Credit

Student Success and Support Program Plan

2015-16

District: Los Angeles Community College District
College: Los Angeles Valley 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[1]. The goal of this program is to increase student access and success by providing students with core SSSP services to assist them in achieving their educational and career goals.

More specifically, colleges are to:

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

INSTRUCTIONS AND GUIDELINES

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

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

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

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

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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.

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

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

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

Resources

- ➢ [Seymour-Campbell Student Success Act of 2012](#)

- ➢ [California Code of Regulations](#)

- ➢ [Chancellor's Office Student Equity web page](#)

- ➢ [Accrediting Commission for Community and Junior Colleges](#)

- ➢ [Chancellor's Office Basic Skills website](#)

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: <u>Los Angeles Valley College</u> _____

District Name: <u>Los Angeles Community College District</u> _____

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

Signature of College SSSP Coordinator: _____

Name: <u>Marco J. De La Garza, Dean of Student Success and Support Services</u> Date: _____

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

Name: <u>Florentino Manzano, Vice President of Student Services</u> Date: _____

Signature of the Chief Instructional Officer: _____

Name: <u>Karen Daar, Vice President of Academic Affairs</u> _____   Date: _____

Signature of College Academic Senate President: _____

Name: <u>Joshua Miller, President Academic Senate</u>_____   Date: _____

Signature of College President: _____

Name: <u>Erika Endrijonas, President</u> _____   Date: _____

Contact information for person preparing the plan:

Name: <u>Marco J. De La Garza</u>_____ Title: <u>Dean of Student Success and Support Services</u>

Email: <u>delagamj@lavc.edu</u>_____   Phone: <u>818-947-2324</u>_____

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.

   - Los Angeles Valley College's SSSP Committee held a retreat in May 2015 to assess the prior year activities and objectives and to evaluate the 2014-15 SSSP Plan's strengths, weaknesses, and opportunities for improvement.
   - The planning process for the 2015-16 SSSP Plan continued at monthly SSSP committee meetings where on-going and new objectives, activities, and goals were discussed and assessed. Student Success Indicator Workgroups were assigned and charged with requesting input from campus constituents. The workgroups assembled reports.
   - The 2015-16 SSSP Plan is presented for approval to the campus Student Success Committee, the Academic Senate, and the Institutional Effectiveness Committee.

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

   - Based on Los Angeles Valley College's comparison data confirming that students who participate in the START program are more successful (persistence) that students not in the START program, the 2015-16 SSSP Plan is expanding the START program to include more students. The START program enrolls first semester students in a math class, English class, and Counseling class. Additionally, the LAVC Student Equity Plan adopted the START program to add a culture-specific class component.

   - The campus Program Review process and feedback from students revealed that there was confusion regarding how to complete the core services: Orientation, Assessment, and Counseling SEP planning. The 2015-16 SSSP Plan includes creating clearly-written printed and electronic instructions for students. Also, the campus promotional marketing and advertising will be coordinated and aligned with the core service message.

   - The MIS data reporting process for the 2014-15 year was cumbersome and labor intensive, resulting in lower numbers than actual participation. The campus and

district are working on an electronic process that would batch data in a timely and more accurate manner.

- LAVC held focus groups to better capture students' experiences on campus. The focus group results revealed that students felt disconnected to the campus. To create a nurturing environment conducive to student concerns, a Professional Development component will be developed and included in the 2015-16 SSSP Plan.

- Although Title 5, Section 555-30 requires all non-exempt, first-time students to participate in core services, it is difficult to enforce. The only consequence for not completing core services is loss of priority registration. The district CSSOs are encouraging the leadership to institute a "hard hold" on registration until students complete the core services.

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

- The Los Angeles Community College District has monthly SSSP Committee meetings where services are coordinated. Additionally, the district CSSO monthly meetings address SSSP Plan concerns.

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.

- The guiding principle in developing the LAVC SSSP Plan, the Student Equity Plan, and the Basic Skills Initiative is aligned with the campus mission, the Educational Master Plan, and the District Strategic Plan.

- SSSP Committee members serve on the Basic Skills Committee, the Student Equity Plan committee, and campus leadership, accreditation, and shared governance. SSSP services are coordinated by all campus constituents to maximize resources, eliminate duplication of effort, and to develop strategies to increase student success.

- For the 15-16 year, SSSP will conduct a crosswalk exercise to ensure alignment and enhance the coordination of effort, eliminate silos, and minimize duplication.

2. Describe the college's student profile.

FALL 2014 DATA, ENROLLED STUDENTS:

Headcount:
- 18,230 credit
- 1,056 noncredit

Gender :
- 56% female
- 44% male

Ethnicity :
- 40% Hispanic
- 30% Caucasian/White
- 9% Asian/Pacific Islander
- 9% Multiple Ethnicities
- 6% Unknown
- 6% Black/African American
- 0% American Indian/Other Non-White

Age :
- 22% under 20
- 37% 20-24
- 24% 25-34
- 13% 35-54
- 4% 55 and Over

Median Age: 27

Student Status:
- 17% First Time Freshman
- 29% New Students
- 65% Continuing
- 7% Returning

Educational Goal :
- 56% Transfer
- 16% Undecided
- 14% Vocational/Job-Related
- 7% Personal Development
- 7% Associate Degree

Unit Load:
- 41% Fewer than 6 units
- 41% 6 to 11.5 units
- 18% 12 or more units

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.

- LAVC has a working relationship with the Los Angeles Unified School District, the Burbank School District and the 11 primary feeder high schools to our campus. Through the efforts of our Outreach team and our SSSP assistant, the high schools allow us to host enrollment sessions and assessments at the high schools for seniors.

- The campus has industry and workforce partners that enroll students in specially-assigned courses. Our unit is available if core services are needed.

B. Orientation

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

- Student participation outcomes in orientation for 2014-15 were below expectations due to two factors: student confusion and data entry problems. For 2015-16, the SSSP data entry process will be converted to an electronic batch system to alleviate miscalculations. Student confusion resulted from students not understanding the difference between online-only orientations and in-person 1st semester planning sessions. Students believed these were both the same. As noted above, a revised written and electronic informational campaign explaining how to complete the core services will be launched for 2015-16.

- To enable more students to fully participate and have a greater understanding, online orientation is being translated into multiple languages (Spanish, Armenian, and Russian).

- The Student Handbook developed in 2014-15 proved to be a useful tool for students. The Student Handbook is now updated and is available electronically on the website, as well as, in print for handouts for in-person counseling sessions. Developing a handbook in multiple languages is also being considered.

- High school seniors will continue to receive pre-admission information and guidance in completing their applications. Due to early class registrations, this process is happening sooner in the academic school year than in previous years.

- Orientation Activities:

  1. Senior Day: Each year, high school seniors are invited to campus after completing their application, online orientation, and assessment to meet for an all-day orientation – counseling event. Based on the outcome for

2014-15, the Senior Day activity for 2015-16 may include more than one day; may be scheduled earlier in the semester, and may require additional resources to allow more high schools to participate. The plan is to have a minimum of 20 senior days from February 2016-April 2016. Senior Days will be scheduled on a need basis.

2. Welcome Fair: Based on 2014-2015 events, Welcome Fair will be held more often and earlier in the enrollment process to encourage students to complete the core services.

3. START: Based on the success analysis of START, new high school students will be encouraged to enroll in Counseling classes which provide students with important information and strategies needed to successfully complete their academic goals.

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

- District MIS data documented the following with respect to the number of New Entering, Non-Exempt Students who completed Orientation:

  Fall 2014:   **2,120** (53% of the target population)
  Spring 2015: **1,721** (67% of the target population)

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

- The percentage of students who have completed Orientation increased from 53% to 67%. Since efforts are being made to address orientation issues, the Fall 2015 data should show a substantial increase in participation.

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

- Emphasis on High School seniors completing the pre-enrollment services.
- Student follow-ups during counseling appointment and same day appointments. Reminding new students through electronic outreach services: e-mails, text messages and voicemails.
- Expanding the Counseling Department's SSSP Awareness Campaign which involves counselors visiting classrooms to explain the importance of SSSP core services.
- Exploring the possibility of open access to campus computers for students to complete their online orientations.
- Consistent and coordinated promotional campaign based on a unified message in all marketing and printed and electronic materials.

3. a. Are orientation services offered online?

    - The college orientation is offered exclusively online and is available 7 days a week, 24 hours a day. The orientation will be available in multiple languages.

    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.

    - An outside vendor has been contracted to develop our on-line orientation and on-line counseling presentations (probation workshops).

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.

    Topics included are:
    - **Student Success and Support Program (SSSP) Requirements**
        - Core services; student and college responsibilities; maintaining registration priority
    - **Educational Programs and Majors**
        - Review of college catalog and schedule of classes
        - Certificates, Associate Degrees, and Transfer options
        - Setting academic goals; choosing a major
        - Educational planning strategies
        - Online and Hybrid classes
        - General education plans
    - **Student Services, Programs, and Learning Resources**
        - Counseling services; and the Career Transfer Center
        - Financial Aid: FAFSA, grants, loans, scholarships
        - Special programs: EOPS/CARE, TRiO, CalWORKS, Disability Office
        - Job Resource Center, Job Training
        - Veterans services
        - Health Center and Psychological Services
        - Child Development Center
        - Tutoring, Library services
    - **College Success Basics**
        - College catalog and schedule of classes
        - Academic calendar and important dates/deadlines
        - Course prerequisites and co-requisites
        - Prerequisite challenge procedure
        - course scheduling, including unit load and recommended study hours
        - Time management
        - Classroom expectations and etiquette
    - **Academic Standards**
        - Grading policies
    - **Academic expectations**
        - Probation/Dismissal/Reinstatement
        - Satisfactory Academic Progress

- ▪ **Campus Life**
  - -The Arts
  - -Athletics/Sports
  - -Student Government
  - -Clubs
- ▪ **Student Conduct and Campus Safety (and related board rules)**
  - -Disciplinary actions
  - -Academic integrity and honesty
  - -Sexual Harassment policy
  - -FERPA, Clery Act
  - -Violence Against Women Act (VAWA)
  - -Sheriff's Office
  - -Smoking policy
  - -Emergency response plan
  - -Parking

 (The updated online orientation will be in compliance with federal and state guidelines for Title IX and Alcohol Awareness.)

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.

    <u>LAVC – SSSP – ORIENTATION – STAFF</u>
    - **Counselor, classified, and unclassified assignments are comprehensive and include all core services. Salaries and benefits funded by SSSP will appear in Orientation, Assessment, Counseling, and Follow-up. These costs will be divided between the categories on the budget.**

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
12.5	Counselors – General	Provide core services	Match/GF
2.0	Counselors – SFP	Provide core services	Match
4.5	SSSP Counselors	Provide core services	SSSP
4.0	Counselor –Hourly	Provide core services	SSSP
.25	Dean – Student Life	Provide activity support	Match/GF
1.0	Student Services Assistant	Coordinates high school assessments, online orientations, and educational planning sessions	SSSP
2.0	Unclassified Staff	Service Support	SSSP

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.

Orientation Expenditures – Counselor assignments are comprehensive. Total amount divided across core services.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
1000	Academic Salaries/Counselors	SSSP	$ 675,505
	Counselor – Hourly	SSSP	$ 196,000
	Dept Chair/General Counselors	Match/GF	$1,400,716
	Counselors – SFP	Match	$ 91,896
2000	Classified – Student Svc. Specialist (1.0 Only)	SSSP	$ 54,573
	Unclassified (2.0 Only)	SSSP	$ 72,000
3000	Benefits (SSSP Only Above)	SSSP	$ 207,616
4000	Supplies and Materials/Printing	SSSP	$ 25,000
5000	Other Operating Expenses/Bus Transportation, Translation Services, Marketing, Activity Contracts	SSSP	$ 75,000

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?

   - LAVC is currently working on developing alternate forms of multiple measures and components for placement. We are in the process of using a summer bridge math program as a multiple measure for students who successfully complete the bridge. The use of high school grades and other measures is being piloted as part of the Multiple Measures Project.

   - The California Statewide Assessment instrument has yet to be selected.

   - The campus Assessment Website provides students with videos on the importance of taking the assessment serious and also videos on the process of elimination. We have yet to find a way to make the viewing of the video a requirement.

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

   - Fall 2014 – New/Non-Exempt Students – 3,109 Completed Assessments
   - Spring 2015 – New/Non-Exempt Students – 1,978 Completed Assessments

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

- Fall 2014 – 78% of Target Population
- Spring 2015 – 78% of Target Population

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

- LAVC is looking into different ways to ensure student participation in the placement process. We are considering assigning students assessment appointments and sending their appointment using our messaging service.

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

- LAVC assesses approximately 14,000 students annually in English, math, ESL and reading. The assessment tool is computerized, providing results immediately upon completion.

- The Assessment Center is open year-round on an appointment basis. Appointments are made by phone or in-person. For 2015-16, online appointments will be available to students.

- Students who wish to attend LAVC and take an assessment must first apply to the college online and receive their Student ID number electronically prior to taking the placement. Additional email messages are sent to students directing them to the campus assessment center and orientation website pages.

- The Assessment Center office and website provide students with links to websites for test preparation. Additionally, the Assessment Center website includes a student-friendly video illustrating the importance of test preparation. For 2015-16, this video will be modified to include new and expanded information regarding assessment and core SSSP services.

- For the 2015-16 SSSP, LAVC is exploring additional options available for helping students prepare for the assessment; possible assessment preparation workshops, additional online tutorials, and a printed guidebook are being discussed.

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.

- Los Angeles Valley College uses The College Board's ACCUPLACER online assessment for English, ESL, mathematics, and reading placements.

- Third-party tests are used to determine if a student is college ready and qualifies to enroll in college-level English or general education math: CSUs EPT/ELM, AP, ACT, and SAT scores.

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

- March 1, 2014 – March 1, 2016

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

- The Math Department completed their validity study in 2011. The English Department is due to complete in Fall 2015.

5. a. What multiple measures are used?

- LAVC 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.

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

- An algorithm is included in the scoring process that takes the points allotted to each question and incorporates them to the final results.

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

- LAVC meets Title 5, sections 55502 and 55522 requirements on Multiple Measures. When using English, mathematics, or ESL assessments for placement, one or more other measures are used to comprise multiple measures.

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.

- LAVC accepts placement results from within the district and from all 113 colleges in California with supporting documentation. All placements must be less than two (2) years old. Out-of-State placements must be evaluated by a Counselor. Placements from an adult education program must be evaluated by a Counselor.

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

- Policies and practices are available to students on the website, <u>http://www.lavc.edu/assessment</u>, and in the schedule of classes and catalog.

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

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1.0	Student Services Specialist	Assessment Coordinator	SSSP
0.4	Senior Exam Proctor	Supervise A shift staff and proctor off-campus assessments. Monitor test room and administer tests	SSSP
1.5	Program Assistants	Assist students in test room, answer phones and questions. Set up appointments.	SSSP
1.0	Exam Proctors	Service Support	SSSP

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

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
2000	Classified/Unclassified Staff	SSSP	$135,000
3000	Benefits	SSSP	$ 32,000
4000	Office Supplies/Assessment Units	SSSP	$ 90,000
5000	Other Operating Expenses/Contracts - CELSA ATB Computer Scoring, Video Production	SSSP	$ 30,000

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?

   - Counseling services are available on-line and in-person. For the on-line-only student and for students who prefer online, the Counseling department expanded its online services. The campus Counseling webpage includes an "Ask a Counselor" feature for students who don't have the time to come into the office to have a fairly direct question answered. Additionally, enhanced features demonstrating how to navigate through the registration process and how to understand probation status are included as tutorials.

   - For the 2015-16 year, the counseling webpages will continue to be updated and translated into multiple languages to assist students.

   - In addition to the online orientation, a 1st Semester Planning guide is also available to students online. For the 2015-16 year, the Counseling Department is expanding this feature to include a multi-media presentation that will allow students to produce an abbreviated Student Education Plan (SEP). This planning feature will include a follow-up component in which a Counselor contacts the student via email and assist in the planning with feedback and guidance.

   - For 2015-16, the Counseling Department is also working with the Informational Technology unit of the campus in the developing this electronic SEP that can be stored and then accessed by all counselors on campus working with the student.

   - The Counseling unit also sees the need for a Counseling 1 class to be developed and approved as an online and/or hybrid course for students.

   - Since our participation data revealed that students prefer in-person education planning, additional group and individual counseling appointments were added. For the 2015-16 year, 1st Semester Planning will again be offered either online or in-person.

   - Student with same "decided" major were given the opportunity to attend specialized in-person group counseling sessions (by major) to develop a Comprehensive Student Educational Plan (CSEP). For these counseling major workshops-planning sessions, the Counseling unit developed over 24 educational plans that integrate major and goal. These "decided" workshops will continue for the 2015-16 year.

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

<u>LAVC Counseling Department Student Contact Statistics</u>

Type of Service	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Total
Online Orientation			407	1258	1665
1st Semester SEP Sessions			1385	1223	2608
Counseling Appointments:					
Drop-in (15 min.)			1546	1887	3433
30 min.			3796	4019	7815
60 min, (transcript evals.)			499	409	908
Registration Counseling (drop-in during high demand periods, without appts.)			2442	1025	3467
At Risk Interventions:					
Undecided Students				100	100
Probation I online workshop			TBD	TBD	TBD
Probation II workshop			251		251
Total of all services:			**10,326**	**9,921**	**20,246**

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

LACCD MIS data reported for Orientation and SEP (new entering students)

<u>Fall 2014</u>
Orientation: 2,120 students; 53% of total
SEP (Couns.): 2,709 students; 68% of total

<u>Spring 2015</u>
Orientation: 1,721 students; 67% of total

SEP (Couns.): 1,859 students; 73% of total

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

- Increase outreach to high school seniors

- Continue the OAC (Orientation, Assessment, Counseling – Educational Planning) Awareness Campaign on campus in which Counselors visit classrooms each semester to inform students of the importance of the core services

- Continue the reinstituted liaison program with counselors and teaching faculty to foster awareness of OAC

- Align and clarify Counseling OAC message with informational materials and assistance of other Student Services and Academic Resource units on campus.

- Continue outreach to students via our messaging service that can send emails, text messages and voicemails to students

- Continue the Counseling Department "hotline" phone lines answered by unclassified staff to address student questions and concerns on how to make an appointment, attend a planning session, attend a probation workshops and other important resource information and guidelines

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

- Counseling services are available online, and as group counseling/advising sessions, individual counseling appointments, workshops and visits to classrooms. Counseling classes, online- "Ask a Counselor" by email service.

- Counseling classes are also available and are recommended to first time students.

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

- Drop-in counseling services are offered daily on a first-come, first-served basis. These counseling sessions are designed as 10 minute sessions for a quick response to a question. Students are required to make either a 30 minute or 60 minute appointment based on assistance needed.

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

- The average wait time for an appointment to see a counselor is 1-2 weeks.

- Drop-in counseling is on a first-come, first-served basis and in most cases all students seeking services are accommodated.

- For 2015-16, the Counseling Department plans on using an appointment software program that can remind students of their appointments; thus reducing the number of "no shows."

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.

- Non-exempt, new students are required to complete an abbreviated student education plan (SEP) either on-line or at an in-person session conducted by a counselor.

- Both options provide the student with an explanation of assessment results, an overview of the college's educational programs and requirements, a guide to the enrollment process and deadlines, and a program of courses recommended for the first semester based on student's assessment results and educational program goal.

- The different levels (basic skills to college level) of English, Math, and Developmental Communication (reading) are explained. Additionally, a brief description of general education requirements, major courses, and electives is included.

- Students are also informed of the state SSSP requirements and how this affects priority registration. Lastly, the next steps of when and how to complete a Comprehensive Student Educational Plan (CSEP) are addressed.

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

- During the in-person, 1st Semester planning session, students are encouraged to enroll in Counseling 1 (Introduction to College) or 20 (Post-Secondary

Education: Scope of Career Planning) as ways to develop their Comprehensive Student Educational Plan (CSEP).

- "Undecided students" are invited to attend a workshop to assist them in setting educational goals. These "Undecided Workshops" are offered continuously each semester. After each workshop, students are encouraged to make a career counseling appointment for follow-up guidance.

- "Decided students" are encouraged to make an individual counseling appointment or to attend a comprehensive educational planning workshop. The comprehensive educational plan is a collaborative effort in which the counselor and student discuss the entire set of courses (major, general education, prerequisites, and electives) that are required for the student to complete the goal and at minimum; a two semester plan of coursework is created. At these group sessions, a completed SEP form is reviewed, approved, and electronically uploaded for data collection and further reference.

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.

   The technology tools used for education planning include:
   - Online- "Ask a Counselor" by email.
   - Assist - Statewide student transfer information for students planning to transfer from California community colleges to a UC or CSU.
   - College Source- An on-line library of college catalogs used to review course descriptions and for transcript evaluations.
   - Websites accessed during planning sessions include but are not limited to: CSU Mentor, UC Transfer Admissions Planner and the Transfer Counselor Website.
   - LAVC Counseling Web Page- Electronic forms include: Abbreviated SEP, Student Educational Plan, New Student Orientation, New Student Handbook
   - First semester SEP PowerPoint & Comprehensive SEP PowerPoint
   - PowerPoint presentations for Probationary Students and Undecided Students
   - LACCD-PeopleSoft Student Information System- Degree Audit and Education Planning Program- Scheduled to be available Fall 2016- An educational tool to help develop and track student educational plans
   - Additional technology include on-line career assessments and resources (EUREKA, O*Net, California Career Zone, etc.)

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.

<u>LAVC – SSSP –COUNSELING, ADVISING, AND EDUCATIONAL PLANNING– STAFF</u>
- **(*)Counselor, classified, and unclassified assignments are comprehensive and include all core services. Salaries and benefits funded by SSSP will appear in Orientation, Assessment, Counseling and Follow-Up. These costs will be divided between the categories on the budget.**

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
12.5	Counselors – General	Provide core services	Match/GF
4.5	SSSP Counselors	Provide core services	SSSP
4.0	Counselor – Hourly	Provide core services	SSSP
1.0	Student Services Asst.	Assist with coordination of all events and workshops; responsible for data collection and documentation.	SSSP
2.0	Retention Specialists	Assist with direct contact with students to ensure progress and success - staying on track with ed plan and appointments with counselors	SSSP
2.0	Office Assistants	Office support with clerical tasks; appointment and workshop scheduling, scanning of SEP's; data entry, address student requests and questions.	SSSP
9.0	Unclassified Staff	Service support	SSSP

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.

* Expenditure previously noted.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
1000	Academic Salaries/Counselors Counselor - Hourly Counselor	SSSP SSSP Match/GF	$ 675,505***** $ 196,000***** $1,056,000*****
2000	Classified/Unclassified Staff	SSSP	$ 384,894
3000	Benefits	SSSP	$ 104,030 (New Only)
4000	Supplies/Materials/Printing	SSSP	$ 25,000
5000	Other Operating Expenses/Online Vendor Contract, Translation Services, Appointment Software, Equipment Maintenance	SSSP	$ 75,000
6000	Capital Outlay – Counseling Equipment - Computers, Printers, Shredder	SSSP	$ 20,000

E. Follow-Up for At-Risk Students

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

   - Los Angeles Valley College defines At-Risk students as:

     1. Students enrolled in Basic Skills Courses

        (a) The Workshop Series for Basic Skills students (note-taking, time management, test preparation skills, grammar and math reviews, etc.) will continue in 2015-16.
        (b) Workshops will be offered more often and throughout the academic year.
        (c) Outreach to the teaching faculty and to students is being developed.

     2. Students who have not identified an educational goal and course of study

        (a) Undecided students are encouraged to enroll in a Counseling course, attend workshops, and visit the Career Transfer Center to explore career and academic goals.
        (b) To further assist students, the undecided workshops will now include an in-person career assessment and a "next steps" section.

    (c) Students are sent printed letters and emails with dates/times of workshops; additionally workshops are promoted across the campus in print and electronically.

   3. Students on Academic or Progress Probation

    (a) Students on academic or progress probation are initially directed to the online Counseling tutorial. Students are required to attend workshops. To allow better student access and participation, these workshops are now being scheduled earlier in the summer and offered for an extended time in the fall.

   4. Black/African-American and Latino males

    (a) A comprehensive plan to assist Black/African-American and Latino males is incorporated in the campus Student Equity Plan.

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

- 8,900 Students were provided with follow-up services.

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

- This number represents 39% of the target population.

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

- Notifications to students via our messaging service will be part of our 2015-16 efforts to ensure student participation
- Workshops and services will be broadly promoted in print and via electronic media on campus.

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

- Students are encouraged to utilize all the academic and learning resources available on campus. The campus has a robust tutoring center, writing center, and math lab. The
- The Counseling Department's Career Transfer Center is fully staffed with unclassified counseling assistance to direct students to software programs and tutorials.
- Undeclared major workshops and academic/progress probation workshops are conducted by the Counseling Department with additional information available on-line.
- Basic Skills Workshops are conducted in the Academic Resource Center.

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

- Students are notified during counseling session, on the campus website, and with classroom announcements.

- For the 2015-16 year, notifications will also be sent via our messaging service

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

- Workshops delivered in person in a group workshop conducted in the Counseling Department using an interactive presentation.
- Basic Skills workshops are delivered in groups.
- Academic and Progress Probation tutorials are available on-line.

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

- Faculty are encouraged to send alerts to students via our portal or direct email. Faculty alerts can be sent to student support services for follow-up.

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.

LAVC – FOLLOW-UP SERVICES - AT RISK STUDENT – STAFF

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
.2 1.0	NT Instructors Faculty Faculty	Workshop Leaders Academic Resource Director Academic Resource NT Faculty	SSSP Match/GF Match/GF
1.0	Classified Staff	Academic Resource Center	Match/GF
.5	Unclassified	Service Support	SSSP

LAVC SSSP – COORDINATION AND DEVELOPMENT STAFF

1.0	Dean of Student Success and Support	Coordination of all SSSP services	SSSP
1.0	Administrative Analyst	Data Collection and management MIS Reporting, Messaging Communications	SSSP
1.0	Research Analyst	Institutional Research – SSSP Data	SSSP
1.0	Senior Secretary	Admin. Support for Dean	SSSP

1.0	A&R Records Asst.	Transcript Analysis	SSSP
1.0	Retention Specialist	Follow-up contact with students	SSSP

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.

LAVC – FOLLOW-UP SERVICES - EXPENDITURES

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
1000	NT Faculty/ Workshop Leaders	SSSP	$ 8, 000
2000	Unclassified – Service Support	SSSP	$10,000
3000	Benefits	SSSP	$ 1,600
4000	Supplies/Printing	SSSP	$ 2,500
5000	Other Operating Expenses	SSSP	$ 2,500

LAVC SSSP – COORDINATION AND DEVELOPMENT - EXPENDITURES

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
1000	Dean of SSSP VP Student Services (.20)	SSSP Match/GF	$141,000 $ 35,830
2000	Classified – Unclassified Staff Admin Analyst Senior Secretary A&R Transcript Evaluation Unclassified Staff	SSSP	$190,232
3000	Benefits	SSSP	$ 118,784
4000	Supplies/Printing	SSSP	$ 79,487
5000	Other Operating Expenses – Messaging Contract – Advertising-Marketing – Professional Development - Travel	SSSP	$ 100,500

F. Other SSSP/Match Expenditures

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

- The Office of Institutional Effectiveness (OIE) will evaluate the stated interventions (e.g. orientation, counseling, other support services) to evaluate performance of stated goals and drill down to see the performance of between the various subgroups (e.g.. Identified at risk populations). The OIE will explore models to determine the proportion of new students (SSSP cohort) who complete outcomes (e.g. certificate, degree or transfer programs) within the determined time period. The OIE will also evaluate progress toward other momentum points (e.g. basic skills completion, completion of 30 and 60 units) in order to determine progress, performance gaps and barriers.

- The Office of Institutional Effectiveness will assist the program areas in their evaluation of service and learning outcomes to ensure alignment with SSSP goals and areas of improvement or development to support SSSP related activities. Evaluation includes data extraction, merging and reporting, surveys, focus groups or interviews.

LAVC – INSTITUTIONAL RESEARCH - EXPENDITURES

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
1000	Research Analyst	Match/GF	$129,000
2000	Research Analyst	SSSP	$ 68,000
3000	Benefits	SSSP	$ 29,000
		Match/GF	$ 34,110

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

Budget Code	Expenditure Title/Description	Funding Source	Amount
	Admission & Records Registrar & Assistants-Technicians	Match/GF	$822,199
	Admission & Records Benefits	Match/GF	$351,170

	Student Services Specialist	Match/GF	$68,375
	Benefits		29,204
	Personal Development Faculty	Match/GF	$41,042

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.

Exemption Criteria

Based on title 5 section 55520 Los Angeles Valley 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.

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

- **Spring 2015**
- **Exempt Percentage**

Assessment – 8%	Orientation – 9%	SEP – 9%

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.

> Los Angeles Valley College does not have a process for students to appeal mandatory participation in SSSP activities; however students have the right to:

a. Appeal their SSSP classification (exemption status) based on alleged unlawful discrimination or unlawful application of the law. Students may file an appeal with the College Ombudsperson. In the case of appeals based on the exemptions criteria the burden of proof is on the student and all relevant materials must be submitted with the appeal.

Request that their participation in assessment be waived because they have completed assessment at a California Community College within the last two years or have completed the Early Assessment Program (EAP) through the California State University System. The **Matriculation Assessment Exemption Request**

b. is available in the Office of Admissions and Records. Students must submit the waiver along with proof of assessment.

c. Appeal their Registration Priority Loss. Registration Priority Loss Appeals are collected by the Office of Admissions and Records and reviewed by the College's Petitions Committee.

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.

Prerequisite Procedures
   a. **Establishing and Reviewing Prerequisites:**

      In accordance with Title 5, section 55003, and the District's Policy and Prerequisites, Co-requisites, and Advisories, all course and program prerequisites are established when faculty in the discipline submit a request and appropriate validation form to the Curriculum Committee for approval. For course prerequisites and co-requisites within the discipline, rigorous content review is used to establish entry and exit skill alignment. The skills are based on the course outline of record including course objectives and types of assignments required in the course. Review of the course outline is 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 prerequisite course requires skills in communication or computation (i.e., English or mathematics) then the prerequisite course is statistically validated through the Office of Institutional Effectiveness in addition to rigorous content review. If a course is required by statute or regulation, is part of paired lecture-lab courses within a discipline, is required by four-year institutions, or baccalaureate institutions will not grant credit for a course unless there is a prerequisite in communication or computation, then neither rigorous content review nor statistical validation is required.

      Prerequisites, co-requisites, and advisories are reviewed at least once every six years using the same criteria as used for the establishment of prerequisites, co-requisites, and advisories.

   b. **Considering Challenges:**
      Los Angeles Valley College allows students to challenge prerequisites on the basis of:
- The student has the documented knowledge or ability to succeed without meeting the prerequisite/co-requisite.
- The prerequisite/co-requisite is not reasonably available
- The prerequisite/co-requisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner.
- The prerequisite/co-requisite has not been established in accordance with the district's process.
- The prerequisite/co-requisite is in violation of title 5 section 55003.

First-Level Challenge:
Students challenge prerequisites though the Department Chair
that oversees the department offering the course. The
Department Chair reviews the petition and
renders a decision.

> **Option 1:** If the challenge is granted, the student takes the Challenge to the
> Office of Admissions & Records for processing.
>
> **Option 2: If the challenge is denied and the student chooses to appeal
> the denial, the student** brings the Challenge to the Office of
> Admissions & Records. A&R adds the student to the class (if they have
> an Add Permit) and notifies the Office of Academic Affairs to convene
> an appeals committee commencing a second-level challenge.

Second-Level Challenge:
The area Academic Affairs Dean convenes an Appeals Committee. Appeals Committee
Membership requires an Academic Affairs Dean and two faculty
members at least one of which if from the discipline.

> **Option 1:** If the appeal is granted, the student is allowed to remain in
> the class.
>
> **Option 2:** If the appeal is denied, the student is excluded from
> the class and
> notified of the committee's decision.
>
> **Option 3:** If the Appeal's Committee fails to render a decision
> within 5 working days of the appeal's submission, the Challenge
> is granted by default and the student remains in the class.

SECTION IV. PROFESSIONAL DEVELOPMENT

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

- The College plans several activities to involve, inform, and train the campus community. These activities include:

  - SSSP Town Hall
  - Counselor Training
  - Student Services Classified Staff Training in Roles and Responsibilities in meeting the SSSP guidelines.
  - Campus Committee Outreach to define Equity

- 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 Student Services Newsletter, information sessions for all constituencies (Classified Staff Development, Academic Senate, Chairs and Directors Meeting, AFT Faculty Guild, AFT Staff Guild)
- Orientations for New Faculty and Adjunct Faculty

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
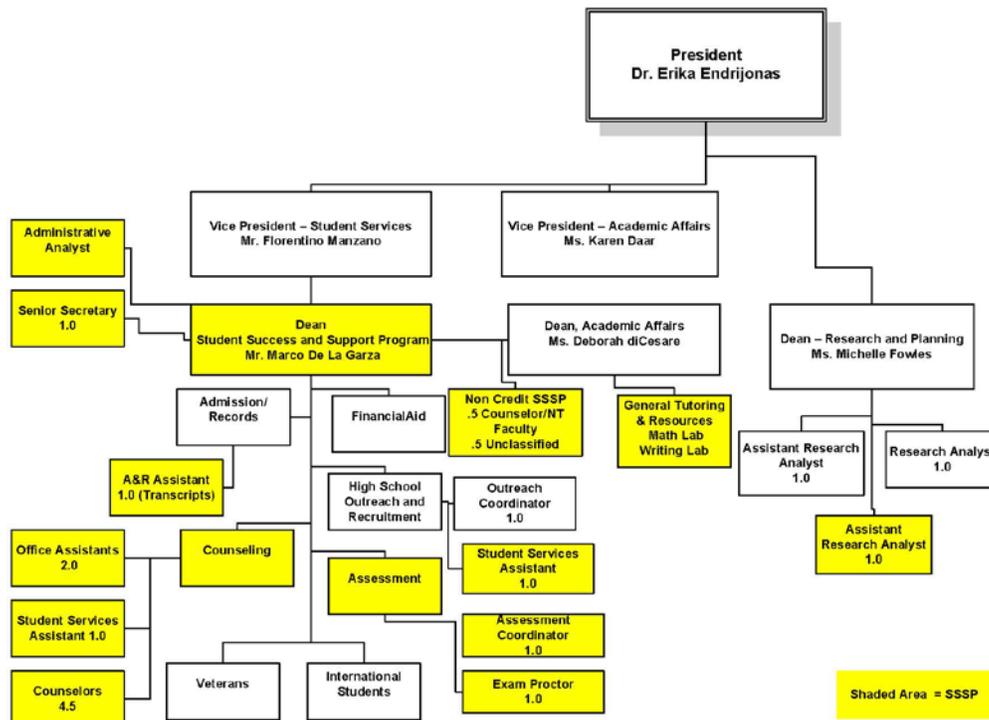(916) 323-5953

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.

Name	Title	Stakeholder Group
Marco J. De La Garza (Chair)	Dean of Student Success and Support Services	Student Services
Florentino Manzano	Vice President, Student Services	Student Services
Deborah diCesare	Dean	Academic Affairs
Joel Trudgeon	Student Recruitment Coordinator	Advanced College Enrollment (ACE)
Ashley Dunn	Registrar	Admissions
Raquel Sanchez	Assessment Center Coordinator	Assessment
La Vergne D. Rosow	Faculty	AFT College Guild Academic Senate
David Valentino	Classified	AFT Classified
Margaret Karkisyan	Counselor	Counseling Department
Kristine P. Aslanyan	Counselor	CalWORKS
Richard Brossman	Counselor	Counseling Department
Barbara Goldberg	Counselor	Counseling Department
Ron Mossler	Chair	Developmental Communications
Katie Tejeda-May	Counselor	Services for Students with Disabilities (SSD)
Cheryl Stoneham	Faculty	English Department
Alma Olivares-Luera	Counselor	Extended Opportunity Programs & Services(EOP&S)
Steve Castillo	Chair	Math Department
Lilit Davoyan	Faculty	Non-Credit
Amadeo Quilici	Faculty	Non-Credit
Michelle Fowles	Dean	Institutional Research
Ani Zarpas	Research Analyst	Institutional Research
Emil Kirakosyan	Student	Student
Erica Martel-Cruz	Student	Associated Student Union
Saleem Moinuddim	Student	Associated Student Union

Attachment B
Student Success and Support Program Organization Plan

Los Angeles Valley College
Student Success and Support Program
Organizational Chart
2015-2016

President
Dr. Erika Endrijonas

Vice President – Student Services
Mr. Florentino Manzano

Vice President – Academic Affairs
Ms. Karen Daar

Administrative Analyst

Senior Secretary 1.0

Dean
Student Success and Support Program
Mr. Marco De La Garza

Dean, Academic Affairs
Ms. Deborah diCesare

Dean – Research and Planning
Ms. Michelle Fowles

Admission/ Records

FinancialAid

Non Credit SSSP
.5 Counselor/NT Faculty
.5 Unclassified

General Tutoring & Resources
Math Lab
Writing Lab

Assistant Research Analyst 1.0

Research Analyst 1.0

A&R Assistant 1.0 (Transcripts)

High School Outreach and Recruitment

Outreach Coordinator 1.0

Assistant Research Analyst 1.0

Office Assistants 2.0

Counseling

Assessment

Student Services Assistant 1.0

Student Services Assistant 1.0

Assessment Coordinator 1.0

Counselors 4.5

Veterans

International Students

Exam Proctor 1.0

Shaded Area = SSSP

Attachment C
Student Success and Support Program Advisory Committee

Erika Endrijonas	President	Stakeholder Group
Marco J. De La Garza	Dean of Student Success and Support Services	SSSP Coordinator (Chair)
Florentino Manzano	Vice President, Student Services	Student Services
Joel Trudgeon	Student Recruitment Coordinator	Advanced College Enrollment (ACE)
Ashley Dunn	Registrar	Admissions
Raquel Sanchez	Assessment Center Coordinator	Assessment
La Vergne D. Rosow	Faculty	Academic Senate
Deborah diCesare	Dean	Academic Affairs
David Valentino	Classified	AFT Classified
	Student	ASU
Kristine P. Aslanyan	Counselor	CalWORKS
Richard Brossman	Counselor	Counseling Department
Barbara Goldberg	Counselor	AFT College Guild
Ron Mossler	Chair	Developmental Communications
Katie Tejeda-May	Counselor	Services for Students with Disabilities (SSD)
Cheryl Stoneham	Faculty	English Department
Alma Olivares-Luera	Counselor	Extended Opportunity Programs & Services(EOP&S)
Steve Castillo	Chair	Math Department
Lilit Davoyan	Faculty	Non-Credit
Amadeo Quilici	Faculty	Non-Credit
Michelle Fowles	Dean	Institutional Research
Ani Zarpas	Research Analyst	Institutional Research