Credit

Student Success and Support Program Plan

2015-16

District: Los Angeles Community College District
College: Los Angeles Southwest College

Report Due by
Friday, October 30, 2015

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

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

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

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

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

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

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

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1 Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan.
2 A first-time student is defined as a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education, and concurrently enrolled high school students.
3 The program plan is now required on an annual basis due to new SSSP requirements focusing funding on core services, changes related to priority enrollment, mandatory core services, and the significant increases in funding in 2013-14, 2014-15 and 2015-16. As implementation and funding stabilizes, this requirement may be revisited.
consistent with the SSSP Funding Guidelines or your plan may not be approved. The information provided and the funding source should be clearly indicated in the plan narrative and correspond with expenditures listed in the Budget Plan. In districts with more than one college, the college program plan must also address any portion of the college’s allocation expended by the district. The program and budget plans will also be compared with the colleges’ credit SSSP Year-End Expenditure Report to monitor for consistency. Note that SSSP funds may not be used to supplant general or state categorical (restricted) funds currently expended on SSSP activities. Any services provided should supplement—not supplant—any services provided to students currently participating in college categorical programs and any other federal, state, and local programs.

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

I. Program Plan Signature Page
II. Planning & Core Services
   A. Planning
   B. Orientation
   C. Assessment for Placement
   D. Counseling, Advising, and Other Education Planning Services
   E. Follow-up for At-Risk Students
   F. Other SSSP/Match Expenditures

III. Policies
   A. Exemption Policy
   B. Appeal Policies
   C. Prerequisite and Corequisite Procedures

IV. Professional Development
V. Attachments

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

RESOURCES

- Seymour-Campbell Student Success Act of 2012
- California Code of Regulations
- Chancellor’s Office Student Equity web page
- Accrediting Commission for Community and Junior Colleges
- Chancellor’s Office Basic Skills website
SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: Los Angeles Southwest College

District Name: Los Angeles Community College District

We certify that funds requested herein will be expended in accordance with the provisions of Chapter 2 (commencing with Section 55500) of Division 6 of title 5 of the California Code of Regulations and California Education Code sections 78210-78219.

Signature of College SSSP Coordinator: ____________________________ Date: 11-17-2015

Name: Dr. Syed Khaled Hussain

Signature of the SSSP Supervising Administrator or Chief Student Services Officer: ____________________________ Date: 11/18/2015

Name: Mrs. Leige Doffoney, Vice President of Student Services

Signature of the Chief Instructional Officer: ____________________________ Date: 11/18/2015

Name: Dr. Lawrence Bradford, Vice President of Academic Affairs

Signature of College Academic Senate President: ____________________________ Date: 11/18/2015

Name: Dr. Alistaire Callender

Signature of College President: ____________________________ Date: 11/18/2015

Name: Dr. Linda Rose

Contact information for person preparing the plan:

Name: Dr. Syed Khaled Hussain Title: Student Services Specialist

Email: hussaisk@lasc.edu Phone: (323)241-5361
SECTION II. PLANNING & CORE SERVICES

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

A. Planning

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

The Los Angeles Southwest College (LASC) Student Success and Support Program Advisory Committee regularly (once each month) meets in order to review delivery of SSSP core services, recommend improvements, and plan future activities of the program. The Advisory Committee includes students, counselors, teaching faculty, classified staff, Student Success Coordinator, Student Equity Coordinator, Basic Skills Coordinator, and administrators. The planning process includes reviewing the mandates of SB1456 and aligning the corresponding SSSP activities with the college’s Strategic and Education Master Plans. Records of each meeting – agenda and minutes – are kept and published on the SSSP website (http://www.lasc.edu/students(matriculation/matriculation_process.html).

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

The college welcomed 2,400 new students in the fall 2015 semester. This required a significant increase in corresponding SSSP services, including more orientations, assessments, abbreviated and comprehensive Student Educational Plans, and follow up services. The LASC SSSP Office boosted the in-person orientation sessions by 50%, and started to offer them online as well. The capacity of the SSSP testing lab was adequate to the increased demand. The college also began implementing an improved Early Alert plan which included identifying the students referred by their instructors for student support services, contacting them by phone, connecting them with the pertinent services, holding workshops, and providing feedback to the initiating faculty members regarding the outcomes of their referrals. It was piloted in October 2015 and the outcomes will be reviewed at the end of Spring 2016. The SSSP Advisory Committee also reviewed data indicating the correlations between utilizing standardized assessment exams such as Accuplacer in order to place students into English and Mathematics courses, and college success, and decided to explore implementation of better Multiple Measures instruments.

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

All groups affected by the SSSP Plan have representation on district-wide committees that discuss policies and procedures and are coordinated across the nine colleges.

- District Admissions and Records Committee
- District SSSP Advisory Committee
• District DSPS Committee
• District CalWorks Committee
• District EOPS Committee
• District Counseling Discipline Committee
• District Academic Senate
• District CSSO Committee

All colleges in the District honor orientation, assessment, abbreviated and comprehensive Student Educational Plans (SEP) completed at any of the other District colleges. In addition, the results of appeals filed at any college in the district are honored at all colleges within the district.

The nine colleges of the Los Angeles Community College District worked jointly in developing enrollment priority groups consistent with SSSP mandates and ensuring that new students complete the initial orientation, assessment, and abbreviated educational plan to get priority enrollment status. All colleges included selection of a major and educational goal as part of the eligibility for priority enrollment. In addition, all colleges are looking at retest policies and have started conversation to move forward toward consistent policy and alignment around assessment and placement. All colleges use same technology systems including Accuplacer, DegreeWorks, DEC and upcoming PeopleSoft Student Information System (SIS) for delivery of our core services and collaborate through a monthly District SSSP Advisory Council meeting to address SSSP related issues and improve service delivery.

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

In order to ensure alignment between the LA Southwest College Student Success and Support Program (SSSP) plan and its Student Equity (SE) Plan a subcommittee was formed in the Fall 2014 semester, consisting of the Chair of the SSSP committee, Chair of the SE committee, Vice-President of Student Services, Dean of Institutional Effectiveness, Basic Skill Coordinator, and Coordinator of Student Success. The goal of this subcommittee is to discuss and review alignment with the programs and services outlined in the SSSP plan, SE Plan, Basic Skills Initiatives, and the college’s Strategic Plan in order to ensure consistency in college goals and objectives. The subcommittee also focused on developing research data reports consistent with the data elements that are required in both the SSSP and SE plans.

As a result of our discussions and review of both plans being developed by the committees it was also determined that the college needed to ensure that our programs and services are aligned with the College’s Strategic Plan. The subcommittee also needed to ensure the programs and services were aligned with ensuring comparability of programs and services as outlined in our accreditation self-study. The subcommittee was keen to ensure alignment with programs and services being developed through the Student Success committee. It also
ensured that we were following the Districts integrated planning processes, particularly programs, services, and requests for resources being outlined in departmental program review and annual action plans.

The SSSP Program plan committee felt it was important to highlight how the core services in the SSSP Plan (Orientation, Assessment, Counseling/Advising, Other Educational Planning Services, and Follow-Up) align with Los Angeles Southwest College’s Strategic Plan. The College’s Strategic Goals are:

1. Access and Preparation for Success
2. Success
3. Institutional Effectiveness and Accountability
4. Resources
5. Collaboration and Partnerships

Administrators, faculty, and staff with the inclusion of students discussed the work that is being done on campus to address the SSSP program requirements while at the same time ensuring our work is aligned with the strategic goals of college and the District. The initiatives developed on campus over the last year have focused on attempting to work with our community partners, including high schools, community based organizations, one-stop career centers, business & industry, adult schools, and others to ensure we are preparing students for college success far in advance of their ultimate enrollment at the college. Many of our services have focused on student access and success, for example the development of the new online orientation in English and Accessible (ADA compliant) versions. The college also developed in-person orientation sessions in Spanish and offers them alongside in-person orientations in English.

2. Describe the college’s student profile.

The LASC Service Area consists of 45 square miles that includes parts of the City of Los Angeles and unincorporated sections of Los Angeles County (2nd Supervisorsial District), as well as portions of Gardena, Hawthorne, and Inglewood. The college serves a diverse group of people. It serves a spectrum of students that range from concurrently enrolled high school students, full-time employed students, full-time non-employed students, part-time students, to students interested in enrolling in the college to enhance their vocational skills, and personal enrichment.

A profile of the students Los Angeles Southwest College serves consists of an average of 8,655 students (headcount enrollments, Fall 2014). Of these:

- 7,135 were credit students and 1,520 were non-credit
- Total enrollments were 19,858
- 27% were full time (12 units of more) students
- 38.4% were half-time (between 6 to 11 units)
- and 34.6% were less than half-time (5 units or less)
The ethnicity breakdown of the LA Southwest College student population is as follows:
- Fifty-seven (56.8%) percent African-American
- Thirty-three (33%) percent Hispanic
- Three (3.1%) percent Multi-Ethnic
- Two (2.3%) percent Asian Pacific Islander
- Two (1.7%) percent White
- Three (2.9%) percent unknown
- Zero point two (0.2%) percent American Indian (Fall 2014 College Profile)

The gender breakdown for LA Southwest College is sixty nine (69.1) percent female and thirty one (30.9) percent male (Fall 2014).

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

Los Angeles Southwest College is partnering with Bakersfield College, the Research and Planning (RP) Group, and its feeder high schools in the Los Angeles Unified School District in order to develop its Multiple Measures processes.

In April of this year Southwest College hosted over two hundred students from four community high schools and provided them with orientation, assessment, and counseling services. The high schools included the following:
- Locke
- Freemont
- Johnson
- Middle College

In October of this year Southwest College participated in Taste of Soul, a community event where thousands of people from our service area visited our booth and go acquainted with the services we provide.

Also in October of this year Southwest College hosted the Placement for Success: Implementing Multiple Measures workshop where more than 85 professionals from throughout the state and area high schools participated and learned about the steps involved in implementing multiple measures.

In November of this year the College hosted the joint SSSP and CTE Major Fair where almost a thousand student got acquainted with the services and majors offered by the SSSP Office and our CTE programs.

**B. Orientation**

1. Were adjustments made to your orientation process based on outcomes from your 2014-15 program plan?
Yes. The college SSSP Office developed and began offering online orientation this year. However, based on ATD student survey feedback, the SSSP Office continues to offer in-person orientations which were enhanced with campus tours. The colleges SSSP Office, in partnership with District Data Control Office, developed data download methods in order to identify and contact non-exempt new and entering students who did not complete initial college orientation. It then launched a very successful in-reach campaign, consisting of direct phone calls, targeted classroom presentations, campus signage, and more, in order to serve these students. As a result, the LASC SSSP Office leads the nine campus District in serving the highest percentage (84% compared to 64% for the District) of new and incoming students with orientation.

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

4,297.

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

84%.

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

The colleges SSSP Office, in partnership with District Data Control Office, developed data download methods in order to identify non-exempt new and entering students who did not complete initial college orientation. It then launched a very successful in-reach campaign, consisting of direct phone calls, targeted classroom presentations, campus signage, and more, in order to serve these students. We are continuing to build upon our success, which involves expanding the above efforts and innovating new ones. Our goal remains serving 100% of the target students.

3. a. Are orientation services offered online?

Yes.

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

The LASC SSSP Office, in collaboration with it students, faculty, staff, and administrators, developed an online orientation system and launched it in Spring 2015. It contracted with Cynosure New Media Corp. in order to organize and offer its content. The system has been migrated to the college’s web server from Cynosure’s server in September 2015, and is now fully operational. After the District implements its new PeopleSoft Student Information System, the SSSP Office will further engage with Cynosure in order to implement an interphase which will flag all online orientation contacts.
4. Identify the topics covered in orientation. Include those topics mandated by title 5 section 55521 and any additional information, policies and/or procedures that the college or district determines necessary to include in a comprehensive orientation.

The New Student Orientation includes the following:

- The matriculation process
- Academic expectations
- English and Mathematics course sequences
- Supplemental Instruction
- Counseling Services
- Registration priority and how to maintain it
- Pre-requisites and co-requisites and the basis and process for challenging them
- General Financial Aid information and qualifications for fee waiver eligibility
- Progress on probation standards
- On-line resources to prepare for assessment test
- Student services and programs offered on campus
- Title IX--Sexual Harassment
- College Tour

The PowerPoint presentation for the in-person new student orientation can be found at the link below:

The online new student orientation can be found at the link of LASC’s homepage below:

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

<table>
<thead>
<tr>
<th># of FTE</th>
<th>Title</th>
<th>Role</th>
<th>Funding Source (SSSP/Match/GF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>.1</td>
<td>Vice President of Student Services</td>
<td>Acts as the liaison between the District CSSOs and the College. Direct the overall implementation of SSSP.</td>
<td>SSSP/Match</td>
</tr>
<tr>
<td>1</td>
<td>Dean of Student Success (pending)</td>
<td>Oversees the overall implementation of SSSP; ensures orientations are conducted following SSSP regulations; supervise the following departments: SSSP, General Counseling, and Admissions and</td>
<td>SSSP/GF</td>
</tr>
<tr>
<td>Position</td>
<td>Description</td>
<td>Code</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>Student Services Specialist</td>
<td>Provides program administration of SSSP with professional and technical expertise on matters related to program responsibilities, budget management, evaluation of SSSP services, and supervision and training of SSSP staff; facilitates coordination of SSSP core services.</td>
<td>SSSP</td>
<td></td>
</tr>
<tr>
<td>Student Services Assistant</td>
<td>Helps coordinate all orientation and assessment related services in the SSSP Office. Maintains records of individual and group test results, writes statistical reports related to assessment results, maintenance of student files.</td>
<td>SSSP</td>
<td></td>
</tr>
<tr>
<td>Limited full time Counselor</td>
<td>Deliver Counseling, advisement for orientation, educational planning, follow up services, and serve on SSSP Committee to provide recommendations for services.</td>
<td>SSSP</td>
<td></td>
</tr>
<tr>
<td>Hourly Counselors</td>
<td>Provides online Counseling, one-on-one and group counseling, transcript analysis, develop abbreviated and comprehensive student educational plans, record all services in student information system, deliver at-risk follow up, Counseling services such as abbreviated and comprehensive student educational plans, supervise orientations and make changes when needed, record all services in student information system.</td>
<td>SSSP</td>
<td></td>
</tr>
<tr>
<td>Admissions and Records Evaluation Technician</td>
<td>Reviews all appeals, receives all official transcripts and enters into student information system, monitors the list of students who have completed requirements for priority registration.</td>
<td>SSSP</td>
<td></td>
</tr>
<tr>
<td>Unclassified Student Workers</td>
<td>Assist with SSSP services such as entering contact in student</td>
<td>SSSP</td>
<td></td>
</tr>
</tbody>
</table>
information system and assist Student Services Assistant and Counselors with conducting in-person orientations.

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

<table>
<thead>
<tr>
<th>Budget Code</th>
<th>Expenditure Title/Description</th>
<th>Funding Source (SSSP/Match/GF)</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>4000</td>
<td>Supplies &amp; Materials/printing</td>
<td>SSSP/Match</td>
<td>$37,500.00</td>
</tr>
<tr>
<td>5000</td>
<td>Operating Expenses/conference travel, mileage</td>
<td>SSSP/Match</td>
<td>$6,000</td>
</tr>
<tr>
<td>6000</td>
<td>Equipment: Laptops for Orientation, Batteries</td>
<td>SSSP/</td>
<td>$25,000</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>68,500</strong></td>
</tr>
</tbody>
</table>

C. Assessment for Placement

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

In Summer 2015 faculty from English and Mathematics Departments began the cut score re-validation process. The college continues to utilize standardized tests – Accuplacer – for assessment for placement. However, the SSSP Office, in collaboration with English, Math, and Counseling Departments has begun the process to explore utilizing multiple measures for assessment for placement. The SSSP Office has organized a symposium on multiple measures, called “Placement for Success: Implementing Multiple Measures,” to be held October 30, 2015 at LASC. The SSSP Office has invited LASC’s faculty, especially from English, Math and Counseling Departments, along with faculty from feeder high schools, including English and Math teachers, High School College Counselors, and Principals to attend and begin the dialogue which would lead to a more accurate placement process many of our new students.

2. a. How many students were provided assessment services in 2014-15?
   
   3,986.

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

   82%.

   c. What steps are you taking to reduce any unmet need or to ensure student participation?
The college's SSSP Office, in partnership with District Data Control Office, developed data download methods in order to identify non-exempt new and entering students who did not complete initial assessment. It then launched a very successful in-reach campaign, consisting of direct phone calls, targeted classroom presentations, campus signage, and more, in order to serve these students. As a result, the LASC SSSP Office leads the nine campus District in serving the highest percentage of new and incoming students with assessment. We are continuing to build upon our success, which involves expanding the above efforts and brainstorming to innovate new ones. Our goal remains serving 100% of the target students.

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

The Los Angeles Southwest College SSSP assessment facility assesses students for English, ESL, Mathematics, and reading. The assessment is a fully computerized tool providing immediate results upon completion. The data is collected and recorded electronically directly to the LACCD Student Information System. The assessment facility is open year-round with the highest volume usually occurring just before registration. All new, non-exempt, students are required to be assessed. Accommodations for students with disabilities are available through the Disabled Students Programs & Services (DSPS) department.

LASC accepts placement results from within the LACCD and from all 112 California Community Colleges with supporting documentation. For the assessment placement to be valid, the assessment results must be less than two (2) years old. Out-of-state placements must be evaluated by an LASC Counselor.

- **Preparation for Assessment:** Students are provided with resources to prepare for assessment during New Student Orientation. These include Accuplacer sample tests in reading, writing, and math; links to Khan Academy; etc. Students are not allowed to take assessment immediately after orientation (with the exception of Beat the Rush events). They are encouraged to prepare for assessment.
- Students are not allowed to **meet with a Counselor** until after assessment.
- **Extended hours.** The SSSP Office provides access to assessment services from 8:30 a.m. to 7:30 p.m. on Monday-Thursday, and 8:30 a.m. to 4:30 p.m. on Fridays. Two weeks prior to the beginning of the semester through the first two weeks of the semester, SSSP opens on Saturdays from 9:00 a.m. to 1:00 p.m. and offers assessment services.
- **Assessment.** LASC SSSP Office uses Accuplacer. The Board of Governors is reviewing possible statewide assessment models. The College would be required to adopt the statewide model or lose funding.

**ESL (CELSA) Students:**
Students who self-identify as ESL students are referred by Counselors and Instructors. Students for whom English is their second language are also identified and referred as
potential ESL placement via Accuplacer. All students who are new to the ESL Program are assessed.

**Partnerships**
The college has developed partnerships with area high schools and customized new student orientations in order to help high school students prepare for assessment exams. The SSSP Office also offers customized campus tours for high school students in order to acquaint them with on-campus education support and resource centers. The college actively reaches out to these institutions, organizes meeting with their leadership, identifies their needs and collaborates with the high school leaders to address the needs.

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

The college uses second-party tests purchased from the College Board called Accuplacer. It is preparing to implement the new Common Assessment tools once they are ready.

- English: College Board Accuplacer Reading Comprehension and Sentence Skills.
- Mathematics: College Board Accuplacer Arithmetic, Elementary Algebra and College Level Math.
- ESL: ACTT CELSA.

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

The Accuplacer assessment test was approved by the California Community Colleges Chancellor’s office on March 01, 2014. This approval is valid for a period of two years and expires March 01, 2016. The Accuplacer assessment test was granted probationary approval by the Chancellor’s office. For additional information on the Chancellor’s office approval, visit the following website:

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

The validity studies began in Summer 2015. Disproportional impact will be addressed as part of these studies.

5. a. What multiple measures are used?

The college is currently using the multiple measures questions provided by the College Board. The college is in the process of revamping its multiple measures process in order to rely less on standardized tests and more on instruments validated by research data as more reliable – high school transcripts for example.
b. How they are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, etc.)?

The College Board questions are given a certain point value, so that if a student answers each question appropriately, pre-determined points would be added to the test score.

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

Yes, the multiple measure criteria being developed by the faculty at Los Angeles Southwest College will meet the Title 5 educational code regulations as outlined in sections 55502 and 55522.

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

LASC accepts placement results from within the LACCD and from all 113 California Community Colleges with supporting documentation. For the assessment placement to be valid, the assessment results must be less than two (2) years old. Out-of-state placements must be evaluated by an LASC Counselor.

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

The College policy on retakes and recency is outlined in the college catalog. Additionally, students learn about the retest policy when they walk in for an assessment test (the SSSP Office does not require an appointment). Proctors also review specific policies and practices on retesting when students complete their placement testing as they are most receptive to the information at that time.

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

<table>
<thead>
<tr>
<th># of FTE</th>
<th>Title</th>
<th>Role</th>
<th>Funding Source (SSSP/Match/GF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student Services Assistant</td>
<td>Administers the day to day operations of assessment testing, including the input of scores and criteria into the college’s SIS. Coordinates the function of assessment testing on and off campus. This includes the planning and scheduling of assessment test dates and marketing to students. Coordinates with our feeder high schools, community based organizations and other venues in which assessment services to prospective students is offered.</td>
<td>SSSP</td>
</tr>
</tbody>
</table>
9. Complete the chart below outlining all other assessment for placement related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for assessment for placement services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

<table>
<thead>
<tr>
<th>Budget Code</th>
<th>Expenditure Title/Description</th>
<th>Funding Source (SSSP/Match/GF)</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>4000</td>
<td>Supplies</td>
<td>SSSP</td>
<td>$5,000</td>
</tr>
<tr>
<td>4000</td>
<td>Accuplacer Testing Units</td>
<td>SSSP</td>
<td>$15,000</td>
</tr>
<tr>
<td>5000</td>
<td>Document Imaging Services</td>
<td>SSSP</td>
<td>$25,000</td>
</tr>
<tr>
<td>5000</td>
<td>College Source Online</td>
<td>SSSP</td>
<td>$2,000</td>
</tr>
<tr>
<td>5000</td>
<td>SARS software</td>
<td>SSSP</td>
<td>$3,000</td>
</tr>
</tbody>
</table>

**D. Counseling, Advising, and Other Education Planning Services**

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

Yes. A new section to the Probation Workshops was added which included:

1. Note taking strategies
2. Tips for addressing test anxiety
3. Study skills
4. Writing good papers
5. Memorization tips

In addition to offering Progress Probation and Dismissal Workshops, the SSSP Counselors began offering Early Alert Workshops October 2015. The workshops were piloted and their outcome will be assessed in Spring 2016. The Early Alert Workshops cover the following topics:

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

8,292 (duplicated count) students received counseling/advising, 4,180 students received abbreviated SEPs, and 2,269 students received comprehensive SEPs.

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

82%

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

The college's SSSP Office, in partnership with District Data Control Office, developed data download methods in order to identify non-exempt new and entering students who did not complete mandated counseling/advising and education planning services. It then launched a very successful in-reach campaign, consisting of direct phone calls, targeted classroom presentations, campus signage, and more, in order to serve these students. As a result, the LASC SSSP Office leads the nine campus District in serving the highest percentage of new and incoming students with counseling. We are continuing to build upon our success, which involves expanding the above efforts and brainstorming to innovate new ones. Our goal remains serving 100% of the target students.

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

Counseling services are delivered in person, online (Ask-a-Counselor, E-Advising), through workshops, and Counseling courses (formerly known as Personal Development courses).

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

Drop-in counseling is available year-round. Most of the time the wait period is minimal – 0 to 15 minutes. The wait time increases twice a year – during the first weeks of Spring and Fall semesters – and can go up to between 15 to 60 minutes.

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

Less than 15 minutes for drop-in counseling and no wait time for scheduled appointments.

4. a. Describe the type of assistance provided to students to develop an abbreviated student education plan and the scope and content of the plan.
The abbreviated SEP consists of one to two semesters plans and includes courses pertaining to students' education goals. These are provided to new/entering students. It accompanies personal counseling with a holistic view of the students' general and overall well-being for a successful outcome.

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

The comprehensive SEP consists of two to eight semesters plans and includes courses pertaining to students' education goals. These are provided to continuing students who have completed at least two semesters or 15 units at the college, whichever comes first. It accompanies personal counseling with a holistic view of the students' general and overall well-being for a successful outcome.

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

Counselors use the following technologies in support of, counseling, advising and other education planning services:

- TES College Source
- Viatron imaging system
- Assist.org
- CSU Mentor
- DEC (legacy SIS)
- PeopleSoft (new SIS)
- Cynosure online orientation system
- Ask a Counselor
- E-Advising
- Smarthinking
- SARS
- Limited Online Tutoring
- College Source
- Library Resources
- Online Orientation

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

<table>
<thead>
<tr>
<th># of FTE</th>
<th>Title</th>
<th>Role</th>
<th>Funding Source (SSSP/Match/GF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Counselors in General Counseling Office</td>
<td>Provide counseling, advising, and education planning Services</td>
<td>Match/GF</td>
</tr>
<tr>
<td>2.2</td>
<td>EOP&amp;S Counselors</td>
<td>Provide counseling, advising, and education planning Services</td>
<td>Match/GF</td>
</tr>
<tr>
<td>1</td>
<td>DSP&amp;S Counselor</td>
<td>Provide counseling, advising, and</td>
<td>Match/GF</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Education Planning Services for Student with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Articulation Counselor</td>
</tr>
<tr>
<td><strong>1.2</strong> CalWORKs/Gain Counselors</td>
</tr>
<tr>
<td><strong>.5</strong> Nursing Counselors</td>
</tr>
<tr>
<td><strong>2</strong> Passage Program Counselors</td>
</tr>
<tr>
<td><strong>1.4</strong> Freshman Year Counselor</td>
</tr>
<tr>
<td><strong>2.68</strong> SSSP Counselors</td>
</tr>
<tr>
<td><strong>3.4</strong> TRIO/STEM Counselors</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Budget Code</th>
<th>Expenditure Title/Description</th>
<th>Funding Source (SSSP/Match/GF)</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>6000</td>
<td>61 desktop computers for Counselors and their support staff in order to implement Viatron imaging Services</td>
<td>SSSP</td>
<td>$76,728</td>
</tr>
<tr>
<td>6000</td>
<td>4 laptop computer for Counselors facilitating workshops and presentations</td>
<td>SSSP</td>
<td>$6,948</td>
</tr>
</tbody>
</table>

**Total** $83,478

**E. Follow-Up for At-Risk Students**

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

   Yes. A new section to the Probation Workshops was added which included:

1. Note taking strategies
2. Tips for addressing test anxiety
3. Study skills
4. Writing good papers
5. Memorization tips

   Students are also provided with proof of workshop attendance and they use it for their financial aid and loss of registration priority appeals.
2. a. How many students were provided follow-up services in 2014-15?

796.

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

81%.

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

The college’s SSSP Office, in partnership with District Data Control Office, developed data download methods in order to identify non-exempt new and entering students who did not complete mandated at-risk counseling/advising services. It then launched a very successful in-reach campaign, consisting of direct phone calls, targeted classroom presentations, campus signage, and more, in order to serve these students. As a result, the LASC SSSP Office leads the nine campus District in serving the highest percentage of new and incoming students with at risk counseling (81% compared to 62% for the District). We are continuing to build upon our success, which involves expanding the above efforts and brainstorming to innovate new ones. Our goal remains serving 100% of the target students.

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

The following services are available to at-risk students:

- Probation and Dismissal Workshops,
- Availability of designated Counselor for at-risk students,
- Online workshops
- Online and in-person tutoring at the Student Success Center.

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

- Students are notified by e-mail of their probation or dismissal status at the end of Fall and Spring semesters;
- Follow-up phone calls are made to those students who have not attended the workshops.

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

- Workshops
- One-on-one counseling

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

Yes, faculty initiates early alerts for students needing additional services. The college also began implementing an improved Early Alert plan which included identifying the students referred by their instructors for student support services, contacting them by phone, connecting them with the
pertinent services, holding workshops, and giving feedback to the initiating faculty members regarding the outcomes of their referrals. The workshops were piloted in October 2015 and their outcome will be assessed in Spring 2016. The Early Alert Workshops cover the following topics:

- Tutoring Resources
- Online resources
- Campus resources
- Consequences of absence
- Tips for success
- Answer questions regarding Early Alert referrals

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

<table>
<thead>
<tr>
<th># of FTE</th>
<th>Title</th>
<th>Role</th>
<th>Funding Source (SSSP/Match/GF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dean of Student Services (pending)</td>
<td>Supervises all SSSP related services and implements SB1456. Funded by the college. Oversees and evaluates follow up services.</td>
<td>SSSP/GF</td>
</tr>
<tr>
<td>1</td>
<td>Limited full time Counselor</td>
<td>Deliver follow-up educational planning and Counseling.</td>
<td>SSSP</td>
</tr>
<tr>
<td>6.5</td>
<td>Hourly Counselors</td>
<td>Deliver follow-up educational planning and Counseling.</td>
<td>SSSP</td>
</tr>
<tr>
<td>3</td>
<td>CGCAs – Unclassified</td>
<td>Assist with education planning and at risk/probation/undecided workshops.</td>
<td>SSSP</td>
</tr>
<tr>
<td>2</td>
<td>Student Services Assistant</td>
<td>Assist with coordination of all events and workshops, data collection and documentation.</td>
<td>SSSP</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Budget Code</th>
<th>Expenditure Title/Description</th>
<th>Funding Source (SSSP/Match/GF)</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>4000</td>
<td>1 Projector</td>
<td>SSSP</td>
<td>$480</td>
</tr>
<tr>
<td>4000</td>
<td>1 Projector cart</td>
<td>SSSP</td>
<td>$420</td>
</tr>
<tr>
<td>5000</td>
<td>22 laptop computers (pending)</td>
<td>SSSP</td>
<td>$33,000</td>
</tr>
<tr>
<td>5000</td>
<td>1 Printer</td>
<td>SSSP</td>
<td>$680</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>$34,5820</td>
</tr>
</tbody>
</table>

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

Institutional research will be provided for each of the SSSP categories. For example, orientation enrollment and effectiveness will be measured and reported upon annually. For assessment, the Office of Institutional Effectiveness (OIE) will provide validity analysis and reporting for the placement instruments. For Counseling, the OIE will work with the MIS department to develop tools to make more data available to Counselors and decision-makers. Follow-up and at-risk services will be devoted to new follow-up and at risk student pilot efforts.

<table>
<thead>
<tr>
<th>Budget Code</th>
<th>Expenditure Title/Description</th>
<th>Funding Source (SSSP/Match/GF)</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>.2 FTE Dean of Institutional Advancement: directs and supervises institutional research.</td>
<td>SSSP</td>
<td>28,000</td>
</tr>
<tr>
<td>2000</td>
<td>.5 FTE Research Analyst: conducts and distributes institutional Research</td>
<td>SSSP</td>
<td>40,000</td>
</tr>
<tr>
<td>3000</td>
<td>Benefits</td>
<td>SSSP</td>
<td>21,000</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Budget Code</th>
<th>Expenditure Title/Description</th>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>Articulation Faculty (.40) FTE</td>
<td>GF</td>
<td>$38,107</td>
</tr>
<tr>
<td>3000</td>
<td>Benefits</td>
<td>GF</td>
<td>9,500</td>
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</table>

**SECTION III. POLICIES**

**A. Exemption Policy**

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

Orientation: Current and returning students were grandfathered in as having the orientation process completed.

Assessment:
- Students who have completed the assessment exam within the past two years are exempt.
• Students who have completed the Early Assessment Program for college-level placement are exempt.
• Students who have completed any English or Mathematics courses at a regionally accredited institution are exempted.
• Students who have completed an Associate or higher degree at a regionally accredited institution are exempted.

2. What percentage of your student population is exempt (list by category)?

    Assessment: 4%
    Orientation: 2%
    SEP: 2%

**B. Appeal Policies**

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

- **Appeal of Dismissal**: A student who is subject to dismissal may appeal to the appropriate college Dean. Dismissal may be postponed and the student continued on probation if the student shows significant improvement in academic achievement and has achieved a level that would meet the requirements for removal from probation.
- **Limitation on enrolling and withdrawing from the same course more than three times**: students may petition for additional enrollment due to extenuating circumstances. Student must provide documentation to verify extenuating circumstance.
- **Loss of Enrollment Priority**: Students are notified by e-mail of their loss of enrollment priority along with the appeal petition.

**C. Prerequisite and Corequisites Procedures**

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

Course Prerequisites and the Prerequisite Challenge procedure (exhibit 1) are described in LASC College catalog. If a new course has an advisory or prerequisite, the prerequisite form is completed and included with the new course proposal. Courses are required to be updated every 5 years. If a course has an advisory or prerequisite, the Advisory/Prerequisite form needs to be completed along with the update.
1. Information in the Catalog and Class Schedule
   The college provides the following explanations both in the college catalog and in the class schedule:
   A. Definitions of prerequisites, corequisites, and limitations on enrollment including the differences among them and the specific prerequisites, corequisites, and limitations on enrollment that have been established.
   B. Procedures for a student to challenge prerequisites, corequisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge. The information about challenges must include, at a minimum, the specific process including any deadlines, the various types of challenge that are established in law, and any additional types of challenge permitted by the college.
   C. Definitions of advisories on recommended preparation, the right of a student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to exercise that right.
   D. Definitions of co-requisite, non-degree-applicable basic skills courses, prerequisite, and satisfactory grade.

2. Challenge Process
   A. Any student who does not meet a prerequisite or co-requisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the course by obtaining approval from a Counselor and/or the appropriate Division Dean.

   B. Grounds for challenge include the following:
      1. Grounds for challenge specified in Title 5 Section 55201(f).
      2. The student seeks to enroll and has not been allowed to enroll due to a limitation on enrollment established for a course that involves intercollegiate competition or public performance, or one or more of the courses for which enrollment has been limited to a cohort of students. The student is allowed to enroll in such a course if otherwise he or she would be delayed by a semester or more in attaining the degree or certificate specified in his or her educational plan.
      3. The student seeks to enroll in a course that has a prerequisite established to protect health and safety, and the student demonstrates that he/she does not pose a threat to himself/herself or others.
      4. The student has the obligation to provide satisfactory evidence that the challenge should be upheld. However, where facts essential to a determination of whether the student's challenge should be upheld are or ought to be in the college's own records, then the college has the obligation to produce that information.

Link to the College Catalog: http://www.lasc.edu/students/classes-areas-of-study/2015%202016%20LASC%20Catalog.pdf
SECTION IV. PROFESSIONAL DEVELOPMENT

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

Placement for Success: Implementing Multiple Measures summit organized by the LASC SSSP Office and 3CSN. To be held on campus on October 30th, 2015, this summit will expose our faculty to the benefits of implementing multiple measures, the downside of relying solely on standardized tests for assessment and placement, pertinent data, and what other colleges experienced as they implemented multiple measures.

Empowerment though Education speaker series: LASC is offering a speaker series to its faculty and staff covering a range of topics-
- Educuing Racial Justice in the Classroom
- Principles for Success
- Unconscious Bias
- We are All African
- Metacognitions for Thinking and Learning
- The Environment and Social Justice
- Panel with various educators

Future 3CSN and SSSP workshops in the District and region.

SECTION V. ATTACHMENTS

The following attachments are required:

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

Attachment B, Organizational Chart. Please attach a copy of your colleges’ organization chart and highlight the Student Success and Support Program Coordinator’s position. Please include all positions that work directly in the program providing SSSP services, including those listed in the narrative above. If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, or other district staff included in your plan, please attach a copy of the district organization chart and highlight the district SSSP Coordinator’s position (if it is not identified as such on the chart).

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

ADDITIONAL INFORMATION
Questions regarding the development of the college SSSP Plan may be directed to:
Mia Keeley
California Community College Chancellor's Office
mkeeley@cccco.edu
(916) 323-5953
## Attachment A

**Student Success and Support Program Plan Participants**

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Stakeholder Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. Leige Doffoney</td>
<td>Vice President of Student Services</td>
<td></td>
</tr>
<tr>
<td>Syed Khaled Hussain</td>
<td>Student Services Specialist</td>
<td>Student Services</td>
</tr>
<tr>
<td>LaTanya Atkins</td>
<td>SFP Counselor, TRIO/STEM</td>
<td>Student Services</td>
</tr>
<tr>
<td>Jeffrey Bohn</td>
<td>Faculty Member</td>
<td>Academic Senate</td>
</tr>
<tr>
<td>Rose Calderon</td>
<td>General Counselor</td>
<td>Student Services</td>
</tr>
<tr>
<td>Ralph Davis</td>
<td>General Counselor</td>
<td>Student Services</td>
</tr>
<tr>
<td>Jessica Drawbond</td>
<td>Faculty Member</td>
<td>Academic Senate</td>
</tr>
<tr>
<td>Christina Gonzalez</td>
<td>SSSP Counselor</td>
<td>Student Services</td>
</tr>
<tr>
<td>Ming-huei Lam</td>
<td>SFP Counselor</td>
<td>Student Services</td>
</tr>
<tr>
<td>Reggie Morris</td>
<td>Dept. Chair – Counseling</td>
<td>Student Services</td>
</tr>
<tr>
<td>Shauna Carter</td>
<td>Assessment Coordinator</td>
<td>Student Services</td>
</tr>
</tbody>
</table>
Attachment B

Organizational Chart
### Attachment C

**SSSP Advisory Committee**

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>LaTanya Atkins</td>
<td>Counselor</td>
</tr>
<tr>
<td>2.</td>
<td>Johnel Barron</td>
<td>Outreach Coordinator</td>
</tr>
<tr>
<td>3.</td>
<td>Jeffrey Bohn</td>
<td>English Faculty</td>
</tr>
<tr>
<td>4.</td>
<td>Rose Calderon</td>
<td>Counselor</td>
</tr>
<tr>
<td>5.</td>
<td>Kimberly Carpenter</td>
<td>Registrar</td>
</tr>
<tr>
<td>6.</td>
<td>Shauna Carter</td>
<td>Student Services Assistant</td>
</tr>
<tr>
<td>7.</td>
<td>Joni Collins</td>
<td>Foster Youth Coordinator</td>
</tr>
<tr>
<td>8.</td>
<td>Gabriela Corona</td>
<td>Counselor</td>
</tr>
<tr>
<td>9.</td>
<td>Ralph Davis</td>
<td>Counselor</td>
</tr>
<tr>
<td>10.</td>
<td>Leige Doffoney</td>
<td>Vice President of Student Services</td>
</tr>
<tr>
<td>11.</td>
<td>Tyffany Dowd</td>
<td>Equity Coordinator</td>
</tr>
<tr>
<td>12.</td>
<td>Jessica Drawbond</td>
<td>English Faculty</td>
</tr>
<tr>
<td>13.</td>
<td>Deyanira Elias</td>
<td>Math Faculty</td>
</tr>
<tr>
<td>14.</td>
<td>Consuelo Estrada</td>
<td>Counselor</td>
</tr>
<tr>
<td>15.</td>
<td>Christina Gonzalez</td>
<td>Counselor</td>
</tr>
<tr>
<td>16.</td>
<td>Irina Gromova</td>
<td>Math Faculty</td>
</tr>
<tr>
<td>17.</td>
<td>Ron Haynes</td>
<td>Counselor</td>
</tr>
<tr>
<td>18.</td>
<td>Syed Khaled Hussain</td>
<td>Committee Chair, SSSP Coordinator</td>
</tr>
<tr>
<td>19.</td>
<td>Ming-huei Lam</td>
<td>Director of Freshman Year Experience</td>
</tr>
<tr>
<td>20.</td>
<td>Jose Lara</td>
<td>Director of DSP&amp;S</td>
</tr>
<tr>
<td>21.</td>
<td>Pedro Montalvo</td>
<td>President of ASO/Student</td>
</tr>
<tr>
<td>22.</td>
<td>Reggie Morris</td>
<td>Chair, Counseling</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Position</td>
</tr>
<tr>
<td>---</td>
<td>----------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>23.</td>
<td>Tara Nishiyama</td>
<td>Counseling</td>
</tr>
<tr>
<td>24.</td>
<td>Blanca Rodriguez</td>
<td>Counseling</td>
</tr>
<tr>
<td>25.</td>
<td>Marian Ruane</td>
<td>Director of Non-Credit Programs</td>
</tr>
<tr>
<td>26.</td>
<td>Alexis Tucker</td>
<td>Counseling</td>
</tr>
<tr>
<td>27.</td>
<td>Yvette Tucker</td>
<td>Veterans Representative</td>
</tr>
<tr>
<td>28.</td>
<td>Sabrena Turner-Odom</td>
<td>Director of Student Success</td>
</tr>
</tbody>
</table>