II.A.1: All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

SJCC instructional programs are aligned with the College’s mission, meet standards of higher education, and result in student achievement of outcomes as well as degrees, certificates, employment, or transfer.

EVIDENCE OF MEETING THE STANDARD

Alignment with College Mission and District Core Values

The Mission Statement of San Jose City College (SJCC) serves as the foundation for the programs and courses offered by the institution (see Document 1, see Standard I.A.1)\(^1\) To support students in the achievement of their educational, employment, and life-long learning goals, as is typical of a multi-function community college, SJCC provides a wide range of two-year degrees and certificates, transferable general education courses, career technical training, basic skills courses, and English as a Second Language instruction (see Document 2). This commitment is echoed at the District level, as reflected in the District’s mission (see Document 37) and core values (see Document 3) and aligns well with the California Education Code on California Community College Mission (see Document 38). Further, the San Jose Evergreen Community College District Board policies direct the College to ensure that programs and curricula maintain a high standard of quality and remain pertinent to needs of community stakeholders, including recent high school graduates, veterans, returning adults, basic skills learners, transitional students and lifelong learners, all of whom encompass the mission of SJCC (see Document 4).

Data from the Fall 2014 San Jose Evergreen Community College District Fact Book demonstrates that student goals are accurately reflected in our mission (see Document 39). The largest proportion of students (37.62%) are seeking transfer, with the second and third largest populations seeking two-year degrees (5.49%) or Career Exploration (5.54%), respectively. The College works continuously to provide educational offerings that align with this student need. Currently, the College offers a robust array of courses that meet the General Education requirements for transfer to both the CSU and UC systems, as well as many private institutions (see Document 40). SJCC students can also select from 47 Associate degrees (11 of which are Associate Degrees for Transfer), as well as 27 certificates (see Document 22).

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\(^1\) ER 9 Educational Programs compliant
<table>
<thead>
<tr>
<th>Fall</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer</td>
<td>43.79%</td>
<td>43.75%</td>
<td>39.95%</td>
<td>37.83%</td>
<td>38.37%</td>
</tr>
<tr>
<td>AA/AS Degree</td>
<td>5.13%</td>
<td>5.68%</td>
<td>5.51%</td>
<td>5.57%</td>
<td>5.35%</td>
</tr>
<tr>
<td>Certificate</td>
<td>1.46%</td>
<td>1.77%</td>
<td>1.32%</td>
<td>1.37%</td>
<td>1.97%</td>
</tr>
<tr>
<td>Improve Job Skills</td>
<td>7.48%</td>
<td>7.16%</td>
<td>6.63%</td>
<td>4.34%</td>
<td>4.44%</td>
</tr>
<tr>
<td>Discover Career</td>
<td>1.75%</td>
<td>1.49%</td>
<td>1.49%</td>
<td>5.15%</td>
<td>5.23%</td>
</tr>
<tr>
<td>Ed Enrichment</td>
<td>4.75%</td>
<td>4.45%</td>
<td>3.80%</td>
<td>5.36%</td>
<td>5.18%</td>
</tr>
<tr>
<td>Complete HS Credits</td>
<td>4.84%</td>
<td>4.79%</td>
<td>5.28%</td>
<td>4.71%</td>
<td>4.93%</td>
</tr>
<tr>
<td>Undecided/Other</td>
<td>30.80%</td>
<td>30.92%</td>
<td>36.03%</td>
<td>35.69%</td>
<td>34.53%</td>
</tr>
</tbody>
</table>

Source: Fall 2014 End to Term Factbook

In terms of demographics, the College serves a diverse array of students. SJCC’s largest student population (second only to “Other”) is represented by the Hispanic/Latino contingent (24.20%) (see Document 41). In order to effectively serve this population, the College has actively pursued and received multiple Hispanic Serving Institutions (HSI) Program grants to pilot and then institutionalize programs and services that are representative of best practices surrounding the academic success of Hispanic Students (see Document 42).

Per the SJCC mission statement, the College also focuses on students who place into basic skills and ESL courses. Based on the 2015 Student Success Scorecard for San Jose City College, the lowest course attempted by 70.2% of first-time-in-college students in 2008-09 was at the remedial level or in ESL (see Document 47). In addition, successful completion rates of remedial or ESL students who entered in that same year are low and reflect the national crisis of an underperforming population of students who are unable to reach college level courses in English or mathematics (see Document 48). These data have sparked many conversations across campus and have led to inclusion of initiatives for basic skills and ESL students into the Student Equity Plan (see Document 49) as well as the Student Success and Support Program (SSSP) Plan (see Document 50).

As an example, in evaluating the demographics of the College’s service area, it was determined that while many of the region’s residents enjoy an upper middle class lifestyle, thanks to the influx of technology companies, there is a considerable Hispanic population where close to half of all adults over the age of 25 do not have a high school diploma (see Document 63). With a Hispanic population well over 30%, SJCC has begun addressing the opportunity gap through the development of a summer bridge program and first year experience (see Document 61). The Title V Caminos grant, the Student Equity Plan, and the SSSP Plan have earmarked considerable funds to support this program to date (see Documents 62, 49, 50).

Higher Education Standards
All courses, degrees, and certificates offered at San José City College are reviewed, analyzed, and refined by discipline faculty, academic deans, and the Institutional Policies and Curriculum Committee to ensure that they provide the academic rigor required by standards of higher education, are compliant with Title 5 regulations, are in fields of
study appropriate to higher education, are appropriate to the Mission Statement, and uphold the integrity of the College (see Documents 5, 6, 32, 33).^{2}

As described in greater detail in Standard II.A.2, these standards begin at the curricular level. SJCC maintains higher education through faculty-driven development, review, revision, and approval of course curricula, per requirements identified through Title 5 § 55002 - Standards and Criteria for Courses (see Document 35). In all cases, the choice of study in which to offer distance education courses begins with consultation amongst faculty colleagues, per the SJCC Curriculum process (Federal Regulation, see Document 32).

The College offers off-site, online, and hybrid classes (part in-class and part online) to meet the learning needs of its students (see Document 10). Regardless of location and mode of delivery, all instructional courses undergo a thorough review process overseen by the Instructional Policies and Curriculum Committee (IPCC) and are approved by the Academic Senate before submission to the Board of Trustees, and ultimately, to the State Chancellor’s Office (see Document 11).

SJCC is committed to student learning outcome achievement, regardless of location and mode of delivery. With respect to off-site course offerings, SJCC provides instructional services at local educational institutions, such as Leland High School, one of the public high schools of San Jose Unified School District, as well as job training sites, such as the Center for Employment Training (CET), an institution accredited by the Council of Occupational Education dedicated to skill training and human development (see Document 46).

The partnership with Leland High School provides high school students an opportunity to earn both high school and college credit in subjects such as multivariable calculus and world languages. SJCC maintains strong ties with the CET in an effort to be responsive to community needs. The Division of Humanities and Social Sciences coordinates course programming focused on Early Childhood Education courses at the CET. These courses give students credentialing for employment in the early childhood education field and an entry point to consider further academic studies such as associate degrees or transfer. In return, students are able to access higher education instruction and take advantage of comprehensive support services such as transportation to and from the CET, textbooks, and transportation to and from their practicum sites.

In October 2014, the San Jose Evergreen Community College District and Milpitas Unified High School District completed a proposal for the development of the Joint Use 21st Century Post-Secondary Education Center, a community college campus tentatively scheduled for a 3-acre plot of land in Milpitas, CA (see Document 31). Groundbreaking for the facility took place in November 2015 and concomitantly a team of faculty led by the Vice President of Academic Affairs at SJCC is working on educational programming for this site that will ensure higher education standards and rigor are maintained, regardless of location of delivery (see Documents 29, 30).

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^{2} ER 11 Student Learning and Student Achievement compliant
With respect to learning in a distance education format, the Distance Education (DE) Committee is charged with developing policies and promoting practices that contribute to the quality and growth of distance education at San Jose City College. Over the years, this committee has regularly reviewed data and initiated surveys in an effort to support distance education and provide guidelines for best practices. For example, in Fall 2014, all 32 online and hybrid instructors were invited to answer a three-question survey regarding a definition and examples of ‘regular, effective contact’ (see Document 21). With a response rate of 46.9%, the results of this survey were discussed and the feedback was used to support the development of SJCC’s Academic Senate-approved SJCC Instructor Regular Effective Contact Policies and Procedures document (see Documents 20, 64).

The DE committee also regularly reviews enrollment and success rates in online modalities (see Document 66). General conclusions drawn included the fact that while distance education section numbers have increased, enrollments have not. However, it is notable that demographic comparisons illustrate that the College’s online students very closely mirror the face-to-face populations with the exception that there are increases in the 18-20 age range online course taking patterns (see Document 67).

An examination of student success rates in DE vs. face-to-face modalities has also been a source for discussion, not just in the DE committee but across campus. For example, the data below was shared at an English department meeting in Fall 2015. As a result of this information, in combination with success rates of DE students in English courses, the department voted to incorporate distance education as a standing item on every department meeting agenda going forward (see Document 65).

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of DE Sections</th>
<th>Proportion of DE sections to total number of sections</th>
<th>Distance Ed Success Rates</th>
<th>Face to Face Control Group Success Rates</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>67</td>
<td>3.40%</td>
<td>64%</td>
<td>61%</td>
<td>-3%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>110</td>
<td>5.94%</td>
<td>61%</td>
<td>62%</td>
<td>1%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>115</td>
<td>6.08%</td>
<td>61%</td>
<td>62%</td>
<td>1%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>124</td>
<td>6.52%</td>
<td>61%</td>
<td>65%</td>
<td>4%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>124</td>
<td>7.17%</td>
<td>59%</td>
<td>65%</td>
<td>6%</td>
</tr>
</tbody>
</table>

Difference = Face to Face - DE success rate
For this comparison, only sections with both online (and/or hybrid) and face-to-face sections were included.
Source: CROA Student Success Analytics Report: Online Campus comparisons

The College offers distance education courses primarily for courses within the SJCC General Education pattern, as opposed to expansion of online offerings in specific majors. One exception is located in the Humanities and Social Sciences division, where the Alcohol and Drug Studies Program offers an online program for master’s level students interested in pursuing special certification in chemical dependency counseling. SJCC is the first accredited college to offer this program completely in the online modality (see Document 12). The rationale for this expansion into online modality arose out of conversations and a request from the program’s advisory board members. Feedback on this modality is regularly sought (see Document 13).

The 22 certificates that students may complete more than 50% online are due to specific planning on the part of faculty (see Document 69) Delivery through distance education formats was undertaken because of faculty deliberations and conversations about increased accessibility and flexibility for working students, methods of instruction, enrollment trends, and appropriateness of subject matter for distance education delivery. In all cases, these certificates are within areas that have demonstrated robust program vitality, per the program review process. All courses offered for these certificates were proposed by department faculty and were vetted through curriculum processes that consider pedagogy, human resources, financial and physical space limitations, as well as administrative oversight and student need.

**SLO Achievement**
All programs and courses have identified Student Learning Outcomes (SLO)\(^3\) as the basis for determining student mastery of course content (see Documents 14, 59)\(^4\). Appropriate methods of evaluation are used as assessment of student achievement of SLOs (see Document 15).

Competencies in skill and knowledge gained by students at the institutional, program, degree, and course levels at the institution are of primary focus for SJCC (How to link to all posted SLOs?). SJCC has developed, identified, and made publicly available learning/area outcomes at all aforementioned levels. At the institutional level, the Student Learning Outcomes Assessment Committee is charged with leading efforts to assess measurable learning outcomes (see Document 36). These assessments have been conducted on a yearly basis since 2011. For example, in Fall 2015, the College assessed the Institutional SLO related to Communication: “Students will communicate effectively, including reading, writing, listening, and speaking” (see Document 53).

Elaborate here on the assessment tool and results.

At the program and course level, all program review forms regardless of service area are heavily weighted toward an analysis of student learning outcomes (see Documents 7, 8, 16). For example, Part Three of the Comprehensive Program Review for Academic Affairs, “Program Improvement/Analysis and Assessment,” asks departments to outline how program and course-level Student Learning Outcomes are assessed. Generally, full-time faculty take the lead in developing the assessment tool, with feedback and consultation from adjunct faculty. At least one course SLO is assessed each semester, with data forwarded to the full-time faculty member for compilation and entry into TracDat, the College’s SLO assessment repository. A typical description of the process can be found in the 2014-15 Comprehensive Program Review for the Fine Arts Department (see Document 57). On page 25, the program also describes an example of how the course SLO revision process helped the department align courses better and create a shared set of vocabulary. This, in turn, improved students’ abilities to communicate about art.

The primary vehicle for discussion of results and identification of next steps is within program review. Communication of results and discussion of identified next steps generally takes place at the designated professional development days on the campus (see Document 54). Other forms of internal communication include email dialogue and regular department meetings (see Document 68).

Further, program review also requires departments to provide detail on how Student Learning Outcome assessments and data review have been utilized to improve instruction. For example, in the Journalism department, the instructor moved away from surveys and quiz questions as a means of assessment as a result of the assessment’s failure to prompt any change in her teaching. With a movement toward more assignments that embedded SLOs in a deliberate way, the instructor was able to better

\(^3\) See, ACCJC, Accreditation Standards, Cross-Walked, with Glossary Terms (June 2014)
\(^4\) ER 11 Student Learning and Student Achievement compliant
monitor student achievement of SLOs and observe the level of skill students exhibited in applying their understanding in a variety of assignments (see Document 52).

Effective Spring 2015, SJCC faculty are required to submit a self-evaluation as a part of their faculty evaluation process, detailing their participation in SLO assessment for the courses they teach or the services that they provide (see Document 55). These self-evaluations demonstrate the commitment of SJCC faculty to the culture of SLO assessment and serve to provide a picture at the individual level of how SLO assessment impacts teaching and learning. In many cases, instructor reflection is the driver for instructional changes that take place every day in the classroom (see Document 56).

**Employment Achievement**

SJCC outcomes assessments also track employment trends, needs, and gains. Programs may track employment data through the Chancellor’s Office Data Mart, which provides median salary wage data for select programs (see Document 17). In addition, the College’s Perkins Core Indicator Reports provide general information regarding job rates in comparison to the statewide rates. As evidenced by the table below, the College remains within range of the statewide rates, although in recent years SJCC’s employment rates have slightly outperformed those of the state.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>San Jose City College</td>
<td>69%</td>
<td>73%</td>
<td>69%</td>
<td>69%</td>
<td>79%</td>
</tr>
<tr>
<td>Statewide</td>
<td>63%</td>
<td>64%</td>
<td>73%</td>
<td>72%</td>
<td>75%</td>
</tr>
</tbody>
</table>

Source: Core Indicator Reports/Summary Core Indicators by TOP Codes
https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_CoreIndi_TOPCode.aspx
These employment rates form part of the basis for establishing the College’s Institution Set Standards with respect to Employment Rates. Currently, SJCC’s Institution-Set Standards are being developed by an ad hoc committee consisting of the Vice President of Academic Affairs and four faculty members. The goal of the committee is to derive decisions based on empirical data. Once approved by the Academic Senate and the College Advisory Council, these standards will become part of program review, whereby programs will be able to compare their performance in relation to overall college performance.

The College’s Career/Transfer Center provides career assessment, career exploration, major exploration, career planning, transfer planning, resources and assistance to students. (see Document 18). In addition, SJCC makes use of the State Chancellor’s office Salary Surfer to help guide students to vocations that meet their interests and professional objectives (see Document 19). SJCC also makes information regarding Gainful Employment Data readily available to students on the College website (see Document 20).

Further, individual programs conduct surveys of graduates in their programs as benchmarks for achievement. For example, the Dental Assisting Program, which prepares students to become eligible for licensure as a Registered Dental Assistant (R.D.A) tracks
students’ job placement. Every student—28 in all—in the 2016 cohort obtained employment before their July 2016 graduation (see Document 51). Another example can be shown in the Medical Assisting Department where 80% of students obtain job offers directly through their externship site training (see Document 52).

**DATA TABLE ON LICENSURE RATES**

In fall 2015, SJCC finalized the MOU to participate in the CTE Employment Outcomes Survey, conducted by the Research and Planning Group of the State Chancellor’s Office of California Community Colleges in an effort to further increase the College’s understanding of student progress and successes post College. The survey provides information on employment outcomes for students who have participated in career technical (CTE) programs in the California Community Colleges, including whether students became employed within their field of study, if their community college coursework positively affected their earning potential, and why students dropped out of CTE programs. Data for SJCC is expected to be available in 2017 and will include critical data points such as numbers of completers (have received a vocational/CTE award that is Chancellor’s Office approved and are enrolled in 0-5 units in the following semester), terminal certificates (received a vocational/CTE award of at least 6 units that is not Chancellor’s office approved and not enrolled in the following semester) and skills builders (completed 9 units). Using this data, the College will be able to better market its programs to the community and also continue to ensure that curriculum aligns to industry need.

**Degree, Certificate, and Transfer Achievement**

The College ensures that students can progress through and complete degrees and certificates, gain employment, or transfer to four-year institutions through the tracking efforts undertaken by the Office of Research and Institutional Effectiveness. These goals are supported and upheld by the SJECCD Board of Trustees, as evidenced by the Board of Trustees Ends Policies focused on Career Development, Transferability, College Readiness, and Student Success (see Document 72). The Ends Policies served as the impetus for discussion at the 2015 Deans Academy as well as two follow-up dean retreats and helped to shape and unify the deans’ annual goals with respect to how they can affect student success. The Monthly Ends Policy Dashboards provide periodic updates on progress toward identified goals (see Document 73). The March 2015 Quarterly Monitoring Report indicates that one goal (Student Success) has been met, with two others (Transferability and College Readiness) at 80-89% of reaching the target and Career Development at 70-79% of meeting the target (see Document 73).

In 2014-2015, San Jose City College students earned 571 associate degrees, 450 certificates, and achieved a six-year transfer rate of 38.3% (see Document 21). Per the most recent Student Success Scorecard, students tracked from 2008-2009 through 2013-2014 achieved an overall completion rate of a degree, certificate, or transfer-related outcome at 43.1% (see Document 43).
Data Element Definition of the Measure

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Degrees Awarded</td>
<td>Number of Associates Degrees Number of Chancellor's Office approved certificates Number of students who were enrolled at SJCC and transferred to a 4 Year institution</td>
<td>577 571</td>
<td></td>
<td>384 397 564 571 594</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Certificates Awarded</td>
<td></td>
<td>450 446</td>
<td></td>
<td>190 220 310 446 402</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students transferred</td>
<td></td>
<td></td>
<td></td>
<td>545 552 463 515 503</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Scorecard, Datamart: Program Awards Summary, Datamart: Student Transfer Volume

There is an ongoing articulation process at SJCC for transfer courses with baccalaureate degree-granting colleges and universities, which is initiated by discipline faculty who develop the curriculum, academic deans, the Articulation Officer, and the Articulation Specialist. In addition to maintaining an updated list of all the College’s articulation agreements, the Articulation Specialist tracks all articulation attempts and associated dates (see Documents). Further, the College is committed to pursuing the development of and awarding to students associate degrees for transfer and is supported in these efforts by the SJECCD Board of Trustees, per SJECCD board policy BP 4021.2 AA-Transfer and AS-Transfer Degrees (see Document 34). In fact, the College has fulfilled the requirements of the State Chancellor’s Office for development of Associate Degrees for Transfer (ADTs) (see Documents 22, 23; see Standard I.B.3)5.

The College is committed to establishing clear and efficient pathways for students to achieve identified academic goals beyond degrees and transfer. The Student Success Scorecard data demonstrates that students enrolled in Career and Technical Education (CTE) courses complete certificates at a rate of 43.6% (see Document 44). Trend data from the Scorecard also highlights a declining trend in CTE achievement over the past five years (see Document 60).

Given that the College has a highly developed and diverse array of career and technical education offerings, there was a demonstrated need to boost services and enhance programs in this area. As a result, all CTE disciplines have developed major sheets for each program of study. These documents are distributed at every opportunity to new and

5 ER 11 Student Learning and Student Achievement compliant
current students enrolled in CTE courses (see Document 24). In Fall 2015, the College approved the hiring of an associate dean for Business and Workforce Development (see Document 45). This position was filled in spring 2016. In addition, the College has dedicated 1.5 counselors to specifically focus on educational planning for CTE students, due to an examination of success rates of students enrolled in CTE programs. Through the development of the 2015 Student Equity Plan, data analysis determined that males were disproportionately impacted by lower completion rates in CTE programs, prompting a need to increase access for these students through increased educational planning and support (see Document 58). The CTE counselors are housed in the same building as the Business and Workforce Development division, providing easy access for students. In the initial rollout of this division-specific counseling model, all students enrolled in Cosmetology and Esthetics met with a counselor to complete individualized educational plans. The second phase encompassed all students enrolled in the dental assisting program. Phase three involves focused visits with new incoming students for all programs as well as walk-ins for all other areas in CTE.

ANALYSIS AND EVALUATION

The College meets this standard. All SJCC instructional programs regardless of modality, align with the College’s mission, are appropriate to higher education, and result in students’ achieving the identified learning outcomes necessary to transfer, earn certificates or degrees or support career development.

The College has made great strides in providing data to support decision-making. The development of the Student Equity Plan as well as the Institution-Set Standards came through the review and analysis of student achievement. Sources such as the Student Success Scorecard, Data Mart, the Perkins Core Indicator reports, as well as the College’s own student database, have helped guide initiatives and activities at the College in support of student success. Through the evaluation of institutional data, the College continuously strives to address student need through general education coursework, associate degrees, associate degrees for transfer, certificates, and basic skills. In order to enhance its effectiveness, the College recognizes the need for a systematic process that directs the work of data-driven decision making and therefore created an Action Plan in the Quality Focus Essay that addresses this need.

Supporting Evidence

- 1 - SJCC Mission Statement: http://www.sjcc.edu/discover-sjcc
- 2 – SJCC College Catalog, 2015-16
- 3 - BP 1400 District Core Values
- 4 – BP 4020 Program and Curriculum Development
- 5 - Steps in Degree & Certificate Review and Approval
- 6 - Steps in Course Review and Approval
- 7 - Comprehensive Program Review Form Academic Affairs 15_16
- 8 - Comprehensive Program Review Form Student Affairs 15_16
- 9 - 2015-2016 San Jose City College Catalog Chapter Ten – Advisory Boards
10 – SJCC College Course Schedule (proof of online, hybrid, off-site courses) [http://www.sjcc.edu/current-students/schedule-of-classes](http://www.sjcc.edu/current-students/schedule-of-classes)

11 - Instructional Policies & Curriculum Committee (IPCC) Charge: [http://www.sjcc.edu/faculty-staff/committees/instructional-policies-curriculum-committee](http://www.sjcc.edu/faculty-staff/committees/instructional-policies-curriculum-committee)

12 – LAADC Online Program Announcement

13 – SJCC Alcohol and Drug Studies Meeting Minutes 5-1-15

14- Active Courses with Dates of Last Revised/Board Approval, email from S. Hager 6-24-15, (for listing of all courses and approval status)

15 - [http://sjcc.CurricUNET.com](http://sjcc.CurricUNET.com) (course outlines, including SLOs and corresponding assessments and course methods of evaluation)

16 – Comprehensive Program Review Form Administrative Services 15_16

17 - Data Mart Median Salary Data

[http://datamart.cccco.edu/Outcomes/College_Wage_Tracker.aspx](http://datamart.cccco.edu/Outcomes/College_Wage_Tracker.aspx)

18 - SJCC Career Transfer Center
  
  o [http://www.sjcc.edu/future-students/on-campus-resources/career-transfer-center](http://www.sjcc.edu/future-students/on-campus-resources/career-transfer-center)

19 - California Community Colleges State Chancellor’s Office Salary Surfer

20 - Gainful Employment Disclosure Report SJCC


23- Email from CCCCO confirming our fulfillment of ADT quota

24 - SJCC Major Sheets

25 - Annual Program Review Form Student Affairs 15_16

26 - Annual Program Review Form Academic Affairs 15_16

27 - Annual Program Review Form Administrative Services 15_16

28 - [2014-2015 San Jose City College Program Review Handbook](http://www.sjcc.edu/AcademicSenate/Documents/ACADEMIC%20SENATE%20AGENDA%20NOVEMBER%20DECEMBER%2014.pdf)

29 – Academic Senate Meeting Minutes November 3, 2015 [http://www.sjcc.edu/AcademicSenate/Documents/ACADEMIC%20SENATE%20AGENDA%20NOVEMBER%203,%202015.pdf](http://www.sjcc.edu/AcademicSenate/Documents/ACADEMIC%20SENATE%20AGENDA%20NOVEMBER%203,%202015.pdf)

30 – Academic Senate Meeting Agenda December 15, 2015 [http://www.sjcc.edu/AcademicSenate/Documents/ACADEMIC%20SENATE%20AGENDA%20DECEMBER%2015%202015.pdf](http://www.sjcc.edu/AcademicSenate/Documents/ACADEMIC%20SENATE%20AGENDA%20DECEMBER%2015%202015.pdf)

31 – Programming Document – Joint Use 21st Century Post-Secondary Education Center


32 – Steps in Course Review and Approvals San Jose City College


33 – Steps in Degree and Certificate Review and Approval San Jose City College

- 34 - BP 4021.2 AA-Transfer and AS-Transfer Degrees
- 35– Instructional Policies & Curriculum Committee Charge
- http://www.sjcc.edu/faculty-staff/committees/instructional-policies-curriculum-committee
- 36 – Student Learning Outcomes and Assessment Committee website
- http://www.sjcc.edu/faculty-staff/student-learning-outcomes
- 37- SJECCD Mission
- http://www.sjeccd.edu/discover-sjeccd
- 38 – California Education Code on California Community College Mission
- 39 – San Jose Evergreen Community College District Fact Book Fall 2014 End of Term

- 40 – SJCC General Education Course offerings – 2015-16 SJCC College Catalog
- 41- San Jose Evergreen Community College District Fast Facts 2014-2015
- 42 – Board documents – SJECC HSI grants received
- 43 – Student Success Scorecard – Degree Transfer
- 44 – Student Success Scorecard – Career and Technical Education
- 45 – Job Description – Associate Dean of Business and Workforce Education
- 46 – Center for Employment Training (http://cetweb.org/about-us/accreditation/)
- 47 – Student Success Scorecard -30 units
- 48 – Student Success Scorecard – Remedial
- 49 – 2015 Student Equity Plan
- 50 – 2014 Student Success and Support Program Plan
- 51 – 2015-16 Annual Program Review – Dental Assisting
- 52 – 2015-16 Comprehensive Program Review - Journalism
- 52 – 2015-16 Annual Program Review – Medical Assisting
- 53 – Student Learning Outcomes Assessment Committee website http://www.sjcc.edu/faculty-staff/student-learning-outcomes
- 54 – samples of PDD agendas that include SLO department discussions
- 55 – AFT 6157 Article 19.8.3a, 19.8.3b, 19.10.3, 20.8.7, 21.2.2.4, 21.7.4, 22.2.4
- 56 – Samples of faculty self-evaluations.
- 58 – 2015 Student Equity Plan
- 60 – 2015 Student Success Scorecard – CTE Trend Data
- 61 – Title V abstracts
- 62 – Title V grant award
- 63 – Title V data – Hispanic population and level of education by age
- 64 - SJCC Instructor Regular Effective Contact Policies and Procedures document
- 65 – English Department meeting minutes – December 2015
- 67 – DE Data – demographics comparison DE vs. ftf
- 68 – samples of email and department meeting minutes re: SLO discussion of results
- 69 – list of 22 certificates and when they were approved by IPCC
- 70- link to SJCC articulation agreements
- 71 – Articulation attempts log72 SJECCD Board of Trustees Ends Policies and Governance Principles
2.A.2 Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible 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.

All faculty, staff, and administrators at the College work to ensure that academic and professional standards are upheld, as appropriate for an institution of higher education. All employees demonstrate a commitment to continuous quality improvement through regular evaluation as it relates to currency and effective instruction for student success.

EVIDENCE OF MEETING THE STANDARD

Academic Standards

Per board policy BP 4020 Program and Curriculum Development, the Academic Senate and College faculty play a central role in program and curriculum development (see Document 1). As its name indicates, the Instructional Policies and Curriculum (IPCC), which reports directly to the Academic Senate, oversees and approves the College’s instructional policies and curriculum (see Document 39). In collaboration with division deans, faculty design new courses and revise existing ones that are compliant with Title 5 regulation Section 55002 (see Document 31) and follow guidelines provided by the Academic Senate of California Community Colleges (see Documents 2 and 7). The faculty and respective deans determine the suitability of the delivery mode of a course according to its content and the target student group. Regardless of modality, all sections of a course are based on the same course outline, and the same degree of rigor is expected whether taught totally online, as a hybrid, or face-to-face. The Distance Education portion of the course outline indicates how regular effective contact will take place between instructor and student, as well as the particulars of online delivery methods, methods of evaluation, and compliance with ADA guidelines (see Document 3). The College’s substantive change proposal to offer 50% or more of degree requirements through distance education further details the College’s compliance with this standard, and was approved by the ACCJC in spring 2016 (see Document 40).

New programs are designed through the collaboration of faculty, division deans, the Vice President of Academic Affairs, and in the case of Career Technical Education programs, local advisory boards. Documentation required by the State Chancellor’s Office must be submitted with the program proposal explaining the need for the program, its appropriateness to the Mission, curriculum standards, the availability of adequate resources, and compliance with relevant codes and regulations. The proposal is submitted to the Academic Senate for approval before proceeding to the Technical Review Committee and the full Instructional Policies and Curriculum Committee (IPCC) (see Document 4).
Certificates and degrees are reviewed and approved by IPCC when they are first created. They are also reviewed and approved if changes are made that require approval from the State Chancellor’s Office, such as changes in the courses or number of units (see Document 5). Otherwise, periodic review of certificates and degrees is carried out within the context of Program Review.

The Technical Review Committee of the IPCC provides guidance to faculty and deans during course and program development to ensure that state and federal regulations are followed and to ensure that courses will be approved by the District Board of Trustees and the State Chancellor’s Office (see Document 6). The IPCC adheres to Title 5 Regulations as explained in the Program and Course Approval Handbook of the California Community College Chancellor’s Office and is guided by the State Academic Senate’s Course Outline of Record; A Curriculum Reference Guide (see Documents 7 and 8).

The IPCC coordinates the revision of courses every five years in accordance with state guidelines to insure that course content is current and reflected in its SLOs. The College Curriculum Coordinator alerts deans and faculty when courses will need revision, if they are currently out of date, or if they have not been offered within the prior two years (see Document 9). By the authority of the Vice President of Academic Affairs, courses found to be out of compliance with state guidelines are no longer scheduled (see Document 10).

**Improvement through Evaluation: Program Review**

Program Review is a robust process that results in pedagogical improvements driven by dialogue and professional development, curricular change and/or improvement, and resource allocation to close identified gaps in areas such as student achievement, service to students, and staffing. The process also undergoes a yearly review to ensure continuous quality improvement. Specifically, the Program Review process is designed to capture all assessments pertaining to program currency, appropriateness within higher education, enrollment (including FTES, WSCH, headcount, seat count) teaching and learning strategies, student achievement (persistence, retention, success) and student learning outcomes (see Documents 7, 8, 16 25, 26, 27 – FROM IIA 1). Per the Program Review Handbook, all instructional, student, and administrative areas are required to go through the Comprehensive Review Cycle. Programs receive a Proficient rating when the Program Review report meets requirements at proficiency levels set by the Program Review Committee, thus demonstrating it is enhancing the quality and currency of the program (see Document 28 FROM IIA 1). Programs that do not receive a Proficiency rating jeopardize their requests for resource allocations and will not receive consideration for new full-time faculty requests (see Documents 16, 17).

The Program Review cycle constitutes four years and is marked by yearly Annual Program Reviews for three years and a larger Comprehensive Program Review in the fourth year (see Document 11; see Standard I.B.5). Program reviews use data from a variety of sources including TracDat (the College’s repository for SLO assessments), student surveys, and labor market data (see Documents 12, 13, 14). Program review data...
sheets are also provided by the Office of Research and Institutional Effectiveness that include information on capacity, completion and success rates, weekly student contact hours, total FTEs, total FTEF, and demographics (see Document 15; see Standard I.B.4).

Use of data is necessary in order to complete a Program Review. For example, Part One of the Comprehensive Program Review Form Academic Affairs asks for enrollment numbers and how these numbers impact the program. Faculty also consider issues of equity within the context of student success by reviewing success, retention, and persistence rates for their program and then considering whether there were any significant differences by gender, age, or ethnicity. The 2013-14 Chemistry Department Program Review is an example of how an examination of disaggregated data has supported the development, implementation, and expansion of the Peer Led Team Learning (PLTL) program, a learning and leadership program where weekly workshops for students enrolled in primarily STEM courses are facilitated by peer leaders (see Document 34). Since fall 2011, the program has grown from approximately 169 participants to 343 (see Document 38).

Pedagogical improvement is also an integral aspect of Program Review. For example, the Physical Sciences department assessed a critical thinking PSLO in fall 2014 and spring 2015. Despite strong results in the first round, the department worked to include more projects related to critical thinking, and results were even stronger in Spring 2015 (see Document 33).

In addition, the Program Review process mandates that programs articulate alignment of the program to higher education. Part One of the Comprehensive Program Review Form for Academic and Student Affairs asks that each program describe the program components, function, and purpose. It is here that programs address the appropriateness of the program within higher education (see Documents 7,8 - FROM II.A.1).

For Career and Technical Education programs, an evaluation for currency must be completed every two years. This cycle is accomplished through yearly or twice yearly meetings with each program’s Advisory Board (see Document 9 – FROM IIA.1). These meetings are designed to collect feedback from industry partners regarding the effectiveness of the curriculum and any proposed changes or adjustments to content.

Program Review reflection is rooted in an understanding that courses and programs support the College mission. This applies to all programs, identified as part of Academic Affairs, Student Affairs, or Administrative Services. Part One of each of the three types of Program Review templates asks programs/areas to describe program goals, learning outcomes and/or area outcomes and how they support the college’s mission (see Documents 27, 28, 29; see Standard 1.A.3).

Results of Program Review planning are used for institutional planning purposes, as evidenced by the Academic Senate’s use of program reviews in recommending full-time faculty positions (see Documents 16, 17). In addition, the Integrated Planning Model
Program Review is also the vehicle by which programs evaluate their relevancy to the College, community, and the labor market. One example from the 2014-2015 Comprehensive Program Review from the Medical Assisting Program highlights the program’s examination of its relevance to local employment, its use of data in decision making and continuous quality improvement, its examination of labor market trends, and its efforts to plan for the future (see Document 24). Another example of how College programs continuously review labor market trends and employment can be found in the Laser Technology Program, where the department utilizes the guidance from their “industry-drawn advisory committee” to keep curriculum updated and maintain relevance within the field of laser (see Document 25). In addition, the program is constantly seeking ways in which to expand its market base by securing niche markets and then expanding into new areas (see Document 26). The Program Review document captures all efforts in these areas for programs across the campus.

Improvement through regular evaluation is a widespread goal across the College. For example, the Disabilities Support Program and Services (DSP&S) engages in constant discussion with various campus constituents regarding its commitment to collaborate with programs in support of student learning. The 2014-2015 Comprehensive Program Review for DSP&S illustrates how accessibility, safety, and line of sight requirements for the College’s APE (Adaptive Physical Education) classroom/facility were identified in 2013-14 and were met in the spring 2015 intersession through the process of Program Review (see Document 30).

The Program Review Committee also supports the College’s commitment to continuous quality improvement through a yearly self-evaluation of its processes. These evaluations have resulted in resolutions to make modifications to the Program Review form itself, as well as strategically planning timelines for data requests and report submissions that work in concert with the Strategic Planning Committee and the Finance Committee (see Document 32).

In the event that there is evidence that a program may no longer be viable due to low enrollment, lack of adequate funding, out of compliance, or other criteria, the Program Viability Review Procedure is utilized to convene an ad hoc review committee for the purpose of determining an appropriate plan of action. Post-review recommendations include program suspension, discontinuance, or revitalization. Whatever the resulting decision, the impact on students and employees is a major concern (see Document 19).

To stay current of changes in state and federal regulations, selected members of the IPCC attend the annual Curriculum Institute sponsored by the State Academic Senate (see Documents 20, 21). They communicate relevant information to faculty and administrators and provide workshops on areas of interest, such as how to design or revise a course and how to use the CurricUNET curriculum management system, adopted by the College in 2014 (see Documents 22, 23).
**Strategic Planning**

The Strategic Plan guides decision-making and activities that support improvement of institutional effectiveness and student learning and success. Per the committee’s purpose, strategic planning at SJCC is sound, collaborative, evidence-based, and sustainable. The committee supports the systemic and ongoing evaluation of the College’s key performance indicators (KPIs). In fact, the College enjoys the ease of supporting strategic planning goals by using the KPIs as the guiding force. These are discussed at an all campus levels and reviewed on a regular basis. For example, the 2014 Strategic Planning Retreat involved an in-depth discussion with campus stakeholders on the KPIs and proposed targets (see Document 35). Proposed revisions were then shared with the campus at the Fall 2014 PDD (Professional Development Days) for review, suggested edit, and voting (see Documents 36, 37).

**ANALYSIS AND EVALUATION**

The College meets this standard. The College is committed to continuous quality improvement through regular evaluation of identified student learning outcomes. All instructional programs actively participate in program review, which is the primary vehicle through which faculty work to assure currency, reflect on teaching and learning, and promote student success.

Through the Program Review process, the College demonstrates commitment to student success through the following:

- Identification and improvement of pedagogy and methods in courses and programs
- Observation of effectiveness of curriculum design and implementation to support student achievement of outcomes
- Identification of resources that can be allocated or reallocated to support learning

While the College has established that meaningful data is important for determining the direction and priorities and targets for the institution, a communication plan for how decisions are communicated to the campus and relevant stakeholders on other committees is needed. Indeed, the Strategic Planning Committee has made significant inroads into establishing the lines of communication that should be systematized based on committee charge. With the inclusion of this communication plan, the College hopes to address its targets in a meaningful and effective way. This is an area of challenge for the College and therefore why it is included as an Action Project in the Quality Focus Essay.

**Supporting Evidence**

- 1 –BP 4020 Program and Curriculum Development
- 2 - link to CurricUNET approval process page
- 3 - link to CurricUNET Distance education section
• 4 – Steps in New Program Review and Approval Process (in progress)
• 5 – documentation required for changes in degrees and certificates
• 6 – sample email of Technical Review Committee meeting
• 7 - Program and Course Approval Handbook (PCAH) Fifth Edition 2013
• 8 - Course Outline of Record (COR) A Curriculum Reference Guide
• 9- Active Courses with Dates of Last Revised/Board Approval, email from S. Hager 6-24-15, (for listing of all courses and approval status)
• 10 – Email from Duncan regarding courses out of compliance no longer to be offered, June 2015
• 11 - 2014-2015 San Jose City College Program Review Handbook
• 12 – www.sjcc.tracdat.com
• 13 - www.limesurvey.com
• 14 - http://www.labormarketinfo.edd.ca.gov/
• 15 – sample Program Review Datosheet 2015
• 16 – Academic Senate Department Request for New Fulltime Faculty Hire Fall, 2015
• 17 - Academic Senate Meeting Minutes September 15, 2015
• 18 - Program Review Handbook 2014-15
• 19 - Program Viability Policy and Procedure
• 20 - list of participants for 2015 Curriculum Institute
• 21 – list of participants for Fall 2015 Curriculum Regional Meeting North (ASCCC)
• 22 – list or tally of people who have been trained in CurricUNET, or date of trainings offered
• 23 – emails advertising COR training in 2014
• 24- 2014-2015 Comprehensive Program Review Medical Assisting Part One, Section 1, Part One, Section 7, Part Three, Section 1, Part Four, Section 4.
• 25- 2014-2015 Laser Technology Annual Program Review - Curriculum Information
• 26 – 2015-2016 Comprehensive Program Review Laser Technology – Part One Section 5
• 27 – 2015-2016 Comprehensive Program Review – Academic Affairs
• 28 –2015-2016 Comprehensive Program Review –Student Affairs
• 29 – 2015-2016 Comprehensive Program Review – Administrative Services
• 30- 2014-2015 Comprehensive Program Review Disabilities Support Program and Services
• 31- Title 5 Chapter 6 Curriculum and Instruction– Standards and Criteria for Courses https://govt.westlaw.com/calregs/Document/I83E8E9A0B6CB11DFB19
32 – Finance Committee minutes – 2015 – meeting with PRvC chair to collaborate on timelines
33 – Annual Program Review – Physical Sciences
34 – 2013-14 Comprehensive Program Review – Chemistry
35 – 2014 Strategic Planning Retreat Agenda/Minutes
36 – Fall 2014 PDD agenda
37 – KPI finals Fall 2014
38 – Metas Program Comprehensive Program Review 2015-16
39 – IPCC Webpage – highlight Charge, Responsibilities, Membership
40 – SJCC Substantive Change Proposal to Offer 50% or More of Degree Requirements through Distance Education
2.A.3 The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.

All SJCC courses and programs have approved and current student learning outcomes that are evaluated regularly. Faculty must also include program SLOs in the development of any new degree or certificate. All current course outlines have student learning outcomes which are listed on all course syllabi.

**EVIDENCE OF MEETING THE STANDARD**

**Identification of Outcomes**
The Instructional Policies and Curriculum Committee (IPCC) reviews all new and revised courses and programs to assure that student learning outcomes (SLOs) have been identified (see Documents 1, 2). The College also has identified General Education Learning Outcomes that are embedded within degrees and certificates at the program and course level (see Document 13). The development, refinement and updating of student learning outcomes is faculty-driven. As of spring 2012, all courses had established SLOs (see Document 3).

The IPCC closely examines SLOs to ensure that they are aligned with course content. Bloom’s Taxonomy is used as reference in the formulation of SLO measures to indicate appropriate levels of course rigor (see Document 4). The IPCC suggests as good practice that courses include no more than six SLOs to facilitate regular and comprehensive assessment within the program review cycle (see Document 5). The College relies on the CurricUNET curriculum management system as its official repository of all course outlines (see Document 6).

**SLO Assessment**
All student learning outcomes are assessed by faculty at the course, program, and general education level. All course, program, and general education SLOs are recorded and assessment results maintained in TracDat, the College’s official repository for student learning outcomes (see Document 7).

Add Table of Course SLO Assessment Completion by Academic Division 2015-16
Add Table of Program SLO Assessment Completion by Area/Division 2015-16
Add Table of GE SLO Assessment Completion from 2012-2015

All areas of the College are required to participate in a comprehensive program review process (see Document 8). As such, areas are required to describe outcomes assessment and provide examples for how assessment results are used to guide improvement. With respect to instructional learning outcomes, faculty members collaborate at the department level to create, develop, refine and assess student learning outcomes (see Documents 9, 10, 11). Faculty assess course SLOs each semester the course is offered. Program and General Education SLOs are assessed annually. Interpretation and analysis of the results is also faculty-driven.
Dialogue on SLO assessment is robust. The primary vehicle for information exchange and documentation is in Program Review. In addition, the College hosts professional development days, one in the fall and one in the spring, where a large proportion of the day is spent reviewing results of SLO assessments, identifying next steps if any, and selecting the next SLO to be assessed. The College’s repository for SLO assessment, TracDat, is where all results and decisions rendered are recorded.

An example of how SLO assessment noted in Program Review resulted in resources being allocated can be found in the 2011-12 Annual Program Review for the ESL Department (see Document 14). The department’s Program SLO on Technology was assessed via a survey to faculty regarding the technology expectations instructors communicated to students in their classroom. The survey results indicated that the dated technology in the classroom itself limited the instructor’s ability to promote the use of technology in the teaching and learning paradigm. As a result, the department reported these findings and identified a need for improved technology in the ESL classrooms. This documented finding resulted in the purchase and distribution of document cameras for all classrooms in which ESL is taught (see Document 15).

A second example of the effective use of Program Review to allocate resources can be found in the math department. Following the Fall 2015 Math Strategic Planning retreat, the math faculty identified Statway as one of the main initiatives endorsed by the program. As a result, a request for resources to participate in Statway was made and funds were allocated by the College to support the department’s need.

At the certificate level, the Medical Assisting program conducted an evaluation of the Patient Navigator program, a project that was developed and implemented in 2012(?) through a collaborative grant in partnership with Asian Americans for Community Involvement (AACI). In its original configuration, the certificate lacked alignment to a degree pathway. Under the direction of the faculty coordinator, division dean and vice president of academic affairs, the Patient Navigator certificate is now positioned in direct alignment with the Medical Assisting Degree (see Document 16).

At the degree level, the Physical Sciences department faculty evaluated the effectiveness of their program SLOs in collaboration with local employers and the departments’ own expected outcomes for degree completers. As a result of this evaluation, the department determined that transferable skills, specifically proficiency in effective communication and public presentation, become one of the expected degree outcomes for physical sciences. This change involved collaboration with the Communication Studies department to ensure that instruction in the physical sciences on this topic was in concert and alignment with the principles and approaches taught in the Communication Studies department. The department shared their efforts at the spring 2015 professional development day (see Documents 17, 18).

Course Syllabus
Per SJECCD Board Policy 4020.5, all students enrolled in courses receive a course syllabus that includes essential information, including learning outcomes. These learning outcomes are identical to those listed on the officially approved course outline of record.

**ANALYSIS AND EVALUATION**

The College meets this Standard. Learning outcomes for courses, programs, and general education are assessed on a regular basis at the College. Results of assessments are regularly discussed at department meetings, via email and at College Professional Development Days. Decisions made and next steps are documented in the College’s assessment repository, TracDat. In addition, outcomes are tied to the Program Review process at the General Education, Program and Course level. However, the College recognizes that improvement can be made to strengthen assessment at the certificate and degree level to ensure evenness across the campus. One challenge to this effort lies with the current configuration of the College’s associate degrees. These were long ago developed whereby A.S. degrees were seen as transfer-bound and A.A. degrees were developed as terminal degrees. With the creation of the 11 associate degrees for transfer, an evaluation of all degrees and certificates is now in order. The vice president of academic affairs has identified this as an area of focus for 2016-17. With respect to curriculum, all approved course outlines include student learning outcomes. Students enrolled in courses receive course syllabi that include the learning outcomes listed on the official course outline of record.

**Supporting Evidence**

- 1 – link Course Outlines of Record, including DE Supplement Forms,
- 2 – link to Program Degree and Certificate Approval Form
- 3 – Date when all courses identified SLOs
- 4 – link to Bloom’s Taxonomy
- 5 – IPCC communication on SLO number?
- 7 – [www.tracdat.com](http://www.tracdat.com)
- 8 - Program Review Handbook 2014-15
- 9 – Sample 1 of SLO development – meeting minutes
- 10- Sample 2 of SLO development – meeting minutes
- 11 – Sample 3 of SLO assessment – meeting minutes
- 12 – Board Policy 4020.5 Course Syllabi & SLOs
- 13 – Academic Senate Meeting Minutes November 3, 2015
- 14 – 2011-12 Annual Program Review – ESL
- 15 – 2012 Resource Allocation Request – ESL
- 16 – Patient Navigator Certificate of Specialization
- 17 – Physical Sciences Transferable Skills PDD presentation
- 18 – Spring 2015 PDD agenda with workshop breakout sessions
2.A.4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Consistent with its mission statement, the College offers courses that “assist students of all ages and backgrounds in achieving their education, employment, and life-long learning goals.” The College mission is also consistent with the student population, given that approximately 70% of students enroll into a basic skills course each fall semester (see Document 19). In response to this need, faculty, in collaboration with division deans, develop pre-collegiate\textsuperscript{6} courses in basic skills and English as a Second Language following the same process for review and approval as for college level\textsuperscript{7} courses. The College does not currently offer continuing and community education, study abroad, short-term training, or contract education.

EVIDENCE OF MEETING THE STANDARD

Delineation of Basic Skills Courses
Per the SJECCD Board policy, pre-collegiate basic skills courses are designed to prepare students for college-level study (see Document 1). The Board policy further refines the separation of basic skills courses from degree-applicable courses (see Document 2). Basic Skills courses are delineated as approved by the District Board of Trustees and follow Title 5 guidelines as explained in the Program and Course Approval Handbook for non-degree applicable credit courses (see Documents 3, 4). Basic skills courses in math, reading, English, and English as a Second Language are indicated in appropriate fields in CurricUNET. (see Document 5).

Include Basic Skills pathway diagrams for Reading, English, Math

Support Mechanisms
In order to alert students to the rigor of a course, and to help them enroll in courses for which they are sufficiently prepared, prerequisites, co-requisites, recommended preparation, and advisory levels are included in the description of each course listed in the College Catalog and the Schedule of Classes. (see Documents 6, 7)

During course development or review, faculty select the appropriate level of student preparation according to course content, SLOs, and required assignments. Course requisites are established following Title 5 sections 55002 and 55003 (see Document 3). Reading, writing, and math advisory levels formulated by the Math and Language Arts Divisions are used by the Technical Review Committee to guide faculty in the selection of advisory levels (see Document 8). The Instructional Policies and Curriculum Committee encourages faculty to raise Advisory Write levels from 3 (completion of

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\textsuperscript{6} See, ACCJC, Accreditation Standards, Cross-Walked, with Glossary Terms (June 2014)

\textsuperscript{7} See, ACCJC, Accreditation Standards, Cross-Walked, with Glossary Terms (June 2014)
ENGL 92 (one level below freshman-level English) to 4 (completion of freshman-level English) for courses that require research and essays as assignments and methods of evaluation.

Alignment of pre-collegiate level curriculum with college-level curriculum is established through regular review of course outlines and achievement of student learning outcomes. In the English department, the pathway from basic skills to college-level composition courses is established through the mapping of SLOs from the course to program level. In each case, the faculty, through a collaborative process, has identified the level to which mastery of an outcome is expected (see Document 15). In addition, the department has developed a rubric by which student writing is evaluated to determine readiness for college composition coursework (see Document 16).

In collaboration with the English department, the reading department SLO assessment process guides the alignment of instruction that prepares students for critical reading skills necessary for college-level text analysis. The reading department SLOs are largely focused on supporting students in their ability to summarize, paraphrase, infer meaning from context, analyze text, and apply critical reading skills.

The ESL department has historically maintained a focus on students with transfer goals. Recently, however, a student survey indicated that a significant percentage of ESL students enrolled in the program have identified career advancement as their academic goal. As a result, the department has incorporated components of technical reading and writing for its highest level courses in an effort to address the changing needs of students. At the same time, the program is dedicated to continuing its work in preparing students well for the rigors of college-level composition.

A recent BSI-sponsored project illustrates the ESL’s commitment to promoting student success both in language and in college readiness. A review of the basic skills cohort tracker revealed very disappointing trends in student completions from all levels up to transfer. In Fall 2015, the ESL 312 (Introduction to the Essay) and ESL 313 (Introduction to College Reading) instructors piloted an instructional change by consciously embedding psychosocial principles of OnCourse by Skip Downing. The faculty selected from a menu of four principles, integrating OnCourse strategies into the content of their teaching. Overall, faculty enjoyed the experience and reflected on how the experience brought unity across the levels involved in the pilot (see Documents 23, 24).

The math department embarked on a strategic planning process in Fall 2015 resulting in the development of five goals related to success of students in basic skills (see Document 21). Since that time, three of five goals have implemented. The 2015 Student Equity Plan is supporting the department’s efforts to participate in Statway, gaining access to best practices and training that will be integral to the success of the Statway program. In addition, the two new full-time faculty hires that began in fall 2016 are scheduled to teach a 100% load in basic skills, thus establishing a center of teaching excellence focused on the unique needs of basic skills students.
For all pre-collegiate programs, the College demonstrates commitment to supporting students in learning the knowledge and skills necessary to advance and succeed in college level curriculum. Specifically, the Basic Skills Initiative Committee has funded several faculty, administrator, and staff–initiated projects focused on this goal (see Document 17). Among the varied projects that have come from the BSI committee, several have been institutionalized, such as in-class peer tutoring the basic skills reading and composition courses, as well as supplemental instruction in math, internationally certified peer tutor training, the purchase of much-needed textbooks for basic skills courses, and the following collaborative Orientation/Advising for new incoming ESL students.

The College is focused on the effective matriculation of new, incoming students and as such is committed to frontloading information and messaging for students who place into basic skills and ESL courses in a manner that helps them best understand their options for successful goal achievement (see Standard II.C.5). For example, the ESL and counseling departments collaborate on the matriculation of new incoming ESL students. After completion of the ESL placement test, students are invited back to campus for a College orientation, hosted by a counselor followed by an ESL advisement session facilitated by an ESL faculty member to review course options and learn about the content addressed in each ESL course. This orientation and advising experience is the result of collaboration between ESL and counseling faculty to better serve students. Funds from BSI as well as matriculation were dedicated to bringing the pilot into fruition. After instituting this practice in 2012, data showed that 82% of students who participated ended up choosing SJCC as the college they would attend. (see Document 18).

In addition, the BSI Committee has funded multiple professional development projects in support of promoting success of students. Faculty are invited to request funds for professional development on an individual basis and are also encouraged to request funds for larger scale projects to help support basic skills or ESL students. One such project supported the attendance of faculty to attend the OnCourse I Workshop. Faculty returned from that workshop and initiated some collaborative projects such as “OnCourse with ESL 312 (Introduction to the Essay) and ESL 313, (Introduction to College Reading)” which involved the development of instructional activities utilizing five of the OnCourse principles applied across all sections of ESL 312 and 313 offered in fall 2015. Another professional development opportunity was to attend an Acceleration In Context conference in Summer 2014. Faculty who returned from that experience piloted one section of Accelerated ENGL 92 (Essay Development) and READ 101 (Analytical Reading) beginning in spring 2015, and has continued to the present.

In addition, academic support services are available to students in many forms. The Learning Resource Center, located next to the Student Center, is a hub for support services. The César Chavez Library is one such resource, providing instructional materials and equipment to support all students’ learning needs, library reference support, and a welcoming and quiet environment for students to study independently and in group
study rooms. The first floor of the LRC offers computer, internet, and printing access to students. In addition, free tutoring in the Tutoring Center is available for all subjects offered across the campus at the pre-collegiate and college level. The Reading and Writing Center is another welcoming site on campus where students can work with internationally certified peer tutors to improve their reading and writing skills. The ESL Lab offers one-on-one support to ESL students along with computer-assisted language learning programs. The DSP&S program operates a hi-tech lab for students with accommodations to make use of technology tools to improve student success.

Counseling services have also played a major role in helping support student success. The SSSP Plan identified a gap in matriculation services in the area of education planning. Consequently, the College focused its attention on providing group counseling and education planning to English, ESL, and reading students. Incentives such as priority registration added to the energy and enthusiasm around these efforts. Counseling also experimented with Pop Up Counseling in 2014. By physically moving counseling opportunities in closer proximity to where students primarily congregate (near classrooms), counselors were able to achieve a wider extent of educational planning than they would otherwise have the opportunity to do in their offices.

Another significant endeavor comes in the form of two Title V HSI grants that are focused on addressing the success and completion gap of underrepresented student populations. The Caminos grant, awarded in 2010 and renewed in 2015, supported the development in summer 2010 of a summer bridge program for students placing into basic skills. The grant also provided wraparound services such as personalized counseling and individualized tutoring both and outside the classroom.

SJCC is also home to many student success programs, such as Umoja, Puente, and the C.A.R.R. (Creative Activity Retention Response) program. Each of these programs provides students with direct access to a dedicated counselor and faculty and staff who are focused on providing academic support aimed at helping students achieve their academic goals at the College.

**Non-Credit Courses**

The College recognizes and welcomes the framework of developing and offering noncredit curriculum to our district students in conjunction with Career Development and College Preparation (CDCP) associated with Assembly Bill 86. Non-credit courses, designated by a 500 course number, are designed as a “bridge” to college-level work and introduce students to career areas for which the college offers credit courses, degrees, and certificates. The proposed curriculum will include contextualized English and mathematics, as well as courses that align with credit courses and scheduled to be offered in fall 2016 (see Document 9). The three career pathways identified that directly involve the College are Healthcare, Information Technology and Advanced Manufacturing Preparation (see Document 25).
It is clear based on low success rates in basic skills and the significant numbers of basic skills and ESL students (70.3% of the 2008-09 incoming first time in college population, per the Basic Skills cohort tracker) that students at the College stand to benefit from curriculum that allows them time to acquire new academic content as well as the skills necessary to be successful in college. Currently, the College has approved the development of three strands of noncredit curriculum: healthcare, computer applications, and machine technology. The establishment of each course and program has been faculty driven. In fall 2015, the Academic Senate approved a resolution to establish non-credit programs (see Document 14). Faculty from both the CTE fields as well as ESL are collaborating on a two-course pathway for students to transition from adult education to college level coursework. Given that almost 40% of the student population enrolls in less than six units per semester, it is anticipated that these noncredit offerings will fill a unique demand from students looking to better their earnings potential in high yield industry fields.

The quality of the non-credit courses adheres to Title 5 regulations, as described in the **PCAH and COR Handbook** (see Documents 4, 10). The review and approval process for noncredit curriculum follows standard College processes used for credit courses and programs (see Document 11). Each course has identified student learning outcomes that, once operational in fall 2016, will be assessed on a regular basis.

The ESL department has also convened a task force to review the ongoing and future needs of English language learners for the SJCC community. Through participation in the SBCAE (South Bay Consortium for Adult Education) the ESL department has recognized the opportunities available to students should there be pathways developed that address the career-focused student as well as the degree or transfer-headed student.

**ANALYSIS AND EVALUATION**

The College meets this standard. SJECCD Board policies provide definitions that distinguish pre-collegiate coursework from college level curriculum and also affirm the District’s commitment to directly support the learning of all students so that they may advance and achieve their academic goals at the pre-collegiate and college level. Current data trends illustrate the need for effective instruction for students enrolled in basic skills courses. The College has embraced this notion by providing professional development opportunities through the Basic Skills Initiative Committee. In addition, the BSI Committee has also provided seed money for projects that have become institutionalized, such as in-class peer tutoring and supplemental instruction, and a revised orientation for new incoming ESL students. The Committee has also supported the purchase of textbooks for students who are in need of these very important resources, particularly at the start of each semester. Each of the departments that offer basic skills courses are committed to implementing activities to help support students. The math department’s strategic planning process shows promise for improved rates of student success and completion. Funds from the Student Equity Plan as well as SSSP have supported efforts to make significant inroads into the success rates of our basic skills students.

**Supporting Evidence**
1 – BP 4020.3 Pre-collegiate Basic Skills
2 – BP 4020.4 Basic Skills Courses
3 - Education Code, Title 5, sections 55002-55003
4 - Program and Course Approval Handbook (PCAH) Fifth Edition 2013, Section 2: Credit Curriculum
5 – www.sjcc.CurricUNET.com, Course Outlines of Record, including DE Supplement Forms
6 – SJCC 2015-16 College Catalog
7 – SJCC Fall 2015 Schedule of Classes
8 – SJCC 2015-16 College Catalog, pages 54-55
9 – flyer or other document listing CDCP courses
10 - Course Outline of Record (COR) A Curriculum Reference Guide
11 – BP 4262.2 Non-credit Courses
14- Academic Senate Meeting Minutes November 17, 2015
15 – English program course to program SLO mapping
16 – English department Composition Rubric
17 – 2014 SJCC Basic Skills Initiative Report
18 – ESL data on registration post-advising
19-% students enrolled or place into Basic Skills
20- SJECCD Fact Book End of Term Fall 2014
21 – Math Department Strategic Planning Minutes Fall 2015
22 – 2011-12 Annual Program Review – ESL
23 – ESL 312-313 OnCourse Student Survey
24 – ESL 312-313 OnCourse Faculty Survey
25 - SBCAE 3-Year Plan Update – p. 5
2.A.5. The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

San Jose City College serves the community with programs that meet a broad range of needs. It offers two-year college degrees, certificates, Associate Degrees for Transfer, lower-division transfer and general education courses, basic skills and English as Second Language instruction, and career and technology training. Periodic evaluations and subsequent adjustments of courses and programs are designed to ensure they meet criteria identified by the State and fulfill articulation agreements with State and independent colleges and universities.

EVIDENCE OF MEETING THE STANDARD

Curriculum Committee

Per the SJEECD Board policies, faculty have leadership over the development of degrees and programs offered at the College. (see Document 1). The Instructional Policies and Curriculum Committee (IPCC) oversees and approves all courses, programs, certificates and degrees. The IPCC continually reviews the breadth, depth, and rigor of each course to ensure alignment with College mission and adherence to Title 5 standards for quality. It complies with the requirements and guidelines established by several primary agencies and resources, specifically: Title 5; Education Code; Executive Orders and Governing Board Policy; the Program and Course Approval Handbook from the California Community Colleges Chancellor’s Office; and the Articulation Policies and Procedures Handbook published by the California Inter-Segmental Articulation Council (CIAC) (see Documents 2,3,4,5). These agencies and resources provide parameters for IPCC dialogue and approvals concerning course and program development and revision.

The IPCC, as a standing committee of the Academic Senate, develops its processes and procedures with Senate approval. The Senate is notified of meetings of both the Technical Review Committee, and subcommittee of the IPCC, and the IPCC. The Senate President is notified one week prior to the Technical Review Committee meeting, and all faculty are notified one week prior to meetings of the IPCC. After the IPCC approves new curriculum proposals, the Academic Senate is informed and the proposals are presented to the District Board of Trustees for final approval; thereafter, they are forwarded to the California Community College Chancellor’s Office (CCCCO) for approval. The IPCC is comprised of two-thirds faculty, one-third administration, plus two classified non-voting members. A faculty chairperson receives forty percent reassigned time to lead the IPCC.

Associate’s Degrees

The College offers a wide variety of associate’s degrees which can be found in print and online in the College Catalog as well on the College website (see Documents 6,7).
Consistent with the SJECCD Board Policy BP 4100.1 AA and AS degree Requirements and Title 5 standards for associate degrees, for each of the degrees offered, the Associate of Arts (A.A.), the Associate of Sciences (A.S.), the Associate of Arts for Transfer (A.A.-T) and the Associate of Science for Transfer (A.S.-T), the minimum number of courses needed to achieve a degree is 60 units, with a minimum of 12 units in the major (see Document 9).

**General Education**

Within all degree programs, the College ensures that a substantial portion of study is dedicated to general education. Courses in the general education patterns meet requirements for IGETC and CSU breadth as well as local and state GE pathways. Per the SJECCD Fact Book End of Term Fall 2014, 37.62% of students indicate that their educational goal is to transfer (see Document 20). As a result, the College has developed a general education component that spans a wide range of courses at the introductory level in support of providing instruction in major areas of knowledge. All courses in the general education component have identified student learning outcomes that are of high quality and rigor appropriate to higher education (see Document 8).

**ANALYSIS AND EVALUATION**

The College meets this Standard. San Jose City College serves its community with programs that meet a broad range of needs. It offers two-year college degrees, certificates, Associate Degrees for Transfer, lower-division transfer and general education courses, basic skills and English as Second Language instruction, and career and technology training. All degrees and programs are carefully vetted through a curriculum committee process that assures appropriate length, breadth, depth, rigor, course sequencing, time to completion and synthesis of learning. Specific requirements and guidelines are followed through several primary agencies and resources. In all cases, the minimum requirements for degrees is 60 semester units at the associate level.

**Supporting Evidence**

1 – 4020 Program and Curriculum Development
2- California Education Code, Title 5
3 – Executive Orders and Governing Board Policy
4 - Program and Course Approval Handbook (PCAH) Fifth Edition 2013
5 - Articulation Policies and Procedures Handbook 2013
6 – SJCC Degrees, certificates, and employment website
7 - SJCC College Catalog, 2015-16
8 – SJCC General Education Charts
9 – SJECCD BP 4100.1 AA and AS degree Requirements

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9 ER 12 General Education compliant
Standard 2.A.6: The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

The SJCC schedule demonstrates the College’s commitment to ensure that students complete certificates and degrees in a timely manner, which is in alignment with expectations for high education institutions.

Evidence of Meeting the Standard

Course Credits and Length
All courses offered have undergone a rigorous review process at the department and College level before approval at the California State Chancellor’s Office. All approved courses and degrees are certified to be of appropriate length and of high rigor per guidelines set forth in the Program and Course Approval Handbook. The assignment of credit hours follows Title 5 regulations section 55002.5 and is verified by the College, per SJECCD Board Policy BP 4020.6 The Carnegie Unit (see Document 12), is applied in a consistent manner across all courses (lecture, lab, distance education, clinical practice). Further, the College has made concerted efforts to support students in their efforts to earn degrees by ensuring that courses have maximum portability and degree applicability. The College Catalog indicates whether a course is degree-applicable or not. For example, all Kinesiology courses (course prefixes KINA, KINAM, KINAW, KINPE) are all A.A. or A.S. degree-applicable (see Document 11).

With respect to converting clock hours to credit hours appropriately, the College does not engage in this activity. Nevertheless, any programs that have clock hour requirements for certification purposes are calculated to meet or exceed requirements. For example, the Emergency Medical Services certification requires students to complete 240 hours of training. The College ensures that students are enrolled for more than the number of hours needed to earn external certifications.

Course Scheduling
The College offers a schedule of courses each semester that is designed to maximize the educational needs of the students. This approach is in alignment with the SJECCD Board of Trustee’s Student Success Definition and Policy and is demonstrated through the manner in which the College documents achievement of student learning in TracDat, and tracks its progress through the College’s Strategic Planning Key Performance Indicators (see Documents 1, 2, 3, 4).

Beginning in Fall 2014, SJCC in collaboration with the Office of Institutional Effectiveness began the work of building Curriculum Tracks in the student database platform, Colleague (see Document 13) as a way to provide students with recommended

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10 ER 9 Educational Programs compliant
scheduling guidelines for a major. This information ensures that course offerings are addressed in such a way that students may complete degree requirements within a two-year timeframe. To date, SJCC has 75 Curriculum Tracks entered into Colleague (see Document 14).

The College also affirms that scheduling is focused on student need, per Article 12.4.1 of the faculty collective bargaining agreement (see Document 5). This process is ongoing and constantly being refined. For example, in planning for spring 2016, academic deans worked with their department faculty to move courses into a block schedule format where possible, thus decreasing the likelihood of course overlaps for students wishing to take multiple courses across one to two days per week (see Document 6). Exceptions were made for courses such as basic skills or ESL, where scheduling was aligned to enhance students’ abilities to progress through sequenced courses in an effort to expedite their movement towards credit course work. Further, all AA-T and AS-T degree course work is scheduled at least once every two years to ensure that students may complete their degrees in a timely fashion.

**Focused on Outcomes Achievement**
The Student Learning Outcomes Committee is also tasked with establishing schedules for outcomes assessment at the course and program level. Per the Student Learning Outcomes Assessment Handbook, achievement of programmatic learning outcomes should be completed within a four-year time period in order to effectively ensure that student learning is tied to achievement of outcomes (see Document 7). This is also reflected in the Program Review Handbook and Comprehensive Program Review Templates for Academic and Student Affairs, which requests departments to discuss outcome assessment at the course and program level (see Documents 8, 9, 10).

**ANALYSIS AND EVALUATION**
The College meets the Standard. The schedule of courses is representative of offerings that are in alignment with expectations for higher education institutions and are scheduled in a manner that allows for timely completion of degrees. SJECCD Board Policy affirms the commitment to offering courses in ways that allow students to complete course work in a timely fashion. Adhering to this time frame was supported by the development of Curriculum Tracks within the upgraded Colleague database platform. In addition, dialogue regarding scheduling of courses to match student need takes place at the faculty level and efforts to minimize course overlap have taken place. As an example, all degrees at the College can be earned within a two-year time period. Finally, all certifications with clock hour requirements are calculated to meet or exceed minimum requirements in order to maintain compliance with external regulations.

**Supporting Evidence:**
- 1 – SJECCD Student Success Definition and Policy BP 5050.2
- 2 – www. Sjcc.tracdat.com
- 3 - SJCC Strategic Planning Handbook
- 4 - SJCC Strategic Plan 2015 through 2017
- 6 – Minutes of Dean Meeting Fall 2015
- 7 - SJCC SLOAC Handbook 2012
- 8 - Program Review Handbook 2014-15
- 9- 2015-2016 Comprehensive Program Review Form and Instructions
  ACADEMIC AFFAIRS San Jose City College
- 10- Comprehensive Program Review Template Student Affairs 2015-16
- 11 – SJCC College Catalog, 2015-16
- 12 – Board Policy BP 4020.6 The Carnegie Unit
- 13 – Datatel Colleague Access – Curriculum Tracks
- 14 – List of SJCC Curriculum Tracks
Standard 2.A.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

San Jose City College is focused on providing open and equitable access to quality education per the College mission statement. As a result, the College carefully considers the most appropriate delivery modes, teaching methodologies and learning support services to best promote student success for the diverse student population the College serves. A review of success and completion rates of students has led to the College launching a variety of activities in a collaborative, cross-disciplinary manner, as demonstrated in program review, the Student Equity Plan (see Document 32), and the SSSP Plan (see Document 33).

EVIDENCE OF MEETING THE STANDARD

The College places a high value on creating opportunities for students to be successful in achieving their academic goals. This endeavor requires the College to focus on delivery modes, teaching methodologies, and learning support services, as directed in Board Policies 4020, 4040, and 5000 (see Documents 1, 2,3)

These policies require that the curriculum, programs, and services be of high quality, be reflective of community and student need, be integrated into the college, and be evaluated regularly to ensure currency. BP 5000 makes special mention to be inclusive of all students and provide culturally focused programs as well as programs for students with disabilities (see Document 3).

Delivery Modes
The SJCC Course Outline of Record on CurricUNET includes fields that require faculty to identify the multiple methods used to support and assess student learning of course content, regardless of delivery mode (see Document 4). In addition, as discipline experts, faculty are expected to identify the delivery modes that are an appropriate match for course content. Courses put forward with the intention to deliver them in distance education format, for example, are required by Title 5 section 55206 to also have an updated and approved Distance Education Supplement Form on record. Each time a DE supplement form is submitted to the Instructional Policies and Curriculum Committee, the extent to which the course is suited for distance education format is reviewed at the department, dean, technical review, and full committee level (see Document 5). As of spring 2016, instruction in distance education format is largely available for courses that are part of the College’s general education program (see Document 6).

Teaching Methodologies
As the primary deliverers of instruction, faculty regularly discuss the relationship between teaching methodologies and student performance, as well as the effectiveness of various methodologies. These discussions take place at the committee and department level and are also documented in program review (see Documents 7, 8). As an example, the biology department’s 2015-2016 annual program review illustrates the robust dialogue happening with respect to course and program SLO assessment and instruction.
Highlights include considerations regarding timing of SLO assessment as well as varying expectations in mastery of an SLO depending on STEM and non-STEM major courses (see Document 24). In addition, discussions related to effectiveness of teaching methodologies and student success in distance education also take place at meetings of the Distance Education Committee (see Document 9, 10).

Faculty and staff at the College recognize the importance of remaining current in their field of study as well as in the craft of teaching and learning. Employees receive multiple opportunities for professional development in which they are informed and kept up to date regarding student learning needs and pedagogical approaches. In addition to the four professional development days offered each year where workshops focused on teaching and learning are offered, the Professional Development Committee also hosts workshops on a variety of topics throughout the year, ranging from Outcomes Assessment to Teaching the English Language Learner (see Documents 11, 12).

The Basic Skills Initiative Committee also offers opportunities for faculty and staff to apply for professional development funding (see Document 34). In addition, this committee has dedicated funds to support faculty and administrator-led initiatives and projects in support of the success of basic skills and ESL students. One project featured a two-day summer institute for adjunct faculty focused on teaching strategies, assessment practices, and awareness of campus resources for the benefit of the basic skill or ESL learners (see Document 35). Faculty were coached on theory, such as Carol Dweck’s Fixed and Growth Mindset, as well as principles of Skip Downing’s OnCourse Workshop I. The Institute also featured an introduction and explanation of the SSSP plan and the Student Success Scorecard, and participants and spent time discussing implications for how to better support students in order to maximize their chances of reaching college level courses (see Document 36). Future plans include developing an online adjunct faculty orientation that addresses scheduling challenges and provides faculty who participate to receive compensation (see Document 37).

With respect to distance education, the BSI Committee has hosted workshops on utilizing NBC Learn, Beginner and Advanced Moodle users, Migrating to Remote Learner, and How to Make Use of Turnitin (an anti-plagiarism detection tool), to name a few examples (see Documents 13, 14, 15). In addition, the Professional Development Committee offers scholarships to faculty to attend conferences, such as the Online Teaching Conference, and enroll in distance learning courses, such as courses offered through @One. Applications are available to faculty on the committee website (see Document 16). To date, XX faculty have received funds for the purposes of enhancing their skill and understanding of distance education and learning. Further, the Distance Education Coordinator (a 1.0 FTE release time position) provides professional development and support to faculty and staff specifically for distance education (see Document 17). In fall 2015, the College conducted a successful search for a Dean of the Library, Learning Resources, and Distance Education (see Document 18). This new dean is scheduled to begin in July 2016 and will be responsible for the professional development needed for faculty and staff to effectively support student success in distance education.
A review of the College’s 2015 Student Success Scorecard illustrates that of the 2,717 remedial students who started in 2008-2009 cohort, 50 percent were considered unprepared for college level math, and 27.2 percent were considered unprepared for college level English. Successful completions at the college level for both disciplines after five years are low, at 25 and 40.5 percent, respectively. Alongside the Scorecard, various queries run through the Basic Skills Cohort Tracker, hosted by the State Chancellor’s Office of California Community Colleges, have yielded very similar trends.

In the English department, these numbers have led to modifications in teaching approaches as well as curricular changes. In 2013, the English department voted to add portfolio assessment as another option for assessing student writing, thus allowing students and faculty some freedom in determining how best to demonstrate student readiness and achievement of student learning outcomes for ENGL 92, the basic skills course that is one level below ENGL 1A, College Composition (see Document 19). This change has resulted in some positive results. The graph below illustrates success rates in successive fall semesters both before and after spring 2013.

An examination of success rates using the Basic Skills Progress Tracker shows a relatively unchanged success rate averaging 71 percent in the three years prior and following the change in curriculum (insert table?). The English department reviewed this data in spring 2016 (see Document 41) but the overall results demonstrate that the department is moving in a positive direction as it relates to promoting student success.

In the math department, the adoption of Statway and the creation of an alternate pathway for non-stem majors began in March 2013 with the development of two courses, MATH 54 and MATH 55 – Integrated Statistics I and II (see Documents 25, 26). In fall 2015 the math department developed a strategic plan to specifically address achievement gaps in developmental math. The strategies identified by the department included finding a way to decelerate basic skills math classes by providing students with more instructional time.
with a lower unit load, adopting Statway (as it now articulates with the UC/CSU system), offering an accelerated program that prepares students for Calculus, and hiring two full-time math faculty who will teach 100 percent in basic skills (see Document 27). Of the five priorities, three are scheduled for implementation in fall 2016.

**Learning Support Services**
The College has made significant efforts in terms of addressing student achievement gaps through enhancing learning support services. As an example, the Basic Skills Initiative Committee provided seed money for the establishment and enhancement of peer tutoring both in and outside of the classroom (see Document 28). Through the program review process, funds for peer tutoring were institutionalized into the Fund 10 budget for the College beginning in the 2014-15 academic year (see Document 29). Currently, both the Tutoring Center and Reading and Writing Center offer faculty options for in-class peer tutoring for all basic skills classes (see Documents 30, 31).

The BSI Committee has also been supportive of improving the quality of tutoring support services. In 2014, the Committee voted to fund the certification process for the Reading and Writing Center to achieve International Tutor Training Program Certification (see Document 39). The Reading and Writing Center were awarded Level 1 certification in spring 2015 (see Document 38). The Tutoring Center is currently pursuing the same certification, which is awarded by the College Reading and Learning Association. In the development and implementation of the Student Equity Plan, data on the College and its students revealed a need for focused attention on course completion, ESL and basic skills completion, degree and certificate completion, and transfer (see Document 32). In each of these areas, goals were established to target specific areas for improvement. In addition to the resources set aside for instructional improvements, the Equity Plan also identified gaps in counseling services for the Disabled Students Program and Services, as well as poor completion rates of male students enrolled in Career and Technical Education (CTE) programs. In an effort to address the total student, the plan also outlines ways in which the health services needs of students should be addressed. Finally, an improvement in services for the Foster Youth program was identified as this student population is disproportionately impacted.

As an eligible institution, the College has been awarded two Title V Developing Hispanic-Serving Institutions Program grants totaling $XX dollars. The 2011 grant allowed for the planning and implementation of a summer bridge program for underrepresented students, followed by a first year experience for STEM and non-STEM majors. This summer bridge is also supported in part by the Student Equity Plan and the SSSP Plan (see Documents 32, 33). The 2015 grant supports the College’s efforts to develop an undergraduate research program in partnership with UC Santa Cruz, which will give underrepresented students the opportunity to explore academic research opportunities in a community college setting.

Math students also benefit from supplemental instruction (SI) services. SI was launched in 2011 as a pilot program in three sections of Math 11A (Elementary Algebra) and has expanded to serve 15 sections of Math 111 and Math 13 in fall 2015. Success rates of
students who participate in SI have been significant; in spring 2014 the pass/fail ratio of SI students was 62/38 percent in Math 013 and 58/42 percent in Math 111. By comparison, the pass/fail ratio of non-SI students for these two courses were 48/52 percent and 53/47 percent, respectively (see Document 40).

**ANALYSIS AND EVALUATION**

The College is committed to providing the most appropriate delivery modes, teaching methodologies and learning support services in order to best promote student success for our diverse student population. Overall, a focus on quality of instruction is established at the Board policy level and is supported at the campus. All efforts in the area of delivery mode, teaching methodology, and support services are supported through resources identified in the College budget, as well as Basic Skills Initiative, Student Equity Plan, SSSP Plan, and Title V: HSI grant funding. The College also provides a robust level of student support services in support of student success. For traditional face-to-face delivery modes, procedures are in place to assure teaching methodologies and learning support services reflect the diverse and changing needs of our students. Procedures by which the College assesses the effectiveness of distance education delivery modes are in place but need to be strengthened. Significant work has been accomplished in recent years, particularly through the Distance Education Committee, to assure that planning efforts for distance education instruction are institutionalized. The College meets this Standard

**Supporting Evidence:**

- 1 - BP 4020 Program and Curriculum Development
- 2 - BP 4040 Library Services
- 3 - BP 5000 Student Services Policy
- 4 - www.sjcc.CurricUNET.com (COR)
- 5 – www.sjcc.CurricUNET.com (Distance Education section)
- 6 – SJCC General Education Pattern with Distance Education courses highlighted
- 7 - 2015-2016 Comprehensive Program Review Form and Instructions
- Academic Affairs San Jose City College
- 8 - Comprehensive Program Review Template Student Affairs 2015-16
- 9 - English Department Meeting Minutes – Distance Education Data Discussion
- 10 – Distance Education Committee Meeting Minutes
- 11 – Staff Development Committee – Outcomes workshop flyer
- 12 – ECE for ESL Workshop flyer – Spring 2015
- 13 – Staff Development Workshop – Moodle
- 14 – Staff Development Workshop – NBC Learn
- 15 - Staff Development Workshop – turnitin
- 16 – Staff Development Committee website
- 17 - Distance Education Coordinator job description
- 18 - Dean of Library, Learning Resources and Distance Education job description
• 19 – English department meeting minutes – removal of board normed final exam from ENGL 92 course outline – or ENGL 92 course outline revision
• 20 - SJCC’s Academic Senate-approved SJCC Instructor Regular Effective Contact Policies and Procedures document
• 21 – DE Committee Meeting Minutes – November 3, 2014
• 22 – English department meeting minutes – Standing item agenda of DE
• 23 – DE Committee Meeting Minutes – May 4, 2015
• 24 – 2015-16 Annual Program Review – Biology
• 25 – SJCC Course Outline of Record MATH 054 Integrated Statistics I
• 26 – SJCC Course Outline of Record MATH 055 Integrated Statistics II
• 27 – Meeting Minutes – Math Strategic Planning Retreat
• 28 – Basic Skills Plan 2013
• 29 – Resource Allocation Final – President Approved 2014
• 30 – Email Callout to faculty for In-class Peer Tutor – RWC
• 31 – Flyer/Email Callout to faculty for In-class Peer Tutor – Open Computer Lab
• 32 – SJCC Student Equity Plan 2015
• 33 – 2015-16 SJCC SSSP Plan
• 34 – Basic Skills Funding Application Form
• 35 – 2014/2015/2016 Developmental Education Summer Learning Institute
• 36 – 2015 Summer Learning Institute Agenda
• 37 – SJCC Course Outline of Record – Adjunct Faculty Orientation
• 38 – ITTPC – certification letter
• 39 – Basic Skills Plan 2014
• 40 – Supplemental Instruction Summary report
• 41 – English Department meeting minutes 3-9-16
Standard 2.A.8 The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

The College actively works to ensure the validity and reliability of placement tests and common assessments across programs. In addition, the College offers credit by exam opportunities for select, approved courses in an effort to directly assess prior learning of students.

EVIDENCE OF MEETING THE STANDARD

Department-Wide Assessments
Each department at San Jose City College is responsible for the assessment procedures in each course. Departments that administer depart-wide course and/or program evaluations include the following:

- Cosmetology & Esthetics
- Emergency Medical Services
- English
- English as a Second Language
- Reading

Cosmetology & Esthetics
The Cosmetology and Esthetics Program is approved by the California Board of Barbering and Cosmetology (see Document 1). As a licensed training facility, the program effectively prepares students to complete and successfully pass written and practical state board examinations. These are developed by the state and thus ensure that test bias is reduced and reliability of results is appropriately high.

Esthetics
Students enrolled in the Esthetics program are required to complete a minimum of 600 hours of instruction in esthetics, known as the proof of training (POT). Completion of this POT then allows students to register for the State Board examinations in Esthetics. Instruction in the Esthetics program is guided by content in the State Board-approved textbook and workbook (see Document 2). As a result of these practices, the Esthetics program enjoys an extremely high success and completion rate with respect to the Board exams, averaging 98% per session (see Document 3).

Emergency Medical Services (EMS)
The EMS Program is a California Approved Training Provider, through the California Medical Services Authority (see Document 4). The goal of the EMS program is to prepare students for immediate employment in emergency services; therefore, training is rigorous and involves extensive didactic and skills training. In order to receive a certificate of completion the students must complete EMS 005 (Emergency Medical
Responder) and EMS 010 (Emergency Medical Technician – B) with a grade of 80 percent (240 hours).

In order to complete the EMS program students must also score 80 percent on a skills test and complete skills testing within a set time. Training for these skills is offered six hours a week. Students receive hands on training with instructors at a ratio of 10:1 (State mandated). Each student is responsible for the completion of skills books, which contain pretests in order to evaluate the individual student progress through the semester. Students who are not achieving satisfactory scores are given remediation and additional practice until they can achieve success. Because of the critical nature of this job, students who cannot complete the skills at the end of the course are encouraged to repeat the capstone course, EMS 010.

**English**

The English department conducts a department-wide norming and grading session for the common end of term student portfolio for ENGL 335 Basic Writing (2 levels below college composition). Per the approved course outline of record, the portfolio represents 50 percent of the student’s final grade for ENGL 335 (see Document 5). Components of the portfolio include a combination of timed, in-class writing as well as take-home writing assignments. The portfolio also includes a self-reflection writing piece. The procedure for the norming process is documented in the approved English Procedure for Norming and Evaluating ENGL 335 Portfolios (see Document 6). The department thus ensures that a process is in place that reduces bias and enhances reliability of assessment.

**ESL**

The ESL Department administers common timed writing exams for writing courses: ESL 322 (Paragraph Development), ESL 312 (Introduction to the Essay), ESL 302 (Introduction to College Reading and Writing), and ESL 091 (pre-freshman English level). At the beginning of each semester, full-time faculty serving as writing course level leaders meet with the level instructors to discuss the guidelines of the board-graded midterm and/or final, timed-writing exams. At each level, faculty are in continuous dialogue with each other regarding topics to be used for the exams. They discuss possible writing topics, evaluating them for cultural bias and ability to reflect the established learning outcomes of the writing course, and create an appropriate, unbiased prompt question. The final writing exam schedules for these writing courses are published in the College’s Class Schedule each semester (see Document 7, 8).

The faculty teaching in each level board-grade the final exams following a norming process that uses sample essays. After norming, the essay exams are evaluated holistically. Two faculty readers independently score each essay, giving the essay points or marks indicating a Pass or No Pass. In the case of a scoring discrepancy, a third reader is used. This procedure is documented in the approved ESL Norming and Grading Procedure (see Document 9). The scores of these exams contribute to one of several parts of the student grade. Other grading instruments used to measure student learning include in-class essays and other writing assignments.

**Reading**
The Reading department administers a common final exam for each of its three courses, per the approved course outline of record (see Documents 10, 11, 12). All reading faculty are invited to submit suggested articles to be used as the basis for the final exam. The submissions are then voted on by all faculty in the department. Questions for each exam are developed by the department coordinators, following a format that mirrors student learning outcomes for each course (see Document 13). The department then reviews these exams before final versions are approved.

The faculty grade the final exams following a norming process that uses sample exams. After norming, the exams are evaluated holistically. Two faculty readers independently score each essay, giving the essay points or marks indicating a Pass or No Pass. In the case of a scoring discrepancy, a third reader is used. The scores of these exams contribute to one of several parts of the student grade.

Credit By Exam
Credit by exam is offered to students for a limited number of State-approved courses (see Document 14). The College follows guidelines set forth by the Academic Senate of California Community Colleges regarding effective practices to implement credit by exam (see Document 17). As such, discipline faculty are primarily responsible for identifying the courses for which credit by exam may be offered and what assessments best demonstrate a student’s mastery of course content and learning outcomes. The credit by exam list is updated prior to the start of each academic year and is made available to College stakeholders for reference. Students who seek college credit by exam are provided a copy of the course outline of record and must complete and submit an approved form in order to initiate the credit by exam process (see Document 15). Exams are administered and proctored by faculty in the discipline. The exams are developed by discipline faculty and are maintained in a secure testing environment. These exams are comprehensive in nature in order to ensure that the breadth of knowledge required for a student to earn the credit is significantly comparable to a student who successfully completes the coursework.

Placement Testing
Currently the College utilizes the Compass test as the placement tool for new incoming students. Students are required to take the Compass test in English, reading, and mathematics. New incoming ESL students are required to take the ESL-Compass test in reading and listening/speaking. In addition, ESL students must read and respond in writing to a prompt. These writing prompts have been approved by the State Chancellor’s Office for use at the College.

Challenging Placement Test Recommendations
The College is committed to ensuring that students are appropriately placed into math, English, ESL and reading. As a result, students are eligible to challenge their placement level through department-specific tests (see Document 16). Students may challenge their placement through a variety of pathways; an instructor or counselor may recommend them, or they may believe their placement does not accurately reflect their abilities. Test-takers are invited to complete their challenges in a secure testing location. For example,
challenge tests in the Language Arts division are secured and administered by the division dean. Tracking of all pre-requisite challenges attempted takes place at the division level. This information is reviewed annually to ensure reliability of the process through an examination of success rates of students. To date, the pre-requisite placement challenge process in the Language Arts division has yielded high predictors of success in the recommended course.

ANALYSIS AND EVALUATION

The College meets this Standard. Department-wide course and/or program examinations are developed in ways to reduce test bias and enhance reliability. Faculty work to appropriately norm their assessment practices and in some cases use common assessment instruments.

Alternatively, programs that prepare students for professional licensure rely on state-approved assessments to validate the effectiveness, validity, and reliability of the assessment. Credit by exam processes follow recommendations outlined by the Academic Senate of California Community Colleges. To ensure that credit by exam practices are consistently applied, the College should move toward documenting the practices in a governance manual. Students at have opportunities to challenge placement in English and reading through assessment of prior learning. All pre-requisite challenge results are monitored to ensure effectiveness of the process and reliability of the assessment.

Supporting Evidence:

- 1 - Board of Barbering and Cosmetology website ([http://www.barbercosmo.ca.gov/schools/index.shtml](http://www.barbercosmo.ca.gov/schools/index.shtml))
- 2 – Esthetics Program Course Outline of Record
- 3 – [Board of Barbering and Cosmetology School Pass/Fail Rate for Written January 1, 2015 through March 1, 2015](http://www.barbercosmo.ca.gov/schools/index.shtml)
- 4 – [California Emergency medical Services Authority Approved Training Programs](http://www.californiaems.gov/)
- 5 – English 335 Course Outline of Record
- 6 - English Procedure for Norming and Evaluating ENGL 335 Portfolios
- 7 - Fall 2015 Schedule of courses
- 8 - Spring 2016 Schedule of courses
- 9 - ESL Norming and Grading Procedure
- 10 – READ 350 Course Outline of Record
- 11 – READ 301 Course Outline of Record
- 12 – READ 101 Course Outline of Record
- 13 – Reading final exam sample
- 14 – List of approved Credit by Exam courses
- 15 – Credit by exam Request Form
Standard 2.A.9 The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

All courses offered by the College have identified student learning outcomes that represent the culmination of requisite skills and/or knowledge required to earn credit for the course, regardless of instructional modality. In addition, the College affirms that students earning degrees or certificates have demonstrated competency in the program learning outcomes relevant to their studies.

Evidence of Meeting the Standard

Board Policies
The San Jose Evergreen Community College District Board of Trustees affirm that student learning outcome achievement is required for the awarding of course credit, degrees, and certificates, regardless of instructional modality, per Board policies 4262, 4262.1, and 4262.2 (see Documents 1, 2, 3).

These policies are upheld and communicated to students through the distribution of course syllabus for each course that include stated student learning outcomes, per Board policy 4020.5 (see Document 4).

The SJECCD Board of Trustees also ensures that units of credit awarded are consistent with accepted norms in higher education, through its definition of the Carnegie Unit and its relationship to the course credit granted, per Board policy 4020.6 (see Document 5).  

Student Learning Outcomes
With respect to program learning outcomes, the College affirms that achievement of learning outcomes are the basis for the awarding of degrees and certificates. The College offers 11 associate degrees for transfer (see Document 7). Per the Program and Course Approval Handbook (5th edition), all AD-Ts included program student learning outcomes, demonstrating that achievement of these outcomes are necessary for degree achievement (see Documents 6, 7).

12 ER 10 Academic Credit compliant
In addition, all programs have documented mapping from course to program SLOs in the College’s SLO repository, CurricuUNET (see Document 8). Relationships from courses to programs are delineated and publicly accessible. All SJCC courses offered have identified student learning outcomes that represent the culmination of what students will learn upon successful course completion (see Document 10).

Finally, courses that are offered as distance education are subject to the same requirements as in the Board policies stated above as course content and student learning outcomes for any course remain consistent, regardless of instructional modality. In addition, distance education courses are required by Title 5, section 55206 to have an updated and approved Distance Education Supplement Form on record (see Document 9). Each time a supplement form is submitted to the Instructional Policies and Curriculum Committee, the extent to which the course is suited for distance education format is reviewed at the department, dean, technical review, and full committee level.

**ANALYSIS AND EVALUATION**

The College meets this standard. The College complies with District Board policies that clearly state student learning outcome achievement is required to earn course credit, degrees, and certificates. In addition, students receive a copy of all identified student learning outcomes in course syllabi, thereby aligning successful course completion with achievement of outcomes. The Board policy also ensures that units of credit awarded are appropriate to higher education standards.

At the program level, all programs have established program student learning outcomes. These have been mapped to individual course SLOs, as documented in TracDat, the College’s repository for student learning outcome assessment and tracking. In this way, the College ensures that achievement of stated program learning outcomes are the basis for awarding certificates and degrees.

**Supporting Evidence:**
- 1 - BP 4262  Associate Degree Credit Course
- 2 - BP 4262.1  Non-Degree Credit Course
- 3 - BP 4262.2 Noncredit Courses
- 4 - BP 4020.5 Course Syllabi
- 5 - BP 4020.6 The Carnegie Unit
- 6 - [Program and Course Approval Handbook (PCAH) Fifth Edition 2013](#)
- 7 – SJCC Degrees and Certificates website
- 8 - [ww.sjcc.CurricUNET.com](#) (distance education section)
- 9 – [www.sjcc.CurricUNET.com](#) (distance education section)
- 10 – SJCC Active Course List
Standard 2.A.10 The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

San Jose City College has well-established internal and external transfer of credit policies assist students in achieving their academic goals. In the course substitution process, the College affirms that content and outcomes of transferred courses are comparable to those of the College. In all circumstances, the College makes efforts to develop articulation agreements with institutions with the goal of supporting ease of transfer for students.

EVIDENCE OF MEETING THE STANDARD

Board policies uphold the commitment of SJECCD to facilitate ease of transfer for students. In addition to affirming that transfer of students is a part of the mission of the district, BP 5120: Transfer Center, also notes that special attention be paid to the transfer applications of underrepresented students (see Document 2). With respect to external transfer policies, BP 4050: Articulation, also affirms that the Academic Senate of a college recommends and approves articulation procedures with baccalaureate institutions, proximate high schools, and other community colleges, that may be local or geographically distant, and are appropriate to the College’s educational program (see Document 1).

Transfer information is also widely available to students, as transfer of credit policies are included in the College Catalog, in print and online, as well in the campus Transfer Center and on the Center’s website (see Documents 3,4)\(^{13}\). Through the Transfer Center, students can access transfer-of-credit policies for various institutions in print, online and via Transfer Preparation Workshops and Transfer College Fairs. The Transfer Center also hosts student bus tours to various four-year institutions to access more detailed information regarding specific degrees and majors (see Document 10). The Student Equity Plan also supports efforts to engage student interest in Historically Black Colleges and Universities. In spring 2016, the College took students on a tour of several HBCU’s as part of the Student Equity Plan’s efforts to address the completion and transfer gap of underrepresented students.

With respect to the development, implementation and evaluation of articulation agreements, the College actively seeks articulation agreements with colleges accredited by one of the six regional accrediting agencies and that are of high interest to students. The most updated list of articulated courses by institution can be found on the College’s Articulation website (see Document 5). On this website, current and future students can explore existing agreements at the course level in order to support planned decision-making. The website also features major sheets for all SJCC degrees and certificates,

\(^{13}\) ER 10 Academic Credit compliant
contact information for the Articulation Officer, the Articulation Specialist, a link to assist.org, and a clear definition of articulation.

When new courses are created, the Articulation Specialist researches other CSU and UC institutions that have similar courses. This information is added to the transfer information in CurricUNET. The Specialist also maintains an ongoing list of courses for which requests for articulation have been submitted (see Document 11). With respect to private institutions, the Specialist targets colleges that attend the Annual Transfer Fair and requests articulation agreements or transfer paths with the College. All agreements with private institutions are reviewed on an annual basis for currency and agreements are updated as needed.

Evaluation of these agreements takes place on a case-by-case basis. While the College has amassed a fairly substantial number of agreements, the College lacks an organizational entity that ensures regular evaluation of existing agreements and a methodology by which gaps are identified. This is an area of exploration for both the Institutional Policies and Curriculum Committee as well as the Articulation Office.

**Transfer of Credit Policies**

At the College, credit is granted according to recommendations delineated in “Transfer Credit Practices of Designated Institutions 2015,” published by the American Association of Collegiate Registrars and Admission Officers (see Document 6). The 2015-2016 SJCC College Catalog clearly states the ways in which students may earn additional credit outside of enrollment the College (see Document 7). Chapter Two of the Catalog, “Admissions and Registration Procedures,” delineates alternatives for earning credits: under the subsection “Credit” are the following Transcripts from Other Colleges, Credit from Foreign Colleges and Universities, Credit and Military Services, Credit by Examination’, and College Entrance Examination Board Advanced Placement.

The major mechanism by which transfer-of-credit information is accessed is through the California Community College Articulation System Stimulating Inter-institutional Student Transfer (ASSIST) program (see Document 8). ASSIST is a publicly accessed repository of extensive articulation information for California colleges and universities and therefore provides the most accurate and up-to-date information available about student transfer in California. Students can display reports of courses that may be earned at one institution and accepted at another.

With respect to internal transfer-of-credit policies, students meet with counselors to determine whether courses may be substituted for certificate or degree requirements. When possible equivalencies are identified, the College utilizes a Course Substitution Form that is administered by counselors, faculty, and academic deans (see Document 9). The Transcript Evaluator in the Office of Admissions and Records then finalizes the transfer of credit.

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With respect to distance education courses, the College does not differentiate the modality of learning in transfer of credit practices. As a result, credits are transferred regardless of instructional modality.

ANALYSIS AND EVALUATION

The College meets this standard. SJCC welcomes all students to the campus in support of student success. Our district board policies also affirm our commitment to facilitating transfer and that transfer is a part of the district and college’s mission. As such, transfer-of-credit policies are widely available to individuals in order to facilitate the mobility of students without penalty, as can be seen in the college catalog and the college website. The College also relies on standard resource guides as well as the California Community College Articulation System Stimulating Inter-institutional Student Transfer (ASSIST) program to ascertain that transferred course content is comparable to expected learning outcomes for SJCC courses. Articulation agreements between institutions are actively sought by the College and are updated on an annual basis.

The College has actively sought and maintained articulation agreements with multiple educational institutions; however, it could benefit from the development of a procedure or organizational body that ensures regular evaluation of existing articulation agreements and a methodology to identify gaps, as outlined in the QualityFocus Essay.

Supporting Evidence:
- 1 - BP 4050 Articulation: Reference: Title 5, Section 51022(b).
- 2 - BP 5120 Transfer Center Reference: Title 5, Section 51027: Education Code Section 66720-66744.
- 3 - 2015-2016 SJCC College Catalog
- 4 – SJCC Transfer Center website
- 5 – Articulation Office website
- 6 - Transfer Credit Practices of Designated Institutions 2015
- 7 - SJCC 2015-16 College Catalog – Chapter Two
- 8 - www.assist.org
- 9 – SJCC Course Substitution Request Form
10- SJCC Bus Tour Advertisement – SJCC.EDU mainpage screen shot
11- SJCC List of Articulation Requests
2.A.11 The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

All programs at the College have developed student learning outcomes particular to each program and that reflect the institution’s General Education SLOs, which were the result of deliberate conversations among the faculty. The College maintains policies and procedures at several levels to ensure that students are achieving the intended outcomes.

EVIDENCE OF MEETING THE STANDARD

General Education Student Learning Outcomes

The College has established student learning outcomes at the general education (GE) level, previously designated Institutional SLOs, to ensure that students are achieving competencies as described in Standard 2A.11. The outcomes for those students completing an Associates degree, will be discussed in section 2A.12. The outcomes for those students who enroll in courses and do not complete any certificate or degree are discussed in 1B.2 and 2A.3. The following discussion of General Education SLOs will reflect those who leave the College with a certificate (non-degree) or transfer without a degree.

Prior to the self-study in 2010, the College developed Institutional Learning Outcomes reflecting the competencies described in this Standard. In the intervening years however, faculty grappled with the intrinsic difference of the terms Institutional versus General Education outcomes. In the fall 2015, after focused conversations in the Student Learning Outcomes and Assessment Committee (SLOAC) and in conjunction with the Academic Senate, the College adopted the term General Education SLOs instead of Institutional since the outcomes as written did not directly deal with institutional effectiveness, but rather that “common core of knowledge consistent with a liberally educated or literate citizen” (SLOAC recommendation to Academic Senate).

These General Education SLOs are: [suggest a text box for these]

1. Communication: Students will communicate effectively including reading, writing, speaking and listening.
2. Critical and Analytical Thinking: Students will analyze problems using evidence and sound reasoning to make decisions.
3. Global Awareness and Social Justice: Students will demonstrate an awareness of social, economic, ecological, historical, and cultural differences and their implications.
4. Personal Responsibility, Ethics and Civility: Students will demonstrate personal and civic responsibility and professional integrity.
5. Technology: Students will utilize technology effectively for informational, academic, personal, and professional needs.
6. Aesthetics and Creativity: Students will develop an appreciation of the arts and engage in the creative process.

Demonstration of Students Achieving Intended Outcomes

Across the campus faculty provide instruction and skills training that reflect these competencies and are demonstrated through, for example, capstone courses, embedded assignments, licensure exams, and job placement. Faculty, mindful of the GESLOs as well as disciplinary or vocational trends, instruct and train students to prepare them for jobs, for licensure exams, and to instill in them the desire and competencies for life-long learning.

Examples from Cosmetology, Dental Assistant, Machine Tech, the sciences, other

<table>
<thead>
<tr>
<th>Course</th>
<th>Example of capstone project/classroom activity</th>
<th>GESLOs it covers</th>
</tr>
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Supporting Evidence

- GESLOs listed on the college website
- Course Outlines of Record available through CurricUNET and the District network document warehouse
- Annual and Comprehensive Program Reviews maintained by the PRC and the Deans
- IPCC Charge
- SLOAC Charge
- Program Review Charge
- SLOAC Recommendation of name change ISLO to GESLO;
- Academic Senate Approval of name change, minutes

ANALYSIS AND EVALUATION

The College meets this Standard. Since the formation of the Student Learning Outcomes and Assessment Committee (SLOAC) in 2010, the College has made progress in the completion and documentation of SLO assessments at the course, program, and GE/institutional levels. SLO assessment results have been included in the Program Review and Budget Allocation processes, which demonstrate that student achievement is prominent in institutional planning.

The SLOAC is currently planning more activities that provide faculty across disciplines the opportunity to regularly share how GE SLOs are being addressed and assessed in the
As part of its charge, the SLOAC will continue to review the GE SLOs to ensure they encompass explicitly the competencies described in this Standard. For example, while faculty have embedded quantitative competency in the Critical and Analytical Thinking GESLO, it is not explicitly stated in the SLO.

2.A.12 The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Based on Title 5’s philosophy and criteria for Associate Degree and General Education, the College’s District Board Policies and Administrative Procedures reflect what constitutes general education and inform the development of degree programs by faculty. They represent an accumulation of knowledge and experiences that serve to develop: self-awareness in the modern world, skills specific to a discipline as well as those shared by several, and an interest in life-long learning.

EVIDENCE OF MEETING THE STANDARD

The College’s accepted philosophy and criteria for general education in its degree programs is manifested through students’ following three pathways: the IGETC, CSU General Education Breadth Requirements, and the College’s A.A./A.S. Degree programs. As described in 2.A.11, the College developed General Education SLOs that inform faculty deliberations in creating courses for certificate-conferring programs. These same GE SLOs are also appropriate to the degree conferring programs.

The College Catalog outlines all the degree programs available (p. 57). It also delineates the basic program of study for each available degree (pp 58-61). Though varying slightly, each degree program includes areas of study that inform and are informed by the College’s philosophy of what constitutes a general education: communication and critical thinking; scientific inquiry; quantitative reasoning; arts and humanities; social sciences; and life-long learning and self-development. Faculty are continually reviewing course offerings to ensure their alignment within a particular degree program, as well as to address changing disciplinary and vocational trends.

ANALYSIS AND EVALUATION
The College meets this Standard. Degree programs and their requirements are clearly stated in the Catalog, and students completing one are prepared to participate in civil society with a broad comprehension of knowledge and skills in the arts and humanities, the sciences, mathematics, and social sciences. That is, they complete a general education curriculum in addition to specific major requirements.

[IGETC certificate in the works. Need info]

The College can do more to create opportunities for structured, multipliscinary discussion about student achievement and learning within the degree programs.

**Supporting Evidence**
- BP 4020 Program and Curriculum Development
- BP 4020.7 Compliance
- BP 4021.1 Degrees Offered
- BP 4022.2 Certificates Offered
- BP 4025 General Education (GE) as part of the Associate Degree
- BP 4025.1 GE Philosophy
- AP 4025.1
- AP 4025.2
- BP 4025.2 Criteria for General Education and Baccalaureate Courses
- College Catalog
- Transfer Model Curriculum forms
- Comprehensive Program Reviews
- SJCC Academic Senate Constitution, Article II
- IPCC Charge
- Program Review Committee Charge
- AFT 6157 Contract Article 12.5, *FACULTY PROFESSIONAL RESPONSIBILITY*
- AA GE Pattern 15-16 Online courses (PDF)

http://www.sjcc.edu/current-students/degrees-certificates-and-employment/degrees-certificates

2.A.13 *All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and includes mastery, at the appropriate degree level, of key theories and practices within the field of study.*

All College degree programs include courses in at least one particular area of study, or within an established interdisciplinary degree. Faculty continually assess the SLOs at the course and program levels, thus identifying and continuing to monitor their appropriateness with respect to the “theories and practices within the field of study.” Similarly, through the Program Review process, faculty annually revisit course offerings and degree programs to ensure they remain current with respect to disciplinary standards.
The Comprehensive Program Review completed every four years allows for more detailed analysis of degree programs, their student learning outcomes and competencies.

**EVIDENCE OF MEETING THE STANDARD**

**Degree Programs**
These procedures were outlined in Standard 2.A.2 and demonstrate that the College relies on faculty to create, review, and revise course offerings and degree or certificate programs. The division deans assist in the process, and there are several committees (IPCC, SLOAC, Program Review) that play key roles in ensuring the validity and strength of these courses and programs.

**Mastery of key theories and practices**

College degree programs include unit requirements meeting the General Education learning outcomes as described in 2.A.12. Students completing a degree in a particular area of study are required to earn 20-25 units in the focused area.

[Examples of current degree plans from each division; pp 68-101 of College Catalog. Also, any new degree programs or those that have changed due to disciplinary/vocational trends]

**ANALYSIS AND EVALUATION**

The College meets this standard. Program and Division faculty regularly review course offerings and degree requirements to ensure they remain current with disciplinary and vocational trends within the particular area of inquiry. The College is committed to promoting continued and improved efforts in all areas to regularly assess, report, and discuss SLO achievements.

**Supporting Evidence**
- BP 4020.7 Compliance
- BP 4021.1 Degrees Offered
- BP 4021.2 AA-Transfer and AS-Transfer Degrees
- BP 4050 Articulation
- Degree Forms
- Annual and Comprehensive Program Reviews
- College Catalog pp 68-101
- Specific Degree Plans: Chemistry AS, Studio Arts AA, CTE, KinPE, Lang Arts
- IPCC Charge
- SLOAC Charge
- Program Review Committee Charge
2.A.14 Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

SJCC students graduating with a degree or certificate from the Career Technology Division demonstrate the competencies needed to be employed, certified, and/or licensed in the respective industry.

EVIDENCE OF MEETING THE STANDARD

CTE and Industry Relationships
Courses within career-technical certificate and degree programs are continually evaluated with respect to professional competencies and industry standards. The Course and Program level SLOs were developed by faculty with those standards in mind, and are routinely assessed and their results are entered into TracDat. Some of the certificate programs that also have external licensures and certification are Aesthetics, Air Conditioning and Refrigeration, Cosmetology, Construction Technology, Dental Assisting, and Real Estate.

Advisory Councils
CTE programs also maintain contact with professional organizations and employers through their Advisory Councils, which meet with faculty at least once a year. These relationships ensure that faculty are current with industry and technological changes.

Specific examples of industry collaborations
- TESLA partnership, programmable logic controls. In collaboration with TESLA, the College researched and developed training for the use of programmable logic controls. The College is now the only campus in the area that offers this training, which has/will lead to ___ (number?) of students receiving employment at TESLA.
- Medical Assisting National Exam is now administered at SJCC. In maintaining awareness of statutory and regulatory exams, faculty ensure that course offerings reflect those requirements and students can not only receive proper training, but can also take the national exam here on campus.
- CISCO Academy, teacher training
- Air Conditioning and FMT hiring students

Faculty Certification
Faculty must also stay current and become recertified to teach specific courses, for example OSHA and EPA certification. [Examples of specific faculty recertifications]

Student Mastery
The College utilizes the California Community Colleges Chancellor’s Office’s Salary Surfer and Cal-pass LaunchBoard to assess students’ gainful employment and emerging industry trends. Specific examples of graduate success; employment
The College meets this Standard. The Career Technology division works very closely with industry partners and contacts. Faculty routinely review courses to ensure they meet industry standards and reflect technological innovations. They also utilize state and federal employment rates and data to inform their deliberations. The Division seeks to institutionalize the reporting and/or tracking of student employment.

**Supporting Evidence**

- BP 4022.2 Certificates Offered
- BP 4100 Graduation Requirements
- BP 4100.1 AA and AS Degrees
- BP 4100.3 Graduation Competencies
- State, Board, and other Standardized testing
- CTE Advisory Boards, College Catalog, Chapter 10
- [https://www.calpassplus.org/LaunchBoard/Home.aspx](https://www.calpassplus.org/LaunchBoard/Home.aspx)
- [http://salarysurfer.cccco.edu/SalarySurfer.aspx](http://salarysurfer.cccco.edu/SalarySurfer.aspx)

Any tracking of post-graduation student employment?

2.A.15 *When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.*

SJCC has established a process to continually evaluate program vitality, to identify programs for elimination, and to ensure that students are not negatively impacted by their elimination or substantial changes to their program of study.

**Program Viability**

Courses are identified for elimination in consultation with faculty, deans, the Curriculum Specialist, and the Instructional Policies and Curriculum Committee. The deliberations for course and/or program elimination are noted in the Annual and Comprehensive Program Reviews. Most recently, the IPCC has developed a campus Program Viability Review Policy in accordance with Title 5, section 51022 that require college districts to develop a process for program discontinuance. In addition, this policy establishes criteria and guidelines for the revitalization and suspension of programs that may be administered as alternatives to discontinuance.

**Student Completion of Requirements**
Once a course or an entire program is eliminated or significantly changed, affected students work with the Counseling department to ensure their course of study is completed in a timely manner. For example, in the Career Technology Division, there are counselors specifically designated to work with students to ensure their timely completion of degree or certificate requirements.

Supporting Evidence
- BP 4020 Program Deletion
- SJCC Academic Senate Constitution
- Annual and Comprehensive Program Reviews
- Program Viability Review Policy forms

Analysis and Evaluation

The College meets this Standard. The College has established policies and procedures to ensure that students can complete their program of study or certification within a reasonable period of time, even when course or program deletions occur.

2.A.16 *The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.*

SJCC systematically evaluates all its programs and courses, and utilizes learning outcomes assessment data to improve student learning and achievement.

Evidence of Meeting the Standard

Instructional SLOs
The College has procedures in place to regularly evaluate its courses and programs in terms of their effectiveness in enhancing learning outcomes and achievement for students. The procedures in place for SLO assessment, Program Review, and Strategic Planning work in concert to provide relevant data, meaningful dialogue, and continual improvements for all College programs and courses regardless of the type of program or mode of instruction.

Career Technology
As stated in 2.A.14, courses within career-technical certificate and degree programs are continually evaluated with respect to professional competencies and industry standards, and with the input of established Advisory Boards.

Continuing and/or Community Education
Besides the Advisory Boards that have direct influence in degree and certificate programs, the College maintains partnerships with several community organizations and public entities. Some of these are listed on the school website.

The College’s Workforce Institute offers courses and programs that “enable individuals to enhance employability and organizations to achieve business goals”. It serves to offer development of skills and lifelong learning.

**Supporting Evidence**

- BP 4020.3 Precollegiate Basic Skills Courses
- BP 4020.4 Basic Skills Courses
- BP 4262 Associate Degree Credit Course
- BP 4262.1 Non-Degree Credit Course
- BP 4262.2 Noncredit Courses
- BP 4262.3 Community Services Class
- BP 4300 Field Trips and Excursions
- College Advisory Council
- Course Outlines of Record - Curricunet
- Program Review Handbook
- SLOAC Handbook
- Strategic Planning Committee Charge
- SJCC Academic Senate Constitution
- [http://www.sjcc.edu/community/community-relations-and-media](http://www.sjcc.edu/community/community-relations-and-media)

**ANALYSIS AND EVALUATION**

The College meets this Standard. San José City College regularly evaluates and improves the quality and currency of all its instructional programs, regardless of delivery mode or location, through the Annual Program Review process, and the regular review and updating of Course Outlines of Record.
The San Jose City College Library supports the programs of the College, the learning needs of a diverse student population, and the teaching requirements of faculty by providing a rich variety of learning resources and instruction in the principles of information competency. The Library’s goals and purpose are communicated through a mission statement that is posted on the web, in key locations throughout the library, on library literature and advertising, and share in daily communications with those who access and use our services. The Library Mission Statement (Document A).

Evidence of Meeting the Standard

The library provides services that support the educational endeavors of students, faculty, and staff including extension library collections, tutoring services, an electronic research lab, study areas, learning technology and software, and ongoing professional development for users of library and other learning support services

Centrally located on the second and third floors of the Learning Resource Center, the Library was planned with input from library and learning resources faculty and staff, campus administrators, and members of the Facilities Committee. Importantly, the library was designed according to ADA standards to provide universal access for all learners (Evidence)

The library is open 47.5 hours per week during the Fall and Spring semesters (Document B). Prior to Spring 2011, the library was open 59.5 hours per week, but due to budget cuts, evening and Saturday hours were eliminated. During Summer Session 2014 and 2015, the library increased its schedule by an additional 3.5 hours/day; the library was open Monday through Thursday from 8:30 a.m. to 6:00 p.m., rather than its usual summer schedule of 10:00 a.m. to 3:00 p.m. Summer 2016?Likewise, Intersession 2015 saw an increase by adding Fridays to the usual Monday-Thursday schedule, 11:00 a.m. to 6:00 p.m. (Document C).

Study areas are found throughout the library ensuring a refuge of peace and quiet for serious academic endeavors. Ten group study rooms, well equipped with large tables, white boards, and Internet access, are available for groups of two or more students and can accommodate up to eight people. The rooms are heavily used, particularly at midterm and finals time. Individual study is enhanced by the availability
of private carrels, spacious open study areas, and comfortable furniture that invite relaxation, reflection and leisure reading (Document D).

The library reflects its role as a teaching and learning location by providing a 30-seat electronic research lab that is reserved for library instruction (Document E). In addition, the building contains two conference rooms, one of which has video-conference capability. The library provides services and resources to students who access the library from off-campus, or after regular operating hours. The library’s Distance Education webpage provides links to databases, e-books, research and citation guides (see Document F); the library homepage provides information on hours of operation, loan periods, computer availability, reference service, interlibrary loan, and other resources and services (see Document G). Students are able to access the online catalog and renew library materials at any time.

The goal of these efforts is to create effective learning spaces for students to work at their best.

**Library Collections - Quantity**

The librarians select, acquire, and make accessible materials that support the instructional programs of the college. They develop and maintain resources that are current, authoritative and varied in format, level of expertise, and viewpoint (Document H). Instructional faculty are encouraged to consult librarians to ensure that their courses are supported with adequate research materials. When faculty create or revise courses, the curriculum management system, CurricUNET, provides a link to the library catalog so holdings can be reviewed and the collection evaluated. Librarians are alerted when faculty indicate that a subject area needs strengthening (Document I).

The library houses a large reserve collection of textbooks and instructor materials that is used heavily by students. In Spring 2015, the librarians received $12,000 from the Basic Skills Initiative Committee to augment the collection with textbooks required in basic skills courses (Document J).

In order to provide educational resources to students regardless of location, the library acquires materials in both traditional hard copy and in electronic format. As of Fall 2015, library holdings included 66,975 books, 3,147 media items, and 55 periodical subscriptions. In addition, students have 24/7 access to 72 databases and 531 electronic books (Document F). In response to the needs of remote access library users, and in order to provide them equal service, almost half of the collection development budget is spent on resources in electronic format (Document G).

**Library Collections – Currency**

Librarians develop and maintain resources that are current, authoritative, varied in format, suited for various levels of proficiency and that are appropriate to the Mission of the College. The needs of all academic programs are addressed by a balanced library collection that supports the general education and transfer curriculum, as well as supplies specialized resources required for CTE and two-year degrees and certificates, and finally, makes available pre-collegiate materials needed by basic skills and ESL students.

In order to select materials for the wide variety of educational programs offered by the College, the Acquisition Librarian (also a member of the Instructional Policies and Curriculum Committee) reviews new and revised courses in CurricUNET and carefully monitors faculty responses in the “Library
Resources” section of the course outline of record (COR). She notes whether or not library resources are found to be sufficient (Document E?) and if not, she or the librarian liaison for that department, contacts the faculty course proposer to discuss what materials are needed to support the course.

Liaison with faculty

Each librarian is assigned collection responsibilities based on their subject expertise and academic degrees. They act as liaison to instructional programs in order to stay current with needs for books, periodicals, audio-visual items and database subscriptions (Document B). Librarians attend departmental meetings periodically and engage instructional faculty in dialogue to assure good representation of all disciplines within the collection, both in print and electronic format (Document C). Librarians acquire resources based on subject content, Student Learning Outcomes (SLOs) and the modality of individual courses.

Librarians collaborate with faculty and division deans to arrange funding for specific resources that the library budget cannot cover. For example, the library database budget was augmented in order to subscribe to the LexisNexis database which is essential for the 2+2+3 Pathway to Law Program (Document D). In addition, through membership on the Basic Skills Initiative Committee, a librarian was able to secure funding for reserve textbooks used by students taking basic skills courses. (Document?)

The College program review process also helps librarians stay in touch with the needs of specific programs. During Spring 2016, the Acquisition Librarian surveyed the final submissions of annual and comprehensive program reviews and noted when a request was made for increased or specialized library resources. As a result, an email message was sent to the faculty authors and their deans requesting suggestions for library purchases. (Document?)

Librarians provide resources in a variety of formats, both printed and electronic, to meet the information needs and learning styles of students and faculty, both on and off-campus. Faculty, staff, and offsite students are able to access electronic library resources through a proxy server by providing their first and last name and student or staff ID number (Document K).

Computers, equipment, and technology

The library provides computers and other equipment to help students carry out course-related activities. There are 22 personal computers in the reference area, six laptop computers for student use in group study rooms, and five laptops for extended borrowing by faculty and staff. The library classroom is equipped with 30 computers, a teacher’s podium with computer projection capability, an audio-visual system, and an overhead projector (Document L).

DVD/CD and VCR players are available at six viewing stations. There are two photocopiers and a computer printing system (GoPrint) that prints in black and white or color. Wireless access is available throughout the building (Document M).
Disabled students have access to computer equipment and furniture that are compliant with the Americans with Disabilities Act. A reserved work station is equipped with an adjustable table, a text enhancer, and the full MS Office and JAWS (Document N).

In 2014, SJCC and EVC libraries used bond funds to upgrade their shared library system (Document O). Through the purchase of the Sierra application from Innovative Interfaces, Inc., a variety of add-on features were acquired, such as:

- An automated book ordering system
- A feature that allows online fine payment and removal of library holds
- A collection analysis tool that provides details of subject coverage and item usage statistics
- A catalog function that combines the retrieval of print materials, journal articles and other media in one search.

**Instruction**

Librarians provide individual and group instruction to support the educational goals and objectives of all students. They incorporate the principles of information competency as they teach research methods and assist students in locating information. These principles include the ability to access, retrieve, analyze, evaluate, apply, and document sources (Library Program Student Learning Outcome #1). These skills contribute to student success and are essential to lifelong learning.

The library orientation is the primary means through which students receive formal instruction in research methods and information competency. Orientations are publicized at the beginning of each semester, and faculty can schedule sessions using the Orientation Request form on the library’s Faculty Forms webpage (Document P). Orientations can be tailored to a particular assignment, subject focus, or research method. Instructors are encouraged to bring students to the library classroom to provide them with hands-on online research practice. However, librarians will travel to classrooms upon request.

Librarians design information competency instruction to meet the needs of students at all levels - from basic skills to transfer students (Document Q). They offer instruction for students both on and off-campus in various forms, such as online research guides and tutorials (Documents R and S). An information competency course, LIB 015 - Electronic Research and the Internet, was developed through the college’s curriculum process and is available for offering in the online format, but has not been scheduled since Spring 2013 (Document T).

**Means of Delivery/Means of Lesson Delivery**

**Distance Education**

Hello Librarians, SJCC has a substantive change proposal currently being reviewed by the ACCJC


Please take a look of what was written for accuracy and comparison. I have copy what was written there below... Please refer to the subchange in the body of the writing. Edit and produce as you see fit...
Learning support services are also available to students studying online. The College provides an Open Lab for students who lack computing and printing facilities off-campus. Students are welcome to check out machines for study use during open hours.

The College uses Moodle as its learning management system. Students are able to login to Moodle from the College’s mainpage and access their coursework remotely. A downloadable walkthrough complete with screenshots is available to new users of Moodle. Students are also able to access tutoring services through the Reading and Writing Center online.

The library website is publicly accessed via the internet from the QuickLinks menu on the College’s main page (see Document 15). Once there, large, easy-to-navigate icons provide students with options on where to access information. With respect to online supports, the library also maintains subscriptions to approximately 75 online databases that provide access to full-text articles from peer-reviewed journals and 538 e-books. During regular business hours, students can also email or phone the reference desk librarian with a reference question, as well as instructions on how to access information needed online.

The library website also includes video tutorials and help pages and user guides for students to help support their use of the library resources. Easy-to-access, subject-specific research guides are also available on the library webpage to help students who are new to using the library databases. Finally, a virtual tour to the library is also available, complete with captioning.

In 2013, the SJCC library information platform was upgraded to the Sierra system. This integrated library service platform is a powerful operational tool that coordinates the main services of the library, including reserves, materials holds, patron holds, library catalog. In addition, this platform can track circulation trends, and automates some aspects of our acquisitions processes.

Supporting Evidence

Analysis and Evaluation

Analysis and Evaluation

The College meets this standard. The library works to establish strong ties with students and faculty in order to support College programs and to address the learning needs of students. By providing a wide range of materials and services in a modern facility equipped with current technology, the library contributes to the academic excellence of the institution.
In addition to a state-of-the-art facility and modern equipment, the librarians maintain a close relationship with faculty in order to create a collection of resources relevant to curriculum needs. They work to provide an instructional atmosphere that is conducive to individual teaching and learning styles. They are responsive to student need by providing materials that are varied in format, current in content, and often too expensive for students to acquire on their own.

Equally important to the physical offerings of the brick and mortar library, is the rich array of online resources available 24/7. Students and faculty can access from any location a wide variety of databases and an ever-increasing number of e-books. In addition, research assistance is offered to the off-campus scholar through online research guides and a growing number of instructional tutorials. Please take a look at the Changes and Plans document that is now on the portal... Please add any changes you have made in the last couple years into the matrix, and the new one below...

While the College recognizes the quality of its current services for distance and online students, the Library challenges itself to remain current and nimble in provided students ... (rephrase this in the positive first, THEN say what you what to change. needs to improve its capability in offering online services. As part of the library system upgrade, several computer applications were purchased that would enable students to pay fines and clear library holds online. Significant obstacles have been encountered in the attempt to have these applications installed and activated. There seems to be no clear pathway, procedure, or person charged to carry out the tasks necessary to accomplish the project. As a result, products that would enhance the College’s ability to serve the student, regardless of location, sit fully paid for and never utilized. (Further details can be found in the Quality Focus Essay.)

In conclusion, the library staff strives to respond to the needs of all students - English language learners, transfer students, community members, and disabled students - by providing materials, equipment and instruction relevant to their needs and supportive of their goals.
II.B.2

Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

The librarians select, acquire, and maintain a current collection of print, audio-visual, and electronic resources to support, augment and supplement the college curriculum, course assignments, student success, and lifelong learning based on critical feedback from faculty and others responsible for student learning. This component of the work the Library provides is a key service area outcome which provides evidence to continually refine and improve services offered. (Library Service Area Outcome #1)

Evidence of Meeting the Standard

Selection of materials

Librarians develop and maintain resources that are current, authoritative, varied in format, suited for various levels of proficiency and that are appropriate to the educational objectives of the students. By focusing on the key role the library plays in maximizing student learning and achievement, the Library enhances the College’s achievement of the mission. Mission of the College. The needs of all academic programs are addressed by a balanced library collection that supports the general education and transfer curriculum, as well as supplies specialized resources required for CTE and two-year degrees and certificates, and finally, makes available pre-collegiate materials needed by basic skills and ESL students.

In order to select materials for the wide variety of educational programs offered by the College, the Acquisition Librarian (also a member of the Instructional Policies and Curriculum Committee) reviews new and revised courses in CurricUNET and carefully monitors faculty responses in the “Library Resources” section of the course outline of record (COR). She notes whether or not library resources are found to be sufficient (Document E?) and if not, she or the librarian liaison for that department, contacts the faculty course proposer to discuss what materials are needed to support the course.

In addition, the Collection Development Policy guides librarians in the selection of print, audio-visual and e-resources, and suggestions from faculty, staff and students are carefully considered. Professional reviewing sources and publisher catalogs are regularly consulted to develop physical and electronic collections of high quality. Within the constraints of available funds, the library acquires materials and media in a variety of formats (Document A).

Liaison with faculty

Each librarian is assigned collection responsibilities based on their subject expertise and academic degrees. (connect with the faculty as the experts in their fields here). They act as liaison to instructional programs in order to stay current with needs for books, periodicals, audio-visual items and database subscriptions (Document B). Librarians attend departmental meetings periodically and engage instructional faculty in dialogue to assure good representation of all disciplines within the collection,
both in print and electronic format (Document C). Librarians acquire resources based on subject content, Student Learning Outcomes (SLOs) and the modality of individual courses.

Librarians collaborate with faculty and division deans to arrange funding for specific resources that the library budget cannot cover. For example, the library database budget was augmented in order to subscribe to the LexisNexis database which is essential for the 2+2+3 Pathway to Law Program (Document D). In addition, through membership on the Basic Skills Initiative Committee, a librarian was able to secure funding for reserve textbooks used by students taking basic skills courses. (Document?)

The College program review process also helps librarians stay in touch with the needs of specific programs. During Spring 2016, the Acquisition Librarian surveyed the final submissions of annual and comprehensive program reviews and noted when a request was made for increased or specialized library resources. As a result, an email message was sent to the faculty authors and their deans requesting suggestions for library purchases. (Document?)

What about other persons responsible for learning? What do you do with DSPS folks? Student or classroom aides? I would at that as well

**Library Collections support student learning**

In order to provide educational resources to students regardless of location, the library acquires materials in both traditional hard copy and in electronic format. As of Fall 2015, library holdings included 66,975 books, 3,147 media items, and 55 periodical subscriptions. In addition, students have 24/7 access to 72 databases and 531 electronic books (Document F). In response to the needs of remote access library users, and in order to provide them equal service, almost half of the collection development budget is spent on resources in electronic format (Document G).

Librarians have dedicated substantial time and resources in the development of collections focused on the needs of specific groups of students. A collection of graded reading material (Easy Readers) is highly utilized by ESL and other developing readers, and series books published for middle school and high school reading levels are very popular with basic skills students (see Document I and J). To improve their accessibility, books appropriate for basic skills math, reading, and English courses are “tagged” in the online catalog and ESL resources are featured on the library’s ESL Resources webpage (see Document K).

Although popular with all students, the “Success Collection”, was originally created to address the needs of students who are new to college or are re-entering as adults. This browsing collection features books that inspire, encourage, and provide instruction on a variety of study skills useful to all students, but particularly to those who might feel challenged by an academic environment (Document L).

The library maintains a Reserve Collection that provides textbooks and other items provided by instructors to support their course curriculum and to help students who cannot afford to purchase expensive materials. During Spring and Fall 2016, funds provided by the Basic Skills Initiative Committee made possible the purchase of $12,000 worth of required textbooks for basic skills courses (Document H).

In order to promote the awareness and use of library resources, recently purchased books are featured in the library homepage’s “What’s New” box, and book displays dedicated to cultural heritage months
are advertised on the page and publicized campus wide through email announcements (see Documents M and N).

Do not forget to mention all of the learning locations and distance education in each of the topic areas. DE is very important. Take a look at your sub change again.

**Supporting Evidence**

**Analysis and Evaluation (I will look at for the next iteration.)**

The College meets the standard. Through careful selection, the librarians develop and maintain materials that are current, authoritative, and address the needs of students of various educational goals and proficiency levels. They strive to provide materials in formats that are accessible to students regardless of location.

In order to stay abreast of the curriculum needs of the wide variety of college programs, the librarians participate in the curriculum process by monitoring the need for library resources of new and revised courses as stated by faculty in the Course Outline of Record.

Likewise, the librarians keep current of program needs by reading program reviews, attending departmental meetings and participating on campus committees; all these activities contribute to their ability to respond to the needs of faculty and students.

The library offers a balanced collection that serves the needs of students on and off campus, and provides materials to specific user groups such as ESL and basic skills students through its reserve textbook collection and other services. Finally, it publicizes and promotes the use of its many resources through its homepage that spotlights new acquisitions and highlights monthly book displays and through periodic, campus-wide communications.

**II.B.3**

*The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

The librarians determine the adequacy of materials and services in support of identified student needs through both internal self-evaluation and external assessment provided by faculty and students. The principal method through which the Library conducts this evaluation to make better decisions, repurpose existing resources and identify new resources to close gaps is
through the college program review process. (Give the examples of the last few PRs or annual updates....)

Program review involves the review of student learning outcomes, service area outcomes and other relevant information in the college’s strategic initiatives.

**Evidence of Meeting the Standard**  (This section is very good, be sure to provide evidence that you have completed Program review regularly. You summarize the use of evidence well, but is there a way to think of this work in terms of a vignette or success story... That is, walk the reader from review of the data, reflection on its meaning, the creation of a program plan (to change what you do, repurpose what you have or request new funds/facilities/technology or people, the prioritization of the plan in the college integrated planning and resource allocation model, to completion of the plan, to an evaluation of all that took place. That, would be wonderful here. You cover much, by walk the reader through how you assessment and evaluate things.

One final note, are there other initiatives you are part of? Any grants? Something which gets you resources that is not part of the general funds... Are you funded by any categorical funding... all these would be additional examples of how you evaluate.

**Evaluation methods**

The librarians carry out formal assessments during the four-year program review cycle to determine the effectiveness of library services in the support of student educational needs. During academic year 2014-2015, the library completed its comprehensive program review, which included the assessment of all three program outcomes:

**Student Learning Outcome #1**

*Students will acquire information competency/literacy skills, which include the ability to access, retrieve, analyze, evaluate and apply, and document sources.*

The Library Program’s SLO was assessed in a variety of ways, but primarily within the context of LIB 015 Electronic Research and the Internet, which incorporated course SLOs related to the principles of information competency. Since this course is no longer offered, assessment of this SLO has been carried out during library orientations using a variety of methods. During Spring 2016, however, the first of a series of three assessment tools was developed in order to standardize future assessment.

**Service Area Outcome #1**

*The librarians will select, acquire, and maintain a current collection of print, audio-visual, and electronic resources to support, augment and supplement the college curriculum, course assignments, student success and lifelong learning.*

Library statistics are reviewed on a periodic basis to gauge trends in general library usage, but are particularly useful in determining the use of library materials by examining circulation rates. During Fall 2014, Service Area Outcome #1 was assessed. Circulation statistics of print periodicals were analyzed and determined to be too low to justify the amount of money spent on subscriptions. “Project Open Shelves” was developed to encourage use of back issues of magazines, but after one semester, no
appreciable increase in use was noted. As a result, the following year the librarians reduced the periodicals budget by approximately 30% (see Document K).

**Service Area Outcome #2**
The librarians will provide access to and assistance with information resources for students, faculty, staff, and community; they will promote information resources in all appropriate forms.

A student survey was administered in Spring 2012 via e-mail that elicited student satisfaction with the library hours of operations. As a result of a large percentage of students requesting longer evening hours and access on weekends, the librarians and dean worked continually to find a way to restore library hours. Finally, during Spring 2016, a portion of previously cut library hours will be added back to its schedule.

During Academic year 2015-2016, the library began a new cycle of program assessment. Service Area Outcome #2, related to library access and services will be re-assessed using a student survey. Questions will also be formulated to determine the primary reasons for student library use; reasons for non-use are also elicited (see Document A?).

Another valuable source of external assessment is provided by the college curriculum development process. Librarians pay close attention to faculty evaluation of library materials as recorded in the Library Resources section in the Course Outline of Record (COR) for new or revised courses. Faculty opinion regarding the sufficiency of library resources is officially documented and provides librarians with clear indication if action is necessary to upgrade or expand resources in a particular subject area (Document?).

**Student learning outcomes**

The library program Student Learning Outcome (SLO) is the basis for instruction whether it takes place with individual students at the reference desk or during a class orientation (Document F). This SLO used to be assessed on a regular basis by the instructor of LIB 015 - Electronic Research and the Internet, however since the course is no longer offered, assessments are now administered by as many as five different librarians within the context of library orientations. In an effort to standardize the content and assessment of orientations, library curriculum was developed that corresponds to the college’s three read/write advisory levels (Document G). Assessments geared to these levels are being developed to determine the effectiveness of orientation content and teaching methods (Document H).

Librarians work with discipline faculty in the development and design of curriculum, assignments, and assessments that utilize library resources (Document I). A popular library assignment, developed by an ESL instructor and a librarian, is now used as an assessment for the Library Program SLO. It is assigned to students after a general orientation and is graded and scored by the librarian, and then returned to faculty. This assessment provides valuable evaluative data to both instructor and librarian.

Several faculty in the English Department have collaborated with librarians in a series of short, “Small Bites”, orientations designed to complement course content and scheduled to coincide with project due dates (Document J). The librarians analyze course content, SLOs, and proficiency level of students in order to partner effectively with faculty.
Basis for improvement

Statistical analysis of materials use, gate count, number and type of reference desk transactions, orientation requests, and use of electronic resources is used to determine appropriate hours of operation, selection of resources, and the effectiveness of publicity methods (Document B). For example, review of the low circulation rate of print periodicals had a direct connection to a budget reduction in that area. The comparison of the decreasing rate of print materials with the increase in the use of electronic resources influences librarians in their selection of material formats. Hourly gate counts during summer and intersessions are closely monitored to determine optimum library scheduling.

Librarians depend on faculty input to help improve and expand library services. Basic skills faculty input was vitally important when the Basic Skills Initiative Committee provided the library with $12,000 for purchasing course textbooks for its reserve collection. The project librarian contacted faculty to request title suggestions, and based on their response, multiple copies of textbooks were purchased and are heavily used (Document L).

Student surveys have been administered in a variety of formats throughout the years, but the most productive was the formal Lime survey administered via e-mail during Spring 2012. Due to the secure and controlled method of administration, the data elicited was more valid than past informal paper surveys, and was, therefore more convincing as evidence that library hours should be restored. Controlled surveys of student and faculty opinion will be utilized for future external assessment of library services and materials.

Supporting Evidence (in progress)

Analysis and Evaluation (in progress) Why don’t you let me take a shot at this after the next iteration?
II.B.4

When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.

The library depends (another verb maybe, e.g. connects, shares, pools, on services provided by both external institutions and internal college departments for the smooth operation of equipment, computer systems, and other library infrastructure. Evaluation of these services occurs on a periodic basis.

Information and Learning Support Services (ER 17): The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning support services adequate for its mission and instructional programs in whatever format whenever and wherever they are offered

Evidence of Meeting the Standard

Services provided by other institutions

The library maintains a Copy Center for student use equipped with two photocopiers and a print management system. The library staff makes every effort to provide students with access to reliable working machines and arranges for repairs to be done within a reasonable time period. The Library has a preventive maintenance agreement for the copiers and the print management system (see Documents A and B).

A security system is in place to prevent theft of library materials, and although the alarm occasionally goes off for no apparent reason, the system performs adequately (see Document C).

The library’s integrated library system, is provided by Innovative Interfaces Inc., an internationally known and respected company; assistance with system upgrades and troubleshooting is available as part of the annual Preventive Maintenance Agreement (see Document D).

Library materials are processed using OCLC cataloging and the authority of catalog entries is provided by LTI Authorities; performance by both companies is satisfactory (see Documents E and F).

Library materials are acquired primarily through Midwest Book Supply; staff is very satisfied with company performance and the library receives a substantial discount and free shipping of materials (see Document G).

The library participates in providing students with extended library study hours at the San Jose State University Library by acting as liaison between SJCC Associated Students and SJSU Library staff (see
Document H). This service is of great value to students who seek a quiet study area after the SJCC Library closes at 7:00 p.m. and is especially popular during the University’s 24/7 Finals Study periods.

The library is a member of the California Community College Library Consortium (CCCLC) and receives discounted subscription rates to databases and other e-resources (see Document I).

_Services provided by campus departments_

Student and staff computers are maintained by Campus Technical Support (CTS), and the District Information Technology Services & Support (ITSS) Department coordinates upgrades of software and hardware. A District systems analyst is available to assist with some of the maintenance of the Innovative Interfaces library system (see Document J).

The library facility is maintained by the campus Custodial Services Department (see Document K).

The District Police Department responds to emergencies or disturbances caused by students (see Document L).

_Supporting Evidence (all in progress)_

IIB

A – Library Mission Statement: http://www.sjcc.edu/current-students/library

B - Library Homepage: http://www.sjcc.edu/current-students/library

C - Library Annual Program Review, 2015-2016

D – Library Tour: https://youtu.be/IEUmG4QkxNo

E - SJCC College Catalog, 2015-16 page 35

F – Library Distance Education webpage: http://www.sjcc.edu/current-students/library/distance-education

G – Library Homepage: http://www.sjcc.edu/current-students/library


I – Library Resource section of the Course Outline of Record, CurricUNET screen-shot

J – e-mail of Sept. 2, 2015 with textbook list attachment

K – Library Database page, including E-book Collections: http://www.sjcc.edu/current-students/library/databases

L – Library Comprehensive Program Review, 2014-2015 (Student Affairs Review form), section 2:8 Equipment & Technology

M - Library Tour: https://youtu.be/IEUmG4QkxNo


P – Library Orientation Request form: http://www.sjcc.edu/current-students/library/faculty-forms

Q – Library Curriculum – make PDF

R – Online Research guides: http://www.sjcc.edu/current-students/library/research-guides


T - SJCC College Catalog, 2015-16 page 176

IIB2

B – Link to Librarian Liaison document (in progress)

C – Link to Librarian Meeting agendas that include reports of librarian visits to departmental meetings (in progress)

D – Link to email related to funding of LexisNexis database by the Pathways to Law Program (in progress)

E - Library Resource section of the Course Outline of Record, CurricUNET screen-shot (in progress)

F – Link to ACRL (or CCL) survey data for Collections (in progress)

G – Link to 2015-16 Library Budget (in progress)

H – Link to email announcing purchase of textbooks or to article in Roar, campus newsletter (in progress).

I – Easy Reader Collection

J – Series Books for Intermediate and Advanced ESL/Basic Skills

K – Skill Builders –

L – Link to Success Collection

M – Link to Latino Heritage Month Display

N – Link to New @SJCC
IIB3

A – Library Usage Survey (in progress)

B – Library Annual Program Review for 2015-16

C - [Link to Librarian Liaison document (in progress)]

D - Library Resource section of the Course Outline of Record, CurricUNET screen-shot (in progress)

E – Comprehensive Program Review form for Academic Affairs (in progress)

F – Library SLO posted on [http://www.sjcc.edu/current-students/library](http://www.sjcc.edu/current-students/library)

G – Library Curriculum (in progress)

H – SLO post-orientation assessments (in progress)

I – evidence needed

J – Summary of Small Bites orientations (in progress)

K – Link to Assessment Report for Fall 2014 (in progress)

L – Link to BSI materials tagged in Encore catalog (in progress)

M – Assessment correlating use of reserve textbook to student retention and success (in progress)

N – Evidence of non-library funding of LexisNexis (in progress)

O – CurricUNET report providing requests for library purchases

Q – Online Research Guides: [http://www.sjcc.edu/current-students/library/research-guides](http://www.sjcc.edu/current-students/library/research-guides)
IIB4

A – Standard Business contract for photocopiers
B – GoPrint contract for print management system
C – 3M contract for security gates
D – Innovative Interfaces, Inc. contract for integrated library system
E – OCLC contract for bibliographic services
F – LTI Authorities contract for catalog maintenance services
G – Midwest Book Supply agreement for book purchasing
H - SJSU Library Extended Study – Memo of Understanding
I – California Community College Library Consortium (CCCLC) membership invoice
J – Link to ITSS/CTSS webpage
K – Link to Custodial Services webpage
L – Link to District Police webpage

2/26/16 lmeyer
Standard II.C. Student Support Services

II.C.1 The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

Regular Evaluation of Student Support Services Quality

The College regularly and continuously evaluates the quality of its student support services within Student Affairs Division in four principle ways: departmental Program Review, Student Learning/Student Area Outcome assessments, departmental and division meetings, and State and Federal initiatives/grants. In addition to utilizing these avenues for evaluating the quality of its student support services, the College ensures the services are aligned with the mission of the College. The College ensures that services are delivered regardless of delivery or means of delivery in order to enhance accomplishment of the mission of the institution.

The Student Affairs Division is composed of student service units that address all steps of the matriculation process as well as serving targeted populations. The units of Student Affairs include:

- The Office of the Vice President of Student Affairs
- Admissions and Records
- AB540
- Articulation
- Assessment
- Associated Students Government (ASG)
- Career Transfer Center
- CalWORKs
- Counseling
- Disabilities Support Programs and Services (DSP&S)
- Extended Opportunity Programs & Services (EOP&S/CARE)
- Financial Aid
- Guardian Scholars
- International Education
- Outreach
- Puente
- Student Activities
- Student Development
- Student Health Services
- Umoja
- Welcome Center
- Veterans Resource Center
Annual and Comprehensive Program Review Plan

The Program Review process is the College’s major assessment process, and all units are involved in assessing their respective areas for continuous quality assurance. Program Review allows for departments to highlight improvements made in their areas, align services with established objectives, and plan for the future academic years. The Program Review process “provides opportunities for programs to review their accomplishments, examine their strengths and weaknesses, and develop plans through which improvements can be achieved. Program review conclusions and recommendations will be used in department, division, College, and strategic planning processes as well uses a comprehensive and annual review”. The Program Review process allows for departmental self-reflection, allocation of resources, student achievement, SLO data, and key performance indicators of outputs and efficiency.

The Program Review process uses both a comprehensive and annual review. The comprehensive review includes an assessment of the unit’s activities, enrollment trends, demographic trends, accomplishments and areas of improvement summarizing the previous four-year period; the unit compiles it on the fourth year of the evaluation cycle. The annual review is a yearly report that summarizes updates and major changes which have occurred in the respective program over the past year, while providing empirical data and discussing trends in data as a reflection of these changes. The annual report is completed each year for three years in a row; on the fourth year of evaluation, units complete the comprehensive evaluation. The annual review is used to report PSLO/SAO assessment activities of the program, to plan for projected changes, and to request budgetary support for the next academic year. Departments complete their annual review and the comprehensive review report in the fall semester.

A final step of the Program Review process is the validation stage. Each Program Review is evaluated by two College peers, made up of administrators and faculty, who determine the completeness of the report and give it a validation standard of either “Proficient” or “In-progress.” A proficient rating is given when a Program Review meets all the requirements of the seven elements areas and an overall assessment. The seven elements include: Program Description, PSLOs and/or SAOs Assessment Process, Staffing Information, Technology Information, Equipment Information, Budget Information. An In-progress overall rating is given when a program review with three or more elements are determined as “In Progress”. The evaluators provide comments that support the assessment, and return it to the department. The departments either move forward with their planning if it has a proficient rating, or make corrections to the report if it has an in-progress rating.

Student Learning Outcomes

As part of the comprehensive and annual program review, departments report their PSLOs and/or SAOs assessment and findings that allow for departments to assess their services and to make adjustments while celebrating strengths. For example, in fall 2015, the Counseling Department identified the following three PSLOs (SAOs):

1. Identify student academic and educational goals.
2. Identify the services and resources available to achieve student academic goals.
3. Develop a complete (comprehensive) educational plan for all students to meet their goals. The Counseling Department’s PSLOs focus on achieving three goals: 1) helping students identify their academic and career goals, 2) completing an educational plan in order to reach those goals, and 3) raising awareness of the services and resources available to students achieve their goals. Counselors assess the three PSLOs (SAO) by measuring the level at which they achieve the goals in all aspects of the counselor interaction with students: orientation, counseling (both drop-in and scheduled appointments), workshops and teaching. New students to the College first encounter counselors through orientation and then individual counseling on a drop-in or appointment basis. In 2014-15, the Counseling Department team worked diligently to improve its services, and evidence shows that students benefited from the Counseling Department revamping and adding to the orientation presentation and ensuring consistency in the delivery of services. The orientations presentation covers the eight SSSP required policy and procedures matriculation components. Students who attend orientation complete a pre/post orientation survey. The results of the survey are regularly used to make changes to the orientation.

**Departmental and Division Meetings**

The Student Affairs Division utilizes department and division meetings to engage in analysis and discussion of the quality of student services. For example, the Counseling Department has two monthly meetings with for general counselors and two other monthly meetings that include all counseling staff. As meeting notes reflect, enhancements are implemented, such as collaborating with instructional departments to appoint counselors to serve as liaisons in order to improve communication between Student Affairs and Academic Affairs.

Other enhancements include implementing pop-up counseling, triage counseling during peak times, assigning counselors to serve Career Technical Education departments to better serve students, and scheduling counselor presentations in classrooms instead of instructors canceling class when they are absent.

Another example of enhancements of services as a result of regularly assessing the quality of student services is with the College’s outreach efforts. Outreach was recently restructured with the hiring of additional personnel as well as increasing the customer service efforts of the Welcome Center. New initiatives were implemented, such as Open House and the Male Summit. Both initiatives contribute to student success based on College wide contribution to assisting in the implementation and the ongoing reflection to assess the quality in order for opportunities to improve the events. The College is committed to ensuring its incoming students and current students positively feel the quality of their work.

**State and Federal Initiatives/Grants**

The College also engages in the regular review of its student services through State and Federal Initiatives and Grants. For over 45 years, the College has assessed its services through the EOP&S and DSP&S program plans that are submitted annually. Most recently, the College has engaged in the review of its student services through the SSSP and Student Equity plans that require an assessment and improvement of the services rendered as well as identification of goals.
to achieve within the academic year. The goals of SSSP (formerly Matriculation) is to ensure all students complete their College courses, persist to the next academic term, and achieve their educational objectives through the assistance of the student-direct components of the SSSP process (admissions, orientation, assessment and testing, counseling, and student follow-up). The Student Equity Plan focuses on increasing access, course completion, ESL and basic skills completion, degrees, certificates and transfer for all students as measured by success indicators linked to the CCC Student Success Scorecard, and other achievement measures.

An example of a State initiative that implemented assessment and improvement of the student services is the Puente program. Puente is a nationally recognized, two semester academic program designed to help students adjust to college and prepare for transfer to four-year universities. Through the evaluation of Puente, the program has incorporated the use of a student checklist that allows students to understand their responsibilities as Puente students. The coordinators and instructors of the program are committed to ongoing assessment and improving services offered as it will result in an increase of students transferring and graduating from a university.

A recent state initiative that the College has embarked on is implementing educational activities to achieve Student Equity goals of increasing the enrollment, graduation and transfer rates of African-American students. One activity was a tour by students of six Historically Black Colleges and Universities in March 2016. The College assessed the students prior to the tour and after to determine if the students’ interest in attending a university changed and to assess what else the College could do to ensure African-American students graduate and transfer to a four-year university to earn a bachelor’s degree. The California Community College Chancellor’s Office’s recent established Memorandum of Understanding with HBCUs is a state wide initiative to increase the college and university graduation rates of African-American students. This opportunity lends itself for the College to improve its services to this population of students and others in order to close the achievement gap.

**Student Services that Support Student Learning and Enhance College Mission**

Improvement in student services offered through student affairs are a result of the ongoing assessment to ensure the services are of quality and that the organization is enhancing the mission of the College. For example, DSP&S improvements were made as a result of 2013-14 Program Review. Specific improvements were made in the area of personnel, as a full-time supervisor and a part-time counselor were hired to ensure best practices are implemented in the department while implementing office procedures and improving staff communication. DSP&S also improved in the area of software by purchasing the Student Access database software, which provides more accurate data reporting and more efficient support to students. Under its new leadership and through a staff training and professional development activity, the DSP&S department developed a new mission and vision as a way to align its mission with the College mission and to improve its services.

Software programs that augment student support services have been purchased, or are in the process of being purchased, as a result of the various ways the College evaluates its student support services. For example, Financial Aid TV (FATV) is a software program geared toward
educating students and supporting Financial Aid staff. The purpose of FATV is to make Financial Aid information more accessible to students by broadcasting the information through various resources. Students will be more Financial Aid savvy, and the Financial Aid staff will be able to focus on providing additional support to students. In addition, the College is in the process of purchasing the software StudentLingo. StudentLingo is a series of interactive on-demand workshops, action plans, and resources focused on helping students achieve their academic, personal, and career goals. The College will be holding 20 workshops per semester. These software programs will improve the college experience for students and increase their graduation and transfer success.

**ANALYSIS AND EVALUATION**

The College meets this standard. As a result of the five major areas of assessment of student services in Student Affairs, the quality of the programs have increased while ensuring student services are meeting the mission of the College. The comprehensive and annual program review process, as well as the evaluation of services implemented through the SSSP, Student Equity Plans, EOSP and DSPS, have contributed to ensuring services contribute toward the students success of achieving their educational goals (ER 15). The ongoing cycle of review of student services that includes having ongoing analysis and discussion within in the Student Affairs division is an institutional commitment.

II.C.2 *The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.*

**EVIDENCE OF MEETING THE STANDARD**

The College is committed to continuously improving its student support programs and services. It identifies and examines student learning outcomes, and provides appropriate student support services and programs to maximize the positive educational outcomes for its students. Using Student Learning Outcomes (SLO) assessment data, Student Affairs continuously improves student support programs and services in order to increase its students’ academic achievement and success. Through the shared governance process, the support services faculty and staff identify SLO or Program SLOs (also known as Service Area Outcomes). They work diligently to follow through and gather necessary data to properly assess these services and programs. In addition, each department schedules time on meeting agendas to work on the SLO cycle (develop, assess, implement changes, revise). Also, counseling services are assessed each semester at the conclusion of counseling services to ensure students counseling needs were met while providing an opportunity for counseling faculty to improve in areas identified through the survey instrument. Counseling faculty teaching is assessed as well using the SJECCD Student Evaluation Form for Teaching Faculty; again, providing feedback to the college and faculty on areas for improvement while also capturing positive feedback on the faculty strengths.

**Counseling Department**
To assess the counseling services, the counseling faculty identified the following three Program SLOs (SAOs):

1. Identify student academic and educational goals.
2. Identify the services and resources available to achieve student academic goals.
3. Develop a complete (comprehensive) educational plan for all students to meet their goals.

The three PSLOs focus on helping students identify their academic and career goals, complete an educational plan to reach those goals, and be aware of the services and resources available to help them achieve their goals. The counseling faculty addresses these goals in orientation, counseling (both drop-in and scheduled appointments), workshops and teaching. As a result of the assessment, the counseling faculty established departmental goals that include establishing a Department Mission Statement to guide their work:

- **Goal #1**: Ed Plan – Create an educational plan for all students seeking transfer degree, certificate attainment or basic skills.
- **Goal #2**: Orientation – Provide an orientation for all new incoming students.
- **Goal #3**: Advisement – Provide students with courses relevant to their academic/personal goal.
- **Goal #4**: Create a Counseling Mission Statement – Create a mission statement that will guide our counseling goals and direction. “The mission of the Counseling Department is to provide comprehensive counseling services in a safe, supportive environment to guide, motivate, and empower students to achieve their educational, vocational, and personal goals.”

The Counseling Department meetings are where discussions regarding program improvements, student assessment data, goal setting, and other quality improvement initiatives are discussed. The general counselors meet twice a month, and all counselors meet monthly to address topics.

**Financial Aid Office**

As part of the Student Affairs Division, the Financial Aid Office supports and empowers students to make informed decisions regarding college costs and financial obligations in developing and meeting their educational and career and personal goals. The department also provides this information to the community in the form of Financial Aid Outreach to local area high schools and other community organizations.

Specifically, the financial aid programs that are available to students support many via the waiving of enrollment fees and providing funds to help pay for books and supplies and other costs of attending college. Each year, 65%-73% of the total student population apply for and are awarded the BOG Fee Waiver, which waives the enrollment fees ($46/unit) and provides a discount on parking permits to those who qualify. In addition, 2,300-3,000 students receive Federal Pell Grant funds – most of which are disbursed to students to use for books and supplies, etc.

The Financial Aid Office regularly assesses students on the following:

Upon receiving services from the Financial Aid Office, students will be able to:
1. Submit complete and accurate Financial Aid applications with minimal assistance
2. Submit complete required documentation to the Financial Aid Office as soon as possible
3. Distinguish their Higher One account options
4. Access their award information on MyWeb
5. Know the necessary steps to maintaining Satisfactory Academic Progress
6. Know about other financial aid options (i.e. loans, work study, scholarships, etc.)

The Financial Aid Offices PSLO/SAOs are aligned with the mission of the College and ISLOs as the goals and activities of the Financial Aid Office, including the department’s SAOs, are designed to help provide students with access to their college education\textsuperscript{xi}. Financial Aid assists students in paying for the costs of a college education, thus assisting with access. In addition, the work of the department also contributes to students’ success. Students who are able to navigate the process of applying for and receiving financial aid, and maintaining their eligibility for aid in the form of making satisfactory academic progress, will be able to receive their aid in a timely manner and use the funds for their educational expenses. The department consistently engages in PSLO/SAO discussion, review, assessment, and revision. For example, the department has “SAO Assessment” as a standing item on staff meeting agendas. The discussion regarding SAOs depends on where in the assessment cycle each meeting falls. During the summer and at the beginning of the academic year, the staff reviews the SAOs to determine if the language and/or intent of each SAO need to be adjusted. The assessment and follow-up discussions take place at subsequent meetings throughout the year. Financial Aid Office goals established as a result of PSLOs/SAO assessment include:
   • Increase amount of students paid on first Fall disbursement
   • Streamline review/verification process to complete financial aid files

One area that the Financial Aid Office is addressing is improving the handling and processing of files that are forwarded for review and verification. The department has implemented improvements in the handling of student files. In addition, new Federal policies will require the Financial Aid Office to review and revamp some of their services. For example, starting in 2017-2018 academic year, FAFSA will be available to students for renewal or to submit first time applications starting in October of the prior year (October 2016) as opposed to January (January 2017). As a result, the Financial Aid Office will start collecting and processing applications for a given academic/award year up to four months earlier than in prior years. This will likely also affect the timing of when the College begins to collect admissions applications for new and returning students for that same academic year. Also, students who do not meet certain academic progress standards may stand to lose their eligibility for the BOG Fee Waiver beginning Fall 2016. An appeal process will be available to students and will mirror the process to appeal a student’s registration date/priority. The Financial Aid Office is committed to continuously assessing its services in order to increase college access for all students.

ANALYSIS AND EVALUATION

The College meets this standard. San Jose City College continuously identifies and assesses learning support outcomes for its student population and provides appropriate student support
services and programs to achieve those outcomes. The College uses assessment data to continuously improve student support programs and services.

II.C.3 The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

**EVIDENCE OF MEETING THE STANDARD**

The College, as a full service, comprehensive publicly funded community college, serves as the primary way students enter post-secondary education, and the Student Affairs division places access at the forefront of its mission. The College works with the community to ensure all its residents have access to affordable and quality education via outreach efforts to promote its services at local high schools, community events, and other agencies. For example, the College provides SSSP activities such as application, assessment, and orientation at high schools in a large group setting. The College offers testing by bringing technology to high schools so they can take the assessment on the spot, thus increasing the likelihood of these students enrolling at the College. An Outreach team continues to remain in contact with these students until they successfully enroll. This is one of many opportunities that SJCC provides to ensure that all students, and especially those who are first-generation or low-income, can change the trajectory of their future through higher education.

All efforts are made to ensure all students have access to support services regardless of their participation (or not) in a support program. Information is disseminated through the use of different tools such as the College website, e-mail blasts, and informational flyers posted around campus. The website www.sjcc.edu is a central source of information for students to access information vital that supports their success. Information is sent to students through email blasts. For example, Enrollment Services develops a student newsletter twice per month and sends it out as an email blast to all currently enrolled students. A notice is sent out to the campus informing every one of the dates the email blasts will be sent as well as deadlines to submit information to be included. Informational flyers are posted throughout the campus to reach out to students who have limited access to online resources. The College practices posting protocols to ensure information being posted is educationally related.

The College also has expanded its student services by utilizing technology and online services to better serve students on campus. Many departments within Student Affairs offer online services to accommodate students who are unable to come to campus and to provide appropriate, comprehensive, and reliable services in an effort to achieve the mission of the College and the goals of the Student Equity and SSSP plans. The departments offering online services include:

- Admissions and Records
- Assessment
- Associated Student Government (ASG)
- DSP&S
- CalWORKs
- Career Transfer Center
Some of the College’s core student services that are available to all students, both online and on campus, include:

- Access schedule of classes
- Admissions application
- Enrollment of courses (adding and withdrawing)
- Order official transcripts
- Orientation
- Payment of fees
- Purchase of textbooks
- Purchase parking permit
- View grades and unofficial transcript

**Basic Skills Initiative Collaboration with Counseling Services**

To further extend access to all students and to provide equitable access, the College extended hours in Student Affairs, specifically in counseling, to accommodate students who are unable to seek counseling services during normal business hours. Counselors, who are part of the Basic Skills Initiative, are setting a process so that students in basic skills can see counselors on specific Saturdays and evenings.

**Analysis and Evaluation**

The College meets this Standard. Students have equitable access to appropriate, comprehensive, and reliable services regardless of service location or delivery method (ER 15). The College continuously analyzes and discusses the request for student services and modifies its services in order to maintain quality level of services. As a result, the College serves more students because of the different methods of delivering services: on campus, off-site, online, and accommodating requests.

**II.C.4 Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.**

**Evidence of Meeting the Standard**
The College embraces its role as a conscientious community partner by offering its students and community artistic, socially diverse, and athletic events to broaden the educational experience of its students. Co-curricular and athletics programs are aligned with the mission of the College, which states: “to affect social justice by providing open and equitable access to quality education and programs that both challenge and prepare individuals for successful careers and active participation in a diverse, global society.”

**Co-Curricular Programs**

Co-curricular programs and Student Life are under the department of Student Development and Activities. Student Development and Activities provides comprehensive co-curricular learning for a diverse student population with varying needs.

**Areas of Responsibility**
- Training, development, and advising for student organizations and the Associated Students Government
- Prevention, investigation, and adjudication of student misconduct
- Promotion of student safety
- Delivery of information regarding campus programs, services, and academic offerings to visitors and current/potential students
- Production of signature events such as Commencement and support of all campus events

The Associated Student Government (ASG) organization is students’ representative voice on issues affecting the entire student body at the College. Elected students serve on campus and District committees, working closely with staff, faculty, and administrators on decisions for the College. ASG also advocates for students on regional and statewide levels issues ranging from financial aid to academic policy. ASG enriches the student experience by supporting student organizations and producing campus-wide activities, events, and programs. ASG offices are located in the Student Affairs building known as the Student Center. Students are invited and encouraged to attend weekly student government meetings on Wednesdays from 2-4 p.m.

Meeting agendas are posted in the hall outside the cafeteria in the Student Center as a way to keep students informed and engaged in student leadership. Student Clubs include:
- Christ Centered Campus Ministry
- Cosmetology Club
- Latina Leadership Network
- Media Club
- Mental Health Clients Association
- Movimiento Estudiantil Chicanos de Aztlan (MECHA)
- Peer Led Team Learning (PLTL)
- Pre-Health Professions Society
- San Jose City College Law Society
- Society for Advancement of Chicanos and Native Americans in Science (SACNAS)
- Student Association of Veterans
- United World Student Organization
Athletics Programs [ASK DEAN LAMEL HARRIS OF KINESIOLOGY/ATHLETICS DEPARTMENT FOR MORE INFORMATION]

The College has ten inter-collegiate athletic teams:
- Men and Women’s Cross Country
- Men and Women’s Basketball
- Football
- Golf
- Men and Women’s Track and Field
- Softball
- Volleyball

All teams are members of the Coast Conference except for football and golf. Football is a member of the Northern California Football Association, and golf is in the Central Valley Conference.

Policies and Standards of Integrity
- Student Code of Conduct
- Student Organization Handbook
- Integrity

Institutional Control
- Finances

Analysis and Evaluation

The College meets this standard. Co-curricular and athletics programs contribute to the students’ cultural and social dimensions of their educational experience, and are suited to the institution’s mission. Co-curricular and athletic programs and activities are student-centered, focused on student engagement and development, and committed to academic excellence. The College provides a rich educational experience through quality support services and instruction.

II.C.5 The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

The College offers a full range of counseling and academic advising programs that guide students through outreach, assessment, enrollment, degree, and beyond. For example, the Counseling Department facilitates student success through various components such as counseling and advising, orientation, guidance courses, Satisfactory Academic Progress Workshops, and Transfer Workshops. Counselors work with a highly diverse student population providing academic, career, and personal counseling by means of individual, group, and drop-in counseling and teaching and workshops in order to support student development and success.
Specifically, counselors guide students in identifying or clarifying their educational goals and developing education plans, provide orientation to students, teach guidance courses, assist students with navigating college life, develop life skills, refer students to resources on and off campus, conduct workshops, and assist students in the transfer process.

The College supports student success and development by providing a wide array of advising functions.

- **Student Orientations:** The Counseling Department in conjunction with other College support programs (Athletics, CalWORKS, DSP&S, EOP&S, International Student Program, Puente, Transfer Center, Veterans, Umoja) ensure that all students receive a comprehensive introduction to the academic requirements and policies related to the various study areas in a timely, useful, and accurate manner. These requirements include: understanding the registration process and degrees/certificates taxonomy and how they relate to graduation and transfer requirements.

- **Guidance Courses:** The guidance courses provide the tools students need to become successful students. These courses include: Orientation to College, College Study Techniques, Career Life Planning, College Success, and Blueprint for Success. These guidance courses support the development and success of students as well as the professional growth of the faculty and staff who deliver the courses.

- **Satisfactory Academic Progress Workshops:** In an effort to support students who are not meeting satisfactory academic progress standards for Federal Student Aid, the College offers workshops that clearly define the standards, the appeal process, and how to avoid these issues in the future.

- **Transfer Workshops:** Every semester the Career/Transfer Center promotes student transfer by hosting various transfer events. These events take place both on and off-campus and allow students the opportunity to learn about the wide array of choices available to them beyond the two-year educational programs. Events are held year-round but primarily are scheduled in the fall semester.

Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies. As introduced in Standard II.2.C.2, the Counseling Department established goals to ensure students are provided the requirements for earning a certificate, associate’s degree and/or transfer to a four year university. These goals include:

**Goal #1:** Education Plan – Create an educational plan for all students seeking transfer degree, certificate attainment, or basic skills.

The Student Success Initiative improves educational achievement in the California Community Colleges with the implementation of the statewide priority registration system. The priority registration system constitutes completion of the following services: assessment, orientation and
an educational plan completed by a counselor to increase student success rates. The Student Success Initiative also requires that students have access to their educational plan at all times. The SP program allows students to have this access. The SP system allows counselors to create an educational plan for all students seeking a transfer degree, certificate attainment or solely completing a basic skill goal. The Counseling Department is currently working diligently toward having 100% of student’s educational plans to input in the SP system within the next three years.

Counselors attend basic skills courses to inform students about the need, requirement, and importance of having a current education plan on file. They make it a priority to inform students throughout the year by having “pop up” information and educational planning booths around campus to inform students that may not be aware of the education plan and how it can help them with reaching their educational goals.

Emails are sent out to all current and incoming students about the education plan and how it will provide them priority registration, an incentive that has been extremely influential in getting more students complete an education plan. In 2011, 806 students were counseled and given an educational plan based on their educational goals. In 2014, 2,771 students were seen and received an educational plan. This is an increase of 344% of students being seen by a counselor and completing an educational plan.

**Goal #2: Orientation – Provide an orientation for all new incoming students.**

The College offers eight different types of orientations to new and returning students. The Counseling Department is responsible for providing seven of the orientations. The Student Support and Success Program (SSSP) requires that eight specific policies and procedures are covered in orientation:

1. Academic expectations and process and probation standards;
2. Maintaining registration priority;
3. Pre-requisite or co-requisite challenge process;
4. Maintaining Board of Governors Fee waiver eligibility;
5. Description of available programs, support services, financial aid assistance, and campus facilities, and how the services can be accessed;
6. Academic calendar and important timelines;
7. Registration and college fees;
8. Available educational planning services.

For the period of July 1, 2014 – June 30, 2015, 1,488 students attended one of the orientations offered through the Counseling Department.

The different types of orientation conducted for students are:

- **In-person orientation for new and returning native English speakers:**
  All counselors, on a rotating basis, conduct a one-hour orientation workshop. The workshop immediately follows assessment. During peak periods, the workshops are held several times during the week. During these workshops, students receive an Orientation Handbook, handouts and brochures from various departments, as well as their assessment test scores. Counselors
work with students individually to interpret the assessment results and assist with initial class placement.

- **In-person orientation for English as a Second Language (ESL) students:**
  This orientation covers the eight required topics listed above, as well as an explanation on how to register for courses. An ESL faculty member is also available during the orientation and reviews additional information with the students.

- **In-person orientation for high school students:**
  **Super Saturday:** Each spring semester, high school seniors that plan to attend San Jose City College are invited to attend Super Saturday, an early admissions program. During the six-hour session, students learn about the many opportunities that await them at the College, attend a college orientation, meet with a counselor to review test scores, and enroll for courses for summer and/or fall semester. The Super Saturday event is the culmination of year-long outreach activities. Students who attended an applications workshop as well as completed an assessment at their high school are invited to participate in Super Saturday.

  Open House is another avenue where high school students learn about the academic opportunities and student support services available at the College. Counselors present on various topics about services in Student Affairs, such as Veteran Services, EOPS, Foster Youth, and Career and Transfer.

- **Summer Bridge for recent high school graduates:**
  Recent high school graduates who take advantage of Summer Bridge have the opportunity to enroll in basic skills courses and Guidance 097: Orientation to College, a one unit course.

- **In-person orientation for San Jose City College athletes:**
  This orientation introduces student athletes to the College and reviews eligibility and transfer rules that comply with National Collegiate Athletic Association (NCAA), the National Association of Inter-Collegiate Athletes, and the California Community College Athletic Association/Commission on athletics.

- **Special Program orientation (International, EOP&S, DSP&S, Cal-Works):**
  Counseling faculty provide orientation and information specific to the program requirements, including expectations, services, policies and procedures.

- **On-line orientation:**
  The department has implemented an on-line orientation that students may view as an alternate to in-person orientation. Each section contains quizzes that ensure students have read and understood the segment.

**Goal #3:** Advisement – Provide students with education plans relevant to their academic/personal goal.

Counselors are available to meet with students throughout the semesters for drop-in and appointments. Students can also meet with counselors when attending orientation, in Guidance
courses, and through the College’s Summer Bridge program. The College has designated counselors for specific programs and needs, such as Veterans, LGBT, CalWORKs, CTE, EOPS, DSPS, International, Metas, Puente, Umoja and Transfer.

Once students have completed the assessment/placement tests and attended orientation, students meet with a counselor to review their test results. Counselors will assess their result and make appropriate placement based on scores. Students who have attended another college can present their transcript to the counselor to review their academic history for placement if applicable; they may or may not be required to complete the assessment/placement tests.

A counseling appointment is required to establish a comprehensive educational plan for students who declare a transfer major to a CSU/UC. For students who have yet to declare a major, counselors direct them to assessment tools and resources to help with career explorations, such as career and/or personality test and or research the field before investing or deciding on a particular major. Counselors also advise students of Guidance 96, Career Planning to assist student in the process. This course will fulfill AS/AA/CSU G.E. course requirement. The counselors formulate an abbreviated educational plan with general education courses for students who are in the process of declaring his/her major. A comprehensive educational plan is established when students declare a major.

**Goal #4:** Create a Counseling Mission Statement – Create a mission statement that will guide our counseling goals and direction.

The Counseling Department mission is: “The mission of the Counseling Department is to provide comprehensive counseling services in a safe, supportive environment to guide, motivate, and empower students to achieve their educational, vocational, and personal goals.”

Sixteen full-time counselors and two adjuncts serve the general student population. Of the 16, nine are exclusively general counseling with one housed in the CTE division. The remaining seven have student services responsibilities in addition to their general counseling duties: one is 100% International Students counselor, one is 100% Transfer/Career Center counselor, one 50% Metas, one 50% Umoja, one 50% Puente and 50% Athletics, one 50% SJCC Articulation Officer, and the other 50% counseling coordinator.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Full-time General Counselors</th>
<th>Duplicate Student Contacts</th>
<th>Unduplicated Student Contacts</th>
<th>Duplicated Student Contacts - Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>5.0</td>
<td>14,727</td>
<td>9,192</td>
<td>71</td>
</tr>
<tr>
<td>2010-2011</td>
<td>5.75</td>
<td>12,958</td>
<td>7,949</td>
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<tr>
<td>2011-2012</td>
<td>6.0</td>
<td>14,571</td>
<td>8,339</td>
<td>N/A</td>
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<tr>
<td>2012-2013</td>
<td>7.0</td>
<td>15,430</td>
<td>8,800</td>
<td>917</td>
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<tr>
<td>2013-2014</td>
<td>Fall: 8.2</td>
<td>15,543</td>
<td>11,519</td>
<td>2,259</td>
</tr>
<tr>
<td></td>
<td>Spring:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
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<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>2014-2015</td>
<td>Fall</td>
<td>23,386</td>
<td>11,379</td>
<td>2,292</td>
</tr>
</tbody>
</table>

**Professional Development**

The College is committed to continuously provide professional development opportunities to its faculty and staff in order to ensure they are prepared and responsible for the advising functions as well as functions of a representative of the College. For example, at the College’s Professional Development Day (PDD), faculty and staff are provided with trainings and instruction on general and job-specific safety and health practices. In January 2016, the College provided Sexual Harassment Training to all of its employees. In addition to division and department meetings, the College hosted a College wide accreditation self-study exercise that was inclusive and solicited input for the self-study report. Within the Division of Student Affairs, the Vice President hosted a division wide meeting where representatives of each student services department provided information about new practices, deadlines, or changes to student services professionals as a way to improve communication and student services.

**CSU and UC Counselor Conferences.** Counselors attend conferences to stay current with university admissions policies and procedures in order to accurately advise students. For example, counselors attend the California State University (CSU) counselor training held in September. In 2015, the training was held in San Jose Convention Center. In May 2015, counselors attended the Ensuring Transfer Success conference in Concord, California to receive ongoing training and updates on admissions to University of California system.

**Curriculum and SLO Consultant.** Counseling faculty who teach guidance courses received professional development on curriculum and SLO development. Specifically, consultant Dr. Darla Calvet gave a four-hour training on the topic “How to Develop and Incorporate Student Learning Outcomes into Your Classroom” in June 2015 at the campus. The training covered topics such as:

1. What is an SLO?
2. What should SLOs do?
3. Three types of learning outcomes, all of which can be assessed
4. Examples of successful General Education SLOs for your consideration
5. Defining SLOs: Cover and overt Language
6. Examples of program-specific level SLO, taken from assessment plans from various universities
7. Constructing an SLO Road Map

**On Course Workshop Training.** From March 19-21, 2015, the College provided the counseling faculty a three-day On Course Workshop training for developing effective curriculum that contributes to student success. According to the workshop flyer, “the purpose of the On Course I Workshop is to provide: educators with 1) learner-centered structures for helping students learn more deeply, and 2) innovative strategies for empowering students to become active, responsible
learners who can thrive in a learner-centered environment.”xiv The three-day session topics included:

- Identifying the successful students’ characteristics and essential ingredients for maximizing human achievement in college and life.
- Identifying the seven domains of influence available to educators.
- Strategies for guiding students to use critical and creative thinking that lead to academic knowledge and skills, and the wisdom required for creating a rich, full life.
- Strategies for guiding students to discover and revise limiting beliefs and self-defeating habits, empowering them to make the wise choices necessary to achieve success.”

A total of 40 SJCC faculty members participated in the training, which was held at the College.

*Mental Health Advisory Training.* The College also provided mental health training to faculty and staff within Student Affairs. The training was offered through the College’s Mental Health Advisory. [ADD MORE ABOUT THE TRAINING TOPICS, WHO ATTENDED, DATES and LOCATION]

*Safety Training.* The College also provides College policy and procedures training to its new employees and employees. For example, administrators and supervisors complete an online training on safety using SafeColleges™.com. The training includes the following topics: Sexual Harassment: Policy and Prevention (California AB1825 Full); Campus SaVE Act for Employees – Sexual Violence Awareness (Full Course); Injury and Illness Prevention Plan (Policy and Supervisor; FERPA: Confidentiality of Records (Full Course); and Mandated Reporter: Child Abuse and Neglect (Full Course, California). The training courses are online for the employees’ convenience. The San Jose Evergreen Community College District is committed to ensuring its employees are made aware of new or previously unrecognized hazards, and provides supervisors with the training so that they are familiar with safety and health hazards to which employees may be exposed. This training helps to maximize safety throughout the College and assure employee compliance with safe work practices while using effective communication on safety issues with staff members.

*Conference Presentations.* As part of professional development, faculty and administrators at are encouraged to present their original research and best practices at national and international conferences. Some recent presentations include one on a redesigning developmental coursework in collaboration with student services. Another was on sharing innovative practices that help bridge student services and instructional affairs. These opportunities allow educators to engage in robust dialogue with higher education practitioners around the world. The following is the abstract describing each presentation:

Conference Presentation: Hispanic Educational Technology Services Best Practices Showcase (HETS BPS) 2016 Conference: A Hybrid (Re)Designed Developmental Reading Course with Student Support Services Collaboration. Presented by Celia Cruz, and VP Roland Montemayor (Puerto Rico, January 14). “This project is a developmental reading course (two levels below Freshman Composition) offered as a late start course in a hybrid setting. The course is offered at San Jose City College in California, a Hispanic Serving Institution. In this course, the students meet in a face-to-face setting once a week and online at least once a week. The course has been
evolving since 2003, when it was first offered in a hybrid setting. This project’s focus has been to assist students to reach transferable level (general education) courses, to acquire technology skills, and to have more access to higher education. There is also ongoing collaboration with student support services to ensure that students know about and are utilizing the support services available. Based on the student demand and assessed needs for the course, the offering and collaborations have experienced modifications. In 2003, this project began as a semester long learning community with an English class; this pairing was successfully implemented until 2011. It was then offered as a learning community with a counseling/guidance class for a semester. Since then, it has continued as a hybrid stand-alone course. Two semesters ago, it was piloted as a late start (four weeks into the semester) hybrid stand-alone course with the goal to help any student who is misplaced in a reading course, any student who takes the placement assessment close to the beginning date of the semester, and any student who is repeating the course and has decided to reenroll. This is the current setting it is being offered in, and from preliminary data, it is a success. In Fall 2016, an additional section will be added as a hybrid learning community with an English course and one as a stand-alone late start hybrid.”

Conference Presentation: National Association of Developmental Education Title: SOARing (Student Outreach & Academic Resources) On Golden Opportunities by Presenters: Keiko Kimura, Roland Montemayor. “The purpose of this presentation was to share innovative practices co-led by student and academic affairs with the common goal of student success. As NADE celebrates 40 years of student educational progress, San Jose City College’s (SJCC) SOAR presentation will reiterate the conference theme by describing the college's efforts to create better educational opportunities for developmental learners. SJCC has capitalized on California’s Golden Opportunities to support developmental and ESL students (Student Success and Support Program, Student Equity, Basic Skills Initiative funds) by advocating for and implementing new ways to promote a more informed and supported student body, with an emphasis on sharing resources and teaching practices across academic and student affairs. Specifically, SOAR will discuss how SJCC helps prepare learners through support services and formal instruction that emphasize the importance of college-ready skills and attitudes necessary for the attainment of academic and career goals via the following recently adopted strategies:

- Embedded & Pop-Up counseling in and near developmental/ESL instructional classrooms
- Cost-effective and collaborative intake processes for new, incoming ESL students
- Dedicated support services in location-specific areas during peak times in the semester
- Shared professional development opportunities
- Discipline/department- specific counselor liaisons

The session will be presented in an interactive, engaging manner. Facilitators will expand on details related to the above strategies using PowerPoint and handouts for key points. There will be small group discussion followed by a whole group call out. Incentives for group participation will be provided.”

[ADD CONCLUDING PARAGRAPH]

ANALYSIS AND EVALUATION
The College meets this standard by providing counseling and/or academic advising programs to support student development and success. The College prepares faculty and other personnel responsible for the advising function. The counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies. In addition to providing professional development and ongoing training to its faculty and other college personnel, the College encourages its employees and leaders to present best practices at conferences and other professional development opportunities. They are at the forefront of contributing to the body of knowledge and research on student services.

II.C.6 *The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.* (ER 16)

**EVIDENCE OF MEETING THE STANDARD**

The College is an open access institution. As such, the requirements for all applicants are few and limitations are minimal. Applicants must be eighteen years of age or have earned a high school diploma, GED or the equivalent. High school students may be concurrently enrolled in the college with the recommendation and signature of their parents and high school representative. The College provides a full range of services to assure student success for all students, regardless of where and when they enter the educational pathway.

The College implements a separate application form for international students that requires 1) detailed translations of official transcripts, 2) English language fluency (TOEFL), 3) Certified Bank Letter showing sufficient financial resources to attend SJCC, and 4) a Statement of Purpose. Using this information, the Office of International Students determines a student’s eligibility to attend the College.

*Alignment with College Mission*

*Program Preparation and Success*

**College Pathway**

The College is authorized by the Board of Governors of the California Community Colleges to confer the Associate in Arts Degree for Transfer, Associate in Science Degree for Transfer, Associate in Arts degree, the Associate in Science degree, and the Certificate of Achievement upon students who complete the necessary requirements. xix

**Associate Degrees**

The College offers Associate Degrees as listed below.

- **Associate Degrees for Transfer (AA-T and AS-T):** These degrees are conferred upon students who intend to complete a bachelor’s degree in a similar major at a California State University campus.
• **Associate in Arts Degree:** The Associate in Arts (AA) degree is conferred upon students who complete the minimum of 60 degree applicable semester units with a grade point average of 2.0 or better and meet the degree graduation requirements.

• **Associate in Science Degree:** The Associate in Science (AS) degree is conferred upon students who complete the minimum of 60 degree applicable semester units with a grade point average of 2.0 or better and meet the degree graduation requirements.

**Certificates of Achievement**
The College offers Certificates of Achievement to prepare students for direct job entry. Many certificate programs can be completed in one year. The college confers three levels of Certificates of Achievement to students who complete all required courses with a grade of ‘C’ grade:

- Certificate of Achievement Level 1 - 12- 17.5 units
- Certificate of Achievement Level 2 - 18- 29.5 units
- Certificate of Achievement Level 3 - 30+ units

**Transfer and Career Services**
The College provides transfer services through its Career/Transfer Center. The Center provides student assistance with career development needs. To benefit career development, the Center offers following online career exploration tools:

- California Career Cafe
- California Career Zone
- Career Cruising
- EUREKA
- O’NET

Computer access is available in the Center for career assessment. Students may stop by the Career/Transfer Center for access information. Career Counseling is available to students by appointment through the Counseling Department.

**Career, Technical and Workforce**
The Business & Workforce Development Division prepares its students for employment, career advancement, and continuing education opportunities in Accounting, Business, Computer Applications, Computer Information Systems, Cosmetology, Dental Assisting, Medical Assisting, Emergency Medical/Clinical Technician, Health Education, Marketing, and Real Estate. The Division also offers courses and programs that train students in a new career fields or enhance their skills in current fields. Current programs include Air Conditioning & Refrigeration Technology, Construction Technology, Electrician Apprenticeships, Facilities Maintenance, Laser Technology, Machine Technology, Solar Systems, Transit Systems, and Work Experience. Courses are offered days, nights, Saturdays, weekends, online, hybrid and on 16-week, 8-week, and 4- week schedules. You have the ability to earn a certificate(s) and/or degree(s) after successful completion the required course work. If you are considering a career in one of the programs listed above, please visit the department page for more information.

Business Workforce Programs include the following: Business, Computer Applications, Computer Information Systems, Cosmetology and Esthetics, Dental Assisting, Emergency
Medical Technician, Health Education, Medical Assisting, and Real Estate. Below is a description of the various Business Workforce programs:

**Business:** The Business and Workforce Development Division focuses on training for Business. The programs are designed for students who are planning to begin a business career but don't want to take the time to complete a Bachelor's degree. Come see how we can help you get started.

**Computer Applications:** Computer Application courses prepare students to take Microsoft Office Specialist (MOS) exams or comparable exams at various test-taking centers. After successful completion of the tests, students receive certification from Microsoft authenticating their skills.

**Computer Information Systems:** The department of Computer Information Systems (CIS) offers degrees and certificates in five major areas: Network Administration, Web Developer, Computer Programming, MS.NET Application Development, and JAVA Enterprise Programming.

**Cosmetology & Esthetics**
Renowned for our excellent program with accolades in contests around the nation, the SJCC School of Cosmetology prides itself on being the top cosmetology school in the state of California. We offer an unmatched curriculum for all ages, an award winning dedicated staff, and inexpensive services for men and women.

**Dental Assisting:** If you are interested in a challenging and fulfilling career in dental assisting look to the specialists for your training. San José City College enjoys the reputation of providing the finest education and training for dental assistants in Silicon Valley. The fully licensed, experienced professional teaching staff provides students with excellent skills and academic preparation.

**Emergency Medical Technician:** Have you ever stopped to help at an accident and felt completely unprepared? Have you been thinking about a career in the health care field? The Emergency Medical Services program offers Emergency Medical Responder and Emergency Medical Services which prepare you for national certification.

**Health Education:** Students who are committed to healthy lifestyles are equipped to succeed in achieving their academic goals. Promoting wellness and emphasizing the individual's total emotional, intellectual, and social health is the commitment of our dedicated instructors. Students will be empowered to make intelligent and analytical decisions regarding current and future health-related issues.

**Medical Assisting:** The Medical Assisting Program at San Jose City College prepares students for employment as a Clinical or Administrative Medical Assistant in a doctor's office, clinic, or hospital. Students may join the program during Spring, Summer, or Fall sessions on a part-time or full-time basis. Students may elect to complete an Associate of Science degree or one of three career certificates:

- Administrative and Clinical Certificate
- Clinical Certificate
- Administrative Certificate

Upon successful completion of the program, students are qualified to sit for National Certified Medical Assistant (NCMA) or National Certified Medical Office Assistant (NCMOA) examinations offered by National Center for Competency Testing (NCCT).

**Real Estate:** San Jose City College offers the fastest way to a real estate career! The Business Division offers a one semester solution to meeting the California Bureau of Real Estate (CaBRE) pre-licensing requirements for two of the three required courses (of the three necessary) before an examination can be scheduled.
Technology Programs
San Jose City College also offers Technology Programs through the Division of Workforce Development. Some of the programs include Air Conditioning/Refrigeration Technology, Construction Technology, Electrician Trainee, Facilities Maintenance, Laser Technology, Machine Technology, Solar, Transit, and Work Experience. Below is a brief description of each program.

Air Conditioning/Refrigeration Technology
San Jose City College offers a robust Air Conditioning and Refrigeration Technology program. You will receive hands on training from experienced faculty members to create real-world situations and experience.

Construction Technology
The SJCC Construction Technology program prepares students for entry into the construction trades, which requires both technical skills and understanding of the construction process. The program offers instruction in all areas of the construction industry.

Electrician Trainee
SJCC offers courses approved by the State of California Electrician Trainee Program and for Journeyman Electrician continuing education. Contact the Department of Industrial Relations, Division of Labor Standards Enforcement to apply for the state Trainee program. (SJCC is School #146 on the Application.)

Facilities Maintenance
In response to requests from industry partners, SJCC developed this program to prepare participants to monitor, maintain and troubleshoot mechanical and electrical equipment in facilities ranging from operating rooms, hotels, commercial buildings, to clean rooms. This is a high skill, high wage, and high demand job field.

Laser Technology
Our Laser Technology Program places emphasis on both theory and hands-on skills so you learn the vital link between engineers' "blueprints" and their real-world implementations. You will learn how to install, operate, maintain, and modify laser/electro-optic systems throughout the Laser Program.

Machine Technology
The best employment opportunities for machinists are in urban areas in the San Francisco Bay Area. They pay higher than average salaries. Machine tool operators may advance to highly skilled machinists, tool and die makers, instrument makers, machine programmers or machine shop owners.

Solar
Solar programs offers training in solar systems installation and can lead to internships as solar photovoltaic installers.

Transit
The Transit Career Ladders Project (TCLP) creates opportunities for job seekers and current workers to begin or advance their careers in the public transit industry with great wages and benefits. People of all ages and backgrounds are welcome to join this career ladder opportunity!
Work Experience
The SJCC Work Experience Program enables working students to earn college credit for the time and effort they spend at work to improve job skills and performance. Students learn that setting goals and writing job-related learning objectives can link what they learn in the classroom to what they learn at work.

Lifelong Learning

ANALYSIS AND EVALUATION

The College meets this Standard. San Jose City College has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. San Jose City College continuously defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

II.C.7 The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

EVIDENCE OF MEETING THE STANDARD

The College regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Students who pursue degrees and certificates with specific math, English and reading competencies are assessed and placed in appropriate course levels to maximize their opportunity for success. An English or English as a Second Language assessment test and a math assessment test are required for all new students who have completed less than 15 units at another college or university and those enrolling in courses with an English prerequisite. Transcripts showing completion of the appropriate prerequisite courses are also accepted in lieu of the required assessment test.

The Assessment Center offers comprehensive testing and assessment services following guidelines established by Title 5 regulations for placement in English, English as a Second Language, and mathematics. Moreover, the Assessment Center works with the DSP/S office to provide necessary accommodations to students with disabilities. Placement tests are developed by private testing companies and State-approved by the Chancellor’s Office. All tests meet criteria established under Title 5 relative to test bias and disproportionate impact. Specifically, the assessment instrument for mathematics, English, and ESL courses is COMPASS, supplemented with a locally developed ESL written assessment. The College uses cut scores as a reference for placement. Applicants to the college may challenge test results through the appropriate division.

The Admissions and Records Office (A&R) is on a regularly scheduled cycle of program review, which includes an evaluation of admissions and placement instruments. This review includes self-assessments, surveys, questionnaires, and feedback from students. As A&R is also a public service, feedback is received from external sources that include students, community members,
and auditors and internal users including faculty and staff. The Dean of Enrollment Services incorporates feedback into staff meetings for discussion and continuous improvement. The Dean and staff also participate in regional and statewide admissions-related conferences where best practices are identified and discussed. When appropriate, revisions and additions to services are incorporated into A&R services.

The Office of Research and Institutional Effectiveness evaluates placement assessments on a regular basis. Following matriculation requirements, math, English, and ESL assessments are analyzed to eliminate bias. The faculty in these departments participates in the evaluation and selection of placement instruments.

Admissions and Placement
  Role of SSSP
  Multiple Measures
  Disproportionate Impact

Analysis and Evaluation

The College meets this standard as it regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

II.C.8 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 are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard:

Maintenance of Student Records and Policy for Release of Student Records

The College maintains the confidentiality and security of all student files with proper digital and hard copy back up and storage. The institutional policies governing the maintenance of student records adhere to the California Education Code, as mandated by Title 5 of the State of California, District Board policy (Chapter 5: Student Services), and the Family Educational Rights and Privacy Act of 1974 (FERPA). All address access to student records and guide the College in ensuring that student records are adequately protected, maintained, and discarded. All official student records are maintained in the Office of Admissions and Records under the supervision of the Dean of Enrollment Services. These records consist of a complete listing of all course work attempted at the College (Permanent Record), placement test scores, a transcript from other schools and colleges, application forms and supporting documents, and Change of Record forms. The College catalog contains a statement on the policy for the use and release of student information. Release of any information requires written permission of the student, except as provided by law. In case of the closure of the College, responsibility for records would pass to the State Chancellor's Office.
The College uses the Oracle-based Colleague/Datatel system (Colleague) with servers located in the District ITSS offices. This Enterprise Resource Planning software provides collection, maintenance, and storage of electronic student records, including application data, enrollment data, transcript data, charges and payment data, and other data regarding services delivered. Colleague includes audit and other mechanisms that preserve the history of core records and the changes that occur to them over time. Most critical data cannot be deleted. The hardware and software are kept in a secured area, and intrusion prevention and other security software are used to prevent unauthorized access. The system uses role-based security to ensure that employees have access only to data necessary to their work. When users log into the system, their credentials are checked against setup tables that define what privileges the person should have on the system. Specific authorized individuals from the various areas of responsibility request these permissions. Colleague has secure backup solution (EMC solutions for storage).

**ANALYSIS AND EVALUATION**

The College meets this Standard as it maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The College publishes and follows established policies for release of student records.

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1. 2015-2016 Comprehensive Program Review Form for Student Affairs and Instructions
2. 2015-16 Annual Program Review Form for Student Affairs and Instructions
3. Program Student Learning Outcome Assessment Report Form
4. Counseling Department Program Review 2015
5. SJCC SSSP Plan 2015-16
6. SJCC SSSP Plan 2014-15, 2015-16
7. Puente Program Review 2015
8. DSP&S Program Review 2015
9. SJECCD Student Evaluation Form for Counselors (includes all Special programs counselors)
10. Counseling Department Program SLOs (Fall 2014 on ’13-’14) and Guidance Courses SLOS Fall 2015
11. Financial Aid Comprehensive Program Review 2015-16
12. SJCC 2015-16 College Catalog, Student Activities and Student Organizations, page 30.
13. Professional Development on Developing SLOs on June 2015 by Dr. Darla Calvet
14. On Course Workshop Flyer