effort for all prospective students including Ben Clark Training Center.</p>	<p>Direct: Statistical Data (Institutional Research) - we will monitor the number of students that we have reached through count of sign in roster to workshops and compare to next year.</p> <p>Performance Target (Required)*: 10% increase</p>		

Assessment: Assessment Unit Four Column

Student Services - Student Health and Psychological Services

Program Review report submitted: Spring 2017

Mission Statement: Moreno Valley College Student Health and Psychological Services uses clinic and education-based programs to provide quality and reasonably priced health care, assisting a diverse student population to achieve and maintain optimum physical and psychological health, enhancing retention and satisfaction with the college experience.

Spring 2016 Mission Statement assessed and changed in collaboration with the three RCCD sister colleges:

Moreno Valley College Student Health and Psychological Services uses clinic, education-based programs, and advanced technology to provide quality and reasonably priced health care. Our specialized and inclusive approach to health and wellness assists a diverse student population to achieve and maintain optimum physical and psychological health. This approach helps to promote academic success and retention in the learning environment while focusing on the importance of lifelong wellness.

Major developments and changes: In the fall of 2014 Student Health and Psychological Services decidedly purposed to increase its outreach efforts to de-stigmatize mental health issues and reach out to students through its new peer mental health education program. The program resulted in outreach events on a weekly basis, most weeks; bringing screenings, awareness to students about mental health issues, and availability of services.

In the fall of 2015 the program added to its outreach efforts by initiating workshops called "Seeking Success," where students could attend one of four weekly workshops that would facilitate student success by working through mental health issues.

In the spring of 2016 Student Health and Psychological Services arranged to train therapists to continue the successful "Seeking Success" workshops into the next fiscal year. In addition, one-time funding was requested through a student equity opportunity to provide additional equipment and support for the promotion mental health at MVC. Student Health 101 was also purchased with equity funding to help support a culture of wellness at MVC.

On the clinical side, in the spring of 2016 the cholesterol check device obtained through program review support-of-need, resulted in a collaborative effort with Biology faculty resulted in offering Lipid Profiles and cholesterol counseling to students who participated. The students who took advantage of the initiative learned the practical application of biology to wellness and were given extra credit points by their instructor for participation. Student Health and Psychological Services hopes to continue the program provided sufficient funds are available to purchase the cassettes needed for the specialized device.

Major developments and changes: Fiscal Year 2016-17 continued its established programs and saw significant growth in the numbers of students taking advantage of the Seeking Success Workshops. Intentional outreach this year to the Middle College Program by the coordinator meant adding workshops on Fridays, which have been well-attended. Mental Health outreach has also been expanded to include more classroom presentations on Suicide Prevention, stress-reduction, and time management by our health educator volunteer. Health Outreach and presentation opportunities, covering a broad range of health topics, continue to grow and are well-attended as reflected in the vital statistics attached.

The three Health Services Directors worked collaboratively to submit a proposal for the maximum allowable health fee increase and expect board approval for implementation fall 2017. A classified PT College Nurse position is in process at this writing and is hoped to bring RN consistency in spite of the reduced RN coverage in terms of scheduled hours per week. A FT Mental Health Services Supervisor proposal was denied SSSP funding this year, but the position goes forward in program review as a crucial need.

Highlights and Accomplishments: End of Fiscal year 2016-'17 Highlights: Student Health and Psychological Services brought on two more student workers for a total of 3 part-time student employees to help sustain the Seeking Success program and bring support to Health Services. Additional CBU Mental Health Trainees and an additional intern were

also brought on to assist the Mental Health Intern Coordinator with an increase in outreach efforts to the Middle College students. The total number of part time mental health focused workers is currently eight. Most recently a masters level Public Health Educator was also brought on to reach out to the college community (faculty, staff and students) with a number of health-related presentations including QPR Suicide Prevention training, stress-reduction, time-management, STI prevention, Substance Abuse Awareness along with other health-centered topics. The outreach is expected to grow from the already popular presentation numbers this year to next fiscal year and hopefully beyond. A PT permanent classified college nurse position is in the interview stage at this writing, which is hoped to provide RN consistency in spite of the reduced RN coverage. A FT Mental Health Services Supervisor proposal was denied SSSP funding this year, but the position goes forward in program review as a crucial need. Please see below and SAO 2(1) word document attachment (Copy of '16-'17 Health Services Employees) for a spreadsheet breakdown of numbers of students, staff, trainees, interns, and volunteers employed along with title and function of each. Please see SLO2 and below for number of students served under related documents (Outreach Events-Presentations 16-17 final and HlthSrvcsOffice Contacts 16-17). The documents record contacts for this FY up to and including 5/16/17. Unfortunately the EHR system does not provide a breakdown for which students are graduating and which ones are continuing, nor does it track RCCD employment status. A new state-mandated TB clearance policy was implemented March 2017 after meeting with GC, HRER and the other Health Services Directors. The procedures are in place, the policy written, but vetting for costs associated with the new protocol remain. Health Services implemented new procedures associated with helping the Early Childhood Education (ECE) program students with their new health prerequisites as well. Meetings at the district office with collaborating stakeholders resulted in prompt and efficient implementation of the new requirements. Collaboration with Riverside County Health Department is strong and results in an ongoing annual supply of free flu vaccine for students, faculty and staff. Allied Health Students benefit from the cost-effective time-efficient flu shot availability to meet their annual flu shot requirement. Other participating students, faculty and staff benefit and contribute to the flu-free environment goal ultimately resulting in the wellness that contributes to student success.

Related Documents

1) a) 2.HSACCC Position Statement 3_2010 03 18 10 (2).pdf

Copy of '16-'17 Health Services Employee Hrs..xls

HlthSrvcsOfficeContacts'16-'17.pdf

OUTREACH Events-Presentations '16-17final.xls

Proposal Addendum 4-21-17 revised.doc

Annual Updates

2014 - 2015

Major developments and changes: In the fall of 2014 Student Health and Psychological Services decidedly purposed to increase its outreach efforts to de-stigmatize mental health issues and reach out to students through its new peer mental health education program. The program resulted in outreach events on a weekly basis, most weeks; bringing screenings, awareness to students about mental health issues, and availability of services.

Highlights and Accomplishments: Research, observation, and student self-reporting validates the work that Student Health and Psychological Services offers to promote student success, enhance retention and support the core values of the Moreno Valley College (MVC) and Health Services' goals and mission. Data from the National College Health Assessment II (NCHA II spring 2010) report found that over a third of the California community college students surveyed felt so depressed it was difficult to function, 43.3% felt overwhelming anger, 43.7% felt overwhelmed with anxiety, and 48.4% felt things were hopeless. More than 70% felt overwhelmed by all they had to do. With the premise that the NCHA II survey study results apply to MVC, Student Health and Psychological Services uses program review to assess how well the MVC Student Health and Psychological Services department positively addresses these problems, and to demonstrate that students who access personal mental health counseling sessions through the department report favorable outcomes. Almost 70% of the surveyed MVC students, who access services for mental health counseling, report the sessions help them overcome psychological distress. Almost 90% report the counseling help them increase how much school work they can do, and over 70% report the sessions assist with overcoming test anxiety. Nearly 100% of the students surveyed, after having benefited from the personal mental health counseling sessions offered, report they are more likely to stay in school because of their sessions. The Student Learning Outcome that "Students who participate in MVC mental health counseling sessions will learn coping skills that positively affect their academic experience," is stimulus to the survey outcomes demonstrated. The Student Area Outcome to provide and promote psychological counseling for students in need of services results in data demonstrating an approximate 300% increase in student use of services since 2010, a 55.2% increase from 2013 to 2014, and trends consistent with growth as of June 15, 2015. MVC Student Health and Psychological Services is pleased to support the core values of the institution, promote student success, and most importantly contribute to the mental health and wellness of individual students who benefit from our services.

Related Documents:

[Psych stats '14-'15 versus '15-'16.pdf](#)
[Column4AssessmentReport](#)
[FY'14-'15 year-end psych stats.pdf](#)
[HSOfficeContactsPsychVisits7-1-14-9-30-14.pdf](#)
[Psych stats '14-'15 versus '15-'16.pdf](#)
[Psych.Visits'14-15.pdf](#)
[Psych.Visits'14-15.pdf](#)
[HSACCC Certificate of Membership 14-15.pdf](#)
[Psych.Visits'14-15.pdf](#)
[HSOfficeContactsPsychVisits7-1-14-9-30-14.pdf](#)
[OUTREACH 14-15.xls](#)
[PeerMH Outreachannual stats'14-'15.xls](#)
[October 2014 Peer Ed](#)
[OUTREACH '14-'15.xls](#)
[PeerMH Outreachannual stats'14-'15.xls](#)
[Psych. Services survey spring 2015.xls](#)
[Survey Monkey psych 11-13-14](#)

2015 - 2016

Major developments and changes: In the fall of 2015 the program added to its outreach efforts by initiating workshops called "Seeking Success," where students could attend one of four weekly workshops that would facilitate student success by working through mental health issues.

In the spring of 2016 Student Health and Psychological Services arranged to train therapists to continue the successful "Seeking Success" workshops into the next fiscal year. In addition, one-time funding was requested through a student equity opportunity to provide additional equipment and support for the promotion mental health at MVC. Student Health 101 was also purchased with equity funding to help support a culture of wellness at MVC.

On the clinical side, in the spring of 2016 the cholesterol check device obtained through program review support-of-need, resulted in a collaborative effort with Biology faculty resulted in offering Lipid Profiles and cholesterol counseling to students who participated. The students who took advantage of the initiative learned the practical application of biology to wellness and were given extra credit points by their instructor for participation. Student Health and Psychological Services hopes to continue the program provided sufficient funds are available to purchase the cassettes needed for the specialized device

Highlights and Accomplishments: : MVC Student Health and Psychological Services is pleased to support the core values of the institution, promote student success, and most importantly contribute to the mental health and wellness of individual students who benefit from our services. In the spring of 2016 the program added Student Health 101 On-Line Magazine to its support of wellness at MVC. As recently as May 2016 the magazine has been promoted on the website, through flyers posted on campus, with bookmarker distribution, on the Student Services lobby TV, in SAS, in the Health Services' waiting room and through student and staff and faculty email blasts. The magazine promotes wellness, disease prevention, addresses Title IX compliance issues, along with the plethora of concerns facing our student population. Data reflecting students reached through the effort is available within program review. The Psychological Services component to Health Services continues strong and is also reflected in the student survey results conducted throughout the spring of 2016. Seeking Success workshops initiated in the fall of 2015 were well attended and proved highly beneficial to those attending.

On the clinical side, the pilot project spring of 2016 that provided Lipid Profiles to Biology students participating proved successful, and the instructor/Health Services collaboration for the same program is planned for summer 2016 and fall 2017. In addition the collaborative effort with the Riverside County Health Department for flu vaccines provided the opportunity for the entire MVC community to receive their annual flu shot for free.

Related Documents:

[Column4AssessmentReport](#)
[HlthSrvcsSatisfactionSp'16.pdf](#)

[Psych stats '14-'15 versus '15-'16.pdf](#)

[PsychDataFall'15.pdf](#)

[Client Satisfaction fall '15.pdf](#)

[HlthSrvcsSatisfactionSp'16.pdf](#)

[Psych stats '14-'15 versus '15-'16.pdf](#)

[PsychDataFall'15.pdf](#)

[PSYCHDataSpring '16.pdf](#)

[Student Health and Psychological Services Report\(2\).docx](#)

[college-mental-health 15-16.pdf](#)

[OUTREACH '15-'16.xls](#)

[Psych. Survey](#)

[PsychDataFall'15.pdf](#)

[PSYCHDataSpring '16.pdf](#)

2016 - 2017

Major developments and changes: Fiscal Year 2016-17 continued its established programs and saw significant growth in the numbers of students taking advantage of the Seeking Success Workshops. Intentional outreach this year to the Middle College Program by the coordinator meant adding workshops on Fridays, which have been well-attended. Mental Health outreach has also been expanded to include more classroom presentations on Suicide Prevention, stress-reduction, and time management by our health educator volunteer. Health Outreach and presentation opportunities, covering a broad range of health topics, continue to grow and are well-attended as reflected in the vital statistics attached.

The three Health Services Directors worked collaboratively to submit a proposal for the maximum allowable health fee increase and expect board approval for implementation fall 2017. A classified PT College Nurse position is in process at this writing and is hoped to bring RN consistency in spite of the reduced RN coverage in terms of scheduled hours per week. A FT Mental Health Services Supervisor proposal was denied SSSP funding this year, but the position goes forward in program review as a crucial need.

Highlights and Accomplishments: : End of Fiscal year 2016-'17 Highlights: Student Health and Psychological Services brought on two more student workers for a total of 3 part-time student employees to help sustain the Seeking Success program and bring support to Health Services. Additional CBU Mental Health Trainees and an additional intern were also brought on to assist the Mental Health Intern Coordinator with an increase in outreach efforts to the Middle College students. The total number of part time mental health focused workers is currently eight. Most recently a masters level Public Health Educator was also brought on to reach out to the college community (faculty, staff and students) with a number of health-related presentations including QPR Suicide Prevention training, stress-reduction, time-management, STI prevention, Substance Abuse Awareness along with other health-centered topics. The outreach is expected to grow from the already popular presentation numbers this year to next fiscal year and hopefully beyond. A PT permanent classified college nurse position is in the interview stage at this writing, which is hoped to provide RN consistency in spite of the reduced RN coverage. A FT Mental Health Services Supervisor proposal was denied SSSP funding this year, but the position goes forward in program review as a crucial need. Please see below and SAO 2(1) word document attachment (Copyof '16-'17HealthServicesEmployees)for a spreadsheet breakdown of numbers of students, staff, trainees, interns, and volunteers employed along with title and function of each. Please see SLO2 and below for number of students served under related documents (OutreachEvents-Presentations16-17final and HlthSrvcsOffice Contacts16-17). The documents record contacts for this FY up to and including 5/16/17. Unfortunately the EHR system does not provide a breakdown for which students are graduating and which ones are continuing, nor does it track RCCD employment status. A new state-mandated TB clearance policy was implemented March 2017 after meeting with GC, HRER and the other Health Services Directors. The procedures are in place, the policy written, but vetting for costs associated with the new protocol remain. Health Services implemented new procedures associated with helping the Early Childhood Education (ECE) program students with their new health prerequisites as well. Meetings at the district office with collaborating stakeholders resulted in prompt and efficient implementation of the new requirements. Collaboration with Riverside County Health Department is strong and results in an ongoing annual supply of free flu vaccine for students, faculty and staff. Allied Health Students benefit from the cost-effective time-efficient flu shot availability to meet their annual flu shot requirement. Other participating students, faculty and staff benefit and contribute to the flu-free environment goal ultimately resulting in the wellness that contributes to student success.

Related Documents:[Copy of '16-'17 Health Services Employee Hrs..xls](#)[OUTREACH Events-Presentations '16-17final.xls](#)[Proposal Addendum4-21-17revised.doc](#)[1\) a\) 2.HSACCC Position Statement 3_2010 03 18 10 \(2\).pdf](#)[HlthSrvsOfficeContacts'16-'17.pdf](#)

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Assessment Results</i>	<i>Action Plans</i>
<p>SLO 2 - MVC Students will learn what services are available to them through Student Health and Psychological Services</p> <p>Goal Status: Active</p> <p>Program Assessment Cycle: 2016 - 2017, 2017 - 2018, 2018 - 2019</p> <p>Start Date: 07/01/2016</p> <p>Inactive Date: 06/30/2019</p>	<p>Indirect: Survey/Self-Reported Learning - Students attending Health Services presentations will answer questions related to services presented that will demonstrate learning acquired. Students attending outreach events will be tallied to account for numbers reached. Students attending Student Health and Psychological Services outreach events will be counted.</p> <p>Performance Target (Required)*: Sixty percent of students reached during classroom presentations will achieve a 70% or greater on questionnaire. More than 1,000 students will be reached through outreach events promoting services available through Student Health and Psychological Services</p> <p>Notes: More than 60% of student questionnaires reflect scores of 70% or greater (please see documents attached). More than 1,000 students were reached through outreach events (please see documents attached).</p> <p>Related Documents: OUTREACH Events-Presentations '16-17.xls Outreach Events Presentations OUTREACH Events-Presentations</p>	<p>Semester Assessed: 2016-2017</p> <p>Expected Goal Met: Yes</p> <p>Of the 577 students participating in classroom presentations all but 2 received a 70% or higher on the questionnaire, which demonstrated post presentation that they had demonstrated understanding of the services available to them in Health Services. One thousand one-hundred eleven students participated in health related outreach events, which is 111 more than the target number of 1,000 and is representative of fall semester 2016 alone. 3,256 students were reached as of 5-23-17 with outreach events and 1,367 as of 5-23-17 with classroom presentations (05/23/2017)</p> <p>Name and Contact Information : Sue Tarcon x 6103</p> <p>Total # of Students Assessed: 1367</p> <p>Notes/Reflections: The 577 total number of students assessed represent fall 2016. 1367 represents the entire FY and the majority of the students received a 70% or higher as was reflected in the fall semester numbers.</p> <p>Related Documents: OUTREACH Events-Presentations '16-17.xls OUTREACH Events-Presentations '16-17final.xls</p>	<p>Action Plan: Health Services will continue to provide classroom presentations and outreach events throughout the year and moving forward to increase numbers of MVC students who learn what services are available to them in Student Health and Psychological Services. (12/13/2016)</p> <p>Action Plan Number: 2</p> <p>Follow-Up: Ongoing classroom presentations and outreach events planned (12/13/2016)</p>

Outcomes	Assessment Methods	Assessment Results	Action Plans
	<p>'16-17final.xls HlthSrvsOfficeContacts'16-'17.pdf SurveyMonkey Analyze - Client Satisfaction Survey.htm SurveyMonkey Analyze - Psychological Services Survey.htm SurveyMonkey Survey Summary - Client Satisfaction Survey.htm fall-16 StHlthUsageReport.ppt Student Hlth101Engagement '16-'17.htm</p> <p>Indirect: Survey/Self-Reported Learning - Students who use Health Services will be given the opportunity at each visit to complete a satisfaction survey reflecting their assessment of the quality of services received.</p> <p>Performance Target (Required)*: One hundred percent of students who use services are given the opportunity to participate</p> <p>Notes: Hard copy surveys are available at the time of check in and are readily available on the Health Services website at any time a student may want to access and complete.</p> <p>Related Documents: Data_11.29.16.pdf</p>	<p>Semester Assessed: 2016-2017</p> <p>Expected Goal Met: Yes</p> <p>One-hundred percent of participating students used "very satisfied" 87 to 95 percent of the time when responding to questions asked on the satisfaction survey. (11/30/2016)</p> <p>Name and Contact Information : Sue Tarcon, Director MVC Health Services 951-571-6103</p> <p>Total # of Students Assessed: 45</p> <p>Notes/Reflections: For a detailed account of each question asked, response given and graph depicting answers please see depository for summary of survey results.</p> <p>Related Documents: Data_11.29.16.pdf</p>	<p>Action Plan: Provide students with opportunity to participate in satisfaction survey with each Health Services visit and at random at student's convenience with Survey Monkey link on Health Services website. (11/30/2016)</p> <p>Action Plan Number: 1</p> <p>Follow-Up: Monitor survey completion rate by checking response box regularly and maintain number of surveys available at check in computer location. Encourage student participation in survey opportunity with student visits. (11/30/2016)</p>
<p>SAO 2 (1) - MVC Student Health and Psychological Services department will provide students with services to promote physical and emotional well-being</p> <p>Goal Status: Active</p> <p>Program Assessment Cycle: 2016 - 2017, 2017 - 2018, 2018 - 2019</p> <p>Start Date: 07/01/2016</p>	<p>Direct: Statistical Data (Institutional Research) - Numbers and quality of professionals (RNs, Psych. Supervisor, MFT Interns and Trainees, office assistant, student workers, and peer health educators) will be accounted for and assessed to meet and grow service demands.</p> <p>Performance Target (Required)*:</p>	<p>Semester Assessed: 2016-2017</p> <p>Expected Goal Met: Yes</p> <p>1) One FT Director of Health Services in place 2) Classified PT College Nurse position approved through MVC President and in HRER queue for follow-up to fly position 4) Three part-time hrly RN positions remain to fill gap until college nurse position filled, one hired and same to retain after college nurse position filled 3) One PT Psych. Supervisor as Professional Expert in place until classified Psych.</p>	<p>Action Plan: Monitor staffing for numbers and quality sufficient to meeting growing student health needs (01/30/2017)</p> <p>Action Plan Number: 1</p>

Outcomes	Assessment Methods	Assessment Results	Action Plans
<p>Inactive Date: 06/30/2019</p>	<p>One Director of Health Services, One Psych. Supervisor, Two MFT Interns, Two MFT Trainees, Two student workers and peer health educators. Notes: Please see attached for document reflecting numbers and designation of staff serving through Student Health and Psychological Services as of 5-16-17. Related Documents: Copy of '16-'17 Health Services Employee Hrs..xls</p> <hr/> <p>Direct: Institutional Research or Other Data - MVC Psychological Services provision of mental health supervision will be compared to HSACCC position statement recommendations Performance Target (Required)*: MVC will purpose to provide mental health services with professional LMFT to the level recommended by Health Services Association California Community Colleges Related Documents: 1) a) 2.HSACCC Position Statement 3_2010 03 18 10 (2).pdf Copy of '16-'17 Health Services Employee Hrs..xls Proposal Addendum4-21-17revised.doc MVC Resource Request 5-15-17.mht</p>	<p>Supervisor planned can be filled 4) Two MFT Interns in place, three student workers, as well as student volunteer peer health educators in place to coordinate and assist with Student Success workshops. One MPH Health Educator in place (05/25/2017) Name and Contact Information : Sue Tarcon x 6103 Total # of Students Assessed: 8000 Notes/Reflections: SSSP funding for FT Mental Health Supervisor denied, proposal to move forward in this program review to fund position</p> <hr/> <p>Semester Assessed: 2016-2017 Expected Goal Met: No Although the HSACCC Position statement says one mental health professional either PT or FT, MVC data from the prior 3 year program review cycle (13-14, 14-15, 15-16) demonstrates such a significant increase in use of mental health services that a FT mental health supervisor position is warranted. (05/22/2017) Name and Contact Information : Sue Tarcon Total # of Students Assessed: 8000 Notes/Reflections: Number of students assessed reflects approximate MVC semester head count and represents numbers of students served by Student Health and Psychological Services. Proposal submitted for SSSP funding consideration attached as document to demonstrate funding options are being pursued to cover the cost of a FT Mental Health Services Supervisor for MVC. Related Documents: 1) a) 2.HSACCC Position Statement 3_2010 03 18 10 (2).pdf Proposal Addendum4-21-17revised.doc</p>	<p>Action Plan: Continue to pursue filling FT Mental Health Services Supervisor position to meet growing mental health needs at MVC (05/22/2017) Action Plan Number: 4 Follow-Up: Continue to include need for Mental Health Supervisor position in program review to raise awareness to need for funding from budget source outside of health services restricted funding option. (05/22/2017)</p>
<p>SAO 2 (2) - MVC Student Health and Psychological Services will equip the department with materials and supplies needed to serve MVC students. Goal Status: Active Program Assessment Cycle: 2016 -</p>	<p>Directly related to Outcome</p>	<p>Semester Assessed: 2016-2017 Expected Goal Met: Yes Student Health and Psychological Services inventory confirms current materials and supplies sufficiently equip the department with what is required to meet student needs. (01/30/2017) Name and Contact Information : Sue Tarcon x 6103</p>	<p>Action Plan: Continue to monitor with monthly inventory to assess for materials and supplies needs (01/30/2017) Action Plan Number: 2 Follow-Up: Director or designee will track materials and supplies</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Assessment Results</i>	<i>Action Plans</i>
2017, 2017 - 2018, 2018 - 2019 Start Date: 07/01/2016 Inactive Date: 06/30/2019	Directly related to Outcome	Total # of Students Assessed: 8000 Semester Assessed: 2016-2017 Expected Goal Met: Yes Equipment currently sufficient to meet needs (01/30/2017) Name and Contact Information : Sue Tarcon x6103 Total # of Students Assessed: 8000	(01/30/2017) Action Plan: Equipment inventory reveals materials and supplies sufficient to meet demand (02/06/2017) Action Plan Number: 3 Follow-Up: None required (02/06/2017)
	Direct: Institutional Research or Other Data - Director of Student Health and Psychological Services or designee will inventory items and assess for needed supplies/providing and replacing as necessary. Performance Target (Required)*: 100 percent of items needed to equip department will be supplied and/or replaced when expired.	Semester Assessed: 2016-2017 Expected Goal Met: Yes Performance target met with 100% of needed items within expiration date to carry over until next FY cycle ordering (04/03/2017) Name and Contact Information : Sue Tarcon x6103	Action Plan: Monitor items for replacement as needed (04/03/2017) Action Plan Number: 3

Assessment: Assessment Unit Four Column

Student Services - Umoja

Mission Statement: 1. Mission

Renaissance Scholars/Umoja is a grassroots effort to establish an institutionalized program to help improve the success rates of African American students. Renaissance is dedicated to increase the number of educationally underserved students who enroll in our institution, earn their degrees, transfer to the four-year college or university, and return to the community as leaders and mentors for future generations.

Major developments and changes: Moreno Valley College has a part time Counselor dedicated to serving the RSP program, also RSP started their first Summer Bridge Program, and their (RAMP) which is Renaissance Scholars Program/ A2Mend Mentor program.

Highlights and Accomplishments: RSP Students had the opportunity to attend and/or receive services in :

1. Comprehensive Student Educational Plans
2. Priority Registration
3. Experience College in a New Way!!!
4. Specialized Counseling Guidance Services
5. (10) per semester Motivational, Self-development, and Educational Workshops
6. Community Service /Job training/ Network opportunities
7. The Cesar Chavez Scholarship Breakfast
8. The MLK Scholarship Breakfast
9. RSP/ASMVC Black History Celebration
10. Leadership Development
11. RSP Learning Community
12. RSP/Summer Bridge Program
13. RSP/summer Bridge Program Study Book
14. HBCU Historically Black College and Universities Tour
15. UMOJA Conference / UMOJA UCLA Symposium
16. RSP/MLK Celebration
17. A2MEND Conference
18. College Tours
19. Ragtime The Musical/ Presentation in calibration with other Special Programs
20. NAACP Awards Celebration
21. Black Caucus Conference
22. Dinner and A Move (Inspirational/Educational Move and discussion)
23. MVC/RSP END Of The Year Graduation Celebration
24. Museum Exhibits/Cultural Exhibits

25. How Fund your College workshop
 26. Peer To Peer Support (Weekly Club Meetings)

Outcomes	Assessment Methods	Assessment Results	Action Plans
<p>1. SAO - Increase the number of UMOJA,/RSP, RAMP, and Summer Bridge students through on-going Leadership Development, Comprehensive Student Educational Plan, Community service ,Network Opportunities,Motivational and Educational workshops, Umoja Conference/Symposium, RSP Learning Community and/or College tours. Goal Status: Active Program Assessment Cycle: 2014 - 2015, 2015 - 2016, 2016 - 2017, 2017 - 2018 Start Date: 08/25/2014</p>	<p>Direct: Institutional Research or Other Data - Review the number of students in UMOJA,/RSP, RAMP, and Summer Bridge from a report provided by application support . Performance Target (Required)*: achieve 100 % increase of the number of students served from Fall-2014 to Spring 2015 Notes: the count will include the following groups: Umoja RSP, RAMP/ RSP, RSP Learning community, Summer bridge program and RSP Club.</p>	<p>Semester Assessed: 2014-2015 Expected Goal Met: Yes we achieved and exceed our target to increase by 100%. In Fall-2014 RSP served 92 students, and in Spring 2015 RSP served 248, students resulting in a 270% increase. (06/29/2015) Related Documents: RSP.REQUESTED.DATA.xlsx Philosophy Statement Umoja.docx</p>	<p>Action Plan: Increase the personnel and services available in order to support RSP student engagement. Resource requests will include personnel and non personnel requests to support RSP activities. (06/29/2015)</p>
<p>SLO1: UMOJA STUDENTS IN THE TRANSFER PROCESS . - SLO1: UMOJA STUDENTS WILL LEARN THE TRANSFER PROCESS TO ALL TRANSFER INSTITUTIONS. Goal Status: Active Program Assessment Cycle: 2016 - 2017</p>	<p>Direct: Institutional Research or Other Data - DURING THE SPRING SEMESTER UMOJA STUDENT WILL BE ASSESS THROUGH SURVEY MONKEY, POST TEST AND PRE TEST IN THE GUI-47 COURSE. Performance Target (Required)*: 80% OF UMOJA STUDENTS WILL HAVE FULL KNOWLEDGE IN THE TRANSFER PROCESS</p>	<p>Semester Assessed: 2016-2017 Expected Goal Met: No UMOJA STUDENT WILL ATTEND TRANSFER WORKSHOPS, WILL ATTEND COLLEGE TOURS, AND/OR FAIRS, AND KNOW THE APPLICATION PROCESS TO VARIOUS TRANSFER INSTITUTIONS (01/30/2017)</p>	<p>Action Plan: UMOJA STUDENTS WILL ATTEND TRANSFER WORKSHOPS, COLLEGE TOURS AND/OR FAIRS, AND KNOW THE APPLICATION TRANSFER PROCESS TO VARIOUS TRANSFER INSTITUTIONS (01/30/2017) Action Plan Number: 1 Follow-Up: Umoja students was counsel and given tools to help ensure that they take classes that will make then most competitive applicant. they also complete required foundational courses for their major to ensure that transfer can be complete in a timely manner to the UC, CSU and HBCU's. (07/13/2017)</p>

Assessment: Assessment Unit Four Column

Student Services - Upward Bound Math & Science

Contact Person: Micki Clowney

Program Review report submitted: Spring 2017

Mission Statement: The mission of the Moreno Valley College Upward Bound Math and Science (UBMS) Program is to help low-income, first generation high school students recognize and develop their potential to excel in math and science and to encourage them to pursue post-secondary degrees and careers in science, technology, engineering, and math (STEM). UBMS is part of the national TRiO programs, which have been in existence since 1964. UBMS is funded by the US Department of Education and sponsored by Moreno Valley College (MVC) in partnership with Moreno Valley Unified School District (MVUSD) to serve eligible students from local high schools. The target site for the UBMS grant is Vista del Lago HS. The grant is currently funded to serve a cohort of 62 participants per year.

Major developments and changes: UBMS is in its fifth year. Since being funded, UBMS has successfully met the goals and objectives established by federal regulatory mandates. During this year, the Director of UBMS also assumed oversight of the ACES (Student Support Services) Program, which shifted the structure of each program to the establishment of the Office of TRiO programs. This approach started the framework of MVC having TRiO as a definitive pipeline program and made it possible to start leveraging resources. In addition to MVC having two programs, the college was successful in being funded for two additional grants (Educational Talent Search and Upward Bound).

With the Director being split between multiple programs, it resulted in salary savings, which made it possible to increase the .5 FTE Outreach Specialist position to 1.0 FTE. Additionally, the OS was given a differential to align with the needs of the program as a Coordinator. A proposal has been submitted for consideration of renewal funding. If that is funded, we will look at changing staffing structures to add an additional Outreach Specialist to UBMS.

Highlights and Accomplishments: UBMS was funded to serve 62 participants.

The following are a few highlights of the UBMS program for 2016-17,

UBMS had the target that 60% of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year. UBMS attained a rate of 79%.

UBMS had a target that 80% of project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma. UBMS attained a rate of 100%.

UBMS had a target that 40% of all current and prior-year UB participants who graduated from high school during the school year with a regular secondary school diploma will complete a rigorous secondary school program of study. UBMS uses the UC/CSU a-g requirements to determine completion of rigorous course of study. UBMS exceeded that achieving a rate of 96%. Additionally, UBMS got 13 students enrolled in summer school courses at MVC, which adds to the rigor of their academic program of study.

UBMS had a target that 75% of all current and prior-year UB participants who graduated from high school during the school year with a regular secondary school diploma will enroll in a program of postsecondary education by the fall term immediately following high school graduation, or will have received notification by the fall term immediately following high school from an institution of higher education of acceptance but deferred

enrollment until the next academic semester (e.g., spring semester). In 2015-16, 96% of the UBMS graduation cohort enrolled in college by fall. For 2016-17, 100% of UBMS graduating seniors have been accepted or enrolled in at postsecondary program of study. UBMS Scholars will be attending UC Berkeley, UC Irvine, UC Riverside, UC Santa Cruz, CSU San Bernardino, CSU Fullerton, and MVC's FYE/Promise Program.

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Assessment Results</i>	<i>Action Plans</i>
<p>Number Funded to Serve - Serve cohort of 62 eligible high school participants Goal Status: Active Program Assessment Cycle: 2013 - 2014, 2014 - 2015, 2015 - 2016, 2016 - 2017 Start Date: 10/01/2012 Inactive Date: 09/30/2017</p>	<p>Directly related to Outcome</p>	<p>Semester Assessed: 2016-2017 Expected Goal Met: Yes Maintain database and completed student applications and files to ensure that services are provided to funded to serve ratio. (06/12/2017) Name and Contact Information : Micki Clowney, Director, Office of TRIO Programs (951) 233-3719 micki.clowney@mvc.edu Total # of Students Assessed: 62 Notes/Reflections: See Blumen Database, Federal Annual Performance Report, and participant files.</p>	<p>Action Plan: Conduct on-going recruitment for UBMS program. Do presentations in science classes -- all grade levels. Conduct presentations at feeder middle schools to science classes inviting rising ninth graders to apply to the program. Maintain active wait list to add students to program in Summer 2017 (03/15/2017) Follow-Up: On-going (06/30/2017)</p>
<p>Direct: Institutional Research or Other Data - Participant application and federal annual performance report data Performance Target (Required)*: Serve cohort of 62 eligible high school participants Related Documents: UBMS Application</p>	<p>Direct: Institutional Research or Other Data - Participant application and federal annual performance report data Performance Target (Required)*: Serve cohort of 62 eligible high school participants</p>	<p>Semester Assessed: 2017-2018 Expected Goal Met: Yes Have maintained cohort of 62 eligible high school participants Maintain database and completed student applications and files to ensure that services are provided to funded to serve ratio. (06/30/2017) Name and Contact Information : Micki Poole Clowney Director Office of TRIO Programs (951) 233-3719 micki.clowney@mvc.edu Total # of Students Assessed: 62</p>	<p>Action Plan: Hire additional Outreach Specialist pending refunding Change staffing structure (09/01/2017) Action Plan Number: 1 Action Plan: Recruitment Campaign for 2016-2017 and 2017-18 academic year (April 2015 and May 2015) Accepting applications. Target current 8th through 11th grade students. Participate in Junior Raven Day and Spring College Fair to announce opportunity to families. Applications due April 30, 2015. NOTE: 13 students graduating 2017. Will be doing intake of additional 13 students with waitlist of 5 to 10 students. Acceptance by June 5, 2017 -</p>

Outcomes	Assessment Methods	Assessment Results	Action Plans
<p>Eligibility Criteria - Ensure at least two-thirds of the participants served during the project are low-come and potential first generation Ensure compliance with federal regulatory requirements. 82% of participants were last year. Maintain over two-thirds Goal Status: Active Program Assessment Cycle: 2013 - 2014, 2014 - 2015, 2015 - 2016, 2016 - 2017, 2017 - 2018 Start Date: 10/01/2013 Inactive Date: 09/30/2017</p>	<p>Directly related to Outcome</p>	<p>Semester Assessed: 2014-2015 Expected Goal Met: Yes Collect information on applications. Supporting documentation from District database system, Infinite Campus on ethnicity. Income eligibility - copies of parents' tax forms or other proof of income as designated in Code of Federal Regulations 645.6 Achieved outcome 81.67% eligible (06/24/2015) Name and Contact Information : Micki Clowney, Director, Upward Bound Math and Science Program (951) 571-6382 micki.clowney@mvc.edu Total # of Students Assessed: 60 Notes/Reflections: See Blumen Database and APR data for summary of data</p>	<p>Orientation at MVUSD (04/17/2017)</p> <p>Action Plan: Continue to collect data for incoming participants Maintain records in students' files and in Blumen database in accordance with FERPA and federal regulations (10/01/2013) Follow-Up: On-going (06/24/2015)</p>
<p>Direct: Institutional Research or Other Data - Pre-Questionnaire - Determination of Eligibility Performance Target (Required)*: At least two-thirds of participants must be low income and potential first generation students Related Documents: UBMS PSQ</p>	<p>Direct: Institutional Research or Other Data - Pre-Questionnaire - Determination of Eligibility Performance Target (Required)*: At least two-thirds of participants must be low income and potential first generation students Related Documents: UBMS PSQ</p>	<p>Semester Assessed: 2014 - 2015 (Spring 2015) Expected Goal Met: Yes Maintained cohort of at least two-thirds of the participants served during the project are low-come and potential first generation (04/30/2015) Name and Contact Information : Micki Poole Clowney Director Upward Bound Math and Science Program (951) 233-3719 micki.clowney@mvc.edu Total # of Students Assessed: 60</p>	<p>Action Plan: Collect information on applications. Supporting documentation from District database system, Infinite Campus on ethnicity. Income eligibility - copies of parents/legal guardians' tax forms or other proof of income as designated in Code of Federal Regulations 645.6. Match with Federal Income Guidelines. (04/30/2015)</p>
<p>Academic Performance on Standardized Test: - 35% of UB</p>	<p>Directly related to Outcome</p>	<p>Semester Assessed: 2014-2015 Expected Goal Met: Yes</p>	<p>Action Plan: Pull data and scores from MVUSD database systems:</p>

Outcomes	Assessment Methods	Assessment Results	Action Plans
<p>seniors served during the project year will have achieved at the proficient level on state assessments in reading/language arts and math.</p> <p>This number has changed because there is a new roll out statewide standardized testing.</p> <p>Goal Status: Active</p> <p>Program Assessment Cycle: 2013 - 2014, 2014 - 2015, 2016 - 2017, 2017 - 2018</p> <p>Start Date: 10/01/2012</p> <p>Inactive Date: 09/30/2017</p>	<p>Directly related to Outcome</p>	<p>100% of seniors served during the project year achieved at passed the CAHSEE assessments in reading/language arts and math.</p> <p>Pulled data and scores from MVUSD database systems: Infinite campus and Illuminate for review of CAHSEE scores, SAT, PSAT, and CSTs where applicable (06/24/2015)</p> <p>Name and Contact Information : Micki Poole Clowney Director, Upward Bound Math and Science Program (951) 571-6382 micki.clowney@mvc.edu</p> <p>Total # of Students Assessed: 60</p> <p>Notes/Reflections: Note: Incoming freshmen have not taken test. Also, note, in 2013, California did not administer CSTs so determination of proficiency on those tests could not be used. Noted in reporting period to federal committee.</p>	<p>Infinite campus and Illuminate for review of CAHSEE scores, SAT, PSAT, and CSTs where applicable (06/24/2015)</p> <p>Follow-Up: Need to follow-up with students who have less than 2.0 to review transcripts after summer school.</p> <p>Do progress reports weekly during summer school</p> <p>Offer tutoring 4 days per week onsite at high school to assist students who are in summer school (06/24/2015)</p> <p>Follow-Up: On-going and prior to preparation of federal Annual Performance Report (09/27/2014)</p>
	<p>Direct: Exam/Quiz - Standardized - CAHSEE results, CSTs, SAT results Posted in Infinite campus and Illuminate</p> <p>Performance Target (Required)*: Met 88.89%</p>	<p>Semester Assessed: 2014 - 2015 (Spring 2015)</p> <p>Expected Goal Met: Yes</p> <p>100% of UB Seniors have passed the CAHSEE</p> <p>For 2015 UBMS Cohort, 84% earned Proficient/Advanced on at least one section of CST or CAHSEE standing.</p> <p>Note: Last two years, California did not administer CST exams (04/30/2015)</p> <p>Name and Contact Information : Micki Poole Clowney Director Upward Bound Math and Science Program (951) 233-3719 micki.clowney@mvc.edu</p> <p>Total # of Students Assessed: 16</p> <p>Notes/Reflections: Note: Due to state legislative order, last two years, California did not administer CST exams</p>	<p>Action Plan: Upload supporting documentation regarding CAHSEE Score Chart and verification of CST not being administered (04/30/2015)</p>
<p>Academic Performance-Grade Point Average (GPA): - 60% of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.</p> <p>Goal Status: Active</p>	<p>Directly related to Outcome</p>	<p>Semester Assessed: 2014-2015</p> <p>Expected Goal Met: Yes</p> <p>Review students' transcripts quarterly to monitor students' academic progress.</p> <p>78% earned GPA of 2.5 or higher</p> <p>64% earned 3.0 or higher</p> <p>21% earned a 4.0 or higher</p>	<p>Action Plan: Need to follow-up with students who have less than 2.0 to review transcripts after summer school.</p> <p>Do progress reports weekly during summer school</p> <p>Offer tutoring 4 days per week</p>

Outcomes	Assessment Methods	Assessment Results	Action Plans
<p>Program Assessment Cycle: 2013 - 2014, 2014 - 2015, 2015 - 2016, 2016 - 2017 Start Date: 10/01/2012 Inactive Date: 09/30/2017</p>	<p>Directly related to Outcome</p>	<p>Currently 10% below a 2.0. (06/24/2015) Name and Contact Information : Micki Clowney, Director, UBMS (951) 571-6382 Total # of Students Assessed: 60 Notes/Reflections: Need to follow-up with students who have less than 2.0 to review transcripts after summer school. Do progress reports weekly during summer school Offer tutoring 4 days per week onsite at high school to assist students who are in summer school</p>	<p>onsite at high school to assist students who are in summer school (06/24/2015) Action Plan Number: 3</p>
	<p>Direct: Institutional Research or Other Data - Review academic transcripts Performance Target (Required)*: 60% of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year. Met: 86.67%</p>	<p>Semester Assessed: 2014-2015 Expected Goal Met: Yes 78% of participants served during the project year earned a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year. (06/24/2015) Name and Contact Information : Micki Rechelle Clowney, micki.clowney@mvc.edu, (951) 233-3719 Total # of Students Assessed: 60 Notes/Reflections: Need to work with students who earned less than 2.0.</p>	<p>Action Plan: Follow-up with students who are under 2.5. Academic review and individual plans (06/24/2015) Action Plan Number: 3</p>
<p>Secondary School Graduation (Rigorous Secondary School Program of Study): - 40% of all current and prior-year UB participants who graduated from high school during the school year with a regular secondary school diploma will complete a rigorous secondary school program of study. Goal Status: Active Program Assessment Cycle: 2013 - 2014, 2014 - 2015, 2015 - 2016, 2016 - 2017 Start Date: 10/01/2012 Inactive Date: 09/30/2017</p>	<p>Directly related to Outcome</p> <p>Direct: Portfolio Review - Review student's final transcripts to assess a-g eligibility and testing rubrics Number of units completed, AP/Honors course patterns taken Performance Target (Required)*: 40% required 100% met for 2017 graduation</p>	<p>Semester Assessed: 2014-2015 Expected Goal Met: Yes Over 68% of UBMS seniors completed the a-g course pattern. Over 80% of 9th through 11th grade participants on pace to complete the a-g course pattern (06/24/2015) Name and Contact Information : Micki Rechelle Clowney micki.clowney@mvc.edu (951) 233-3719 Total # of Students Assessed: 60</p> <p>Semester Assessed: 2015 - 2016 (Summer 2015) Expected Goal Met: Yes Have students complete CSU Mentor Planning Chart (06/24/2015) Name and Contact Information : Micki Rechelle Clowney Total # of Students Assessed: 60 Notes/Reflections: Follow-up to have students complete during the UBMS Summer Program</p>	<p>Action Plan: Review students' transcripts (06/24/2015)</p>

Outcomes	Assessment Methods	Assessment Results	Action Plans
cohort			
<p>Secondary School Retention and Graduation: - 80% of project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma.</p> <p>Goal Status: Active</p> <p>Program Assessment Cycle: 2013 - 2014, 2014 - 2015, 2015 - 2016, 2016 - 2017</p> <p>Start Date: 10/01/2012</p> <p>Inactive Date: 09/30/2017</p>	<p>Directly related to Outcome</p> <hr/> <p>Direct: Institutional Research or Other Data - Review transcripts and MVUSD records database</p> <p>Performance Target (Required)*: 100% of project participants continued in school for the next academic year, at the next grade level 100% of project seniors graduated from secondary school with a regular high school diploma</p>	<p>Semester Assessed: 2014-2015</p> <p>Expected Goal Met: Yes 100% of program participants served during the project year continued in school for the next project year, at the next grade level 100% (16) eligible seniors graduated from high school (06/24/2015)</p> <p>Name and Contact Information : Micki Poole Clowney Director, Upward Bound Math and Science Program (951) 571-6382 micki.clowney@mvc.edu</p> <p>Total # of Students Assessed: 60</p> <hr/> <p>Semester Assessed: 2014 - 2015 (Spring 2015)</p> <p>Expected Goal Met: Yes 100% of UBMS participants persisted to next academic year (06/24/2015)</p> <p>Name and Contact Information : Micki Rechelle Clowney micki.clowney@mvc.edu (951) 233-3719</p> <p>Total # of Students Assessed: 60</p>	<p>Action Plan: Track students through National Clearinghouse (06/24/2015)</p> <p>Action Plan Number: 2</p> <hr/> <p>Action Plan: Monitor transcripts for satisfactory progress Senior surveys for graduating seniors Enrollment verification for graduating seniors (06/24/2015)</p> <p>Action Plan Number: 4</p>
<p>Request Funding for Additional Staffing - Obtain funding for Additional Staffing Support</p> <p>Goal Status: Active</p> <p>Program Assessment Cycle: 2015 - 2016, 2016 - 2017</p> <p>Start Date: 06/24/2015</p> <p>Inactive Date: 09/29/2017</p>	<p>Directly related to Outcome</p>	<p>Semester Assessed: 2014-2015</p> <p>Expected Goal Met: No Need funding for part time administrative assistant support and to bring Outreach Specialist to 1.0 FTE (06/24/2015)</p> <p>Name and Contact Information : Micki Clowney micki.clowney@mvc.edu (951) 233-3719</p> <p>Notes/Reflections: Currently budget only funded to cover Outreach Specialist at .5 FTE. Need to increase to 1.0 FTE. Have been able to obtain additional funding from MVUSD to bring Outreach Specialist to 100% on a temporary basis under work load increase. CSEA concerned that this position has not been increased to full time if keep doing workload increase. This position actually needs to be full time. Need institutional support to cover staffing costs to</p>	

Outcomes	Assessment Methods	Assessment Results	Action Plans
	<p>Directly related to Outcome</p>	<p>increase to 1.0 FTE in the event MVUSD does not cover costs.</p> <p>Also, need Administrative Assistant support to help process all requisitions, travel (as part of institutional support for grant)</p>	
<p>SLO 1: Increase College Going Literacy and Advocacy - Students and families will increase their knowledge of systems of higher education, programs of study, pathways, requirements, competitive eligibility, and</p> <p>Goal Status: Active</p> <p>Program Assessment Cycle: 2016 - 2017, 2017 - 2018</p> <p>Start Date: 08/01/2016</p> <p>Inactive Date: 09/30/2017</p>	<p>Direct: Exam/Quiz - Pre-Post - Host workshops with pre-post assessments to note students understanding of core college requirements and programs</p> <p>Performance Target (Required)*: Want 100% of UBMS Scholars to increase in college literacy from pre and post scores to 70% knowledge base</p>		
	<p>Indirect: Interviews/Focus Group - Focus groups with UBMS students regarding programs and how they facilitated learning college literacy concepts</p> <p>Performance Target (Required)*: Identify themes of what modes and strategies maximized learning outcomes and engagement</p>		
	<p>Direct: Portfolio Review - Students will create a portfolio during Saturday Academy and build throughout the year and Summer</p> <p>Performance Target (Required)*: Completed portfolio with individual success plan, resume, reflections, college surveys, etc.</p>		

Assessment: Assessment Unit Four Column

Student Services - Veterans Services

Mission Statement: Veterans Services mission at Moreno Valley College is to serve veterans with dignity, respect and honor. Committed to provide effective and timely services in a safe, challenging and supportive learning environment that will prepare them to pursue their future academic and career endeavors.

Annual Updates

2016 - 2017

Major developments and changes: The Veterans Resource Center established a New Veteran Student Orientation to provide students with VA benefit and college resource information (i.e. financial aid, disability support services, EOPS, tutorial and counseling services and Math & Writing lab resources). The center secured new computers to better accommodate veterans academic needs.

In Spring 2017, the Veterans Resource Center and Disability Support Services began a collaboration that will bring awareness to Veteran students on accommodations available to them that will foster academic success increasing course completion and graduation rates amongst the veteran population.

Highlights and Accomplishments: : End of Year Highlights:

Total number of students for 2016-2017 FY: 580
 Graduates 2017: 27 veterans
 1 full time Veterans Services Specialist

Outcomes	Assessment Methods	Assessment Results	Action Plans
<p>SLO 1 - Students who submit a Veterans Statement of Responsibility each semester will be able to identify their responsibilities in order to receive their GI Bill benefits.</p> <p>Goal Status: Active</p> <p>Program Assessment Cycle: 2014 - 2015, 2015 - 2016, 2016 - 2017</p> <p>Start Date: 08/25/2014</p> <p>Activity_v4: -Submit MVC Veterans Statement of Responsibility: Students will submit their Veterans Statement of Responsibility a week before the non payment drop deadline and understand and agree</p>	<p>Direct: Institutional Research or Other Data - Count the number of forms received by the deadline.</p> <p>Performance Target (Required)*: Increase 10% from the previous year.</p> <p>Notes: Deadline will vary semester by semester depending on the non payment deadline.</p>	<p>Semester Assessed: 2014-2015</p> <p>Expected Goal Met: Yes</p> <p>For Fall 2014 46% of students submitted a statement of responsibility (SOR) by the deadline. Winter 2015 69.7% of students submitted SOR's by the deadline. Spring 2015 29% of students submitted SOR's by the deadline. (07/06/2015)</p> <p>Name and Contact Information : Lizette Tenorio - Veterans Services Specialist (951) 571-6157 lizette.tenorio@mvc.edu</p> <p>Total # of Students Assessed: 548</p> <p>Notes/Reflections: Email reminders were sent immediately to all students that participated priority registration except for the Spring 2015 semester. Deadlines for each term were as follows: Fall 2014 deadline to submit SOR's January 31st, Winter 2015 deadline to submit SOR December 10th and Spring 2015 deadline to submit SOR January 23rd.</p>	<p>Action Plan: Additional staffing to provide follow up services. (07/06/2015)</p> <p>Action Plan Number: 1</p>

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<p>to the requirements outlined in order to receive their GI BILL benefits.</p> <p>SAO-1 - Veterans Services will identify a contact person in each of the following departments to provide additional support to veteran students: Student Financial Services, Disabled Student Services, Tutorial Services, Counseling, EOPS and Student Activities. Goal Status: Active Program Assessment Cycle: 2014 - 2015, 2016 - 2017 Start Date: 08/25/2014 Inactive Date: 06/11/2015 Activity_v4: -Student services collaboration: Establish a contact person for Student Financial Services, Disabled Student Services, Counseling, Tutorial and EOP&S to provide them with additional support. -Student Activities Collaboration: Provide students with veteran specific events on campus.</p>	<p>Direct: Institutional Research or Other Data - Identify one person per department. Performance Target (Required)*: Six</p>	<p>Semester Assessed: 2014-2015 Expected Goal Met: Yes Identified a contact person for all student services departments noted to provide support for new and returning veterans students. (07/06/2015) Name and Contact Information : Lizette Tenorio Veterans Services Specialist (951) 571-6157 lizette.tenorio@mvc.edu Total # of Students Assessed: 6 Notes/Reflections: Student Financial Services - Mrs. Debbie Engel, Disabled Student Services - Mr. Alex Ygloria, Tutorial Services- Mrs. Donna Plunk, Counseling - Ms. Janelle Negrete (Brekke), EOPS - Bonnie Montes and Student Activities - Ms. Johanna Vargas.</p>	
<p>SAO 2 - Veteran students will learn about academic adjustments to be able to properly request these accommodations as needed after they have registered and met with the Counselor every semester. Goal Status: Active Program Assessment Cycle: 2016 - 2017 Start Date: 06/01/2017 Activity_v4: Veteran Academic Support Services Counseling will be provided at a location close to</p>	<p>Directly related to Outcome</p> <p>Direct: Institutional Research or Other Data - Retrieve data from previous year and compare the</p>	<p>Semester Assessed: 2016-2017 Expected Goal Met: No Provide students with Disability Support Services(DSS) information via New Veteran Student orientation and Veteran specific brochures. (06/28/2017) Name and Contact Information : Lizette Tenorio 951 571-6157 lizette.tenorio@mvc.edu Notes/Reflections: Staff will present information during orientation and will create and print Veterans/DSS brochures.</p>	<p>Action Plan: Additional staffing for the Veterans Resource Center to further expand the Veteran student orientation, create brochures and literature and outreach. (06/28/2017) Action Plan Number: 1</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Assessment Results</i>	<i>Action Plans</i>
<p>Veterans Resource Center to encourage veterans with disabilities to sign up for academic adjustments for higher academic engagement in the classroom.</p>	<p>number of students enrolled in DSS to this academic year. Performance Target (Required)*: Increase Veteran enrollment into Disability Support Services by 10%.</p>		