

Accreditation Follow-Up Report

**San Jose City College
2100 Moorpark Avenue
San Jose, CA 95128**

Draft as of 02/09/2018

Follow-Up Report Certification Page

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From:

Byron D. Clift Breland

(Name of Chief Executive Officer)

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(Name of Institution)

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(Address)

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:

(Chief Executive Officer) (Date)

(President, Board of Trustees) (Date)

(Vice-President of Academic Affairs) (Date)

(President, Academic Senate) (Date)

(President, Classified Senate) (Date)

(President, Associated Student Government) (Date)

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Follow Up Report Preparation & Timeline

In August 2016, San Jose City College (SJCC) submitted its 2016 Institutional Self-Evaluation Report to the Accrediting Commission for Community and Junior Colleges (ACCJC). A site visit by ACCJC to SJCC occurred in October 10-13, 2016.

In February of 2017, SJCC received the Commission's Revision to the Comprehensive Evaluation Team's Report along with the Commission's Action Letter, which noted that ACCJC took action to "reaffirm accreditation for 18 months, and to require a Follow-Up Report" on March 15, 2018. The report and action letter became available to the public on the College's accreditation web page upon receipt.

Immediately after receiving the team report and action letter, SJCC's administrative leadership met to develop a plan to address the eight college responses. In the spring of 2017, the college leadership enacted a plan to address college recommendations by engaging the college community, through its existing governance structure. The Follow-Up Report includes responses and evidence that describe and validate a commitment to addressing ACCJC's recommendations. Addressing the recommendations as a college community has resulted in a renewed commitment to institutional effectiveness and greater clarity in how SJCC can continuously improve its quality and service to students.

SJCC's Faculty Accreditation Coordinator and Accreditation Liaison Officer (ALO) prepared this Follow-Up Report, along with the leadership of the College, contributed to the narrative and evidence gathering. The report was shared with various shared governance committees and constituency groups throughout the process of finalizing the document. Their comments and feedback have also been incorporated into the report. Following are the steps taken to address the College's compliance recommendations; these action steps also contribute to the practices that lead to increased academic quality and institutional effectiveness and sustainability at San Jose City College.

Timeline

Spring 2017

- College Executive Team reviewed ACCJC Letter and External Evaluation Team Letter.
- College Advisory Council received updates and provided recommendations on responses to college recommendations.
- Academic Senate received updates and contributed to college recommendations
- Various committees received updates and contributed to college recommendations.

Summer 2017

- Began to document responses based on feedback from the campus community.

Fall 2017

- Academic Senate received updates and contributed to college recommendations.
- College Advisory Council received updates and contributed to college recommendations.
- Accreditation Liaison Officer and Faculty Accreditation Coordinator met weekly.
- Various constituency groups were pulled together to discuss each college recommendation.
- Strike Team met to contribute to responses and gather additional evidence.
- Two Open Forums were held for the Campus Community to provide feedback.

Spring 2018

- Formal approval from various constituency groups at SJCC, including Academic Senate, Classified Senate, and Associated Student Government
- Formal approval from SJECCD Board of Trustees
- Submit the Report in March
- Visit will occur in April

List of Key Individuals Involved in Report Preparation

Michael Berke, Faculty | Faculty Accreditation Coordinator

Joyce Lui, Dean of Research, Planning, & Institutional Effectiveness. | Accreditation Liaison Officer

Roland Montemayor | Acting VP of Academic and Student Affairs

Byron Clift Breland | President

Strike Team Members:

Norma Ambriz-Galaviz | Special Assistant to the President

Eliazer Ayala-Austin | Dean of Counseling

Judith Bell | Faculty

Jonathan Cronan | Faculty

Celia Cruz-Johnson | Interim Dean, Language Arts

Dee Davis | Secretary

JoAnn McGowan | Schedule Coordinator

Jennifer Nestojko | Adjunct Faculty

Mark Newtown | Dean, Math & Sciences

Dorothy Pucay | Faculty

Admir Ramic | Senior Division Administrative Assistants

Monique Rodarte | Senior Division Administrative Assistants

Lena Tran | Interim VP of Strategic Partnerships Workforce Innovation

Response to College Recommendation 1

College Recommendation 1

Official Recommendation (from ACCJC letter to Dr. Byron Clift Breland, President, San José City College, 2/3/17):

In order to meet the Standard, the team recommends the College develop and communicate a methodology for setting institution-set standards (minimum acceptable levels) for course completion and other measures of student achievement, assess performance against the standards, communicate results, and incorporate the information in college planning and decision-making processes. [I.A.2, I.B.3, and ER11]

Related Concerns Cited (from ACCJC External Evaluation Report to Dr. Byron Clift Breland, President, San José City College, 2/3/17):

In College Recommendation 1, the ACCJC External Evaluation Team focused on the need for San José City College (SJCC) to improve its practices around developing and using institution-set standards to improve institutional effectiveness. During its site visit, the Team found several issues related to institution-set standards. First, there did not appear to be a functional system or methodology for coordinating existing processes, such as Program Review, with the development and analysis of institution-set standards for course completion and other measures of student achievement. Instead, the Team found that “...existing processes... are not integrated and lack cohesion.”

Secondly, the Team found that institution-set standards and institutional goals were “...not yet included in program review nor reviewed by division deans and included in action plans.” While it did note that plans were underway to include institution-set standards in the College’s annual Program Review and institutional planning cycle, at the time of the visit this plan for integration had not been fully developed or executed.

Furthermore, interviews with administrators, faculty, and committee members revealed that there was a great deal of confusion about the difference between institution-set standards (minimum thresholds for achievement) and institutional goals. Finally, the Team reported that existing institution-set standards for student achievement were incomplete and “...not assessed systematically and cyclically.”

Response

San José City College (SJCC) has taken several important steps over the last year to improve its institutional practices in terms of developing and using institution-set standards. These steps are outlined in the following Corrective Actions:

Corrective Action 1: Establish a process and methodology for institution-set standards.

Since the October 2016 site visit, SJCC has developed a formal methodology for setting institution-set standards and for communicating information about this multi-step process to

all College administrators, faculty, and staff. Starting with the 2016-2017 Program Review, setting institution-set standards were integrated and continue as an ongoing part of the College's Program Review process. According to the new methodology, the first step in developing institution-set standards occurs during the annual Program Review. All programs complete a program review. Each academic area receives a program review data packet, with multiple sets of data related to their program or department for them to review.

All academic programs are required to complete a Program Review Data Worksheet. The worksheet requests information and analysis of data in five key indicators: Student Success, Institutional Effectiveness, Enrollment, Persistence Rate by Race, and a Profile of Students Enrolled. [CR1.1]

During the 2016-2017 academic year, for example, the new worksheet was issued to and collected from participants in fall 2016, as part of the Program Review process. Participating administrators, faculty, and staff were informed about this new process in the orientation to the Program Review process and made aware of its importance in institutional planning.

In spring 2017, for example, following the collection of data from the fall 2016 Program Review process, an ad hoc committee, consisting of SJCC faculty members and the Dean of Research, Planning, and Institutional Effectiveness, met to discuss the methodology for setting the standard. They agreed to set the standards at 90 percent of the three-year average. This proposal was then presented to and unanimously approved by the SJCC Academic Senate at its meeting on March 21, 2017. [CR1.2, CR1.3]

Corrective Action 2: Assess performance against the standards and use in planning.

The data from the annual Program Review Data Worksheet and the approved institution-set standards from the current and previous years are being used in annual planning, to help the College to assess its performance and make informed decisions for the future. The approved institution set-standards not only provide a baseline for student achievement and institutional performance but also include a column with proposed recommendations for a one-year change and specific actions that could be taken to achieve the proposed changes, e.g., awarding six more degrees, or helping five more students transfer.

Further, a survey of how various committees use data to make decisions took place at the end of Fall 2017 semester. Through this survey of committees, the institution can better take stock of ways to improve its use of data for planning. [CR1.4]

In addition, the College's new Dean of Institutional Research, Planning, and Institutional Effectiveness has introduced *SJCC Check Point*, a summary report on institutional planning at SJCC, which will be published annually in the spring semester. The new report will clarify the institutional planning process at SJCC for faculty and staff and will provide updates from the most recent Program Review cycle, as well as a discussion of progress related to institutional set-standards, pulled from SJCC's annual report to the ACCJC. [CR1.5]

Conclusion

San José City College (SJCC) now meets ACCJC Accreditation Standard I.A.2 and I.B.3, as well as Eligibility Requirement 11. The College has established a clear process and methodology for collecting program data and setting institution-set standards. These data points can then be used to guide the College in setting realistic goals for the upcoming year or to help inform the College's Education Master Plan, in terms of charting a long-term strategic plan, with milestones, for improving student success and institutional effectiveness.

Evidence for Response to College Recommendation 1

Document Number	Document	Link	Page
CR1.1	SJCC Program Review Data Worksheet	CR1.1: Provide link to pdf document	
CR1.2	SJCC Institution-Set Standards	CR1.2:	
CR1.3	SJCC Academic Senate Meeting Minutes (3/17/17)	CR1.3:	
CR1.4	SJCC Survey of Committee Use of Data	CR1.4:	
CR 1.5	SJCC Check Point	CR1.5:	

Response to College Recommendation 3

College Recommendation 3

Official Recommendation (from ACCJC letter to Dr. Byron Clift Breland, President, San José City College, 2/3/17):

In order to meet Standards, the team recommends the College create and implement a process to demonstrate its substantive and collegial dialog regarding student outcomes and institutional effectiveness through committees, advisory committee meetings, workshops, and professional development activities. The team further recommends that the College develop and implement a process to broadly communicate this dialog in order to support continuous quality improvement across the College. [I.B.1, II.A.2, and II.A.3]

Related Concerns Cited (from ACCJC External Evaluation Report to Dr. Byron Clift Breland, President, San José City College, 2/3/17):

In College Recommendation 3, the ACCJC External Evaluation Team underscored the importance of College-wide dialog about student learning and institutional effectiveness. Specifically, the Team drew attention to the need for San José City College (SJCC) to improve mechanisms for facilitating, documenting, and communicating about such dialog. The Team's critique focused on shortcomings in two principal areas: 1) documentation of "substantive" dialog regarding institutional outcomes, and 2) communication of the results of this dialog across the campus for continuous improvement of the institution.

During its site visit, the Team was able to verify that there were quite a few College governance groups that were charged with discussing various aspects of the institution's performance. However, the Team did not see enough evidence to prove that in-depth dialog was actually taking place, particularly with regard to student achievement and institutional success indicators. As the Team noted, "...while this dialog was reported in interviews, the team found little documentation of substantive dialog from the meetings."

Although the Team was able to identify two main groups responsible for campus-wide evaluation, the College Advisory Council (CAC) and the Strategic Planning Committee.

The Team interviews of both groups revealed that "...continuous improvement of learning and achievement at the institutional level is not yet discussed." Additionally, there appeared to be a general lack of communication and coordination between the key governance groups, and it was unclear how or if dialog conducted in these groups was connected in any way to institutional planning efforts. This spurred the Team to make a second recommendation within College Recommendation 3, namely that the College should "broadly communicate" the results of such dialogs in order to "support continuous quality improvement across the College."

Finally, the Team acknowledged that across the College there was evidence that "most comprehensive program reviews reflect analysis of program SLOs." Still, it expressed concern

that there was “...inconsistent evidence to support the claim that CTE programs have comprehensive reviews.” Specifically, the Team pointed out that “...there is minimal evidence that ties Advisory committee meeting minutes back to curriculum review and SLO review.” This was clearly an area for improvement in the view of the visiting Team.

Ultimately, the Team concluded, the College was not able to adequately document the existence of regular and substantive dialog about student learning outcomes and institutional effectiveness, including General Education Student Learning Outcomes (GESLOs). Nor was it able to provide satisfactory evidence to demonstrate links between such dialogs to institutional planning.

These deficiencies caused the College to be ranked as out of compliance with Accreditation Standard I.B.1, which states: “The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.” The Team also found that the College was out of compliance with Accreditation Standard II.A.2, which urges faculty, staff and administrators to “...act to continuously improve instructional courses, programs, and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.” Finally, the Team cited the College for not complying with the related Accreditation Standard II.A.3, which calls for the College to identify and regularly assess “...learning outcomes for courses, programs, certificates and degrees using establish institutional procedures.”

Response

San José City College (SJCC) recognizes that its efforts to build and institutionalize sustainable structures which enable and ensure broad, substantive, and meaningful dialog about Student Learning Outcomes (SLOs) and institutional effectiveness continues to improve. The College also recognizes that, because institutional processes were partially implemented, SJCC as an institution focused on designing opportunities for adequate dialogs to key constituencies on Student Learning Outcomes and institutional effectiveness, college-wide.

The College strives to sustain a structure for substantive dialog that could better support continuous quality improvement throughout the institution. To rectify this situation and ensure full compliance with ACCJC Accreditation Standards, the College has undertaken the following Corrective Actions:

Corrective Action 1: Create a new dean position to oversee institutional planning

The College has taken steps to address College Recommendation 3 in the months since the 2016 ACCJC site visit and has created a new position to oversee institutional planning: Dean of Research, Planning, and Institutional Effectiveness. The position, which was filled in late December 2016, is a direct outgrowth of the College’s own assessment of its institutional planning process and related needs, conducted as part of its most recent Accreditation study. The need for the position was underscored by the ACCJC External Evaluation Team’s comments, outlined in the *External Evaluation Report* (October 2016).

The Dean of Research, Planning, and Institutional Effectiveness reports directly to the Acting Vice President of Academic Affairs/Student Affairs and is responsible for providing leadership for institutional research for all College functions, programs, services and activities. The Dean collaborates with the President, administrators, faculty, and staff to engage with the campus community, including Accreditation and Program Review. As outlined in the job description, the position “...supports and coordinates the development and maintenance of an institutional strategic planning and program review process to meet compliance with state, federal, district, and college requirements”—including compliance with ACCJC Accreditation Standards and Eligibility Requirements.

In addition to serving as the College’s Accreditation Liaison and supporting and organizing Program Review, the Dean will “...support institutional planning, institutional accountability, effectiveness, and decision-making.” As part of this process the Dean will provide data analyses and updates on student achievement and institutional performance indicators and inform academic and non-academic decision-makers across campus about the College’s effectiveness in reaching its annual goals and strategic milestones, serving students, and meeting the educational needs of the community. [CR3.1]

Corrective Action 2: Consolidate key governance committees into one planning entity

One of the first actions of the new Dean of Research, Planning, and Institutional Effectiveness was to work with SJCC faculty (in particular the academic senate) and administrators to consolidate key committees responsible for aspects of institutional planning into one centralized committee, the Planning and Institutional Effectiveness Committee (PIE). As indicated by the ACCJC External Evaluation Team, SJCC re-evaluated the key elements for a sound, collaborative, evidence-based and sustainable strategic planning and institutional effectiveness process for systematic communication with other governance groups.

The PIE Committee, chaired by the new Dean, addresses the key elements by centralizing and coordinating planning efforts on campus. Additionally, the new Dean also sits on the College Advisory Committee to ensure planning is communicated to the campus. Launched in spring 2017, the PIE Committee is now responsible for guiding the institution in developing a more focused approach to data gathering and data-based strategic planning, an effort that is already having a positive impact on institutional effectiveness. [CR3.2]

Corrective Action 3: Institutionalize annual report to communicate about planning

A further important step toward establishing a structure for facilitating a college-wide dialog about institutional effectiveness is the introduction, by the new Dean of Research, Planning, and Institutional Effectiveness, of an annual summary report to the SJCC community, entitled *SJCC Check Point*. Scheduled to be published in the spring of each academic year in connection with the spring Professional Development Day, the report is intended to outline and clarify the annual planning process for all SJCC constituencies, as well as to provide information and encourage dialog about institutional outcomes data, and planning initiatives.

The report is designed to include a summary of concurrent campus planning initiatives, as well as to present the detailed plans from the College’s most recent Program Review

(typically conducted in the fall semester). It will also provide an overview of the annual Institution-Set Standards, updates on Key Performance Indicators (KPIs), and a discussion about progress toward long-term institutional goals set forth in the SJCC Strategic Plan. [CR3.3]

Corrective Action 4: Improve SLO data tracking system and communications re: SLOs

The College has also taken specific steps over the last year to improve its systems for tracking and communicating about Student Learning Outcomes (SLOs), in order to support improved institutional assessment and planning. To start, the College considered transitioning the online tracking and reporting of Course SLO data from TracDat to Curricunet. The College is currently working with Curricunet to pilot the use of this software, to develop a separate module that will enable it to receive Program SLO data. It is also working with Curricunet to ensure that mechanisms are in place to generate the various printed reports required by the College to assess different data sets.

The fall 2017 semester marked the first semester during which faculty were required to enter SLO assessments into the Curricunet system. The SJCC Student Learning Outcomes Assessment Committee (SLOAC) held training sessions at the fall 2017 Professional Development Day and produced a video on how to enter SLO data into Curricunet. The video was posted to YouTube and the link was sent to all faculty. As the College moves forward with the next stages of this data tracking and reporting transition, SLOAC will continue to publish periodic newsletters to help keep faculty informed and engaged. [CR3.4] The piloting of Curricunet for SLO assessment was not successful; thus, the college will continue to use TracDat as its main tool for SLO assessment repository.

To stimulate campus-wide engagement in dialog about SLOs, SLOAC is working with SJCC's academic divisions to develop sustainable structures to be implemented in each Division to facilitate communication between SLOAC and the faculty members. To this end, the Division Coordinator will act as the division's "point person" when it comes to SLOs and SLO reporting. The Division Coordinators are also responsible for entering SLO data into Curricunet for adjunct faculty members when there is no full-time instructor teaching a particular course. By improving communication between Division Coordinators and SLOAC, the College can institutionalize a structure by which regular and substantive dialog about student outcomes can take place between faculty, staff, and administrators.

To further strengthen communication, SLOAC developed and organized an on-campus event dubbed "SLO Sessions" that provide a chance for faculty, staff, and administrators to come together to see how SLO assessments play an instrumental role in planning and resource allocation. [CR3.5] Communication among faculty related to their PSLO is documented in program reviews. Several program reviews have been identified to highlight the dialog and changes that occurred from SLO assessment. [CR3.6]

Corrective Action 5: Improve documentation of advisory committee evaluation of CTE program SLOs

SJCC has recently improved its structures and systems for regular and systematic documentation of advisory committee evaluation of CTE program SLOs. An example of how

advisory committees improve upon program SLOs include minutes from various advisory committees that discuss program outcomes and learned behaviors for alumni to be successful in these fields. Further, in Spring 2018 the Dean of Business and Workforce will document all advisory committee meetings and facilitate a discussion on improving SLOs. [CR3.7]

The primary purpose of the CTE Advisory Committee will be to assist faculty in establishing, operating, and evaluating CTE programs. The advisory committees will ensure that the needs of students, community, and industry partners are met. Further, on March 1, 2018 the Dean of Business and Workforce will facilitate a CTE Advisory Committee convening all advisory committee members. During this meeting, all CTE advisory committee members will review SLOs and study program reviews.

Corrective Action 6: GESLOs will inform the President’s priorities through substantive dialog and communication of the results across the campus

The President’s priorities are integral to the Finance Committee responsibilities in developing a college budget. While PSLOs are part of the program review process, the GESLOs provide a campus wide perspective on student learning. Thus SLOAC will formally present GESLOs assessment to College Advisory Council and the President to ensure the priorities are influenced by the student learning assessment process. [CR3.8]

Conclusion

San José City College (SJCC) meets ACCJC Accreditation Standards I. B.1, II.A.2, and II.A.3. The College has strengthened mechanisms for generating regular and substantive college-wide dialog about both student and institutional outcomes, including hiring an administrator to support institutional planning, consolidating committees and creating a centralized committee focused on institutional effectiveness and planning, producing regular and comprehensive reports on student achievement data and institutional outcomes, and creating a special council of representatives from all campus governing bodies and constituency groups to dialog and plan together. In addition, the College has taken steps to make technical improvements in tracking, reporting, and communicating about SLOs and ensure that all programs, including CTE programs, review SLOs as part of the annual and comprehensive Program Review process. Further, there are more consistent SLO assessments, programmatically and institution wide, to guide our planning efforts. With these new mechanisms and structures in place, the College looks forward to improving its institutional effectiveness, which the college stakeholders expect will enhance student educational outcomes.

Evidence for Response to College Recommendation 3

Document Number	Document	Link	Page
CR3.1	SJCC Dean of Research, Planning, and Institutional Effectiveness Job Description	CR3.1—New item (not in TOC) Link to PDF of new Dean position job description	
CR3.2	SJCC PIE Committee Description	CR3.2— Link to pdf of committee description	
CR3.3	Copy of <i>SJCC Check Point</i>	CR3.3— Link to pdf of <i>SJCC Check Point</i>	
CR3.5	SLO Sessions	Link	
CR3.6	Program Review	Communication Studies Program Review Early Childhood Education Program Review Reading Program Review	
CR 3.7	CTE Advisory	Minutes to March 1 st Event	
CR 3.8	GESLOs	Presentation to CAC and Recommendations to President	

Response to College Recommendation 5

College Recommendation 5

Official Recommendation (from ACCJC letter to Dr. Byron Clift Breland, President, San José City College, 2/3/17):

In order to meet the Standard, the team recommends that the College develop a Memorandum of Understanding with the Center for Employment Training (CET) to ensure that all instructional programs offered at CET are consistent with the College's mission and course and program requirements, and that commensurate student services are provided. [II.A.1, II.C.1, II.C.3, and ER 15]

Related Concerns Cited (from ACCJC External Evaluation Report to Dr. Byron Clift Breland, President, San José City College, 2/3/17)

College Recommendation 5 focused on the need for San José City College (SJCC) to formalize its working relationship with the Center for Employment Training (CET), a job training site in San José, through a Memorandum of Understanding (MOU). The purpose of the proposed MOU would be to ensure consistency between the College's instructional offerings at CET and SJCC's mission, course, and program requirements, as well as to ensure provision of student services to students enrolled at this location.

In the course of its 2016 site visit, the ACCJC External Evaluation Team learned through the College's 2016 *ACCJC Institutional Self-Evaluation Report* that some SJCC courses were being offered off-site at CET. This was verified through interviews with College staff.

However, evidence to support this engagement was not readily available. In the *ACCJC Evaluation Report* (8/8/16), the Team noted that it "could not find documentation of the MOU or partnership with SJCC and CET." (*ACCJC External Evaluation Report*, 8/8/16, p. 31). Furthermore, it observed, "It does not appear that SJCC student support and library services are available to SJCC students at the CET location."

In this respect, the College was out of compliance with ACCJC Accreditation Standard II.1.1, which states that all instructional programs, regardless of location or means of delivery, must be consistent with the institution's mission. The College was out of compliance with ACCJC Standard II.C.1 and II.C.3, which address student support services. ACCJC Standard II.C.1 states that an institution must demonstrate that student services, regardless of location, support student learning and the mission of the institution. ACCJC Standard II.C.3 adds that the institution must "...assure equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method." Finally, ACCJC Eligibility Requirement (ER) 15 reinforces these standards, stating that a community or junior college must provide "...all of its students appropriate student

support services that foster student learning and development within the context of the institutional mission.

Response

San José City College (SJCC) acknowledges the need to formalize its relationship with CET to ensure compliance with the ACCJC Standards and Eligibility Requirement cited. To that end, SJCC has undertaken the following corrective action in response to the recommendation:

Corrective Action 1: Adopt a MOU to formalize the partnership between SJCC and CET

In fall 2016, San José City College (SJCC) developed a new Memorandum of Understanding (MOU) with the Center for Employment Training (CET), signed on October 17, 2016, to ensure that all instructional programs are offered by SJCC at CET are consistent with the College's mission, course, and program requirements. The MOU also addresses the issue of student support services for SJCC students enrolled in courses or programs at CET, ensuring that these students will receive support services comparable to services provided to other students enrolled at the College. Article 4.6 of the MOU, for example, states that both the District and the Agency (CET) will ensure that "...ancillary and support services are provided for students (e.g., Counseling, Guidance, and Placement Assistance)." Article 3.9 also addresses support services for students who are English Language Learners. Finally, all students enrolled through SJCC, whether studying on campus or at a partner location, have full access to campus services, such as the SJCC library. [CR5.1]

Conclusion

With the adoption of a Memorandum of Understanding (MOU) with the Center for Employment Training (CET) in San José, San José City College (SJCC) has addressed the concerns raised by the ACCJC External Evaluation Team in College Recommendation 5. The College now meets ACCJC Accreditation Standard II.A.1, II.C.1, and II.C.3, as well as ACCJC Eligibility Requirement 15, guaranteeing that mission-based instructional programs and commensurate student support services are provided to students, regardless of location.

Evidence for Response to College Recommendation 5

Document Number	Document	Link	Page
CR5.1	Memorandum of Understanding (MOU) between SJCC and CET (10/17/16)	CR5.1—INSERT LINK HERE	N/A

Response to College Recommendation 6

College Recommendation 6

Official Recommendation (from ACCJC letter to Dr. Byron Clift Breland, President, San José City College, 2/3/17):

In order to meet the Standard, the team recommends that all individual course syllabi include information consistent with the approved Course Outline of Record and approved Student Learning Outcomes (SLOs). [I.C.1, II.A.3]

Related Concerns Cited (from ACCJC External Evaluation Report to Dr. Byron Clift Breland, President, San José City College, 2/3/17):

In College Recommendation 6, the ACCJC External Evaluation Team addressed the need to improve oversight of individual course syllabi at San José City College (SJCC), to confirm that each course syllabus provided to students is consistent with the Course Outline of Record (COR) and approved Student Learning Outcomes (SLOs) as approved by the College's Instructional Policies and Curriculum Committee (IPCC), a standing committee of the Academic Senate. The Team found, in examining approximately 20 course syllabi, that there were certain discrepancies between the syllabi examined and the approved COR. While most of the SJCC course syllabi contained course SLOs identical to the COR, some did not. Furthermore, the Team noted that "...many syllabi did not include the number of units for the course, full and accurate course descriptions, or other expected course identifiers."

The Team also commented on the lack of regular review of course SLOs for the College's Career Technical Education (CTE) programs. (*ACCJC External Evaluation Report*, 8/8/16, p. 33) These combined factors led the Team to request improvements to ensure compliance with ACCJC Accreditation Standard I.C.1, which calls for "...clarity, accuracy and integrity of information provided to students...", and ACCJC Accreditation Standard II.A.3, which states that in every class section "...students should receive a course syllabus that includes the stated learning outcomes from the institution's officially approved and active course outline."

Response

San José City College is committed to ensuring that students receive course information that is clear, accurate, and aligned with the institution's approved curriculum and learning outcomes. To this end, SJCC has implemented the following corrective action:

Corrective Action 1: Instituted a system to regularly monitor and track course syllabi to ensure that they are aligned with the most recent and active corresponding Course Outline of Record and Student Learning Outcomes (SLOs)

In January 2017, the Vice President of Academic Affairs at San José City College adopted procedures to facilitate the regular monitoring of course syllabi for accuracy, consistency, and alignment with the corresponding approved Course Outlines of Record and the SLOs stated therein. The Deans for each of the five academic divisions (Business and Workforce, Humanities and Social Science, Kinesiology & Athletics, Language Arts, and Math and Science) are held responsible to ensure that course syllabi in their respective Academic Divisions are in compliance with ACCJC Standards I.C.1, II.A.3. The same procedures are in place in the area of CTE and thereby serve to monitor the course syllabi of SJCC's CTE courses and to ensure their compliance with ACJCC Standards.

The senior administrative assistants for each division have been tasked with the responsibility of asking faculty for copies of their syllabi at the beginning of each semester and evaluating each individual syllabus against a rubric to verify compliance with the cited accreditation standards. The rubric includes the course number and title and a checklist of compliance indicators, verifying specific elements of the syllabi such as: a) the course description on the syllabus must match the description in the current Course Outline of Record, which is updated every five years as required by Title 5; b) the SLOs are listed on the syllabus; c) the SLOs listed on the syllabus match the SLOs listed in the COR; d) attendance and grading policies are accurate and active. [CR6.1, CR6.2, CR6.4]

The senior division administrative assistants are responsible for reviewing each course syllabus to make sure that it meets these criteria, and for subsequently following up with individual faculty members to make any required corrections or adjustments. The administrative assistants may also provide status updates to the division dean about any potential compliance issues that may still be present. Finally, a copy of the completed syllabus is given to the SJCC Office of Academic Affairs to be archived for future reference and documentation purposes. The completed syllabi are also available on the SJCC SharePoint site [CR6.3]

Corrective Action 2: Improved documentation of advisory committee evaluation of CTE program SLOs

In response to the team's recommendation, SJCC has improved its processes for regular and systematic documentation of advisory committee evaluations of CTE program SLOs. For example, our Advisory Committees regularly evaluate the program SLOs, comparing the program's SLOs to current industry trends. SJCC then gleans the relevant information from advisory committee meeting minutes to inform CTE programs of changes/updates in various fields. This information, coming from current industry leaders, informs SJCC's programs and departments whether their current program SLOs reflect the most current required industry outcomes and behaviors, or if the SLOs require updates or changes based on current industry needs and trends. By using this type of systematic inquiry and documentation from our Advisory Boards and by subsequently using this information to inform programs about dynamic industry needs, alumni in these fields are able to remain current in their fields which greatly improves their opportunities for success in the workforce. Furthermore, in spring 2018 the job description of the Dean of Business and Workforce Development will include regularly

documenting all Advisory Committee meetings as well as facilitating regular dialogs focusing on SLO improvement based on this real-world data. [CR3.5]

The primary purpose of the CTE Advisory Committee will be to assist faculty in establishing, operating, and evaluating CTE programs. The advisory committees will ensure that the needs of the students, community, and industry partners are met. In addition, on March 1, 2018 the Dean of Business and Workforce Development will facilitate a CTE Advisory Committee convocation of all advisory committee members at which the advisory committee members will review our SLOs and familiarize themselves with the concept and purpose of program reviews.

Conclusion

San José City College has addressed the deficiencies and concerns cited in College Recommendation 6 by the ACCJC External Evaluation Team, and is now in compliance with ACCJC Accreditation Standard I.C.1 and Standard II.A.3. The College has put a system in place for regularly monitoring and verifying all course syllabi (including syllabi for CTE courses) and making timely adjustments to ensure accuracy, consistency, and alignment with the approved Course Outline of Record and Student Learning Outcomes (SLOs).

Evidence for Response to College Recommendation 6

Document Number	Document	Link	Page
CR6.1	Course Syllabi Monitoring Matrix	CR6.1—	N/A
CR6.2	Copy of e-mail from SJCC Office of Academic Affairs requesting syllabi from faculty (9/5/17)	CR6.2—	N/A
CR6.3	SJCC Course Syllabi Repository	CR6.3—	
CR6.4	Example of Course Outline of Record	CR6.4—	N/A

Response to College Recommendation 7

College Recommendation 7

Official Recommendation (from ACCJC letter to Dr. Byron Clift Breland, President, San José City College, 2/3/17):

In order to meet the Standard, the team recommends that the College work with the District to finalize AP 4020 Program and Curriculum Development and ensure that it includes clock hour to credit hour calculations that adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. [II.A.9, ER 10, 600.2, 602.16 (a)(1)(viii), 602.24(e), (f), 668.2, and 668.9]

Related Concerns Cited (from ACCJC External Evaluation Report to Dr. Byron Clift Breland, President, San José City College, 2/3/17):

In College Recommendation 7, the ACCJC External Evaluation Team focused on a specific aspect of instructional program administration: the importance of adhering to U.S. Department of Education formulas and requirements regarding clock-to-credit hour calculations, in institutional policy, procedure, and practice. During its 2016 site visit, the Team was able to verify that the San José Evergreen Community College District (SJECCD) had approved Board Policy (BP) 4020 Program and Curriculum Development, which sets district-wide policy on this matter. BP 4020 directs the SJECCD Chancellor to establish a procedure for using a clock-to-credit hour conversion formula, as specified by the Department of Education, to determine if a credit program is eligible for federal financial aid.

However, the Team identified two related compliance issues that remained unmet on the part of the District, and therefore San José City College, to fully meet ACCJC standards and federal regulations. First, at the time of the site visit, Administrative Procedure 4020: Program and Curriculum Development (the administrative procedure directly corresponding to BP 4020) was still in draft form and had not yet been Board approved. AP 4020 is critical in that it outlines the specific procedures for implementing BP 4020.

Second, the proposed draft of AP 4020 did not include any mention of clock hours or a conversion chart as required by the Department of Education. For this reason, the College was out of compliance with ACCJC Standard II.A.9, which states, "If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit conversions." Additionally, the College did not adequately meet the corresponding Eligibility Requirement (ER) for ACCJC Standard II.A.9, ER 10, which addresses the requirements regarding academic credit: "The institution awards academic credits based on generally accepted practices for degree-granting institutions of higher education and in accordance with statutory or system regulatory requirements."

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Response

San José City College is fully committed to meeting ACCJC Standards and federal requirements for the administration of its instructional programs, particularly with regard to academic credit. To address the ACCJC External Evaluation Team's recommendation, the College identified and implemented the following corrective action:

Corrective Action 1: Approved a revised AP 4020 reflecting federal requirements

To address the deficiencies cited by the ACCJC External Evaluation Team in its *External Evaluation Report* (8/8/16), the College worked with the District to finalize and approve an updated version of AP 4020 Program and Curriculum Development that includes clock-to-credit hour calculations that adhere to the Department of Education's conversion formula. The revised AP 4020 references U.S. Department of Education regulations regarding student financial aid and related educational code regulations, as well as ACCJC Accreditation Standard II.A.9. The document provides clear and specific definitions regarding both a "credit hour" and a "clock hour" to guide practice, based on these federal regulations. [CR7.1]

The revised AP 4020 was unanimously approved by the SJCC District Council at its December 2016 meeting (12/1/16) and posted to the District website. The SJCC College Advisory Council subsequently approved the action item 4020.4: Credit-to-Clock Hour Conversion at its March 2017 meeting (3/17/17), confirming the application of this procedure at the College level. [CR7.2; CR7.3]

Conclusion

San José City College has addressed the deficiencies and concerns cited in College Recommendation 7 by the ACCJC External Evaluation Team and now meets ACCJC Standard II.A.9 and ER 10. With the approval of AP 4020, incorporating language aligned with federal educational regulations, the College has adopted a Board Policy and a corresponding Administrative Procedure regarding clock-to-credit hour calculations that adheres to U.S. Department of Education calculations, as well as to ACCJC Accreditation Standards and Eligibility Requirements. The College is now in compliance with the Accreditation Standard and in alignment with clock-to-credit hour calculations in all three areas of operation: policy, procedure, and practice.

Evidence for Response to College Recommendation 7

Document Number	Document	Link	Page
CR7.1	AP 4020 Program and Curriculum Development	CR7.1— http://sjeccd.edu/Board/Procedure/ap4020.pdf	N/A
CR7.2	SJECCD District Council Meeting Minutes (12/1/16)	CR7.2— http://sjeccd.edu/Board/Procedure/ap4020.pdf	p. 3-4
CR7.3	SJCC College Advisory Council Meeting Minutes (3/17/17)	CR7.3— http://www.sjcc.edu/AdminstrativeServices/Documents/CAC_Meeting%20Minutes%2003-17-17.pdf	p. 2

Response to College Recommendation 8

College Recommendation 8

Official Recommendation (from ACCJC letter to Dr. Byron Clift Breland, President, San José City College, 2/3/17):

In order to meet the Standard, the team recommends that the College provide electronic access to student support services, including tutoring, distance education technology support, and student educational plan development for online students. The team further recommends all student support programs should establish learning outcomes and complete program review. [II.C.3, ER17]

Related Concerns Cited (from ACCJC External Evaluation Report to Dr. Byron Clift Breland, President, San José City College, 2/3/17):

During the 2016 site visit, the ACCJC External Evaluation Team reviewed the delivery of student support services at San José City College (SJCC) and observed that the College "...provides a wide variety of student services both in-person and online." It also stated that student support services at SJCC "...appear to be inclusive and appear to be available to all students regardless of students regardless of location or means of delivery." (*ACCJC External Evaluation Report*, 8/8/16, p. 41)

The Team called upon the College to demonstrate equitable access to "appropriate, comprehensive, and reliable" support services for online students, particularly with regard to tutoring services and distance education technical support in order to be fully compliant with ACCJC Accreditation Standard II.C.3 and Eligibility Requirement 17. Furthermore, the Team noted that "the College does not make Student Educational Plans (SEP) available to online students electronically" and recommended that SJCC take steps to show that SEP support services for online students are in place. (*ACCJC External Evaluation Report*, 8/8/16, p. 41)

Finally, the Team found that, at the time of the site visit, not all of the student support programs at SJCC had identified Program Student Learning Outcomes (PSLOs) and undergone program review. The Team concluded that College Recommendation 8, therefore, should include that "all student support programs should establish learning outcomes and complete program reviews." (ACCJC letter to Dr. Byron Clift Breland, SJCC President, 2/3/17)

Response

Student support services are an essential component of the educational experience for students enrolled at San José City College. The College is dedicated to providing an array of support services to help students achieve their educational goals, regardless of location or means of delivery. The College is also committed to making sure that all SJCC programs, both academic and non-academic, have identified learning outcomes and undergo regular program review.

To demonstrate this commitment and to ensure compliance with ACCJC Accreditation Standards and Eligibility Requirements, the College has developed and implemented two corrective actions in response to the College Recommendation 8:

Corrective Action #1: Provide full electronic access to student support services for online students enrolled at SJCC

San José City College (SJCC) provides electronic access to and information about the full array of student services offered at the College to all students enrolled—including online students. This includes electronic access to specific services listed in ACCJC College Recommendation 8, such as tutoring, distance education technology support, and Student Educational Plan development for online students.

The College's goals, policies, offerings, and future plans for developing its Distance Education (DE) programs are outlined in the *San José City College Distance Education Plan, 2015-2018*, a multi-year plan developed by the SJCC Distance Education Committee. The plan describes the College's commitment to providing student-centered services to support students enrolled in DE classes, such as online tutoring, counseling, library resources, and technical support for students using the online learning platform. [CR8.1]

Student services are available to all students—including DE students—upon enrollment and are offered in both an in-person and online format, to make essential services as conveniently available as possible for our students. For those students who are unable to come to campus for core support services such as orientation SEP development, counseling, tutoring, and tech support, these services are available online along with a variety of other student support services.

In accordance with the state mandate regarding community college student success programs, SJCC requires that all students participate in a mandatory college orientation and prepare an SEP by the end of their first semester of college. The College offers an online college orientation to reach all students, regardless of location. [CR8.2]

Once students have completed the orientation, they are referred to a counselor to complete an initial Student Education Plan. Students have access to their current active SEP via the SJCC MyWeb student portal. All students (online and on-site) use the same electronic SEP form to build their individual educational plan. [CR8.3, CR8.4]

Prior to 2017, SEP planning and counseling for DE students was conducted by telephone. In 2016, to improve options for DE students, the SJCC Counseling Department researched and purchased a new software program for online counseling, Cranium Café, which was launched in spring 2017. All students, online and on-site alike, are now able to interface with counselors and develop their educational plan in a virtual environment. [CR8.5]

In addition, the College's Counseling Department has created a unique departmental e-mail address (sjcc.counselingappts@sjcc.edu) to facilitate a more accessible and uncomplicated means for DE students to request counseling appointments. These sessions are conducted by phone or e-mail. The department's web page at sjcc.edu provides a wealth of

additional essential information about the wide range of services available to students, as well as links to other vital College student support services and resources. [CR8.8]

The department's web page also contains "Student Lingo," an e-resource that offers more than 40 on-demand student success videos that are accessible around the clock. The videos cover topics such as study tips, time management, exam preparation, financial aid, financial literacy, résumé writing, and job interview skills. [CR8.6, CR8.7]

The Library also plays an important role in providing services for online students, faculty, and staff. As proclaimed on its web page, the Library is committed to "...bringing the library to where you are..." and "...offering equal access to services and resources regardless of your physical location." The Library's web page also features links to a broad range of online library and research materials for students, including online databases, online research guides, an e-book collection, library tutorials, and online help via e-mail. Students, staff, and faculty are able to access these online features at any time and can utilize the on-campus services during regularly scheduled weekday and weekend hours. [CR8.9]

The SJCC Library and Learning Resource Center (LRC) makes on-site library and tutoring services available to all students from 8:30 am to 9 pm Monday-Thursday, 8:30 am to 2 pm on Fridays, and 11 am to 3 pm on Saturdays. Students may also access these services online through the Library web page and learning management system (Canvas).

The Reading and Writing Center also offers online tutoring to help students improve their reading and writing skills in all their courses across the curriculum. In addition, the College subscribes to an online service, NetTutor, that provides around-the-clock tutoring services in a variety of subject matter, and is primarily geared to distance education students and students in hybrid classes, although all students with access to Canvas (including those in face-to-face classes) can access NetTutor. Students can also access this service through the Library website. [CR8.10, CR8.11]

The College's Information Technology Support Services (ITSS) Help Desk offers all SJCC students support by phone and e-mail during regular business hours (Monday-Friday, 7:00 am to 5:30 pm). Since the 2016 summer session, the College has used Instructure Canvas as its online learning management system (LMS). Instructure provides students with phone support during the hours when the ITSS Help Desk is not available. The Help Desk phone number and email address as well as the support phone number for Canvas are posted on the College website. [CR8.12, CR8.13]

Finally, the SJCC Distance Education Handbook, developed by the College's Distance Education Committee, serves as a resource for faculty and includes the College's policies regarding distance education (e.g., minimum faculty qualifications for teaching online, the District's policy on Regular and Effective Contact, etc.), as well as information about resources available to faculty, including the OEI, NetTutor, Canvas, Turnitin, and ADA regulations. [CR.8.14, CR8.15]

Corrective Action #2: Ensure all student support programs have identified learning outcomes and undergo regularly scheduled program review

Program review is an integral part of the integrated planning and resource allocation model at San José City College (SJCC). On the SJCC website, under College Plans and Review, the College lists “...evaluation processes such as program reviews...” as critical elements in helping the institution fulfill its mission and multi-year strategic plan. The Comprehensive Program Review Handbook is also listed among key SJCC planning documents. [CR8.16]

All instructional, student services, and administrative areas at SJCC are required to go through the Comprehensive Review cycle. This is a four-year cycle marked by Annual Program Reviews (APR) and a more detailed Comprehensive Program Review (CPR) in the fourth year.

The College’s Program Review Committee reports to the SJCC Academic Senate, of which it is a standing committee, and is responsible for overseeing the operation and planning of the program review process. This includes communication with College departments, review of submitted reports, validation of completed reports, and posting of validated reports for use in the College’s annual resource allocation process. The timeline and steps for both Annual and Comprehensive Review are posted on the Program Review web page of the SJCC website, along with the meeting agendas and minutes. [CR8.17]

Individual programs, including student services programs, undergo Comprehensive Program Review on a rotating basis, according to a timeline and calendar prepared by the committee. The chart below outlines the five-year review schedule for SJCC’s student services programs:

Annual and Comprehensive Program Review Schedule for SJCC Student Services Programs for the Past Five Years (2013-2014 to 2017-2018)					
Student Services Program Area	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Admissions and Records	APR	APR	APR	CPR	APR
Assessment Center	APR	APR	APR	CPR	APR
CalWORKs	APR	CPR	APR	APR	APR
Career and Transfer Center	APR	APR	CPR	APR	APR
Counseling and Orientation	CPR	APR	APR	APR	CPR
Extended Opportunity Programs and Services	APR	CPR	APR	APR	APR
Financial Aid	APR	CPR	APR	APR	APR
Health Services	APR	APR	CPR	APR	APR
International Student Program	CPR	APR	APR	APR	CPR
Student Accessibility Services (formerly Disabled Student Programs & Services—DSPS)	APR	CPR	APR	APR	APR
Student Development Activities Student Life, Activities/Outreach	APR	APR	CPR	APR	APR
Veterans’ Affairs	AR	CPR	APR	APR	APR

As outlined on the Program Review web page, under the section marked Comprehensive Program Review Calendar 2017-2018 (pp. 4-5), two of the College's student services programs are slated to participate in Program Review during the 2017-2018 academic year: Counseling and Orientation, and the International Student Program. Campus Technology Support & Services (CTSS), which provides tech support for the campus at large including student support services, will also undergo Program Review in 2017-2018. All other student support programs will complete an Annual Program Review. [CR8.18]

The forms for the Annual Program Review and the Comprehensive Program Review both require that all programs, academic and non-academic alike, state and assess their Student Learning Outcomes (SLOs), Service Area Outcomes (SAOs), or Program Student Learning Outcomes (PSLOs). With the exception of the Library, which has certain services that fall under Academic Affairs, all student support programs at SJCC use the College's standardized Student Affairs: Programs and Services template for Program Review, which can be found in the SJCC Program Review Handbook 2015-2016 on the College Plan and Program Review web page. The template asks participating programs to list their SAOs and/or PSLOs and discuss how these align with the College's mission and General Education Student Learning Outcomes (GESLOs).

Participants are also asked to describe how the department or program discusses, reviews, assesses, and revises individual SAOs and PSLOs. For the Comprehensive Review, they are asked to consider the past four years of SAO/PSLO assessment and share one or two success stories about the impacts of this assessment on student learning and/or service delivery. Completed Annual and Comprehensive Program Reviews for each academic year are stored on the College Plan and Program Review web page, where they are available to faculty, staff, and administrators for reference. [CR8.19, CR8.20]

Conclusion

San José City College (SJCC) has addressed the deficiencies and concerns cited in College Recommendation 8 by the ACCJC External Evaluation Team and meets ACCJC Standards I1.C.3 and ER17. The College delivers equitable access to "appropriate, comprehensive, and reliable support services for online students," particularly with regard to tutoring services and distance education technical support. Electronic student education plans, improved online counseling software, and an online student success video library now make it easy for all students, regardless of location, to access the support services they need in a user-friendly, timely, and convenient format.

All student services programs are on track toward completing either an Annual Program Review or Comprehensive Program Review according to the calendar and timeline set by the College's Program Review Committee. As part of the template for the Program Review, all programs and services at the College are asked to list, assess, and discuss their Student Learning Outcomes (SLOs) or Service Area Outcomes (SAOs) and/or their Program Student Learning Outcomes (PSLOs), depending on the program. This component is required for the Program Review to be validated and subsequently utilized in the annual budgeting and resource allocation process.

Evidence for Response to College Recommendation 8

Document Number	Document	Link	Page
CR8.1	SJECC Distance Education Plan, 2015-2018	CR8.1—: DE Plan	Pages 13-15
CR8.2	SJECC Online College Orientation Instructions	CR8.2—Online College Orientation Instructions	
CR8.3	SJCC Students Access to Electronic Educational Plans	CR8.3—: SJCC Students Access to Electronic Educational Plans	
CR8.4	SJCC Sample Student Educational Plan	CR8.4—: SJCC Sample Student Educational Plan	
CR8.5	Cranium Café Service Agreement	CR8.5—: Cranium Café Services Agreement	
CR8.6	Student Lingo log-in page	CR8.6—: Student Lingo log-in page Link: www.studentlingo.com/sjcc	(new, not on TOC)
CR8.7	Student Lingo flyer	CR8.7—: Student Lingo flyer listing student success workshops INSERT LINK TO PDF OF FLYER	
CR8.8	SJCC Counseling Department homepage	CR8.8—: New link not on original TOC list Link: http://www.sjcc.edu/current-students/on-campus-resources/counseling	(new, not on TOC)
CR8.9	SJCC Library homepage	CR8.9—: New link not on original TOC list Link: http://www.sjcc.edu/current-students/library/distance-education	(new, not on TOC)
CR8.10	SJCC Reading and Writing Center	CR8.10—: New link not on original TOC list INSERT LINK TO READING AND WRITING CENTER	(new, not on TOC)
CR8.11	NetTutor	CR8-11—: New link not on original TOC list	(new, not on TOC)

		Link: http://www.sjcc.edu/Library/pages/onlinetutor.aspx	
CR8.12	SJCC ITSS HelpDesk	CR8.12—: Not on original TOC INSERT LINK TO HELP DESK WEB PAGE OR PAGE WITH HELPDESK PHONE & E-MAIL	(new, not on TOC)
CR8.13	SJCC Canvas learning platform	CR8.13—: Not on original TOC INSERT LINK TO CANVAS WEB PAGE OR PAGE WITH CANVAS IT SUPPORT PHONE #	(new, not on TOC)
CR8.14	SJCC Faculty DE Handbook	CR8.14—: Handbook	
CR8.15	SJCC Faculty DE Handbook pages related to resources	CR8.15—: Handbook	
CR8.16	SJCC College Plan and Program Review web page	CR8.16—: College Plan and Program Review web page Link: http://www.sjcc.edu/discover-sjcc/college-plans-and-program-review	(new, not on TOC) Pages 1-3
CR8.17	SJCC Program Review web page	CR8.17—: SJCC Program Review web page Link: http://www.sjcc.edu/faculty-staff/committees/program-review	(new, not on TOC) Pages 1-7
CR8.18	SJCC Program Review— Comprehensive Review Calendar 2017-2018	CR8.18—: SJCC Program Review Comprehensive Review Calendar Link: http://www.sjcc.edu/faculty-staff/committees/program-review	(new, not on TOC) Pages 4-5
CR8.19	SJCC Program Review Handbook	CR8.19—: Program Review Handbook Link: link to handbook on College Plan and Program Review web page, open to page 21	(new, not on TOC) Page 21
CR8.20	SJCC Sample Program Reviews	CR8.20—: Examples of completed program review LINK TO RECENT PROGRAM REVIEWS IN AREAS CITED IN CR8	(new, not on TOC)

Response to College Recommendation 9

College Recommendation 9

Official Recommendation (from ACCJC letter to Dr. Byron Clift Breland, President, San José City College, 2/3/17):

In order to meet the Standard, the team recommends the College create, implement, and assess the effectiveness of a procedure for documenting formal student complaints, including creating and maintaining a repository of complaints available for review. [II.C.8, 602.16 (a)(1)(ix), and 668.43]

Related Concerns Cited (from ACCJC External Evaluation Report to Dr. Byron Clift Breland, President, San José City College, 2/3/17):

Student complaint procedures were the focus of the ACCJC External Evaluation Team's comments in College Recommendation 9. During its site visit to San José City College, the Team found that formal student complaints for the last six years were not available, as required for compliance with federal regulations and ACCJC standards. The Team also reported that it was unable to analyze student complaint files to verify compliance with these regulations and standards because files were unavailable for review.

Based on interviews with SJCC staff, the Team also found that the faculty, administrators, and staff that were interviewed did not seem to have a clear and consistent understanding of the student complaint process. The Team, therefore, concluded that the College "...did not demonstrate an accurate implementation of the required student complaint policies and procedures." Furthermore, the Team stated, "formal student complaint files were not kept in a centralized area and/or did not exist."

Without proper policies, procedures, and practices in place for handling and documenting formal student complaints, the Team pointed out, the College was not in compliance with ACCJC Accreditation Standard 11.C.8, which requires that the institution "...maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files were maintained. The institution publishes and follows established policies for release of student records." In addition, the College could not show that it had adequately met the Commission's requirements in terms of regulation citations 602.16(a)(1)(ix) and 668.43.

Response

San José City College has taken significant steps over the last year to improve and clarify its policies and procedures related to formal student complaints and to ensure that all constituencies—students, faculty, staff, and administrators—have access to the student complaint process. The College has also created systems for documenting formal student complaints, including creating a repository of complaints for review. These institutional improvements are described in the four Corrective Actions that follow.

Corrective Action 1: Clarify sequential steps in the student complaint process at SJCC

As a first step in responding to the ACCJC External Evaluation Team’s concerns, in spring 2017 the SJCC Office of the Vice President of Student Services produced a Complaint Process flowchart, mapping out the specific steps in both the informal and formal processes for handling a student complaint. Students with a concern or issue—other than sexual harassment or discrimination—may first bring the issue to a concerned party to resolve internally. If they are unable to resolve the issue, the next step is to involve the appropriate administrator to work with them to resolve the issue. If they are still not able to resolve the issue, the student may file a formal complaint. [CR9.1]

Once a formal complaint is filed, the form is routed to one of four administrators: the appropriate College administrator, the Americans with Disabilities Act Compliance Officer, the Academic Dean or Vice President of Academics, or the Vice President of Student Affairs (Title IX or sexual harassment or discrimination). Unresolved complaints may eventually be forwarded to the College President, the District EEO, the Chancellor, or Board of Trustees, or even the Office of Civil Rights (OCR), depending on the type of complaint.

Corrective Action 2: Establish an online repository of complaints available for review

One of the main concerns cited by the ACCJC External Evaluation Team was that formal student complaints for the past six years were not available for review, either in hard copy form or in an online format. SJCC has rectified this situation by creating and implementing a comprehensive procedure for documenting and archiving formal student complaints.

Starting in the 2017-2018 academic year, all student complaints at SJCC have been logged into an online repository of formal and informal complaints. For this purpose, the College selected Maxient, a specific software for the confidential maintenance of complaints and behavior records. In spring 2017, the Office of the Vice President of Student Services held trainings for all SJCC administrators to 1) review the new flowchart outlining the various steps in the informal and formal student complaints processes, 2) introduce them to the new Maxient software, 3) increase understanding of compliance requirements and confidentiality issues, and 4) make sure all are using standardized process for documenting student complaints. Additionally, a Maxient user guide was developed to assist administrators in using Maxient and to ensure that the online repository is used correctly. [CR9.2, CR9.3]

Corrective Action 3: Introduce annual assessment of the SJCC student complaint process

To encourage continuous improvement in the management and resolution of student grievances, the SJCC Office of the Vice President of Student Services has taken the additional step of introducing an annual assessment of student complaints and the complaints process. This assessment will be initiated and coordinated by SJCC’s new Risk Assessment Behavior Intervention Team (RABIT), a multidisciplinary group that meets regularly to evaluate trends in individual and group behavior on campus. As part of its work, RABIT is responsible for communicating student concerns and complaints to the larger campus community on an annual basis.

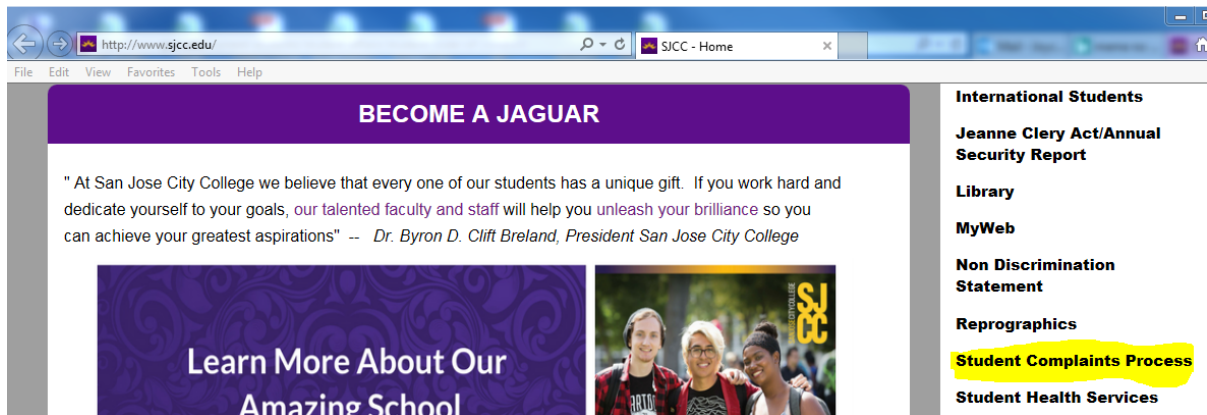
The RABIT Student Complaints and Concerns sessions are conducted by the SJCC Director of Student Development and Activities, who is responsible for discipline, and the SJCC Case Manager, a new position that was created to provide non-clinical prevention, intervention, and support services for students. The new Case Manager role has begun to assist students in crisis and provide faculty members additional information on how to file a report when they are concerned for their students. In fall 2017, they provided updates to four campus groups: the College Advisory Council (CAC), Administrators, Classified Senate, and Academic Senate. [CR9.4, CR9.5]

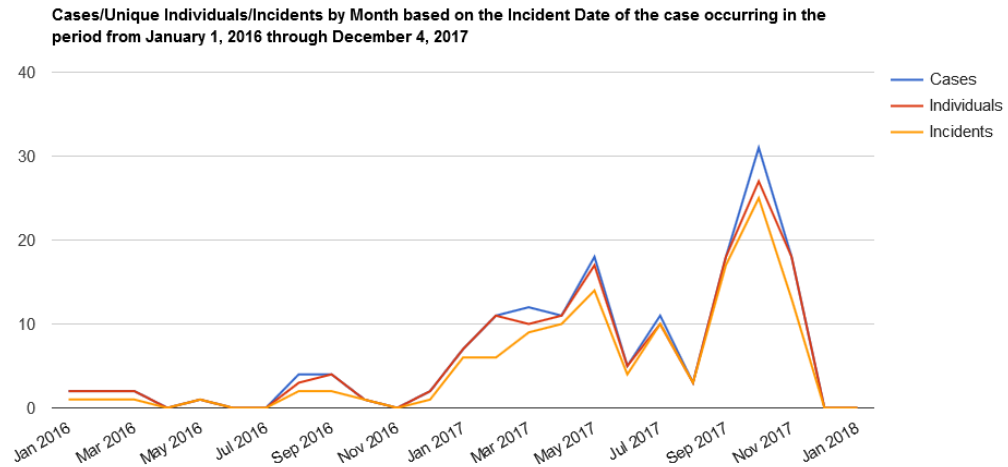
Corrective Action 4: Inform students about the updated complaint process and forms

SJCC has updated its student complaints procedures and related explanatory materials and forms. These are all now available to SJCC students on the College website.

The student complaints process is part of the SJCC Student Code of Conduct, which is listed on the College website and in the College catalog, and is available to all students. Upon enrollment, students are provided with a copy of the Complaints Process flowchart (described under Corrective Action 1), a related flowchart that advises them regarding who they should contact for specific kinds of grievances, and a related Frequently Asked Questions (FAQ) document that provides vital information for students who may be considering submitting a complaint or grievance. In addition, there is now an updated San José City College Student Grievance Form (see citation for Maxient software under Corrective Action 2). These materials are available to students on the College website.

[CR9.5, CR9.6, CR9.7]





The graphic demonstrates that students are aware the complaint process, as evidenced by an increase in reporting of cases in Fall 2017.

Conclusion

San José City College has addressed the deficiencies and concerns cited by the ACCJC External Evaluation Team in College Recommendation 9. The College has created and implemented new procedures for submitting informal or formal student grievances and has established an online repository for documenting and archiving student complaints for institutional assessment and external review by the ACCJC. As part of this improvement process, the College has established a built-in annual assessment of the types of student complaints generated, and the institution's effectiveness in handling and resolving complaints over the previous year. Finally, SJCC has updated all forms related to the student complaint process, has informed students about these updates, and has made the forms accessible on the College website.

With these procedural improvements in place, the College now meets ACCJC Accreditation Standard II.C.8. The introduction of an online repository for student complaints files also addresses concerns raised regarding the specific federal regulations and Commission requirements cited. The College cannot provide six years of student complaint files for external review; however, this new online system will, moving forward, allow the College to properly maintain files. By 2023, the College will have the data to meet this requirement fully.

Evidence for Response to College Recommendation 9

Document Number	Document	Link	Page
CR9.1	Complaints Process Flowchart	CR9.1—:	Change in order from TOC
CR9.2	SJCC Student Grievance Form from Maxient	CR9.2—:	Change in order from TOC
CR9.3	Maxient User Guide	CR 9.3	
CR 9.4	How to File a “Person of Concern” Referral	CR 9.4	
CR9.5	SJCC Development & Charge	CR9.5—	Not in original TOC
CR9.6	SJCC Student Conduct Policy	CR9.6—	Not in original TOC
CR9.7	SJCC Student Grievances Information Flow Chart	CR9.7— Link to pdf of chart	Change in order in the TOC
CR9.8	SJCC Student Grievances Frequently Asked Questions (FAQ)	CR9.8— Link to pdf of FAQ	Change in order in the TOC

Response to College Recommendation 10

College Recommendation 10

Official Recommendation (from ACCJC letter to Dr. Byron Clift Breland, President, San José City College, 2/3/17):

In order to meet the Standard, the team recommends the College evaluate all personnel systematically and at stated intervals. The team further recommends the District evaluate the college president according to Board Policy 2436 Evaluation of the College President. [III.A.25 and IV.C.3]

Related Concerns Cited (from ACCJC External Evaluation Report to Dr. Byron Clift Breland, President, San José City College, 2/3/17):

The ACCJC External Evaluation Team's comments in College Recommendation 10 addressed timely and systematic evaluation. During the October 2016 site visit, the Team found two principal weaknesses in the management of personnel evaluations at San José City College.

First, College evaluations did not appear to be conducted in a timely and systematic manner at stated intervals. The Team determined that the District had established a system of performance evaluation for faculty, staff, and administrative personnel and found that the College was following these evaluation processes. However, a random selection of evaluation files showed that the College was behind schedule in completing evaluations.

Furthermore, the Team found that, due to turnover in the District Chancellor position, the SJCC President had not been evaluated. At the time of the site visit, the College President was working with the District Chancellor to review his goals, following the process outlined in Board Policy 2436: Evaluation of the College President. These goals would then become the basis for his evaluation later in the 2016-2017 academic year.

These deficiencies led the Team to conclude that, while the College is following District evaluation processes, "...gaps still exist, which has resulted in late or delayed evaluations in each employee group, including the President." These delays caused the College to be cited as out of compliance with Accreditation Standard III.A.5, which calls for the evaluation of all personnel "systematically and at stated intervals." It also placed the College out of compliance with Accreditation Standard IV.C.3, which states that "...the governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college..."

Response

In response to the ACCJC External Evaluation Team's recommendations, San José City College (SJCC) has undertaken two Corrective Actions to improve the timely completion of evaluations at all levels at SJCC. These Corrective Actions are as follows:

Corrective Action 1: Establish a new system to ensure timely completion of evaluations

Evaluations for all three personnel categories (faculty, classified staff, and administrators) will continue to be conducted according to established District procedures and collective bargaining agreements. The District will continue to provide the master schedule for evaluations. [CR10.1; CR10.2; CR10.3]

To ensure the timely completion of evaluations, the College has established a new system to monitor and facilitate the systematic completion of all personnel evaluations according to the stated schedule. The SJCC Division Deans are responsible for overseeing evaluations for all personnel within their divisions, according to established policies and procedures. Each Division Dean is supported in this effort by their area’s Senior Division Administrative Assistant. In addition, the college has designated the **Academic Affairs Supervisor** to lead and monitor the progress from the Divisions and other college departments with the completion of evaluations. Thus, the President and Vice Presidents now receive monthly reports on the progress with evaluations designated by administrator. A training session was held January 11, 2018 that included all Division administrative support personnel to review the new process and a consistent means of tracking completed evaluations and reporting them to Human Resources. All of the training material provided during the session is stored and available for updating on the college’s SharePoint Drive.

As part of this evaluation, each division dean or supervisor is required to use the standardized performance goals and objectives matrix and the related performance review components checklist developed by the District. These evaluation documents are to be completed with input from both the division dean or supervisor and the employee being evaluated, and are part of the employee’s personnel record. [CR10.5]

The District Human Resources (HR) Department is the official depository of employee files, evaluations, and confidential material and related documents for both colleges, except for adjunct faculty. HR provides the colleges with master listings of employees on evaluation status per employee type for tracking purposes. The District maintains 12 types of evaluations. Along with the various collective bargaining units, persons responsible for conducting the evaluation and group responsible for inputting the data, creating a repository of the evaluation and thereby tracking the evaluations as outlined below.

Type of Employee	Input Data/ Repository/Tracking
Administrators (MSC)	District Office: Human Resources
Faculty (Tenured)-(AFT)	District Office: Human Resources
Faculty (Tenure-Track)-(AFT)	District Office: Human Resources
Faculty (Grant/Categorical)-(AFT)	District Office: Human Resources
Faculty (One-Year Leave Replacement) (AFT)	District Office: Human Resources
Faculty (Adjunct) (AFT)	<i>Tracked by College</i>
Permanent Supervisor (MSC)	District Office: Human Resources
Probationary Supervisor (MSC)	District Office: Human Resources

Permanent Confidential (MSC)	District Office: Human Resources
Probationary Confidential (MSC)	District Office: Human Resources
Permanent Classified Staff (CSEA)	District Office: Human Resources
Probationary Classified Staff (CSEA)	District Office: Human Resources

HR sends monthly reports to SJCC Division Deans, Administrators, and Academic Affairs Supervisor. Reports include the name and position of the individual to be evaluated and the evaluation date, cycle, and status, as illustrated in the partial screen shot of a recent HR report presented below.

Position Title	Eval Next Date	Eval Cycle Desc	STATUS
Division Admin	10/17/2017	Annual Cycle	DUE
Social Science Instructor	7/6/2018	Every 3 years	CURRENT
Humanities Instructor	12/4/2017	Annual Cycle	CURRENT
English Instructor	10/25/2019	Every 3 Years Cycle	COMING DUE
Program Coordinator	11/20/2017	Annual Cycle	OVERDUE

Upon receipt of the monthly reports from HR, the *Academic Affairs Supervisor* forwards a notification and Spreadsheet of the Employee's Evaluation status to each Dean/Administrator. Employee statuses fall into one of five status categories.

- 1) Coming Due (between 10-60 days from the next evaluation date)
- 2) Currently Due (between 1-9 days from the next evaluation date)
- 3) Overdue (between 0-30 days from the next evaluation date)
- 4) President Notification Date (over 30 days from the next evaluation date)
- 5) Current (no evaluation due at this time)

The *Academic Affairs Supervisor* distributes copies of the reports from HR to the designated administrator and their direct supervisor. All evaluations designated as “Overdue” or “President Notification” will be forwarded by the *Academic Affairs Supervisor* to the appropriate Vice President for immediate follow-up and submission to HR within two weeks of the notification. All administrators have been advised that any Overdue evaluations will appear on their annual evaluation. (Note: An evaluation is not considered complete until it has been signed by all parties and placed in the individual’s personnel file.)

As an extra measure, each quarter, the District Chancellor and the SJCC President will receive a comprehensive report of all late evaluations, divided by personnel category. The report will list the late evaluations. The timing of this report is designed to coincide with the timing of the annual management evaluations. Failure to comply with the completion of evaluations will be noted on the manager’s own evaluation and will reflect negatively on their performance record, potentially impacting recommendation for renewal.

To support this action, the District Human Resources Department has invested additional technological and personnel-related resources, to enhance institutional recordkeeping and improve the ability to complete personnel evaluations in a timely manner. In December 2016, the HR Department upgraded the capacity of its administrative system (Colleague), building additional tables within the system so that the District can track the cycles of evaluation for a dozen separate employee groups. After several test runs, the Department went “live” with the new report management system in February 2017.

HR can now systematically notify SJCC division deans, managers, and supervisors, monthly, regarding the status of evaluations in all personnel categories. It can also provide them with comprehensive reports as needed. In cases where an evaluation has not been completed, notification to the next level of management will occur.

Corrective Action 2: Complete outstanding performance evaluation of SJCC President

The College has worked closely with the District to complete the performance evaluation of the President and move the evaluation of this key position back into a regular cycle of review, in accordance with Board Policy 2436. In February 2017, the District completed the evaluation of the President. At the time this report was being written, the President’s goals and mid-year progress have been completed, and his next annual evaluation will be completed by June 2018, as indicated by District administrative procedures. The evaluation consisted of two major components: 1) Self-Evaluation, based on Performance Goals and Objectives for the 2016-2017 academic year; and 2) a “360 Survey” (survey of key College constituencies) which was distributed and collected February 3-21, 2017. This issue has now been rectified. [CR10.6, CR10.7]

Conclusion

San José City College is in compliance with ACCJC Accreditation Standard III.A.5 and ACCJC Accreditation Standard IV.C.3. Over the past year, SJCC has worked with the District Human Resources Department to strengthen its systems and technology, to effectively monitor the status of evaluations in all personnel categories and to improve evaluation completion rates. At the College level, SJCC has reinforced and clearly defined the process and distribution of responsibility for oversight of evaluations of Division Deans and other administrators. The process for the regular tracking of progress on evaluations of College personnel has noticeably and significantly improved.

SJCC has also completed the evaluation of the College’s President. The evaluation of the President will henceforth be completed according to a pre-determined schedule, as specified by Board Policy 2436 and District personnel policy. Having resolved the two deficiencies noted in College Recommendation 10, SJCC meets ACCJC Standards III.A.25 and IV.C.3.

Evidence for Response to College Recommendation 10

Document Number	Document	Link	Page
CR10.1	SJCC Classified Staff Evaluation Schedule	CR10.1 Link to pdf of Classified Staff Evaluation Schedule from Collective Bargaining Agreement	
CR10.2	SJCC Manager, Supervisor, and Confidential Evaluation Schedule	CR10.2 Link to pdf of Manager, Supervisor, and Confidential Evaluation Schedule	
CR10.3	SJCC Faculty Evaluation Schedule— Timeline of Tenure Review Process	CR10.3 Link to pdf of Faculty Evaluation Schedule— Timeline of Tenure Review Process from Collective Bargaining Agreement	
CR10.4	SJCC Division Dean’s Position Job Description and Performance Goals and Objectives Matrix	CR10.4 Link to pdf of Division Dean’s Position Job Description and Performance Goals and Objectives Matrix	
CR10.6	SJCC President Evaluation: Self-Evaluation Based on Performance		

	Goals and Objectives		
CR10.7	SJCC 360 Survey	Link	