Credit

Student Success and Support Program Plan

2015-16

District: San Jose Evergreen Community College District
College: San Jose City College

Report Due by
Friday, October 30, 2015

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

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

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

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

The program plan is set up as a Word document. As you enter your responses below each question,
the document will expand to accommodate the information provided. Colleges are to use the
template as provided. When complete, also save the document as a PDF file and email it as an
attachment to 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. When writing the program plan, assume
that the reader knows nothing about your program and will have only your document to understand
the delivery of program services and resources needed for implementation. Be sure to include input
from faculty, staff, administrators and students in the development of this plan (per title 5,
§55510(b)).

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

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

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

I. Program Plan Signature Page

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

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

IV. Professional Development

V. Attachments

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

**Resources**

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

College Name:  San Jose City College
District Name:  San Jose Evergreen Community College District

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

Signature of College SSSP Coordinator:  
Name: Roland Montemayor  Date: 11/18/15

Signature of the SSSP Supervising Administrator or Chief Student Services Officer:
Name: Roland Montemayor  Date: 11/18/15

Signature of the Chief Instructional Officer:
Name: Duncan Graham  Date: 11/18/15

Signature of College Academic Senate President:
Name: Jesus Covarrubias  Date: 11/18/15

Signature of College President:
Name: Dr. Byron D. Clift Brelan  Date: 11/18/15

Contact information for person preparing the plan:
Name:  Roland Montemayor  Title:  Interim Vice-President of Student Affairs
Email:  Roland.Montemayor@sjcc.edu  Phone:  (408) 288-3183
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.

San Jose City College's updated planning process for 2015-16 plan was constructed based on the leadership of the Student Success and Student Equity Committee and contributions from the Counseling Department, Outreach and Recruitment, the Orientation Committee, the Assessment Center, the Career Transfer Center, Categorical programs, and the Basic Skills Plan, with a goal of purposefully providing comprehensive services to as many students as possible with minimal duplication. MIS data was reviewed, and goals were set based on shared governance, along with the District's Master Plan and the SJCC strategic plan. The admissions office and the Director of Enrollment Services played a role in setting up dates for registration and assisted with a smoother approach for students to complete the matriculation process.

In addition, there were four SSSP forums that were offered throughout the academic year. The forums were intended for input and clear transparency of ideas and recommendations for 2015-2016 planning. These included one forum with the Academic Senate; one forum with the Student Senate, and two open forums that were attended by any interested SJCC administrator, faculty, staff, and/or student body. The forums were advertised in The Roar, a campus-wide newsletter produced by the Office of the President, as well as on the SJCC website. The newsletter also included a website that individuals could access to provide input and ideas for the 2015-2016 plan. The website currently lists last year's plans, ideas, and recommendations, plus a template for individuals to submit any new thoughts and recommendations.

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

Once the review process was completed, San Jose City College thoroughly evaluated all comments, responses, and general observations. A number of these concepts were merged together in the college's new plan which include:

- Offering more Guidance courses each semester, including late-start classes for students seeking Career and Life Planning and College Success
- Collaboration with the ESL, Reading, and English Departments to offer group sessions to develop Educational Plans
- Highlighting programs and Services that include EOP&S, Financial Aid, DSP, Health Services, Foster Youth, and Special Programs that target various student populations.
• Collaboration with Career Technical Education
• Training opportunities for counselors, including On-Course training
• Collaboration with ESL Basic Skills Initiative
• Four counselors have been identified to support LGBT (Lesbian, Gay, Bisexual and Transgender) students and our Safe Zone program in an effort to provide students with a safe learning environment. Safe Zone is committed to offering equal opportunity and education for all students regardless of sexual orientation or gender identity. They provide awareness on-campus and in the community and Safe Zone training.
• Extended counseling services through classroom visitations and presentations to reach additional students and to connect with instructors and their departments.

There were a wide range of student services members that participated in previous planning opportunities; however, increasing participation to academic faculty and the SJCC student body will culminate in new ideas, provide a wider scope of contribution, and continue to build the bridge of understanding and student services goals amongst all constituent groups.

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

The San Jose/Evergreen Community College District consists of two campuses: San Jose City College and Evergreen Valley College. The colleges coordinate policies and procedures, and a number of students attend both colleges when taking courses to meet their academic goals. The colleges offer assessment testing at the high schools, and students who are interested in either campus can take the assessment test on their high school campus with the results available at either campus during their initial orientation.

SJECCD shares a common student information system through a program called Ellucian. This program allows counselors to view transcripts, test scores, and current class schedules between Evergreen Valley College and San Jose City College. While operational practices are college-specific, the campus has created opportunities for continued collaboration and the sharing of best practices within the San Jose/Evergreen Community College District through regular meetings with the Chancellor, Presidents, Vice Presidents, and Deans to discuss issues that affect both campuses. In addition, there are district-wide and ad-hoc workgroups for such shared concerns as new online Student Educational Plans, degree audit, enrollment priority dates, and various technology planning.

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.

During the Accreditation process that moved San Jose City College from a warning status to Fully Accredited, the SJCC campus chose to scrutinize the role of student services with respect to the equitability and ease of access of student support services. This very thorough scrutiny of student support services, combined with the equity Scorecard data, has considerably impacted the way SJCC has viewed its strategic planning and institutional
effectiveness. SJCC Administrators, faculty, staff and students were all included in the discussions to address SSSP program requirements and to verify that the work is aligned with the strategic priorities of the SJ/EVC District. The new ideas established on campus over the last year have concentrated on establishing new relationships, as well as fostering current relationships with local community partners, community based organizations, high schools, adult education schools, and alternative high school sites, to ensure SJCC is helping to prepare students for college success before their first day of arrival on campus. This is being done by offering presentations to students at various sites to promote education, highlight the importance of finishing off high school strong, and show the link between education and career growth. SJCC has increased its primary focus on student access and success, with college application workshops, FASFA workshops, assessment testing at off-site locations, and the implementation of a new online orientation.

2. Describe the college’s student profile.

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<th>Student Count</th>
<th>Student Count (%)</th>
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</tr>
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</table>

** California Community Colleges Chancellor's Office Student Enrollment Status Summary Report Data Mart

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.
- San Jose City College continues to partner with San Jose Unified, East Side Union, Campbell and Milpitas High School District to provide student assistance with the admissions application, FASFA assistance, and assessment. Students can complete the application and assessment test at their high school and participate in the Early Admissions Program Super Saturday event. Students who attend the Saturday event have the opportunity to meet with a counselor, review test scores, attend an orientation, receive an abbreviated EdPlan, and register for summer and/or fall courses. SJCC also hosts an annual High School Partner Luncheon. High school counselors and administrators have the opportunity to visit the campus, meet faculty, and learn about the many programs and opportunities available for their students.

- San Jose City College is an active participant in the San José California Student Opportunity and Access Program. This is one of 16 statewide projects funded by the California Student Aid Commission which aims to increase student success and accessibility to higher education by coordinating and implementing comprehensive academic preparation and motivational support programs for low-income and first-generation college-going families in Santa Clara County.

San José Cal-SOAP operates in ten schools in the Alum Rock Elementary School District, East Side Union School District, and the San Jose Unified School District. The district sites include two middle schools, and seven high schools.

San José Cal-SOAP operates as a program affiliate of the Educational Partnership Center at the University of California - Santa Cruz EPC is the contact for K-12 schools, community colleges, businesses, and community-based organizations interested in creating partnerships with UCSC. In addition to Cal-SOAP, EPC houses many other programs which include the Early Academic Outreach Program, Transfer Partnerships Program and Mathematics, Engineering, and Science Achievement to name a few. In conjunction with these programs, San José Cal-SOAP strives to increase student success and their accessibility to higher education.

- Our English as a Second Language Department has a strong partnership with Campbell Adult and Community Education (CACE). The department has created a friendly pathway for CACE and other adult education students to continue their ESL studies, vocational studies, transfer, and complete their AA at SJCC. Building on previous year efforts, in fall 2013 and spring 2014, ESL faculty reached out to approximately 120 CACE students. These students were in the upper four levels and transitional classes at CACE. Classes roughly correspond to the intermediate-advanced levels of ESL classes.
The outreach effort included in class visits, tours to SJCC conducted by SJCC ESL faculty and coordinating SJCC Placement test dates. The tours included visiting several Career Technical Programs, such as Cosmetology, Dental Assisting, Construction Technology, and Facilities Maintenance. Assessment dates are arranged with ESL faculty input and all ESL students attend counseling and ESL faculty conduct orientation and placement session. Approximately 82% of students who attended this orientation/placement sessions enrolled in the College. CACE and the SJCC ESL Program continue to articulate their ESL Curriculum. The ultimate goal is to have better alignment especially at the transition levels of CACE and the entry level of ESL at SJCC. The ESL department also used the new college web site as an opportunity to strengthen information on how Adult School students can access ESL courses at SJCC.

- In addition, SJCC is currently partnering with Workforce Agencies to enhance credit and non-credit programs for adults; the college envisions that this will open-up pathways for students to earn certificates and degrees, and/or prepare for the work force and enhance job skills. These partnerships include:

  - **Work2Future Foundation.** The Work2Future Foundation offers career development and job placement services to Santa Clara County youth ages 14 to 24. Their services are tailored to meet the needs of young adults who are looking to begin their career, obtain their GED, or enroll in college.

  - **Work2Future Workforce Development Board:** The work2future 28-member Board of Directors is comprised of individuals representing diverse industries within the San Jose-Silicon Valley private and public sector. This broad base of local experience and expertise helps to guide the work2future staff in developing and implementing targeted strategies and solutions that meet local workforce investment needs.

  - **NOVA Workforce Development Board:** The NOVA Workforce Board (NOVA WB) addresses the workforce investment needs of Silicon Valley by directing and guiding NOVA, a workforce development agency sponsored by the City of Sunnyvale, and NOVA Job Center, a collaborative of workforce development organizations. Through its strategic initiatives, the Board works to promote economic opportunity and shared prosperity.

  NOVA WB members from leading edge Silicon Valley companies bring diverse and expert opinions that foster new and better ways of serving the community. These Board members help NOVA to create strategic alliances with businesses, the workforce development community, and other critical stakeholders.

  - **Bay Area Community College Consortium:** The Bay Area Community College Consortium (BACCC) is comprised of the 28 colleges surrounding the San Francisco and Monterey Bays. Funded by the Carl D. Perkins Vocational and Technical Education Act of 1998, the BACCC supports activities and projects that meet the four objectives of the Act:
    - Improving the Academic skills of vocational and technical education students;
    - Strengthening connections between secondary and postsecondary education;
    - Preparing individuals for occupations in demand that pay family-supporting wages;
    - Investing in effective, high quality programs.
• **City of San Jose**: The City of San Jose is committed to open and honest government and strives to consistently meet the community’s expectations by providing excellent service, in a positive and timely manner, and in the full view of the public.

• **Eastside Alliance (East Side Union High School District)**: A few months ago, school administrators from San Jose's East Side Union High School District and its seven elementary feeder districts joined forces to create a bold new model for student success. Called the East Side Alliance, its goal is to improve academic achievement for all students, but particularly some of the county's poorest performing students, and set them on a path to college, careers or both. The elementary districts and East Side Union together serve 85,000 students.

• **Metro Ed**: Metropolitan Education District (MetroED) operates Silicon Valley Career Technical Education Center (SVCTE) and Silicon Valley Adult Education (SVAE). Annually, MetroED collectively serves almost 11,500 students by providing state-of-the-art Career Technical Education and Adult Education programs. MetroED provides 21st Century Education relevant for College and Careers including STEM focused Programs.

• **Santa Clara County Construction Careers Association (S4CA)**: S4CA is a combination of industry, education, government, and community organizations. S4CA recognizes that the continued economic prosperity of Santa Clara County depends on a well-prepared and well qualified workforce. S4CA takes the lead in the collaboration effort of 30 partners and provides services, information, and projects that promote career opportunities in the construction industry. The goal of S4CA is to prepare a diverse population of young people to explore, experience and enter one of the many careers available in industry. S4CA actively supports career advancement of experienced workers through the development of career pathways that lead to a college degree.

• **Silicon Valley CTE Center**: The Silicon Valley Career Technical Education Center - SVCTE (formerly CCOC) provides a wide variety of technical training options at the SVCTE campus and on high school and other campus locations throughout the county. Courses offered include training in over 32 occupational choices including electronics, manufacturing, business, automotive, construction, and health occupations. SVCTE training serves over 25,000 high school juniors, seniors and adults.

• **Center for Employment and Training**: CET training is unique in its approach. The contextual learning and competency-based skills training are key components of the CET model. Classrooms, shops and labs all emulate the industrial model that helps students socialize to the workplace environment. CET is keeping in step with today’s job market by incorporating in all of its training a “Green” element and gradually credentialing all of its courses to industry specifications.

• **Santa Clara Adult Education**: Santa Clara Adult Education focuses on developing greater alignment between the institutions, creating pathways for students to college and/or careers, and providing transitional support to the students in the following programs areas: Adult Basic Skills, English as a Second Language, High School Diploma, High School Equivalency, Adults with Disabilities and Career Technical Education.
• **Campbell Adult and Community Education:** The Campbell Union High School District (CUHSD) began offering its own adult and community education programs in August 2010. Campbell Adult and Community Education, known as CACE, is an independent, separately funded program of the CUHSD serving the communities of Campbell, Los Gatos, Monte Sereno, San Jose, Santa Clara and Saratoga, although CACE welcomes students from throughout the Bay Area. Classes are offered at 10 convenient, transit-accessible locations throughout these communities.

• **Asian Americans for Community Involvement (AACI):** AACI is Santa Clara County’s largest community-based organization focused on Asian Americans in the community. For 40 years, their services have provided critical support and they continue to grow to provide culturally accessible services, not only for Asian Americans but for all.

• **STRIDE Center/San Jose:** The Stride Center offers hope for a brighter future by providing quality technical education, and workforce relevant life and professional skills, in a structured environment that will ensure success for every student in the program. Preparing students for fulfilling and successful careers in technology through training is just one component of how the Stride Center operates to set students on a path to personal success.

• **Silicon Valley Chamber of Commerce:** As the region’s leading organization that connects businesses with each other, the San Jose Silicon Valley Chamber of Commerce also speaks out on issues of importance to businesses across the Santa Clara Valley. Their membership ranges from large Fortune 500 firms to small, family-owned businesses. They share a common understanding: protecting and improving the Silicon Valley business climate is the key to their future economic prosperity.

• **Vision Center/Golden Altar Ministry:** The Vision Center/Golden Altar Ministry is a faith-based organization that works with SJCC and its students.

• **Evergreen Valley College (EVC):** EVC in conjunction with SJCC make up the San Jose/Evergreen Community College District. EVC plays an important role in the economic vitality of the community and the lives of many people it serves. Students prepare for job skills training, university transfer, or lifelong learning opportunities.

• **Mission College:** Mission College is a public community college located in the City of Santa Clara, and in the heart of the Silicon Valley. Mission offer opportunities for students to transfer, obtain a certificate, a degree, and/or courses for career advancement. The college is part of the West Valley/Mission College District.

• **Foothill College:** Foothill College is a community college located in Los Altos Hills, California and is part of the Foothill–De Anza Community College District. Foothill offers opportunities for students to transfer, obtain a certificate, a degree, and/or courses for career advancement.

• **JFK University:** JFK University was one of the first universities dedicated to lifelong learning. John F. Kennedy University offers a high quality, affordable education that will prepare students to advance in their career and their community.

• **San Jose Unified School District:** San Jose Unified School District is a K-12 school district in Santa Clara County, California. It serves a large portion of the city of San Jose, California with a student population of approximately 32,000 in California’s Silicon Valley. The district has more than 3,000 staff members who serve students in
42 schools that stretch from the Almaden Valley to downtown San Jose. All San Jose Unified School District students are inspired and prepared to succeed in a global society.

- **Santa Clara Unified School District:** The Santa Clara Unified School District operates sixteen elementary schools (K-5), three middle schools (6-8), three high schools (9-12), and one K-12 school in Santa Clara, California, the Alviso neighborhood of San Jose, and parts of Sunnyvale, teaching 14451 students. The district is very diverse, with Hispanics, Caucasians, and Asians having an almost equal representation.

The college has also instituted a Summer Bridge and First Year Experience (FYE) Program to transition high school students to college academic life. The cohorts offered include Liberal Arts and a STEM track. Summer courses are offered in math, English, and Guidance. Orientation to college and tutoring services are also available. This one year program is supported by a team of counselors, instructors, and peers leaders.

- **The Pathway to Law School partners with The State Bar of California.** It gives opportunities to San Jose City College students interested in the legal profession, and particularly those who have been underrepresented in the practice of law. Partnering universities include:
  - University of San Francisco
  - Santa Clara University
  - University of California Davis
  - University of California Irvine.
  - University of Southern California
  - Loyola Marymount University, Los Angeles

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**B. Orientation**

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

   Based on responses from the SLO surveys, students have a very high satisfaction rating for the orientation and registration process at SJCC. Updates to the PowerPoint Presentation will include information on SB1456, highlighting the required Comprehensive EdPlan and the importance of major and course selection.

   With the recent hiring of additional counselors, increased orientation dates and times will be offered.

2. a. **How many students were provided orientation services in 2014-15?**
During the 2014-2015 school year, SJCC served approximately 2,171 new students who attended orientations.

b. What percentage of the target population does this represent?
   This represents 54.5% of the target population.

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

Students can now sign-up to take the assessment exam and attend a new student orientation through a software program called SARS; students are required to include their student ID# and contact phone number.

The evening before their scheduled orientation, they will receive a call through the SARS automated program, with a reminder notice for the upcoming assessment and orientation. This service will significantly cut-down on the number of students who do not show for their scheduled orientation appointment.

Students not attending an orientation during the Super Saturday event will receive a personal phone call to participate in another upcoming scheduled orientation. Orientations are offered online and in group settings.

3. a. Are orientation services offered online?

Yes. Beginning Fall 2015, online orientations are in effect. The online orientation is fully accessible for both on campus and off-campus learners. A quiz is given after each session to ensure that students are learning the material before moving on to the next session. All new students receive an email inviting them to participate in online or in-person orientation.

   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.

In 2015, San Jose City College and Evergreen Valley College developed an online orientation using adaptive ware software and Butte Community College as the model. Each College customized the orientation and share joint information authored by the Office of Institutional Effectiveness and Student Success that addresses shared policies and procedures. San Jose City College’s on line orientation is now operational. A team of three counselors developed the curriculum for the online orientation and then the curriculum was reviewed and approved by the counseling discipline. The orientation covers the eight policies and procedures from the SSSP orientation check list required by Title 5, section 55031 and will be available to student 24/7. The software subscription will cost San Jose City College $8,000 per year and was paid by the college last fiscal year. Our students are able to access the orientation through our learning management system (LMS) Moodle. When students apply, they receive an email confirmation to access the online orientation or attend on in person.
4. Identify the topics covered in orientation. Include those topics mandated by title 5 section 5521 and any additional information, policies and/or procedures that the college or district determines necessary to include in a comprehensive orientation.

The orientation session covers all eight policies and procedures from the SSSP orientation check list required by Title 5, section 55031. This includes: 1) academic expectations and process and probation standards pursuant to section 55031; 2) maintaining registration priority pursuant to section 58108; 3) pre-requisite 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 these can be accessed; 6) academic calendar and important timelines; 7) registration and college fees; and 8) available education planning services.

San Jose City College understands that the goal of the Student Success and Support Program is to ensure student access and facilitate student success. Orientation is a key component of the core services. All SJCC orientations address the eight policies and procedures from the SSSP orientation check list required by Title 5, section 55031. In addition, counselors express the importance of the assessment test and the need to take the exam seriously because of initial course placement. All orientations will be evaluated as part of our annual program review process. The Counseling Department will also collect and analyze student evaluations in order to continuously improve students’ experience at SJCC.

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.

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<th>Role</th>
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<td>Support orientations</td>
<td>SSSP</td>
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<td>.50 (5% of this position will be for Orientation)</td>
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<td>Support Orientations</td>
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<td>Support orientation</td>
<td>SSSP</td>
</tr>
<tr>
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<td>Support orientation</td>
<td>SSSP</td>
</tr>
<tr>
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<td>FT Counselors</td>
<td>Support orientation</td>
<td>Match</td>
</tr>
<tr>
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<td>Match</td>
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<td>Vice-President of Student Affairs</td>
<td>Oversight of program</td>
<td>Match</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Budget Code</th>
<th>Expenditure Title/Description</th>
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<th>Amount</th>
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<tr>
<td>6000</td>
<td>Projector and Computer for Counseling Outreach</td>
<td>SSSP</td>
<td>4,000</td>
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</table>

C. Assessment for Placement

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

The orientation is now offered before the assessment test. The campus found that students were not preparing for the assessment exam and were not taking the exam as seriously as they should. With the orientation offered before the assessment, the counselor is emphasizing the importance of taking the test seriously.

2. a. How many students were provided assessment services in 2014-15?
There was a total of 3276 students assessed from the academic year of 6/30/14-6/29/15

b. What percentage of the target population does this represent?
   This represents 82.2% of the target population.

c. What steps are you taking to reduce any unmet need or to ensure student participation?
   To help reduce unmet need and increase student participation, the online orientation is now available for students to access. Students who have applied and have not followed through with orientations are receiving individual phone calls, encouraging them to complete the orientation component online and then schedule an appointment to attend an orientation, meet with a counselor, and complete the initial abbreviated EdPlan. Students are being informed about their registration priority, and understanding that completion of the matriculation components will have a direct impact on their registration priority dates.

   We encourage students to complete an orientation before the assessment test, so that the counselor can emphasize the importance of assessment testing. Counselors recommend that students take the assessment if appropriate for their situation including walking them to the assessment office or showing them where they can schedule an appointment online.

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

   The target audience is all new students to SJCC, except for students who have earned an associate degree or higher or have placed in or passed a college level math and/or English course. The assessment is a fully computerized tool. Assessment scores are provided to students during orientation. The center is open year-round with the highest volume usually occurring right before each registration period. All new, non-exempt, students are required to assess. For assessment scores to be valid, the results must be less than three years old. San Jose City College accepts assessment scores from Evergreen Valley College and other California Community Colleges, as long as they are recognized equivalent by our counseling faculty. Out-of-state assessments are evaluated by SJCC counseling faculty. Accommodations are available through the Disabilities Support Programs and Services (DSPS).

   The Assessment Center also partners with outreach and student recruitment and instructional programs to provide assessments to high schools students.

   Students are encouraged to review the sample questions and additional study resources located on the Assessment Center’s website before taking the assessment test. We have collaborated with the Language Arts department and Basic Skills Committee to offer supplemental reading/writing workshops.

4. a. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. Provide specific information about any second-party tests, including the versions and forms used.
The ACT Compass Internet System test is used for placement into English, mathematics, and ESL courses. A student’s English skills are evaluated through reading, writing and grammar sections. The ESL test includes a listening portion. The mathematics test encompasses testing of numerical skills, college algebra, geometry, and trigonometry. The computerized assessments in English, ESL and mathematics are administered individually or in group settings. Placement results are given to each student immediately following their completion of the test(s). High school students are provided with the opportunity to take the assessment test at their individual high schools during the spring semester.

Students are exempt from taking the assessment test if they can show test scores from the College Board Advanced Placement (AP) Test in English Language or English Literature with a score of 3, 4, or 5

b. When were tests approved by the CCCC0 and what type of approval was granted?
   Testing tools were approved by the CCCO, and the replacement tool is being researched now by our Research and Effectiveness Committee.

c. When were disproportionate impact and consequential validity studies last completed?
   The last studies were in 2006.

5. a. What multiple measures are used?

Counselors use multiple measures for placement into English and math by:
   Reviewing course work completed at other institutions,
   Reviewing AP Scores, reviewing high school transcripts, consulting with math and English faculty to assist with course recommendation when a student is very closer to moving into the next level, and a prerequisite challenge form which allows a student to move to the next level once the faculty member assesses a student’s ability to be successful.

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

In consultation with a student during a scheduled appointment, drop-in hours, or during the group orientation, counselors take time to engage in dialogue. Counselors take time to find out more about the student’s background, their previous academic preparation, and review any documentation the student can provide before making specific placement recommendations.

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

Yes
Along with COMPASS, SJCC uses multiple measurers:

Students may also place into Math 21, 22, 25, 51, 61 and 63 by using the following methods:

- Score of 50 or above on the ELM test or score of “exempt” or “ready for college level mathematics courses” on the CSU Early Assessment Program (EAP) and taken in grade 11th in conjunction with the California Standards Test (CST) in summative High School Mathematic or Algebra II.
- Score of “Conditionally Ready for college-level mathematics courses” or “conditional” on the CSU Early Assessment Program (EAP) and taken in grade 11th in conjunction with the California Standards Test (CST) in summative High School Mathematic or Algebra II, provided successful completion of a CSU approved 12th grade math course the requires Algebra II as a prerequisite.
- Score of 550 or above on the Mathematics section of the College Board SAT Reasoning Test.
- Score of 550 or above on the College Board SAT Subject Test in Mathematics (Level 1 or level 2). Score of 23 or above on the American College Test (ACT) Mathematics Test.

- Prerequisite challenge forms are also used.

Students may place into English 1A by using the following methods:

- Score of 147 or above on the English placement test (EPT).
- Score of “exempt” or “ready for college-level English courses” on the CSU Early Assessment Programs (EAP) Standard Test in grade 11 taken along with the English Language Arts California.
- Score of “conditionally ready for college-level English courses” or “conditional” on the CSU Early Assessment Program (EAP) taken in grade 11 and successful completion of the Expository Ready and Writing Course (ERWC) AP IB English or an English courses approved for extra honor weight on the University of California “A-G” doorway course list.
- Score of 501 or above on the critical reading section of the College Board SAT Reasoning Test.
- Score of 22 or above on the American College Test (ACT) English Test
- Prerequisite challenge forms are also used.

- We will be developing customize videos to provide students counseling session preparation material and Counseling information. We are also purchasing student lingo and financial aid TV to support Counseling.
  
  o Student Lingo
  StudentLingo is a series of interactive on-demand video workshops, action plans, and valuable resources focused on helping students achieve their academic, personal and career goals.
  
  o Financial Aid TV
  This toll supports and improves communication of financial aid information to current and prospective students so that they are informed in their decision-making when paying
for their education. FATV creates efficiencies for financial aid offices so that they can adequately serve their students.

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.

San Jose City College accepts assessment scores and placement results from Evergreen Valley College and other California Community Colleges as long as still valid. Out-of-State scores are evaluated by a counselor and students are typically encouraged to take the SJCC assessment.

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

Repeat assessments are offered to students on a case-by-case basis and per counselor and department faculty recommendations.

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

<table>
<thead>
<tr>
<th># of FTE</th>
<th>Title</th>
<th>Role</th>
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<td>Support Assessments</td>
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<td>Support Assessments</td>
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<td>.50</td>
<td>Counselor – Title V - PT</td>
<td>Support Assessments</td>
<td>SSSP</td>
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<td>.50</td>
<td>Counselor DSPS LD Spec.</td>
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<td>SSSP</td>
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</table>

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

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

San Jose City College has increased faculty members within the Counseling Department with the additional hires of two full-time tenure-track general counselor, one full-time tenure-track EOP&S counselor, and one full-time tenure-track Career Transfer Center Counselor. The college will be adding one more full-time tenure-track counselor in spring 2016. In an ongoing effort to constantly improve SJCC counseling services, the counseling division is reviewing the Student Learning Outcome (SLO's) survey results, and discussing ways to preserve the high level of satisfaction students have indicated that they have with counseling services. The division also realized the importance of reviewing the show-rate of students attending the orientations and analyze the results to insure that the time that orientations are offered are conducive to student needs. The division will make adjustments according to the results. In addition, the counseling faculty met with the English and ESL faculty to offer Guidance class that target the basic skills students.

Four counselors have been identified to support LGBT (Lesbian, Gay, Bisexual and Transgender) students and our Safe Zone program in an effort to provide students with a safe
learning environment. Safe Zone is committed to offering equal opportunity and education for all students regardless of sexual orientation or gender identity.

They provide:

- Awareness on Campus & in the Community
- Yearly program for National Coming Out Day
- Gay/Straight Alliance Club
- Safe Space outreach for LGBTQ students on campus

Safe Zone Training
- Safe Zone training online through Kognito Inc a ½ hr module
- Safe Zone training online plus a workshop for a total of 1 hour
- Safe Zone Train the Trainer through the CARS grant from the State Chancellor’s Office and by the Safe Zone Facilitator

2. a. How many students were provided counseling, advising and education planning services in 2014-15?
   There were 4,588 students who came in to see a counselor for counseling/Advising and EdPlan Completion.

   b. What percentage of the target population does this represent?
   This represents 85% of the targeted population. They received an abbreviated and/or a complete education plan.

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

SJCC students are required to meet with counseling faculty to develop an EdPlan once 15 degree applicable units have been completed. Because of this requirement, there are new options available to students to meet this mandate. Students can choose to meet with a counselor by appointment, however, the SJCC Counseling Department also offers workshops to meet the growing need. Students can attend a workshop and develop his/her EdPlan with the counselor. The EdPlan is then archived and available for view in the student’s MyWeb account. There were also key Saturday events held throughout the year, including the Super Saturday event designed for high school students and their families to attend. SJCC also had counselors available on Saturdays during targeted enrollment periods to assist with the entire registration process, including the development of the initial abbreviated EdPlan.

A summer bridge program was also developed and implemented in the summer 2015 to capture as many students as possible to discuss major selection and prepare EdPlans. The college will continue to offer the summer bridge and build upon its success for the next academic year.

Finally, SJCC has hired additional full-time counselors to meet the growing needs of the student body. An increase of newly hired counselors will positively impact the growing needs to meet with counselors throughout the academic year.
3. a. **Describe the service delivery methods (in person, workshops, FTES generating course, etc.).**

All SJCC students have the option to make an appointment to see an academic counselor. Students book appointments to declare a major and create both abbreviated and comprehensive EdPlans, discuss transfer opportunities, understand degree options for A.S., A.A. and AS-T/AAT majors, explore options for certificates, plan courses for the following semesters, etc. Beginning in Fall 2016, Guidance courses will be offered online to students, providing another venue for opportunities to take courses within the department; students are encouraged to sign up for this class during their counseling appointment. Students have several options to choose from when they need to see a counselor.

Students can book a 30 minute or 1 hour appointment (depending on the need of the student) in person at the counseling department front desk. Students can also schedule an appointment over the phone during regular business hours. The department is open for counseling appointments from 8:00am-6:00pm M-Th and 8:30-2:00pm on Fridays. Student can also attend a workshop. Workshops are offered throughout the academic year on a variety of topics.

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

Students have the option of dropping in or making an appointment.

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

The average wait time to see a counselor is approximately 20 minutes during peak registration times. All other times the wait is about 1 – 5 minutes.

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.**

All new non-exempt new SJCC students are required to complete an assessment test, attend an orientation, and meet with a counselor. During the counseling session, an abbreviated EdPlan is prepared, which outlines the courses, and the Registration ID#’s of the courses the student has been advised to enroll in. If a student needs more individual time than can be given during an orientation, students have the opportunity to schedule a 30 minute appointment to complete the abbreviated EdPlan and discuss future academic goals and objective. SJCC defines an abbreviated EdPlan as a course of action outlining one or two semesters. The abbreviated EdPlan is usually reserved for new students to the campus, or for those students who have been placed on academic or progress probation. The EdPlan is developed to add structure for a student and to assist with moving them off of probation status. Counselors explain the differences and requirements of educational and career goals, defined pre-requisites/co-requisites/advisories and order of courses, and describe how to register for classes.

b. **Describe the type of assistance provided to students to develop a comprehensive education plan and the scope and content of the plan.**
The compressive Educational plan is developed during a 60 minute counseling appointment if it is determined that a student has transcripts from other institutions that need to be evaluated at the time the EdPlan is being completed. Otherwise, a 30 minute appointment is scheduled to include all the courses required to achieve the student’s declared academic major. Students may also make an appointment to attend a workshop if they feel that a workshop will be a satisfactory tool in completing their plan. Counselors provide information on degrees, certificates, transfer information, general education requirements including CSU GE, IGETC, and the SJCC Associate of Science Degree, Associate of Arts Degree, and AS-T/AA-T Degree graduation requirements. Assist is the tool counselors use in developing a comprehensive plan if the student plans on transferring to one of the CSU’s or UC’s; private colleges and out-of-state universities require that the counselor do some additional research to guide the student through the maze of academic goal completion. Counselors will take into consideration all courses completed at another institution, AP exams, Military Credit, etc., when preparing the comprehensive EdPlan and developing the timeline for graduation and/or transfer course completion.

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:

- College Source – An online library of college catalogs used to review course descriptions and for transcript evaluation
- ASSIST – Online program lists UC and CSU degrees and course requirements
- Websites accessed during planning sessions include: CSUMentor, UC Transfer Admission Planner and the Transfer Counselor Website
- SJCC Counseling web page - Electronic forms: Abbreviated SEP, Student Educational Plan, and the Six Semester Plan
- The Datatel supported Degree Audit and Education Planning Program
- Additional technology includes tutorials, power point presentations, and online career assessments and resources (Eureka, Career Café, Career Cruising)
- Moodle
- Special Programs utilizes additional databases

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

<table>
<thead>
<tr>
<th># of FTE</th>
<th>Title</th>
<th>Role</th>
<th>Funding Source (SSSP/Match/GF)</th>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2.0 (70% is for advising)</td>
<td>FT Counselors</td>
<td>support counseling, advising and education planning</td>
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<td>---------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>.50 (70% is for advising)</td>
<td>Counselor – AB540 &amp; Foster Youth PT</td>
<td>support counseling, advising and education planning</td>
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<td>.67 (70% is for advising)</td>
<td>Program Coordinator</td>
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<td>Program Assistant</td>
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<td>12.20</td>
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advising)

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<tr>
<td>(20% of this position is for support)</td>
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</tr>
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</table>

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

<table>
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<tr>
<th>Budget Code</th>
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<th>Amount</th>
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<td>Food - educational planning events</td>
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<td>Outreach Materials - Counseling, advising and education planning services</td>
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<td>Conference &amp; Mileage - attend events and trainings</td>
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<td>Projector and Computer for Transfer and EdPlans</td>
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<td>6000</td>
<td>Screen TV for counseling advisement</td>
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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?

SJCC offer workshops for students that are on probation or dismissal status. The workshops were developed to offer a PowerPoint presentation format and assist as many students as possible in a timely manner. After workshops are attended, students follow-up with a counseling appointment to develop an EdPlan. Comprehensive notes are completed and added to the students web-based EdPlan. Counselors
suggest a course of action for class completion, and the notes serve as documentation to what the student and the counselor agreed to.

We are piloting providing supplementary instruction to at-risk students. Supplemental Instruction (SI) is an academic support model developed by Dr. Deanna Martin at the University of Missouri-Kansas City (UMKC) in 1973 that uses peer-assisted study sessions to improve student retention and success within targeted historically difficult courses. The SI program provides peer support by having students who succeeded in traditionally difficult academic courses help other students complete these courses. SI is a non-remedial approach that provides regular review sessions outside of class in which students work collaboratively by discussing readings, comparing notes, working together to predict test items, and sharing ideas for improving class material. Courses selected for SI tend to be “gatekeeper” courses for first and second year students—generally those classes that have a 30% or higher proportion of students who receive a “D”, fail, or withdraw (the DFW rate) from the course. Out-of-class review sessions are led by “SI leaders,” students who took the class already and did well. SI leaders attend all class lectures, take notes, and act as models to those currently taking the course.

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

525 students received services

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

This represents approximately 30% of the target population.

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

We have implemented the following:
• A series of support workshops
• Dedicated 0.5 FTE counselor to probation/dismissal students in Spring 2015
• Dedicated para-profession identified to support identify, contact and follow up with students
• Supplemental instruction for at risk students
• College success courses
• One on one Counseling
• appeal process leading to re-enrolment

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

b. How and when are students notified of these services?
Each semester students who are on probation or disqualification receive an electronic notification and their registration is put on hold until they are cleared by a counselor. Students are case loaded for follow up services by the appropriate counselor.

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

Basic skills students
- Counselors have piloted an intervention strategy of going into basic skill courses: English 92, and Reading 101 and 301 and conducting three, hour long in class workshops on: getting organized and planning ahead, educational opportunities, and test taking skills and getting ahead.

General student population
- Early Alert
  The District purchased the Ellucian student Retention module. The module is integrated with our student information system and the Student Planning and Degree audit tools. When everything is completed this technology will allow us to get early alert from faculty rosters. This will allow us to create cohort for students with similar attributes so that counseling and instructional faculty can check in with students and follow up with students. We are planning to pilot an early alert system in spring 2015. This alert system will monitored student every 4 weeks.

Linked courses
  Counseling is planning to create linked course between the Counseling Department and academic departments (e.g. sociology, construction technology, etc.).
  - Students would be required to complete a Guide 130—College Success course (3 units) along with a basic skills and/or a course related to their course of study/major/career interest.
    i. For example: Guide 130 (3 units) and Read 350 or Math 311 and Bus 068-Small Business Management or CIS 041-Introduction to Computer Information Systems

Encourage students to select an overall field of interest and provide them with a coordinated set of course sequences, counselors (counselors will be liaisons to specific departments), and student supports that explore various options within that field.
  i. The goal is to create “communities of interest” (COI) amongst our students.
  ii. A COI is consisted of a group of faculty, staff, and students who work together to increase student involvement, engagement, and success so that students stay in college, complete at higher rates, and achieve their goals.
  iii. Participation in a COI does not require a cohort of students to take the same courses together, but it provides opportunities for them to study and engage with others who have similar career interests and goals.
• The initial plan is to encourage students to choose a COI soon after enrollment, including those students who test into developmental education or English as a Second Language
  i. Furthermore, this could be incorporated into our probation/dismissed procedures to help students get out of poor academic standing (counselor discretion of follow up services needed for a particular student)
  ii. It could help increase persistence and retention rates for males of color and provide to them an effective academic pathway towards completing their academic goal (e.g. degree completion).

  1. According to the Center for Community College Student Engagement (CCCSE), at SJCC, 53% of Black male students and 56% of Latino male students place into one or more developmental courses
  2. 58% of Black male students and 36% of Latino male students enroll in one or more developmental courses
  3. 32% of Black male students persist from first fall semester to second, and 24% of Latino male students persist from first fall semester to second.
  4. 3% of Black male students complete either a certificate or associate degree within four years, and 3% of Latino male students complete either a certificate or associate degree within four years.

• Monitoring of student with W notations
  Counseling will work with the Office of Institutional Effectiveness and Student Success to create a W report each semester. Counseling will then follow up and reporting findings to instructional faculty.

• Counselors and staff members who access the SARS-GRID will assist with student early alert by utilizing the SARS Alert feature which will allow for inputting a note for a student. For example: “student A is an EOPS student/athlete/veteran” or “student A has missed two counseling appointments.”

Using the SARS Alert feature will help all counselors and staff provide the necessary follow up services for students during subsequent appointments

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

<table>
<thead>
<tr>
<th># of FTE</th>
<th>Title</th>
<th>Role</th>
<th>Funding Source (SSSP/Match/GF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0</td>
<td>FT Counselors</td>
<td>support follow-up services</td>
<td>SSSP</td>
</tr>
<tr>
<td>(20% position for</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Position Description</td>
<td>Staff Name</td>
<td>Service Description</td>
<td>Agency</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------</td>
<td>---------------------</td>
<td>--------</td>
</tr>
<tr>
<td>0.50 (20% of this position for follow-up services)</td>
<td>Counselor Metro - PT</td>
<td>Support follow-up services</td>
<td>SSSP</td>
</tr>
<tr>
<td>0.50 (20% of this position for follow-up services)</td>
<td>Counselor – AB540 &amp; Foster Youth PT</td>
<td>Support follow-up services</td>
<td>SSSP</td>
</tr>
<tr>
<td>0.50 (20% of this position for follow-up services)</td>
<td>Counselor – Title V - PT</td>
<td>Support follow-up services</td>
<td>SSSP</td>
</tr>
<tr>
<td>0.50 (20% of this position for follow-up services)</td>
<td>Counselor DSPS LD Spec.</td>
<td>Support follow-up services</td>
<td>SSSP</td>
</tr>
<tr>
<td>0.67 (20% position for follow-up services)</td>
<td>Program Coordinator</td>
<td>Support follow-up services</td>
<td>SSSP</td>
</tr>
<tr>
<td>1.0</td>
<td>Program Specialist</td>
<td>support follow-up services</td>
<td>SSSP</td>
</tr>
<tr>
<td>0.50 (20% of this position for follow-up services)</td>
<td>Program Assistant</td>
<td>Support follow-up services</td>
<td>SSSP</td>
</tr>
<tr>
<td>1.5 (20% position for follow-up services)</td>
<td>Staff Assistant</td>
<td>support follow-up services</td>
<td>SSSP</td>
</tr>
<tr>
<td>0.60 (20% of this position is for follow-up)</td>
<td>Vice-President of Student Affairs</td>
<td>Oversight of program</td>
<td>Match</td>
</tr>
<tr>
<td>12.20 (20% position for follow-up services)</td>
<td>Counselors</td>
<td>Support follow-up services</td>
<td>Match</td>
</tr>
<tr>
<td>0.33 (20% position for follow-up services)</td>
<td>Academic Advising Specialist</td>
<td>support follow-up services</td>
<td>Match</td>
</tr>
<tr>
<td>0.50 (20% position for follow-up services)</td>
<td>Staff Assistant</td>
<td>support follow-up services</td>
<td>Match</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Budget Code</th>
<th>Expenditure Title/Description</th>
<th>Funding Source (SSSP/Match/GF)</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>4000</td>
<td>Food – follow-up workshops</td>
<td>SSSP</td>
<td>500</td>
</tr>
</tbody>
</table>

### F. Other SSSP/Match Expenditures

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

<table>
<thead>
<tr>
<th>Budget Code</th>
<th>Expenditure Title/Description</th>
<th>Funding Source (SSSP/Match/GF)</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>Div. Administrative Assistant</td>
<td>SSSP</td>
<td>58,458</td>
</tr>
<tr>
<td>3000</td>
<td>Division Administrative Assistant</td>
<td>SSSP</td>
<td>37,308</td>
</tr>
<tr>
<td>2000</td>
<td>Supplemental Instruction</td>
<td>SSSP</td>
<td>53,950</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Budget Code</th>
<th>Expenditure Title/Description</th>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>Dean of Counseling</td>
<td>Match</td>
<td>27,490</td>
</tr>
<tr>
<td>2000</td>
<td>Articulation Specialist</td>
<td>Match</td>
<td>69,670</td>
</tr>
<tr>
<td>3000</td>
<td>Dean of Counseling</td>
<td>Match</td>
<td>6,465</td>
</tr>
<tr>
<td>3000</td>
<td>Articulation Specialist</td>
<td>Match</td>
<td>60,127</td>
</tr>
</tbody>
</table>

### SECTION III. POLICIES

#### A. Exemption Policy

1. Provide a description of the college or district’s adopted criteria and process for exempting students from SSSP-required services in accordance with title 5 section 55532.
The San Jose Evergreen Community College District requires all students to fully participate in each college's Student Success & Support Program services. A student may be exempt from the Orientation, Assessment, and/or Counseling/Advisement component of the Student Success & Support Program if one or more of the following exemption criteria are met.

New students may be exempted from the Orientation, and/or the Counseling components if they:
- Are enrolling in apprenticeship or short-term courses.
- Have previously earned a college degree.

New students may be exempted from the Assessment component if they:
- Enroll in open curriculum classes only.
- Enroll in non-AA applicable courses other than pre-collegiate basic skills.
- Enroll in apprenticeship courses only.
- Possess an Associate, Baccalaureate, or other college degrees.
- Previously completed reading, writing, and/or math coursework successfully (with a C grade or better).

This may be used for placement purposes in lieu of the corresponding assessment test(s).

Exemptions must be approved by the Dean of Student Success and Dean of Enrollment Services after a student meets with a counselor and provides official transcripts.

2. What percentage of your student population is exempt (list by category)?
This data is not available. The College is working closely with counseling faculty, Institutional Effectiveness and Information Technology to establish a process to collect this data.

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.

Waivers, Appeals and Complaints
Students who wish to request waivers, or file appeals or complaints on the basis of their Title 5 Matriculation Rights must follow the sequence of steps outlined below:

(Students filing other types of complaints or alleging discriminatory practices should follow the procedures listed in the college catalog under “Student Rights and Responsibilities—Grievance Process” or “Admission and Course Enrollment—Equal Opportunity Policy.”)
A. Initial Review of Waiver Appeal or Complaint
   1. The student should contact the Dean of Counseling & Student Success and complete an “Appeal or Request for Waiver” form or file a complaint regarding matriculation rights. The completed form should be turned in to the Dean of Counseling & Student Success.
   2. The Dean of Counseling & Student Success will contact the student and schedule a meeting to discuss the issue and/or inform the student of the decision.

   In the event that the appeal or request for waiver is not granted, the student will be advised of his/her rights to further appeal and the correct procedures to follow.

B. Appeal to the Vice-President for Student Affairs
   1. If the initial appeal or request for waiver is not granted and the student does not accept this decision, the student may next submit the initial form to the Vice-President of Student Affairs for further review.
   2. The Vice-President for Student Affairs will review the appeal or request for waiver and will meet with the student and/or inform the student of his or her decision concerning the matter.
   3. In the event the appeal or request for waiver is not granted by the Vice-President, the student will be advised of his/her right to further appeal and the correct procedures to follow.

C. Appeal to the President
   1. If the student does not accept the dean or VP’s decision, the student may then submit the appeal or request for waiver to the College President.
   2. The President will review the appeal and will meet with the student and/or inform the student of the final decision concerning the appeal or request for waiver.

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.

Pre-requisites, co-requisites and other limitations on enrollment

All pre-requisites or co-requisites identified in SJCC’s catalog and class schedule were established according to state laws as outlined in the District’s Model Plan. The following information is provided in compliance with those laws.

Except for district priority registration procedures for continuing students and courses or programs with prerequisites or co-requisites, all SJCC classes are open to enrollment on a “first come first served” basis until they are filled to maximum capacity.
Definitions:

- "Pre-requisite" is a condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program.

- "Co-requisite" is a condition of enrollment consisting of a course that a student is required to simultaneously take in order to enroll in another course.

- "Advisory" is a condition of enrollment that is advised, but not required, to meet before or in conjunction with enrollment in a course or educational program.
Pre-requisites, co-requisites, and advisories on recommended preparation challenge

SJECCD adopts the following in order to provide for the establishing, reviewing, and challenging of prerequisites, co-requisites, advisories on recommended preparation and certain limitations on enrollment in a manner consistent with law and good practice.

Students may challenge any prerequisite or co-requisite on one or more of the grounds listed below. The student shall bear the initial burden of showing that grounds exist for the challenge. Challenges shall be resolved in a timely manner and, if the challenge is upheld, the student shall be permitted to enroll in the course or program in question. Grounds for challenge are:

- The pre-requisite or co-requisite has not been established in accordance with the district’s process for establishing prerequisites and co-requisites;
- The pre-requisite or co-requisite is in violation of Title 5;
- The pre-requisite or co-requisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner;
- The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or co-requisite;
- The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or co-requisite course has not been made reasonably available.

Process:

Students who believe that they have completed the prerequisite(s) or co-requisite(s) for a course listed in the schedule of classes or catalog for any of the reasons stated above should do the following:

- Complete a Prerequisite Challenge form available at the Counseling Office.
- Make an appointment to see a counselor to help the student review his/her experience and guide the student in the challenge process. If the counselor cannot make a determination about the student’s experience, he or she will refer the student to the instructional dean who supervises the area in which the course is housed.
- If there are any unresolved issues after the student meets with the instructional dean, the student may present his/her case to the Vice President of Academic Affairs.
- When space is available in a course when a student files a challenge to the prerequisite or co-requisite, the College shall reserve a seat for the student and allow the student to enroll in the course if the challenge is successful.
SECTION IV. PROFESSIONAL DEVELOPMENT

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

The College has held two all College profession activities regarding the Student Success Initiative and is planning several activities to involve and inform the campus community. These activities include:

- SSSP Town Hall
- Counselor Training
- Counseling professional development to support best practices
- Student Services Staff Training in Roles and Responsibilities in meeting the SSSP guidelines.
- Activity planning with faculty and staff for At-Risk Populations
- Faculty Professional Development Day workshops
- Campus-wide Information Campaign including Newsletter, Moving Forward video, information sessions for all constituencies (students, faculty, classified staff, Academic Senate, Administration)
- Orientations for New Faculty and Adjunct Faculty
- Caminos project

Beginning October of 2014, the Caminos Project, which is funded by the Department of Education's Title V: Hispanic-Serving Institutions Grant, will enable SJCC to expand its capacity to improve the attainment and completion rates of Latino and low-income students. Among the planned activities are a summer bridge program, tutoring, peer-led team learning and a first-year experience program that will work with a minimum each year of 120 students in four cohorts (developmental math, developmental reading, STEM and career and technical education). The common thread through all four cohorts will be the On Course instructional delivery system created by Dr. Skip Downing who has a national following of On Course practitioners implementing proven teaching methods that empower students to be active responsible learners by applying essential skills for creating success in college and in life. On Course instructional delivery system and philosophy will be featured in the First Year Experience. This system will provide students with a tool box for active learning and will provide peer leaders and tutors with a common language for helping students succeed.

San Jose City College has designed this project to increase the efficient use of resources while improving student learning outcomes in two particular ways: the use of the On Course instructional delivery system and certification and training. Nationally recognized, On Course offers students the opportunity to learn essential skills for creating success in college and in life and to do so in the most time-efficient manner. At the center of the success skills addressed in Or Course is the Tool Box for active learning which helps students make wise choices in how they study and learn. This also creates a common language that can be used by students and their peer leaders to help them find the quickest and best ways to succeed in their college pathways. Caminos Project team members made up of instructors, staff, and administrators will
receive certification from On Course flagship workshops. The Project team will learn facilitation skills necessary for being an effective learner-centered educator who can empower students to move from superficial to deep learning. These advanced design and facilitation skills also provide the resources for participants to help colleagues provide more effective educational experiences for our students. The skills presented in On Course are drawn from best practices in academic curriculum design, brain research, learning styles, active-learning principles, corporate training methodology, and personal development strategies.

On Course Professional Development Workshops provide educators with innovative strategies that can be employed by instructors in all disciplines as well as by student services personnel in their daily interaction with students. Educators from across the curriculum learn how to empower students to become more self-responsible, self-motivated, self-managing, interdependent, self-aware, emotionally intelligent, and self-confident lifelong learners. Workshops are offered in lengths of one to four days. The one-day workshop introduces educators to learner-centered strategies that empower students to become active, responsible learners; additionally, this workshop provides an opportunity for participants to determine how they will use these strategies in their educational roles with students. The two-day workshop builds on the one-day workshop, adding additional learner-centered strategies to enhance each participant's skill at empowering students to achieve more of their potential in higher education. The three-day workshop is the same event as the On Course I Workshop, the flagship training offered at conference centers on both coasts of the United States, and is our most requested on-campus event. Like the one- and two-day workshops, the three-day workshop is built on a foundation of the On Course principles and offers numerous learner-centered strategies different from the strategies offered in the one- and two-day workshops. This comprehensive workshop addresses all eight On Course student success principles. As a bonus, it also offers an optional evening session for educators who would like to apply some of these empowering strategies to their own lives. The four-day workshop is the same event as the On Course II Workshop, our advanced training, which is also offered at conference centers on both coasts of the United States. Please note: All attendees must have previously completed the On Course I Workshop. In this workshop, participants add more than 100 learner-centered strategies to their educators' tool box. Additionally, they learn the design and facilitation skills essential to be an effective learner-centered educator. Like the On Course I Workshop, this workshop also offers the bonus of an optional evening session for educators who would like to apply some of these empowering strategies to their own lives.
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
mkeeleymcccoc.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.

Stakeholder:

Name: Roland Montemayor  Title: Interim Vice President, Student Affairs

Stakeholder Group: Administrator

Name: Takeo Kubo  Title: Dean, Enrollment Services

Stakeholder Group: Administrator

Name: Blake Balajadia  Title: Director, Student Activities

Stakeholder Group: Administrator

Name: Fabio Gonzalez  Title: Faculty / EOP&S Coordinator

Stakeholder Group: Faculty

Name: Dr. Celia Cruz-Johnson  Title: Faculty / BSI Coordinator

Stakeholder Group: Faculty

Name: Heather Jellison  Title: Language Arts Instructor

Stakeholder Group: Faculty

Name: Jennifer Nestojko  Title: Language Arts Instructor

Stakeholder Group: Faculty

Name: Xiomara Martinez  Title: Financial Aid Outreach Spec.

Stakeholder Group: Classified

Name: Maria Avalos  Title: Admin Secretary

Stakeholder Group: Classified
Name: Dr. Joyce Lui  Title: Research Analyst
Stakeholder Group: Classified

Name: Beverly Stewart  Title: Counselor
Stakeholder Group: Faculty

Name: Robert Gutierrez  Title: Director, METAS
Stakeholder Group: Administrator

Name: Dr. Ingrid Thompson  Title: Dean, Busi & Workforce Dev.
Stakeholder Group: Faculty

Name: Marc Sola  Title: Counselor
Stakeholder Group: Faculty

Name: Rachel Hagan  Title: Counselor
Stakeholder Group: Faculty

Name: Alejandro Lopez  Title: Counselor
Stakeholder Group: Faculty

Name: William Reyes  Title: Counselor
Stakeholder Group: Faculty

Name: Gina Ronzano  Title: Counselor
Stakeholder Group: Faculty

Name: Carlos Chavez  Title: Counselor
Stakeholder Group: Faculty

Name: Stacy Messenger  Title: Assessment Specialist
Stakeholder Group: Classified

Name: Mary Wright  Title: Staff Assistant
Stakeholder Group: Classified
Attachment B – Organizational Chart
Attachment C - SSSP Advisory Committee

Name: Roland Montemayor  Title: Interim Vice President, Student Affairs

Stakeholder Group: Administrator

Name: Takeo Kubo  Title: Dean, Enrollment Services

Stakeholder Group: Administrator

Name: Blake Balajadia  Title: Director, Student Activities

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Name: Heather Jellison  Title: Language Arts Instructor

Stakeholder Group: Faculty

Name: Jennifer Nestoiko  Title: Language Arts Instructor

Stakeholder Group: Faculty

Name: Patricia Romero  Title: Sr. Admin Assistant

Stakeholder Group: Classified

Name: Xiomara Martinez  Title: Financial Aid Outreach Spec.

Stakeholder Group: Classified

Name: Maria Avalos  Title: Admin Secretary

Stakeholder Group: Classified

Name: Dr. Joyce Lui  Title: Research Analyst

Stakeholder Group: Classified

Name: Lucas Gutierrez  Title: Student

Stakeholder Group: Associated Student

Name: Jeff Hancock  Title: Student

Stakeholder Group: Associated Student