

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

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June 17, 2015

TO: SSSP Coordinator
Chief Student Services Officer

FROM: Denise Noldon, Interim Vice Chancellor
Student Services and Special Programs Division

SUBJECT: Student Success and Support Program Plan and Budget Review

The purpose of this letter is to provide the status and feedback of your college's 2014-15 Student Success and Support Program (SSSP) Plan and Budget as submitted for review. The information provided is based on a peer review of the plan conducted from March 16-18, 2015. Thirty representatives of key constituent groups from the California Community Colleges comprised the review panel. Each plan was reviewed by a three member team. The plans were categorized into three groups: approved; approved with notations; and disapproved.

The status of your SSSP plan is **approved with notations**. Your plan generally complies with SSSP mandates and guidelines; however, the following compliance or inconsistent items are noted:

- Unallowable match
- Positions/Items listed on Budget Plan are not contained in Program Plan
- Unallowable expenditures on Budget Plan

These items need to be addressed and corrected on your 2015-16 SSSP Plan and Budget. The attached completed review form includes comments from the review team. Review the noted expenditure concerns against the Funding Guidelines to ensure compliance. You are not required to resubmit a 2014-15 Plan or Budget; however, any unallowable expenditure must be corrected on the college's 2014-15 Year-End Report. If you make adjustments to your budget, keep in mind that any new expenditure not included in your submitted plan requires Chancellor's Office approval.

The Chancellor's Office recognizes and appreciates the significant effort required by the colleges and districts to comply with the new mandates for SSSP under the Student Success Act. Furthermore, the Chancellor's Office wants to ensure that SSSP plans and budgets are focused on the provision of core services as outlined in title 5 sections 55500 – 55534.

If you have questions about the review process or your approval status and implications for your SSSP plan, do not hesitate to call Mia Keeley at (916) 323-5953 or by email at mkeeley@cccco.edu. You may also contact Chris Graillat at (916) 322-7988 or cgraillat@cccco.edu.

2014-15 SSSP Review Form

College Name: _San Jose City College_

Section I: Signature Page: (Reviewed by CO)

Section II: SSSP Services:

(a): Core Services: Orientation	1	2	3	Comments	Compliance Issue/Page #
<p>Describe:</p> <ul style="list-style-type: none"> • Target audience (incl. est. first-time students) • Delivery methods/activities • Partnerships with HS, workforce agencies, community partners • At what point these services are provided <p>Identify:</p> <ul style="list-style-type: none"> • Staff providing O services, # positions, job titles, brief statement of role • If technology used, ID products used and staff support requirements <p>Describe plans for developing/implementing O services:</p> <ul style="list-style-type: none"> • Academic expectations and progress and probation standards pursuant to section 55031 • Maintaining registration priority pursuant to section 58108 • Prerequisite or co-requisite challenge process pursuant to section 55003 • Maintaining BoG Fee Waiver eligibility pursuant to section 58621 • Description of available programs, support services, financial aid assistance, and campus facilities, and 	x	X		<ul style="list-style-type: none"> • Detailed description of orientation services including targeted populations is provided including services for ESL students as well as adult students through the Campbell Adult and Community Education Program. • Delivery methods are varied and due to an HSI grant, some orientation programs will be scaled up to serve a greater number of students. • Informative data is provided and efforts to develop a scorecard to measure progress is to be commended. • Specific job titles of non-counseling positions were left out of the answer to question two. 	<ul style="list-style-type: none"> ○ Staff costs and technology costs are not easily identified in the Budget Plan. ○ I did not see a line item for the online orientation mentioned in the narrative.

1 - Complete description; Describes sound practice; Appears to meet standards; 2 - Needs improvement; Inadequate description; Missing key elements; 3- Compliance concerns; Incomplete, non-responsive (T5; Guidelines, Budget Act)

<p>how they can be accessed</p> <ul style="list-style-type: none"> • Academic calendar and important timelines • Registration and college fees • Available education planning services <p>Identify:</p> <ul style="list-style-type: none"> • Other issues, policies and procedures that the college or district determines necessary to provide a comprehensive orientation <p>Budget Plan:</p> <ul style="list-style-type: none"> • Includes all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or – test maintain technology tools specifically for orientation services 					
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(a): Core Services: Assessment/Placement	1	2	3	Comments	Compliance Issue/Page #
<p>Describe:</p> <ul style="list-style-type: none"> • Target audience incl. est. annual number of students to be assessed, • Who will be required to be assessed • Methods by which assessment and placement services will be delivered • Any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist 	x	X		<ul style="list-style-type: none"> • Each of the Assessment/Placement components is addressed with some areas being more complete than others. • A review of the use of multiple measures for placement is provided. • Policies on pre-test practice, re-take, and test score regency are also included. • A few questions were unanswered: Which version of ACT Compass is used? Does the retake policy match the 	<p>Direct cost for staff, assessment tools and related technology costs are not easily identifiable in Budget Plan.</p>

1 - Complete description; Describes sound practice; Appears to meet standards; 2 - Needs improvement; Inadequate description; Missing key elements; 3- Compliance concerns; Incomplete, non-responsive (T5; Guidelines, Budget Act)

<p>with providing assessment and placement</p> <ul style="list-style-type: none"> • At what point(s) in the student’s academic pathway assessment and placement are provided (while still in high school, summer, during registration, etc.) <p>Identify:</p> <ul style="list-style-type: none"> • Staff providing assessment services, <ul style="list-style-type: none"> ○ incl. number of positions, ○ job titles ○ brief one-sentence statement of role ○ Incl. staff providing direct assessment-related research services • Any assessment test(s) used for placement into English, math, and ESL courses <ul style="list-style-type: none"> ○ If second-party tests used, specifies versions and forms used. ○ Which tests and services are offered online, in person, individually or in groups, etc. ○ Other measures used and how they are used to meet the multiple measures requirement. • If not using a test, describe: <ul style="list-style-type: none"> ○ other measures used to assess students ○ how students are placed into 		<p>publisher’s guidelines? Also, the information job titles was left out of question two.</p>	
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<p>courses</p> <ul style="list-style-type: none"> • How multiple measures are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, used on their own without a test, etc.) • Colleges/district’s policy on: <ul style="list-style-type: none"> ○ Acceptance of assessment scores/placement results from colleges within a multi-college district, and colleges outside of the district ○ <i>Pre-test practice</i> - type of test preparation available, how it is delivered, how students are informed of and access materials, including sample test questions, and how students are notified of their pre-test performance. ○ <i>Re-take</i> - How often may a student re-take, what is the waiting period, is waiting period consistent with publisher guidelines or more restrictive, conditions that must be met such as completing a subject-matter workshop before being allowed to take the test again ○ <i>Recency</i> - How long are test scores, high school grades, etc. accepted before the student is required to reassess 				
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<ul style="list-style-type: none"> Externally-administered third-party test results accepted for placement (e.g.) (EAP, AP, etc.) <p>Budget Plan Includes:</p> <ul style="list-style-type: none"> all staff costs (salaries and benefits) for each position direct cost to purchase, develop or maintain assessment instruments or other technology tools specifically for assessment 					
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(a): Core Services: Counseling, Advising, and Other Education Planning Services	1	2	3	Comments	Compliance Issue/Page #
<p>Plan Describes:</p> <ul style="list-style-type: none"> Target student audience, incl. est, annual number of students to be provided counseling, advising, and other ed planning services What the services are, service delivery methods (in person, in workshops, FTES funded classes, online, etc.) and models used. Any partnerships among colleges or with high school districts, workforce agencies, or other community partners At what point(s) in student’s academic pathway counseling, advising, and other ed planning services are provided (before registration, at 15 units, etc.) What services are offered online, in person, individually or in groups, etc. 	x	X		<ul style="list-style-type: none"> Acknowledgement of reaching out to high school population is to be commended as it is noted that many of the students are first-generation from underrepresented communities. New students who attend a group advisement session leave with a completed abbreviated ed plan. Great! How are continuing students notified by Counseling Department that they need an ed plan? Implementation of a degree audit system is a good next step and due to be available in fall 2015. 	

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<p>Indicate whether drop-in counseling is available or appointments are required.</p> <ul style="list-style-type: none"> • Adequacy of student access to counseling and advising services, including the method and time needed for students to schedule a counseling appointment and the average wait time for drop-in counseling. • Any use of academic or paraprofessional advising. • Type of assistance provided to help students develop an abbreviated student education plan and the scope and content of the plan • Type of assistance provided to help students develop a comprehensive student education plan that identifies the students education goal, course of study, and the courses, services, and programs to be used to achieve them <p>Identify:</p> <ul style="list-style-type: none"> • Staff providing counseling, advising and other education planning services, including the number of positions, job titles and a one-sentence statement of their roles • Number of full-time counselors and their negotiated student contact hours • Number of part-time counselors and the number of full-time equivalent counselors (total full time and part 		<ul style="list-style-type: none"> • There were a few unanswered questions in this section: What is the wait time for scheduled appointments? Do students have adequate access to counseling services? Also, the one sentence statement of roles for all positions is missing, as well as the FTEF equivalent counselors. • Question five, concerning the comprehensive student education plan is repetitive and incomplete. While the resources to which students have access in order to help them plan are quite clear in this section, I am still unclear how students eventually get their CSEPs. This section makes it sound as though students are provided resources for planning, and then left on their own unless they complete a GUID course. 	
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<p>time counseling hours divided by 2080)</p> <ul style="list-style-type: none"> • (6) Any technology tools used for education planning. For third-party tools, be specific about the product and how it is used • (6) Any technology tools used for support of counseling, advising and other education planning services, such as scheduling or degree audit. <ul style="list-style-type: none"> ○ For third-party tools, be specific about the product and how it is used <p>Budget Plan Includes:</p> <ul style="list-style-type: none"> • All staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for counseling, advising and other education planning services 			X		<ul style="list-style-type: none"> • Budget Plan Part II – Planned Expenditures has an Articulation Specialist under Counseling that is not listed in the plan. Articulation is allowable match not SSSP expenditure. Without job description in the plan narrative it seems unallowable. Should be moved to match (Part III) and Evaluator Specialist shown as match on Part III should be moved to Part II as this is an allowable expenditure for Ed. Planning.
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(a): Core Services: Follow-up for At-Risk Students	1	2	3	Comments	Compliance Issue/Page #
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1 - Complete description; Describes sound practice; Appears to meet standards; 2 - Needs improvement; Inadequate description; Missing key elements; 3- Compliance concerns; Incomplete, non-responsive (T5; Guidelines, Budget Act)

<p>Describes:</p> <ul style="list-style-type: none"> • (1) Target student audience according to title 5 section 55525 (no ed plan, basic skills, probation) <ul style="list-style-type: none"> ○ incl. est. annual number of students to be provided at-risk follow-up services, ○ college’s process to identify them • Types of services are available to these students; how they are notified and when. • Strategies for providing counseling, advising, or other education planning services to assist them in selecting an ed. goal and course of study • How services identified above are provided (online, in groups, etc.). • How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems. <p>Identify:</p> <ul style="list-style-type: none"> • (2) staff providing follow-up services (including the numbers of positions, job titles and a one-sentence statement of roles • any technology tools used for follow-up services • For third-party tools, be specific about the product and how it is used 	<p>x</p>	<p>X</p>	<ul style="list-style-type: none"> • Intrusive actions for At-Risk students include a series of workshops for probation and disqualified students as well basic skills students. Well done. • The implementation of an early alert system is to be commended. • What are the specific plans of how linked courses and “COIs” will help at-risk students? I like the general idea, but what is San Jose City College hoping to accomplish? That is unclear. • Great descriptions of your Peer-Led Team Learning program and Reading and Writing Center, but how specifically will these on campus resources support the core services of SSSP? Also, why are only students with Ws being monitored? Why not students with Ds, Fs, an undecided major, or basic skills learner? 	<p>Need a more defined plan here, rather than just a listing of resources.</p>
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<p>Budget Plan Includes:</p> <ul style="list-style-type: none"> • All staff costs (salaries and benefits) for each position • Direct cost to purchase, develop or maintain technology tools specifically for follow-up services 					
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(b): Related Direct Program Services: Institutional Research	1	2	3	Comments	Compliance Issue/Page #
<p>Describe:</p> <ul style="list-style-type: none"> • Types of IR that directly relate to the provision or evaluation of SSSP Services 	x			<p>Assistance of Institutional Research Office in evaluating SSSP services is provided but more detail could be incorporated that outlines specific measurable variables and expected outcomes.</p>	

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(b): Related Direct Program Services : Technology	1	2	3	Comments	Compliance Issue/Page #
<p>Describe</p> <ul style="list-style-type: none"> Types of services provided through the use of technology that directly relate to the delivery of services (such as online orientation, advising and student educational planning) 	x			<p>List of technology assisted services is provided but no description. A detailed description would be helpful to the reader/evaluator.</p>	

(c): Transitional Services for Match	1	2	3	Comments	Compliance Issue/Page #
<p>Describe:</p> <ul style="list-style-type: none"> Types of services provided during transition period that are being used for district match (e.g. Admissions and Records, Transfer and Articulation Services, Career Services and other Institutional Research) 	x			<p>While a list is provided, more detail would be helpful.</p>	

1 - Complete description; Describes sound practice; Appears to meet standards; 2 - Needs improvement; Inadequate description; Missing key elements; 3- Compliance concerns; Incomplete, non-responsive (T5; Guidelines, Budget Act)

Section 3: Policies & Professional Development:

Policies & Prof. Development	1	2	3	Comments	Compliance Issue/Page #
	x			<ul style="list-style-type: none"> • Good documentation of criteria for exemption from SSSP requirements, appeal and prerequisite policies. • Is the "Appeal or Request for Waiver" form used for priority registration and dismissal appeal? • Detailed information for campus-wide professional development including On Course trainings is to be applauded. • Collaborative approach to integrate SSSP with Student Equity Plan and incorporation of Basic Skills into the fold is commendable. • Collaboration between the two colleges and the district is important and demonstrates a commitment to serving students by eliminating potential hurdles and roadblocks. 	

Section 4: Attachments:

Attachments	1	2	3	Comments	Compliance Issue/Page #
		x		Attachments A & B are provided but there is no attachment C. Does the Student Success Committee serve as the Student Success Advisory Committee? Not clear.	

General Observations and/or Summary of Reviewer:

A very good Student Success and Support Plan. Some minor improvements can be made as noted in the specific sections but particularly providing more descriptive budget detail. Articulation Specialist should be exchanged with Evaluator Specialist position on the Year-End Report for compliance. From reading the plan, it is evident that San Jose City College is serious about student success. Overall, well done!

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