Credit

Student Success and Support Program Plan

2015-16

District: San Jose Evergreen Community College District
College: Evergreen Valley College

Report Due by

Friday, October 30, 2015

Email PDF of completed plan to:
cccsssp@cccco.edu
and
Mail signature page with original signatures to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549

Instructions for Completion of the College Student Success and Support Program Plan

INTRODUCTION

The purpose of the credit Student Success and Support Program (SSSP) Plan is to outline and document how the college will provide SSSP services to credit students[1]. The goal of this program is to increase student access and success by providing students with core SSSP services to assist them in achieving their educational and career goals.

More specifically, colleges are to:

- Provide **at least** an abbreviated student education plan (SEP) to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
- Provide orientation, assessment for placement, and counseling, advising, and other education planning services to all first-time students[2].
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services to at-risk (students enrolled in basic skills courses, students who have not identified an education goal or course of study, or students on academic or progress probation).

INSTRUCTIONS AND GUIDELINES

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

The program plan is set up as a Word document. As you enter your responses below each question, the document will expand to accommodate the information provided. *Colleges are to use the template as provided.* When complete, also save the document as a PDF file and email it as an attachment to cccsssp@cccco.edu with the name of the college and "SSSP Credit Program Plan" in the subject line. Mail the signature page with the original signatures, along with the separate Budget Plan signature page, by the due date (Oct. 30th).

The program plan is to be submitted on an annual basis[3]. When writing the program plan, assume that the reader knows nothing about your program and will have only your document to understand the delivery of program services and resources needed for implementation. Be sure to include input from faculty, staff, administrators and students in the development of this plan (per title 5, §55510[b]).

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[1] Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan.

[2] A first-time student is defined as a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education, and concurrently enrolled high school students.

[3] The program plan is now required on an annual basis due to new SSSP requirements focusing funding on core services, changes related to priority enrollment, mandatory core services, and the significant increases in funding in 2013-14, 2014-15 and 2015-16. As implementation and funding stabilizes, this requirement may be revisited.

All state-funded SSSP services, procedures, and staff activities must be described in the program plan. Section 78211.5(b) of the Education Code permits districts and colleges to expend these categorical funds only on SSSP activities approved by the Chancellor. Please be sure all expenditures are consistent with the SSSP Funding Guidelines or your plan may not be approved. The information provided and the funding source should be clearly indicated in the plan narrative and correspond with expenditures listed in the Budget Plan. In districts with more than one college, the college program plan must also address any portion of the college's allocation expended by the district. The program and budget plans will also be compared with the colleges' credit SSSP Year-End Expenditure Report to monitor for consistency. Note that SSSP funds may not be used to supplant general or state categorical (restricted) funds currently expended on SSSP activities. Any services provided should supplement--not supplant--any services provided to students currently participating in college categorical programs and any other federal, state, and local programs.

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

I. Program Plan Signature Page
II. Planning & Core Services
    A. Planning
    B. Orientation
    C. Assessment for Placement
    D. Counseling, Advising, and Other Education Planning Services
    E. Follow-up for At-Risk Students
    F. Other SSSP/Match Expenditures
III. Policies
    A. Exemption Policy
    B. Appeal Policies
    C. Prerequisite and Corequisite Procedures
IV. Professional Development
V. Attachments

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

RESOURCES

- Seymour-Campbell Student Success Act of 2012
- California Code of Regulations
- Chancellor's Office Student Equity web page
- Accrediting Commission for Community and Junior Colleges
- Chancellor's Office Basic Skills website

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: Evergreen Valley College

District Name: San Jose Evergreen Community College District

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

Signature of College SSSP Coordinator: Angelina Duarte

Name: Angelina Duarte Date: 11/18/15

Signature of the SSSP Supervising Administrator or Chief Student Services Officer: M.G.

Name: Mark Gonzales Date: 11-18-15

Signature of the Chief Instructional Officer:

Name: Keith Aytch LENA TRAN AS ACTING VP ON BEHALF OF KEITH AYTCH Date: 11/20/15

Signature of College Academic Senate President:

Name: Eric Narveson Date: 16 Nov. 2015

Signature of College President: Henry Yong

Name: Henry Yong Date: 11/18/15

Contact information for person preparing the plan:

Name: Angelina Duarte Title: Dean of Student Success

Email: Angelina.Duarte@evc.edu Phone: 408-270-6491

SECTION II. PLANNING & CORE SERVICES

Directions: Please provide a brief but thorough answer to each of the following questions relating to how your college is meeting the requirements to provide core services under title 5, section 55531. Do not include extraneous information outside the scope of SSSP. Projected expenditures should correspond to items listed in the Budget Plan. Answers should be entered in the document below each question.

A. Planning

1. a. Describe the planning process for updating the 2015-16 SSSP Plan.

   The planning process has been a tremendous challenge in the midst of major leadership transitions. The Dean of Student Success left for an interim assignment within the district and the Vice President for Student Affairs retired on October 2nd. Also, the faculty co-chair of the Student Success Committee stepped down. The Committee, which also includes students, had already reviewed the plan template and had assigned certain sections to specific members. However, not everyone had content expertise. The Interim Dean of Student Success started on October 19th and almost immediately involved General Counselors and Equity Program Counselors in the planning/process.

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

   Following are factors that were considered in making adjustments.
   - Student and faculty participation rates
   - Feedback from faculty, staff and students
   - Review of procedures
   - Staffing needs
   - 2015-16 allocations
   - Moving beyond quantity to quality
   - Lessons Learned in 2014-15

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

   Both Evergreen Valley College and San Jose City College depend on the District Office to support one registration system; so much joint effort goes into the development and implementation of procedures related to the new mandates as well as the communication that students receive regarding these. This is not always easy, as each college often has its own perspective and approach to things. Sometimes the decisions that are made at this level do not filter down to staff who is impacted. Both campuses depend on the District Office for data. Respond time sometimes is longer than expected, which might slow down processes. Eventually data needs are met, but the process could be streamlined.

d. Briefly describe how the plan and services are coordinated with the student equity plan and other district/campus plans (*e.g.*, categorical programs) and efforts including accreditation, self-study, educational master plans, strategic plans, Institutional Effectiveness, the Basic Skills Initiative, Adult Education (Assembly Bill 86), and departmental program review.

At this stage of implementation, the focus has been on developing the infrastructure to meet the mandate of delivering core services. There is a natural affinity with the Student Equity Plan as General Counseling works closely with equity programs to provide services. Although the Basic Skill Initiative provides an additional opportunity to provide academic support to students in pre-collegiate courses, a strong link to SSSP and Student Equity has not developed. In 2015-16 this link will be developed and strengthened, and links to institutional plans will also be explored.

2. Describe the college's student profile.

In 2014-2015 Evergreen Valley College (EVC) served approximately 9,000 students per semester with about 15% as first-time students in the fall and about 8% in the spring semester. Additionally, approximately 5% were concurrently enrolled high school students. Furthermore, about 41% of EVC students were enrolled part-time, taking between 6 and 11.9 units while about 31% were full-time students enrolled in 12 units or more. More than half of the student population (81%) attended day courses during fall 2014 and about 78% for spring 2015. The educational goal for most students (54%) was to transfer to a four year institution with about 42% of those students planning to also complete an associate's degree. Additionally, about 7% of students only planned to earn an associate's degree. Approximately 11% of students were undecided about their educational goal and 7% were unreported/uncollected. A little over half (53%) of the College's student population identified as female and over 75% of students were between the ages of 18 and 29. Our student population is primarily comprised of "new majority" student populations with the largest ethnic student groups being Asian and Hispanic. Regarding financial aid, over 7,000 students received the Board of Governors (BOG) Enrollment Fee Waiver. Additionally, over 3,000 students received grants with the majority receiving Pell Grants.

Evergreen Valley College Data Tables 2014-2015

California Community Colleges Chancellor's Office - Student Enrollment Status Summary Report

		Fall 2014	Fall 2014	Spring 2015	Spring 2015
		Student Count	Student Count (%)	Student Count	Student Count (%)
Evergreen Valley Total		8,953	100.00%	9,068	100.00%
	First-Time Student	1,333	14.89%	686	7.57%
	First-Time Transfer Student	28	0.31%	15	0.17%
	Continuing Student	7,198	80.40%	7,861	86.69%
	Special Admit Student	394	4.40%	506	5.58%

California Community Colleges Chancellor's Office - Student Enrollment Status Summary Report

		Fall 2014	Fall 2014	Spring 2015	Spring 2015
		Student Count	Student Count (%)	Student Count	Student Count (%)
Evergreen Valley Total		8,953	100.00%	9,068	100.00%
	0.1 - 2.9	385	4.30%	561	6.19%
	3.0 - 5.9	2,151	24.03%	2,475	27.29%
	6.0 - 8.9	1,937	21.64%	1,790	19.74%
	9.0 - 11.9	1,720	19.21%	1,639	18.07%
	12.0 -14.9	2,158	24.10%	1,786	19.70%
	15 +	600	6.70%	815	8.99%
	Non-Credit	2	0.02%	2	0.02%

California Community Colleges Chancellor's Office - Student Enrollment Status Summary Report

		Fall 2014	Fall 2014	Spring 2015	Spring 2015
		Student Count	Student Count (%)	Student Count	Student Count (%)
Evergreen Valley Total		8,953	100.00%	9,068	100.00%
	Day	7,241	80.88%	7,059	77.85%
	Evening	1,512	16.89%	1,693	18.67%
	Unknown	200	2.23%	316	3.48%

San Jose Evergreen Community College District internal data from Colleague Reporting Operating Analytic

	2014-2015 Student Count	2014-2015 Student Count (%)
Evergreen Valley Total	17,142	100.01%
2yr. Voc. Degree w/o Trans	248	1.45%
AA Degree & Trans 4yr.	7,221	42.12%
AA Degree w/o Trans	1,158	6.76%
Advance in Job/Career	636	3.71%
Comp. Credits for Dip/GED	530	3.09%
Discover/Form Career/Goal	212	1.24%
Educational Development	440	2.57%
Improve Basic Skills	520	3.03%
Maintain Cert/License	182	1.06%
Move from NonCred to Cred	1	0.01%
No Value Entered	45	0.26%
Prepare for New Career	638	3.72%
Transfer to 4yr w/o AA	1980	11.55%
Undecided on Goal	1906	11.12%
Unreported/Uncollected	1153	6.73%
Vocational Cert w/o Trans	271	1.58%
Unknown	1	0.01%

California Community Colleges Chancellor's Office - Student Enrollment Status Summary Report

		Fall 2014 Student Count	Fall 2014 Student Count (%)	Spring 2015 Student Count	Spring 2015 Student Count (%)
Evergreen Valley Total		8,953	100.00%	9,068	100.00%
	Female	4,772	53.30%	4,835	53.32%
	Male	4,158	46.44%	4,199	46.31%
	Unknown	23	0.26%	34	0.37%

California Community Colleges Chancellor's Office - Student Enrollment Status Summary Report

	Fall 2014	Fall 2014	Spring 2015	Spring 2015
	Student Count	Student Count (%)	Student Count	Student Count (%)
Evergreen Valley Total	8,953	100.00%	9,068	100.00%
19 or Less	2,327	25.99%	2,218	24.46%
20 to 24	3,446	38.49%	3,439	37.92%
25 to 29	1,146	12.80%	1,206	13.30%
30 to 34	597	6.67%	619	6.83%
35 to 39	367	4.10%	430	4.74%
40 to 49	507	5.66%	569	6.27%
50 +	553	6.18%	577	6.36%
Unknown	10	0.11%	10	0.11%

California Community Colleges Chancellor's Office - Student Enrollment Status Summary Report

	Fall 2014	Fall 2014	Spring 2015	Spring 2015
	Student Count	Student Count (%)	Student Count	Student Count (%)
Evergreen Valley Total	8,953	100.00%	9,068	100.00%
African-American	248	2.77%	236	2.60%
American Indian/Alaskan Native	54	0.60%	50	0.55%
Asian	2,847	31.80%	2,885	31.82%
Filipino	653	7.29%	610	6.73%
Hispanic	3,599	40.20%	3,597	39.67%
Multi-Ethnicity	225	2.51%	230	2.54%
Pacific Islander	42	0.47%	46	0.51%
Unknown	630	7.04%	656	7.23%
White Non-Hispanic	655	7.32%	758	8.36%

California Community Colleges Chancellor's Office - Financial Aid Summary Report

			Annual 2014-2015	Annual 2014-2015	Annual 2014-2015
			Student Count	Award Count	Aid Amount
Evergreen Valley Total			7,441	23,409	$19,117,368
	Board of Governors (BOG) Enrollment Fee Waiver Total		7,341	12,708	$4,902,381
		BOGW - Method A-? (unknown base)	9	14	$5,957
		BOGW - Method B based on income standards	1,417	2,298	$777,952
		BOGW - Method C based on financial need	5,897	10,368	$4,107,662
		Fee Waiver – Dependent of (children) deceased or disabled Veteran	20	28	$10,810
	Grants Total		3,375	10,380	$13,449,239
		Cal Grant B	549	975	$723,781
		Cal Grant C	40	68	$15,431
		CARE Grant	26	37	$41,458
		Chafee Grant	11	18	$45,000
		EOPS Grant	491	744	$80,173
		Other grant: institutional source	28	40	$12,483
		Other grant: non-institutional source	46	47	$25,279
		Pell Grant	3,302	5,829	$12,060,434
		SEOG (Supplemental Educational Opportunity Grant)	1,650	2,622	$445,200
	Loans Total		122	321	$765,748
		Federal Direct Student Loan - subsidized	120	191	$409,844
		Federal Direct Student Loan - unsubsidized	79	130	$355,904

3. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing core services to new students.

   Evergreen Valley College has developed partnerships with a variety of community agencies and adult education to identify students who will benefit from the core services EVC provides. The campus also collaborates with local school districts, primarily with East Side Union High School District, San Jose Unified School District, and Milpitas Unified School District. The Early Admissions Program to the College initiates the matriculation process by providing on site assessment services. All other core services are provided on campus with access to online information.

We also invite high school partners to an annual conference on campus that covers information regarding the core services EVC provides, including SSSP mandates and how they can support student success in college. Additionally, EVC also works with a large number of agencies off campus that refer first time students to us so we can provide core services and to whom we refer students for additional support in their educational journey. The following is a list of our partnerships and collaborations that support student success:

- Asian Americans for Community Involvement (AACI), (Wellness)
- Bill Wilson Center (Basic Needs Support)
- CalSOAP (Educational Support)
- Catholic Charities (Basic Needs Support)
- City of San Jose, Clean Slate, Expungement and Suicide Prevention Council (Basic Needs Support)
- Community Solutions (Wellness)
- County of Santa Clara, CalWORKs Employment Services and Department of Children and Family Services (Basic Need Support/ Wellness/ Workforce)
- County of Santa Clara, Black Infant Health Program (Basic Needs/ Wellness)
- Career Closet (Basic Needs)
- Department of Rehabilitation (Basic Needs/ Workforce)
- TheDream.US (Educational Support)
- Family and Children's Services (Wellness)
- Gardner (Wellness)
- HomeFirst (Basic Needs Support)
- InnVision Shelter Network (Basic Needs Support)
- John Burton Foundation (Educational Services)
- Kinship, Adoption, Foster Parent Association (Basic Needs Support)
- Momentum (Wellness)
- National Alliance on Mental Illness (NAMI), Santa Clara County (Wellness)
- Next Door Solutions (Wellness)
- Outreach (Basic Needs)
- Planned Parenthood of Santa Clara (Basic Needs Support)
- Sacred Heart (Basic Needs Support)
- San Jose Job Corps (Employment)
- San Jose State Vital Program (Wellness)
- Santa Clara County CalWORKs Consortium and Advisory (Educational Support)
- Santa Clara County Federal Credit Union (Educational Services)
- Santa Clara County Foster Youth Success Initiative Collaborative (Educational Support)
- Santa Clara County Office of Education (Educational Support)
- Second Harvest (Basic Needs Support)
- Silicon Valley Children's Fund (Educational Support)
- The Cost of Courage Foundation (Kelly Estes)
- Univision (Educational Support)
- Veteran's Administration Bureau ((Basic Needs/ Educational Support/Wellness)
- Work to Future (Workforce)

B. Orientation

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

   In 2014-15 a total of 63 orientation sessions were offered, including 4 during Days at the Green, serving over 2,400 students. Initially, orientation sessions consisted of 60 students with two Counselors conducting them. It soon became evident that this number was unwieldy, which caused a backlog and created student lines. This year, the ratio for orientations is 30 students to 2 Counselors and the number of orientations offered is being increased. Nonetheless, counselors may still consider decreasing the counselor/student ratio to improve the quality of time they spend creating the Abbreviated Student Education Plan (ASEP). Another objective is to standardize the New Student Orientation schedule.

   A significant adjustment has been made in the area of planning, coordination, and execution of this new mandate. In 2014-15 Counselors did not feel they had been fully included in that process. Hence, a subgroup of seasoned Counselors was formed to focus on the challenges of redesigning the New Student Orientation. This year, direct input from all Counselors has been substantial.

   The College will continue offering Days at the Green. These sessions are offered in the evenings while students are still attending high school during the day. The target audience is seniors from local high schools. These students have been given the EVC assessment test at their high schools and when they arrive at EVC, they receive their test scores, orientation, and leave with an abbreviated educational plan.

   Although all students receive an email when they apply informing them that new students need to complete an orientation, Counseling makes an additional effort to reach out to them. These are students who did not attend the Days at the Green sessions. Counselors are currently reviewing the methods of contact being used, which primarily consist of emails and phone calls, especially because some students misinterpret information and arrive at a New Student Orientation without prior reservation. These students sometimes arrive late and there are no test scores for them, so this causes some disruption. This along with the increased demand for orientations has resulted in long lines and overcrowding. The online orientation is being further reviewed and refined and should alleviate the demand. (ESL orientations are only offered in person.)

   Once established, standard days and times for all New Student Orientations will be highly advertised in English, as well as in Spanish and Vietnamese. As part of the New Student Orientation sub-committee recommendations, the plan is to continue to advertise dates and times of all New Student Orientations on the Student Success Division home page and give schedules to the Outreach Specialist in advance to promote at the local high schools and other relevant events.

This year, New Student Orientations consist of 30 students per session, making this much more manageable than 60 students per session during the first year. An overall improvement in providing quality services has already become evident. To minimize interruptions and provide quality information, students are notified in advance that if they are later than ten minutes they will need to reschedule.

Additionally, we are working to incorporate information regarding Title IX into our New Student Orientations presentations and materials.

The adjusted process for New Student Orientations is as follows:

Two Counselors work together for every New Student Orientation, (Counselor A and Counselor B). If the New Student Orientation is language based, both Counselors are fluent in that language that services are being delivered.

Counselor A searches for the 30 students test scores, reviews placement test scores, verifies, overrides, and documents information in Datatel. This is done 30 minutes prior to the New Student Orientation. Datatel entry is well documented and prepared in advance for the students abbreviated Ed Plans. Counselors still look up test scores and document the activity into Datatel. However, the usage of counselor time is being assessed and classified staff to support this function is being considered. Although this has been under discussion, the current practice to provide 30 minutes prep time remains and allows counselors to review results ahead of time.

While Counselor A is working on documentation, Counselor B is also assisting, but their primary focus is preparing for the presentation. They re-check the technology that has been set up by classified staff to ensure that the orientation PowerPoint is operational. Lastly, Counselor B facilitates the New Student Orientation.

At the end of orientation, students receive their test scores and Counselor A and Counselor B split students into two groups using color coded dots that have been placed on the student's orientation folder. While students are waiting to be called by Counselor A and Counselor B, student ambassadors assist students on how to navigate MyWeb and how to use the Student Planner. Student ambassadors are fully trained to assist students with course registration only.

As Counselor A and Counselor B call students in after the orientation is completed, an Abbreviated Ed Plan is prepared using their assessment scores and incorporating multiple measures as determined by the counselor. Counselor A and Counselor B also make a note on MyWeb that the student attended their first time New Student Orientation. Upon completion of the abbreviated educational plan, students are informed they will need a one hour appointment for a comprehensive educational plan after their first semester. Students do not schedule this appointment at that time. Additionally, both EFL and ESL New Student

Orientations are held to the same standards. Orientations in Spanish had been eliminated, but now have been reinstated by the counseling faculty. Lastly, students who miss all opportunities to attend a New Student Orientation session, may request a one-on-one New Student Orientation from a counselor.

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

   A total of 2,463 students received orientations from 7/1/14 through 6/30/15.

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

   The target population was all incoming, first-time students who were non-exempt. Given actual enrollment data this number was 2,019 for 2014-15.

   The percentage was surpassed due to returning students making up orientation sessions they had not completed when it was not required. This number also includes students who went through orientation, but decided not to enroll.

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

   The College is now at the point of going beyond quantity into quality. First time, non-exempt students are participating in orientation, but now we have the opportunity to delve deeper and ask, "Is what we are doing working and how do we know if it is?" Student feedback along with a review of Student Learning Outcomes (SLO) is important so that we may ask ourselves, "Is this orientation format and content effective with all student groups? Should the College consider Extended Orientation or a First Year Experience for students who are at higher risk?"

3. a. Are orientation services offered online?

   An on-line orientation was piloted and both students and Counselors provided feedback, but the decision to go live and the communication that went to students regarding this was done without direct input from Counselors so it is still in review. Counselors are not entirely happy with the current on-line orientation and there has been some discussion of going with another option that involves a more professional, customized, and user-friendly on-line option.

   b. Identify any technology used to provide orientation, including any commercial or in-house products in use or under development, and annual subscription or staff support requirements.

   Counselors currently use Datatel for researching student information, extracting assessment scores, and for validating and documenting overrides. MyWeb is used to

develop abbreviated educational plans student educational plans. Additionally, Adapted Courseware is the software used for the online orientation.

In January 2015, both college's (EVC and SJCC) went live with Ellucian Colleague's Educational Planning module. This allows students to electronically map their educational program and plan their course-taking out a number of semesters. Students can register for courses from their educational plan in MyWeb. The process of bringing Educational Planning live involved ensuring that all course requirements (based upon catalogue year) were input into the system properly. The agreement was that the work would go back to catalogue year 2013.
As a part of Ed Planning, Ellucian includes a module called Degree Audit. This functionality is up and running in Colleague, but at this point is not operational through Ed Planning. The District needs to complete the work of entering course equates with courses from area colleges and universities into the Colleague system. Without the articulated courses in the system, those students who transfer in, will not have a complete degree audit. A team from each college is working with technology consultant to input these equated courses into the system. This work will take another 4 to 6 months to complete. After this work is complete, Degree Audit should be fully functional and counselors will need to be fully trained.

A mobile station of 40 laptops has been purchased to provide more flexibility for counselors to conduct specialized group sessions requiring access to the Internet. The issuance of these computers to students who can use them on campus is also being considered.

Counselors also need a state-of-the art multimedia equipment to enhance the in person orientation. Students of today are very much exposed to high end and engaging technology and the College needs to present important information in a way that connects with students.

4. Identify the topics covered in orientation. Include those topics mandated by title 5 section 55521 and any additional information, policies and/or procedures that the college or district determines necessary to include in a comprehensive orientation.

Topics covered in orientation and those that are mandated are listed below:

(1) Academic expectations, and progress and probation standards pursuant to section 55031.
- Fall 2016 BOG Fee Waiver Changes handout is provided in the students New Orientation Packet, which explains the academic and progress standards.

(2) Maintaining registration priority pursuant to section 58108.
- A handout with 2016 Intersession/Spring Academic Calendar is included in the New Student Orientation packet, which explains registration dates.

(3) Prerequisite or co-requisite challenge process pursuant to section 55003.

- Prerequisites are explained during orientation when students learn how their assessment scores make them eligible to take certain levels of English and Math. The EVC Counseling Orientation Subcommittee is currently revising this section of the orientation to include co-requisites.

(4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621.
- Fall 2016 BOG Fee Waiver Changes handout is provided in the students New Orientation Packet, which explains the academic and progress standards.

(5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed.
- A handout that describes Special Academic Programs is included in all of the New Student Orientation packets. The programs include Enlace, Affirm, Aspire, foster Kinship Care/Ed. Youth Empowerment Success Strategies, Honors Institute, OASISS, Service Learning and Win/CalWORKs Programs. A brief description of these services is added along with contact information. Another color coded flyer that is included in the packet lists student services, which include Admissions & Records, Associated Student Government, Career & Transfer Center, Cooperative Education Work Experience, Counseling, Disabilities Support Program, EOP&S, Financial Aid, Foster Youth Program and Student Health Services. A map of the EVC campus is also included along with a handout that includes all of the Student Success mandates as well as the loss of early registration.

(6) Academic calendar and important timelines.
- A handout with 2016 Intersession/Spring Academic Calendar is included in the New Student Orientation packet, which explains registration dates.

(7) Registration and college fees.
- The following registration and college fees are included in the New Student Orientation presentation:
    - Registration fees = $46 per unit
    - Health fees = $19 per semester
    - Student Center Fee = $1-$5 per semester
    - Parking Fees = $45 per semester for cars*
        - *BOGG recipients pay $25 per semester
        - $18 per semester for motorcycles
        - $3 per day (enforced Monday-Saturday)
    - Non Resident and Foreign Student Tuition*

*Nonresident and foreign students are required to pay enrollment fees. Current enrollment fees are $245 per semester unit.

(8) Available education planning services.
- During the orientation session counselors explain the CSU GE & IGETC patterns. Counselors also explain what an abbreviated educational plan is and inform students they will receive one after the orientation session. Students learn the difference between an abbreviated educational plan and a comprehensive educational plan.

(9) Other issues, policies, and procedures the college determines as necessary to provide a comprehensive orientation to students.

- Students are provided with EFL, ESL (Spanish & Vietnamese) Orientations. Students learn about EVC degrees, certificates, and transfer information. They also learn about time management and the importance of managing work and school. Their assessment scores are explained in detail regarding English reading/writing, and Math. Additionally, students learn how to log on and navigate their MyWEb account. Also, students learn how to use the schedule planner using the pull down menus and how to select classes so that there are no time conflicts that lead them to "Express register". Lastly, included in the New Student Orientation packets are the CSU GE & IGETC patterns, a schedule planner, a list of all the EVC degrees and certificates.

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

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
.10	Dean of Student Success	Oversees all aspects of the College's student success core components: assessment, orientation, counseling/advisement, follow-up/intervention services and programs such as Early Alert, probation/dismissal processes; oversees other student success programs and support services as well as articulation, and the Transfer/Career	Match
.50	Dean of Enrollment Services	Collaborates with the Dean of Student Success with the planning and implementation of assisting new student applicants and navigating the pathway from application to assessment to orientation and registration	Match
.15	Student Success Division Administrative Assistant	Assists the Dean of Student Success in communicating with the entire division; coordinates Counselors' schedules and special assignments and provides support for all core services	Match
4.2	Counselors	Provides orientation presentation and meets with students one-on-one to develop abbreviated Ed Plans.	SSSP/Match

.37	Outreach Specialist/EAP Coordinator	Works with high school counselors and students to lay the groundwork so that students take the necessary steps to get their orientation, specifically during the Days at the Green, which are specially designed to serve the students who are identified in this process	Match
.30	Program Specialist	Coordinates orientation dates, times and location; collects data/outcomes of each orientation and helps Staff Assistants with preparations for the orientations; provides follow-up services for at-risk students and supports the Assessment Center	SSSP/Match
.40	Staff Assistant	Support students with scheduling orientations, Ed Planning sessions, follow-up appointments, and retention workshops; prepare materials for all of the above	SSSP/Match
.10	Career & Transfer Center Coordinator	Coordinates ongoing Student Success Ambassador trainings so all Ambassadors are able to provide assistance with registration during new student orientations	SSSP/Match
.20	Student Success Supervisor (Vacant)	Oversees the coordination of the Student Success Center staff (program specialist, program assistants, assessment specialist and student success specialist) and ensures follow up services are provided to at-risk, probation/dismissal, Early Alert students as well as Outreach and Advocacy Services for Immigrant Student Success (OASISS) students; supports Dean of Student Success with the collection of data and preparation of MIS and budget reports	SSSP
.20	Hourly Staff/Student Ambassadors	Current EVC students hired to support and mentor prospective and new students; assist new students during admission and registration processes	SSSP

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

Budget Code	**Expenditure Title/Description**	**Funding Source (SSSP/Match/GF)**	**Amount**

5000	Adapt Courseware Online Orientation Platform	Match	$8,500
6000	Multimedia Presentation Equipment	SSSP	$5,000

C. Assessment for Placement

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

The plan for 2014-15 was to expand testing services to be offered in groups or individually. Students would be able to walk in, receive instructions, and proceed with taking the test without having to wait for a group appointment. As a result, drop-in and individual assessment has been implemented for ESL students. Evening hours have also been added.

The "San Jose/Evergreen Community College District Placement Test Results" Handout was revised on 4/15/15 and is being used to help students better understand recommended placement in English/ESL and Math.

The ACT COMPASS Listening and Reading Test replaced the SLEP Listening and Reading Test in the spring 2015. These students are still given a written essay test.

There is also great concern about the dire need to support a one-person Assessment Center. Increased resources in this area are being considered to provide a more robust array of support services to students in their assessment experience, including test preparation workshops.

Also, web-based assessment is needed at the high schools and will be addressed this year. Another area of concern is LD testing which has been greatly diminished at the College and many of students with Learning Disabilities are going undiagnosed and unsupported.

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

In 2014-2015 a total of 2,088 students received assessment services.

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

The target population was all new, non-exempt, first time students. In fall 2014, a total of 1,333 first time students enrolled at EVC, including those who were exempt. For spring 2015, 686 first time students enrolled, totaling 2,019 for both semesters. The total number of assessments in 2014-2015 was 2,088, which included students who were assessed, but who decided not to enroll. Therefore, EVC met "over" 100% of its target. This is due to the fact that new, non-exempt students were not required to register in non-exempt courses without an assessment. Furthermore, we have found the off-site

assessment is a challenge because the assessment test has to be uploaded each time it is administered. This is time-consuming and puts a great strain on the limited staff in this area.

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

While we were able to provide services to first time students on and off campus, we are aware of the need to utilize a web-based system at the high school sites. EVC is also considering offering preparation sessions before taking the assessment. We will also be looking at wait times for results of ESL assessments to improve the delivery of them to students.

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

The placement test is offered in groups, primarily provided on campus at the Assessment Center. The college expanded testing services to be available in groups or individually and added evening hours. Students are able to walk in, receive instructions and proceed with taking the test without having to wait for a group appointment. An average of 500 high school students are assessed at high schools from ESUHSD and SJUSD through the Early Admission Program (EAP) and Outreach efforts. Information workshops are also offered at those high schools, followed by the placement test.

Sample test preparation materials are available at the College's website, and students are informed of these materials when they make a test appointment. The sample pretests are Self-scoring. Students are also encouraged to prepare for the test by going to the following websites:
EFL,
http://www.act.org/compass/sample/ or ESL,
http://www.evc.edu/StudentAffairs/Documents/esl_sample_questions.pdf

4. a. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. Provide specific information about any second-party tests, including the versions and forms used.

The approved testing instruments for EVC are the COMPASS: Reading, Writing, Math and ESL Listening and Reading Tests as well as a faculty-developed set of prompts as a writing assessment for ESL students. All tests are done in a group format except for individuals who need special writing or reading assistance from the DSP program. In those cases, such students are referred to the DSP program. Foster youth who need special accommodations are also provided individual assessment tests. After fall 2014, the College transitioned English as a Second Language (ESL) students from the ACT COMPASS Test for English as a First Language (EFL) and the SLEP Listening and Reading Test, where a

faculty-developed written essay test, to the ACT COMPASS Listening and Reading Test. The written essay test will continue to be given for the essay part of the test.

b. When were tests approved by the CCCCO and what type of approval was granted?

The Writing Prompt had full approval, which expired in March 2014. The Compass Algebra and Trigonometry had full approval and expired in July 2014. Additionally, the SLEP Form 4 Reading Comprehension had full approval and expired in July 2014.

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

We did a validation study in March 2014 for the Writing Prompt and found that the writing prompt does not predict success in ESL based upon the placement decisions that are made. We are currently having further conversations with the ESL department to determine next steps for ESL placement assessments. The district is also in conversations about moving to the Accuplacer with all parties on board. We are in the process of making a decision to possibly do a pilot study with a small sample of incoming students and following them for a year to validate their placement decisions based upon their scores on the Accuplacer. Additionally, we are in the process of determining whether we want to continue with the SLEP Form 4 Reading Comprehension assessment. Thus, we are planning to look for an alternative assessment. Furthermore, the last validity studies that were done on placement tests at EVC were in 2009. Thus, EVC is planning to implement disproportionate impact and consequential validity studies.

5. a. What multiple measures are used?

It is the Colleges practice to use multiple measures. Along with Compass results, Counselors consider the following:

- Transcripts from high schools, other colleges, or universities – indicating an equivalent level to what is offered at EVC
- Placement test scores from other colleges --- if placement test score or college catalog indicates a result that is equivalent
- AP scores – (see EVC catalog for more detailed information, required scores)
- CLEP exam scores utilizing the following link to verify require scores: http://info.sjsu.edu/web-dbgen/narr/static/schedules/clep.html
- SAT scores of 550 or above (individual area score not combined)
- Course challenge process (as determined by individual college departments)
- Geometry (high school transcript listing two semesters of grade of 'B' or better in the course)
- TOFEL and Compass results (and possibly an evaluated and approved foreign transcript) for international students

Without the Compass test, EVC Counselors also use the above criteria and scores to assist them in determining students' ability and levels.

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

The Counselors in the initial meeting utilize multiple measures with the student. In addition to the placement test, multiple measures are used as a way to improve the overall assessment of the students' abilities. The goal is to ensure student success through the proper placement in courses.

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

Yes, multiple measures and assessment results combined allow the Counselors to better identify students' skill level and appropriate placement in classes where they will be successful. In addition, the use of our multiple measures practice ensures that we minimize cultural or linguistic bias.

6. Describe the policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, from colleges outside of the district, or from adult education programs.

SJECCD does not have a formal policy regarding the acceptance of student assessment scores and placement results from colleges outside of the district or from adult education programs. EVC accepts SJCC test scores and placement results and vice versa. Decisions to accept or deny placement results from colleges outside the district are determined at EVC and SJCC Counselors' discretion on a case-by-case basis. This is an area that merits further discussion as the Compass test will not be available after November 30, 2016 and the District may need to consider going to Accuplacer until the Common Assessment is implemented. Data will be available via ACT eCompass through December 31, 2016.

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

While there is no formal policy regarding re-taking tests, the practice within the Student Success Division is that students may ask a Counselor if they can take the test a second time. The counselor then determines if retaking the test is appropriate. The average number of retakes is two times. Moreover, students usually cannot retake the test on the same day when the previous attempt was made. There is no "wait" if a student is referred by a counselor. If not referred by a counselor, the wait period is two years between tests. The working rule is that test scores are valid for up to two years; after that, it is usually recommended that the student test again.

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

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
.15	Dean of Student Success	Oversees all aspects of the College's student success core components: assessment, orientation, counseling/advisement, follow-up/intervention services and programs such as Early Alert, probation/dismissal processes; oversees other student success programs and support services as well as articulation, and the Transfer/Career Center. Provides orientation presentation and meets with students one-on-one to develop abbreviated Ed Plans.	Match
.30	Vice President of Student Affairs	Provides administrative leadership and support and serves as a critical link to instruction; represents and advocates for the needs in this area	Match
.10	Student Success Division Administrative Assistant	Assists the Dean of Student Success in communicating with the entire division; coordinates Counselors' schedules and special assignments and provides support for all core services	Match
1.4	Counselors	Interpret assessment test results and multiple measures to ensure appropriate placement of English, ESL, and math levels	SSSP/Match
1.0	Assessment Specialist	Operates Assessment Center Proctors EFL, ESL, and math placement tests	Match
.37	Outreach Specialist/ EAP Coordinator	Facilitates and proctors assessment on-site at service areas' high schools	Match
.15	Program Specialist	Supports assessment on- and off- campus during peak times and coordinates the orientation within the Student Success Center	SSSP/Match
.20	Student Success Supervisor	Oversees all aspects of the College's Student Success core components: assessment, orientation, counseling/advisement, follow-up/intervention services and programs such as Early Alert, probation/dismissal	SSSP

		processes; oversees other student success programs and support services as well as articulation, and the	
.40	Hourly Staff/Student Ambassadors	Supports and mentors new and prospective students' ensuring that the latter understands new Student Success mandates	SSSP

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

Budget Code	**Expenditure Title/Description**	**Funding Source (SSSP/Match/GF)**	**Amount**
4000	ACT COMPASS Units	SSSP	$15,000.00
6000	2 Printers	SSSP	$2,000.00
4000	Myers Briggs Tests	SSSP	$10,000.00
4000	HS Outreach Materials and Supplies EVC/HS Partnership	SSSP	$10,000.00

D. Counseling, Advising, and Other Education Planning Services

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

   The following adjustments are in the process of being implemented to the counseling services process and/or procedures:

   - Counseling and A&R related forms and documents were updated this past summer. We will continue to work on improving processes and procedures to better serve students. Counseling faculty are also considering writing an in house procedure manual by the end of this academic year so that procedures will become standard practice.

   - The Counseling Department has added a new email account MyCounselor@evc.edu to streamline the number of emails sent by students with questions related to academic matters. Counselors are given half an hour during their work schedule to access the email account and answer student questions based on the order of first come first serve. Counselors will rotate in their assignment to answer emails.

- Emails sent to Counselor@evc.edu will also appear in the inbox of MyCounselor@evc.edu, however only MyCounselor@evc.edu is being advertised to students.

- CounselingAppts@evc.edu is the email account for students to contact Counseling office for an appointment. Emails sent to Counseling@evc.edu will also be automatically forwarded to CounselingAppts@evc.edu, however only CounselingAppts@evc.edu is being advertised to students for non-academic questions.

2. a. How many students were provided counseling, advising and education planning services in 2014-15?

   Throughout the 2014-2015 academic year Counselors serviced 14,995 student appointments, including Abbreviated and Comprehensive student Ed Planning sessions, graduation petitions, transcript evaluations, follow-up services for early alert, probation and dismissal students, career and major advising and academic follow-up services for all EVC students. In total 8550 unduplicated students were served.

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

The target identified was all new, continuing, returning, and high school concurrently enrolled students. Since there were 8,550 students served over the course of the academic year, it is safe to say that approximately half or 4,275 were served per semester. Each term about 9,000 students attend so a little less than half of the target is being served.

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

   The following steps are being taken to increase services, thereby reducing unmet need:

   - Three Full-time Counselor searches are under way
   - The number of Adjunct Counselors will be increased and be given maximum assignments
   - A Student Success Supervisor position is also in progress
   - The number of Student Ambassadors will also be increased
   - Continued implementation of increasing mandates like enrollment priority and BOGW eligibility being linked to academic standing will provide strong incentives for students to seek out counseling services
   - Increased outreach for students to engage will also result in higher usage of services
   - Online orientation is currently undergoing some refinement
   - Two counseling courses, Counseling 13: Career Planning and Counseling 14: College Success have been added.

3. a. Describe the service delivery methods (in person, workshops, FTES generating course, etc.).

   The various methods the College uses to deliver information and core services to students include:

   - In person - Students can meet with a counselor on a walk-in basis or by appointment.
   - Workshops - Workshops offered cover topics such as, CSU Application, UC/TAG Application, Personal Statement, Student Lingo Drop-In, Probation 1, etc.
   - Counseling Courses - The following counseling courses are also available for students: Counseling 13: Career Planning (3 units), Counseling 14: College Success (3 units, which is also taught online), Counseling 15: Blueprint for Success (1 unit), Counseling 16: Career Self-Assessment (1 unit), Counseling 17: Transfer to Four---Year Institution Simplified (1 unit), and Counseling 18: Planning an Educational Future (1 unit).
   - Email - Students can also email counselors with quick questions using mycounselor@evc.edu.
   - Phone - Students can also leave messages for a counselor or talk to a counselor over the phone.

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

   Drop-in counseling and appointments are available.

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

   There is no waiting time when a student has an appointment, unless the counselor is finishing up with the last student. Drop-in counseling wait time varies depending on the time of the semester. During busy times, such as registration period or the beginning of the semester, the wait time can be up to more than an hour. During non-peak times the wait time could be five to ten minutes or no waiting at all.

4. a. Describe the type of assistance provided to students to develop an abbreviated student education plan and the scope and content of the plan.

   Each new student is provided with an Abbreviated (1---2 semesters) Ed Plan after the group orientation or the online orientation. Courses students are recommended to enroll in, in order of priority, are English/ESL and Math based on an EVC comprehensive assessment using multiple measures (EVC Assessment Test, instructor evaluation, high school transcripts, life experience, AP exams, etc.), then General Education courses, and major requirements and/or electives. The number of courses recommended to students reflects their schedule and whether they are able to attend school part-time or full-time. Also, assistance is provided in person or over the phone with a counselor and some via group presentations. Additionally, appointments are

available Mondays and Thursdays from 8am to 5pm, Tuesdays and Wednesdays 8am to 7pm and Fridays 8am to 1pm. Walk---ins are open Mondays 8am to 1pm and Thursdays 1pm to 5pm. Students can schedule an appointment either by phone, email or in person.

b. Describe the type of assistance provided to students to develop a comprehensive education plan and the scope and content of the plan.

Students approaching 15 units or their third semester are contacted by email to make an appointment to develop their comprehensive Ed Plan. Ed Plans are developed under Colleague Student Planning software, which offers pre-loaded degree plans featuring clear on-track, on time, and online indicators. The comprehensive education plan is a complete plan based on the student's educational goal and requires an hour appointment. For a certificate, it includes all the courses required to earn that certificate. For a degree, it includes all general education courses and major requirements. For a degree, AA/AS, ADT or transfer, it includes all general education courses, major requirements, and elective courses if required. Students who want to transfer are counseled using the IGETC and or the CSU GE pattern. During the counseling session, the Ed Plan will reflect when they plan to apply for transfer and a notification is made on the Ed Plan to indicate when they need to apply. Additionally, counselors personalize the educational planning process by encouraging students to review their completed education plan (available on the EVC web site) for feedback and/or additional counselor recommended adjustments.

Identify any technology tools used for, or in support of, counseling, advising and other education planning services, such as an education planning tool or degree audit system.

- Following are technology tools used:Eureka.org (Personal Self-assessment and Career and Major Exploration)
- Online Catalog (EVC major requirements and course descriptions)
- Online Class Schedule (To determine when EVC courses are offered)
- Student Lingo (Student Success & Support Online Workshops, a series of interactive on-demand workshops, action plans and valuable resources focused on helping students achieve their academic, personal and career goals.)
- C-id.net (a supranumbering system being developed to ease the transfer and articulation burdens in California's higher educational institutions)
- ImageNow (a secure enterprise database that keeps content synchronized and easily accessible)
- Datatel Colleague (stores and organizes student information)
- Evcwebs.sjeccd.edu/Counselors/ (Counselors resources website)
- Assist.org (To explore transfer major requirements)
- Educational Planning via MyWeb (Student access to educational plan)
- Ccctransfer.org (To provide accurate and updated transfer information)

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

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
.40	Dean of Student Success	Oversees all aspects of the College's student success core components: assessment, orientation, counseling/advisement, follow-up/intervention services and programs such as Early Alert, probation/dismissal processes; oversees other student success programs and support services, which include special student support programs, articulation, and the Career & Transfer Center	Match
.50	Student Success Division Administrative Assistant	Assists the Dean of Student Success in communicating with the entire division; coordinates Counselors' schedules and special assignments and provides support for all core services	Match
16.6	Counselors	Serve the general student population; provide students with information about class schedules, transfer, educational planning, major exploration, career & personal counseling; Serve special programs, including AFFIRM, ASPIRE and ENLACE to provide specialized counseling to students they serve	SSSP/Match
1.0	Articulation Coordinator	Supports the development, implementation and maintenance of Colleague Student Ed Planning Software and CurricUNET	Match
.75	Program Specialist	Supports front desk efforts during peak periods, collects and synthesizes student data related to counseling services in order to support future planning	SSSP/Match
1.4	Staff Assistant	Support students with scheduling ed planning and counseling appointments, preparing materials for workshops and referring students to appropriate support services outside of counseling when necessary	SSSP/Match
.65	Career & Transfer Center Coordinator	Coordinates career exploration and transfer workshops, collaborates with universities to visit and provide workshops at EVC and	SSSP/Match

		facilitates Student Success Ambassador trainings throughout the academic year	
.30	Student Success Supervisor	Oversees the coordination of the Student Success Center staff (program specialist, program assistants, assessment specialist and student success specialist) and ensures follow up services are provided to at-risk, probation/dismissal and Early Alert students as well as OASISS students; supports Dean of Student Success with the collection of data and preparation of MIS and budget reports	SSSP
1.0	Articulation Coordinator	Supports the development, implementation and maintenance of Colleague Student Ed Planning Software and CurricUNET	Match
.20	Hourly Staff/Student Ambassadors	Provide assistance and support for all activities pertaining to core service mandates	SSSP

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

Budget Code	**Expenditure Title/Description**	**Funding Source (SSSP/Match/GF)**	**Amount**
5000	Eureka	Match	$2,060.00
5000	Student Success Online Workshops	SSSP	$8,695.00
5000	Career Services Central	SSSP	$1,500.00
5000	Planning Retreat	SSSP	
4000	Publicity Materials	SSSP	
4000	SARS Grid	SSSP	$6,300

E. Follow-Up for At-Risk Students

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

   The college is committed to making revisions each semester to improve probation/dismissal and early alert policies and procedures. In large part due to staffing transitions at EVC, there was a decline in faculty participation in the Early Alert process for spring 2015. However, overall student participation in follow-up services increased. Adjustments have been made specific to improving outcomes focused on at risk students. Based on the 2014-2015 outcomes, workshops have been revised to better serve students. For example, the length

of time for the workshops was adjusted from 1 hour to 1 and a half hours. The presentation takes about an hour, however the dismissal/probation counselor stays after and meets with students individually who have private concerns or more questions. Assigned staff now receives one-on-one training regarding early alert, progress/dismissal policies and procedures assisting with clerical support, thereby assisting counselors to proceed with counseling at risk students.

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

The following students were identified as needing follow up services:

- 1,026 were reported through Early Alert for the academic year
- 1,058 were identified as being either Probation or Dismissal for that period of time. These students received an email notification describing their next steps.
- Unfortunately, not everyone who saw a counselor as a result of this follow up were not appropriately coded in the SARS GRID system. Also, in MIS there is only a probation/dismissal code (does not include an early alert code). Thus, the number of students (326) who were identified through the SARS GRID system grossly understates the number of students served in this follow up service.

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

See above response

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

Timely and effective intervention for all students at risk of jeopardizing their academic standing is critical to their success. This is especially true of those students who have been identified as high risk even as they enter college.

Early Alert is the first indicator that students need focused academic and/or personal support. However, this requires full participation of the instructional faculty, as they are the first line of defense. They not only play a key role in identifying these students, but also in providing direct support to them. On the other hand, the reporting procedure needs to be easy. The current trend of diminishing faculty participation needs to be carefully examined and adjusted to identify those students who are experiencing difficulty early enough to make a difference. An important step we will take to reduce any unmet need or to ensure student participation is to increase faculty participation in early alert reporting by identifying a point person to coordinate the process. This would result in increased faculty understanding and participation. We will also focus on assessing the status of those students at the end of the semester to monitor their progress.

Faculty buy in is critical so Deans and other Student Success Center staff must stress the importance of retaining students in their class. By effectively intervening with early alert students, we are working with course completion and completion rates.

Another step is to work closely with equity programs so they can have specialized contact with these students as well as those who go on probation or get a dismissal notice. Yet, another important step would be to collaborate with services such as, Tutoring Services, Math and Science Resource Center, and other Learning Labs that provide supplemental academic support.

The concept of establishing a Student Equity Center is emerging and initial conversations have taken place. This concept of coordinating and providing support to the most vulnerable students in collaboration with equity programs has the potential for creating an infrastructure in which designated resources can have maximum effect in the process of following up with at risk students. In this way general counseling resources for follow-up can be focused on students who are not affiliated with such programs. This concept merits serious consideration, as it will also create a palpable presence of the College's commitment to student equity.

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

There are four phases of follow-up services for at-risk students.

Phase One involves the Early Alert program, which includes Intervention workshops and individualized case management provided by an adjunct Early Alert counselor. It is designed to identify, early in the semester, students who are in need of support and inform them of resources available to help them be successful in their courses.

Phase Two involves students who are either on Academic Probation One and/or Progress Probation One. Academic Probation One is defined as students who, after attempting 12 units of letter grade courses, have a cumulative GPA below a 2.0. Progress Probation One is defined as students who, after attempting 12 units of letter grade courses, have earned marks of "W, NP, or I" for 50% or more of all attempted units.

For these students, the Probation/Dismissal Counselor provides Intervention workshops and individualized counseling. General and Special Programs Counselors provide individualized counseling appointments.

Phase Three includes Academic Probation Two and Progress Probation Two students. Academic Probation Two is defined as students whose cumulative GPA stays below a 2.0 for a second semester. Progress Probation Two is defined as students whose cumulative non-completion percentage of attempted units remains at 50% or more after a second semester leading to Continuing Progress Probation status.

For students in Phase Three, the Probation/Dismissal Counselor provides Intervention workshops and individualized counseling. General Counselors and Special Programs Counselors provide individualized counseling appointments.

Phase Four includes Academic Dismissal and Progress Dismissal students. Academic Dismissal is defined as students whose cumulative GPA stays below a 2.0 after a third semester. Progress Dismissal is defined as students whose cumulative, non-completion percentage remains at 50% or more after a third semester.

The Dismissal/Probation Counselor provides Intervention workshops and individualized counseling appointments. General Counselors and Special Programs Counselors provide individualized counseling appointments.

Early Registration Priority is now tied to academic standing.

Students on Academic or Progress Probation One will have no impact on their early registration for the next semester.

Student on Academic or Progress Probation Two will lose their early registration priority for the next semester and will register after new and returning students. An appeal process is available.

Students on Dismissal will also lose their early registration priority for the next semester and register after new and returning students. There is no appeal process for dismissal students.

Conditions for Reinstatement

To stay in/take EVC classes for the current semester, dismissal students must have met Minimum Standards during their last semester of attendance-by achieving a 2.0 GPA and completing over half of their attempted units during that semester (without grades of D, F, FW, W, NP, or I).

Students on Dismissal who did not meet Minimum Standards during their last semester of attendance are not allowed to take any courses for the current semester and are "disenrolled" from any enrolled courses before the start of the semester. Instead, they must take 1 of the 9 dismissal versions of Counseling 15 Blueprint for Success course offerings as their only course during the current semester for possible reinstatement for the following semester.

Once dismissal students have passed Counseling 15, they can only continue at EVC while still on dismissal status by achieving Minimum Standards during each subsequent semester. Student who does not do this will be dismissed from the college for a minimum of two years. Such students will later be considered for reinstatement upon presentation of evidence that they are now capable of succeeding in college (e.g., a transcript demonstrating success at another college after attending EVC).

All At-risk students receive Intervention workshops, individualized case management, progress reports, Counseling 15 Blueprint for Success courses, and following up on campus Support Services that include:

- Campus Tutoring
- General Counseling
- Math and Science Resource Center
- Student Services Programs: CalWORKs, DSP, EOPS, CARE, OASISS, Student Health, Veterans, YESS Youth Empowerment Strategies for Success.
- Special Academic Programs: AFFIRM, ASPIRE, ENLACE

b. How and when are students notified of these services?

Students are notified 2 weeks before the start of each semester of these services by email and phone calls. Students are reminded of these services in the Intervention workshop, and individualized counseling appointments during the semester.

For more timely and effective intervention, the Student Services Division is considering taking steps as early as possible when grades are posted and academic standing is determined.

c. Describe the service delivery method (in groups, workshops, etc.) and any technology tools used.

Follow-up services for at-risk students are provided through online Student Lingo websites, group on-demand workshops, individualized counseling sessions, and group Intervention workshops.

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

During the 5th week of each semester Instructors participate in the Early Alert Program by sending an email to students who are in jeopardy of passing their class, need supportive services, or need to speak to the instructor. In addition the Early Alert Counselor sends an email to all students notified by instructors to invite them to participate in an Intervention workshop, meet with the Early Alert counselor to create a plan of action, or take advantage of free tutoring services. Instructional Faculty also participate in the Progress Report system by completing progress reports in which students submit to the Dismissal/Probation counselor and Special Programs Counselors who contact students for counseling appointments to discuss progress and suggest supportive services. Because of the recent decline in faculty participation, the process is being carefully reviewed.

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

may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
.25	Dean of Student Success	Oversees all aspects of the College's student success core components: assessment, orientation, counseling/advisement, follow-up/intervention services and programs such as Early Alert, probation/dismissal processes; oversees other student success programs and support services, which include special student support programs, articulation, and the Career & Transfer Center	Match
.30	Vice President of Student Affairs	Provides administrative leadership and support and serves as a critical link to instruction; represents and advocates for the needs in this area	Match
.15	Student Success Division Administrative Assistant	Assists the Dean of Student Success in communicating with the entire division; coordinates Counselors' schedules and special assignments and provides support for all core services	Match
5.5	General Counselors	Serve the general student population; provide students with information about class schedules, transfer, educational planning, career/major exploration/personal counseling; Serve special programs, including AFFIRM, ASPIRE and ENLACE that provide follow-up services to students they serve.	SSSP/Match
.40	Student Success Program Specialist	Assists Student Success Supervisor in coordinating services provided to at-risk, probation/dismissal and Early Alert students as well as OASISS students; assist with collecting, analyzing, and synthesizing student data	SSSP/Match
.20	Career & Transfer Center Coordinator	Coordinates career exploration and transfer workshops, collaborates with universities to visit and provide workshops at EVC and facilitates Student Success Ambassador trainings throughout the academic year	SSSP/Match
.20	Student Success Supervisor	Oversees the coordination of the Student Success Center staff (program specialist, program assistants, assessment specialist and	SSSP

		student success specialist) and ensures follow up services are provided to at-risk, probation/dismissal and Early Alert students as well as OASISS students; supports Dean of Student Success with the collection of data and preparation of MIS and budget reports	
100	Librarian	Supports the critical function of providing textbooks and library materials purchased by SSSP funds for students on extended reserve basis and also supports lending library that support programs have for students they serve	Match
100	Language Arts Faculty, Tutoring	Works with the Dean of Student Success and Special Programs to provide tutoring services or supplemental instruction to students identified through the early alert process or who are on academic probation	Match
.20	Staff Assistant	Support students with scheduling orientations, Ed Planning sessions, follow-up appointments, and retention workshops; prepare materials for all of the above	SSSP/Match
.20	Hourly Staff/Student Ambassadors	Provide assistance and support for all activities pertaining to core service mandates	SSSP
NA	Tutors/Instructional Assistants	Provide direct instructional support to students identified through early alert process or who are on academic probation	SSSP

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

Budget Code	**Expenditure Title/Description**	**Funding Source (SSSP/Match/GF)**	**Amount**

F. Other SSSP/Match Expenditures

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

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
100	Application Analyst	Supports all SSSP requests for research data reports and MIS reporting	Match
.40	Vice President of Student Affairs	Advocates for research needs of Student Success Support Program; reviews data and consults with Dean of Student Success and Dean of Enrollment on implications of data and steps to address these	Match
.10	Dean of Enrollment Services	Supports early alert system and work with SJCC and District Office on communications to students regarding academic standing. Provides pertinent information to Dean of Student Success	Match

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

Budget Code	Expenditure Title/Description	Funding Source	Amount

SECTION III. POLICIES

A. Exemption Policy

1. Provide a description of the college or district's adopted criteria and process for exempting students from SSSP-required services in accordance with title 5 section 55532.

The San José/Evergreen Valley Community College District requires all students to fully participate in each college's Student Success & Support Program services. A student may be

exempt from the Orientation, Assessment, and/or Counseling/Advisement component of the Student Success & Support Program if one or more of the following exemption criteria are met.

New students may be exempted from the Orientation, and/or the Counseling components if they:

- Are enrolling in apprenticeship or short-term courses.
- Have previously earned a college degree.

New students may be exempted from the Assessment component if they:

- Enroll in open curriculum classes only.
- Enroll in non-AA applicable courses other than pre-collegiate basic skills.
- Completed assessment/orientation at another college with placement test scores and equivalent English and Math course placement.
- Enroll in apprenticeship courses only. Student has enrolled at the college solely to take a course that is legally mandated for employment as defined in section 55000 or necessary in response to a significant change in industry or licensure standards.
- Student has enrolled at the college as a special admit student pursuant to Education Code section 76001.
- Possess an Associate, Baccalaureate, or other college degrees.
- Previously completed reading, writing, and/or math coursework successfully (with a C grade or better). This may be used for placement purposes in lieu of the corresponding assessment test(s).

Procedures: Students who wish to be exempt from Assessment, Orientation, and/or Counseling services must fill out the "Student Success and Support Program Services Exemption Criteria Waiver" form and provide official transcripts to a counselor for approval. Completed form is submitted to the Dean of Student Success and Dean of Enrollment for final approval. Also, all students are entitled to counseling in the follow-up services.

2. What percentage of your student population is exempt (list by category)?
In 2014-15 the number of first-time students was 2,019.

B. Appeal Policies

Describe the college's student appeal policies and procedures. If these policies are posted on the college's website, also provide the link below.

Once students' academic record shows they have been placed on Academic or Progress Probation One status, they are notified by letter that if their status changes to Probation Two they will lose their registration priority the following semester and will register after new and

returning students.

Financial Aid has notified students that beginning fall 2016, if they are BOG Waiver recipients and they are on academic/progress probation, they may also lose BOGW eligibility.

In the letter, students are also informed they have the right to appeal by attending an Intervention workshop, completing the Probation Two Early Registration Appeal Form, and providing documentation they have experienced extenuating circumstances, such as an accident or injury, death of an immediate family member, serious personal or family illness, or incarceration. They have a one-time opportunity to appeal.

The Student Success Committee has a sub-committee of three SSC members, which review the submitted appeal forms and documents. Within seven days of their appeal, students are notified whether their appeal was granted or denied. This process happens several weeks before registration begins for the following semester. If the appeal is approved, the Admissions and Records Director is notified to retain priority registration for these students.

The Dismissal and Probation policies and procedures are located on our website at: http://www.evc.edu/current-students/student-success/academic-probation-dismissal

The Probation Two Early Registration Appeal form is located on our website at: http://www.evc.edu/StudentAffairs/Documents/Probation%20II%20Appeal%20Form.pdf

In accordance with the federal regulations, financial aid recipients may appeal for financial aid reinstatement if they have been disqualified as a direct result of documented extenuating circumstances during the past semester. Students are limited to one appeal for academic performance and one appeal for maximum timeframe while attending EVC. The financial Aid Appeals Committee determines either to approve or deny appeals for reinstatement based on academic history, educational plan, class schedule, and plans for improvement.

Students receive a “Financial Aid Eligibility Notice” e-mail determining which Appeal for Reinstatement they may submit.

The Appeal for Financial Aid Reinstatement forms are located on our website at: http://www.evc.edu/current-students/enrollment-services/financial-aid-and-scholarships/satisfactory-academic-progress

C. Prerequisite and Corequisites Procedures

Provide a description of the college’s procedures for establishing and reviewing prerequisites and corequisites in accordance with title 5 section 55003 and procedures for considering student challenges. If these policies are posted on the college’s website, also provide the link below.

Prerequisites, corequisites, advisories, recommended preparation, and limitations on enrollment are necessary to ensure that students succeed in their coursework and have access to the courses they require.

According to title 5, section 55003 the four purposes for which prerequisites/corequisites may be established are:

1) The prerequisite or corequisite is expressly required or expressly authorized by statute or regulation;
2) The prerequisite will assure that a student has the skills, concepts and/or information needed to succeed (receive a satisfactory grade) for the course it is established;
3) The corequisite will assure that a student has the skills, concepts and/or information needed to succeed (receive a satisfactory grade) for the course it is established;
4) The prerequisite or corequisite is need to protect the safety of the student or others.

At Evergreen, courses are supposed to be revised every 5 years. If there is a required prerequisite/corequisite, faculty have to provide justification by filling out a prerequisite validation form. Justification can be provided in one of two ways:
Option 1: Faculty list the major concepts, skills, or kinds of knowledge that a student will learn in the prerequisite or corequisite that are essential to the completion of the course and state why each of the listed items is essential in relationship to the content listed in the course.
Option 2: Cite any combination of at least three campuses (CSU or UC) which reflect in their catalogs that they offer the equivalent course(s) with equivalent prerequisite(s) or corequisite.

According to title 5, section 550033(p) Grounds for prerequisite/corequisite challenge are:

1) The prerequisite or corequisite has not been established in accordance with the district's process for establishing prerequisites and corequisites;
2) The prerequisite or corequisite is in violation of this section;
3) The prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner;
4) The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or corequisite;
5) The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or corequisite course has not been made reasonably available; or
6) Such other grounds for challenge as may be established by the district governing board.

Evergreen has a prerequisite challenge form that students can fill out, take to appropriate office (department), and if approved take to counseling or admissions to code into the system. Along with the prerequisite challenge form, students must also provide documentation to prove they have met the prerequisite and/or have the knowledge necessary to succeed in the course. The College has 5 days to provide a response to the student.

SECTION IV. PROFESSIONAL DEVELOPMENT

Describe plans for faculty and staff professional development related to implementation of SSSP.
The professional development opportunities provided by EVC to faculty and staff are intended to by dynamic and to effectively contribute towards a campus environment that supports student success.

In August 2015, the Student Success Committee made a presentation to the Board of Trustees entitled, "Student Success and Equity: Successful Implantation and Outcomes."

The theme for the fall 2015 Professional Development Day was, "Emerging Pathways for Student Success" and the Student Success Committee made the same presentation to the College.

Faculty and staff attend professional conferences where student success and the new mandates resulting from the recommendations of the Student Success Task Force are continuously being discussed.

Internal training of new and established Counselors, Program Directors, Staff and Student Ambassadors is ongoing as new procedures are put in place to meet the new mandates that focus on student success.

Members of the Student Success Committee are continuously updated on new developments; funding guidelines, plan development and allocations.

Possible Intersession retreat(s) will be proposed and considered.

There is also *Go2Knowledge,* an online professional development tool that is available to faculty and staff. It is an interactive online professional development tool with over 100 training webinars covering six categories including: at-risk populations, campus safety, organizational development, student success, teaching & learning and technology. All staff and faculty have access to these webinars 24/7 and can print a certificate of completion for each training module.

SSSP Funds are available to faculty and staff who want to attend/participate in workshops and conferences that focus on Student Success.

SECTION V. ATTACHMENTS

The following attachments are required:

Attachment A, *Student Success and Support Program Plan Participants*. Please complete the form below of all individuals with their job title, who were involved with creating the SSSP Plan.

Attachment B, *Organizational Chart*. Please attach a copy of your colleges' organization chart and highlight the Student Success and Support Program Coordinator's position. Please include all positions that work directly in the program providing SSSP services, including those listed in the narrative above. If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, or other district staff included in your plan, please attach a copy of the district organization chart and highlight the district SSSP Coordinator's position (if it is not identified as such on the chart).

Attachment C, *SSSP Advisory Committee*. Attach a list of the members of the college's SSSP Advisory Committee. This can be a list of individuals and their positions or simply the positions. If the committee is chaired by someone other than the SSSP Coordinator, please highlight the chair on the list of members, and identify the correct name of the committee, (advisory committee, coordinating council, steering committee, etc.). If the committee has standing or formalized subcommittees (e.g., SEP, orientation, budget, training, etc.), please list those also.

ADDITIONAL INFORMATION

Questions regarding the development of the college SSSP Plan may be directed to:

Mia Keeley
California Community College Chancellor's Office
mkeeley@cccco.edu
(916) 323-5953

Attachment A
Student Success and Support Program Plan Participants

Title 5 Section 55510 (11)(b) requires that the Student Success and Support Program Plan for each college "be developed in consultation with representatives of the academic senate, students, administrators, and staff with appropriate expertise." Please list the persons and their stakeholder group (e.g., Student Senate, Academic Senate, Curriculum Committee, etc.), of the individuals who participated in the development and writing of this Plan. Add more pages as needed.

Name: Anderson, Caritha Title: Counselor

Stakeholder Group: Academic Senate

Name: Bettencourt, Laura Title: Counselor

Stakeholder Group: Academic Senate

Name: Blackman, Shelley Title: Librarian

Stakeholder Group: Academic Senate

Name: Brown, Robert Title: Accounting Instructor

Stakeholder Group: Academic Senate

Name: Burton, Mirella Title: Counselor

Stakeholder Group: Academic Senate

Name: Chu, Hang Title: Counselor

Stakeholder Group: Academic Senate

Name: Castilla, Guillermo Title: Math Instructor

Stakeholder Group: Academic Senate

Name: Clark, Marjorie Title: Counselor

Stakeholder Group: Academic Senate

Name: Crossfield, Megan Title: Administrative Assistant

Stakeholder Group: CSEA Member

Name: Cruz, Octavio Title: Dean of Enrollment Services

Stakeholder Group: Managers, Supervisors and Confidential Employees Council

Name: Deng, Hanh Title: Counselor

Stakeholder Group: Academic Senate

Name: Duarte, Angelina Title: Dean of Student Success

Stakeholder Group: Managers, Supervisors and Confidential Employees Council

Name: Duarte, Yazmin Title: Program Specialist

Stakeholder Group: CSEA Member

Name: Garza, Victor Title: Director of Student Life

Stakeholder Group: Managers, Supervisors and Confidential Employees Council

Name: Gipson, Harvey Title: Counselor

Stakeholder Group: Academic Senate

Name: Hardin, Martha Title: Counselor

Stakeholder Group: Academic Senate

Name: Hawley, Tamela Title: Vice Chancellor, Institutional Effectiveness & Student Success

Stakeholder Group: Managers, Supervisors and Confidential Employees Council

Name: Iniguez, Tina Title: Counselor

Stakeholder Group: Academic Senate

Name: Mai, Uyen Title: Faculty

Stakeholder Group: Academic Senate

Name: Martian, Cam Title: Program Specialist

Stakeholder Group: CSEA Member

Name: Mata, Lorena Title: Librarian

Stakeholder Group: Academic Senate

Name: Mena, Andrea Title: Counselor

Stakeholder Group: Academic Senate

Name: Nguyen, Gam Title: Counselor

Stakeholder Group: Academic Senate

Name: Norment, Jeffrey Title: Assessment Specialist

Stakeholder Group: CSEA Member

Name: Ortiz-Kristich, Elaine Title: Counselor

Stakeholder Group: Academic Senate

Name: Perkins, Patricia Title: Counselor

Stakeholder Group: Academic Senate

Name: Soriano, Diane Title: Counselor

Stakeholder Group: Academic Senate

Name: Tyrrell, Elizabeth Title: Director of WIN Program/CalWorks

Stakeholder Group: Managers, Supervisors and Confidential Employees Council

Name: Vo, Julie Title: Career and Transfer Center Coordinator

Stakeholder Group: CSEA Member

Name: Wetzel, Sue Title: Nursing Instructor

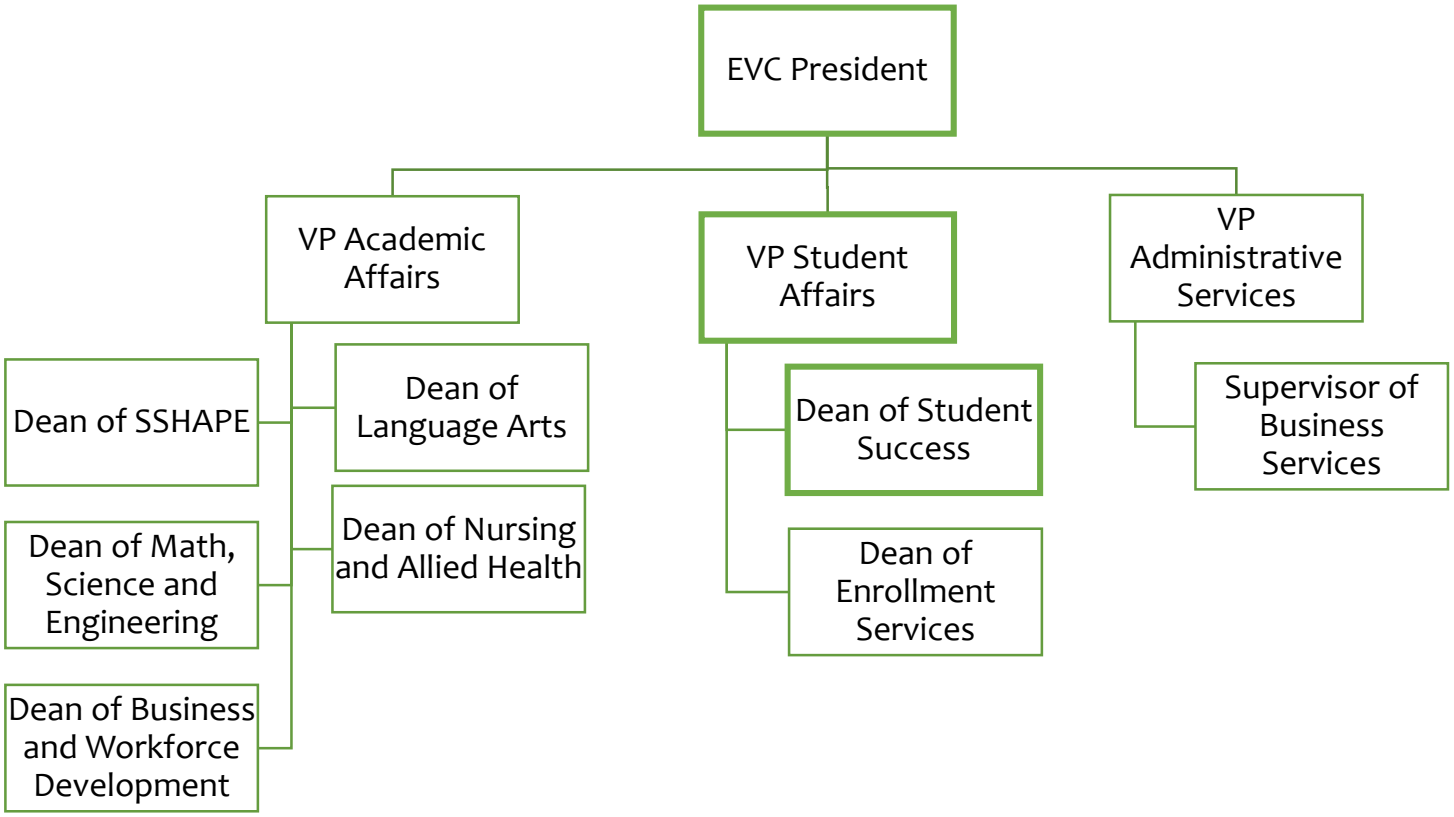
Stakeholder Group: Academic Senate

Attachment C
SSSP Advisory Committee

Name	Contingency
Anderson, Caritha	Faculty
Blackman, Shelley	Faculty
Brown, Robert	Faculty
Castilla, Guillermo	Faculty
Crossfield, Megan	Classified
Cruz, Octavio	MSC
Deng, Hanh	Faculty
Duarte, Angelina	MSC
Garza, Victor	MSC
Herrera, Paul	Student
Iniguez, Tina	Classified
Mai, Uyen	Faculty
Martian, Cam	Classified
Talavera, Moriano	Student
Tyrrell, Elizabeth	MSC
Vo, Julie	Classified
Wetzel, Sue	Faculty

EVERGREEN VALLEY COLLEGE
STUDENT SUCCESS

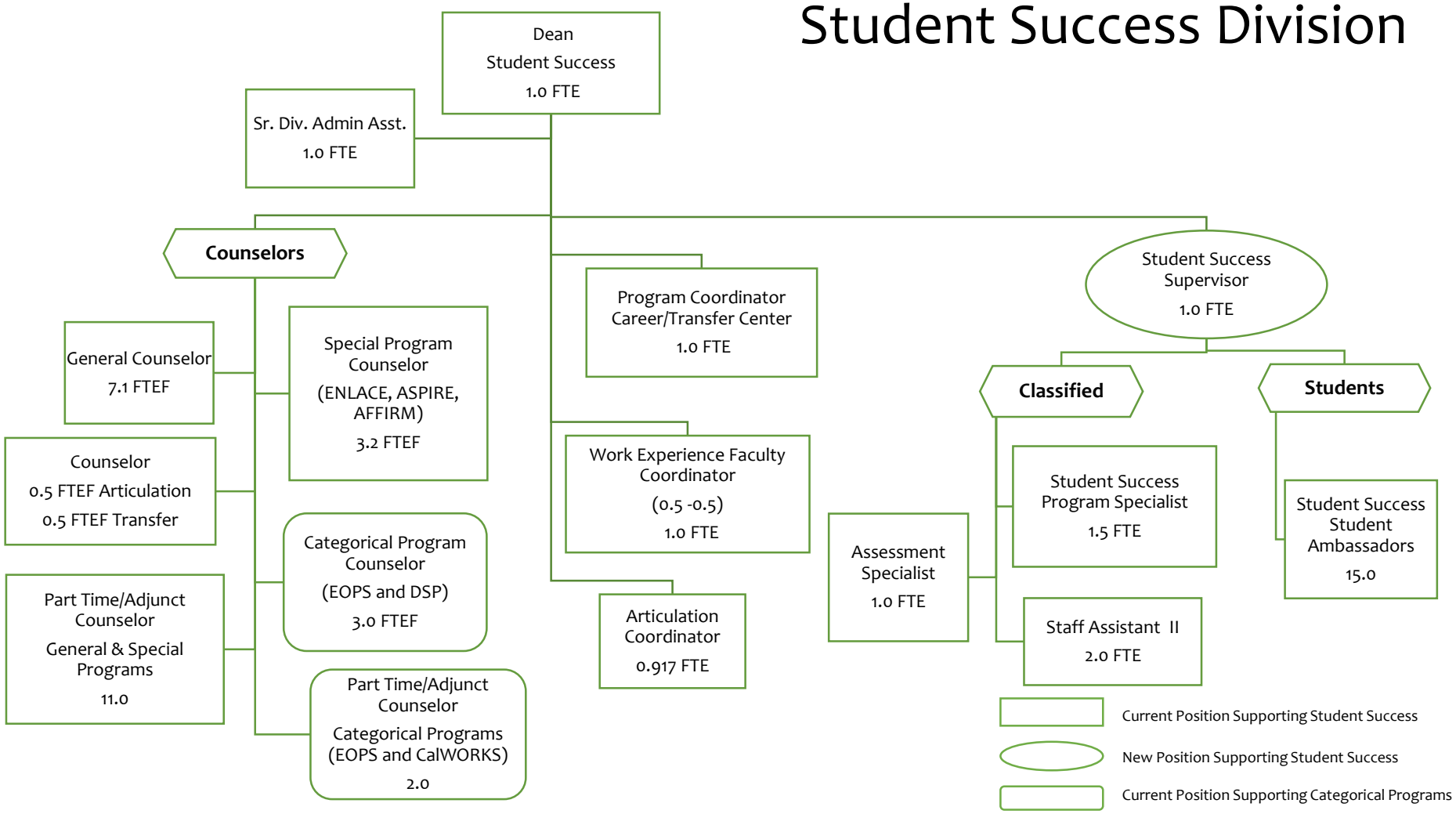
Organizational Chart
Administrative Council



Attachment B (Part One)

EVERGREEN VALLEY COLLEGE
STUDENT SUCCESS

Organizational Chart
Student Success Division



Attachment B (Part Two)

Student Success Advisory Committee

Committee Co-Chairs

- Angelina Duarte; Interim Dean of Student Success
- Uyen Mai; Adjunct Faculty, Political Science

Committee Members

- Caritha Anderson; AFFIRM Counselor
- Shelley Blackman; Librarian
- Robert Brown; Accounting Instructor
- Guillermo Castilla; Math Instructor
- Megan Crossfield; Administrative Assistant, Student Success
- Octavio Cruz; Dean of Enrollment Services
- Hanh Deng; General Counselor
- Victor Garza; Associate Dean, Student Services
- Paul Herrera; EVC Student
- Tina Iniguez; EOPS/Foster Care/ Adjunct Counselor
- Cam Martian; Program Specialist
- Moriano Talavera; EVC Student
- Julie Vo; Career & Transfer Center Coordinator
- Elizabeth Tyrrell; Director WIN/CalWorks, Veterans & International Student Program
- Sue Wetzel; Nursing Instructor

Attachment C