

Accreditation Follow-Up Report
Draft to Campus Constituency Groups

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

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)

San Jose City College

(Name of Institution)

2100 Moorpark Avenue / San Jose, CA 95128

(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)

Table of Contents

Follow Up Report Preparation & Timeline	4
Response to College Recommendation 1	6
Response to College Recommendation 3	10
Response to College Recommendation 5	16
Response to College Recommendation 6	19
Response to College Recommendation 7	22
Response to College Recommendation 8	25
Response to College Recommendation 9	32
Response to College Recommendation 10	37

DRAFT

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). This was followed by a site visit by ACCJC to SJCC 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" in March 15, 2018 due to college and district deficiencies. The report and action letter were made available to the public on the College's accreditation web page upon receipt.

Immediately after receiving the team report and action letter, SJCC administrative leadership met to develop a plan to address the eight college responses and one district response. In the spring of 2017, the college leadership enacted the 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 SJCC's and the San Jose Evergreen Community College District's (SJECCD) 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.

SJCC's Accreditation Faculty Coordinator and Accreditation Liaison Officer (ALO) prepared this Follow-Up Report along with various shared governance committees at the college and support from all constituency groups. Information was gathered from all college constituency groups, faculty, classified staff, administrators, and most importantly students.

Timeline

Spring 2017

- ALO meets with College Executive Team to Review ACCJC Letter and External Evaluation Team Letter
- College Advisory Council receives updates and provides recommendations on responses to college recommendations
- Academic Senate receives updates and provides recommendations on responses to college recommendations
- Various committees receives updates and provides recommendations on responses to college recommendations

Summer 2017

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

Fall 2017

- Update to academic senate at meetings
- Update to
- ALO & Accreditation Faculty 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 for the Campus Community

Spring 2018

- Formal approval from various constituency groups at SJCC
- Formal approval 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 | Accreditation Faculty Coordinator

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

Strike Team Members:

Eliazer Ayala-Austin | Dean of Counseling

Judith Bell | Faculty

Byron Breland | President

Jonathan Cronan | Faculty

Celia Cruz-Johnson | Interim Dean, Language Arts

Dee Davis | Secretary

JoAnn McGowan | Schedule Coordinator

Roland Montemayor | Acting VP of Academic Affairs/Student Affairs

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 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 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 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 will be an integral and ongoing part of the College's Program Review process. According to the new methodology, the first step in developing institution-set standards will occur during the annual Program Review. Each department or program selected to participate in Program Review for the year will receive a program review data packet, with multiple sets of data related to their program or department for them to review.

Participating programs and departments are now 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 requirement in the orientation to the Program Review process and made aware of its importance in institutional planning.

Once the College has collected the Program Review Data Worksheets from all Program Review participants, the next step is to use this data to establish standards for the overall institution. 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 of 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.

Going forward, the data from the annual Program Review Data Worksheet and the approved institution-set standards from the current and previous years will be used in annual planning, helping 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 included a column with proposed recommendations for one-year change and specific actions that could be taken to achieve the proposed changes, such as awarding six more degrees or helping five more students transfer.

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

In addition, the College's new Dean of Institutional Research, Planning, and Institutional Effectiveness as 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, culled 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.

DRAFT

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 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 about 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 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 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 fell 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—interviews with members 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 program have

comprehensive review.” 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 of weakness 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. 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 also 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 to enable and ensure broad, substantive, and meaningful dialog about Student Learning Outcomes (SLOs) and institutional effectiveness have fallen short in recent years, despite the ongoing efforts of individual governance groups at SJCC. The College also recognizes that, because institutional processes have been either non-existent or only partially implemented, SJCC as an institution has not been able to adequately communicate the results of these dialogs to key constituencies college wide.

These deficiencies have curtailed the College’s ability 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 most important action the College has taken to address College Recommendation 3 in the months since the 2016 ACCJC site visit is to create 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 SJCC Vice President of Academic Affairs and is responsible for providing leadership for institutional research for all College functions, programs, services and activities, 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 and organize other key initiative in 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 and administrators to consolidate key committees responsible for aspects of institutional planning into one centralized committee, the Planning and Institutional Effectiveness Committee (PIE). As observed by the ACCJC External Evaluation Team, the SJCC Strategic Planning Committee was not adequately fulfilling its mission to ensure that the College’s strategic planning process was sound, collaborative, evidence-based, and sustainable. In addition, there was not adequate communication between the Strategic Planning Committee and other governance groups on campus, such as the College Advisory Council, to align strategic planning with annual institutional planning.

The new PIE Committee, which is chaired by the new Dean, addresses this weakness by centralizing and coordinating planning efforts on campus. Additionally, this new Dean position also sits on 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.

Another 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’s purpose is 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), to support improved institutional assessment and planning. To start, the College has successfully transitioned the online tracking and reporting of Course SLO data from TracDat to Curricunet. The College is currently working with Curricunet to develop a separate module to enable it to enter Program SLO data. It is also working with Curricunet to make sure that the 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 in 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]

To stimulate campus-wide engagement in dialog about SLOs, SLOAC is also 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, recent Division Coordinator job descriptions have been modified to include the responsibility to attend SLOAC meetings and to liaise with SLOAC on behalf of their division, acting 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 the communication, there was a SLO Sessions that gives a chance for faculty, staff, and administrators come together to see how SLO assessments play an instrumental role in planning and resource allocation. [CR3.5]

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. [CR3.5]

Conclusion

San José City College (SJCC) now 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 oversee 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 ensuring that all programs, including CTE programs, review SLOs as part of the annual and comprehensive Program Review process. With these new mechanisms and structures in place, the College looks forward to improving institutional effectiveness and, ultimately, enhancing 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	Not in original TOC
CR3.2	SJCC PIE Committee Description	CR3.2— Link to pdf of committee description	Not in original TOC
CR3.3	Copy of <i>SJCC Check Point</i>	CR3.3— Link to pdf of <i>SJCC Check Point</i>	Not in original TOC
CR3.5	SJCC Student Learning Outcomes Assessment Committee Curricunet training link (DATE??)	CR3.7—Link to YouTube video training produced by SLOAC to show faculty how to enter info into Curricunet	Not in original TOC

Response to College Recommendation 5

College Recommendation 5

Official Recommendation (from ACCJC letter to Dr. Byron 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, 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 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. It also 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. That end, has undertaken the following corrective action in response to the recommendation:

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

In fall 2017, San José City College (SJCC) developed a Memorandum of Understanding (MOU) with the Center for Employment Training (CET), signed on 10/17/16, 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 serves provided to other students enrolling 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

DRAFT

Response to College Recommendation 6

College Recommendation 6

Official Recommendation (from ACCJC letter to Dr. Byron 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 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 make sure that all information provided to students through these syllabi was consistent with the College's approved Course Outline of Record (COR) and approved Student Learning Outcomes (SLOs). 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 learning outcomes from the institution's officially approved course outline."

Response

San José City College (SJCC) 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: Institute system for regular monitoring of course syllabi, to ensure compliance with approved Course of Record and Student Learning Outcomes (SLOs).

In January 2017, the Vice President of Academic Affairs at San José City College (SJCC) established a new set of procedures to facilitate the regular monitoring of course syllabi for accuracy, consistency, and alignment with the approved Course of Record and SLOs. 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 now responsible for overseeing course syllabi and ensuring quality control. This includes monitoring the syllabi for the College's CTE courses.

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

The senior division administrative assistants are responsible for reviewing each course syllabus to make sure that it meets these criteria, following up with individual faculty to make any needed corrections or adjustments, and providing status updates to the division dean, and, if necessary, notifying the dean about any compliance issues that might arise. A copy of the completed syllabus is uploaded on file in the SJCC Office of Academic Affairs, for future reference and documentation purposes. The completed syllabi are also available on the SJCC sharepoint drive. [CR.3]

Question for Dee: do we print these?

Conclusion

San José City College (SJCC) has addressed the deficiencies and concerns cited in College Recommendation 6 by the ACCJC External Evaluation Team and now meets ACCJC Accreditation Standard I.C.1 and Standard II.A.3. The College now has a system in place for monitoring all syllabi (including those for CTE courses) on a regular basis and making timely adjustments to ensure accuracy, consistency, and alignment with the approved Course 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 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 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 420 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 found two related compliance issues that still needed to be addressed for the District, and, therefore, San José City College (SJCC), to fully meet ACCJC standards and federal regulations. First, at the time of the site visit, Administrative Procedure (AP) 4020 Program and Curriculum Development (the administrative procedure directly corresponding to BP 4020) was still in draft form and had not yet been approved. AP 4020 is critical in that it outlines the specific procedures for implementing BP 4020.

Secondly, 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. In this way, 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." The College also did not adequately meet the corresponding Eligibility Requirement (ER) for ACCJC Standard 11.A.9, ER 10, which addresses the issue of 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."

[Intentional blank space]

Response

San José City College (SJCC) 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 has identified and implemented the following corrective action:

Corrective Action 1: Approve 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," based on these federal regulations, to guide practice. [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 established both a policy and a related procedure regarding clock-to-credit hour calculations that adheres with U.S. Department of Education calculations, as well as ACCJC Accreditation Standards and Eligibility Requirements. These, in turn, can guide institutional practices regarding academic credit, ensuring that the College is both in compliance and alignment 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)	CR7.1— http://sjeccd.edu/Board/Procedure/ap4020.pdf	p. 3-4
CR7.3	SJCC College Advisory Council Meeting Minutes (3/17/17)	CR7.1— 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 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 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)

Nevertheless, 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 the 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 College Recommendation 8, therefore, by recommending that "...all student support programs should establish learning outcomes and complete program reviews." (ACCJC letter to Dr. Byron 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 (SJCC). The College is dedicated to providing an array of support services to help students achieve their educational objectives, 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) now 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 (SEP) 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 resource, 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, for maximum convenience. For those students who are not able to physically come to campus, for whatever reason, core support services, such as orientation, SEP development, counseling, tutoring, and tech support are all 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 a SEP by the end of their first semester of college. The College utilizes an online college orientation to reach all students, regardless of location. [CR8.2]

Once students complete the orientation, they are referred to a counselor to complete an initial Student Education Plan (SEP). 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 online counseling software program, Cranium Café, which was launched in spring 2017. All students, online and on-site alike, can now interface with counselors and develop their educational plan virtually through Cranium Café. [CR8.5]

In addition to being able to create and access their SEP online, all enrolled students have access to Student Lingo, an electronic resource that offers more than 40 on-demand student success workshops on a range of topics, from study tips, time management, and exam preparation to financial aid, financial literacy, résumé writing, and job interview skills. Students can access these videos 24/7 from any location. [CR8.6, CR8.7]

The College's Counseling Department has also created a departmental e-mail address (sjcc.counselingappts@sjcc.edu) so that DE students may e-mail the department to request counseling services. Upon request, a telephone or e-mail appointment is scheduled, for either a 30-minute or 60-minute session. Additionally, counselors assigned to drop-in counseling services respond on a rotating basis to walk-in, telephone, or e-mail drop-in counseling requests. A description of available counseling services, as well as links to other student support services and resources, such as SJCC's Online Orientation and Student Lingo, can be found on the SJCC Counseling Department's homepage. [CR8.8]

The SJCC Library is also plays an important role in providing services for online students, faculty, and staff. As stated 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 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 may access these online features at any time, in addition to using the on-site services available 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 SJCC learning management system (Canvas).

The SJCC Reading and Writing Center also offers online tutoring for students, to assist them with developing their reading and writing skills. In addition, the College uses an online service, NetTutor, to provide 24/7 tutoring services in multiple fields specifically for distance education students and students in hybrid classes. Students can access this service through the Library website. [CR8.10, CR8.11]

Currently, the College's Information Technology Support Services (ITSS) Helpdesk offers all SJCC students support by phone and by e-mail during regular business hours (Monday-Friday, 7:00 am to 5:30 pm). Since the 2016 summer session, Canvas, the College's learning platform, has also been providing students with support during hours when the ITSS Helpdesk is not available. The ITSS Helpdesk phone number and e-mail and the Canvas support phone number are posted on the College website. [CR8.12, CR8.13]

Finally, faculty are informed about the various online services available to both students and faculty through the *San José City College Distance Education Handbook*. The handbook specifically addresses resources that support distance education. [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 a critical element 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 and a larger Comprehensive Review in the fourth year.

The College’s Program Review Committee (PRC), which reports directly to the SJCC Academic Senate, is responsible for determining and overseeing the PRC timeline and review process. This includes notification of 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 on the SJCC website, along with the PRC meeting agendas and minutes. [CR8.17]

Individual programs, including student services programs, undergo Comprehensive Review on a rotating basis, according to a timeline and calendar prepared by the PRC. 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 Past Five Years (2013-2014 to 2017-2018)					
Student Services Program Area	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018 (in progress)
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 (EOPS)	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	
Student Accessibility Services (formerly Disabled Student Programs and Services—DSPS)	APR	CPR	APR	APR	APR??
Student Development Activities/ Student Life and Activities/Outreach	APR	APR	CPR	APR	APR??
Veteran’s 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: 1) Counseling and Orientation; and, 2) Student Affairs. Campus Tech, which includes tech support for student support services, will also undergo Program Review in 2017-2018. All other student support programs will complete an Annual Program Review. [CR8.18]

Both the Annual Program Review and the Comprehensive Program Review format 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 Institutional Student Learning Outcomes (ISLOs). Further, student service areas had updated their schedule to review Program SLOs and/or Service Area Outcomes to better reflect their activities related to outcomes assessment.

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 now meets ACCJC Standard II.C.3 and ER17. The College now provides electronic access to the full array of student support services available to both distance education and on-site students, including online orientation, counseling, library resources, and tutoring services. Electronic student education plans, improved online counseling software, and an online student success video library now makes 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 with 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 standardized 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 forwarded to be used 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 Link: http://www.sjcc.edu/Library/pages/onlinetutor.aspx	(new, not on TOC)
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 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 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 (SJCC), the Team found that formal student complaints for the last six years were not available, as required for compliance with federal regulations and ACCJC policies. The Team also reported that it was unable to analyze student complaint files to verify compliance with these regulations and standards because files were not available for review.

Based on interviews with SJCC staff, the Team also found that the faculty, administrators, and staff 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 (SJCC) has taken significant steps over the last year to improve and clarify its policies and procedures related to formal student complaints and ensure that all constituencies—students, faculty, staff, and administrators—are informed about 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 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 American Disability 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 complaints.

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 to 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 will be logged into an online repository of formal and informal complaints. FaThe College has selected Maxient, a specific software for confidentially maintaining grievance and behavior records, for this purpose. 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 for documenting student grievances. Additionally, a maxient user guide was developed to assist administrators on how to use maxient and ensure that the online repository is used correctly. [CR9.2] [CR9.3]

Corrective Action 3: Introduce annual assessment of SJCC student complaints 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 added 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 will be 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. This new role of a Case Manager has begun to not only assist students in crisis, but the new role has begun to provide faculty members more information on how to file a report when they are concerned for 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]

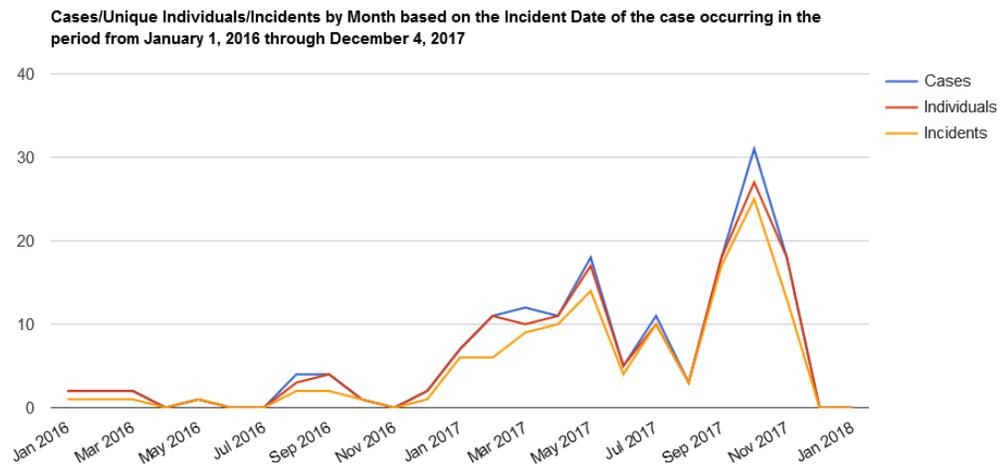
Corrective Action 4: Inform students about updated complaints process and forms.

SJCC has recently 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 as needed. Upon enrollment, students are provided with a copy of the Complaints Process flowchart (described under Corrective Action 1), a related flowchart on who to contact for specific kinds of grievances, and a copy of a related Frequently Asked Questions document, which provides vital information to 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]

To demonstrate the fact that students are aware the complaint process, this graph shows an increase in reporting of cases in Fall 2017.



Conclusion

San José City College has made significant progress in addressing the deficiencies and concerns cited by the in ACCJC External Evaluation Team in College Recommendation 9.

The College now has created and implemented new procedures for submitting an informal or formal student grievance and established an online repository for documenting and archiving student complaints for institutional assessment purposes 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 over the last year and the institution’s effectiveness in handling and resolving these complaints. Finally, the SJCC has updated all forms related to the student complaints process, informed students about these update forms, and made the 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 still does not meet the specification of being able to provide six years of student complaint files for external review, however, this new online system will allow the College to maintain files properly from this point on and, eventually, be able to meet this requirement fully.

Evidence for Response to College Recommendation 9

Document Number	Document	Link	Page
CR9.1	Complaints Process Flowchart (DATE??)	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	CR9.6—	Not in original TOC

	Policy		
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

DRAFT

Response to College Recommendation 10

College Recommendation 10

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

Timely evaluation was the subject of the ACCJC External Evaluation Team's comments in College Recommendation 10. During the October 2016 site visit, the Team found two major weaknesses in the management of personnel evaluations at San José City College (SJCC).

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 in all three personnel categories.

Furthermore, the Team found that, due to turnover in the District Chancellor position, the SJCC President had not been evaluated in several years. 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, 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 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 now responsible for overseeing evaluations for all personnel within their division, according to established policies and procedures. Each Division Dean will be 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 will receive monthly reports on the progress with evaluations. [CR job description] A training session was held in December which included all Division administrative support personnel to review the new process and obtain a consistent means of tracking and reporting completed evaluations to Human Resources. [CR training session agenda]

Ultimately, the SJCC Division Dean’s job description clearly describes this oversight function with regards to personnel evaluation in their division. As per the job description, the division dean not only supervises and evaluates the performance of assigned staff, but also oversees the timely completion of all faculty and staff evaluations within the division. As part of this evaluation, each division dean or supervisor is required to use the standardized performance goals and objectives matrix and 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. [CR10.4]

The College has also clarified the steps that to be taken to monitor and verify completion of evaluations. The District Human Resources (HR) Department will continue to be responsible for tracking the completion of evaluations overall and maintaining confidential files of all related documents. The District tracks 12 different types of evaluations along with the various collective bargaining units, as outlined below:

SJECCD Human Resources Department: Types of Evaluations Tracked	
Administrators (MSC)	Permanent Supervisor (MSC)
Faculty (Tenured)-(AFT)	Probationary Supervisor (MSC)
Faculty (Tenure-Track)-(AFT)	Permanent Confidential (MSC)
Faculty (Grant/Categorical)-(AFT)	Probationary Confidential (MSC)
Faculty (One-Year Leave Replacement) (AFT)	Permanent Classified Staff (CSEA)
Faculty (Adjunct—tracked by college only) (AFT)	Probationary Classified Staff (CSEA)

The District Human Resources Department sends monthly reports to SJCC Division Deans, as well as to other SJCC administrators responsible for conducting evaluations. Reports will 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

The HR reports will notify administrators about the status of the evaluations in their care. Copies of the report will also be sent to the **Academic Affairs Supervisor** of Notifications will fall into one of five status categories: 1) Coming Due (between 10-60 days from next evaluation date); 2) Currently Due (between 1-9 days from next evaluation date); 3) Overdue (between 0-30 days from evaluation date); 4) President Notification Date (over 30 days from the next evaluation date); and, 5) Current (no evaluation due at this time). The Academic Affairs Supervisor will distribute copies of the reports from Human Resources to the administrator's direct supervisor.

If, after an "Overdue" notice has been issued, the evaluation is still not completed, the matter will be first forwarded to the supervising administrator. If the evaluation is not completed immediately, the College President will be notified. (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 July, 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 that have yet to be completed. 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.

In addition to the improvements to the evaluation process made at the College level, certain changes have also been recently implemented at the District level that will positively impact the ability of the College to coordinate with the District on the timely completion of evaluations. Until recently, the District Human Resources Department notified supervisors and managers when evaluations were due or late, but did not track completion. To close this gap, the job responsibilities of the District Vice Chancellor of Human Resources have been revised to include tracking the completion of evaluations as a major responsibility. [CR10.5]

To support this function, the District Human Resources Department has invested additional resources, in terms of technology and personnel, to enhance institutional recordkeeping and the ability to complete personnel evaluations in a timely manner. In December 2016, the

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 different employee groups. After several test runs, the Department went “live” with the new report management system in February 2017.

The District Human Resources Department can now systematically notify SJCC division deans, managers, and supervisors on the first of the month about 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, it can escalate notification to the next level, until the matter can be resolved. It now also has the capacity to generate annual reports on the completion of evaluations, which can then be used to inform managerial evaluations.

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 SJCC President and move the evaluation of this key position back into a regular cycle of review, in accordance with Board Policy 2436. Due to turnover in the District Chancellor position, the SJCC President had not been formally evaluated since spring 2014. This situation has now been rectified. In February 2017, the District completed the evaluation of the president. The evaluation consisted of three components: 1) Self-Evaluation, Based on Performance Goals and Objectives for 2016-2017; 2) 360 Survey (survey of key College constituencies), distributed February 3-21, 2017; and, 3) Evaluation Meeting with SJECCD Chancellor, February 27, 2017. [CR10.6, CR10.7, CR10.8]

Conclusion

San José City College (SJCC) is now 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 systems and technology, in order to, effectively monitor the status of evaluations in all personnel categories and improve evaluation completion rates. At the College level, SJCC has assigned integrated responsibility for oversight of evaluations into the Division Dean job description and set up a system for the regular tracking of progress on evaluations of College personnel.

SJCC has also completed the long overdue evaluation of the College’s President. Going forward, the President position will be evaluated according to a set schedule, as specified by Board Policy 2436 and District personnel policy. With these two accomplishments in place, SJCC now satisfies ACCJC requirements and is confident that it will be able to demonstrate improved compliance with the ACCJC Standards cited in future accreditation reviews.

Evidence for Response to College Recommendation 10

Document Number	Document	Link	Page
CR10.1	SJCC Classified Staff Evaluation Schedule	CR10.1—10A Link to pdf of Classified Staff Evaluation Schedule from Collective Bargaining Agreement	
CR10.2	SJCC Manager, Supervisor, and Confidential Evaluation Schedule	CR10.2—10B Link to pdf of Manager, Supervisor, and Confidential Evaluation Schedule	
CR10.3	SJCC Faculty Evaluation Schedule— Timeline of Tenure Review Process	CR10.3—10C 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—10D Link to pdf of Division Dean’s Position Job Description and Performance Goals and Objectives Matrix	
CR10.5	SJCCD District Vice Chancellor of Human Resources Job	http://www.sjeccd.edu/district-services/human-resources	

	Description		
CR10.6	SJCC President Evaluation: Self- Evaluation Based on Performance Goals and Objectives	Link	
CR10.7	SJCC 360 Survey	Link	
CR	Job description for Academic Affairs Supervisor	PDF of job description or link	

CR	SJCC training session on tracking evaluations	Training session with all administrative personnel On various tasks and tools required for Academic Affairs Supervisor and division assistants to tracking evaluations	
----	---	---	--

CR	Agreed upon Evaluation Procedures as outlined by Collective Bargaining Groups	Collective Bargaining Agreements AFT CSEA MSC	
----	---	--	--