SAN JOSÉ CITY COLLEGE

EDUCATIONAL MASTER PLAN:
AN EQUITY & SOCIAL JUSTICE FRAMEWORK

2021-2031

SJCC.EDU

SJECCD BOARD APPROVED 12/14/2021
San José City College

Educational Master Plan:
An Equity and Social Justice Framework

2021–2031
Educational Master Plan: An Equity and Social Justice Framework

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Letter from the President

Dear Colleagues,

On behalf of San José City College (SJCC), I am pleased to present the San José City College 2021–2031 Educational Master Plan (EMP), themed An Equity and Social Justice Framework. This is our first ten-year Educational Master Plan, developed in the midst of the COVID-19 global pandemic and America’s racial reckoning resulting from the killing of George Floyd in Minneapolis, Minnesota.

In addition to the devastating effects on the nation’s economy and loss of life, the pandemic has exposed deep divides in educational opportunity across classrooms and campuses, especially students from historical and underserved marginalized communities. The California Community Colleges system and our own San José Evergreen Community College District (SJECCD) have also taken bold action to address systemic racism in its ongoing commitment to Diversity, Equity, and Inclusion (DEI) and anti-racist education.

It is also important to recognize that, even in these challenging times, San José City College faculty, classified professionals, administrators, and our educational, community, and industry partners are immersed in the hard work of building back better and stronger to ensure equal educational opportunity for all students. Our college is resolved to ensure that our educational programs and services are defined by equity, opportunity, and social justice. This plan documents SJCC’s commitment to serve our students and community with innovative programs and quality student services for the next decade.

This plan was developed during the 2020–2021 academic year and was the result of extensive reflection, discussion, and work by the San José City College constituents. This Educational Master Plan is an essential component of the College’s integrated planning process and aligns with our mission and goals to unleash our students’ brilliance. SJCC’s EMP is the central reference point for the college’s future strategic plans, facilities master plan, institutional learning outcomes, program review, and resource allocation.

I want to express my gratitude to the entire college community for their engagement in this project, especially my co-chair, Dr. Joyce Lui, Dean of Research and Planning, and members of the Educational Master Plan Steering Committee, for the many hours of work invested in this plan’s development. For several months, the committee reviewed and discussed extensive data within the
The committee also identified the needs of the college and community served by the college and then developed overarching goals. Much appreciation as well to our Deans in Academic Affairs, Career Education, and Student Affairs for their active participation in this process and their detailed analysis of program review data. Finally, I want to acknowledge the perspectives and voices of our students. With their participation, the EMP planning process was truly student centered in addition to collaborative and inclusive.

Rowena M. Tomaneng, Ed.D.
President, San José City College
I. Executive Summary

San José City College’s 2021–2031 Educational Master Plan identifies comprehensive college goals that address the needs of its diverse students and the community it serves for the next ten years. The goals were developed during the spring of 2021 through the efforts of the Educational Master Plan (EMP) Steering Committee, comprised of all constituency groups. College-wide input was also solicited through campus town halls, campus surveys, and student focus groups. Additionally, the EMP Steering Committee invited feedback and input from community and industry partners.

The guiding principles and overarching goals were established in consideration of the college’s Mission, Vision, and Values, Student Equity Framework, and SJCC’s Strategic Plan 2019-2024. A detailed review and analysis of a wide range of college and regional data was conducted, including quantitative and qualitative data.

This document contains all internal and environmental scans, including quantitative and qualitative data, the planning assumptions on which the Educational Master Plan was based, College operational processes, and related plans.
II. Introduction to San José City College

A. History of San José City College

San José City College is celebrating its Centennial this year, 2021. For 100 years, SJCC has been a symbol of hope for students and an innovative leader in providing educational and career pathways to generations of families living in California's third-largest city. SJCC has built a legacy of educational and institutional excellence by adapting to the rapid changes that have transformed the Valley of Hearts Delight into Silicon Valley, a major driver of the state, national, and global economies.

The College was founded in 1921 and it is located southwest of the City of San José, California. The College is one of two accredited institutions governed by the Board of Trustees of the San José-Evengreen Community College District (SJECCD). The District, located in northeastern Santa Clara Valley, includes all of the City of Milpitas and part of the City of San José. The second college in the SJECCD, Evergreen Valley College (EVC), is located fifteen miles southeast of SJCC, in a suburban area of the City of San José and adjacent to Montgomery Hill Park. The District includes 300 square miles. The San José/Evergreen Community College District officially became an independent college district in 1963.

San José City College (SJCC) opened its doors in 1921 to a class of 86 students. It is the oldest community college in Santa Clara County and one of the 10 oldest in California. Today, SJCC, which includes the Milpitas Extension, enrolls more than 16,000 students annually. The campus, which is federally designated as a Hispanic Serving Institution (HSI) and Asian American Native American Pacific Islander Serving Institute (AANAPISI), comprises one of the most diverse student bodies within the California Community College System.

For 61 years the campus has been located in downtown San José. Through the 1960’s and 1970’s San José City College owned more property than it does currently. The boundaries of SJCC stretched east from Bascom Avenue to Menker Avenue. Portions of this property were sold off for the development of Interstate 280 and traded to incorporate the current land where a multipurpose field currently resides.

Bond measures in 1998, 2004, 2010 and 2016 have supported much needed facilities construction: the Cesar Chavez Library, Parking Garage, Career Technology, Technology Center, Multi-Disciplinary and Carmen Castellano Fine Arts Center, Student Center, Jaguar Athletics Complex, Science/Math, and renovations of the Business, Cosmetology, Reprographics,
Theater buildings. Construction is underway for a new Maintenance and Operations and Career Education Complex. Additionally, plans are underway for a new Jaguar Multicultural Building.

SJCC’s Milpitas Extension is a unique collaboration between the Milpitas Unified School District (MUSD) and the San José Evergreen Community College District (SJECCD) to establish an Educational Innovation Lab. Since the conception of this joint effort, the landscape has changed allowing capacity to implement innovative programs, have a fluid operation, and to develop new academic pathways that will shorten the time to degree, enhance the student experience, and develop best practices in dual enrollment, and collaborative efforts between a California Community College and K–12 District.

The Community College Center for Economic Mobility (CEM), located in the District location in downtown San José, complements the instructional programs of both colleges in the SJECCD. Established in 1988 as a self-supporting enterprise, the Institute has partnered with a diverse array of companies applying performance-based solutions to ensure effective training. In addition, CEM provides educational and training opportunities for working professionals and job seekers to keep them current in the highly competitive Silicon Valley job market. The offerings of WI include a range of online, self-paced industry certificates for career development, personal enrichment fee-based community service classes, contract education to businesses, and noncredit adult education associated with regional partnerships.

As we look back at SJCC's history, it is also vitally important that we honor the history of the land on which we stand and recognize that our community continues to benefit from the use and occupation of the Ohlone people's unceded ancestral homeland. Consistent with our values of inclusion and diversity, we respect and honor the College's relationship with the San Francisco Bay Area's original people. They continue to flourish in our communities, and we affirm their sovereign rights as first peoples.

Finally, we are proud to say that the future of SJCC looks bright and full of opportunity. We aspire, through excellence, to be the very best community college in Silicon Valley. We will continue to strive to build and strengthen our teams of students, faculty, alumni, and community partners.

B. Mission, Vision, Values

**Mission:** The mission of San José City College is to provide student-centered and culturally responsive curriculum and services for career pathways, university transfer, and life-long learning. We strive to
accomplish this by promoting an inclusive, multicultural learning community that values social justice, along with excellence in teaching and learning.

**Vision:** Through a framework of equity, San José City College will be an exceptional learning environment that challenges and empowers students through teaching excellence, robust student support programs, and innovation in order to prepare students to succeed and thrive in a dynamic global environment.

**Values:** The Core Values of SJCC include:

- Diversity, equity, and inclusion
- Social justice and respect
- Multiple pathways for student opportunity
- Innovation and collaboration

### C. Institutional Student Learning Outcomes

- **Communication:** Students will communicate effectively including reading, writing, speaking and listening.
- **Critical and Analytical Thinking:** Students will analyze problems using evidence and sound reasoning to make decisions.
- **Global Awareness and Social Justice:** Students will demonstrate an awareness of social, economic, ecological, historical, and cultural differences and their implications.
- **Personal Responsibility, Ethics and Civility:** Students will demonstrate personal and civic responsibility and professional integrity.
- **Technology:** Students will utilize technology effectively for informational, academic, personal, and professional needs.
- **Aesthetics and Creativity:** Students will develop an appreciation of the arts and engage in the creative process.
III. Educational Master Plan (EMP) Planning Process

A. EMP Steering Committee

Table 1: Educational Master Plan Steering Committee

<table>
<thead>
<tr>
<th>CO-CHAIRS</th>
<th>TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Rowena M. Tomaneng</td>
<td>College President</td>
</tr>
<tr>
<td>Dr. Joyce Lui</td>
<td>Dean Research, Planning, and Institutional Effectiveness</td>
</tr>
<tr>
<td>Claudia Amador</td>
<td>EMP Classified Professional Coordinator</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MEMBERS</th>
<th>TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Elizabeth Pratt</td>
<td>Vice President Academic Affairs</td>
</tr>
<tr>
<td>Dr. Lena Tran</td>
<td>Vice President Strategic Partnerships and Workforce Innovation</td>
</tr>
<tr>
<td>William Garcia</td>
<td>Vice President Student Affairs</td>
</tr>
<tr>
<td>Roland Montemayor</td>
<td>Past Vice President Student Affairs</td>
</tr>
<tr>
<td>Christopher Hawken</td>
<td>Vice President Administrative Services</td>
</tr>
<tr>
<td>Daniel Garza</td>
<td>Director of Marketing and Communications</td>
</tr>
<tr>
<td>Dr. Rene Alvarez</td>
<td>Dean Academic Success and Student Equity</td>
</tr>
<tr>
<td>Young Nguyen</td>
<td>Supervisor College Technology Support Services</td>
</tr>
<tr>
<td>Joe Andrade</td>
<td>Facilities Manager</td>
</tr>
<tr>
<td>Dr. Edina Rutland</td>
<td>Director Student Accessibility Services</td>
</tr>
<tr>
<td>Judith Bell</td>
<td>President Academic Senate and Past Vice President Academic Senate</td>
</tr>
<tr>
<td>Alejandro Lopez</td>
<td>Past Academic Senate President</td>
</tr>
<tr>
<td>Lezra ChenPortillo</td>
<td>Past Faculty Chair, Instructional Policies and Curriculum Committee</td>
</tr>
<tr>
<td>Andres Rodriguez</td>
<td>Faculty Co-Chair Instructional Policies and Curriculum Committee</td>
</tr>
<tr>
<td>Thuy Cao</td>
<td>Faculty Co-Chair Instructional Policies and Curriculum Committee</td>
</tr>
<tr>
<td>Dr. Shusaku Horibe</td>
<td>Research and Planning Analyst</td>
</tr>
<tr>
<td>Andrea Lopez</td>
<td>President Classified Senate</td>
</tr>
<tr>
<td>Yesenia Ramirez</td>
<td>Vice President Classified Senate Vice President</td>
</tr>
<tr>
<td>Carla Esquivel Magana</td>
<td>Program Specialist Counseling</td>
</tr>
<tr>
<td>Amaria Rodgers</td>
<td>Past President Associated Student Government</td>
</tr>
<tr>
<td>Yesenia Hernandez</td>
<td>Puente Student</td>
</tr>
<tr>
<td>Cara Parker</td>
<td>UMOJA Student</td>
</tr>
<tr>
<td>Martha Perez Belardes</td>
<td>Student Accessibility Services Student</td>
</tr>
</tbody>
</table>

In the fall of 2020, San José City College, under the leadership of President Dr. Rowena M. Tomaneng and Dean of Research, Planning, and Institutional Effectiveness Dr. Joyce Lui, outlined the process to develop SJCC’s Educational Master Plan: *An Equity and Social Justice Framework*, a foundational plan to direct the course of the college for ten years, from 2021 to 2031. In January 2021, Claudia Amador, joined the Co-Chairs to provide staff support. In February 2021, Dr. Tomaneng and Dr.
Lui worked with constituency leaders and members of executive cabinet for appointments to the Educational Master Plan Steering Committee (see Table 1 for membership).

**B. EMP Timeline of Activities and Schedule of Meetings**

In March 2021, the Educational Master Plan Steering Committee, a representative group of students, faculty, classified professionals, and management, began the process of developing the Educational Master Plan. EMP Steering Committee members were provided with a wealth of information, including the most recent environmental scans of the college, its students, and the communities it serves, as well as the results of internal surveys, college townhalls/listening sessions, and a focus group centered on special student populations (see Table 2 and Table 3 for timeline of activities and EMP meetings).

*Table 2: EMP Timeline of Activities Fall 2020–Fall 2021*

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
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<tbody>
<tr>
<td>December 2020</td>
<td>• EMP Steering Committee &amp; Timeline developed</td>
</tr>
<tr>
<td></td>
<td>• Preliminary communication to constituencies and participatory governance committees</td>
</tr>
<tr>
<td></td>
<td>• Hanover Research contracted for Environmental Scan &amp; Trends Analysis and Focus Group with Special Programs</td>
</tr>
<tr>
<td>January 2021</td>
<td>• Part-Time Project Staff identified</td>
</tr>
<tr>
<td></td>
<td>• Request/appoint EMP Steering Committee Members</td>
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<tr>
<td></td>
<td>• Sample Educational Master Plans reviewed</td>
</tr>
<tr>
<td>February 2021</td>
<td>• Finalize EMP Steering Committee (including appointments)</td>
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<td></td>
<td>• Managers &amp; Supervisors (listening session)</td>
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<tr>
<td></td>
<td>• Survey developed and distributed to College Community</td>
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<tr>
<td>March 2021</td>
<td>• Engage community partners and advisory boards (listening sessions)</td>
</tr>
<tr>
<td></td>
<td>• EMP Steering Committee meetings scheduled (2) to review results of listening sessions and campus survey</td>
</tr>
<tr>
<td>April 2021</td>
<td>• EMP Steering Committee review of Environmental Scan and Labor Market Data completed by Hanover Research &amp; District</td>
</tr>
<tr>
<td></td>
<td>• EMP holds ½ day Retreat to review external data and internal student equity data, goal setting begins based on program reviews and assessment of Strategic Plan goals</td>
</tr>
<tr>
<td>May 2021</td>
<td>• Goals setting continues</td>
</tr>
<tr>
<td></td>
<td>• Communicate updates to campus community (constituencies and participatory governance committees)</td>
</tr>
<tr>
<td>June 2021</td>
<td>• EMP Writing Team identified and draft outline developed by co-Chairs</td>
</tr>
<tr>
<td>July 2021</td>
<td>• EMP Writing Team begins draft</td>
</tr>
<tr>
<td>August 2021</td>
<td>• Continue writing EMP draft</td>
</tr>
<tr>
<td></td>
<td>• Provide College update at Professional Development Day</td>
</tr>
<tr>
<td>September 2021</td>
<td>• Complete EMP draft</td>
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<tr>
<td></td>
<td>• Presentation EMP Steering Committee</td>
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<td></td>
<td>• Presentation All Managers</td>
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<tr>
<td></td>
<td>• Presentation at September 24th Governance Retreat</td>
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<tr>
<td></td>
<td>• Update College Advisory Council</td>
</tr>
<tr>
<td>October 2021</td>
<td>• Presentation to All Managers</td>
</tr>
</tbody>
</table>
### Presentation and EMP Draft Review to Academic Senate

- November 2021
  - Presentation and EMP Draft Review to Academic Senate, Classified Senate, and Associated Students
  - Approvals from Academic Senate and Classified Senate
  - College Advisory Council
  - First Read and Presentation to Board of Trustees

- December 2021
  - Second Read and Approval Board of Trustees
  - Finalize edits & layout

### Table 3: Education Master Plan (EMP) Meetings

<table>
<thead>
<tr>
<th>Date</th>
<th>Meeting Title</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, March 1, 2021</td>
<td>Educational Master Plan (EMP) Committee</td>
<td>1PM–2PM</td>
</tr>
<tr>
<td>Monday, March 15, 2021</td>
<td>Educational Master Plan (EMP) Committee</td>
<td>1:30PM–3PM</td>
</tr>
<tr>
<td>Monday, March 29, 2021</td>
<td>Educational Master Plan (EMP) Standing Committee</td>
<td>1PM–2PM</td>
</tr>
<tr>
<td>Wednesday, March 31, 2021</td>
<td>SJCC EMP Townhall-Employees</td>
<td>12PM–1 PM</td>
</tr>
<tr>
<td>Wednesday, March 31, 2021</td>
<td>SJCC EMP Townhall-Students</td>
<td>1PM–2PM</td>
</tr>
<tr>
<td>Friday, April 16, 2021</td>
<td>Educational Master Plan (EMP) Standing Committee</td>
<td>1PM–2PM</td>
</tr>
<tr>
<td>Monday, April 26, 2021</td>
<td>Educational Master Plan (EMP) Standing Committee</td>
<td>1PM–2PM</td>
</tr>
<tr>
<td>Friday, May 14, 2021</td>
<td>Educational Master Plan (EMP) Standing Committee</td>
<td>1PM–2:30PM</td>
</tr>
<tr>
<td>Monday, May 24, 2021</td>
<td>Educational Master Plan (EMP) Standing Committee</td>
<td>1PM–2PM</td>
</tr>
<tr>
<td>Monday, June 21, 2021</td>
<td>Educational Master Plan (EMP) Standing Meeting</td>
<td>9AM–11AM</td>
</tr>
<tr>
<td>Monday, August 16, 2021</td>
<td>Educational Master Plan (EMP) Writing Team</td>
<td>4PM–5PM</td>
</tr>
<tr>
<td>Tuesday, August 24, 2021</td>
<td>Educational Master Plan (EMP) Writing Team</td>
<td>9AM–10:30A</td>
</tr>
<tr>
<td>Friday, September 10, 2021</td>
<td>Educational Master Plan (EMP) Standing Committee</td>
<td>1PM–2:30PM</td>
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</tbody>
</table>

### C. Planning Assumptions

The following assumptions have been considered in developing SJCC EMP goals and strategic objectives. These assumptions are based on the external and internal environmental scans and regional, statewide, and national factors influencing California Community Colleges. The assumptions are not listed in order of importance.

- The Covid-19 pandemic has raised new barriers for Black Indigenous People of Color (BIPOC), students with disabilities, students who are undocumented, students who are new immigrants and second language learners, and students who are caregivers, both for entry into higher education and for continuing and completing their studies. The college will have to increase access to technology, instructional support services, mental health services, and accessibility services.
- Many institutions of higher education that disproportionately serve Black Indigenous People of Color and students from low-income backgrounds have seen declines in enrollment since the COVID-19 pandemic began. The college will have to pursue innovative, culturally responsive,
and targeted outreach and provide enrollment incentives through use of Higher Education Emergency Relief Funds (HEERF).

- The increasing use of educational technology will continue to require the college to commit significant funds to equipment purchases and employ a technologically sophisticated faculty and classified professionals.
- The increasing use of distance education will continue to require the college to commit significant resources on distance education platforms and modalities and on-going professional development for faculty, students, administrators and classified professionals.
- The success of California community college students will remain a top priority of statewide policy makers and funding for effective student success activities will be increasingly available.
- Because Affordability and Basic Needs issues are major barriers to student access and success in higher, pressure to lower the cost of education will continue to be a top priority with students, families and policy makers.
- Reducing the time-to-degree of students will remain a priority of the California Legislature (Guided Pathways, AB 288 College and Career Access Pathways Partnerships, AB 19 California College Promise, AB 705 California Community Colleges Placement and Assessment, and others). The College must invest in the development and implementation of academic and career education pathways.
- Developing partnerships and educational pathways with local Unified School Districts, especially high schools, as well as the CSU and the UC systems will be an increasing priority for state policy makers.
- Statewide policy makers, Chancellor’s Office, and Board of Governors will continue to invest in the Strong Workforce Program. The college will have to create “more and better” career education programs and continue to remove barriers to education completion, position industry at the forefront of career pathway development, commit to continuous program improvement, streamline the curriculum-approval process, increase the pool of qualified career education faculty, enable regional coordination and establish a dedicated and sustainable funding source.
- To accommodate the growth of non-traditional students (older adult learners) and support the regions’ economic recovery, new educational programs will need to be added, especially in areas of regional workforce growth, and regional collaboration will be important.
- Diversity, Equity, and Inclusion and Anti-Racist Education will continue to be a priority for the CCC Chancellor’s Office and Board of Governors, and San José Evergreen Community College District. The college needs to continue to employ a diverse faculty and staff and offer professional development in culturally responsive and ethnic studies curriculum.
- The College will maintain its federally designated status as both a Hispanic Serving Institution and Asian American Native American Pacific Islander Institution. The College should continue to support and pursue additional funding for programs designed to increase Latinx and AAPI student success.
- In order to implement and sustain the Colleges student equity and student success initiatives, the College needs to deepen integrated planning, data-driven resource allocation,
and institutional effectiveness.

- In order to increase student retention, success, and completion, the College must deepen the integration and collaboration between Academic Affairs and Student Affairs.
- As the College grows in the diversity of students and employees, it will be important to foster a culture of care, belonging and inclusiveness.
- As the College grows, it will be important to increase opportunities for employee and student engagement in participatory governance.
- The relationship of San José City College to the San José Evergreen Community College District is an important part of the college’s future, especially in relation to the District’s Resource Allocation Model (RAM).
IV. Institutional Goals

The following overarching goals were established in consideration of the College’s Mission, Vision and Values, Student Equity Framework, and SJCC’s Strategic Plan 2019-2024.

The EMP Steering Committee conducted a detailed review and analysis of a wide range of college and regional data was conducted, including quantitative and qualitative data.

Goal 1: The College will pursue academic and career education pathways to increase access to higher education for the communities that we serve.

A. Career and Academic Pathways

Since 2019 San José City College has adopted and is implementing a Guided Pathway (GP) framework to increase access, minimize barriers, provide instructional and streamline integrated student support to ensure student success and completion. The GP is annually reviewed and revised in the Scale of Adoption Assessment (SOAA).

The four Pillars (Clarify the Path, Enter the Path, Stay on the Path, and Ensure Learning and Complete the Path) are called out in the GP plan, align with SJCC’s Strategic Plan, and operationalized in the integrated Strategic Management Plan Ensuring Retention (iSEMPER). In the next 10 years, SJCC Guided Pathways will be implemented, beginning with Pillar I: Clarifying the Path and establish College and Academic Pathways (CAPs). The CAPs are clusters or meta majors have been identified by the Guided Pathway Core Team and reviewed by students and faculty members to ensure clear and accessible pathways to completion for students. SJCC’s Career and Academic Pathways (CAPs) include:

- Business, Economics & Information Technology
- Health & Human Sciences
- Humanities, Social Sciences & Education
- Industrial & Technical Careers
- Languages & Communication
- Personal & Career Exploration
- Science Technology, Engineering & Mathematics (STEM)
- Visual, Performing, & Media Arts

B. Guided Self-Placement

An important step in the implementation of Guided Pathways is Guided Self-Placement. The College’s goal over the next ten years will focus on further introducing and revising the guided self-
placement tool within the student information system for new and returning students. The College’s online new student orientation will be revised to reflect the College’s implementation of AB 705 and will explain the advantages of completing the guided self-placement.

Students are encouraged to complete the guided self-placement to assist with the development of a student educational plan and determine proper placement into English and mathematics courses. Students who plan to earn an associate degree, earn an associate degree for transfer, or plan to transfer to a four-year university are encouraged to complete the guided self-placement process.

C. METAS

The U.S. Department of Education Hispanic Serving Institution (HSI) GANAS grant was awarded to SJCC in fall 2020 to continue to expand the college’s capacity to service Hispanic and low-income students. The primary goal GANAS is to develop pathways and instructional support in the areas of STEM, Teacher Training, and Public Health.

The GANAS project is housed in the METAS program and works closely to align the three pathways with the Academic Divisions, and to provide counseling and support services in tandem with the Learning Resource Center. The mission of METAS is to serve and empower all students through an education that is rigorous, supportive, and just. METAS coordinates innovative instructional and support services available to all students on campus and across academic departments. METAS also collaborates with all academic and student service divisions to provide support for the San José Promise, Summer Bridge, Academic and Peer-Led Team Learning (PLTL) and by offering no cost textbook, laptops and calculators.

D. Non-Credit: Career Education (CE)

San José City College is an active partner with regional adult education centers, community colleges, education agencies, community partners, and local workforce development agencies to deliver education and work training to over 3,000 students in the following areas:

- Workplace ESL Preparation: SJCC offers ESL classes to support the language needs of our region’s large immigrant population. Learners attend ESL classes with a goal of increasing their speaking, listening, writing, and workforce preparation skills.
- Short-term Career and Technical Education (CTE): SJCC’s CE programs provide students with the academic and technical skills, knowledge, and training required for entry into high-demand fields such as Healthcare, Computer Information Systems, and Advanced...
Manufacturing.
- Pre-Apprenticeship: SJCC offers programs and training to prepare participants to enter registered apprenticeship programs where they can earn while they learn.

In collaboration with the District’s Center for Economic Mobility (CEM), SJCC will continue to build out its non-credit programs over the next 10 years serving more than 9,000 students. The primary goals include:

- Develop and implement district and regional adult education per AB 104 legislation.
- Work closely with K–12 districts and other education partners to identify and establish opportunities for adult learners in the program areas outlined in AB 104 Legislation.
- Provide opportunities for dual enrollment, accelerated and contextualized learning, and pre-apprenticeship training.
- Provide leadership for the development, establishment, and revision of curriculum and programs.
- Serve as an active member of the Adult Education Consortium, and contribute to support policies, initiatives, and strategies to enhance student access and success.

**E. Dual Enrollment**

For traditional students that enroll at SJCC after High School, the Dual Enrollment Program (DEP) is integral to implementation of Guided Pathways in Academic Affairs and Career Education. DEP allows high school students to simultaneously earn credit at their high school and at the College. Dual enrollment is also known as concurrent enrollment. The DEP supports the California Community Colleges Vision for Success, a set of goals and commitments that include boosting the numbers of students earning degrees or certificates and transferring to a University of California or California State University campus. The DEP goals over the next ten years focus on expanding recruitment and retention strategies to increase enrollment, strengthen SJCC campus and San José community partnerships, and increase resource allocations to support sustainable enrollment growth.

**F. Promise Programs**

Funded through AB 19, SJCC has established both the San José Promise Program (SJPP) and Milpitas Promise Program (MP) to provide first-year students with the financial support, counseling, textbooks, and mentorship needed to successfully complete 60 units in their first two years at SJCC. The SJPP and MP goals over the next ten years focus on expanding recruitment and retention strategies to increase enrollment, strengthen SJCC campus and San José community partnerships, and increase
resource allocations to support sustainable SJCP and MP enrollment growth. The SJPP and MP are open to all students who meet program requirements. SJPP and MP students begin their college experience with the Summer Bridge Program, which provides an opportunity for students to launch their first year of college by completing a college-level course during the summer while concurrently learning how to navigate college life.

G. Middle College Programs

SJCC offers two Middle College Programs, one on the main campus and one at the Milpitas Extension. In the next 10 years, the College’s goal is to expand student enrollment in both programs, increase access to college instructional support and student services, and increase articulation of middle college students to SJCC.

Middle Colleges are high schools located on community college campuses that blend high school and college courses so that students can fulfill their high school graduation requirements and earn college units along an academic pathway. Since 1984 SJCC has collaborated with San José Unified School District’s Middle College Program to host Middle College on the main SJCC campus. High School juniors and seniors students enroll in an average of 6–8 units of college coursework as concurrently enrolled students. In the next ten years, the College’s goal is to double the SJUSD Middle College presence on the main campus and increase Middle College student participation from 50 to 100. This will increase the number of concurrent college courses completed by Middle College students and expedite students to complete an ADT.

In fall 2021 Milpitas Unified School District in collaboration with San José City College launched Milpitas Middle College High School (MMCHS) at the Milpitas College Extension. MMCHS offers academic and career education pathways to MUSD students—Education & Social Work, Medical & Related Fields, and Tech & Entrepreneurship. From this year’s starting cohort of about 30 students, the College’s goal in the next ten years is to increase student enrollment to a minimum of 60 students annually.

H. Honors Program

The Humanities, Social Sciences, and Arts Division houses the SJCC Honors Program, which was revitalized in 2020. In 2021, 60% of Honors students are from the Humanities Social Science and Arts Division. The College’s goal in the next 10 years is to increase the number of Honors courses offered
across academic divisions and Honors’ students transferring to University of California schools by leveraging transfer agreements based on Honors Programs. There will be a continued priority to support the Honors Program and the Phi Theta Kappa Honor Society to show an increase in participation and completion by 20% from 2021 to 2023. Eight Honors Program courses were approved by the curriculum committee (IPCC) in 2021 and will be offered starting in Spring 2022.

1. **Learning Communities**

Currently, SJCC has several cohort-based programs: Puente Project, Umoja, and International Students. There are distinct differences in academic and career pathway offerings in relation to course sequencing and instructional delivery. Research on cohort-based programs demonstrate that cohort programs are a high impact student success practice due to high percentages of student retention, persistence, and success. In the next 10 years, the College plans to increase student enrollment in cohort programs, and student retention, persistence, and transfer to four-year colleges and universities.

1. **Puente Project**

The Puente Project is a national award-winning cohort-based program that has prepared California’s educationally disadvantaged students for college admission and success. SJCC’s Puente Project is open to all students who have a strong desire to complete a transfer pathway to a four-year university and are interested in learning about Latinx culture. SJCC’s program also has the traditional Puente Project pillars of paired English and counseling and uniquely centers on a third pillar – Ethnic Studies, specifically the yearlong Mexican American History I and II courses. In addition to expansion of recruitment to increase student enrollment, Puente will develop the Mentoring component, strengthen SJCC campus and San José community partnerships, and increasing resource allocations to support sustainable enrollment growth.

2. **Umoja Program**

SJCC’s Umoja cohort-based program is a community and critical resource dedicated to enhancing African American and other students’ cultural and educational experiences to increase retention, graduation, and transfer rates. Umoja is a cohort-based academic program that pairs English, Ethnic Studies, Guidance, and mathematics in a two-semester sequence, laying the foundation for students to enter one of SJCC’s Guided Pathways. In addition to expansion of recruitment to increase student enrollment, Umoja will develop the Mentor component, strengthen SJCC campus and San José
community partnerships, and increasing resource allocations to support sustainable SJCC Umoja Community Program enrollment growth.

3. International Student Program

SJCC’s International Student Program is committed to supporting and enhancing the experience of F-1 international students to help them achieve their academic and career goals. The International Student Program assists students in obtaining student visas from U.S. embassies and consulates abroad, remain in good standing with U.S. Immigration and Customs Enforcement – Student and Exchange Visitor Program, and transition to living, learning, and working in the United States. Currently, the International Student Program serves 90 students, however, the program would like to serve 150 new students annually. In addition to expanding recruitment to increase student enrollment, in the next 10 years, the SJCC International Student Program will strengthen SJCC campus, local, and international community partnerships to support sustainable enrollment growth for transfer to a four-year college or university.

Goal 2: The College will pursue academic excellence, equitable student services, and workforce innovation to increase student retention, transfer, certificate and degree completion, and employment.

Academic Affairs is comprised of the following divisions: Math and Science, Humanities, Social Science & Arts, Language Arts and Library Services, and Kinesiology and Athletics. San José City College Academic Affairs also provides Instructional Support Services and Research and Planning Resources through the Department of Research and Planning to all divisions including Workforce/CTE through Instructional Support Programs in the Library, Learning Resource Center and the METAS Program.

Career Education (CE) provides students of all ages with the academic and technical skills, knowledge, and training necessary to succeed in high-wage, high-skill, high-demand careers. The Business and Workforce Development Division at SJCC offers a variety of hands-on, flexible CE programs and courses of study in Accounting, Business, Computer Applications, Computer Information Systems, Cosmetology, Dental Assisting, Medical Assisting, Emergency Medical Services, Health Education, Marketing, and Real Estate. Courses and programs are hands-on and flexible to train and enhance student skills in career fields, including Air conditioning & Refrigeration Technology, Construction Technology, Electrician Trainee, Facilities Maintenance, Laser Technology, Machine Technology, E-Tech/Solar Systems, and Work Experience.
Student Affairs is comprised of the following departments: Academic Success & Student Equity, Admissions & Records, Counseling and Special Programs, Financial Aid, Learning Resource Center, Student Accessibility Services, and Student Development and Activities, Outreach and Recruitment, and the Student Health Center. These departments collaborate with Academic Affairs and Career Education to ensure that all students are knowledgeable and have access to student services, ranging from hosting new student orientations, helping with the matriculation process, and to providing direct aid including financial aid, book vouchers, and technology resources.

To increase student retention, transfer, certificate and degree completion, and employment, Academic Affairs and Career Education divisions will work in collaboration with Student Affairs to ensure operational goals, as defined by the iSemper and the Strategic Plan Key Performance Indicators (KPI’s) are aligned and addressed. Academic Affairs and Career Education will continue to harness the resources of the Distance Education and Professional Development Program to provide support to further academic excellence, accessibility, and culturally responsive curriculum and pedagogy.

A. Academic Excellence

1. Math and Science Division.

The Primary Guided Pathway Career Academic Pathways (CAPs) within the Math and Science Division include the STEM (Science Technology Engineering and Math)- Science Technology Engineering and Math, and Health & Human Sciences. In 2021 Associate of Science for Transfer (AS-T) and AA were offered in Biology (AS-T), Chemistry (AA), and Mathematics. Under development in 2021 are creation of an Environmental Science AS-T, an Engineering AA, and a certificate programs in Chemistry (Chemistry Lab Technician) and Engineering (Engineering Tech). Opportunities for growth for the Math and Science Division will be dependent on ensuring that the curriculum is current and culturally responsive. Faculty in the Math and Science division are leading an NSF grant that focuses on reviewing science curriculum through an equity lens. There will be a continued focused on success rates in Math sequences, after implementing AB705, and continued Supplemental Instruction and embedded tutoring to promote student success on the transfer track.

The primary goal over the next 10 years is to increase the number of AS for Transfer in Biology, Chemistry, Environmental Science, Engineering and Mathematics. This aligns with the Hanover report which indicates a 12% growth needed in training for RN (Registered Nurse) and health related occupations. Enhancing Biology and Chemistry pathways will support the labor market demand and provide transfer opportunities for more marginally served students of color. Fully developing the
new Engineering Program which aligns with the projected demand (8%) in the Engineering fields including general, electronic, computer and mechanical. SJCC continues to strengthen partnerships with San José State University (SJSU) Engineering Schools and create partnerships with Bay Area UCs and CSU to build on transfer opportunities. The creation of a Chemistry Lab Technician Certificate meets a current and expected need for labor market demand for biology (lab) technicians in the south Bay Area.

The Math and Science Division will continue to expand STEM opportunities in collaboration with METAS and with SJSU. SJCC is partnering with SJSU as a sub-recipient of an HSI Math, Engineering, Science, Achievement (MESA) grant from 2021-2027. MESA is a college and career preparatory engine that propels student diversity and achievement in science, technology, engineering and math, and provides opportunities for instructional support while promoting transfer to 4-year institutions. In the next ten years, the College’s goal is to launch and expand the MESA program to transfer 120 students annually to SJSU in STEM fields and increase ADTs in biology, engineering, computer science engineering, math and chemistry.

The Math and Science Division will continue to provide Honor’s class opportunities for STEM and Health Science students. Honors Programs ADTs in Math and Science will be expanded and the number of students participating will increase by 20% from 2021 to 2024. The Math and Science Division will expand access to education from the pre-Covid, to include more distance education modality courses and to collaborate with the library services and Distance Education to include Open Educational Resources (OER) and Zero Textbook Cost (ZTC) opportunities for students by 20% from 2021 to 2024.

The development of the Engineering program, Biology Tech program and expansion of STEM pathways will require the need for review and expansion of basic engineering and biology lab spaces that are OSHA compliant and meet instructional laboratory needs.

2. Humanities, Social Science and Arts Division.

The Primary Guided Pathway Career Academic Pathways (CAPs) within the Humanities, Social Science and Arts Division include the Healthy & Human Services, Humanities, Social Science and Education, and Visual Performing and Media Arts. The HSS&A Division is also home to several robust Career Technical Education Programs Including Early Childhood Education (ECE), Administration of Justice, Music Technology, Media Arts, and Alcohol Drug Studies. Opportunities for growth for the Humanities, Social Science, and Arts will be dependent on ensuring that the curriculum is current and culturally responsive, and available in Distance Education and hybrid modalities. Additionally, collaboration with library services and Distance Education will include Open Educational Resources
(OER) and Zero Textbook Cost (ZTC) opportunities for students by 20% from 2021 to 2024 and 50% by 2031.

The primary goal over the next 10 years is to increase the number of ADTs in the Human Service, Social Science CAP and increase ADTs and certificates in Career Education programs including Alcohol Drug Studies and Administrative Justice. This aligns with the Hanover report which indicates a growth of need 12% in teaching and 8% in human service occupational fields. San José City College will continue to be a leader in the Ethnic Studies discipline and will continue to grow in courses offered and enrollment with the passage of AB 1460. Emphasis will be placed on developing clear pathways through Dual Enrollment from high school to SJCC and partnering with San José State University and other California State Universities to increase transfer through completion of ADTs. The further development of the Music Technology and Media Arts program will require the need for review and expansion of technologically equipped lab spaces and upgrading computers and software.

3. Language Arts and Library Services.

The Language Arts and Library Division includes English, English as Second Language, Languages and Communications. The Primary Guided Pathway Career Academic Pathways (CAPs) within the Language Arts and Library include Languages & Communications and Visual Performing and Media Arts. The Language Arts and Library Division is also home to CTE programs of Journalism and Broadcast Journalism.

The primary goal in the next ten years is to increase the number of ADTs in the Language and Communications CAP and increase transfer pathway and certificates in the ESL department. Emphasis will be to increase English, Language (Spanish) and Communication ADTs. This aligns with the Hanover report which indicates a growth of need 12% in teaching and 8% in human service occupational fields. Opportunities for growth for the Language Arts and Library Division will be dependent on ensuring that the curriculum is current and culturally responsive.

The Language Arts and Library division will expand access to education from the pre-Covid, to include more distance education modality courses and to collaborate with the library services and Distance Education to include Open Educational Resources (OER) and Zero Textbook Cost (ZTC) opportunities for students by 20% from 2021 to 2024, and 50% by 2031.

With the implementation of the AB705 ESL plan, the focus will be to develop pathways to transfer courses and transfer for the ESL student population. Emphasis will be on building upon the Non-Credit to Credit ESL programs and providing mirrored courses and increased instructional support.

The Kinesiology and Athletics Academic is the smallest division with one ADT in Kinesiology. It is also home to the Jaguar Student Athletic Program that supports 11 CCCAA (California Community College Athletic Association) competitive sports teams. The Primary Guided Pathway Career Academic Pathways (CAPs) within the Kinesiology and Athletics Division are the Math and Science, Engineering Stem CAP, the Health & Human Services CAP and to a lesser extent the Humanities, Social Science and Education CAP.

The primary goal over the next ten years is to increase the number of ADTs and develop and offer certificates including a Personal Trainer certificate. Opportunities for growth for the Kinesiology and Athletics Division will be dependent on ensuring that the curriculum is current and culturally responsive. Athletic programs will be reviewed for continued viability for the next ten years, consider the addition of new programs that are culturally responsive and continue to provide equal opportunities for women and men to participate in sports. Additionally, the division will look to expand APE (Adaptive Physical Education) opportunities for the growing number of students and community members. This may include modifying or expanding facilities.

The division will expand access to education from the pre-Covid, to include more distance education modality courses and to collaborate with the library services and Distance Education to include Open Educational Resources (OER) and Zero Textbook Cost (ZTC) opportunities for students by 20% from 2021 to 2024 and 50% by 2031. Additionally, the division will look to partner with local educational institutions for shared use of fields and facilities.

5. Distance Education.

Distance Education is housed in the Office of Academic Affairs and works with all Academic Divisions and Instructional Support Services. Pre-Covid distance education modality was 8% of all course offerings to 100% in 2020-21. In 2021 SJCC became part of the California Virtual Campus CVC-OEI. In the next 10 years, the College’s goal is to expand CVC-OEI opportunities from the disciplines of English Communications, Ethnic Studies, History, and Business and CIS, including one-two fully online associate degrees. Distance Education will continue to collaborate with Library Services to expand Open Educational Resources (OER) and Zero Textbook Cost (ZTC) opportunities for students by 20% from 2021 to 2024 and 50% by 2031. Additionally, the growth and success of Distance Education will be dependent on increased staffing and continued faculty professional development on online tools, software, and culturally responsive/student equity strategies to ensure course retention and success.
B. Workforce Innovation

1. Apprenticeship.

Public investment in workforce training has steadily declined in recent decades – with a single notable exception: apprenticeships. The United States has added more than 200,000 new apprentices since 2014, and California, which has more apprentices than any other state, has seen growth rates of over 50 percent in recent years. In FY 2020, more than 221,000 individuals nationwide entered the apprenticeship system. This means that nationwide, more than 636,000 apprentices were gaining the skills to succeed while earning wages to build financial security. A total of 82,000 apprentices graduated in FY 2020.

In the next ten years, the College’s goals include continuing to partner with employers, K–12 schools, higher education institutions, and workforce development agencies to increase student enrollment and develop sustainable apprenticeships that will be increasingly well-aligned with high school, community college, and four-year college course offerings and employers’ specific needs. Efforts will be devoted to outreach, awareness, communications, and public engagement in order to share information about apprenticeships, address misperceptions, and inform potential students about apprenticeship opportunities.

The “Earn and Learn” apprenticeship training model provides a unique combination of structured learning with on-the-job training. Students are able to acquire skills and competencies that will meet an employer’s special needs, while receiving incremental wage increases as their skills improve and expanding their opportunities for career advancement. Upon completion of an apprenticeship program, the participants receive an industry-issued, nationally recognized credential that certifies their occupational proficiency. The credential is portable and can open pathways to a career. Currently, San José City College offers the following apprenticeships:

- **Ironworkers:** The Iron Workers apprenticeship program offers a well-organized, supervised method for training people who possess little or no knowledge of the craft to become journeymen ironworkers qualified in all segments of the trade. Students work alongside journeymen and attend classes in related and supplemental instruction for approximately 160 hours per year for four years and 2,000 hours of on-the-job training per year.

- **Trades Orientation Program Pre-Apprenticeship (TOPs):** The Trades Orientation Program is a one-year program that puts students on a pathway to apprenticeship and a rewarding career in the high-demand construction trades. Students will receive up to one year of individualized
job search training and placement support, a 130-hour introductory class, and OSHA 10, First Aid/CPR, and Multi-Craft Core Curriculum (MC3) certification. Students will learn about the pathway to a Certified Apprenticeship Interview with industry employers. Students receive an overview of Masonry, HVAC, Carpentry, Plumbing, Roofing, Sheet Metal, Intro to Tools and Materials, Intro to Blueprint Reading, Basic Construction Math, Teamwork and Leadership, and Jobsite Safety Training.

- **Technest:*** The Technest | SJCC curriculum is designed to help those, with little or no prior exposure to computer science or programming, to learn to think computationally and write useful programs to solve problems. In collaboration with MIT (CIS 106: Introduction to Computer Coding Using Python), UC Berkeley (CIS 107: Data Science), Renesas, and the Microfacturing Institutes (CIS 108: Internet of Things), and BUS 068: Entrepreneurship, the program is designed to bridge Silicon Valley’s wage and skills gap.

- **Data Analytics:** Data analytics skills are highly valued in nearly every industry and are increasingly required in a wide range of job functions. These in-demand jobs include Data Analysts, Business Analysts, Data Scientists, and Data Engineers. Students learn core concepts and technical skills through hands-on software training in four courses: Business Analytics Fundamentals, SQL for Analytics, Data Visualization with Tableau, and Statistics for Analytics. Once students complete these courses, they should be able to integrate foundational analytics and statistical concepts with practical technical skills to acquire, clean, store, sort, visualize, analyze, and present data.

- **Google IT:** This certificate includes an innovative curriculum designed to prepare students for an entry-level role in IT support. A job in IT can mean in-person or remote help desk work in a small business or at a global company such as Google. Upon completing the certificate, students can share their information with top employers such as Cognizant, GE Digital, Hulu, Infosys, Intel, KForce, MCPc, PNC Bank, RICOH USA, Sprint, TEKSystems, Veterans United Home Loans, Walmart, and Google. Students can also earn a CompTIA and Google dual credential by completing the Google certificate and passing the CompTIA A+ certification exams.

### C. Equitable Student Services

Student Affairs offers a wide-range of services to students, especially students who experience racial opportunity gaps at SJCC. The College’s goal over the next ten years will focus on continuing to work with discipline instructional faculty to revise curriculum and infuse student support services to assist students with completing transfer-level coursework in English and mathematics. Support services may include supplemental instruction, embedded tutoring, and the creation of new curriculum.

The College is committed to expanding the following mitigation efforts to include a holistic suite of resources that removes financial and basic needs barriers, thus contributing to increased
retention, graduate, and transfer rates. As such, the College’s affordability and basic needs goals over the next ten years will focus on the design and delivery of services and referrals that support student access, retention, success, certificate/degree completion, certificate and degree completion, and transfer.

1. **Assessment & California Assembly Bill 705.**

SJCC is committed to reducing the educational barriers that students have experienced due to standardized tests especially as it relates to course placement into English and mathematics. In the past, a high percentage of students were placed into remedial English and mathematics courses delaying their plans to graduate or transfer. Oftentimes, this delay into transfer-level or degree-application coursework resulted in high dropout rates among students, especially those of disproportionately underrepresented groups.

California Assembly Bill (AB) 705 requires SJCC to maximize the probability that students will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe and use high school coursework, high school grades, and high school grade point average for placement. SJCC is committed to providing academic and student support services to achieve the goal of maximizing the probability students will enter and complete such coursework.

2. **Anti-Poverty Plan: Affordability & Basic Needs.**

SJCC is committed to address affordability and the basic needs of students. The College serves a very diverse student population that includes students who are unemployed or underemployed, students who experience food or housing insecurities, and students who work multiple jobs to sustain their families in the expensive Silicon Valley. Student Affairs has developed an Anti-Poverty Plan that collaborates with internal and external entities to address affordability issues and to basic needs of students to increase access, retention, success, certificate and degree completion, and transfer.

The College’s goal over the next ten years will be to reduce the number of students who experience challenges to continuing their education due to affordability. The College will continue to invest institutional funding in addition to seeking grants and donations to provide assistance with paying for enrollment and other fees for eligible students who are not otherwise eligible for federal or state-based financial aid. The goal is to enhance campus capacities to meet students’ basic needs by increasing the percentage of students using basic needs resources and services.

- **Financial Aid:** SJCC has partnered with the U.S. Department of Education, the California Student Aid Commission, the Foundation for California Community Colleges, and other
external entities to provide access to financial resources for students who solicit funding and meet specific eligibility requirements. The College has also entered into contract with CampusLogic to help facilitate the verification process required for by federal financial aid application process for new, continuing, and returning students. The College’s goal over the next ten years will be to increase the number of students who apply for federal and state-based financial aid by means of the Free Application for Federal Student Aid (FAFSA) and the California Dream Act Application (CADAA).

- **Food Distribution**: SJCC has partnered with Second Harvest of Silicon Valley to provide free food to students and the greater community. The College made a significant financial investment in creating the Jaguar Market that serves as an on-campus food pantry that resembles a grocery store to help remove the stigma of soliciting free food. In addition, the College has been hosting monthly free food drive thru opportunities during the COVID-19 pandemic that includes fresh produce, dairy products, and bagged and canned goods.

  The College’s goal over the next ten years will be to reduce the number of students who experience food insecurities while pursuing their education at SJCC. The College will continue to invest institutional funding in addition to seeking grants and donations and will continue to partner with community-based organizations to provide food assistance to students and the greater community.

- **SparkPoint**: SJCC has partnered with the SJECCD SparkPoint Program that is hosted through the United Way to provide students with information on helping them meet their basic needs, increase their income, build their credit, increase their savings, and reduce their debt. At SJCC, SparkPoint has provided financial literacy workshops and assistance to students, has hosted fresh food markets on-campus, and assigns financial coaches to work with students to address their specific financial needs. The College’s goal over the next ten years will be to reduce the number of students who experience financial challenges by means of one-on-one counseling and advising, workshops, and referral to third party entities.

- **Housing and Rental Assistance**: Part of Student Affair’s Anti-Poverty Plan is support of students who experience housing insecurity. The College also has connected students with rental assistance programs, rapid rehousing placements through a partnership with the Bill Wilson Center, and emergency cash aid to supplement rent, utilities, and other housing-related expenses. The College is committed to expanding these mitigation efforts to include a holistic suite of resources that removes financial and basic needs barriers, thus contributing to increased retention, graduate, and transfer rates. As such, the College’s affordability and basic needs goals over the next ten years will focus on the design and delivery of services and referrals that support student access, retention, success, certificate/degree completion, certificate and degree completion, and transfer.

### 3. Student Health Services

The Student Health & Wellness Center provides medical, behavioral and mental health, and public health professionals to provide high quality integrated healthcare services that promote the
physical and psychological well-being of students, treats minor health issues, help navigate the healthcare and insurance systems, and strives to empower students to have a healthy and successful academic experience at the College.

4. **Mental Health Services.**

Student Health Services provides mental health services to current students. Student Health Services employs Case Manager to assist with referrals on and off-campus, as appropriate, and employees Mental Health Counselors that are licensed therapists. Students are able to meet with a Mental Health Counselor a maximum of 8 sessions per semester. SJCC is working in partnership with The Steve Fund to learn of best practices as it relates to mental health services and to expand current offerings of mental health services to focus on students of historically underrepresented groups.

The College’s goal over the next ten years will be to reduce the number of students who experience challenges to continuing their education due to the challenges related to mental health. The College will continue to invest institutional funding in addition to grant and donations to provide assistance with providing free mental health services to students.

5. **Technology Resources.**

SJCC is committed to providing technology resources to students to help address the digital divide that continues to exist despite the location of the College in the heart of Silicon Valley. This became apparent when the College had to pivot to online learning and support services in March 2020 due to the COVID-19 pandemic. The College invested in technology to provide all students with the opportunity to continue to benefit from instruction and solicit support services. The technology available to students include laptop computers, MacBook Pros, webcams, headsets with microphones, and hotspots. The College’s goal over the next ten years will be to reduce the number of students who experience challenges to continuing their education due to lack of access to technology. The College will continue to invest institutional funding and seek grants and donations to provide assistance to students in meeting their technology related needs.

6. **College Initiatives**

SJCC has initiated new support programs aimed at serving students who have been historically underrepresented at the College and whose access, persistence, retention, graduation, and transfer rates have not mirrored that of the general student population as defined by the SJCC’s 2019–2022 Student Equity Plan. In the next ten years, focus will be on scaling up efforts to impact more students and institutionalizing the efforts on the following special programs listed below:
• **Advocacy Leadership for immigrant Access Support Services (ALMASS):** The Advocacy Leadership for immigrant Access Support Services (ALMASS) is the voice of California Assembly Bill (AB) 540 and Deferred Action for Childhood Arrivals (DACA) students enrolled at SJCC. The mission of the program is to provide access, built on the foundation of educational equity, social justice, and opportunities for eligible students. The ALMASS program aims to empower AB 540/DACA students, their families, and college community in being informed leaders.

• **African American Student Success Program (AASSP):** Beginning in July 2021, the College initiated the African American Student Success Program (AASSP) to provide academic, vocational, career, personal, and guidance counseling for new, continuing, and returning African American and Black students. The AASSP program will help coordinate and facilitate the College’s Diversity, Equity, and Inclusion and Campus Climate efforts. Furthermore, AASSP will monitor and promote enrollment, retention, and completion for African American and Black students campus-wide and support efforts as outlined in the College’s Student Equity Plan and in coordination with the Umoja Program, the College’s learning community whose curriculum is focused on the African American experience through literature, history, and artistic modalities.

• **Asian American Success and Accelerated Progress Project (AASAP):** The Asian American Success and Accelerated Progress Project (AASAP) which was piloted in 2019, focuses on contributing to the work-based learning experience, academic achievement, retention, graduation, transfer, and career success of Southeast Asian American (SEAA) students. The AASAP program has eight goals that are aligned with improving the educational and career opportunities of SEAA students. In the next 10 years, the College will implement the AASAP program by allocating staff and program resources and ensuring collaboration between the Student Affairs and Career Education Divisions. The goals include:
  o Increasing access to higher education for SEAA students;
  o Increasing academic and career readiness;
  o Increasing retention;
  o Increasing leadership and mentorship opportunities;
  o Increasing the percentage of students who graduate or obtain certificates;
  o Increasing work-based learning experiences, internships, apprenticeships, career placement, and tracking;
  o Implementing a professional development program to increase culturally responsive curriculum, pedagogy, and practices; and
  o Increasing access and awareness of mental health services available to students on campus and with community partners.

• **Guardian Scholars:** The Guardian Scholars program, housed with EOP&S, is dedicated to serving current and former foster youth using Student Equity resources to help support students throughout their academic endeavors. Through the collaboration, it is the intent of the program to encourage the enrollment, retention, and transfer of current and former foster youth. Currently, the Guardian Scholars program serves approximately 93 students. Our goal is to increase the number of current and former foster youth students served to 120 students. The
goal of the Guardian Scholars program is to provide current and former foster youth students with direct aid including textbooks and school supplies, childcare, counseling, basic needs referrals including emergency housing and food, transportation assistance, and tutoring.

7. Outreach and Recruitment

SJCC’s Office of Outreach & Recruitment is responsible for coordinating and providing outreach services to prospective students on and off-campus. Outreach services are provided at high schools, continuation schools, and other off-campus venues such as the Mexican Consulate of San José, Milpitas Extension, etc. Outreach services include, but not limited to, admission, financial aid, and student support services presentations. Outreach staff also provide campus tours, convene student panels, coordinate the Welcome Center, and oversee the Student Ambassador program.

In the next 10 years, the Office of Outreach & Recruitment department’s goal will be to increase student access and enrollment from all Unified School Districts partners, including Eastside Union High School District high schools. Outreach services will include specific outreach to students seeking Career Education programs unique to SJCC, dual enrollment and concurrent enrollment opportunities, and completion of matriculation services without having to visit the College. Outreach services will continue to provide English, Spanish, and Vietnamese, and will coordinate marketing efforts with the Office of Marketing and Communications.

8. Orientation

California Code of Regulations, Title 5, Section 55521 requires students to participate in orientation. SJCC provides online and in-person orientations to new and returning students. Orientation provides students the opportunity to learn of academic expectations; priority registration; prerequisite and co-requisite challenge process; how to maintain eligibility for the California College Promise Grant; description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed; academic calendar and important timelines; registration and college fees; available education planning services; and other policies and procedures. The College’s goal over the next ten years will be to increase the opportunities for all students to learn of and gain access to SJCC orientation through in-person and online modalities.

SJCC partners with Comevo, an external company that specializes in developing online orientations and trainings for colleges and universities, to provide the web platform within the student portal to host the online orientation. A new online orientation is being developed and will be available in spring 2022. The online orientation will be available in English and will be closed captioned for accessibility. The College will also begin to explore the opportunity to translate the online orientation
into Spanish and Vietnamese to reflect the ethnic and racial groups that make up the majority of the college district’s residents.

9. **State Categorically Funded Programs**

SJCC partners with the California Community Colleges Chancellor’s Office to provide “over, above, and in addition to” support services to students who are at-risk, educationally disadvantaged, low income, disabled, single parents, and first-generation college students. The College’s goal over the next ten years will be to reduce the student achievement equity gaps as defined in the 2019-2022 Student Equity Plan and expand educational pathways to students enrolled in the categorical programs described below:

- **California Work Opportunity and Responsibility to Kids (CalWORKs):** CalWORKs provides students currently receiving Temporary Assistance for Needy Families (TANF) cash aid with coordinated student support services including, but not limited to, counseling, work-study, childcare, and self-advocacy. The goal is to help students achieve long-term self-sufficiency.

- **Cooperative Agencies Resources for Education (CARE):** The CARE program serves Extended Opportunity Programs and Services (EOP&S) students who are single head of household receiving Temporary Assistance for Needy Families (TANF) cash aid with a child under the age of 14 years old. CARE provides students with counseling, peer support, resource information, advocacy, and other support services with the goal to help students achieve long-term self-sufficiency.

- **Extended Opportunity Programs & Services (EOP&S):** The EOP&S program assists low income and educationally disadvantaged students to achieve their educational and career goals. EOP&S is a support program available for the full-time student who can benefit from a variety of extra services that promote academic success and personal growth.

- **Student Accessibility Services (SAS):** The SAS program supports and encourages students with a disability to attain their educational goals. Accessibility in classes, campus facilities, and all educational services is the primary objective. SAS strives to ensure that each student is afforded the opportunity to have a successful and enriching experience while attending the College.

10. **Tutorial Services**

SJCC will centralize and offer multiple modalities for supplemental instruction services to increase access and student success. Currently, SJCC has multiple tutorial services are a critical component to ensuring student success. Tutorial services are provided free of charge to students and in a variety of academic disciplines, and tutorial services occur through various centers and computer labs located on the first floor of the Library/Learning Resource Center as follows as well as online tutoring. Online tutoring is available 24/7 through NetTutor by means of Canvas or the Library webpage. The College’s goal over the next ten years will be to increase access to and expand tutorial
services to support projected enrollment growth and increasing number of students accessing course and instructional support through multiple modalities. Below are the various tutorial services offered at SJCC:

- **Embedded Tutoring**: To support the successful implementation of California Assembly Bill (AB) 705, the Learning Resource Center offers embedded tutoring for English and mathematics courses. Peer tutors are embedded in classes and are available for consultation in the Learning Resource Center. Embedded tutoring features an early alert system, which is predicated upon instructors using the electronic gradebook in Canvas. The benefits of embedded tutoring are that students get immediate and ongoing supplemental assistance, and students receive personalized, peer-friendly support. The College’s goal over the next ten years will be to grow the number of courses across disciplines in addition to English and mathematics that offer embedded tutoring.

- **English as a Second Language Lab**: The English as a Second (ESL) Lab provide ESL students access to a fully-equipped multi-media facility within the Library/Learning Resource Center where they may fulfill their lab requirements as part of the curriculum. The ESL Lab is a programmatic and curricular in that it provides instructional support and individualized, autonomous learning that reinforces course content, engages learners, and appeals to all learning styles. The College’s goal over the next ten years will be to increase access to and expand services to support projected enrollment growth and increasing number of students accessing the ESL Lab.

- **Reading and Writing Center (RWC)**: The RWC provides students with assistance with reading and writing assignments in any discipline but with a focus on English courses. The RWC helps students with documentation, proofreading, job and university applications, personal essays and statements, and preparation for the Writing Skills Test. The College’s goal over the next ten years will be to increase access to and expand services to support projected enrollment growth and increasing number of students seeking tutorial services offered by the RWC.

- **Tutoring Center**: The Tutoring Center is dedicated to students’ educational success by providing quality-learning support relevant to their individual needs. The Tutoring Center seeks to provide services that will help students become independent learners and function successfully in an academic environment. The College’s goal over the next ten years will be to increase access to and expand services to support projected enrollment growth and increasing number of students seeking tutorial services offered by the Tutoring Center.

- **Peer Led Team Learning (METAS)**: Peer-Led Team Learning (PLTL) is a learning and leadership program. Small-group learning is the central component of PLTL for students enrolled in various academic courses facilitated by peer leaders. Currently, the METAS Center offers PLTL workshops for Biology, Chemistry, Humanities, and Mathematics. The goal in the next 10 years is to expand the number of PLTL workshops offered across the academic divisions.
Goal 3: The College will promote and strengthen community and industry partnerships to advance socio-economic opportunity and racial equity.

San José City College has always recognized the critical contributions of its partners to its students’ academic and career success. In the next 10 years, the goal is to deepen the collaborations with Unified School Districts and Industry partners to increase access to higher education through Bridge programs, strengthen program advisory boards, increase the number of internships, work experience, and job placements available to students.

A. Academic Affairs

1. Bridge Programs

Academic Affairs will collaborate with Student Services to increase student access and participation in bridging and onboarding programs including Summer Bridge, Dual Enrollment, Summer Academies and Middle College. In the next 10 years, the primary goal is to increase the number of students enrolled in the Summer Bridge with a goal of increasing participation annually to achieve the goal. An additional goal is to ensure a summer to fall retention rate of 80% of Summer Bridge students.

2. Internships, Work Experience and Job Placements through Advisory Boards

Academic Affairs will work to expand departmental Advisory Board participation in specific disciplines including Early Childhood Education, Multi-Media, Alcohol and Drug Studies, Administration of Justice, Music Technology, Journalism with the purpose of providing more work experience, internships and job placements through Advisory Board participation. The Metas Program will revitalize the HSI Advisory Committee to help expand the services including Summer Bridge.

In the next 10 years, Academic Affairs will also deepen and increase K–12 and 4-Year partnerships to increase access to higher education:

- Humanities, Social Science and Arts Division will collaborate with University of San Francisco (USF) to provide access to the Mellon Scholar Program.
- Humanities Division will establish a secure partnership with San José State University to promote Teacher Pipeline and expand Ethnic Studies Pathways.
- Humanities Division will provide leadership in the expansion of the Honor’s Program with the intent of expanding Honor’s Program opportunities in all disciplines for students and transfer agreements with UCLA.
- Math and Science Division will continue to develop the STEM and specifically Engineering Pathway with San José State University.
- Kinesiology/ Athletics Division will continue to expand partnerships with local institutions to program shared facility resources and transfer opportunities for student athletes.
• In collaboration with the Umoja program, Academic Affairs will integrate services to expand transfer opportunities to 4-year Institutions including out of state Historically Black College and Universities (HBCUs).

B. Career Education

Career Education has always recognized the critical contributions of its partners in business and technology to its students’ academic and career success. Career Education has more than 75 active partners that serve as advisory board members and mentors and make vital contributions through joint curriculum development and by providing training opportunities. In the next 10 years, Career Education will deepen our collaborations with our partners to increase mentorships, internships, and job shadowing opportunities for our students, with special attention to underrepresented students in STEM, including women of color, and black, brown, and Asian students.

The College will partner with the following groups to increase mentorships, internships, and job shadowing opportunities:

• Hispanic Talent in Tech (HITEC): HITEC is a premier global executive leadership organization composed of senior executives who have built exceptional careers in technology. SJCC partners with HITEC to build a sustainable pipeline for Latinx students in technology by offering scholarships, internships, and mentorships. HITEC’s premiere network is dedicated to building strong leaders and role models in technology. HITEC encompasses executives from Global 1000 corporations and some of the largest Hispanic-owned technology firms in the Americas.

• Women in STEM: Career Education partners with American Association of University Women (AAUW) to address gender equity within STEM fields. By awarding over $115 million in fellowships and grants to more than 13,000 scholars and organizations in the 50 U.S. states as well as D.C., Puerto Rico, and Guam, and to 150 countries globally, the AAUW has created one of the world’s largest, best-funded scholarship programs for women.

• Black Students and STEM: Career Education partners with organizations such as the National Society of Black Engineers (NSBE), a non-profit group that supports black professionals, college students (including graduate students), and pre-college students (grades 3–12) in engineering and technology to address the racial gap of Black graduates in science and engineering. NSBE members gain access to a network of diverse engineers and scientists, as well as scholarships, job placements, career fairs, and more.

• Asian Students in STEM: SJCC partners with Asian organizations such as the Society of Asian Scientists and Engineers (SASE) which was formed in 2007 to offer support and connections to people of pan-Asian cultures. Members of the SASE professional network benefit from networking opportunities and professional and leadership development and support in problematic areas such as transitioning from middle to upper management. SASE member students can attend conferences and panels, including a wide range of professional
development events that can help them build their soft skills.

In the next 10 years, Career Education will deepen and increase partnership engagements in the following ways:

- Build collaborations that leverage combined knowledge of labor markets, skills, and instructional pedagogy to serve students;
- Create a more well-rounded education program that satisfies both the demand for skilled employees and the need for knowledgeable and engaged students that are well-versed in diversity, equity, and inclusion;
- Expand contextualized, modularized, and competency-based curriculum; accelerated degree completion; workplace-based learning; and learn-and-earn models;
- Future Skills and Employment Center continues to provide career support services resume, interviews, career exploration, and networking opportunities;
- Increase internship and apprenticeship opportunities for students; and
- Expand CE Alumni network for mentorship/coaching.

C. Administrative Services

SJCC will develop and deepen partnerships with vendors involved in capital projects, facilities rental, and joint use agreements to increase financial and community resources to advance SJCC’s mission and our values of equity, opportunity, and social justice. Over the next ten years, Administrative Services will develop mutually beneficial vendor partnership agreements that act as enterprise zones for SJCC while at the same time providing students with vital and affordable services; develop Request for Proposals (RFPs) or utilize other means to gain the most benefit for the students and the institution; and build a philanthropic component into future RFP’s and/or agreements. In the next 10 years, San José City College will explore Public/Private Partnerships (P3) with the purpose of expanding facilities which could include the child development center and the aquatics/recreation center.

Below are a few existing and potential SJCC vendor partnerships that can be strengthened and leveraged to increase College revenue and resources:

- Santa Clara County extension of the University of San Francisco as potential revenue due to interest in using classrooms and other facilities.
- San José State University Track and Field as potential revenue and shared facilities usage due to interest in track and stadium use.
- San José State University Spartan Recreation and Aquatics Center as potential shared facilities due to interest in aquatic programming.
- Milpitas Extension facilities (classrooms, community room, and parking lot) as potential revenue
to increase College resources.

- Vendors implementing Bond Projects as potential revenue to increase College resources.
- Enterprise Zones including Bookstore, Cafeteria, Café, and others as potential revenue and increase College resources to address affordability and basic needs.

D. **Student Affairs.**

Student Affairs will continue to deepen partnerships to secure more resources and connections for students to access higher education, meet their basic needs, mental health, legal support, and leadership skills. Over the next ten years, the Office of Student Development and Activities, in coordination with the Associated Student Government, will continue to partner with businesses, non-profit organizations, and governmental agencies to solicit food, refreshments, and other related items to help address the food insecurities by students and the greater community. Other partnerships with community-based organizations and civic organizations will support student engagement and leadership development and align with SJCC/SJECCD’s focus on social justice. The following are existing partners for the college:

- **Second Harvest of Silicon Valley:** SJCC partners with Second Harvest of Silicon Valley to host monthly free food distributions on-campus and to provide food and refreshments to students through the Jaguar Market, the College’s food pantry. The goal of the partnership is to address food insecurities by students, employees, and the greater community.
- **Bill Wilson Center:** SJCC partners with the Bill Wilson Center to help support and refer students who may be experiencing challenges associated with counseling, employment, housing, and education. The goal of the partnership is to prevent or address poverty in our communities by empowering students and their families.
- **Catholic Charities:** SJCC partners with Catholic Charities to provide social services and support social justice efforts in the City of San José. Services provided by Catholic Charities include, but are not limited to, food distribution, housing assistance, immigration services, senior services, and mental health services. The goal of the partnership is to connect students with community-based organizations to address basic needs.
- **Asian Americans for Community Involvement (AACI):** SJCC partners with the Asian Americans for Community Involvement to provide information and referrals to students seeking health services including mental health. The goal of the partnership is to connect students with health services especially those who may not have health insurance.
- **Mexican Consulate of San José:** SJCC partners with the Mexican Consulate of San José to provide Mexican citizens served by the consulate with information pertaining to educational, opportunities and support services including, but not limited to, English as a Second Language (ESL) and financial aid. The goal of the partnership is to increase the number of students enrolled in the College’s ESL program and to increase the number of immigrant student served...
by the College.

- **Asian Law Alliance (ALA):** SJCC partners with the Asian Law Alliance to provide legal services including, but not limited to, housing, public benefits, immigration and citizenship, protection for domestic violence victims, and civil rights. The goal of the partnership is to refer students in need of legal representation so that they may continue their higher education.

- **Services, Immigrant Rights, and Education Network (SIREN):** SJCC partners with SIREN to provide support for immigrant, migrant, undocumented students. SIREN has grown to include policy analysis and advocacy, community education, legal services, civic engagement and community and service provider trainings.

- **SJECCD Foundation Scholarships:** SJCC partners with the SJECCD Foundation Office to solicit and fundraise for scholarships to benefit new, continuing, returning, and transferring students. A prime example is the Robert N. Chang Family Foundation Scholarship which has provided over 1.25 million dollars in scholarships to SJCC students. The goal of the SJECCD Foundation partnership is to increase scholarships for students who have an unmet need for financial assistance or for students who do not qualify for federal or state-based financial aid but still experience financial challenges to attend college.

- **The Steve Fund:** SJCC partners with The Steve Fund to improve mental health services provided to students, especially those of color. The Steve Fund provides an opportunity for SJCC to learn of best practices from national colleges and universities, network with practitioners, and promote awareness and destigmatize mental health services.

- **#RealCollegeCalifornia/The Hope Center:** SJCC partners with The Hope Center for College, Community, and Justice to assist SJCC with its participation with the #RealCollege movement. The goal of the partnership is to assist students’ basic needs for food and housing. SJCC will deepen partnership in terms of accessing research, effective practices for student success, and policy advocacy for increased resources.

**E. Office of the President.**

SJCC’s Office of the President worked with the SJECCD foundation to establish the inaugural SJCC President’s Circle Advisory Board in Fall 2020. Membership includes distinguished alumni, civic leaders, community-based organizations, educational partners, and industry partners. Three areas of college support were prioritized: Supporting Promise Programs, Supporting Student Mentorship and Leadership Development, and Supporting Affordability and Basic needs. The College’s goals over the next ten years include:

- Expand President’s Circle membership from 15 to 25 members;
- Deepen the relationship between Advisory Board members, College and District Leadership;
- Generate additional ambassadors/friends of SJCC and cultivate potential donors; and
- Raise funds annually for the three priority areas.
Goal 4: The College will strengthen and sustain diversity, equity, and inclusion to humanize education and dismantle systemic racism.

Aligned with SJCC’s district-wide vision to increase diversity, equity and inclusion and anti-racism, the College has made a commitment to provide Professional Development across employee groups. In the next ten years, the College will utilize several strategies to strengthen diversity, equity, and inclusion (DEI):

- Increase Capacity of SJCC’s Professional Development Program;
- Implement and sustain the Institutional Effectiveness Partnership Initiative Grant which is focused on Humanizing Education;
- Revitalize the Diversity Advisory Committee (DAC) to support development of the DEIA Plan;
- Assess regularly and create programming to improve Campus Climate; and
- Empower Student Equity and Achievement Program Committee to implement Student Equity Framework and Student Equity Rubric.

A. Increase Capacity for Professional Development

The College has begun to strengthen professional development through activities and strategies set forth in the Professional Development Plan (PDP). The leadership of the Professional Development Committee (PDC) and Academic Affairs continues to provide training and learning opportunities with the purpose of strengthening and sustaining diversity, equity, and inclusion for the entire campus community. The PDC develops an Annual Professional Development Plan which aligns with the College’s Strategic Priorities and goals and objectives specifically called out in the Strategic Plan and iSEMPER. In 2020-21, the PDC provided training on Diversity, Equity and Inclusion, and Anti-Racism Faculty Learning Communities to enhance DEI and dismantle systematic racism. By leveraging a 2021-2022 Institutional Effective Partnership (IEPI) Grant funding, the PDC will work in collaboration to roll out professional development opportunities for all constituency groups to enhance Diversity, Equity and Inclusion and foster a “culture of belonging.” The PDC will work closely with the Academic Senate and Distance Education Committee to facilitate and support Communities of Practice in the areas of Culture Curriculum Audit and Online Equity Assessment for faculty.
B. **Implement and Sustain the Institutional Effectiveness Partnership Initiative (IEPI)**

Another way that the College will increase institutional capacity to carry out Professional Development is through participation in Institutional Effectiveness Partnership Resource Teams. The IEPI areas of focus are: Culturally Responsive Curriculum, Humanizing Pedagogy Education, and Cultural Humility; Communities of Inquiry and Practice; Effective Practices for Campus-wide Diversity, Equity, and Inclusion Plan, and Participatory Governance and Continuing to Enhance Communication.

Through utilizing resources from the CCCCO and other sources, the College will strengthen professional development for all constituencies in the following areas:

- For faculty, there will be professional development centered on a cultural curriculum audit and faculty inquiry and research in equity;
- For classified professionals, there will be professional development centered on DEI and Caring Campus Training; and
- For administrators, there will be monthly trainings centered on Leadership and DEI.

C. **The Diversity Advisory Committee (DAC)**

The SJCC Diversity Advisory Committee (DAC) celebrates, promotes, and advocates for diversity. The committee embraces allyship by facilitating learning events and campus-wide participation in drafting and executing an SJCC Diversity, Equity, Inclusion, Anti-Racism Plan. DAC’s charge, in collaboration with other SJCC leadership groups, and through participatory governance, is to continually improve campus climate by addressing matters pertaining to equity, inclusiveness, and anti-racism, thereby fostering an atmosphere of mutual respect, collegiality, and support across all areas of SJCC and SJECCD. DAC recognizes that the policies, procedures, programs, and services are designed for all students, faculty, classified professionals, and administrators, and acknowledges that the College community is enriched by those of all backgrounds, cultures, and identities. The DAC goals for the next ten years will be to implement and sustain the SJCC Diversity, Equity, Inclusion, Anti-Racism Plan.

D. **Campus Climate**

Improvement of campus climate is critical for fostering a sense of belonging among students and employees. A positive campus climate may increase student retention, persistence, transfer, degree /or certificate. In the next 10 years, the College will create and implement a DEIA Campus Plan that includes campus strategies to improve sense of belonging. Currently, there will be three elements
related to improving a sense of belonging: Campus Climate Survey, Campus Pride Index, and Title IX survey.

Campus climate will be measured consistently across all divisional areas. In Fall 2020, there was a campus climate survey disseminated to all employee groups at SJCC. Results were shared broadly. It was utilized to further professional development and other campus initiatives. In the spring 2021, a campus climate survey was administered to all students and results will be shared broadly in late fall 2021. Additionally, in the near future, there will be a Campus Pride Index survey. The index is owned and operated by Campus Pride, the leading national nonprofit organization for student leaders and campus groups working to create safer, more LGBTQ-friendly learning environments at colleges and universities. The index is supported under the Campus Pride Q Research Institute for Higher Education as well as benefits from strategic partnerships with professional organizations in higher education and related LGBTQ nonprofit organizations. Further, the district will continue to lead efforts focused on Title IX. The findings from all three surveys will be instrumental in improving campus climate, to foster a sense of belonging among students and employees.

E. Student Equity & Achievement Program (SEAP)

The Student Equity & Achievement Program (SEAP) combines the Basic Skills Initiative (BSI), Student Equity, and the Student Success and Support Program (SSSP). SEAP funds are allocated in part to hire assigned personnel, invest in software licenses to serve students, participate in professional development as it pertains to equity, and provide aid to students. The SEAP goals for the next 10 years is to implement and coordinate the application of the SJCC Student Equity Framework and Equity Rubric to ensure achievement and equity across all student groups; and support equity initiatives across campus (e.g., Anti-Poverty Plan).

The college seeks to promote the practice of the tenets of the SJCC Student Equity Framework by empowering campus community members with the means to identify, the agency to challenge, and the authority to remove inequitable structures, thereby strengthening and sustaining...

1 https://www.campusprideindex.org
student success. In the next 10 years, the college will sustain equity efforts through consistent use of the equity assessment tool.

The SJCC Student Equity Rubric prompts campus community members to reflect on the extent equity is thriving in their daily practice; and to identify possible equity gap(s), to propose a solution to address the identified equity gap(s), and to provide a completion timeline of the proposed solution. The college is committed to the ongoing equity assessment process and plans to integrate the SJCC Student Equity Rubric into the program review process.

**Goal 5: The College will enhance institutional effectiveness to foster a collegial environment for all constituencies and sustain quality academic and student services programs.**

To ensure quality academic and student services, there needs to be clear processes to ensure adequate resources are allocated to the college’s priorities. First, the Institutional Resource Allocation Process will be developed through a robust participatory governance process. This process will take into account of sustainability, strategic goals, equity, and transparent. Another aspect to consider is to increase participation in shared governance to ensure decision making represents multiple perspectives and provides space for everyone, including students. Further, there is a need to increase student leadership capacity. Through multiple avenues, students will be able to develop leadership skills with an emphasis on student advocacy. In the next ten years, the goal is increase institutional effectiveness developing and maintaining a transparent internal resource allocation process, increase efficiency of participatory governance, and increasing student perspectives and leadership development.

**A. Implement Institutional Resource Allocation Process**

Over the next ten years, to meet operational needs and accreditation standards, SJCC will implement the newly developed Institutional Resource Allocation Process (IRAP) that is designed to achieve the following objectives:

- Ensure long-term fiscal stability and sustainability;
- Maximize achievement of strategic outcomes;
- Equitably support all programs, services, and students; and
- Promote trust, equity, inclusion, flexibility and transparency.
Effective resource allocation begins by aligning unit plans with the College’s Strategic Goals, and resources allocations with the Program Reviews. Each program and service area must effectively evaluate, plan, and obtain the necessary resources to implement their plans. Resource allocations are determined by prioritizing resources using a rubric that considers the program importance, urgency, strategic impact, and overall value of the resource and the availability of funding.

To improve our planning and decision-making over the next ten years, SJCC Administrative Services commits itself to a culture of equity, transparency, collegiality, inclusiveness, evidence, student learning, and assessment. This serves as the foundation for participatory governance, which values the contribution of each of its constituents—faculty, students, staff, and administrators—in the decision-making structures and processes that we have adopted.

**B. Constituency Engagement & Communication**

The College will increase constituency engagement in participatory governance, especially Associated Student Government and other student leaders and improve communication, integrated planning, and overall institutional effectiveness to sustain quality academic and student services programs.

The Accreditation Committee will continue to provide support and leadership to all Participatory Governance committees with the intent to foster a collegial environment and meet accreditation standards. The Accreditation Committee revises and maintains the participatory governance handbook and ensure that all constituency members have on-going training in participatory governance leadership to ensure improved communication, transparency, and support shared governance. The purpose of this Participatory Governance handbook is to explain and maintain the principles, organizational structure, reporting relationships, operating procedures, mission, duties, and membership composition of the SJCC constituency groups.

The SJCC’s governance structure involves faculty, staff, administration, students, and the community in the planning and operation of the college. The governance structure and practices embrace the SJCC values of supporting inclusiveness of individual and community viewpoints in collaborative decision-making processes, promoting mutual respect and trust through open communication and actions, and fostering integrity as the foundation for all we do.
C. Student Voice & Campus Life

The Office of Student Development and Activities is responsible for guiding and supporting the efforts of the Associated Student Government (ASG) that serves as the College’s Student Senate in participatory governance. Furthermore, the Office of Student Development and Activities is also responsible for coordinating and hosting on-campus and virtual programming to engage students in campus life, celebrate diversity, foster leadership development, and promote engagement across all student organizations.

The College’s goal over the next ten years will be to increase the opportunities afforded students to learn and develop their leadership skills within the ASG, Campus Clubs, and special programs. Student leadership development is vital if the College is to prepare students to enter the workforce, become informed and involved citizens that can take action for social justice in their communities and beyond.

Student leadership development will be fostered by way of on-campus programming hosted by the ASG, the formation and support of student clubs and organizations based on common academic, cultural, educational, social, honorary, recreational, and other interests, and involvement in a number of student leadership conferences sponsored by the Student Senate for the California Community Colleges (SSCCC), the Puente Project System Office, the Umoja System Office, the Asian Pacific American Leadership Institute, the Latina Coalition of Silicon Valley, the African American Male Education Network and Development, Define American for Immigrant Rights Organizing, LEAD Filipino, and others.

1. Student Engagement.

The Office of Student Development and Activities promotes student engagement by way of advising the Associated Student Government (ASG). The ASG is the primary manner in which student leaders are identified and assigned to participatory governance committees and councils. The College firmly believes that student engagement in the governance and decision-making process is key to the College’s success.

The College’s goal over the next ten years will be to increase the number of students who engage in the College’s participatory governance to provide input to the drafting of key documents pertaining to accreditation, facilities, program review, resource allocation, and student equity. Furthermore, the College will continue to invest resources and encourage student engagement in order to help ensure that programming and services aimed at students are meaningful, responsive, and well-received by the College’s diverse student population.
2. **Student Leadership Development.**

The Office of Student Development and Activities promotes student leadership development primarily through the Associated Student Government (ASG) and student clubs and organizations. Student leaders participate in national and state student leadership associations by means of student advocacy and development. Furthermore, the Office of Student Development and Activities coordinates a Student Ambassador program that assigns student employees to the Welcome Center and to perform outreach activities on and off-campus. Student Ambassadors receive significant professional development to learn more about the College and to serve our diverse student population. In addition to Student Ambassadors, there will be additional emphasis on leadership development related to advocacy to learning communities, such as (UMOJA, PUENTE, METAS, and ALMASS).

**V. Key Student Success Measures and Institutional Milestones**

The detailed narrative above provided a picture of what specific strategic initiatives the college will prioritize in the next ten years. This section sets the stage for answering the question “How will the college know how well the college is meeting the goals?” by listing the most important measures of student and institutional success. The key student success measures and the key institutional milestones are the most important, highest-level metrics by which the college will assess how well the college is meeting the five institutional goals. Additional metrics, not covered here, are to be expressed in other supporting plans such as the strategic plan and iSEMPER. Also, the key measures and milestones are
global—for the educational plan, not tied to any one specific institutional goal—because initiatives described under one goal area are likely to contribute to goals defined in other areas.

It is important to note that this section merely identifies the key measures and milestones that the college will use to assess the success of the educational master plan. There is additional work that the college must undertake before the college can assess the success of the EMP effectively. First, each measure or milestone needs to be further operationalized. That is, each needs to be expressed in terms of specific procedure the college will use to gather the data. This will require campus wide collaboration to identify baseline data for certain measures. Secondly, this is a continuous process; the college may revise the operationalizing of institutional goals and external elements, such as policy change from CCCC0 and/or statewide legislature may offer a different perspective in the near future. Lastly, the college needs to set specific numerical targets and timeline based on additional trend and benchmarking analysis.

**Key Student Success Measures (KSSM)**

- Increase the number of applicants who subsequently enroll
- Increase the percentage of students who complete orientation by the end of the first term
- Increase the Fall-to-Spring retention rates for the first-time students
- Increase the number of completers and the percentage of students who complete an educational goal (degree, certificate or transfer)
- Increase the number of units attempted and earned in the first year
- Decrease the average number units earned by degree earners
- Increase the number of apprenticeship students
- Increase the number of students with internships
- Increase the number of students in support programs
- Increase job placement rates
- Increase the percentage of CTE students who become employed in a job closely related to field of study
- Increase the number of partnerships
- Increase the total amount in dollars or equivalent in grants, scholarships, material, and/or services donated from SJCC partners
- Increase the number of basic needs referrals made by SJCC to its partners
- Increase the number of high impact for Professional Development
- Increase the number of student leadership opportunities
- Decrease the equity gap by 40%.
- More specific equity goals will be comprehensively addressed in the upcoming DEIA plan.
Key Institutional Milestones (KIM)

- Develop and continue to maintain the campus wide governance and planning processes. The maintenance would include regular assessment, evaluation, and updates to the following specific plans, frameworks, and handbooks:
  - Educational Master Plan
  - Strategic Plan
  - iSEMPER (integrated, Strategic Enrollment Management Plan Ensuring Retention)
  - Technology Master Plan
  - Facilities Master Plan
  - Professional Development Plan
  - Equity Framework
  - Diversity, Equity, Inclusion, Anti-Racism (DEIA) Plan, which includes the goal of improving campus climate
  - Institutional Resource Allocation Process (IRAP)
  - Participatory Governance Handbook
- Develop an Institutional Planning Manual with planning and assessment cycle for all plans listed above.
- Ensure that planning and evaluation are conducted on a regular basis at all levels of college, such as committees and constituency groups
- All annual planning and evaluations are completed and submitted in a timely manner by all the participatory governance committees and constituency groups.
VI. EMP Operational Processes

Operationalizing SJCC’s Institutional Goals will require integration of SJCC’s new Student Equity Framework and Rubric into Program Review and the new Institutional Resource Allocation Process (IRAP). New and existing programs will be required to regularly assess progress towards closing student equity gaps, and resources requested will be asked to address student equity.

A. Student Equity Framework

The Student Equity and Achievement Program (SEAP) Committee led the development of the Student Equity Framework in fall 2020-spring 2021. The SEAP Committee members leveraged their collective institutional knowledge and expertise to generate innovative student-centered ideas. They aligned these ideas with the principles of equity-mindedness, cultural humility, and social justice.

1. SJCC Equity Statement

SJCC has demonstrated an ongoing commitment to advancing equity as set forth by the following guiding principles:

- SJCC empowers all students with fair and just, well-defined, tailored, accessible, inclusive, and culturally responsive pathways toward achieving their goals and continued success.
- SJCC provides all campus community members with ongoing professional development opportunities that support the lifelong learning and community engagement processes fundamental in practicing equity-mindedness and cultural humility, advocating for social justice, removing equity barriers, and institutionalizing transformational change.
- SJCC promotes the critical examination, development, and continuous improvement of SJCC programs, curricula, policies, and processes to guarantee equitable access to resources, opportunities, services, and instruction that strengthens and sustains student success.
- SJCC ensures individual and institutional responsibility for student outcomes by holding all campus community members accountable for whether their programs, curricula, policies, processes, and services are equity-centered.

Equity principles bolster student development and learning outcomes when integrated into the design and delivery of programs, curricula, policies, processes, and services. As such, SJCC routinely looks forward, thinking of collaborative, innovative, and effective ways to operationalize equity. Operationalizing equity requires that college community members embrace and employ equity-centered practices. Accordingly, the SJCC Student Equity
Framework integrates and defines the following six thematic areas to serve as an equity roadmap toward strengthening and sustaining student success: Awareness, Assessment, Advocacy, Access, Achievement, and Action.

Figure 1: SJCC Student Equity Framework
2. **SJCC Student Equity Rubric**

The college seeks to promote the practice of the tenets of the SJCC Student Equity Framework by empowering campus community members with the means to identify, the agency to challenge, and the authority to remove inequitable structures, thereby strengthening and sustaining student success. As such, the macro-level assessment questions (MAQs) below were designed according to each thematic area of the SJCC Student Equity Framework to inform the SJCC Student Equity Rubric criteria.
The SJCC Student Equity Rubric prompts campus community members to reflect on the extent equity is thriving in their daily practice; and to identify possible equity gap(s), to propose a solution to address the identified equity gap(s), and to provide a completion timeline of the proposed solution. The SJCC Student Equity Rubric is accessible online and designed for mobile optimization to facilitate ease of access and centralize the data collection. Upon completing and submitting the SJCC Student Equity Rubric, a summary report of the mean scores associated with each rubric area will be emailed to each respondent, indicating which rubric areas require an equity action plan. The college is committed to the ongoing equity assessment process and plans to integrate the SJCC Student Equity Rubric into the program review process.

B. Program Review

As listed above, the SJCC Student Equity Rubric will be incorporated into the Program Review process. Program Review is serves as the foundation of decision making. Within the Program Review Process, the institutional goals and President’s priorities. Program review (PR) is part of the decision-making process. All units are required to complete a program review to ensure that their data and
Processes are reviewed. Currently, PR is done in Word templates that include comprehensive and annual forms for academic programs, administrative services, and student affairs.

Comprehensive program reviews are written every fourth year; annuals are completed during the three intervening years.

_Figure 4: Program Review Timeline_

1. **Proposed Program Review Process**

   Currently the college is moving from Word templates to Strategic Initiatives in eLumen. The proposed process would include the following changes:

   - Rather than submitting a new form yearly, writers will work on a four-year template.
   - The budget process will be tied to planning in a more transparent and robust process.
   - Requests for funding are made through Action Plans, which are tied to program goals and
• The Fiscal office and Finance Committee can monitor the budgets and requests through the eLumen budget area.

C. Institutional Resource Allocation Process (IRAP)

To meet operational needs and accreditation standards, the SJCC Institutional Resource Allocation Process (IRAP) is designed to achieve the following objectives:

• Ensure long-term fiscal stability;
• Maximize achievement of strategic outcomes;
• Equitably support all programs, services, and students; and
• Promote trust, equity, inclusion, flexibility, and transparency.

Effective resource allocation begins by aligning unit plans with the College’s Strategic Goals, and resources allocations with the Program Reviews. Resource allocations are determined by prioritizing resources using a rubric that considers the program importance, urgency, strategic impact, and overall value of the resource and the availability of funding. The guiding principles of the IRAP process are listed below:

• To improve our planning and decision-making, SJCC Administrative Services commits itself to a culture of equity, transparency, collegiality, inclusiveness, evidence, student learning, and assessment. This serves as the foundation for participatory governance, which values the contribution of each of its constituents—faculty, students, staff, and administrators—in the decision-making structures and processes that we have adopted.
• To implement, the question, “How does it benefit our students?” stands as the primary focus that motivates in order to put students and their needs at the center of our deliberations and discussions. The faculty, staff, students, and administrators work collaboratively and cooperatively to concentrate on broad issues that affect student learning and improve outcomes. This vision focuses our educational community as we help our students realize their educational goals.
• The College utilizes evidence to support its decisions. Evidence must be accurate, valid, and standardized to ensure consistency and greater precision in the interpretation of the data.
• The college supports innovative ideas and practices to stimulate improvement and progress. The college recognizes that change is inevitable but will not change for the sake of change alone. We will change if it is better for our students. We encourage the expression of novel ideas and new approaches because we recognize that they may better serve our students.
• Transparency and communication are essential to making our decision-making processes work. SJCC Administrative Services is committed to making its processes transparent and communicating decisions to all college constituents.
Institutional Resource Allocation Process (IRAP)

**Figure 5: Annual Institutional Resource Allocation Process (IRAP) Flowchart**
VII. Related Campus Plans

Informing the development of SJCC’s EMP 2021–2031, specifically the five institutional goals, are five existing planning documents that are already in various stages of implementation: SJCC’s Strategic Plan 2019–2024, SJCC’s Integrated Strategic Enrollment Management Plan Ensuring Retention 2021 (iSEMPER), SJECCD Facilities Master Plan, Vision 2030, and SJCC Distance Education Plan.

A. SJCC Strategic Plan (2019–2024)

During the 2019 spring and fall semesters, SJCC faculty, classified professionals, administrators, and students participated in the 2019–2024 strategic plan development process. The plan embodies the commitment to integrated planning, collaboration, and participatory governance and aligns with the College’s Mission, Vision, and Values.

The overarching goals of the 2019–24 Strategic Plan:

- The College will pursue academic excellence to stimulate student success.
- The College will enhance institutional effectiveness to foster a healthy organization with all constituencies.
- The College will engage in continuous campus improvement.
- The College will promote community connections to create a strong economy, foster social-economic equity, and advance the District’s interest.

B. SJCC Integrated Strategic Enrollment Management Plan Ensuring Retention (iSEMPER)

The SJCC Integrated Strategic Enrollment Plan Ensuring Retention (SJCC iSEMPER) embodies a college-wide collaborative effort, led by the college’s mission, vision and strategic priorities, to achieve our goals for outreach and recruitment for students, sequenced pathways course and program offerings, job attainment with living wages, completion of certificate/degrees and transfer to 4-year institutions. The iSEMPER Committee reviewed the scope of the Plan in May 2020. The revised plan was reviewed by all constituency groups including the Academic Senate, College Advisory Council and Classified Senate in the fall of 2020. Feedback and revisions were implemented and approved in May 2021.

The iSEMPER elements include an integrated strategic enrollment management plan with emphasis on retention and completion. Integrated and Aligned iSEMPER Action items are aligned with
SJCC Strategic Plan (2019–25) Goals and Objectives, SJCC Strategic Plan 2020 Key Performance Indicators (KPIs), SJCC Guided Pathways, SJCC SEAP Annual Plan, and SJCC Outreach Plan. The overarching goals of the SJCC iSEMPER include:

- Develop, assess, and revise 2020–2023 SJCC iSEMPER to be in alignment with the 2015 and upcoming 2021 SJCC Educational Master Plan (EMP) goals and priorities.
- Create clear course sequencing pathways per term for each Certificate and Degree and increase the number of students successfully completing each term/year.
- Develop a comprehensive and effective in reach, outreach, recruitment, and marketing plan that supports meeting SJCC’s enrollment and FTES goals.
- Meet and exceed college enrollment and FTES goals by increasing student success, retention, persistence, and completion.
- Increase student satisfaction and engagement across all support services, instruction, and auxiliary services at SJCC to contribute to student retention, persistence, and completion.
- Eliminate unnecessary barriers for student use and processes such as: admission, registration, Student Educational Planning (SEP), add codes, wait lists, Financial Aid, etc.
- SJCC iSEMPER contributes to the SJECCD 5-year Integrated Strategic Plan

C. SJECCD Facilities Master Plan, Vision 2030

The Facilities Master Plan (FMP) provides a current perspective for future academic and support services space, buildings and overall college/campus core amenity improvements. As a companion document to the Educational Master Plan (EMP), the FMP supports the development of the Institution through the year 2030.

The original FMP was created in 2016 and had two addendums to the FPM, one in June of 2019 and a second in June of 2020. The recommendations developed in this plan will depend upon, and may require, additional consideration in future planning. The Plan becomes a framework for campus development and addresses the following objectives:

- Create a functional and usable space/facilities plan based on the EMP that updates the previous assessment for space identified in the 2010 San José City College Educational and 2011 Facilities Master Plans.
- Review and assess the current conditions of the College related to the academic and support service programs and validate through quantifiable measures, the data to support future space needs for the District.
- Obtain qualitative input from the campus community in support of the EMP and quantitative data from the research resources in the District.
- Match space needs and utilization with the curriculum, create modern teaching facilities and learning environments, and provide modern support services sufficient to serve student’s
• Provide an overview for infrastructure planning, the development of campus standards and design guidelines, address deferred maintenance and general campus improvements.

• Evaluate traffic circulation and pedestrian way-finding with a goal of enhancing student access and student safety.

• Be a resource for decision making in support of the distribution of monies for current capital projects, as well as providing additional opportunities for State funding. Produce a well-conceived and well-justified plan for capital outlay projects that are an outcome of a sound master planning process.
VIII. External Environmental Scan

A. The Economy and Labor Market

Hanover Research Consultants were hired to assist in the labor market research for SJCC With respect to the labor market, the areas with the highest pay and highest need would be technology and healthcare fields. The projected occupation gaps over the next 10 years are in health and technology. With many of the salaries in the occupations with the greatest need above $100,000. To highlight the top 5 occupation gaps: software developers, registered nurses, project management, financial managers, and computer and information systems managers.

Figure 6: Top Bay Area Occupation Gaps

Although Santa Clara County and the Greater San Francisco Bay Area has considerable wealth, many of our community members face poverty issues.
Additionally, the San Francisco Bay Area is predominately focused on White Collar Jobs. Approximately 60%+ of the occupation service area is focused on White Collar jobs while Blue Collar service areas make up less than 20%. The Service Employment Service Area make up less than 20%. In addition to the lack of Blue Collar and Service Sectors, more than 48% of the Bay Area Workers travel time to their employment is 30 minutes or longer.

Figure 8: Travel Time, Age, and Occupation Service Area
In reviewing real time job postings, the top occupations in the San Francisco Bay Area would be software developers, marketing managers, management analysts, registered nurses, and medical services managers. Most of the jobs require a Bachelor’s degree with specific computer science skills listed: coding, python, Java, Structured Query Language (SQL), JavaScript, and etc.

Figure 9: Top Occupations, Education Levels, and Hard Skills

In addition to the previously stated labor market information, the lack of diversity within specific industries can be troubling. For example, men are overrepresented in 6 industries: architecture, engineering, and related services, computer systems design, scientific and technical consulting, data processing, semi-conductor and other electronic component, and navigational measuring electromedical and control instrument manufacturing. In comparison, Latinx (Hispanic) and Black (African American) populations are underrepresented in all of those industries.

B. Enrollment Growth Forecast and Current Populations

Based on the enrollment in the last 3 years, SJCC is projecting an enrollment decline. The Bay Area is projected to grow in two racial/ethnic groups. In the next 40 years, the Asian population will increase by 10 percentage points. In the next 40 years, the Latinx population will increase by 4.8 percentage points.
As of 2019, approximately 40% of the population age 25 years or older from the Santa Clara County do not have an Associate’s degree. Approximately 46% of the population age 25 years or older from the San Francisco Bay Area do not have an Associate’s degree. Further, the greater San Francisco Bay Area has consistent growth across the K–12 sector.

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**Figure 10: Bay Area Population Projections**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2020</th>
<th>2060</th>
<th>Change (Percentage Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>White (Non-Hispanic)</td>
<td>37.9%</td>
<td>22.2%</td>
<td>-15.7 ppts.</td>
</tr>
<tr>
<td>Black (Non-Hispanic)</td>
<td>6.1%</td>
<td>6.0%</td>
<td>-0.1 ppts.</td>
</tr>
<tr>
<td>American Indian or Alaska Native (Non-Hispanic)</td>
<td>0.4%</td>
<td>0.4%</td>
<td>0 ppts.</td>
</tr>
<tr>
<td>Asian (Non-Hispanic)</td>
<td>25.6%</td>
<td>35.9%</td>
<td>10.2 ppts.</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander (Non-Hispanic)</td>
<td>0.5%</td>
<td>0.4%</td>
<td>-0.1 ppts.</td>
</tr>
<tr>
<td>Multiracial (Non-Hispanic)</td>
<td>2.8%</td>
<td>3.7%</td>
<td>0.9 ppts.</td>
</tr>
<tr>
<td>Hispanic (any race)</td>
<td>26.6%</td>
<td>31.4%</td>
<td>4.8 ppts.</td>
</tr>
</tbody>
</table>

Source: State of California Department of Finance
IX. Internal Environmental Scan

EMP taskforce meeting held data review sessions focusing on the following topics.

- **Vision for Success Trends** (big picture student achievement)
- **Program Awards & Transfer Majors**
- **Student Equity**
- **Educational Master Plan Survey**

A. **Vision for Success Trends**

- SJCC on track to meet its Vision for Success goal for ADT, lagging on Certificate goal
- Transfers to 4YR increasing locally, yet lagging compared to peers
- Degree completers accumulate 30 excess units on average
- Opportunities for improving workforce-related metrics (in-field employment, median annual earning)

B. **Program Awards & Transfer Majors**

- The most common award type at SJCC is certificate, but ADT has been increasing.
- There is greater representation of Social and Behavioral Science and Business degrees and a relative absence of STEM awards.
- Two-thirds to three quarters of transfers are into CSU. Transfer to UC make up about 10% of transfers.
- About half of CSU transfers are in the areas of Business/Public Affairs or Social/Behavioral Sciences. STEM make up less than a quarter of CSU transfers.
- For transfers into UC, the STEM and the Social/Behavioral disciplines are equally represented.

C. **Student Equity**

- Men are less likely to complete
- Latinx students, both men and women, are less likely to transfer
- Students complete far less than the number of units needed to complete a degree in 4 years; Latinx men & Black women complete even fewer units
- 40% of students, regardless of gender and ethnicity, leave college after attending Fall
- Latinx & Black, especially men, pass courses at lower rates
- Women & Latinx students underrepresented in STEM transfer
D. Internal and External Stakeholder Surveys

1. EMP Survey for Internal & External Stakeholders

For the purpose of developing the EMP, Office of Research, Planning, & Institutional Effectiveness conducted a survey to identify strengths and areas of opportunity for the College. The total number of respondents was 728:

- Current Student or Alumni—78% (569 Responses)
- SJCC Employees – 20% (144 Responses)
- External Community Partners—2% (15 Responses)

Overall themes from the survey:

- Students want more from SJCC (services, resources, academic knowledge, community)
- Students lead complicated lives, and they want their time at SJCC to be clear
- Community thinks highly of SJCC
- More quantity and quality of online learning
- Employees want us to focus more on students and their success
- Increase enrollment, transfer, graduation, etc.

Detailed Analysis for Each Survey Question

1.1 What words or phrases come to mind in describing SJCC’s image in the community?

- Friendly
- Community
- Supportive
- Diversity/Diverse

1.2 What aspects of the College are you most proud of?

- Diversity
- Courses
- Education
- Community
- Support
- Students

1.3 What’s your most memorable moment at SJCC?

Students and Alumni:
• Counselors, Classified Professionals and Faculty who helped them
• The ability to come back or start at an older age
• Peer support, making friends
• Feeling like they can do whatever they want, as long as they worked hard
• Challenging course work and then passing the class due to support and hard work

1.4 What are the challenges/barriers you face or faced to be successful at SJCC?
Students and Alumni:
• Time, money, financial aid, childcare, tutoring, mental health issues
• “Same trials as other schools”
• Covid 19
• “Learning when to ask for help”
• “Some professors are not good”
• “I wouldn’t be able to think of anything! Having online and evening class availability made it possible for me—at 48 and working full time—to complete my education goals!”

1.5 How could the College support you or could have supported you regarding institutional challenges/barriers you experienced?
Students & Alumni:
• More communication from the faculty and classified professionals—assignments, what to focus on for projects and exams, and checking in with me as a person, explain more
• Informing me of the services available to me—counseling, tutoring, financial aid, emergency funds, etc.
• “They did help, just could always be better. With like book loans programs, social services for helping plan out my future in poverty, or better software online. The website to register is a travesty too”
• “I’m not sure”
• “I think SJCC is doing a great job considering the challenges we are all facing during the pandemic.”

What are the institutional challenges/barriers that the college needs to improve on?
Employees:
• Communication to students and employees need to improve
• Too much focus on internal politics
• Enrollment is trending down
• Improve professional development for all, some employees are unwilling to change and grow

Community Partners:
• Help students understand the next steps and/or next levels
• Campus infrastructures
• Nothing, SJCC is doing well.

1.6 How can San José City College address the challenges you have identified?

Employees:
• Disseminate more information to current and future students
• Put students first. Limit the influence of politics
• Focus on enrollment growth and transfer growth
• More transparency with budget and budget process

Community Partner:
• Understand students better
• Have more opportunities for faculty and students to come together to share their concerns

1.7 What are the top priorities that SJCC should tackle in the next 10 years?

Students & Alumni:
• More outreach to low income (Black & Brown) communities
• Make everything more affordable/free: courses, materials, parking, food, laptop, etc.
• Create a student community, connect to the SJ community
• Website updates
• Improve and increase online and hybrid classes
• More classes and more availability at night
• Have professors who are passionate and care about students

Employees:
• Improve enrollment, graduation, and transfer numbers academic excellence
• Compensation due to the high cost of living in the bay area
• Update technology
• Continue to explore and improve and increase online courses
• More STEM
• Basic needs for students and employees
• Build more relationships with each other
• Recruit and retain administrators

Community Partners:
• More scholarships for students
• Continue to be affordable and have high quality programs
• Make improvements to online learning
2. **Focus Groups-Special Programs (Hanover Research)**

Hanover Research Consultants had conducted 11 in-depth interviews with students who participated in special programs and/or student organizations at SJCC. Some of the programs and student organizations represented include:

- Athletics
- Mecha
- EOP&S
- Robotics and Automation Club
- Honors Programs
- Student Government
- SACNAS
- UMOJA
- Pathway to Law

Several of the students highlighted their appreciation and gratitude in their participation of the programs and student organizations. Their general recommendations for the College included 4 main areas. The first recommendation is that they wish they knew about the program and/or student organizations earlier. The second recommendation is that the administration participation in special programs are critical. The third recommendation is that the counselor and coordinator check-ins are critical. Several students highlighted that a check in helped them stay on track for student success and deal with challenges they face ‘in the real world’. Last, due to Covid-19, the lack of in person activities impacted the participation in the special programs and/or student organizations. Students highly valued the community they built within these programs.

They key findings from the in-depth interviews falls into 4 categories. The first is that students often learned of the special programs through word of mouth. This leads into the second finding, that students who joined a special program would often hear about another special program and then they would be participating in several special programs all at once. As a framework in understanding the student through Guided Pathways, there were six factors: Direction, Focus, Engagement, Connection, Nurtured, and Valued. The students consistently highlighted the Direction, Engagement, and Connection they felt and/or received due to their participation in the special program. Lastly, the more critical aspects of the special programs deal with the students’ needs for accountability and guidance. Students felt that they received it through special programs and felt really challenged to see how else they would receive the guidance without participating. Just as importantly, the students highlighted how the
participation led being around peers with similar interests and/or goals, such as graduating and transferring.
### Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>AACI</td>
<td>Asian Americans for Community Involvement</td>
</tr>
<tr>
<td>AANAPISI</td>
<td>Asian American Native American Pacific Islander Serving Institute</td>
</tr>
<tr>
<td>AASAP</td>
<td>Asian American Success and Accelerated Progress Project</td>
</tr>
<tr>
<td>AASSP</td>
<td>African American Student Success Program</td>
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<tr>
<td>AB705</td>
<td>Assembly Bill 705. Requires California community colleges to maximize the probability that students will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe and use high school coursework, high school grades, and high school grade point average for placement.</td>
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<tr>
<td>ADT</td>
<td>Associate Degree for Transfer</td>
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<tr>
<td>ALMASS</td>
<td>Advocacy Leadership for immigrant Access Support Services</td>
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<td>APE</td>
<td>Adaptive Physical Education</td>
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<td>AS</td>
<td>Academic Senate</td>
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<td>ASG</td>
<td>Associated Student Government</td>
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<td>BIPOC</td>
<td>Black, indigenous, persons of color</td>
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<td>BSI</td>
<td>Basic Skills Initiative</td>
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<td>Community College Center for Economic Mobility</td>
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<td>Classified Senate</td>
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<td>DEI</td>
<td>Diversity, Equity, and Inclusion</td>
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<td>Educational Master Plan</td>
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<td>Institutional Effectiveness Partnership Initiative</td>
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<td>IPCC</td>
<td>Instructional Policy and Curriculum Committee</td>
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<td>Acronym</td>
<td>Description</td>
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<tr>
<td>IRAP</td>
<td>Institutional Resource Allocation Process</td>
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<tr>
<td>iSEMPER</td>
<td>Integrated Strategic Enrollment Management Plan Ensuring Retention</td>
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<tr>
<td>KIM</td>
<td>Key Institutional Milestones</td>
</tr>
<tr>
<td>KPI</td>
<td>Key Performance Indicators</td>
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<tr>
<td>KSSM</td>
<td>Key Student Success Measures</td>
</tr>
<tr>
<td>MESA</td>
<td>Mathematics, Engineering, Science, Achievement Program</td>
</tr>
<tr>
<td>MP</td>
<td>Milpitas Promise Program</td>
</tr>
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<td>Milpitas Unified School District</td>
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<td>OER</td>
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</tr>
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<td>P3</td>
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<tr>
<td>RFPs</td>
<td>Request for Proposals</td>
</tr>
<tr>
<td>SAS</td>
<td>Student Accessibility Services</td>
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<td>SEAA</td>
<td>Southeast Asian American</td>
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<td>SEAP</td>
<td>Student Equity and Achievement Program Committee</td>
</tr>
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<td>SIREN</td>
<td>Services, Immigrant Rights, and Education Network</td>
</tr>
<tr>
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<td>San José Promise Program</td>
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<td>SJCC</td>
<td>San José City College</td>
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<tr>
<td>SJECCD</td>
<td>San José Evergreen Community College District</td>
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<td>SOAA</td>
<td>Scale of Adoption Assessment</td>
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<td>Trades Orientation Program Pre-Apprenticeship</td>
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<td>Zero Textbook Cost</td>
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College Planning Documents

- **Hanover In Depth Interviews - Students in Special Programs** (PDF)
  https://sjeccd-my.sharepoint.com/:b:/r/personal/joyce_lui_sjcc_edu/Documents/EMP Public Links/Hanover In-Depth Interviews - Students in Special Programs.pdf?csf=1&web=1&e=rrDjmV

- **Hanover In Depth Interviews - Students Not in Special Programs** (PDF)
  https://sjeccd-my.sharepoint.com/:b:/r/personal/joyce_lui_sjcc_edu/Documents/EMP Public Links/Hanover In-Depth Interviews - Students Not in Special Programs.pdf?csf=1&web=1&e=4cwUz0

- **Hanover Regional Environmental Scan and Trend Analysis** (PDF)
  https://sjeccd-my.sharepoint.com/:b:/r/personal/joyce_lui_sjcc_edu/Documents/EMP Public Links/Hanover Regional Environmental Scan and Trends Analysis.pdf?csf=1&web=1&e=DLiscA

- **SJCC Educational Master Plan 2015** (PDF)

- **SJCC Educational Master Plan Survey** (PDF)
  https://sjeccd-my.sharepoint.com/:p:/r/personal/joyce_lui_sjcc_edu/Documents/EMP Public Links/SJCC Educational Master Plan Survey.pptx?d=w1ec2906b77b04d50ab0e89846f14b6c4&csf=1&web=1&e=1Qln29

- **SJCC EMP Addendum 2020** (PDF)

- **SJCC FMP Addendum 2020** (PDF)

- **SJCC iSEMPER** (PDF)

- **SJCC Program Awards and Transfer** (PDF)
  https://sjeccd-my.sharepoint.com/:b:/r/personal/joyce_lui_sjcc_edu/Documents/EMP Public Links/SJCC Program Awards and Transfer.pdf?csf=1&web=1&e=T8zj0R

- **SJCC Strategic Plan 2019-2024** (PDF)

- **SJCC Student Equity Data** (PDF)
  https://sjeccd-my.sharepoint.com/:b:/r/personal/joyce_lui_sjcc_edu/Documents/EMP Public Links/SJCC Student Equity Data.pdf?csf=1&web=1&e=rk12Fr

- **SJCC Vision for Success Data Trends** (PDF)
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