



## INTEGRATED PLAN



2017-  
2019

San Jose City College

# SAN JOSE CITY COLLEGE INTEGRATED PLAN, 2017-2019

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## PART I - INTEGRATED PLAN 2017-2019 SUMMARY

San Jose City College is committed to student success. The Integrated Plan plays a critical role in these efforts by focusing on eliminating barriers and accelerating students to completion, graduation and transfer outcomes. This plan contains five goals which focus on basic skills, student equity, and outcomes such as transfer and completion. The five goals contained in this plan braid together Basic Skills, Student Equity and Student Success and Support Program initiatives. It aligns with the San Jose City College Strategic and Master Plans, as well as the Guided Pathway Initiative.

### GOALS FOR 2017-2019

**Goal 1: Access** Increase access to, and use of, college support programs.

**Goal 2: Course Completion** Identify and remove non-academic barriers to course completion and increase services to assist students in overcoming these barriers.

**Goal 3: Basic Skills** Increase completion of transfer-level Math and English courses.

**Goal 4: Degree/Certificate Completion** Increase completion of career technical and noncredit certificates and two-year degrees.

**Goal 5: Transfer** Increase successful outcomes for disproportionately impacted students.

### KEY PERFORMANCE INDICATORS FOR 2017-2019

**KPI 1A:** Increase the persistence rate of college prepared and unprepared students each year.

**KPI 1B:** Increase the successful course completion rate of both full-time and part-time students each year.

**KPI 1C:** Increase the successful course completion rate in basic skills, vocational and credit courses each year.

**KPI 1D:** Increase the improvement rate (remedial momentum point) of students in basic skills.

### OPERATIONALIZATION AND TARGETS FOR INTEGRATED PLAN GOALS

Goal 1: Access Increase access and use of college support programs	
<b>Definition and KPI</b>	<b>Access</b> is defined as the percentage of first-time students in the population applying for college at San Jose City College indicating need of special services.  The KPI for access is the percentage of students from special populations who indicated needing services on <i>their CCCApply admissions</i> application.

<b>Strategic Plan</b>	The KPI for support is the number of students receiving orientation, counseling and tutoring.  <b>KPI 1A:</b> Increase persistence rate of college prepared and unprepared students each year.																
	Strategic Plan Goal 1: Promote Student Success																
<b>Target Definition</b>	There will be an increase from prior years in access and support indicators. The target definition includes all at-risk students requiring additional academic support and/or student services. The goal of providing these services is to remove common barriers to educational access. Embedded tutoring sessions are offered in some English, ESL , and Reading sections.																
	<b>Table 1: Orientation and Tutoring at San Jose City College</b>																
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**Goal 2: Course Completion**  
**Identify and remove non-academic barriers to course completion and increase services to assist students in overcoming these barriers.**

<b>Definition and KPI</b>	<b>Non-academic barriers</b> include structural, social, emotional and cognitive challenges that students face outside of the classroom. These include, but are not limited to, food insecurity, homelessness, and external jobs and responsibilities.  The KPI for this goal is to establish a baseline of the top 5 non-academic barriers in year one. For assessment purposes, focus groups will be conducted to determine how services can be deployed to increase retention rates closing the achievement gap.
	<b>KPI 1B:</b> Increase the successful course completion rates of both full-time and part-time students each year.
<b>Strategic Plan</b>	Strategic Goal 1: Promote Student Success.

<b>Target Definition</b>	Findings from the Student Drop Survey: the top five reasons that students drop a course at SJCC. Develop action items from focus groups about the top five non-academic barriers to help students with course retention.
<b>Goal 3: Basic Skills</b> <b>Increase completion of transfer-level Math and English courses</b>	
<b>Definition and KPI</b>	<p><b>Completion</b> of transfer-level Math and English courses will be defined by the percentage of students who successfully complete qualifying courses within one year, as defined by Scorecard.</p> <p><b>KPI 1C:</b> Increase the successful course completion rate in basic skills, vocational, and credit courses each year.</p> <p><b>KPI 1D:</b> Increase the improvement rate (remedial momentum point) of students enrolled in basic skills.</p>
<b>Strategic Plan</b>	Strategic Plan Goal 1: Promote Student Success.
<b>Target Definition</b>	<p>As indicated under the framework of the Institutional Effectiveness Partnership Initiative (EPI), the San Jose City College Faculty Senate has reviewed and agreed to the following short-term rates:</p> <p><b>One Year Completion Rates</b> San Jose City College faculty and staff will continue to improve both English and Math completion rates under this Integrated Plan. Resources will be targeted to remove barriers to completion. Joint efforts between student services, counseling and academic partners have been made in the Integrated Plan to set ambitious, yet attainable, goals for 2018-2019 to improve student performance and completion.</p>
<b>Goal 4: Degree/Certificate Completion</b> <b>Increase completion of career technical and noncredit certificate and two-year degrees.</b>	
<b>Definition and KPI</b>	<p>This goal will evaluate the increase <b>in first-time college students who attempted Math or English</b>, and had at least 6 credit units within 2 years.</p> <p><b>The KPI for this goal is a 3% increase</b> by the end of the planning cycle in two-year completion rate for degrees, career technical and non-credit certificates, or transfers.</p> <p>*Note: 2-year transfer rate is calculated as less than 2.5 years from first enrollment date at SJCC to first enrollment date at 4-year institution.</p>

**Strategic Plan**

**KPI 1A:** Increase persistence rate of college prepared and unprepared students each year.

Strategic Goal 1: Promote Student Success

**Target Definition**

For all metrics, such as program awards, certificates, degrees, we predict a 3% increase by the end of the Integrated Planning Cycle. For number of transfer, due to the timing of the data being unavailable, the 3% increase will be taken from the 2015-2016 data. This is based on a comprehensive review of data provided for 2014-2017 from the following sources: CCCCO DataMart , UC Info Center and California State University Division of Analytic Studies. At San Jose City College, faculty and staff are working hard to improve all outcome metrics. San Jose City College increased the number of certificates awarded from 378 from 2015-2016 to 584 in 2016-2017.

University of California Info Center:  
<http://www.universityofcalifornia.edu/infocenter>

California State University Division of Analytic Studies website  
<http://www.calstate.edu/as/index/shtml>

California Community Colleges Chancellor’s Office, Data Mart:  
Program Awards: [http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)  
Transfer Volume:  
[http://datamart.cccco.edu/Outcomes/Student\\_Transfer\\_Volume.aspx](http://datamart.cccco.edu/Outcomes/Student_Transfer_Volume.aspx)

**Table 2: Program Awards, Certificates, Associate Degrees, and Transfers**

	<b>2015-2016 (Actuals)</b>	<b>2016-2017 (Actuals)</b>	<b>2018-2019 (Target) +3%</b>
<b>Program Award*</b>	1022	1165	1200
<b>Certificates</b>	378	584	601
<b>Associates Degrees</b>	644	581	599
<b>Transfer</b>	481	**Not available yet	495

\*Certificates & Associates Degrees Combined  
\*\*Not all data for transfer is available for the latest year. Thus, the 3% increase is from 2015-2016.

Goal 5: Transfer																																	
Increase the successful outcomes for disproportionately impacted students.																																	
<b>Definition and KPI</b>	<p><b>Successful outcomes</b> are defined as completion of college-level courses in each fall semester.</p> <p>For ethnic groups that are more than 6% lower in success, there is a disproportionate impact.</p> <p><b>KPI 1B:</b> Increase the successful course completion rate of both full-time and part-time students each year.</p> <p><b>KPI 1C:</b> Increase the successful course completion rate in basic skills, vocational and credit courses each year.</p> <p><b>KPI 1D:</b> Increase the improvement rate (remedial momentum point) of students in basic skills.</p>																																
<b>Strategic Plan</b>	Strategic Plan 1: Promote Student Success																																
<b>Target Definition</b>	<p>By 2019, there will be fewer ethnic groups that are more than 6% lower than the top-performing ethnic group in college-level course completion than in 2017. Recognizing the grater gaps between top-performing ethnic groups, SJCC will spur efforts with strategic interventions for African American, Hispanic, and Native American students. We have seen growth with an increase in UC Transfer Admission Guarantee (TAG) submissions from 65 TAGs in 2016 to 90 TAGs in 2017.</p> <p><b>Table 3: College-Level Course Completions</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>Fall 2014</th> <th>Fall 2015</th> <th>Fall 2016</th> </tr> </thead> <tbody> <tr> <td><b>Asian</b></td> <td><b>79.44%</b></td> <td><b>78.80%</b></td> <td><b>81.68%</b></td> </tr> <tr> <td><b>White, Non-Hispanic</b></td> <td><b>74.99%</b></td> <td><b>73.89%</b></td> <td><b>75.36%</b></td> </tr> <tr> <td><b>Native American</b></td> <td><b>63.27%</b></td> <td><b>63.24%</b></td> <td><b>53.49%</b></td> </tr> <tr> <td><b>Two or More Races</b></td> <td><b>67.53%</b></td> <td><b>67.66%</b></td> <td><b>68.22%</b></td> </tr> <tr> <td><b>Hispanic/Latino</b></td> <td><b>64.46%</b></td> <td><b>64.72%</b></td> <td><b>66.60%</b></td> </tr> <tr> <td><b>Pacific Islander</b></td> <td><b>71.32%</b></td> <td><b>73.05%</b></td> <td><b>67.82%</b></td> </tr> <tr> <td><b>African American</b></td> <td><b>62.52%</b></td> <td><b>62.98%</b></td> <td><b>64.14%</b></td> </tr> </tbody> </table>		Fall 2014	Fall 2015	Fall 2016	<b>Asian</b>	<b>79.44%</b>	<b>78.80%</b>	<b>81.68%</b>	<b>White, Non-Hispanic</b>	<b>74.99%</b>	<b>73.89%</b>	<b>75.36%</b>	<b>Native American</b>	<b>63.27%</b>	<b>63.24%</b>	<b>53.49%</b>	<b>Two or More Races</b>	<b>67.53%</b>	<b>67.66%</b>	<b>68.22%</b>	<b>Hispanic/Latino</b>	<b>64.46%</b>	<b>64.72%</b>	<b>66.60%</b>	<b>Pacific Islander</b>	<b>71.32%</b>	<b>73.05%</b>	<b>67.82%</b>	<b>African American</b>	<b>62.52%</b>	<b>62.98%</b>	<b>64.14%</b>
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### Review of Equity Data, 2014-2017

At San Jose City College, student equity data has motivated the campus to close and eliminate as many gaps as possible. SJCC is proud to share that overall, more than 10 gaps have been eliminated. In



particular, six specific groups have seen a decrease in the number of equity gaps, such as Asian, Black or African American, Some Other Race, Males, Individuals with Disabilities and Low-Income Students.

**Table 4: Summary of Equity Gaps**

Target Population(s)	Changes in Equity Gaps	2014-2015	2015-2016	2016-2017
American Indian / Alaska Native	=	1	1	1
Asian	↓	2	1	1
Black or African American	↓	5	3	3
Hispanic or Latino	=	2	2	2
Native Hawaiian / Pacific Islander	=	0	0	0
White	↑	1	1	2
Some other race	↓	3	1	1
More than one race	↑	1	1	2
Males	↓	3	0	0
Females	=	0	0	0
Unknown	=	0	0	0
Individuals with disabilities	↓	5	5	2
Low-income students	↓	2	0	0
<b>Total</b>	↓	<b>25</b>	<b>15</b>	<b>14</b>

The following tables are separated out into Access, Course Completion, Basic Skills English, ESL, Basic Skills Math, Degree Attainment, Certificate Attainment, and Transfer Attainment.

X Indicates there is a gap. SJCC Indicates the gap has been eliminated.

**Table 5: Access**

Target Population(s)/Years	2014-2015	2015-2016	2016-2017
American Indian / Alaska Native	X	X	X
Asian	X	X	X
Black or African American			
Hispanic or Latino			
Native Hawaiian / Pacific Islander			
White	X	X	X
Some other race			
More than one race	X	X	X
Males			
Females			
Unknown			
Individuals with disabilities			
Low-income students			

**Table 6: Course Completion**

Target Population(s)/Years	2014-2015	2015-2016	2016-2017
American Indian / Alaska Native	No Equity Gaps		
Asian			
Black or African American			
Hispanic or Latino			
Native Hawaiian / Pacific Islander			
White			
Some other race			
More than one race			
Males			
Females			
Unknown			
Individuals with disabilities			
Low-income students			

X Indicates there is a gap. **SJCC** Indicates the gap has been eliminated.

**Table 7: Basic Skills English**

Target Population(s)/Years	2014-2015	2015-2016	2016-2017
American Indian / Alaska Native			
Asian			
Black or African American	X	X	<b>SJCC</b>
Hispanic or Latino			
Native Hawaiian / Pacific Islander			
White			
Some other race			
More than one race			
Males			
Females			
Unknown			
Individuals with disabilities	X	X	<b>SJCC</b>
Low-income students			

X Indicates there is a gap. **SJCC** Indicates the gap has been eliminated.

**Table 8: ESL**

Target Population(s)/Years	2014-2015	2015-2016	2016-2017
American Indian / Alaska Native			
Asian			
Black or African American	X	SJCC	X
Hispanic or Latino	X	X	X
Native Hawaiian / Pacific Islander			
White			X
Some other race	X	SJCC	X
More than one race			
Males	X	SJCC	SJCC
Females			
Unknown			
Individuals with disabilities			X
Low-income students			

X Indicates there is a gap. SJCC Indicates the gap has been eliminated.

**Table 9: Basic Skills Math**

Target Population(s)/Years	2014-2015	2015-2016	2016-2017
American Indian / Alaska Native			
Asian			
Black or African American	X	X	X
Hispanic or Latino			
Native Hawaiian / Pacific Islander			
White			
Some other race			
More than one race			
Males			
Females			
Unknown			
Individuals with disabilities	X	X	SJCC
Low-income students			

X Indicates there is a gap. SJCC Indicates the gap has been eliminated.

**Table 10: Degree Attainment**

Target Population(s)/Years	2014-2015	2015-2016	2016-2017
American Indian / Alaska Native			
Asian			
Black or African American			X
Hispanic or Latino			
Native Hawaiian / Pacific Islander			
White			
Some other race	X	SJCC	SJCC
More than one race			X
Males	X	SJCC	SJCC
Females			
Unknown			
Individuals with disabilities	X	X	SJCC
Low-income students	X	SJCC	SJCC

X Indicates there is a gap. SJCC Indicates the gap has been eliminated.

**Table 11: Certificate Attainment**

Target Population(s)/Years	2014-2015	2015-2016	2016-2017
American Indian / Alaska Native			
Asian	X	SJCC	SJCC
Black or African American	X	X	SJCC
Hispanic or Latino			
Native Hawaiian / Pacific Islander			
White			
Some other race	X	X	SJCC
More than one race			
Males	X	SJCC	SJCC
Females			
Unknown			
Individuals with disabilities	X	X	SJCC
Low-income students			

X Indicates there is a gap. SJCC Indicates the gap has been eliminated.

**Table 12: Transfer Attainment**

Target Population(s)/Years	2014-2015	2015-2016	2016-2017
American Indian / Alaska Native			
Asian			
Black or African American	X	SJCC	SJCC
Hispanic or Latino	X	X	X
Native Hawaiian / Pacific Islander			
White			
Some other race			
More than one race			
Males			
Females			
Unknown			
Individuals with disabilities	X	X	X
Low-income students	X	SJCC	SJCC

X Indicates there is a gap. SJCC Indicates the gap has been eliminated.

SJCC has identified several points of pride:

1. No equity gaps in course completion in three years.
2. No more equity gaps in Basic Skills English, 2 gaps were eliminated.
3. No more equity gaps in Certificate Attainment, 5 gaps were eliminated.
4. Basic Skills Math had two equity gaps, but there is only 1 gap remaining
5. Degree Attainment had 4 equity gaps, but there are only 2 gaps remaining
6. Transfer Attainment had 4 gaps, but there are only 2 gaps remaining

## PART II - PROGRAM GOALS AND PLANNING

### PREVIOUS ACCOMPLISHMENTS

#### 1. Assessing San Jose City College's Previous Program Efforts

- a. The table below reflects the progress made by SJCC toward achieving the goals outlined in its 2015-16 SSSP, Student Equity, and BSI plans. All goals have been included.

San Jose City College 2015-2016 Planning Cycle Progress	
2015-2016 Goals	Progress
Increase California Community College student access <i>and</i> success through the provision of core matriculation services with the goal of providing students with the support services necessary to assist them in achieving their education goal and identified course of study. Students need a plan to succeed.	<p>Since the SSSP was written, core services have been provided to SJCC students in the following areas: orientation, assessment, counseling/advising, other education planning services and follow up for at-risk students. The SJCC SSSP Team identified students to be served to include new matriculating students, all students needing an academic plan, undecided students, probation students, and basic skills students. Using the State of California Mandates found in SB 1456 and Title 5, the Student Success and Equity Committee focused on driving enhanced core services, related research and technology, new policies, targeted professional development and budget coordination to meet students' needs. Student Learning Outcomes were developed that had an archived abbreviated or comprehensive Student Educational Plan (SEP) and a list of recommended student support programs and services that they are eligible to join.</p> <p>Specific student service and support programs gains, and improvements have included:</p> <ul style="list-style-type: none"> <li>• Linking services to support student achievement such as categorical programs, academic programs, district and college initiatives and Title V/HSI</li> <li>• Hiring a Transfer/Career Counselor in Fall of 2015 to focus on Title V, Cultivamos Excelencia and METAS Programs</li> <li>• Hiring a UC Transfer Counselor in Fall of 2016</li> <li>• Hiring a counselor dedicated to serving foster youth and formerly incarcerated youth at SJCC</li> <li>• Providing online counseling services for advising and to develop Student Educational Plans</li> <li>• CTE counselors provide group counseling</li> </ul>

	<ul style="list-style-type: none"> <li>• Providing a joint in-service training with Language Arts and Counseling dedicated to the UC Personal Essay</li> <li>• Probation/Dismiss status students required to complete SEPs, counseling appointments and workshops</li> <li>• Conducting Transfer to UC Workshops</li> <li>• Creating an SJCC to UC Initiative called “Blue and Gold,”</li> <li>• Dedicating an 11-month Counselor Contract to creating a UC Transfer Cohort</li> <li>• Making the TAP to TAG training mandatory in-service for counselors</li> <li>• Conducting Historically Black Colleges and Universities (HBCU) Tours in Fall 2016, Spring 2017, and Fall 2017</li> <li>• Holding an HBCU Tour President’s reception which was hosted at Adobe Headquarters in San Jose, California</li> <li>• Conducting an HBCU Caravan Tour during Spring 2017 with San Jose City College and Evergreen Valley College</li> <li>• Offering FAFSA Fridays for transfer</li> <li>• Conducting Southern and Northern California college tours</li> <li>• Creating a Transfer Plan with a campus-based researcher</li> <li>• San Jose City College faculty have submitted and obtained funding for a proposal to extend library hours so that students needing counseling in the evening and on Saturdays for are better accommodated</li> <li>• In collaboration with the EOPS programs within Student Services, DACA and AB540 student support has been expanded using a targeted program called ALMASS (Advocacy, Leadership for Immigrant Support and Services).</li> </ul>
<p>Close achievement gaps in access and success in underrepresented student groups, as identified in SJCC’s Student Equity Program. <i>To develop</i> a research-based focus on identifying gaps in student success, especially for targeted student groups through the provision of specialized support and services.</p>	<p>Since the SEP was written the Student Success and Equity Committee at San Jose City College has focused on closing achievement gaps in 5 success indicators/goals:</p> <ol style="list-style-type: none"> <li>1) Access</li> <li>2) Course Completion</li> <li>3) ESL and Basic Skills Completion</li> <li>4) Degree and Certificate Completion</li> <li>5) Transfer</li> </ol> <p>After the SEP was completed, campus- and district- based research was consistently collected on the extent to which student equity by gender, and for each of the following student categories, was occurring:</p> <ol style="list-style-type: none"> <li>1) Current or former foster youth</li> <li>2) Students with disabilities</li> </ol>

- 3) Low-income students
- 4) Veterans

Additional data was then collected by the campus and district on students in the following ethnic and racial categories:

- 1) American Indian or Alaska Native
- 2) Asian
- 3) Black or African American
- 4) Hispanic or Latino
- 5) Native Hawaiian or Other Pacific Islander
- 6) White
- 7) Some other race
- 8) More than one race

A Disproportionate Impact (DI) Study was conducted in coordination with EOPS/CARE, DSPS, CalWORKs, METAS, Middle College High School, Puente Project, Guardian Scholars (foster youth) and veterans' programs.

Specific equity gains and improvements have included:

- Eliminating 10 equity gaps from 2014-2015-
  - Eliminating all the male and low-income students' equity gaps for 2014-2015
  - Eliminating 7 of the equity gaps in degree and transfer outcomes (3 in degree achievement, 2 in certificate achievement, and 2 in transfer achievement)
- Changing Curriculum to better suit Career CTE focus and technical writing for GE
- Creating English 1A with an ESL focus
- Intrusive counseling for ESL
- Creating an ESL Placement Challenge and Hybrid ESL courses
- Providing Joint advising from counseling and ESL faculty
- Creating Professional Development opportunities using On Course and the 7 Habits of Highly Effective People for training purposes

At San Jose City College (SJCC), the Guardian Scholars Program is dedicated to serving "current and former" foster youth using Student Equity resources to help support students throughout their academic endeavors. The Guardian Scholars program is under the umbrella of the EOP&S program at San Jose City



	<p>College and meets the goals of a greater initiative known as Foster Youth Success Initiative which was launched by California Community Colleges Chancellor's Office (CCCCO) and Foundation for California Community Colleges. Through these efforts EOPS/Guardian Scholars program encourages the enrollment, retention, and transfer of “current and former” foster youth at SJCC. In its Mission, “The EOPS-Guardian Scholars program will provide ‘over and above and in addition to’ support services to San José City College foster youth population. These services are administered by a group of dedicated and trained professionals to help foresee and address the challenges that students may encounter at San Jose City College (SJCC).” Leveraging resources from Student Equity, EOPS, and the College, the following services are made available to Guardian Scholars: Counseling (Academic, Career, and Personal) and life skills training and support, navigation of campus resources, assistance with financial and housing matters, book vouchers, lending library; lending technology (laptops/calculators); college resources/school materials; career assessment, study skills workshops, university field trips, VTA Eco Passes, and referral network for campus and off-campus services.</p>
<p><b>Long Term Goal 1: (Advisement)</b> San Jose City College faculty, staff and administration will maintain an ongoing commitment to support student success with the new BOG Fee Waiver Satisfactory Academic Progress requirement.</p>	<p>Specific Basic Skills Initiative gains, and improvements have included:</p> <ul style="list-style-type: none"> <li>• Identifying multiple activities that serve as a support services for students who need additional support to develop a path to BOG fee waiver and reinstatement</li> <li>• Developing and implementing a tracking system to identify BOG Fee waiver students</li> <li>• Designing and implementing the Pathway Back to Success in Basic Skills</li> <li>• Continuously following up with EOPS/CARE/Guardian Scholars/ALMASS students to ensure they maintain satisfactory academic progress</li> <li>• A Financial Aid television program was launched at SJCC, allowing students local access to their financial aid status.</li> <li>• Using an Satisfactory Academic Progress Model for redesigned financial aid services helps students to receive information faster.</li> </ul>
<p><b>Long Term Goal 2: (Student Success, Curriculum)</b> Enhance academic and</p>	<ul style="list-style-type: none"> <li>• Continuing to fund text book purchases, tutoring program certification fees and peer tutor training</li> <li>• Using textbooks and books on reserve in the library that are correlated to success in basic skills and ESL courses.</li> </ul>

<p>student support services that focus on the retention, persistence, and course completion rates for Basic Skills and ESL students.</p>	<ul style="list-style-type: none"> <li>• Providing peer tutors for ESL and Basic Skills students using technology</li> <li>• Training ESL and Basic Skills faculty on using technology that supports ESL curriculum through workshops</li> <li>• Creating and sustaining METAS and Cultivamos Excelencia Programs for HSI and other students on the SJCC campus</li> <li>• Developing the SJCC Caminos Summer Bridge and FYE Program to help transition students from high school to college by exposing them to academic rigor and college life; because of these programs, hundreds of students have completed the curriculum and have successfully transferred to four-year programs.</li> <li>• Creating an undergraduate research scholars program at SJCC.</li> <li>• Collaborating outreach efforts with EOPS-Guardian Scholars to target current and former foster youth, as well as veterans' programs through the SJCC Counseling Department.</li> <li>• Increasing textbook affordability via free textbooks, textbook loan programs and textbook vouchers when students qualify for these services.</li> <li>• Purchasing textbooks for ESL courses, supplies and other materials and putting them on loan to students.</li> <li>• Exploring the possibility of offering developmental skills courses that have been phased out.</li> </ul>
<p><b>Long Term Goal 3: (Professional Development)</b> Strengthen and invigorate faculty and staff development activities to further support Basic Skills and ESL students.</p>	<ul style="list-style-type: none"> <li>• Establishing communication with local high schools to share expectations and assessment practices between k-12 and colleges.</li> <li>• Providing a Dual Enrollment Presentation by the SJCC Team to the San Jose Unified School District for Middle College High School students, with an emphasis on students who receive free and reduced lunches and students with disabilities.</li> <li>• Creating seamless pathways from high school to community college for career technical education or preparation for transfer.</li> <li>• Expanding professional development training of On Course to all Basic Skills Instructors</li> <li>• Continuing to support participation in other professional development opportunities for faculty and staff who provide a service to ESL and Basic Skills students.</li> </ul>

	<ul style="list-style-type: none"> <li>• Having shared discourse across disciplines (including counseling) on how to better support students with proven success strategies</li> </ul>
<p><b>Long Term Goal 4: (Placement, Assessment, and Registration)</b> Making use of multiple measures, basic skills funding will support accurate placement of students into appropriate courses leading to greater success.</p>	<ul style="list-style-type: none"> <li>• Adopting Accuplacer placement tool</li> <li>• Providing online preparation for Accuplacer via BSI funding</li> <li>• Adopting and integrating multiple measures used by counselors, and faculty from math, ESL, Reading and English.</li> <li>• Some multiple measures include high school transcripts using GPA and grades in math, English as well as scores from AP, EAP as well use of non-cognitive factors</li> <li>• Implementing the challenge up process by faculty using writing samples and department tests.</li> <li>• Dual/concurrent enrollment counselors use R40 and letter from high school counselors as multiple measures in addition to requiring high school students to take placement test if their GPA is below 2.0</li> <li>• Implementing mobile assessment testing via outreach team</li> <li>• Enhancing assessment testing offerings at the Milpitas Extension Center.</li> <li>• An online self-guided assessment tool is in development, with anticipated implementation in November 2017</li> <li>• Aligned with the goal of bill AB 705, the online self-guided assessment tool high school measures such GPA, grades and standardized tests to ensure accurate placement so "that students are not placed into remedial courses that may delay or deter their educational progress unless evidence suggests they are highly unlikely to succeed in the college-level course." self-guided assessment tool that use</li> <li>• Continuing to support participation in other professional development opportunities for faculty and staff who provide a service to English as a Second Language and Basic Skills students</li> <li>• Continuing to support efforts to include additional student writing assessments as part of the college placement process</li> <li>• Improving success rates (persistence, retention, successful completion) of students enrolled in basic skills and transfer English courses</li> <li>• Training ESL and Basic Skills faculty on using technology that supports ESL curriculum through workshops</li> </ul>

	<ul style="list-style-type: none"> <li>• Having Basic Skills and ESL students participate in workshops on using and navigating the various SJCC electronic services (MyWeb, Moodle, CANVAS, SJCC and bookstore websites)</li> <li>• Expanding kiosks and training (a mobile help desk) for Basic Skills students to navigate the Canvas internet platform and My Web with having staffed help stations and computers around campus</li> <li>• Increasing positive participant evaluation on learning about CALL (Computer Assisted Language Learning)</li> <li>• Increasing student comfort level and positive participant evaluation after using SJCC electronic services</li> <li>• Increasing student adds to SJCC basic skills and ESL courses through MyWeb and satisfactory evaluations in receiving help.</li> </ul>
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**b. To what do you attribute your overall success or lack thereof?**

Under the direction of the Vice President of Academic and Student Affairs, the faculty, counselors, and staff have created a 4-step quality cycle for student services.

**Planning:** where action plans, curriculum planning and student services are coordinated for student success.

**Doing:** implementing the student services plans and ensuring that the recruitment of staff and management is focused on student success.

**Checking:** which includes feedback from students, graduates and employees regarding student service satisfaction. There is also a thorough evaluation of processes in this phase.

**Acting:** which involves institutional research and development and making improvements in educational processes.

**c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities.**

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
San Jose City College faculty, staff and administration will maintain an ongoing commitment to Basic Skills/ESL students by implementing data-	Provide newly-enhanced Language Arts/English curriculum that directly addresses the needs of at-risk learners.	Provide additional assessment preparation to ensure proper level placement of students in ESL courses.	Pilot newly created non-credit classes and provide a specific bridge program model for at-risk students.

driven changes and enhancements to curriculum and programs that directly affect those students.		Identify number of students placed using multi-measures.	
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**2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor’s Office will use this information to assist in the dissemination of effective practices to other colleges.**

San Jose City College is deeply interested in better placement and better counseling of students. During the past academic year, more time and effort were put into the placement exams and multiple measures. In addition, students are placed more effectively; this practice is leading to reducing and/or eliminating the selection of unrequired courses. The Caminos Summer Bridge and First Year Experience (FYE) supports incoming students, making the transition from high school to San Jose City College. Caminos provides an opportunity for students to begin their first year of college by completing fundamental course during Summer Bridge while learning to navigate college life. Students continue their Caminos experience through FYE with a team of counselors, instructors, and peers to guide students beyond the first year of college and through graduation. Upon completion of the first year, students will have clear expectations of the quality and quantity of work required to successfully complete college.

There is a strong alliance of initiatives with cross-system collaboration to support the needs of underserved and disadvantaged students at San Jose City College. Student Success and Support Program (SSSP), Student Equity, Basic Skills Initiative (BSI), 2021 Scholars, and San Jose Promise Integrate goals and activities to support student success, equity, and access. Caminos Summer Bridge and First Year Experience is a Title V: Hispanic-Serving Institutions grant project well-grounded in these institutional initiatives, has a strong relationship to College mission and vision, and expresses the College’s aspirations to be a highly effective Hispanic-Serving Institution. The METAS Program itself continues to be instrumental in the success of the Summer Bridge and FYE, providing an organizational focus, a community and a structure that emphasizes first-year student success. This is made possible by a comprehensive system of support services across the entire campus with a high degree of integration among Academic Affairs and Student Support Services.

Caminos Summer Bridge & FYE aims to enhance the transition of underprepared low-income Hispanic students from high school to college. Students from traditionally disadvantaged backgrounds often enroll at SJCC with limited skills in math and reading/writing. Those with these skill gaps often persist from one semester to the next

in remedial instruction, often dropping out before entering or completing college-level courses. This pattern has largely kept many of these students from achieving their academic goals. For this reason, Caminos has engaged in targeted outreach to students who are in remedial math and reading/writing courses. Once students are made aware of the program's services they are placed in appropriate learning tracks.

Caminos Summer Bridge is a highly structured program with multiple strategies in place that support the connection, entry, progress, and completion, prioritizing the participation of underprepared students with basic skills needs. Students make the transition from high school to college during an intensive 6-weeks in pre-collegiate math, reading, or writing development courses linked with a Guidance 97 Orientation to College. Additional mandatory activities include small group peer facilitated learning, experiential team building activities, intrusive counseling, early intervention, financial aid assistance, and enrichment trips. This structure and curriculum leads relatively seamlessly into the First-Year Experience program. Partnerships with area high schools- which are critical to the program's success- have been created to identify cohorts of likely high school participants. San Jose Unified District has been on board during the first two cohorts, and more are scheduled in 2018.

In addition, the implantation of STATWAY began by advancing quality teaching for three full-time Math Department faculty completing an intensive training built around new pedagogical styles designed to support faculty with becoming effective STATWAY instructors. STATWAY courses MATH 64-Integrated Statistic I and MATH 64-Integrated Statistic II have been fully vetted through the local and state curriculum process with approval of active course beginning student implementation Fall 2017. STATWAY is a national mathematics course sequence solution that has been created by the Carnegie Foundation. Under the direction of the Faculty Chair of the Math Department, STATWAY has been adapted and incorporated for San Jose City College students. STATWAY is a year-long introductory college-level statistics course that provides students and SJCC with a more successful alternative to the traditional mathematics sequence for students who are placed two course levels below college-level mathematics. At SJCC, the use of STATWAY will allow developmental mathematics students to be more successful in their courses by taking them "to and through" a college-level statistics course.

#### FUTURE PLANS

***Questions 3-8 address the 2017-2019 planning cycle.***

**3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics.**

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	SEP	BSI	
<b>ACCESS</b> Increase access and use of college support programs.	<i>SJCC staff will provide targeted outreach to the areas high schools. SJCC counselors and staff will hold events and speak to all interested twelfth grade high school students within the district. At the new student orientation, students and their families will be provided onsite tours and informational sessions regarding Student Services.</i>	<i>To assist potential students, the SJCC Financial Aid Department will provide financial literacy classes to help with the application process. The Counseling Department will designate and fund Outreach Specialists for economically disadvantaged students and Veteran students.</i>	<i>SJCC staff will assist students by increasing tutoring services and hours in all subjects, including Basic Skills and pre-transfer-level math and English as a Second Language courses</i>	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other:
<b>COURSE COMPLETION</b> Identify and remove non-academic barriers to course completion.	<i>SJCC staff will work with the District Research Office and Dean of Research to use progress report data to identify non-academic barriers.</i>	<i>The SJCC student services staff will provide assistance to students including transportation passes, grocery cards, and textbook loans to assist economically disadvantaged students.</i>	<i>SJCC leadership will offer faculty and staff professional development opportunities such as:            1) Workshops for teaching accelerated courses in English to shorten the path to transfer; and            2) Workshops emphasizing effective methods for</i>	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other:

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	SEP	BSI	
			<i>removing nonacademic barriers to success.</i>	
<b>BASIC SKILLS</b> Increase completion of transfer-level Math and English courses.	<i>SJCC will continue its highly successful Summer Bridge Program. This incentivizes students to enroll into English, reading and math courses during the summer before their first semester to increase retention and matriculation. The SJCC Counseling Department is also offering embedded counseling which began in 2016 which provides at-risk students with targeted support.</i>	<i>Adopt several of the activities proposed in the METAS program to provide additional resources for students who are having difficulties completing their Math sequences as indicated in some of the ESL/Basic Skills indicators. Hire a minimum of one part-time Learning Assistant Specialist who will meet with students on a weekly basis to connect them with campus resources.</i>	<i>Increase use of embedded tutors in all Basic Skills courses. Support Professional Learning Committees to engage Basic Skills instructors and help Basic Skills students better understand the matriculation, testing and placement procedures at SJCC.</i>	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other:
<b>DEGREE and CERTIFICATE COMPLETION</b> Increase student completion of career technical and non-credit certificates, two-	<i>The Counseling Department will host a parent/student CTE night for area high schools to education students and</i>	<i>The SJCC Counseling Department will provide services to all disproportionately impacted students to assist with</i>	<i>SJCC will increase the numbers of faculty served through reading and writing collaborations to include CTE and</i>	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion



Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	SEP	BSI	
year degrees and transfers.	<i>families about CTE programs once per semester.</i>	<i>educational and career goals.</i>	<i>noncredit classes.</i>	<input checked="" type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other:
<b>TRANSFER</b> Increase the successful outcomes for disproportionately impacted students, including transfer.	<i>The Dean of Institutional Research will disaggregate data in fully matriculated data for SEP, EOPS and Transfer purposes.</i>  <i>SJCC Staff will provide weekly ongoing counseling at off campus sites, including Adult Education and CTE sites.</i>  <i>Increase presence of counselors in the tutoring center for VETS, DSPS/SAS and athletes.</i>	<i>Continue the highly successful METAS Summer Bridge Orientation Program for all students.</i>  <i>Identify and deploy new tutoring program for student athletes who are struggling academically.</i>	<i>Increase presence of staff/counselors who work with Basic Skills students who are Veterans, Foster Youth, Hispanics, Asians and African Americans seeking to transfer.</i>	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion <input checked="" type="checkbox"/> Other:

**4. How will your college accomplish integration of matriculation, instruction and student support to accomplish your student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)**

- SJCC will develop and use an assessment tracking mechanism for reviewing all projects supported by the three programs, to ensure that programs are streamlined and effective. This assessment and its corresponding tracking tool will include funding

amounts, activities and connections to overall goals and the existing BSI Committee funding applications and rubrics.

- SJCC's Integrated Plan activities will synch with the SJCC Strategic Plan, SJCCED District's Strategic and Educational Master Plans.
- A Student Equity and Success Committee at SJCC has driven the Integrated Planning process, which includes membership from all key stakeholders including faculty, staff, students and administrative leadership. This committee has been in existence since SB 1456 and will continue through 2019.
- The BSI Committee has a strong commitment and representation from the respective academic areas. The committee has representatives from all key stakeholders including faculty, staff, students and administrative leadership. This includes representation from math, reading, library, curriculum, Counseling, METAS, ESL, English, ECE, and Academic Senate members. In addition, four BSI Committee members also serve on the SSSP/SPE Committee.
- Both College and District-wide technology have been developed to support the tracking and implementation of these goals (such as Cranium Café, Individual Education Plans and Progress Reports). This technology will be piloted and implemented in 2018.

**5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment (250 words max).**

The SJCC Business and Workforce Development Division offers non-credit as an opportunity for students to familiarize themselves with workforce preparation without the financial barriers of tuition. Strengthening their fundamental skills and learning industry terminology, students gain confidence and competence with the likelihood to succeed once entered in a credit-bearing certificate program. Examples of non-credit offering in Business & Workforce Development at SJCC include Medical Assisting, Ironworkers, and Construction Technology and courses in other subjects further extended off-site at Santa Clara Adult Education. The SJCC Division of Language Arts also offers non-credit to improve language skills for second language learners. With flexible open entry/open exit courses, students may choose to start or leave at their pace in classes such as Computers and Computing (ESL-510) or ESL for the Workplace (ESL-550). These courses are designed for the proposed noncredit Career Development and College Preparation (CDCP) Pathway Program. There are other courses that focus on more academic areas which include ESL in Health Care (ESL 500), Inter-Low Listening Speaking (ESL 531), and Inter-Low Reading and Writing (ESL532). In an effort to reach a wider student population, the offering of these courses is through day and evening sessions and extends to our neighboring residents at the San Jose/Evergreen Community College Milpitas Extension Campus in the City of Milpitas. SJCC has not allocated any Student Equity funds for this category. Since early 2017, SJCC has begun using MIS non-credit data elements and has aligned the data element codes with Scheduling And Reporting System (SARS).

**6. Describe your professional development plans to achieve your student success goals (100 words max).**

In 2017, a college-wide professional development work group was established to address professional development needs. This group assesses for any duplication of efforts in training for faculty and staff in relation to SEP, SSSP and BSI priorities. The college supports an annual Summer Bridge Program which is aimed at helping first year BSI students to acclimate to college quickly and have “early wins” in terms of accelerating their coursework. Many first generation, at-risk students have successfully enrolled, persisted and graduated. The college-wide professional development work group helps staff understand the needs of at-risk college students as they enter SJCC. The BSI Initiative funds professional development activities for basic skills faculty and staff.

**7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max).**

SJCC continually reviews its student success goals. SSSP evaluation includes: Core Service tracking, Progress Report data, Academic Probation and Progress Probation. Each year, the college assesses Scorecard and the Basic Skills Tracker and assesses achievement outcomes by ethnicity and by college readiness for prepared and unprepared students. SJCC has set IEPI goals for the progress indicators so that discussion between BSI and SEP will occur should the college have difficulty meeting these goals. Using the new three-year cohorts in the Scorecard, SJCC will address outcomes for remedial progress and achievement earlier in the process. These outcomes will drive future processes.

**8. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max).**

San Jose City College and Evergreen Valley College are working towards integration of our student equity and success plans. We have collaborated on implementation of Accuplacer, self-guided assessment tool, San Jose Promise, United Way Bay Area’s new SparkPoint Center in SJECCD, Board Policies and Administrative Development of Procedures, Multiple Measures, and the development of non-credit curriculum to maximize District wide success for students. This new integrated plan aligns with the colleges’ strategic priorities, which are supported by the district strategic priorities. In addition, SJCC will be engaging in multiple multi-college planning update and progress meetings as well as attending districtwide planning discussions. Further, we will collaborate on integrated planning metrics and assess progress toward goals and discuss these to make appropriate decisions within the plans. Our Educational Master Plan and Strategic Plans have served as cornerstones of this process.

**9. Using the document “BSI SE SSSP Integrated Budget Plan 2017-2018” and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.**

The SEP, SSSP and BSI projects all accept requests for funding various SJCC projects according to an established process that includes researchers, stakeholders and students. All proposed

activities are thoroughly reviewed to ensure compliance and alignment with the stated goals and guidelines of each program. The project directors and researchers meet periodically to align plans, and to review additional requests to ensure efficiency and to avoid redundancies.

Object Code	Category	BSI	SEP	SSSP	SSSP Match	Noncredit SSSP	Noncredit SSSP Match	Total
1000	Academic Salaries	17,291	219,851	377,061	1,533,564			2,147,767
2000	Classified and Other Nonacademic Salaries		178,653	481,155	74,488			734,296
3000	Employee Benefits	8,340	151,143	366,382	484,566			1,010,431
4000	Supplies and Materials		47,411	70,761				118,172
5000	Other Operating Expenses and Services	64,369	72,411	21,000		1,512	25,000	184,292
6000	Capital Outlay							
7000	Other Outgo		17,411					17,411
	<b>TOTAL</b>	90,000	686,880	1,316,359	2,759,618	1,512	25,000	4,212,369*

**10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:**

2017-2018 Student Equity/Integrated Goals for each required student group	
College Activities to achieve these goals	2017-2018 Resources Budgeted
<b>Increase student engagement in college life</b>	
Marketing and Creative Services: Translation	\$15,000
<b>Subtotal</b>	\$15,000
Outreach and Recruiting: Specialist	\$134,909
Outreach and Recruiting: Promotions	\$10,000
<b>Subtotal</b>	\$144,909
Student Equity: Administrative Assistant (Senior)	\$66,000
Student Equity Contingency Fund	\$32,411
Student Equity: Project Specialists (2)	\$40,000
<b>Subtotal</b>	\$138,411
Health Center: Expanded Service Hours	\$35,000
<b>Subtotal</b>	\$35,000
<b>Course Completion</b>	
Counseling: faculty & benefits	\$29,091
<b>Subtotal</b>	\$29,091
Statway	\$8,000
<b>Subtotal</b>	\$8,000
<b>Reducing the achievement gap disproportionately impacted students</b>	
SJCC Guardian Scholars: Pt. Time Faculty Counselor and Benefits	\$62,333
Guardian Scholars: Outreach and Event Programming	\$5,000
<b>Subtotal</b>	\$67,333
Veterans Center	\$2,000
<b>Subtotal</b>	\$2,000.00
LD Specialist: Counsel and Bene	\$71,314
<b>Subtotal</b>	\$71,314
Student Success Center: Tutors Writing & ESL Saturday Drop-In Assistance in Library	\$60,000
<b>Subtotal</b>	\$60,000
Transfer: Pt. Time Faculty Counselor and Benefits	\$30,000
Transfer: Outreach and Event Programming	\$12,000
<b>Subtotal</b>	\$42,000
Research & Planning: Student Equity Research Analyst	\$50,000
Research & Planning: Focus Groups	\$2,000
<b>Subtotal</b>	\$52,000

2017-2018 Student Equity/Integrated Goals for each required student group	
College Activities to achieve these goals	2017-2018 Resources Budgeted
Student Equity: Professional Development SE Task Force	\$5,000
Student Equity: Textbook Scholarship/Promise Program	\$16,411
<b>Subtotal</b>	<b>\$21,411</b>
Previous Student Equity goals for each required student group	
A.1 Access	
Increase student participation in orientation to that students are familiarized with college policies and processes and able to better navigate these systems.	
<b>Accounting of how Student Equity funding for 2014-15 was expended</b>	Pt. Time Faculty Counselor \$43,552
	Direct Aid to Students \$10,020
<b>Accounting of how Student Equity funding for 2015-16 was expended</b>	Pt. Time Faculty Counselor \$39,793
	Direct Aid to Students \$48,373
	Outreach/ Student Supplies \$53,643
<b>Accounting of how Student Equity funding for 2016-17 was expended</b>	Pt. Time Faculty Counselor \$47,256
	Project Specialist \$111,868
	Outreach/ Student Supplies \$63,089
	Health Service & Veterans: Textbooks \$7,100
<b>Progress made in achieving the identified goals from prior year plans</b>	<p>SJCC Orientation has been offered in a variety of ways so that all students have access to this information. This includes:</p> <ul style="list-style-type: none"> <li>• In person orientation for English speakers, conducted by counselors</li> <li>• In person orientation for ESL students</li> <li>• Guidance 97- 16-hour long guidance class</li> <li>• 2-day orientation for student athletes</li> <li>• Online orientation since Spring of 2015</li> </ul>

**2017-2018 Student Equity/Integrated Goals for each required student group**

College Activities to achieve these goals	2017-2018 Resources Budgeted
	<ul style="list-style-type: none"> <li>• Special Program orientations (EOPS, DSPS, Puente, Umoja, CalWORKs, International Students Program and Veterans)</li> <li>• In-person orientation for high school students: Super Saturday, a spring semester 6-hour orientation for high school students</li> <li>• Brochures provided at all orientations regarding student services at SJCC</li> </ul>
<p><b>C.1 ESL and Basic Skills Completion</b> Students will successfully complete at least one basic skills course prior to their first semester at SJCC.</p>	
<p><b>D.2 Degree and Certificate Completion</b> Students will create a first year Student Educational Plan.</p>	
<b>Accounting of how Student Equity funding for 2014-15 was expended</b>	-N/A
<b>Accounting of how Student Equity funding for 2015-16 was expended</b>	Student Equity: Textbook Loan Library \$5,000
<b>Accounting of how Student Equity funding for 2016-17 was expended</b>	Student Equity: Textbook Loan Library \$23,000
	Student Equity: Laptop Loan Program \$163,498
<b>Progress made in achieving the identified goals from prior year plans</b>	EOPS Guardian Scholars for Foster Youth established Laptop Loan Program in the 2016-2017 academic year in response to data that indicated access to technology resources was limited for disproportionately impacted groups. The laptop cart stores 25 MacBook Pros in inventory for two-week loans to Guardian Scholars in good academic standing. This places mobile technology in the hands of disadvantaged students and is one of the multi-pronged efforts by which EOPS Guardian Scholars brings equitable services to SJCC students.

**2017-2018 Student Equity/Integrated Goals for each required student group**

**College Activities to achieve these goals**

**2017-2018 Resources Budgeted**

**E.1 Transfer**

Increase the number of students who have completed a minimum of 12 units, have attempted a transfer course, and belong to the age groups of 20-24 and 30-39.

<b>Accounting of how Student Equity funding for 2014-15 was expended</b>	- Peer Lead Team Learning (PLTL) Pre-Med/Pre-Health Conference -\$6,989 Transfer: UC/CSU Tours for Foster Youth & AB540 - 882
<b>Accounting of how Student Equity funding for 2015-16 was expended</b>	- Historically Black Colleges and Universities (HBCU) and UC/CSU Tour – \$76,273
<b>Accounting of how Student Equity funding for 2016-17 was expended</b>	- Historically Black Colleges and Universities (HBCU) and UC/CSU Tour – 56,719
<b>Progress made in achieving the identified goals from prior year plans</b>	Both fiscal and programmatic resources have been targeted to increase the number of students who have completed 12 units toward transfer, between the age groups of 20-24 and 30-39. This has resulted in more transfers to four-year institutions between 2014 and 2016. Specific programs have included the Historically Black College and Universities (HBCU) Caravan and campus tours. During these events, approximately 12 students in these age groups were offered instant financial aid awards and admission to these universities.

**F.1 Other College: Research and Evaluation – Analyst**

<b>Accounting of how Student Equity funding for 2014-15 was expended</b>	Research and Planning: Staffing \$6,365
<b>Accounting of how Student Equity funding for 2015-16 was expended</b>	Research & Planning: Student Equity Research Analyst
<b>Accounting of how Student Equity funding for 2016-17 was expended</b>	Research & Planning: Student Equity Research Analyst \$22,584
<b>Progress made in achieving the identified goals from prior year plans</b>	A Research Analyst was hired in February 2016 and serves as a member of the Student Equity Leadership team. The Research Analyst prepared mid-year and year-end



2017-2018 Student Equity/Integrated Goals for each required student group	
College Activities to achieve these goals	2017-2018 Resources Budgeted
	reports for each equity initiative on its assessment and evaluation strategies.
<b>Accounting of how Student Equity funding for 2017-18 was allocated.</b>	SJECC District Information Technology Services & Support (ITSS) and Office of Institutional Effectiveness & Student Success will provide technology and evaluation to support the Integrated Plan goals. The State Chancellor's Office allocated \$1,446,064 for SJECCD to implement Student Equity between both colleges San Jose City College and Evergreen Valley College. A total of 5% (\$72,303.) has been allocated for SJECCD's Information Technology Services & Support (ITSS) and Office of Institutional Effectiveness & Student Success, which accounts for 2.5% in IT/IR support for San Jose City College and 2.5% in IT/IR support for Evergreen Valley College. SJCC's SEP allocation is \$686,880 (47.5%) of \$1,446,064 as accounted in the budget plan table in section nine of this document.

**11. What support from the Chancellor's Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?**

The Student Success and Equity Team at San Jose City College would like to leverage other best practices from Integrated Plans across the state. A summit or conference would be most helpful. Periodic webinars and trainings would also offer us assistance in terms of implementing the Integrated Plan. It would be very helpful if the Chancellor's Office would provide collaboration and best practices between the districts and the California Region. Thank you.

**12. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:**

**Point of Contact**

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 Title: Vice President, Academic and Student Affairs

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