

# Follow-Up Visit Report

San José City College  
2100 Moorpark Ave  
San Jose, CA 95128

This Report represents the findings of the evaluation team that visited  
San José City College on April 3, 2018

Submitted to:

The Accrediting Commission for Community and Junior Colleges

Submitted by:

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DATE: April 10, 2018  
TO: Accrediting Commission for Community and Junior Colleges  
FROM: Dr. Erika Endrijonas, Team Chair  
SUBJECT: Follow Up Visit to San Jose City College

## **Introduction**

An external evaluation team visit was conducted October 10-13, 2016 to San Jose City College (SJCC) in the San Jose Evergreen Community College District. At its January 11-13, 2017 meeting of the Accrediting Commission of Community and Junior Colleges, the Commission reaffirmed SJCC's accreditation for 18 months and required a Follow Up Report and site visit in spring 2018. An evaluation team comprised of three members, chaired by Dr. Erika Endrijonas, reviewed SJCC's Follow Up report and visited the College on April 3, 2018. The purpose of the follow up visit was to assess the College's progress on eight Compliance Recommendations and to determine whether the College now meets the Accreditation Standards and Eligibility Requirements.

In general, the Follow Up report adequately addressed all eight recommendations; the Team had to request only minimal additional information in preparation for the visit. Since the comprehensive visit in October 2016, the College experienced significant turnover in its administrative staff, but this also meant that the President had an opportunity to build a new team that understood the imperative to address the eight compliance recommendations expediently. After the Chair met with the President, the three team members met with the President, the Vice President of Instruction who is also serving as the Vice President of Student Services, the Vice President of Administrative Services, the interim Vice President of Strategic Partnerships and Workforce Innovation, the marketing director, the Deans, the Financial Director, the Admissions and Records Supervisor, an Academic Supervisor, and for at least some of day, the Academic Senate President. The Dean of Research, Planning and Institutional Effectiveness, who serves as the Accreditation Liaison Officer, was present throughout all of the interviews.

The Follow-Up Report and visit were required to address the following recommendations:

**Recommendation 1:** In order to meet the Standards, the team recommends the College develop and communicate a methodology for setting institution-set standards (minimum acceptable levels) for course completion and other measures of student achievement, assess performance against the standards, communicate results, and incorporate the information in college planning and decision-making processes. (I.A.2, I.B.3)

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

**Recommendation 5:** In order to meet the Standards, the team recommends that the College develop a Memorandum of Understanding (MOU) with the Center for Employment Training (CET) to ensure that all instructional programs offered at CET are consistent with the College's mission and course and program requirements, and that commensurate student services are provided. (II.A.1, II.C.1, II.C.3, and ER 15)

**Recommendation 6:** In order to meet the Standards, the team recommends that all individual course syllabi include information consistent with the approved Course Outline of Record (COR) and approved Student Learning Outcomes (SLOs). (I.C.1, II.A.3)

**Recommendation 7:** In order to meet the Standards, the team recommends that the College work with the District to finalize AP 4020 Program and Curriculum Development and ensure that it includes clock hour to credit hour calculations that adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice [II.A.9, ER 10, 600.2, 602.16 (a)(1)(viii), 602.24(e), (f), 668.2, and 668.9].

**Recommendation 8:** In order to meet the Standards, the team recommends that the College provide electronic access to student support services, including tutoring, distance education technology support, and student educational plan development for online students. The team further recommends all student support programs should establish learning outcomes and complete program review. (II.C.3, ER17)

**Recommendation 9:** In order to meet the Standards, the team recommends the College create, implement, and assess the effectiveness of a procedure for documenting formal student complaints, including creating and implementing a clear process and maintaining a repository of complaints for review. (II.C.8, 602.16(a)(1)(ix), and 668.43)

**Recommendation 10:** In order to meet the Standards, the team recommends the College evaluate all personnel systematically and at stated intervals. The team further recommends the District evaluate the college president according to Board Policy 2436 Evaluation of the College President. (III.A.2, IV.C.3)

## **Team Analysis of College Responses to the 2016 Evaluation Team Recommendations**

**Recommendation 1:** In order to meet the Standards, the team recommends the College develop and communicate a methodology for setting institution-set standards (minimum acceptable levels) for course completion and other measures of student achievement, assess performance against the standards, communicate results, and incorporate the information in college planning and decision-making processes. (I.A.2, I.B.3)

**Findings and Evidence:** According to the Follow-Up Report and through interviews, the Team confirmed that a committee consisting of San José City College (SJCC) faculty members and the Dean of Research, Planning, and Institutional Effectiveness was formed and met to discuss the methodology for setting institutional-set standards. The committee agreed to set the standards at 90 percent of the three-year average of institutional effectiveness measures. This proposal was then presented to and unanimously approved by the SJCC Academic Senate at its meeting on March 21, 2017. Institutional-set standards data are reported regularly across the campus through program review. During the visit, it was clear that the data was being used to drive discussions about improvement. For example, the Dean of Research noted that the math department was working on initiatives to increase the department's course success rates to meet or exceed the institutional-set standard. The data is also being included in a new institutional research annual publication.

**Conclusion:** The College has addressed the recommendation and meets the Standards.

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

**Findings and Evidence:** According to the Follow-Up Report and through interviews, it was apparent that SJCC has strengthened mechanisms for generating regular and substantive college wide dialog regarding student and institutional outcomes. This includes ensuring all committees focus on student outcomes and/or institutional effectiveness. There are consistent advisory committee meetings, workshops, and professional development activities to support substantive and collegial dialogue regarding student outcomes and institutional effectiveness data. The Planning and Institutional Effectiveness (PIE) Committee reviews governance processes and broadly communicates out to the campus via a new document called the SJCC Checkpoint. A Dean of Research, Planning and Institutional Effectiveness has been hired to support institutional planning.

The annual professional development day always includes a session on SLOs. Summer professional development SLO sessions are conducted by the academic senate. An example of the impact of SLO assessment offered during the visit was the reading program. When the program was not seeing expected improvements on one of the SLOs regarding grammar, the

department requested funds via program review to bring in a speaker for professional development to work with faculty around the topic. The faculty then used what they learned to make changes in the classroom resulting in an improvement for this learning outcome.

According to staff and faculty, student learning outcomes are also discussed at division and department meetings. As well, adjunct faculty members are compensated for participating in SLO development and assessment.

**Conclusion:** The College has addressed the recommendation and meets the Standards.

**Recommendation 5:** In order to meet the Standards, the team recommends that the College develop a Memorandum of Understanding (MOU) with the Center for Employment Training (CET) to ensure that all instructional programs offered at CET are consistent with the College's mission and course and program requirements, and that commensurate student services are provided. (II.A.1, II.C.1, II.C.3, and ER 15)

**Findings and Evidence:** Following the comprehensive team visit in October 2016, SJCC signed a Memorandum of Understanding (MOU) with the Center for Employment Training (CET) that ensures that the courses offered in Early Childhood Education and Family Consumer Sciences at CET are commensurate with the courses offered on the SJCC campus. The courses are scheduled by the College and taught by faculty hired by the College. Students are provided support services and the MOU between SJCC and CET includes provisions for collecting fees and the manner in which any disputes that arise will be resolved.

**Conclusion:** The College has addressed the recommendation and meets the Standards.

**Recommendation 6:** In order to meet the Standards, the team recommends that all individual course syllabi include information consistent with the approved Course Outline of Record (COR) and approved Student Learning Outcomes (SLOs). (I.C.1, II.A.3)

**Findings and Evidence:** Since October 2016, the College has fully implemented an institution wide standard practice across all divisions for the submission of course syllabi. All faculty are expected to submit syllabi by the third week of the semester. Upon submission, all syllabi are logged electronically and compared to the active COR. The syllabus is evaluated to ensure that course descriptions, SLOs, and attendance/grading policies are in place, in addition to other required elements. If a course syllabus is incorrect, then the division administrative assistant works with the faculty member to ensure that any errors are corrected and that the syllabus is resubmitted in a timely manner. This syllabus tracking template is monitored by division deans who are responsible to ensure that all syllabi are collected and are accurate each semester. All syllabi for spring 2018 have been collected and reviewed for accuracy.

**Conclusion:** The College has addressed the recommendation and meets the Standards.

**Recommendation 7:** In order to meet the Standards, the team recommends that the College work with the District to finalize AP 4020 Program and Curriculum Development and ensure that it includes clock hour to credit hour calculations that adhere to the Department of

Education's conversion formula, both in policy and procedure, and in practice [II.A.9, ER 10, 600.2, 602.16 (a)(1)(viii), 602.24(e), (f), 668.2, and 668.9].

**Findings and Evidence:** In December 2016, the District Council, a district wide committee with broad representation from administration, faculty, staff, and labor unions charged with reviewing Board policies and Administrative Procedures, approved, among others, AP 4020 Program and Curriculum Development. The revised AP 4020 articulates a clock hour to credit hour calculation conversion which adheres to the Department of Education conversion formula. AP 4020 was approved by the SJECCD Board of Trustees on December 6, 2016.

**Conclusion:** The College has addressed the recommendation and now meets the Standards.

**Recommendation 8:** In order to meet the Standards, the team recommends that the College provide electronic access to student support services, including tutoring, distance education technology support, and student educational plan development for online students. The team further recommends all student support programs should establish learning outcomes and complete program review. (II.C.3, ER17)

**Findings and Evidence:** The College now provides several online support services to help students achieve their educational goals, regardless of location or means of delivery. NetTutor is now available through the library. Student educational plans can now be completed online. The college has adopted Zoom for online counseling sessions and is using Financial Aid TV (FATV) videos to assist students.

The Dean of Research trained student services departments on service area outcomes. The student services departments' enter assessment results into TracDat which are then included in program review. Program reviews are discussed in department meetings and used as a vehicle for discussing program improvement. In one example given during the visit, the counseling department used pre- and post-assessments of understanding the purpose of an educational plan to guide their work. Each student services department has now completed a program review as well.

**Conclusion:** The College has addressed the recommendation and meets the Standards.

**Recommendation 9:** In order to meet the Standards, the team recommends the College create, implement, and assess the effectiveness of a procedure for documenting formal student complaints, including creating and implementing a clear process and maintaining a repository of complaints for review. (II.C.8, 602.16(a)(1)(ix), and 668.43)

**Findings and Evidence:** SJCC purchased a software product, Maxient, to manage and store all student complaints at the college. A student may file a complaint anonymously or using his/her name with one click navigation to the Maxient software from the college's website. Depending upon the nature of the complaint, it is forwarded to the appropriate academic or student services Dean. The appropriate administrator then contacts the student to fully understand the complaint, and then follows up with the individual against whom the complaint has been filed. Depending upon the situation, a college staff or faculty member may help a student to complete the

complaint form that initiates the process. The goal is to resolve as many complaints as possible in an informal and timely manner to avoid issues from escalating, and the Maxient software has provided a technological tool that facilitates complaint resolution; in fact, the College reported that an increase of complaints and concomitant resolutions has occurred because the system is easy to use and exists to handle the complaints. The College has developed a comprehensive guide to train faculty, staff, and administrators to use Maxient and has provided ample training opportunities. The team was shown several complaints currently being adjudicated in addition to a demonstration of how complaints are filed in an electronic repository once resolved.

**Conclusion:** The College has addressed the recommendation and meets the Standards.

**Recommendation 10:** In order to meet the Standards, the team recommends the College evaluate all personnel systematically and at stated intervals. The team further recommends the District evaluate the college president according to Board Policy 2436 Evaluation of the College President. (III.A.2, IV.C.3)

**Findings and Evidence:** The College has proactively worked with District Human Resources to update personnel evaluations at all levels since the original team visit in October 2016. During the Follow-Up visit, the College was able to demonstrate that they have reached 100 percent completion of administrative evaluations; 100 percent completion of classified staff evaluations; and, 93 percent of all the faculty evaluations. The 7 percent of evaluations that were incomplete was due to either sabbatical or other leaves. Evaluation completion percentages are monitored and reported out at every SJCC administrators meetings. It is also notable that the collaboration between the College and District HR has allowed for increased accuracy in the personnel records beyond just ensuring the completion of evaluations. District HR has also updated its administrative system (Colleague), and a new report management system was introduced in February 2017 to aid the College in tracking the cycles of evaluation for all employee groups.

The most recent evaluation of the college president was available for review during the Follow-Up visit. Currently, the President is in the process of completing his current annual evaluation for 2017-2018.

**Conclusion:** The College has addressed the recommendation and meets the Standard.

