Student Success and Support Program Plan
(Credit Students)

2014-15

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

Report Due Postmarked by
Friday, October 17, 2014

Email report to:
cccsssp@cccco.edu

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

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

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

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

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

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

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

1 Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan. The noncredit SSSP Plan will be developed in 2013-14.
2 A first-time student is defined as a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education, and concurrently enrolled high school students.
3 The program plan is now required on an annual basis due to new SSSP requirements focusing funding on core services, changes related to priority enrollment, mandatory core services, and the significant increases in funding in 2013-14 and additional increases expected in 2014-15. As implementation and funding stabilizes, this requirement may be revisited.
Be sure to include input from faculty, staff, administrators and students in the development of this plan (as per title 5, §55510[b]). Please provide sufficient detail to draw an explicit portrait of your college's SSSP activities and staffing.

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

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

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

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

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

College Name: 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.

Signature of College SSSP Coordinator: ________________________________
Name: Syed Khaled Hussain, SSSP Coordinator __________________________
Date: 10-9-2014

Signature of the SSSP Supervising Administrator or Chief Student Services Officer: ________________________________
Name: Dr. Oscar Cobian, Vice President of Student Services __________________________
Date: 10-9-2014

Signature of the Chief Instructional Officer: ________________________________
Name: Dr. Lawrence Bradford, Vice President of Academic Affairs __________________________
Date: 10-9-2014

Signature of College Academic Senate President: ________________________________
Name: Dr. Allison Moore, Academic Senate President __________________________
Date: 10-9-2014

Signature of College President: ________________________________
Name: Dr. Linda Rose, College President __________________________
Date: 10-9-2014

Signature of District Chancellor: ________________________________
Name: Dr. Francisco Rodriguez, District Chancellor __________________________
Date: 10-10-2014

Contact information for person preparing the plan:
Name: Syed Khaled Hussain __________________________ Title: SSSP Coordinator
Email: hussaisk@lasc.edu __________________________ Phone: (323)241-5361
### SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

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

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

#### Ila. Core Services

#### i. Orientation

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

Los Angeles Southwest College (LASC) is a comprehensive community college located in south Los Angeles. The college awards Associate’s Degrees in 34 fields and occupational certificates in 47 disciplines. It offers a range of programs that meet the community’s needs, including college transfer services, occupational training, general, transitional and continuing education, and community services.

The target audience of the new student orientation program consists of all incoming first-time students at Los Angeles Southwest College, including first time transfer students. This will include first time freshman and first time transfer students. The total number of students to be served annually by the new student orientation program is approximately 1,754 students.

New students will have the option to complete an in-person group orientation or, after December 2014, complete an online orientation. Both in-person and online orientations will be offered continuously and throughout the year. This will allow students to register for their courses for the upcoming term immediately after the orientation presentation.

The Outreach and Recruitment Coordinator and SSSP Coordinator will work closely with local high schools to disseminate information about LASC new student matriculation process and placement testing, coordinate application workshops, and whenever possible, placement testing at the high school sites.

**Fall 2013 Data, Enrolled Students:**

- **Headcount:** 8,072 credit and 1,682 noncredit.
- **Gender:** 68.9% female and 31.1% male.

- **Ethnicity:** 35.8% Hispanic, 53.7% Black/African American, 3.1% Multi-Ethnic, 2% Asian Pacific Islander.
- **Age:** 33% 19 or less, 23.9% 20-24, 13.1% 25-29, 8.1% 30-34, 5.9% 35-39, 9.1% 40-49, 6.7% over 50.
**Unit Load:** 23.4% full time, 76.7% part time.

**Fall 2013 Credit Student Status:**
First Time Student = 11.3%  
Concurrent High School Student = 18.1%  
Continuing Student = 38.3%  
New Transfer Student = 12.6%  
Returning Student = 19.8%

**Undecided Majors**  
Fall 2013 Credit Students with Undecided Major = 50.3%

**Probation:**
This data reflects students who were enrolled in at least 12 units in the previous term with a GPA less than 2.0 or who had 50% of their units in courses with grades of W, I, N or both:

- 1,782 students who had at least 12 units in Fall 2013 enrolled in Spring 2014
- 26.3% (468) students were on probation in Spring 2014 (either academic or progress or both)
- 24.1% (113) were Black/African-American Male
- 9.2% (43) were Hispanic Male
- 37.2% (174) male students were on probation.

2. Identify the staff providing orientation, including the number of positions, job titles and a brief one-sentence statement of their role.

- All LASC Counseling faculty and staff will continue to promote the initiatives under the Student Success Act of 2012 and assist students to complete the matriculation process.
- LASC will continue to hold “Beat the Rush” events before each semester and offer students the opportunity to complete orientation, assessment, Counseling, and registration on a single day.
- Campus Assessment Center staff will continue to refer students to the in-person and the online orientation program. The online orientation program will begin in December 2014.
- Campus Informational Technology (IT) staff will continue to implement updates and enhancements to all appropriate facets of SSSP and provide ongoing technical support.
- Campus Office of Institutional Research (IR) will continue to collect and analyze data to measure the effectiveness of orientation.
- Admissions and Records Evaluation will review all appeals, receive all official transcripts and enter into student information system, monitor the list of students who have completed requirements for priority registration.

<table>
<thead>
<tr>
<th># of Staff</th>
<th>Job Title</th>
<th>Department</th>
<th>Campus Funded</th>
<th>SSSP Funded</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dean of Student Services</td>
<td></td>
<td>X</td>
<td></td>
<td>Oversees the overall implementation of SSSP;</td>
</tr>
</tbody>
</table>
ensures orientations are conducted following SSSP regulations; supervise the following departments: General Counseling, Admissions and Records, and SSSP.

<table>
<thead>
<tr>
<th>1</th>
<th>Student Services Specialist</th>
<th>SSSP Office</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Provides program administration of SSSP with technical and professional expertise on matters related to program responsibilities, budget management, evaluation of SSSP services, and training of SSSP staff; facilitates coordination of SSSP core services.</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
<th>Student Services Assistant</th>
<th></th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Coordinates all 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></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>Hourly Counselors</th>
<th>SSSP Office</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th>Hourly Counselor</th>
<th>Counseling Office</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td></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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unclassified Student Workers</td>
<td>SSSP Office</td>
<td></td>
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<tr>
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<td>-------------</td>
<td>---</td>
</tr>
<tr>
<td>5</td>
<td>Assist with SSSP services such as entering contact in student information system and conduct orientation under supervision of Counselors.</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Limited full time Counselors</th>
<th>Counseling Office</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Deliver Counseling, advisement for orientation, educational planning, follow up services, and serve on SSSP Committee to provide recommendations for services.</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Admissions and Records Evaluation Technician</th>
<th>Admissions and Records</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</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></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Admissions and Records Assistant</th>
<th>Admissions and Records</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Performs wide array of SSSP functions in the Admissions and Records Office including processing new applications, inputting transcript in student information system, assist with priority registration verification, and verification of enrollment.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th></th>
<th>Assistant Computer and Network Support Specialist</th>
<th>Student Services</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assist with SSSP technology implementation, solutions, and improvements.</td>
<td></td>
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</tr>
</tbody>
</table>

Full job descriptions for classified positions can be found on the LACCD Personnel Commission website: [https://www.laccd.edu/DEPARTMENTS/PersonnelCommission/JOB-DESCRIPTIONS/PAGES/ALPHA-LIST-NF.ASPX](https://www.laccd.edu/DEPARTMENTS/PersonnelCommission/JOB-DESCRIPTIONS/PAGES/ALPHA-LIST-NF.ASPX)#I

3. If orientation is provided through the full or partial use of technology, identify any commercial products or describe in-house products in use or under development, including any annual subscription or staff support.
LASC offers a 2-hour, in person, New Student Orientation to each new student. The College currently is developing an on-line orientation using Cynosure (vendor) and expects it to be ready by December 2014.

The New Student Orientation includes the following:

- Academic expectations and progress on probation standards
- 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
- On-line resources to prepare for assessment test
- College Tour.

Students are not allowed to take assessment or see a Counselor until they first complete orientation. The orientation also provides students with on-line resources to prepare for the assessment test. This will provide students with the opportunity to become aware of the importance of the assessment and how to prepare for it.

4. Describe the college’s plans for developing and implementing orientation services. The following eight policies and procedures provided on the Orientation Checklist are identified in title 5 section 55521 as required information to include in an orientation.

   **Orientation Checklist (Required Policy or Procedure)**

   LASC Online Orientation will include all of the required policies and procedures identified in Title 5, section 55521.

   (1) Academic expectations and progress and probation standards pursuant to section 55031; 
   **Required Policy exists per LACCD Board Rule 8200 and Regulation E-72.**

   (2) Maintaining registration priority pursuant to section 58108; 
   **Required Policy exists per LACCD Board Rule 8603.**

   (3) Prerequisite or co-requisite challenge process pursuant to section 55003; 
   **Required Policy exists per LACCD Board Rule 8605.**

   (4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621
   **Required Policy exists per LACCD Board Rule 8700.**

   (5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed; 
   **Available in the College Catalog, Schedule of Classes, College website.**

   (6) Academic calendar and important timelines. 
   **Available in the College Catalog, Schedule of Classes, College website.**

   (7) Registration and college fees. 
   **Available in the College Catalog, Schedule of Classes, College website.**

   (8) Available education planning services
   **Available in the College Catalog, Schedule of Classes, College website.**
5. Please specify other issues, policies and procedures that the college or district determines necessary to provide a comprehensive orientation. Add additional lines as needed.

   • LASC is developing an online orientation system.
   • The LACCD is exploring an online orientation for district-wide usage.
   • LASC understands that the goal of the SSSP is to increase student access and success. All strategies will be evaluated and measured to determine success in providing the core services. In order to provide a comprehensive orientation, LASC needs to produce informational materials (printed and electronically), hire necessary staff, and continue to assess the needs of its diverse student population.

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

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<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselors – FT – Limited</td>
<td>Counseling Dept.</td>
<td>$115,000</td>
<td></td>
</tr>
<tr>
<td>Counselors – Hourly</td>
<td>Counseling Dept.</td>
<td>$112,890</td>
<td>$112,890</td>
</tr>
<tr>
<td>Student Services Specialist</td>
<td>Student Services</td>
<td>$67,372</td>
<td>$67,372</td>
</tr>
<tr>
<td>Assistant Computer and Network Support Specialist</td>
<td>Student Services</td>
<td>$0</td>
<td>$59,389</td>
</tr>
</tbody>
</table>

**ii. Assessment and Placement**

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

The Los Angeles Southwest College SSSP assessment facility assessed 1,907 students in 2013 and 2,210 students in 2014 (as of September 19, 2014) English, ESL, math, 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 7:00 p.m. on Monday-Thursday, and 8:30 a.m. to 1:00 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.
- **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 and campus tours for high school students. The college actively reaches out these institutions, organizes meeting with their leadership, identifies their needs and collaborates with the high school leaders to address the needs.

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

<table>
<thead>
<tr>
<th># of Staff</th>
<th>Job Title</th>
<th>Department</th>
<th>Campus Funded</th>
<th>SSSP Funded</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student Services Assistant – Classified Position</td>
<td>SSSP Office-Assessment</td>
<td>X</td>
<td></td>
<td>Coordinates all assessment related services in the SSSP office.</td>
</tr>
<tr>
<td>6</td>
<td>Unclassified Student Workers</td>
<td>SSSP Office-Assessment</td>
<td>X</td>
<td></td>
<td>Code student contacts in Student Information System, assist with prerequisite clearance, and offer orientations.</td>
</tr>
<tr>
<td>5</td>
<td>Student Program Assistants - Unclassified</td>
<td>SSSP Office-Assessment</td>
<td>X</td>
<td></td>
<td>Assist with scheduling, check-in, and monitoring students.</td>
</tr>
<tr>
<td>1</td>
<td>Research Analyst</td>
<td>Office of Institutional Research</td>
<td>X</td>
<td></td>
<td>Provides data and support in validating cut scores in collaboration with English and Math Departments.</td>
</tr>
<tr>
<td>1</td>
<td>Registrar</td>
<td>Admissions &amp;</td>
<td>X</td>
<td></td>
<td>Helps obtain data and</td>
</tr>
</tbody>
</table>
**Additional Staff Request**

<table>
<thead>
<tr>
<th># of Staff</th>
<th>Job Title</th>
<th>Department</th>
<th>Campus Funded</th>
<th>SSSP Funded</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Exam Proctor – Unclassified (part time)</td>
<td>SSSP Office- Assessment</td>
<td>X</td>
<td>X</td>
<td>Proctors assessments.</td>
</tr>
<tr>
<td>1</td>
<td>Assistant Computer and Network Support Specialist</td>
<td>Student Services</td>
<td>X</td>
<td></td>
<td>Assist with technology needs related to assessment services, counseling, and on-line reporting system.</td>
</tr>
</tbody>
</table>

3. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For second-party tests, be specific about the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc.
   - If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement.
   - If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.
   - Describe how these measures are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by Counselors, used on their own without a test, etc.)

Los Angeles Southwest College uses the online College Board ACCUPLACER for English, ESL, math, and reading placements. LASC has implemented multiple measures for all four tests. These multiple measures are incorporated through the Educational Planning Questionnaire or Background Questions located prior to the start of the assessment. Specific questions regarding students’ academic standing and their knowledge in the subject are asked. An algorithm is included in the scoring process that takes the points allotted to each question and incorporates them to the final results.

**Next Steps:**
- LASC is moving from CELSA to Accuplacer for its ESL placements.
- LASC is exploring the adoption of more robust multiple measures and components for placement, e.g. example high school, grade analysis and possibly adding an English essay question.
- The college is reviewing the proposed California Statewide Assessment instrument to determine effectiveness and usefulness.
- The English Department is considering a new reading assessment.

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.

5. Describe college or district policies and practices on:
   a. Pre-test practice - Describe what type of test preparation is available, how it is delivered, how students are informed of and access materials, including sample test questions, and how students are notified of their pre-test performance.

LASC developed a PowerPoint presentation which include Accuplacer sample tests in reading, writing, and math; links to Khan Academy; etc.

Upcoming Steps: The LASC SSSP Advisory Committee is exploring ways to eventually develop and implement workshops and online tutorials to better prepare students and refresh their skills before assessment.

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

LASC’s re-test policy is once a year for students who are not already in an English or Math sequence. Student enrolled in the college’s Freshman Year Experience (FYE) program are allowed to take it more than once, after they complete required courses or workshops.

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

LASC accepts test scores which are less than two years old.

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

Assessment test results are accepted from other colleges as raw scores are included. LASC uses the raw scores and its own cut scores formula to determine placement.

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

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Student Services Assistant</td>
<td>SSSP (assessment)</td>
<td>$54,384</td>
<td>$54,384</td>
</tr>
<tr>
<td>6 unclassified Student</td>
<td>SSSP (assessment)</td>
<td>$62,280</td>
<td>$104,340</td>
</tr>
<tr>
<td>Workers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Program Assistants</td>
<td>SSSP (assessment)</td>
<td>$50,000</td>
<td>$50,000</td>
</tr>
<tr>
<td>Exam Proctor - unclassified</td>
<td>SSSP (assessment)</td>
<td>$34,975</td>
<td></td>
</tr>
<tr>
<td>Supplies (including testing)</td>
<td>SSSP (assessment)</td>
<td>$22,029</td>
<td>$79,000</td>
</tr>
<tr>
<td>Document Imaging Services</td>
<td>Admissions</td>
<td></td>
<td>$25,000</td>
</tr>
<tr>
<td>Accuplacer Testing Units</td>
<td>SSSP (assessment)</td>
<td>$9,998</td>
<td>$14,997</td>
</tr>
<tr>
<td>College Source</td>
<td></td>
<td>$5,000</td>
<td>$5,000</td>
</tr>
<tr>
<td>SARS</td>
<td></td>
<td></td>
<td>$10,000</td>
</tr>
</tbody>
</table>
iii. Counseling, Advising, and Other Education Planning Services

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

Counseling Services:
Counseling services are available to all current and prospective students of Los Angeles Southwest College. Counseling services offered include: career, academic, educational, transfer, personal, vocational, financial aid, and crisis intervention. Counselors complete abbreviated and comprehensive plans, teach guidance courses, provide follow-up services, referrals, and conduct case management services for cohort or at-risk students. In addition, categorical, cohort, and grant-funded Counseling services provide required program information and services. Counselors assist students to understand educational options, identify educational and career goals, and create individual education plans for graduation and/or transfer. Counselors also provide guidance in helping students to identify appropriate resources to support academic success. Counselors may help students to understand personal strengths, learning styles, motivation, interests, and abilities. The new Student Information System (Peoplesoft) will open in 2015-16, which will allow students to review their education plans online, which will be certified by a Counselor to ensure they are accurate.

After orientation and assessment, SSPP staff schedule students for group Counseling sessions in the Counseling office to complete abbreviated SEPs. When students come in to see Counselors, they are advised regarding majors, degree completion and the transfer process. Students who are undecided are referred to the Career Center to take Eureka assessment (follow-up service). The college plans to offer personal development courses (PD 17 or 20) to anyone taking a Basic Skills course and Counselors will conduct outreach presentations targeting Basic Skills classes. The college offers two online tools for students to access counselors: Ask a Counselor and Contact My Counselor systems (discussed in more detail on page 13). Campus campaigns are planned to encourage students to complete Comprehensive SEP. These campaigns will include Counselor outreach and Counselor Awareness Day. Moreover, SSPP staff are trained to visit classrooms to provide students with information about the importance of completing the core services and priority registration requirements.

Students Served

The table below outlines the number of students who scheduled Counseling appointments or obtained walk-in services during the 2013-2014 academic year.

<table>
<thead>
<tr>
<th>Students Served AY 13/14</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Department/Program</td>
<td>Appointment</td>
<td>Walk-In</td>
</tr>
<tr>
<td>General Counseling</td>
<td>1,298</td>
<td>12,277</td>
</tr>
<tr>
<td>eAdvising</td>
<td>115</td>
<td></td>
</tr>
<tr>
<td>EOPS</td>
<td>1,055</td>
<td>237</td>
</tr>
<tr>
<td>Passage/Athletics</td>
<td>434</td>
<td>*</td>
</tr>
<tr>
<td>CalWORKs</td>
<td>1,014</td>
<td>*</td>
</tr>
</tbody>
</table>
### LASC Targeted Population for Counseling Services

LASC will target the following students to receive Counseling services:
- new and never attended college, non-exempt
- new to LASC with prior college work
- undeclared, undecided
- continuing, returning and transfer students
- under 15 units
- not in good academic standing or student who lose financial aid eligibility due to academic performance
- without an educational plan (new, continuing, or returning)
- receiving financial aid and completed at least 12 units
- receiving financial aid and attempted more than 60 units
- receiving financial aid and attempted more than 90 units attempted, excessive units
- transfer-bound
- cohort specific students (Veteran’s, Passage, Puente, FYE, etc.)
- meet specific program eligibility and/or grant-funded criteria such as TRIO
- enrolled in state categorical programs such as EOPS, CARE, and DSP&S
- enrolled in CTE programs such as Nursing, Child Development
- enrolled in the Middle College at LASC who take college and high school classes
- current and former Foster Youth and Kinship Program participants
- incoming freshmen from local feeder high schools
- former incarcerated youth and adults

### Service Delivery Methods

Students have the option to meet with Counselors in person, in a workshop setting, or in Personal Development courses (online/in-person options). Counselors also communicate with students through email and phone calls. In addition, online and walk-in Counseling services are provided on an on-going basis by Counselors from the General Counseling department. For the self-directed student, the General Counseling department webpage provides a variety web links, resources, guides, and directions to aid new, continuing, and returning students.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FYE</td>
<td>531</td>
<td>*</td>
</tr>
<tr>
<td>DSPS</td>
<td>939</td>
<td>25</td>
</tr>
<tr>
<td>TRIO/STEM</td>
<td>1,287</td>
<td>*</td>
</tr>
</tbody>
</table>

*Data not available

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

### INDIVIDUAL APPOINTMENTS
### Services Provided
- Counselors provide academic, personal, and career counseling.
- Counselors work with students individually to explore career options, identify related degree and certificate programs, and set educational and career goals.
- Counselors help students plan an appropriate course of study and develop individualized student education plans that outline the requirements for a certificate, degree, and/or transfer.
- Counselors provide assistance with paperwork such as graduation applications, petitions, and the transfer process.
- Counselors refer students to appropriate support services to promote student success.
- Counselors provide personal counseling on a variety of issues including time management, decision making, and stress management.

### Method To Schedule Appointment
LASC uses the Student Appointment and Reporting System (SARS Grids) to schedule individual appointments. Individual appointment data is stored in the SARS Appointment Database.

### Average Wait Time
Students are encouraged to schedule a counseling appointment up to two weeks in advance. Those who try to schedule their appointments at the beginning of the week will typically have no problems reserving an appointment for the following week. However, there is always a shortage of appointments during the peak times of the semester (typically once the registration period has begun and through the second week of school).

In recent years, due to reductions in funding, the LASC’s Counseling appointment services have been severely limited. LASC plans to increase the number of Counselors to meet the increased student appointment demand as the college moves forward with the new student success mandates. It has experienced an increase in student traffic as a result of direct interventions by SSSP, including conducting more outreach to students via email, classroom visitations, and phone messages to encourage students to complete the core services.

### DROP-IN APPOINTMENTS

<table>
<thead>
<tr>
<th>Services Provided</th>
<th>Drop-in services are available throughout the day on campus. These are quick appointments (5-10 minutes) designed to help students with pre-requisite clearance, overload requests, registration assistance, general information about programs and certificates, and referrals to other on-campus services.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Method To Schedule Appointment</td>
<td>Students do not need to schedule drop-in appointments in advance. Students are required to check-in with staff at the Counseling reception counter during the open hours. Counselors meet with students on a first come, first serve basis.</td>
</tr>
<tr>
<td>Average Wait Time</td>
<td>In general, student access to Counselors for drop-in services is quick and efficient. The regular wait time typically ranges from five to 15 minutes. However, during the peak times of the semester (previously identified as the registration period through the first week of school), students wait times can</td>
</tr>
</tbody>
</table>
LASC will increase its number of Counselors to meet student demand during peak periods as it moves forward with the new student success mandates. The college expects the demand for drop-in appointments during the summer months, between terms, and the winter break will increase.

### ONLINE COUNSELING

**Services Provided**

In an ongoing effort to ensure parity between on-campus students and online students, LASC has implemented three online counseling services:

- Ask-A-Counselor
- E-SARS
- E-Advising

Ask-A-Counselor (AAC) – Allows students who are enrolled off-campus.online to email any “quick question inquiries” and receive a response from a Counselor within 48 hours. This service has been marketed to the entire LASC community via posters, email blasts, the web page, and the college’s electronic marquee.

**Method To Schedule Appointment**

LASC uses the Student Appointment and Reporting System (SARS Grids) to schedule individual appointments. Individual appointment data is stored in the SARS Appointment Database.

**Average Wait Time**

Students are encouraged to schedule a counseling appointment up to two weeks in advance. Those who try to schedule their appointments at the beginning of the week will typically have no problems reserving an appointment for the following week. However, there is always a shortage of appointments during the peak times of the semester (typically once the registration period has begun and through the second week of school).

In recent years, due to reductions in funding, the LASC’s Counseling appointment services have been severely limited. LASC plans to increase the number of Counselors to meet the increased student appointment demand as the college moves forward with the new student success mandates. It has experienced an increase in student traffic as a result of direct interventions by SSSP, including conducting more outreach to students via email, classroom visitations, and phone messages to encourage students to complete the core services.

### Workshops

Student Success and Transfer Workshops are offered throughout the semester. The workshops are topic-specific and offer guidance for students while promoting student success. The topics include the following: academic standing, motivation/goal setting, time management, stress management, university applications, major exploration, and many other transfer related topics.
## College Tours

The college sponsors tours to various four-year institutions in and around the Los Angeles area. Specially funded programs such as TRIO and Passages, provide tours to colleges in Northern and Southern California.

## College Fairs

LASC organizes a College/Career Fair each semester to ensure students learn about transfer requirements and career options. Counselors participate in the planning and implementation of these fairs.

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

Abbreviated Student Education Plans are primarily created immediately after mandatory new student orientations and assessments. LASC Counselors work with students individually and within group settings to develop these plans. A discussion about prerequisites, advisories, course sequences, unit load and required study hours helps students identify appropriate, individualized course loads per term. A series of questions are answered by students that help the student understand the educational commitment in light of commitments outside of school. A sample plan is reviewed with students and, with Counselor guidance; the two term plan is crafted and reviewed by Counselor delivering the session. The abbreviated plan is used to guide students through the registration process for the current term. The abbreviated plan is used by students, peer mentors (EOPS), or Counselor to guide students to make appropriate course selections if the student requires one-on-one help with the enrollment process. To ensure that all students receive the same level of service and ensure consistency within the scope and content of the abbreviated plan development, the college ensures on-going training for Counselors.

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

Prior to completing 15 units, students are required to have a Comprehensive Student Education Plan (SEP). Following the completion of the Abbreviated Student Education Plan, LASC Counselors work with students to develop Comprehensive Student Education Plans (SEP). Comprehensive Student Education Plans include a student’s educational goal and the course of study required to attain the goal. The comprehensive SEP typically is a 2-3 year plan for students whose goal is obtaining an associate degree and/or transfer; but for some students who have completed course work at other colleges, or whose goal is a Certificate of Completion or Achievement (or other goal requiring fewer courses), the comprehensive SEP could be 1-2 semesters. The comprehensive SEP merges information from various sources (i.e. College Source Online, Eureka, Assist, university websites, etc.) into a single document. This document is used to guide the individual student in course planning, track the student’s progress through coursework completion, and facilitate referral to appropriate support services.

Students who have not declared a major complete the Eureka assessment, which is reviewed with a Counselor and used to develop a Comprehensive SEP. The college also conducts college and career
fairs and faculty members participate in Beat the Rush events to provide information about their academic programs to enhance students awareness of various courses of study.

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

Currently, there are 16 full-time Counselors and 6 part-time Counselors providing core Student Success support services to general students as defined by the Student Success guidelines. Combined, the FTEF for general Counseling is 17.4. Full time Counselors have approximately 35 student contact hours per week.

Counselors are currently assigned to work with the following specific student groups, programs or special assignments:

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Full Time FTE</th>
<th>Hourly FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Counseling</td>
<td>5</td>
<td>0.2</td>
</tr>
<tr>
<td>EOP&amp;S Counseling</td>
<td>2</td>
<td>0.2</td>
</tr>
<tr>
<td>DSP&amp;S Counseling</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Articulation</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CalWORKS</td>
<td>1</td>
<td>0.2</td>
</tr>
<tr>
<td>Career Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Counseling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>Passage</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3SP/Curriculum/FYE</td>
<td></td>
<td>0.75</td>
</tr>
<tr>
<td>Transfer Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TRIO/ STEM</td>
<td>3</td>
<td>0.4</td>
</tr>
<tr>
<td>Veterans</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total FTE</strong></td>
<td><strong>15</strong></td>
<td><strong>2.4</strong></td>
</tr>
</tbody>
</table>

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

Technology tools utilized for education planning include:
- SARS is a scheduling software program that also allows Counselors to keep Counseling notes, place alerts (used to notate assigned Counselor for case load), to review student history of Counseling services, and to collect service data. SARS also provides for the ability to have online scheduling services, early alert system, and e-advising. The system collects information regarding services obtained and how service was accessed. Orientation and assessment completion is noted on SARS.
• College Source is used by Counselors faculty to evaluate course work from non-CA community colleges to determine equivalency, GE applicability, and transferability for major or transfer purposes. The use of the software ensures consistency of how courses are applied.
• ASSIST – Online program lists UC and CSU degrees and course requirements.
• Websites accessed during planning sessions include: CSUMentor, UC Transfer Admission Planner and the Transfer Counselor Website.
• PeopleSoft Student Information System (District) and Degree Audit and Education Planning Program: Scheduled to be available Fall 2015, these are educational tools to help develop and track student education plans.
• Viatron imaging system allows for the Admissions and Records Office to scan all official transcripts and upload them to the student information system. Counselors are able to electronically access students’ transcripts (colleges outside of our district).

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselors, FT (Limited), 2</td>
<td>Counseling</td>
<td></td>
<td>$210,000</td>
</tr>
<tr>
<td>Counselor, Hourly</td>
<td>Counseling</td>
<td>$108,000</td>
<td>$108,000</td>
</tr>
<tr>
<td>6 CGCAs – unclassified</td>
<td>SSSP (assessment)</td>
<td>$62,280</td>
<td>$104,340</td>
</tr>
</tbody>
</table>

iv. Follow-Up for At-Risk Students

1. Describe the target student audience according to title 5 section 55525, including an estimate of the annual number of students to be provided at-risk follow-up services, and the college’s process to identify them.

   Describe the strategies for addressing the needs of these students, including:
   a. Types of services are available to these students; how they are notified and when.
   b. Strategies for providing Counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.
   c. How the services identified in “a” and “b” above are provided (online, in groups, etc.).
   d. How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.

Los Angeles Southwest College defines At-Risk students as:
• Students enrolled in Basic Skills courses
• Students who have not identified an educational goal and course of study
• Students on Academic or Progress Probation

Students whose academic standing is “Probation” are required to attend a one-hour Academic Probation workshop. Holds are placed on students’ records if they are placed on academic or progress probation until they attend the workshop. Students who are on probation or have been dismissed are notified by Admissions and Records Office of their status. The SSSP Office also contacts the students directly by phone and signs them up for Academic Probation workshops. Students who have been dismissed can also complete petitions for reinstatement in the SSSP Office, meet with an SSSP
Counselor and get reinstated.

Often a reduced course load is approved with various required follow up services which include; but are not limited to: Tutoring, Progress Report submission, Completion of Student Educational Plan, 2-3 meetings with Counselors and appropriate workshop attendance. Dismissed students are required to meet with the Counselor who approved the readmission until the student reaches a “good standing” status. Counselor approval is needed in order to add or drop any courses. The Counseling case management approach helps students stay on track, receive consistent information, improve monitoring, and contributes to the student-Counseling relationship. Some students who are eligible for categorical, grant- funded, program or cohort services may lose program eligibility for not maintaining a good- standing status. These students are re-directed to other services and General Counseling.

Only dismissed students are required to have a Counseling session and file a petition for reinstatement. Probationary students are encouraged, not mandated, to review their status with a Counselor. Student notification letters are sent to students encouraging appointments with a Counselor to discuss interventions. When students come in, they have a discussion with their Counselor about challenges, barriers, and resources available on and off-campus (i.e. tutoring, writing center, Student Success Center, Math Lab, health services, etc.).

Interventions are primarily individualized and unique to the student’s circumstances. Generally, students who lack identified goals are directed to a Personal Development course. Students lacking study skills are encouraged to register for appropriate workshops Smart Study Skills, Math Anxiety, etc. Other resources (online, on-campus and off-campus) are provided to students based on their needs.

Smarthinking: Students are also referred to Smarthinking as an intervention tool. Access to Smarthinking (http://www.lasc.edu/smarthinking.html) was purchased in October 2012 and became operational on November 15, 2012. This program was implemented for all online and traditional students to provide significant interactive tutoring sessions for all students anytime and anywhere. This is a 24/7 program that provides trained tutors in various subject areas. With Smarthinking, students will have access to ten hours of free online tutoring per semester and can purchase additional time as needed. Operationally, students connect with an e-instructor, schedule live online tutoring sessions, submit written work to an online writing lab, and receive responses using an online whiteboard. Tutors with postsecondary degrees engage students in the areas of writing, reading, mathematics, natural sciences, business, English for speakers of other languages, Spanish, Nursing and Allied Health, computers and technology.

Early Alert System: The existing Student Information System enables faculty to refer students to specific campus resources such as Counseling, financial aid, tutoring, writing/reading/math labs, etc. The new PeopleSoft SIS System will integrate these services.

Student Success Center
Students are informed of the academic support resources available in the Student Success Center which includes tutoring, Supplemental Instruction for basic skills courses, computer lab, and study skills workshops. Additionally, The Student Success Center will start a new Mentor Program to pair
up students with faculty and staff in a structured mentoring relationship. Moreover, the College also has a Writing Center for students enrolled in English courses to receive support in their writing assignments with trained tutors and faculty members. The Math Lab offers students with support in math courses through one-one one and group tutoring.

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

### Staff Providing Follow-Up Services

<table>
<thead>
<tr>
<th># of Staff</th>
<th>Job Title</th>
<th>Department</th>
<th>SSSP Funded</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dean of Student Services</td>
<td>Student Services/SSSP</td>
<td></td>
<td>Coordinates all SSSP related services and implements SB1456. Funded by the college. Oversees and evaluates follow up services.</td>
</tr>
<tr>
<td>2</td>
<td>Limited full time Counselors</td>
<td>Counseling Office</td>
<td>X</td>
<td>Deliver educational planning and Counseling.</td>
</tr>
<tr>
<td>4</td>
<td>Hourly Counselors</td>
<td>SSSP Office</td>
<td>X</td>
<td>Deliver educational planning and Counseling.</td>
</tr>
<tr>
<td>5</td>
<td>CGCAs – Unclassified</td>
<td>SSSP Office</td>
<td>X</td>
<td>Assist with educational planning and at risk/probation/undecided workshops</td>
</tr>
<tr>
<td>1</td>
<td>Student Services Assistant</td>
<td>Counseling Office</td>
<td>X</td>
<td>Assist with coordination of all events and workshops; responsible for all data collection and documentation.</td>
</tr>
</tbody>
</table>

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

- SARS is a scheduling software program that also allows Counselors to keep Counseling notes, place alerts (used to notate assigned Counselor for case load), to review student history of Counseling services, and to collect service data. SARS also provides for the ability to have online scheduling services, early alert system, and e-advising. The system collects information regarding services obtained and how service was accessed. Orientation and assessment completion is noted on SARS.
- College Source is used by Counselors faculty to evaluate course work from non-CA community colleges to determine equivalency, GE applicability, and transferability for major or transfer purposes. The use of the software ensures consistency of how courses are applied.
- ASSIST – Online program lists UC and CSU degrees and course requirements.
- Websites accessed during planning sessions include: CSUMentor, UC Transfer Admission Planner and the Transfer Counselor Website.
- PeopleSoft Student Information System (District) and Degree Audit and Education Planning Program: Scheduled to be available Fall 2015, these are educational tools to help develop and track student education plans.
• Campus Student Success Center, Tutoring Lab, Reading Lab, Writing Center, and Math Lab for tutoring services for basic skills and at risk students.

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

Existing Staffing for At-Risk Follow-Up Services

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.6 FTE Counselors, Hourly</td>
<td>SSSP/Counseling</td>
<td>$132,000 (1.2 FTE)</td>
<td>$176,400</td>
</tr>
<tr>
<td>4 unclassified (@:17.39/hr<em>20hr</em>50wks)</td>
<td>SSSP/Counseling</td>
<td>$52,170</td>
<td>$52,170</td>
</tr>
<tr>
<td>4 Student Program Assistants (@:12.50/hr<em>20 hrs</em>50wks)</td>
<td>SSSP/Counseling</td>
<td>$50,000</td>
<td>$50,000</td>
</tr>
</tbody>
</table>

Additional Staffing Request for At-Risk Follow-Up Services

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Counselor, FT (Limited)</td>
<td>Counseling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>.6 Counselor, Hourly</td>
<td>Counseling</td>
<td>$115,000</td>
<td></td>
</tr>
<tr>
<td>3 unclassified (20hrs/50wks)</td>
<td>Counseling</td>
<td>$66,150</td>
<td></td>
</tr>
<tr>
<td>1 Admissions &amp; Records Evaluation Technician</td>
<td>Admissions</td>
<td>$52,170</td>
<td></td>
</tr>
<tr>
<td>1 Admissions and Records Technician</td>
<td>Admissions</td>
<td>$42,624</td>
<td></td>
</tr>
<tr>
<td>1 Assistant Computer and Network Support Specialist</td>
<td>Student Services</td>
<td>$59,389</td>
<td></td>
</tr>
</tbody>
</table>

Additional Resource Request for At-Risk Follow-Up Services

<table>
<thead>
<tr>
<th>Staffing</th>
<th>Department</th>
<th>Description</th>
<th>SSSP 2014-2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Projector</td>
<td>Counseling</td>
<td>Use in workshops</td>
<td>$480</td>
</tr>
<tr>
<td>1 Projector cart</td>
<td>Counseling</td>
<td>Use in workshops</td>
<td>$420</td>
</tr>
<tr>
<td>22 laptop computers</td>
<td>Counseling</td>
<td>Use in workshops</td>
<td>$33,000</td>
</tr>
<tr>
<td>1 Printer</td>
<td>Counseling</td>
<td>Use in workshops</td>
<td>$680</td>
</tr>
</tbody>
</table>

IIb. Related Direct Program Services (District Match Funds only)

i. Instructional Research

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

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 evaluated, i.e. the new PeopleSoft Early Alert system. More intensive process evaluation efforts will be devoted to new follow-up and at risk student pilot efforts.
ii. Technology

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

   - Ask a Counselor
   - E-Advising
   - Smarthinking
   - SARS
   - Limited Online Tutoring
   - College Source
   - Library Resources
   - Online Orientation (2015)

Ilc. Transitional Services Allowed for District Match

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

Based on the Student Success and Support Program match survey conducted in June 2014, LASC identified matching funds of $2.7 million. The majority of matching funds, $1.7 million, are allocated to academic salaries and benefits devoted to Counseling, advising and education planning. An additional $648,453 in matching funds are identified in Classified and other Non-Academic salaries.

SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT

1. Exemption Policy

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

All student’s (non-exempt and exempt, alike) have benefit of the following services – Admissions procedures, Orientation, Assessment, Counseling, Advising and other Educational Planning Services.

Based on title 5 section 55520 Los Angeles Southwest College exempts from mandatory SSSP activities students who:

   a. Have earned an Associate Degree or higher degree
      Students are exempted at the time of application and are given the option to participate in SSSP Services.

   b. Have enrolled in the college for a reason other than career development or advancement, transfer, attainment of a degree or certificate of achievement, completion of basic skills, or English as
a Second Language course sequence. Students are exempted at the time of application and are given the option to participate in SSSP Services.

c. Have completed these services at another community college within a time period identified by the district. The Los Angeles Community College District Board of Trustee has decided to exempt students from assessment only. Students may request an exemption from assessment if they have completed assessment at another California Community College or participated in the Early Assessment Program in the last two years. Students seeking this exemption may fill out an Assessment Exemption Request and submit it to the Office of Admissions and Records.

d. Are taking classes to maintain a license. Students are exempted at the time of application and are given the option to participate in SSSP Services.

e. Are concurrently enrolled K-12 students Students are exempted at the time of application and are given the option to participate in SSSP Services.

2. Appeal Policies
Describe the college’s student appeal policies and procedures.

- **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.
- The college is developing an appeal policy for the loss of enrollment priority.

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

Course Prerequisites and the Prerequisite Challenge procedure (exhibit I) 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 corequisite, non-degree-applicable basic skills courses, prerequisite, and satisfactory grade.

2. Challenge Process

A. Any student who does not meet a prerequisite or corequisite 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.

3. Curriculum Review Process for Prerequisites and Corequisites

The curriculum review process is in accordance with all of the following:

A. Establish a curriculum committee and its membership in a manner that is mutually agreeable to the college administration and the Faculty Senate.

B. Establish prerequisites, corequisites, and advisories on recommended preparation (advisories) only upon the recommendation of the Faculty Senate except that the Faculty Senate may delegate this task to the Curriculum Committee without forfeiting its rights or responsibilities under Title 5 Sections 53200-53204 and within the limits set forth in Title 5 Section 55003. Certain limitations on enrollment must be established in the same manner. C. Establish prerequisites, corequisites, advisories on recommended preparation, and limitations on enrollment only if:

1. The faculty in the discipline or, if the college has no faculty member in the discipline, the faculty in a related discipline (as determined by using the Minimum Qualifications for Faculty and Administrators in California Community Colleges) do all of the following:
a. Approve the course; and,
b. As a separate action, approve any prerequisite or corequisite, only if:
   1. The prerequisite or corequisite is an appropriate and rational measure of a student's readiness to
      enter the course or program as demonstrated by a content review including, at a minimum, all of the
      following:
         a. involvement of faculty with appropriate expertise;
         b. Consideration of course objectives set by relevant department(s)/discipline(s). The
            curriculum review process should be done in a manner that is in accordance with accreditation
            standards.
         c. Pre-requisite and co-requisites are based on a detailed course syllabus and outline of record,
            tests, related instructional materials, course format, type and number of examinations, and grading
            criteria;
         d. Specification of the body of knowledge and/or skills which are deemed necessary at entry in the
            case of a pre-requisite
            and/or concurrent with enrollment in the case of a corequisite;
         e. Identification and review of the prerequisite or corequisite which develops the body of
            knowledge and/or measures skills identified under iv.
         f. matching of the knowledge and skills in the targeted course (identified under (d)) and those
            developed or measured by the prerequisite or corequisite (i.e., the course or assessment identified
            under (e)); and
         g. Maintain documentation that the above steps were taken.
   c. Approve any limitation on enrollment that is being established for an honors course or section,
      for a course that includes intercollegiate competition or public performance, or so that a cohort of
      students will be enrolled in two or more courses, and, in a separate action, specify which.
   d. Approve that the course meets the academic standards required for degree applicable courses,
      non-degree applicable courses, non-credit courses, or community service respectively.
   e. Review the course outline to determine if a student would be highly unlikely to receive a
      satisfactory grade unless the student had knowledge or skills not taught in the course. If the student
      would need knowledge or skills not taught in the course itself, then the course may be approved for
      degree applicable credit only if all requirements for establishing the appropriate prerequisite have
      been met excepting only approval by the Curriculum Committee.
   f. Review the course outline to determine whether receiving a satisfactory grade is dependent on
      skills in communication or computation. If receiving a satisfactory grade is sufficiently dependent
      on such skills, then the course may be approved for degree applicable credit only if all requirements
      have been met for establishing a prerequisite or corequisite of not less than eligibility for enrollment
      to a degree-applicable course in English or mathematics, respectively.
   g. Establish a plan for the research to be used to determine the impact on student success and
      whether there is any disproportionate impact of new prerequisites.
   2. A course which should have a prerequisite or corequisite as provided in e) or f) but for which
      one or more of the requirements for establishing a prerequisite have not been met may only:
         i. Be reviewed and approved pursuant to the standards for non-degree applicable credit or
            community service; or
         ii. Be revised and reviewed as required to meet the criteria for establishing the necessary
            prerequisites or corequisites.
   3. The Curriculum Committee also reviews the course and prerequisite in a manner that meets each
      of the requirements specified above.
D. LASC Faculty Senate, through its Curriculum Committee, will adopt a plan specifying how
prerequisites or corequisites in reading, written expression or mathematics will be added to courses.
E. Course Review: All courses at the college are reviewed on a five-year cycle, which includes review of each prerequisite, corequisite, or advisory to establish that each is still supported by the faculty in the discipline or department and by the Curriculum Committee and is still in compliance with all other provisions of this policy and with the law. Any prerequisite or corequisite that is still supported is reviewed promptly thereafter to assure that it is in compliance with all other provisions of this policy and with the law.

<table>
<thead>
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<th>4. Professional Development</th>
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<td>Describe plans for faculty and staff professional development related to implementation of the Student Success and Support Program.</td>
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LASC is planning numerous activities to involve, inform, and train the campus community. These activities include:

- Attendance of statewide and regional SSSP conferences organized by the State Chancellor’s Office.
- Counselor Training
- Student Services Classified Staff Training in Roles and Responsibilities in meeting the SSSP guidelines.
- Campus Committee on Developing Student Equity Plan
- Activity planning with faculty and staff for At-Risk Populations
- Faculty Opening Day (General Session information and SSSP Break-out Session)
- Campus-wide Information Campaign including information sessions for all constituencies ( Classified Staff Development, Academic Senate, Chairs and Deans Meeting, AFT Faculty Guild, AFT Staff Guild)
- Orientations for New Faculty and Adjunct Faculty
- Faculty Academy for new faculty members

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<th>5. Coordination with Student Equity Plan and Other Planning Efforts</th>
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<tr>
<td>Describe how the SSSP Plan and services are coordinated with the college’s development of its student equity plan and other district/campus plans and efforts, including Accreditation Self-Study, educational master plans, strategic plans, the Basic Skills Initiative, and departmental program review.</td>
</tr>
</tbody>
</table>

The SSSP plan was developed in concert with the college’s Student Equity Plan and other campus planning efforts. The Equity Plan draft was developed as a result of collaborative dialogues conducted in Spring, Summer, and Fall 2014. Multiple SSSP task force representatives were also members of the committees that developed the Equity Plan. As a part of the Student Equity Plan, several specific activities were proposed in response to identified inequities. These proposed activities were passed on to the SSSP Task Force for discussion and incorporation into the SSSP.

In accordance with accreditation standards, the college has an integrated planning and allocation effort which includes an annual planning and allocation cycle, program review, and strategic plan. Each year LASC reviews and updates its strategic plan. SSSP and Equity Plan goals will be incorporated into the internal scan, which informs each annual update. Program areas that are responsible for different elements of the plan will be including objectives and funding requests as a
part of their respective annual program plans. Progress on the SSSP objectives will be monitored and reviewed along with other program area activities as a part of the program review process.

6. Coordination in Multi-College Districts

In districts with more than one college, describe how policies and Student Success and Support Program services are coordinated among the colleges.

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

Future Steps:
- The appointment of a District wide SSSP Coordinator.
- A district-wide standard appeals policy.
- Implementation of the new Student Information System (Peaplesoft)

SECTION IV. ATTACHMENTS

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

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

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

If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, please attach a copy of the district organization chart, and highlight the district SSSP Coordinator’s position (if it is not identified as such on the chart). If a recent or accurate organization chart is not available at this time, please draw one that includes the minimum elements listed above.
Attachment C, **SSSP Advisory Committee.** Attach a list of the members of the college's SSSP Advisory Committee. This can be a list of individuals and their positions or simply the positions. If the committee is chaired by someone other than the SSSP Coordinator, please highlight the chair on the list of members, and identify the correct name of the committee, (advisory committee, coordinating council, steering committee, etc.). If the committee has standing or formalized subcommittees (e.g., SEP, orientation, budget, training, etc.), please list those also.

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

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

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

Student Success and Support Program Plan Participants

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

Name: Dr. Oscar Cobian
Title: Vice President of Student Services
Stakeholder Group: Student Services

Name: Syed Khaled Hussain
Title: SSSP Coordinator
Stakeholder Group: Student Services

Name: LaTanya Atkins
Title: SFP Counselor, TRIO/STEM
Stakeholder Group: Student Services

Name: Jeffrey Bohn
Title: Faculty Member
Stakeholder Group: Academic Senate

Name: Rose Calderon
Title: General Counselor
Stakeholder Group: Student Services

Name: Ralph Davis
Title: General Counselor
Stakeholder Group: Student Services

Name: Jessica Drawbond
Title: Faculty Member
Stakeholder Group: Academic Senate

Name: Christina Gonzalez
Title: SSSP Counselor
Stakeholder Group: Student Services

Name: Ming-huei Lam
Title: SFP Counselor
Stakeholder Group: Student Services

Name: Reggie Morris
Title: Dept. Chair – Counseling
Stakeholder Group: Student Services

Name: Shauna Carter
Title: Assessment Coordinator
Stakeholder Group: Student Services
RESOURCES

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