Student Success and Support Program Plan
(Credit Students)

2014-15

District: RIO HONDO COMMUNITY COLLEGE DISTRICT
College: RIO HONDO 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).

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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 enroll 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 1. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: Rio Hondo College

District Name: Rio Hondo 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: [Signature]
Name: Dr. Mike Muñoz Date: 10/12/14

Signature of the SSSP Supervising Administrator or Chief Student Services Officer: [Signature]
Name: Mr. Henry Gee Date: 10/14/14

Signature of the Chief Instructional Officer: [Signature]
Name: Dr. Kenn Pierson Date: 10/14/14

Signature of College Academic Senate President: [Signature]
Name: Dr. Vann Priest Date: 15 Oct 2014

Signature of College President: [Signature]
Name: Supt./President Teresa Dreyfuss Date: 10/14/14

Signature of District Chancellor: [Signature]
Name: [Name] Date: [Date]

Contact information for person preparing the plan:
Name: Dr. Mike Muñoz Title: Dean of Counseling & Student Success
Email: mrmunoz@riohondo.edu Phone: (562) 908-3467
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.

**IIa. 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.).

The target audience to be served by Orientation Services are all New, Returning, and Transferring Students, which includes approximately 5,500-6,000 first-time students. Delivery methods include an Online Orientation known as My Online Orientation which is available to all students via our AccessRio Student Portal, a .5 Unit Orientation & Ed Planning Course (COUN 105), and Counselor-led In-Person Orientations for special populations such as local High School students, EOP&S. Rio Hondo College has strong partnerships with all local high school districts and conducts application workshops and onsite Assessment & Orientations at 25 local high schools. All first-time students are required to complete an Orientation before registration. Currently, the SSSP Committee is developing a series of Online Orientations designed to target students at 30 units.

2. Identify the staff providing orientation, including the number of positions, job titles and a brief one-sentence statement of their role.
   - Dean of Counseling (1 FT Position)—Provides direction and oversight of Orientation services.
   - SSSP Program Manager (1 FT Position)—Identifies first time in college students and is responsible for notifying them of assessment and orientation services and requirements
   - Counselors (# Positions vary)—Counselors are assigned Orientation Workshops and provide Orientation Services to students
   - Student Services Assistants (1FT and 5PT)—Supports high school students and other at-risk student groups with preparing and completing Orientation services.

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 requirements.

Rio Hondo College contracts with COMEVO as the Online Orientation Content Management and Learning Management System. The staff support to implement the My Online Orientation portal includes the SSSP Program Manager as the Content and Learning Management Manager, IT Systems Analyst as the designee who ensures AccessRio Portal Integration, and Two Counselors who periodically meet and review the content submitted to the SSSP Program Manager.

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)
(1) Academic expectations and progress and probation standards pursuant to section 55031;
(2) Maintaining registration priority pursuant to section 58108;
(3) Prerequisite or co-requisite challenge process pursuant to section 55003;
(4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621
(5) Description of available programs, support services, financial aid assistance, and
campus facilities, and how they can be accessed;
(6) Academic calendar and important timelines.
(7) Registration and college fees.
(8) Available education planning services

As part of the SSSP Committee, an Orientation Subcommittee was convened in Winter of 2013 to review the current Rio Hondo College Orientation services and address the inclusion of any missing items from the Orientation Checklist. The committee consisting of the Dean of Counseling & Student Success, three Counselors, and an Educational Advisor met through May of 2014 and revised the orientation content based on the Orientation Checklist. In addition to revising the Orientation services to include all required information as identified on the Orientation Checklist, the Subcommittee adopted a hybrid orientation service model which includes both In-person and Online delivery of Orientation services. My Online Orientation was successfully launched in July of 2014 and is available to all students via their AccessRio student portal. Students have unlimited access to their My Online Orientation and may revisit all or part of the Orientation Modules at any point during their academic pathway.

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.

The College convened an Orientation Work Group in Winter of 2014 to review and update Orientation services and content. As a result, the College determined the need to expand Orientation services to students who complete 30 Units. These students will be targeted to complete an Online 30-Unit Orientation. The SSSP Committee will be discussing what policy and/or procedures will need to be in place to incentivize students to participate in a 30-Unit Orientation.

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.).

An estimated 5,500-6,000 First-time in College students and Transfer Students will be assessed in math, reading, and English annually. Mandatory assessment testing in math, reading, and English is required for all First-time in College students. Assessment testing methods include ACCUPLACER testing for English and Reading placement and Math Diagnostic Testing Placement (MDTP) and ACCUPLACER testing for math placement. Assessment testing is conducted on campus in a brand new state of the art Assessment Center located in the Learning Resource Center, onsite at two Educational Centers: South Whittier and El Monte, and onsite at 25 local partner high schools. Rio Hondo College has strong partnerships with its service area high school districts.

The College provides onsite assessment testing at Whittier HS, California HS, Santa Fe HS, La Serna HS, and Pioneer HS in the Whittier Union High School District. El Monte HS, South El Monte HS, Mountain View HS, Arroyo HS, and Rosemead HS in the El Monte Union High School District, El Rancho HS in the El Rancho Unified Schoo District. Montebello HS and Schurr HS in the Montebello Unified School District. In addition to these service area high schools the college will begin onsite testing this Spring 2015 at the following high schools: Downey HS, Bassett HS, Los Altos HS, Baldwin Park HS, and Sierra Vista HS. Assessment testing at local high schools is conducted in March through May for graduating Seniors. Graduating HS Seniors who are unable to assess at local high schools are encouraged to complete their assessment test
on campus at the Assessment Center or at one of the Educational Centers. The Assessment Center and testing is open year round. For convenience students may schedule an appointment or drop-in for assessment testing.

Below is a summary of assessment tests offered by the College:

**Assessment Tool offered at Rio Hondo College and off-campus sites**— ACCUPLACER – Sentence Skills (English), ESL Language Use (ENLA),(Reading Comprehension (Reading) -MDPT – (math) Algebra Readiness Test, Elementary Algebra, Intermediate Algebra, Pre-Calculus test

**Assessment Tool offered for Long Distance Testing and High Schools**
ACCUPLACER – Sentence Skills (English), ESL Language Use (ENLA),
ACCUPLACER – Reading Comprehension (Reading)
ACCUPLACER – Basic math (Math 20, 30, 50)
ACCUPLACER – Elementary Algebra (50, 70, 60)
ACCUPLACER – College Math (70 or transfer level math)
ACCUPLACER – score of 77-120 (refer to MDTP pre-calculus test)

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.
   - Dean of Counseling & Student Success (1 FT Position)—Provides direction and oversight of Assessment Center services.
   - SSSP Program Manager (1 FT Position)—Identifies first time in college students and is responsible for notifying them of assessment and orientation services and requirements
   - Testing Technicians (3 FT positions)—Administers assessment testing and inputs assessment results into the Student Information System (Banner).
   - Counselors (Multiple Positions)—Interprets assessment testing results and utilize multiple measures to place students in math, reading, and English courses.
   - Students Services Assistants (1FT and 5PT)—Supports high school students and other at-risk student groups with preparing and registering for Assessment testing.
   - Evaluators (3 FT Positions)—Evaluates students previous academic history for placement in math and English courses
   - Research Analyst (1FT position)—Supports assessment placement with inquiries and validation studies of assessment testing and multiple measures placement.

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.

Below is a list of assessment tests offered through the Assessment Center and Educational Centers in a computer lab via a secured web-based testing server:

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ACCUPLACER – College Math (70 or transfer level math)
ACCUPLACER – score of 77-120 (refer to MDTP precalculus test)
• If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement. The College utilizes both non-cognitive indicators and previous academic history (HS Transcripts) with two-year recency for placement in math and English. Below are the Multiple Measures Guidelines used for placement in math and English:

• Math Placement- Multiple Measures guidelines for math allows students to be placed into a RHC math course that is comparable to their last successfully passed math course in high school. Students must demonstrate with a high school transcript the successful completion of the comparable class with a least a C each semester. This criterion is applied if the student is within 2-years of their last high school math class. The counselor applying multiple measures will also verify students’ responses to non-cognitive questions. Any student with high school classes that do not have a counterpart at Rio Hondo should be referred to the Math & Science Division (this is a continuation of our current practice).

• English Placement- Multiple Measures guidelines for English allows students to be placed into a higher level RHC English course if the student’s score is within 10% below the cut point, can demonstrate with a high school transcript a grade A or B in 11th grade English, and demonstrates appropriate responses to non-cognitive questions. This criterion is applied if the student is within 2-years of their last high school English class.

• If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.

• Not applicable.

• 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.)

• The College has developed an algorithm to match electronic HS Transcript Grades from data shared and received from Partner High School Districts to RHC Student Assessment Results. Students are then placed into an appropriate Math level based on Multiple Measures guidelines developed by Math faculty which crosswalks High School Math Courses with Rio Hondo College Math Courses. Currently, this algorithm places 400 students in Math—with the goal to expand to 1,100 students next year. Students who are not able to place using the algorithm will continue to have multiple measures applied to their placement by a counselor.

4. Describe the college’s or district’s policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, if applicable, and colleges outside of the district.

Currently, the College only accepts the math scores from Mount San Antonio College. Rio Hondo College has been selected as one of 12 colleges to participate as a Pilot College for the Common Assessment Initiative. As a Common Assessment Initiative site, the College will begin to accept assessment results from the statewide Common Assessment.

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.

   • Testing preparation information and resources are available on the Assessment Center webpage. The math pre-test – is found on the assessment link under resources. An English / Reading tutorial — website is found on the
assessment link under Resources. In addition students are able to visit the Learning Resource Center for one on one assessment preparation for English, reading, and math.

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?

- English, reading, and math placement results may re-test after two weeks. No conditions must be met to re-test however; students are strongly encouraged to visit the Learning Resource Center or Math Center for tutoring.
- **Recency** - How long are test scores, high school grades, etc. accepted before the student is required to reassess?

- Math test scores are valid for one year.
- English, ESL, and reading test scores are valid for two years.
- High School grades are valid for multiple measures placement up to two years after the last successfully passed course being used for placement.

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?

Rio Hondo College accepts Early Assessment Program results of “college ready” to exempt students from assessment testing for placement in English and math. In addition, the College accepts SAT scores and Advance Placement Scores to exempt students from assessment testing for placement in English and math.

### 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.)

An estimated 5,500-6,000 First-time in College students and 6,000 Continuing Students will be served annually through counseling, advising, and other educational planning services. Below is a description of Counseling services and delivery models:

**Individual Counseling Appointments:**

**Express Counseling:**

Express Counseling serves walk-in students who have immediate or brief requests. No appointments are necessary. At least two counselors are assigned to Express Counseling during operational hours in the Counseling Center. During peak times such as summer, intersession, and registration periods, additional counselors will be assigned to Express Counseling to meet the student need. Express counseling may occur at any time during a student’s time at Rio, depending on their need. Students utilizing Express Counseling will be directed to take the assessment and online orientation if they have not done so, and will leave with at least an abbreviated education plan if they did not have one prior to their Express visit.

It is expected that Express Counseling services are limited to 15 minutes max and include services such as:

- Abbreviated Student Educational Plan (1-2 Semesters in Length)
- Pre-Requisite Clearances
• Registration Holds
• Academic Renewal (For courses completed at Rio Only)
• Course Repetition Petition
• Assessment Exemption Petition
• One Course Substitution
• GPA Calculations
• AA/AS Grad Petition (For courses completed at Rio Only)
• Transfer Application Review

Individual Appointments:
Thirty-minute individual appointments have transitioned to 45 or 60 minute appointments to accommodate the extra time needed to input data elements for reporting, as well as allow enough time for counselors to develop a comprehensive education plan for students. The difference between 45 and 60 minute allotments depends on whether students have external transcripts that need evaluating. Counselors continue to provide counseling regarding associate degree and certificate attainment, transfer, career, probation, academic renewal, financial aid, etc. The Counseling Center Front Desk staff asks specific intake questions to schedule students into the appropriate time-allotted appointments or add them to the same-day Express Counseling option. Individual counseling is provided through special programs and centers outside of the general Counseling Center, including: First-Year Success Center, Transfer Center, Career Center, MESA Program, CTE, EOP&S, DSP&S, CalWorks, Business, Fire Tech and Police Academy at South Whittier Education Center, and the El Monte Education Center. Individual appointments are where the bulk of comprehensive education plans will be developed. The First-Year Success center works with Outreach and Educational Partnerships to connect with all first-year college students to ensure that new students receive an abbreviated education plan before they register, if they have not already received one during a Welcome Day or by other means. They also register these students into one of the counseling courses, notably, Counseling 105, where they will develop a comprehensive education before they reach 15 units.

Online Counseling
Online counseling is also available to students via an online intake form. Questions are routed to counselors through their email, and students are promised a response within 72 hours. Most counseling services that can be performed in-person can also be handled online; however, unless a student is in another state or has an extenuating circumstance which makes them incapable of coming in-person; it is recommended that students make in-person appointments for services such as: comprehensive education plan, probation re-instatement, financial aid appeal plans, and extensive transcript evaluations.

Counseling Courses:
The four counseling courses offered through the Counseling and Student Success division all focus on different aspects of the college experience for students, whether it be orientation, student success, or career and job planning. All four courses culminate in the development of a comprehensive education plan for students. Ideally, students

Courses include:
• COUN 100—Introduction to College Survival (1.5 units)
• COUN 101—College and Life Success (3 units)
• COUN 105—Orientation and Education Planning (.5 unit)
• COUN 151—Career Exploration and Life Planning (3 units)

Groups:
Welcome Days
Graduating seniors from local high schools are brought to Rio Hondo for group orientations conducted by 1-2 counselors. These students will have already taken their assessments at their high school prior to attending Welcome Day. Thus, by the end of Welcome Day, students will have achieved assessment, orientation, and an abbreviated education plan. Welcome Days occur before students register for their first semester at Rio Hondo.

**Probation Workshops**

Rio Hondo will be re-implementing Probation Workshops for students who are in Tier 1, first semester of academic or progress probation. The workshops will be conducted by a counselor, and will include discussing success strategies to help students get off of probation. They are the first-level intervention for students who get on academic or progress probation. Second and third level interventions will require one-on-one appointments with counselors.

<table>
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<tr>
<th>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.</th>
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As stated above, students are not required to make appointments for Express or drop-in counseling. Typical Express Counseling wait time is 0-10 minutes; however, during peak times such as registration periods and summer, wait time can be one hour or more for Express Counseling. We hope to mitigate this in the future with increased adjunct counselors.

For 45 or 60 minute appointments, student may schedule an appointment two weeks ahead of time. This time frame works well now; however, we may need to expand the two-week farther out, as more students will need to be accommodated for education planning services that are contingent to students’ priority enrollment statuses. They may do so by calling the Counseling Center, coming in person, or online via e-SARS (our appointment scheduling system). Rio Hondo has a few educational advisors who assist in advising students about services and resources on campus; however, they do not develop educational plans for students.

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<th>3. Describe the type of assistance provided to help students develop an abbreviated student education plan and the scope and content of the plan.</th>
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</table>

In Fall of 2014, the Counseling Center implemented Express counseling to award students the opportunity to come and see a counselor on a walk in basis to develop an abbreviated educational plan. This expedited service gives students access to a counselor for troubleshooting and immediate needs. In essence, a counselor is readily available to help students develop an abbreviated educational plan during all hours of operation. Another method that students have access to an abbreviated educational plan is through online counseling. Online counseling is available to students with a 72 hour turn-around time.

The emphasis of abbreviated educational plans is on mapping out basic skills, providing students with tools that lead to success via counseling and study skill classes, and balancing the educational plans with General education classes and introductory courses for major exploration. These opportunities for counselor contacts give students a glimpse of what courses they need to complete in the upcoming semesters and is followed by a referral to see a counselor for a comprehensive educational plan to see what is required for goal completion. In addition, this counselor to student contact educates students on the importance of a balanced schedule and a discussion of the time commitment that classes require.

<table>
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<tr>
<th>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.</th>
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</table>

In Spring of 2014, an Orientation and Educational Planning course was developed to introduce students to the culture of college and develop a comprehensive educational plan. Having students involved in the educational planning process
through this Counseling 105 class engages students in the course selection process and gives students a more in depth understanding of their options. Furthermore, students enrolled in any type of counseling class develop a comprehensive educational plan. Rio Hondo College is committed to ensuring that students have a clear pathway toward their goal and have ensured to incorporate into all counseling classes. In the near future, counseling 105 classes will be tailored into academic/career related themes to acquaint students with their goals and have goal clarification discussions that lead to similar courses of study.

In Fall 2014, counseling appointment were increased from 30 minutes to 45 minutes for the development of a comprehensive educational plans. Counselors take a comprehensive approach to educational planning to discuss students' educational goal, course of study and the services available to them.

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).

- Dean of Counseling & Student Success (1FT Position): Provides direction and oversight of Counseling and Advising services.
- Division Secretary: Provides complex clerical support to the Counseling Division.
- Counselor/Coordinator Counseling Center-40% Assigned Time to coordinate activities and 60% services in the Counseling Center (1FT Position)
- Counselor/Coordinator Career Center-40% Assigned Time to coordinate activities and 60% services in the Career Development Center (1FT Position)
- Counselor/Coordinator Transfer Center-40% Assigned Time to coordinate activities and 60% services in the Transfer Center (1FT Position)
- Counselor/Coordinator First-Year Success Center-40% Assigned Time to coordinate activities and 60% services in the 1st Year Success Center (1FT Position)
- Counselors (13 FT Positions)-Provides students with direct counseling and educational planning services.
- Adjunct Counselors (18 Positions)--Provides students with direct counseling and educational planning services.
- Student Services Assistant Student Services Assistant (1 FT Position)-Assist students to participate in advising & educational planning services and activities. Assist Counselors with the implementation of workshops and services.
- Clerk Typist III (1FT Position) provides clerical support for Counseling & Advising services.
- Clerk Typist III (1 PT Position) provides clerical support for Counseling & Advising services.

Full-time Counselors maintain a negotiated 32.5 student contact hours per week.

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.

Degree Works is the tool all counselors use to input both abbreviated and comprehensive education plans electronically. Whether it is through Express Counseling, individual appointments, or a counseling class, all education plans are expected to be inputted electronically into Degree Works. We also have the degree audit function of degree works that allows students to see their progress toward their stated goal of a degree, certificate, CSU-GE and IGETC completion. Rio Hondo uses SARS-Grid to make counseling appointments, as well as inputting the data elements related to educational planning and other educational advising services. Our IT department will then export these elements into Banner to run our final contact report according to 3SP guidelines.

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.

Target students in the At-Risk category include Academic & Progress Probation students, Basic Skills students, and Student without an Educational Goal & Course of Study. Rio Hondo College is a Banner campus and has worked with Illucian Consultants and the IT Department to develop reports based on valid and reliable student data to identify these At-risk student groups. The College will run these reports at the end and start of each term, including Summer. The estimated annual number of students to be provided at-risk follow up services are:
- Academic/Progress Probation Students First Warning-1,500
- Academic/Progress Probation Students Final Warning-1,600
- Academic Dismissal Students-350
- Basic Skills Students- 5,500 unduplicated
- Students without Ed Goal/Program Study-1,100

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.

Academic/Progress Probation students are notified of their Probation Status via their Rio email account at the end of each Primary Term (Fall/Spring). First Warning Probation Students (First Semester on Probation) are informed that if they continue on probation for a second consecutive semester they will lose their Priority Registration Status. They are directed to attend an In-person Probation Workshop or see a Counselor through Express Counseling to have their Probation Status explained to them. By Spring 2015, First Warning Probation Students will have the option of completing an Online Version of the Probation Workshop. Final Warning Probation Students (Two Consecutive Semesters on Probation) are informed they have a Hold on their registration until they meet with a Counselor or attend a Final Warning Probation Workshop. They are also informed that once they attend a workshop or meet with a Counselor their Hold will be lifted but will be required to register during Open Registration until they are no longer on Probation. Probation Workshops are designed to explain probation statuses, consequences for continuing on probation, appeals processes, and resources of students on probation.

Basic Skills students are targeted through Counselor-led Basic Skills presentations conducted in all English, math, and ESL courses and sections. Basic Skills presentations are designed to explain the Basic Skills course sequence, the importance of continuing the sequence through each semester by connecting their Educational Goal to the timely completion of the Basic Skills sequence, and provides students with an overview of campus resources. In addition to Basic Skills presentations, the College currently implements an Early Alert system for students in developmental English courses. Instructors are asked to identify students by the 6 week of the semester who are in need of counseling intervention. These students are contacted and referred to meet with an Early Alert Counselor in the First-Year Success Center.

Students without Ed Goal/Program of Study are notified via their Rio email account and directed to make an appointment to see a Counselor in the Career Development Center. They are also instructed to enroll in a Counseling 101 or Counseling 151 Career Exploration course. In an effort to better support this student population the College has increased the number of Counseling 101 and 151 sections from 58 sections in the 2012-13 academic year to 70 sections in the 2013-14 academic year. Also, the Career Development Center (CDC) is provided with a report each primary term of students identified without an Ed Goal/Program of Study. The Career Development Center has been identified as the Center on campus to manage this group of students. The CDC makes personal phone calls to schedule student appointments to see a Career Counselor and assists these students with enrolling in a Counseling 101 or Counseling 151 course.

b. Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.

Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study include classroom presentations, Major Selection and other
Career related workshops, an increase in sections of Counseling 101, Counseling 105, and Counseling 151 courses, an expansion of Express Counseling/Drop-in Services, the creation of a First-Year Success Center with designated, on-going Counselor support.

c. How the services identified in “a” and “b” above are provided (online, in groups, etc.).

Services are provided through in-person, one on one appointment, Counseling courses, Online Workshops available through their AccessRio student portal, In-Person Workshops, and Classroom Presentations.

d. How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.

In response to the implementation of the Student Success Initiative, the RHC Academic Senate recommended the creation of an SSI Classroom Impact committee. The Classroom Impact Committee discussed ways to improve upon the previous Early Alert Model. Faculty expressed concerns that the previous model did not have the resources to meet with all the students identified in a timely and responsive manner and little or no information went back to the Instructor on which students participated in Early Alert services. As a result, the Early Alert program has been redesigned to address these concerns by increasing Counseling support during peak periods of Early Alert Counseling, relocating the Early Alert program to the First-Year Success Center to provide additional staffing support to the program, and developing a data tracking system to provide Instructors timely data on students who participate in Early Alert services.

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

- Dean of Counseling & Student Success (1 FT Position): Provides direction and oversight of At-Risk Services
- SSSP Program Manager (1 FT Position): Identifies At-risk groups of students and is responsible for notifying At-risk students of services and requirements.
- Counselor/Coordinator-Probation (40% Assigned Time): Coordinates Probation Workshops and services.
- Counselor/Coordinator-Basic Skills/Early Alert (40% Assigned Time): Coordinates Basic Skills/Early Alert activities and services.
- Counselor/Coordinator-Students without Ed Goal (40% Assigned Time): Coordinates Students without Ed Goal activities and services.
- Counselors (Multiple Positions) deliver Probation, Basic Skills, Early Alert, and Students without Ed Goal services.
- Student Services Assistants (1 FT Position)-Assist At-Risk students to participate in services and activities. Assist Counselors with the implementation of workshops and services.
- Career Center Specialist (1 FT Position)–Conducts follow up workshops and activities for Students without an Ed Goal.
- IT Analyst (1 FT Position)–Works with the Program Manager in writing reports to monitor and track At-Risk students and services.

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

Technology tools for follow-up services include the usage of ComEvo Online Orientation/Workshop platform. ComEvo provides a fully portal integrated, content and learning management system. This tool will be used to deliver Online Probation Workshop for First-Warning Students and Students Without an Ed Goal/Program of Study. Students may access these Online Workshops through their AccessRio Student Portal.

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

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

The RHC Institutional Research and Planning (IRP) Office has identified key staff to support the evaluation of SSSP services. An Institutional Researcher serves on the Student Success & Support Program committee and is actively engaged and aware of services and activities identified in the SSSP Plan. The IRP Office has developed evaluation methods to ensure the evaluation of SSSP services and measures SSSP services for disproportionate impact for all required student groups as defined in the Student Equity Plan.

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.

RHC is leveraging the use of technology to support the implementation and scaling up of SSSP services. Types of services provided through the use of technology include My Online Orientation (Beginning Summer 2014), Online First-Warning Probation Workshop (Beginning Spring 2015), Online Express Counseling, Schedule Counseling Appointments Online via AccessRio Student Portal, and Student Educational Plans in Degree Works. In addition, RHC is currently working with a consultant to develop a Student Success Dashboard that will be available to all students when they log into their AccessRio Student Portal. The Student Success Dashboard will display student progress toward the completion of SSSP and financial aid requirements. The Student Success dashboard will display the student’s Educational Goal, Program of Study, Assessment, Orientation, Initial SEP, Comprehensive SEP, Satisfied Financial Aid Requirements, and Probation statuses. Their status will indicate a green check mark for completed requirements, a red X mark for missing requirements, and orange N/A mark for not applicable requirements. The dashboard will be designed to be interactive by clicking on the missing requirements for information on next steps. The goal is to have the Student Success Dashboard available for students entering in Fall 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.

In compliance with current SSSP regulations, services in Admissions and Records, Transfer Center, Articulation, and Career Services are being used for district match. Such services include:

- Transfer Counseling Services and Activities-Tag Workshops, University Tours, Transfer Orientations, etc.
- Articulation Services and Activities-Course Articulation Submission, Counselor/Faculty Training & Updates, etc.
- Career Counseling Services and Activities-Career Workshops/Orientations, Internships, Career Field Trips, etc.
- Admission & Records-Application Support, Degree Audits, Enrollment Support, etc.

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.

In accordance with Title 5 §555520, students who plan to enroll at Rio Hondo College are to be provided with Core Matriculation Services: Assessment, Orientation, and Counseling/Advising Services. New students who do not complete core matriculation services are not eligible for Priority Registration. Pursuant to Title 5 §555532, students may be exempt
from some or all of the components of matriculation if they meet certain criteria. Students who are exempt from all of the components of matriculation must submit a Matriculation Exemption Request Form at least 3 days before the start of the registration date to receive Priority Registration.

Students exempt from components of matriculation services:
- I have earned an AA/AS degree or higher
- I am a new or returning student who will not take more than 12 units at this time and wants to take activity skill building, job skills, or personal growth classes.
- I am a full-time student at another college/university and plan to take no more than 6 units at Rio Hondo College.

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

Students may appeal to Petition to Retain Enrollment Priority if the meet certain requirements. Students requesting an appeal to Retain Enrollment Priorities must meet with a Counselor to seek approval. Students may request an appeal based on the following criteria:

**I request to retain enrollment priority based on the following exception:**

a. **Explanatory Circumstances.** Verified cases of accident, illness, or other circumstances beyond your control which prevented you from (1) completing orientation, (2) completing assessment, (3) developing an educational plan, (4) completing your educational goal(s) before earning 100 degree applicable units, and/or (5) remaining in good academic standing.

Requirement: Please attach documentation of extenuating circumstance.

b. **Lack of Timely Accommodation.** You have a verified disability and applied for, but did not receive reasonable accommodation in a timely manner.

Requirement: Verification that requested accommodation was not provided in a timely manner.

c. **Completing Educational Goal (100 unit only).** You are close to completing your educational goal and would like a one-time exemption from receiving lower of enrollment priority.

Requirement: Please attach current Educational Plan showing that you are less than 20 units from completing your educational goal.

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.

The curriculum committee, a subcommittee of the academic senate, reviews all courses every 5 years for updates and in the process also reviews course pre-requisites. The composite of the committee has academic faculty representation from all divisions, an evaluator from admissions and records, articulation officer, and Dean.

If and when a student chooses to challenge a pre-requisite, they are directed to the Dean of the respective department where they may offer a challenge test or some form of challenge procedure per the purview of the faculty.

4. **Professional Development**
Describe plans for faculty and staff professional development related to implementation of the Student Success and Support Program.

In efforts to support faculty and staff professional development related to the implementation of SSSP, the RHC Staff Development/FLEX Committee prioritized Student Success as the theme for FLEX Day in Spring 2014 followed by a focus on Strengthening Basic Skills Across the Curriculum for Fall 2014. At FLEX Day in Spring 2014 a plenary session was
conducted based on the work by the RP Group’s Student Success Re-Defined. Followed by breakout sessions on topics related to the Student Success Initiative and SSSP. In addition to FLEX Day activities, in the early Winter of 2014 the Academic Senate conducted a SSI Faculty led retreat to identify strategies and generate recommendations for the implementation of SSSP. Building upon those efforts the College implemented Monthly All Counselor SSSP Implementation Meetings and two All Counselor SSSP Implementation day-long retreats held before the start of Spring 2014 and Fall 2014. The monthly All Counselor SSSP Implementation Meetings provided all counselors the opportunity to shape the scaling up of SSSP activities and related policies. The All Counselor SSSP Retreats focused on supporting counselors with specific training for the implementation of new business processes as a result of SSSP and service delivery models. The SSSP Committee will continue to work with the RHC Staff Development/FLEX Committee and the Academic Senate leadership to identify ongoing ways to continue to support faculty and staff with professional development opportunities related to SSSP.

5. **Coordination with Student Equity Plan and Other Planning Efforts**

   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.

The College has engaged in efforts to successfully coordinate the SSSP plan and services with the development of the Student Equity plan and other campus related planning efforts such as Accreditation Self-Study, Educational Master plan, Basic Skills, and departmental program plans. Both the Co-Chairs of Student Success and Support Program and Student Equity committees serve on each committee. This allows for seamless planning and integration of program goals, activities, and leveraging of resources. In addition, both SSSP and Student Equity Co-Chairs meet regularly through the SSSP/Student Equity Co-Chairs meeting to ensure ongoing alignment and monitoring of both plans. In addition, the SSSP plan and activities are reflected in other campus planning efforts such as the recently submitted Accreditation Self-Study, Educational Master Plan, Basic Skills Initiative, Title V HSI Grant Application planning, and departmental program plans such as the Counseling Center, Career Development Center, and the First-year Success Center. It is noteworthy to mention that the planning process the Counseling and Student Success Division went through to better align services with SSSP plan and requirements was highlighted earlier this month as a Commendation by the Accreditation Site Team for innovation and commitment to access and diversity.

Below is a listing of SSSP related planning and coordination activities and meetings:

**Student Success and Support Program Implementation Summit**

- **Host:** Chancellor’s Office
- **Date:** September 23, 2013
- **Participants:** President Teresa Dreyfuss, VP Henry Gee, Dr. Mike Muñoz

**Student Success & Support Program Committee**

- **Co-Chairs:** Dr. Mike Muñoz & Song Le Graham
- **Frequency:** Meets Monthly for Two Hours
- **Members:** Karen Koos, Barbara Salazar, Dr. Gisela Spieler, Sylvia Duran-Katnik, Dennyse Clark, Steve Koelle, Dr. Sergio Guzman, Song Le Graham, Dr. Jennifer Fernandez, Fran Cummings, Jodi Senk, Eva Menchaca, Dr. James Sass, Vanessa Chavez, Jose Lara, Katie O’Brien (will rotate with Dennyse Clark)
- Dr. Robert Holcomb, Dr. Dyrell Foster

**Meeting Dates:**

- February 21,
- March 21,
- May 16th

**All Counselor SSSP Implementation Meeting**

- **Facilitator:** Dr. Mike Muñoz
- **Frequency:** Meets Twice a Month for Two Hours
- **Members:** All Counselors from General Counseling, Career Center, Transfer Center, EOP&S, & CAL Works.
Meeting Dates:
February 3rd and February 24th
March 3rd and March 31st
April 21st and May 19th

All Counselor SSSP Implementation Retreat
Facilitator: Dr. Mike Muñoz
Frequency: Twice before the start of the semester
Members: All Counselors from General Counseling, Career Center, Transfer Center, EOP&S, & CAL Works.
Retreat Dates:
Spring 2014 Retreat-December 19, 2013 from 9:00 a.m.-3:00 pm
Fall 2014 Retreat-August 21, 2014 from 9:00 am-3:00 pm

Student Success & Support Program Plan Webinar-Hosted by the Chancellor’s Office
Facilitator: Debra Sheldon
Date: August 26, 2014 from 10:30 am-12:00 pm
Participants: Dr. Mike Muñoz, Dorali Pichardo Diaz, & Song Le Graham

Student Success & Support Program Plan Academic Senate Exec Update
Facilitator: Dr. Mike Muñoz & Song Le Graham
Date: September 8, 2014
Participants: Academic Senate Exec.

Student Success and Support Program Coordinators Meeting
Host: Chancellor’s Office
Date: September 15-16, 2014, Sacramento, CA
Participants: Dr. Mike Muñoz & Gary Van Voorhis

Student Success & Support Program Plan & Student Equity Plan Co-Chairs Meeting
Date: September 25, 2014
Participants: Dr. Mike Muñoz, Song Le Graham, Dr. Dyrell Foster, & Juana Mora

Student Success & Support Program Plan Final Update
Academic Senate Executive Meeting-September 9, 2014-Presented by Dr. Mike Munoz & Song Le Graham
Academic Senate-September 16, 2014-Presented by Song Le Graham
President’s Cabinet- September 23, 2014-Presented by Dr. Mike Munoz
Student Success & Support Program Committee-September 26, 2014-Presented by Dr. Mike Munoz & Song Le Graham
Administrative Council-September 30, 2014-Presented by Dr. Mike Munoz
Basic Skills Committee-October 2, 2014-Presented by Dr. Mike Munoz & Song Le Graham
Board of Trustees- October 8, 2014-Presented by Dr. Mike Munoz

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.

Not Applicable

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@ccccco.edu
(916) 322-2818
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
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: Mike Muñoz  
Title: Dean, Counseling & Student Success

Stakeholder Group: Manager

Name: Dyrell Foster  
Title: Dean, Student Affairs

Stakeholder Group: Manager

Name: Robert Holcomb  
Title: Dean, Communications & Languages

Stakeholder Group: Manager

Name: Barbara Salazar  
Title: Assistant Dean, Student Success & Retention

Stakeholder Group: Manager

Name: Karen Koos  
Title: Dean, Math & Science Division

Stakeholder Group: Manager

Name: Song Le Graham  
Title: Counselor

Stakeholder Group: Faculty

Name: Troy Flores  
Title: Counselor

Stakeholder Group: Faculty

Name: Dennyse Clark  
Title: Counselor

Stakeholder Group: Faculty

Name: Sergio Guzman  
Title: Basic Skills, Counselor

Stakeholder Group: Faculty

Name: Jennifer Fernandez  
Title: Counselor
Stakeholder Group: Faculty
Name: Sylvia Duran-Katnik
Title: Counselor

Stakeholder Group: Faculty
Name: Steve Koelle
Title: Reading Instructor

Stakeholder Group: Faculty
Name: Gisela Spieler
Title: Math Instructor

Stakeholder Group: Faculty
Name: Fran Cummings
Title: Academic Senate Member

Stakeholder Group: Faculty
Name: Jodi Senk
Title: Kinesiology Instructor

Stakeholder Group: Classified
Name: Eva Menchaca
Title: Testing Technician, Assessment

Stakeholder Group: Classified
Name: Laura Garcia
Center
Title: Student Services Assistant, Transfer

Stakeholder Group: Classified
Name: Cynthia Partida
Partnerships
Title: Student Services Assistant, Outreach & Educational

Stakeholder Group: Classified
Name: James Sass
Planning
Title: Research Analyst, Institutional Research &
Attachment C
Student Success and Support Program Committee

Name: Mike Muñoz –Chair
Title: Dean, Counseling & Student Success

Success
Name: Dyrell Foster
Title: Dean, Student Affairs
Name: Robert Holcomb
Title: Dean, Communications & Languages

Languages
Name: Barbara Salazar
Title: Assistant Dean, Student Success & Retention
Name: Karen Koos
Title: Dean, Math & Science Division
Name: Song Le Graham-Co-Chair
Title: Counselor
Name: Troy Flores
Title: Counselor
Name: Dennyse Clark
Title: Counselor
Name: Sergio Guzman
Title: Basic Skills, Counselor
Name: Jennifer Fernandez
Title: Counselor
Name: Sylvia Duran-Katnik
Title: Counselor
Name: Steve Koelle
Title: Reading Instructor
Name: Gisela Spieler
Title: Math Instructor
Name: Fran Cummings
Title: Academic Senate Member
Name: Jodi Senk
Title: Kinesiology Instructor
Name: Eva Menchaca
Title: Testing Technician, Assessment
Name: Laura Garcia
Title: Student Services Assistant, Transfer

Center
Name: Cynthia Partida
Title: Student Services Assistant, Outreach & Educational Planning

Partnerships
Name: James Sass
Title: Research Analyst, Institutional Research &