San José City College
Institutional Self-Evaluation Report

In Support of an Application for Reaffirmation of Accreditation

Submitted by:
San José City College
2100 Moorpark Avenue
San José, CA 95128
sjcc.edu

To:
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
December 15, 2022
Certification

Date: December 15, 2022
To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: Rowena M. Tomaneng, Ed.D.
San José City College
2100 Moorpark Avenue
San José, CA 95128

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution’s accreditation status.

I certify there was effective participation by the campus community, and I believe the Institutional Self-Evaluation Report accurately reflects the nature and substance of this institution.

Rowena M. Tomaneng, Ed.D.
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San José City College

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San José Evergreen Community College District

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San José City College

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President of Classified Senate
San José City College

SJECCD Board of Trustees- First Read
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SJECCD Board of Trustees- First Read
**A. Introduction**

**College History**
San José City College (SJCC) has been a symbol of hope for students for more than 100 years. It is also an innovative leader in providing educational and career pathways to generations of families living in California’s third-largest city. The College has built a legacy of educational and institutional excellence by adapting to the rapid changes that have transformed the Valley of Heart’s Delight into Silicon Valley, a major driver of the state, national, and global economies.

Founded in 1921, the College is located in the City of San José, California, and is one of two accredited institutions governed by the Board of Trustees of the San José-Evergreen Community College District (SJECCD). The 300-square mile district, located in northeastern Santa Clara Valley, includes all of the City of Milpitas and part of the City of San José. The second college in the District, Evergreen Valley College (EVC), is located 15 miles southeast of SJCC, in a suburban area of the City of San José and adjacent to Montgomery Hill Park. The San José-Evergreen Community College District officially became an independent college district in 1963.

San José City College’s history, however, dates to 1921 when it opened its doors to a class of 86 students. This start date makes it the oldest community college in Santa Clara County and one of the 10 oldest in California. Today, the College, which includes the SJECCD Milpitas Extension, enrolls more than 16,000 students annually. The campus is federally designated as an Asian American Native American Pacific Islander Serving Institution (AANAPISI) and a Hispanic Serving Institution (HSI) and has one of the most diverse student bodies within the California community college system.

For 61 years, the SJCC campus has been in downtown San José. Through the 1960s and 1970s the College owned more property than it does currently. Campus boundaries stretched east from Bascom Avenue to Menker Avenue. Portions of this property were sold off for the development of Interstate 280 and also traded to incorporate the land where a multipurpose field currently resides.


Progress is also evident in the College’s program offerings. The SJECCD Milpitas Extension is a unique collaboration between the Milpitas Unified School District (MUSD) and the San José-Evergreen Community College District that establishes an Educational Innovation Lab. This joint
effort has allowed the College to implement innovative programs and develop new academic pathways that will shorten the time to degree completion, enhance the student experience, and develop best practices in dual enrollment and collaborative efforts between a California community college and a K–12 district.

Additionally, the Community College Center for Economic Mobility (CEM), located in the district office in downtown San José, complements the instructional programs of both of the District’s colleges. Established in 1988 as a self-supporting enterprise, CEM has partners with an array of company partners, applying performance-based solutions to ensure effective training. In addition, CEM provides educational and training opportunities for working professionals and job seekers so they can remain current in the highly competitive Silicon Valley job market. The offerings of CEM include a range of online, self-paced industry certificates for career development, personal enrichment fee-based community service classes, contract education to businesses, and noncredit adult education associated with regional partnerships.

As the College looks back at its history, it is also vitally important to honor the history of the land it stands upon and recognize that the community continues to benefit from the use and occupation of the Ohlone people’s unceded ancestral homeland. Consistent with the College’s values of inclusion and diversity, the College respects and honors its relationship with the San Francisco Bay Area’s original people. They continue to flourish in the area’s communities, and the College affirms their sovereign rights as first peoples.

Finally, the College is proud to say that the future of SJCC looks bright and full of opportunity. SJCC aspires, through excellence, to be the best community college in Silicon Valley. The College will continue to build and strengthen its teams of students, faculty, classified professionals, administrators, alumni, and community partners in pursuit of that goal.

**Student Enrollment Data**

**Overall Enrollment Trend**

The College’s overall enrollment (headcount) has declined in the last five years after a small increase in 2018–2019. This is not surprising, given the impact of the COVID-19 pandemic and statewide student enrollment decline. The overall annual student headcount has declined 16% from 2017-18 to 2021-22. This decline is reflected throughout enrollment trend data.

**Table 1: Annual Student Headcount**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall: Headcount</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit Students: Headcount</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Noncredit Students: Headcount</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source: SJCC Internal Data Warehouse</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A student is counted as credit/noncredit if they take at least one course in that type. Note that some students enroll in both credit and noncredit courses during the academic year, so they are included in both the credit
Credit Enrollment Trends and Student Composition
This section describes the credit enrollment trends by various student attributes. Data are from fall terms between 2017 and 2021. These data points include all students enrolled in at least one credit course. Data are extracted from the District’s internal database by the Office of Research, Planning and Institutional Effectiveness.

The five-year fall credit headcount reveals a pattern already described above. While the decline in the last two years is largely due to the impact of the COVID-19 pandemic, student enrollment decline began in fall 2019. From fall 2018 to fall 2019, the credit headcount declined by 5%. Over the last five years (from fall 2017 to fall 2021), it declined 19%. The fall headcount averaged over the last five years is 8,841.

Table 2: Unduplicated Overall Headcount, Fall Terms

<table>
<thead>
<tr>
<th>Year</th>
<th>2017FA</th>
<th>2018FA</th>
<th>2019FA</th>
<th>2020FA</th>
<th>2021FA</th>
<th>5-Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9,492</td>
<td>9,462</td>
<td>8,960</td>
<td>8,625</td>
<td>7,666</td>
<td>8,841</td>
</tr>
</tbody>
</table>

Source: SJ ECCD Internal Data Warehouse

On average, 62% of credit students are continuing students in fall terms. While student enrollment has decreased, the percentage of continuing students enrolled in credit classes has increased, up from 57%. On the other hand, the percentage of new students has decreased from 21% to 14%.

Nearly 17% of credit students are new students, and 12% of credit students are returning students. Approximately 8% percent of credit students are K-12 (high school) students dual-enrolled in high school and college courses.

Table 3: Share of Fall Credit Students by Student Type

<table>
<thead>
<tr>
<th>Student Type</th>
<th>2017FA</th>
<th>2018FA</th>
<th>2019FA</th>
<th>2020FA</th>
<th>2021FA</th>
<th>5-Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing</td>
<td>57.42%</td>
<td>59.44%</td>
<td>64.17%</td>
<td>62.99%</td>
<td>65.98%</td>
<td>62%</td>
</tr>
<tr>
<td>New</td>
<td>21.25%</td>
<td>18.45%</td>
<td>15.68%</td>
<td>15.04%</td>
<td>14.08%</td>
<td>16.9%</td>
</tr>
<tr>
<td>Returning</td>
<td>12.05%</td>
<td>12.25%</td>
<td>11.15%</td>
<td>12.54%</td>
<td>10.98%</td>
<td>11.79%</td>
</tr>
<tr>
<td>K-12 (Special Admit)</td>
<td>7.03%</td>
<td>7.74%</td>
<td>7.41%</td>
<td>8.7%</td>
<td>8.92%</td>
<td>7.96%</td>
</tr>
<tr>
<td>First-time Transfer</td>
<td>2.01%</td>
<td>1.59%</td>
<td>0.92%</td>
<td>0.03%</td>
<td>0.04%</td>
<td>0.92%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0.24%</td>
<td>0.54%</td>
<td>0.67%</td>
<td>0.7%</td>
<td>0%</td>
<td>0.43%</td>
</tr>
<tr>
<td>Total (N)</td>
<td>9492</td>
<td>9462</td>
<td>8960</td>
<td>8625</td>
<td>7666</td>
<td>8841</td>
</tr>
</tbody>
</table>

Source: SJCC Internal Data Warehouse

Earning an associate of arts degree for transfer to a four-year college is the most common educational goal among credit students in fall terms, with 40% of credit students listing this as their primary educational goal. Around 11% of students stated their goal was to transfer to a four-year college without an associate of art degrees, and another 10% were undecided on their goal.
Around 50% of students plan to transfer to a four-year college with or without an associate degree. Similarly, around 48% of credit students plan to earn an associate degree regardless of whether they transfer to a four-year college.

Over 70% of students have a goal of transferring to four-year institutions or earning a degree or certificate.

**Table 4: Share of Fall Credit Students by Educational Goal**

<table>
<thead>
<tr>
<th>Educational Goal</th>
<th>2017FA</th>
<th>2018FA</th>
<th>2019FA</th>
<th>2020FA</th>
<th>2021FA</th>
<th>5 Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA Degree &amp; Transfer 4yr</td>
<td>37.59%</td>
<td>38.11%</td>
<td>40.09%</td>
<td>40.7%</td>
<td>40.82%</td>
<td>39.46%</td>
</tr>
<tr>
<td>Transfer to 4yr w/o AA</td>
<td>11.15%</td>
<td>11.01%</td>
<td>10.97%</td>
<td>10.75%</td>
<td>10.28%</td>
<td>10.83%</td>
</tr>
<tr>
<td>Undecided on Goal</td>
<td>11.72%</td>
<td>9.51%</td>
<td>9.21%</td>
<td>9.32%</td>
<td>10.04%</td>
<td>9.96%</td>
</tr>
<tr>
<td>AA w/o Transfer</td>
<td>7.5%</td>
<td>7.32%</td>
<td>7.92%</td>
<td>7.78%</td>
<td>8.53%</td>
<td>7.81%</td>
</tr>
<tr>
<td>Comp. Credits for Dip/GED</td>
<td>3.81%</td>
<td>4.9%</td>
<td>4.37%</td>
<td>4.8%</td>
<td>4.25%</td>
<td>4.43%</td>
</tr>
<tr>
<td>Vocational Cert w/o Trans</td>
<td>3.39%</td>
<td>4.19%</td>
<td>4.31%</td>
<td>4.29%</td>
<td>4.71%</td>
<td>4.18%</td>
</tr>
<tr>
<td>Prepare for New Career</td>
<td>4.45%</td>
<td>4.28%</td>
<td>4.36%</td>
<td>4.02%</td>
<td>3.56%</td>
<td>4.13%</td>
</tr>
<tr>
<td>4-Yr Stu Mtng 4-Yr Reqmnt</td>
<td>3.94%</td>
<td>4.08%</td>
<td>4.36%</td>
<td>4.15%</td>
<td>3.59%</td>
<td>4.02%</td>
</tr>
<tr>
<td>Educational Development</td>
<td>3.26%</td>
<td>3.78%</td>
<td>3.49%</td>
<td>4%</td>
<td>4.06%</td>
<td>3.72%</td>
</tr>
<tr>
<td>Advance in Job/Career</td>
<td>5.64%</td>
<td>4.79%</td>
<td>2.61%</td>
<td>2.45%</td>
<td>3.04%</td>
<td>3.71%</td>
</tr>
<tr>
<td>Improve Basic Skills</td>
<td>2.57%</td>
<td>2.95%</td>
<td>3.05%</td>
<td>2.7%</td>
<td>2.78%</td>
<td>2.81%</td>
</tr>
<tr>
<td>Discover/Form Career/Goal</td>
<td>1.57%</td>
<td>1.84%</td>
<td>1.8%</td>
<td>1.65%</td>
<td>1.53%</td>
<td>1.68%</td>
</tr>
<tr>
<td>Maintain Cert/License</td>
<td>1.51%</td>
<td>1.61%</td>
<td>1.61%</td>
<td>1.79%</td>
<td>1.8%</td>
<td>1.66%</td>
</tr>
<tr>
<td>Unreported/Uncollected</td>
<td>1.2%</td>
<td>0.96%</td>
<td>0.95%</td>
<td>0.82%</td>
<td>0.39%</td>
<td>0.86%</td>
</tr>
<tr>
<td>No Value Entered</td>
<td>0.22%</td>
<td>0.24%</td>
<td>0.47%</td>
<td>0.29%</td>
<td>0.33%</td>
<td>0.31%</td>
</tr>
<tr>
<td>2yr Voc. Degree w/o trans</td>
<td>0.42%</td>
<td>0.3%</td>
<td>0.28%</td>
<td>0.28%</td>
<td>0.1%</td>
<td>0.28%</td>
</tr>
<tr>
<td>Move from Noncredit to Cred</td>
<td>0.07%</td>
<td>0.13%</td>
<td>0.15%</td>
<td>0.22%</td>
<td>0.2%</td>
<td>0.15%</td>
</tr>
<tr>
<td>Total (N)</td>
<td>9492</td>
<td>9462</td>
<td>8960</td>
<td>8625</td>
<td>7666</td>
<td>8841</td>
</tr>
</tbody>
</table>

Source: SJCC Internal Data Warehouse

The majority of credit students across all five years were female, with an average population of 57% female students and 42% male students. The percentage of female students has risen 5% in the past five years, while the percentage of male students has dropped.

**Table 5: Share of Fall Credit Students by Gender**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2017FA</th>
<th>2018FA</th>
<th>2019FA</th>
<th>2020FA</th>
<th>2021FA</th>
<th>5-Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>53.77%</td>
<td>54.86%</td>
<td>57.6%</td>
<td>60.64%</td>
<td>58.86%</td>
<td>57.15%</td>
</tr>
<tr>
<td>Male</td>
<td>45.08%</td>
<td>44.24%</td>
<td>41.69%</td>
<td>38.63%</td>
<td>40.29%</td>
<td>41.99%</td>
</tr>
<tr>
<td>Unknown</td>
<td>1.15%</td>
<td>0.9%</td>
<td>0.71%</td>
<td>0.73%</td>
<td>0.85%</td>
<td>0.87%</td>
</tr>
<tr>
<td>Total (N)</td>
<td>9492</td>
<td>9462</td>
<td>8960</td>
<td>8625</td>
<td>7666</td>
<td>8841</td>
</tr>
</tbody>
</table>

Source: SJCC Internal Data Warehouse

Approximately 45% of credit students in fall terms were Latinx. This has remained constant throughout the past five years. The percentage of Asian credit students has increased from 23% in 2017 to 27% in 2021. Likewise, the percentage of White credit students has decreased from 14% to 11%. The percentage of Black credit students has remained constant at around 5% over the past five years.

**Table 6: Share of Fall Credit Students by Race/Ethnicity**

SJECCD Board of Trustees- First Read
Around 46% of credit students in fall terms are between the ages of 18 and 24. The next largest age group is students between 25 and 39, at 33% of credit students. While nearly 80% of credit students are between 18 and 39 years old, there are sizable populations of students over 40 and under 18.

**Table 7: Share of Fall Credit Students by Age**

<table>
<thead>
<tr>
<th>Age</th>
<th>2017FA</th>
<th>2018FA</th>
<th>2019FA</th>
<th>2020FA</th>
<th>2021FA</th>
<th>5-Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 &amp; Below</td>
<td>8.62%</td>
<td>7.68%</td>
<td>6.84%</td>
<td>8.68%</td>
<td>8.45%</td>
<td>8.05%</td>
</tr>
<tr>
<td>18-24</td>
<td>44.09%</td>
<td>44.57%</td>
<td>48.18%</td>
<td>46.88%</td>
<td>47.43%</td>
<td>46.23%</td>
</tr>
<tr>
<td>25-39</td>
<td>34.7%</td>
<td>34.56%</td>
<td>31.21%</td>
<td>32.3%</td>
<td>31.48%</td>
<td>32.85%</td>
</tr>
<tr>
<td>40 &amp; Over</td>
<td>12.57%</td>
<td>13.17%</td>
<td>13.74%</td>
<td>12.12%</td>
<td>12.61%</td>
<td>12.84%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0.02%</td>
<td>0.02%</td>
<td>0.03%</td>
<td>0.02%</td>
<td>0.03%</td>
<td>0.02%</td>
</tr>
<tr>
<td>Total (N)</td>
<td>9492</td>
<td>9462</td>
<td>8960</td>
<td>8625</td>
<td>7666</td>
<td>8841</td>
</tr>
</tbody>
</table>

Source: SICC Internal Data Warehouse

The College serves multiple special student populations, with the largest group being first-generation college students. The College serves a sizable group of students with disabilities, though the number served has declined significantly in the last two years, most likely due to the impact of the COVID-19 pandemic. On the other hand, the College has seen an increase in foster youth, UMOJA, and veteran students over the last five years.

**Table 8: Unduplicated Headcount of Special Populations, Fall Terms**

<table>
<thead>
<tr>
<th>Special Characteristic</th>
<th>2017FA</th>
<th>2018FA</th>
<th>2019FA</th>
<th>2020FA</th>
<th>2021FA</th>
</tr>
</thead>
<tbody>
<tr>
<td>CARE - Cooperative Agencies Resources for Education</td>
<td>20</td>
<td>19</td>
<td>10</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>CCAP - College and Career Access Pathways</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>414</td>
<td>--</td>
</tr>
<tr>
<td>DSPS - Disabled Students Programs &amp; Services</td>
<td>409</td>
<td>420</td>
<td>484</td>
<td>310</td>
<td>269</td>
</tr>
<tr>
<td>EOPS - Extended Opportunity Programs &amp; Services</td>
<td>612</td>
<td>677</td>
<td>654</td>
<td>570</td>
<td>453</td>
</tr>
<tr>
<td>First Generation</td>
<td>3162</td>
<td>3418</td>
<td>3497</td>
<td>3274</td>
<td>2814</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>37</td>
<td>28</td>
<td>38</td>
<td>93</td>
<td>100</td>
</tr>
<tr>
<td>Military (Active Duty, Active Reserve, National Guard)</td>
<td>125</td>
<td>92</td>
<td>60</td>
<td>51</td>
<td>38</td>
</tr>
<tr>
<td>Special Admit</td>
<td>643</td>
<td>732</td>
<td>613</td>
<td>567</td>
<td>640</td>
</tr>
<tr>
<td>Umoja</td>
<td>--</td>
<td>30</td>
<td>47</td>
<td>86</td>
<td>66</td>
</tr>
<tr>
<td>Veteran</td>
<td>63</td>
<td>92</td>
<td>136</td>
<td>142</td>
<td>150</td>
</tr>
<tr>
<td>Total (N)</td>
<td>5071</td>
<td>5508</td>
<td>5539</td>
<td>5512</td>
<td>4536</td>
</tr>
</tbody>
</table>

Source: CCC Chancellor's Office Data Mart
Noncredit Enrollment Trends and Student Composition

The vast majority of noncredit students enroll in English as Second Language (ESL).

Table 9: Share of Fall Noncredit Students by Subject Area

<table>
<thead>
<tr>
<th>Subject</th>
<th>2017FA</th>
<th>2018FA</th>
<th>2019FA</th>
<th>2020FA</th>
<th>2021FA</th>
<th>5-Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL</td>
<td>81.18%</td>
<td>70.03%</td>
<td>77.38%</td>
<td>86.6%</td>
<td>70.82%</td>
<td>77.2%</td>
</tr>
<tr>
<td>MA</td>
<td>4.53%</td>
<td>8.2%</td>
<td>7.87%</td>
<td>10.82%</td>
<td>11.16%</td>
<td>8.52%</td>
</tr>
<tr>
<td>APE</td>
<td>0%</td>
<td>13.56%</td>
<td>14.75%</td>
<td>2.58%</td>
<td>6.44%</td>
<td>7.47%</td>
</tr>
<tr>
<td>CNSTR</td>
<td>0%</td>
<td>8.2%</td>
<td>0%</td>
<td>0%</td>
<td>11.69%</td>
<td>3.96%</td>
</tr>
<tr>
<td>ADS</td>
<td>11.85%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0.49%</td>
</tr>
<tr>
<td>ECE</td>
<td>2.44%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0.49%</td>
</tr>
<tr>
<td>Total (N)</td>
<td>287</td>
<td>317</td>
<td>305</td>
<td>194</td>
<td>233</td>
<td>267</td>
</tr>
</tbody>
</table>

Source: SJCC Internal Data Warehouse

Note: Students who enrolled in multiple noncredit subjects are included in the percentages for all relevant noncredit subjects.

Female students make up the majority of noncredit students at 67% over the past five years. In contrast, male students make up only 30% of the noncredit student population. In fall 2020, female students comprised almost 75% of the noncredit student population, a 10-percentage point increase over the year before.

Table 10: Share of Fall Noncredit Students by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>2017FA</th>
<th>2018FA</th>
<th>2019FA</th>
<th>2020FA</th>
<th>2021FA</th>
<th>5-Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>62.02%</td>
<td>64.24%</td>
<td>65.44%</td>
<td>74.6%</td>
<td>67.53%</td>
<td>66.77%</td>
</tr>
<tr>
<td>Male</td>
<td>35.89%</td>
<td>31.33%</td>
<td>31.21%</td>
<td>20.63%</td>
<td>30.74%</td>
<td>29.96%</td>
</tr>
<tr>
<td>Unknown</td>
<td>2.09%</td>
<td>4.43%</td>
<td>3.36%</td>
<td>4.76%</td>
<td>1.73%</td>
<td>3.27%</td>
</tr>
<tr>
<td>Total (N)</td>
<td>287</td>
<td>316</td>
<td>298</td>
<td>189</td>
<td>231</td>
<td>264</td>
</tr>
</tbody>
</table>

Source: SJCC Internal Data Warehouse

On average, 34% of noncredit students in fall terms were Asian, while 31% were Latinx. White students made up 15% of the noncredit student population, and Black students comprised around 4% on average.

In fall 2020, the percentage of noncredit White students rose 12 percentage points from fall 2019, while the percentage for noncredit Asian students dropped 10 percent. Similarly, the percentage of Latinx noncredit students dropped around 8 percentage points from Fall 2018 to fall 2019.

Table 11: Share of Fall Noncredit Students by Race/Ethnicity

<table>
<thead>
<tr>
<th>Race</th>
<th>2017FA</th>
<th>2018FA</th>
<th>2019FA</th>
<th>2020FA</th>
<th>2021FA</th>
<th>5-Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>32.06%</td>
<td>34.18%</td>
<td>40.27%</td>
<td>30.69%</td>
<td>35.06%</td>
<td>34.45%</td>
</tr>
<tr>
<td>Latinx</td>
<td>34.49%</td>
<td>32.28%</td>
<td>24.5%</td>
<td>24.87%</td>
<td>38.96%</td>
<td>31.02%</td>
</tr>
<tr>
<td>Unknown</td>
<td>13.94%</td>
<td>12.97%</td>
<td>19.8%</td>
<td>17.99%</td>
<td>9.52%</td>
<td>14.84%</td>
</tr>
<tr>
<td>White</td>
<td>12.89%</td>
<td>13.92%</td>
<td>11.74%</td>
<td>23.28%</td>
<td>10.82%</td>
<td>14.53%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>5.23%</td>
<td>5.7%</td>
<td>2.68%</td>
<td>2.12%</td>
<td>4.3%</td>
<td>4.01%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>1.39%</td>
<td>0.63%</td>
<td>1.01%</td>
<td>0.53%</td>
<td>0.43%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Hawaiian/Pacific Islander</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0.53%</td>
<td>0.43%</td>
<td>0.19%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0%</td>
<td>0.32%</td>
<td>0%</td>
<td>0%</td>
<td>0.43%</td>
<td>0.15%</td>
</tr>
<tr>
<td>Total (N)</td>
<td>287</td>
<td>316</td>
<td>298</td>
<td>189</td>
<td>231</td>
<td>264</td>
</tr>
</tbody>
</table>

Source: SJCC Internal Data Warehouse
Students aged 25 to 39 make up 42% of the noncredit student population on average. In contrast to the credit student population, 40% of the noncredit student population is 40 or older. In total, over 80% of the noncredit student population is 25 or older. Only 15% of the noncredit population is between 18 and 24.

**Table 12: Share of Fall Noncredit Students by Age**

<table>
<thead>
<tr>
<th>Age</th>
<th>2017FA</th>
<th>2018FA</th>
<th>2019FA</th>
<th>2020FA</th>
<th>2021FA</th>
<th>5-Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 &amp; Below</td>
<td>4.88%</td>
<td>0%</td>
<td>0.67%</td>
<td>0%</td>
<td>0.43%</td>
<td>1.2%</td>
</tr>
<tr>
<td>18-24</td>
<td>13.59%</td>
<td>12.34%</td>
<td>15.1%</td>
<td>15.34%</td>
<td>19.91%</td>
<td>15.26%</td>
</tr>
<tr>
<td>25-39</td>
<td>46.34%</td>
<td>42.09%</td>
<td>41.28%</td>
<td>40.74%</td>
<td>39.83%</td>
<td>42.06%</td>
</tr>
<tr>
<td>40 &amp; Over</td>
<td>35.19%</td>
<td>44.94%</td>
<td>41.95%</td>
<td>41.27%</td>
<td>39.83%</td>
<td>40.64%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0%</td>
<td>0.63%</td>
<td>1.01%</td>
<td>2.65%</td>
<td>0%</td>
<td>0.86%</td>
</tr>
<tr>
<td>Total (N)</td>
<td>287</td>
<td>316</td>
<td>298</td>
<td>189</td>
<td>231</td>
<td>264</td>
</tr>
</tbody>
</table>

Source: SJCC Internal Data Warehouse

**Labor Market Data**

At a broad level, the top industries in the Greater San Francisco Bay Area are health care and social assistance and professional, scientific, and technical services.

**Table 13: Top Industries by Employment (Greater Bay Area, 2020 Q3)**

<table>
<thead>
<tr>
<th>Industry</th>
<th>Share of Total Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Care and Social Assistance</td>
<td>13.8%</td>
</tr>
<tr>
<td>Professional, Scientific, and Technical Services</td>
<td>12.7%</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>8.5%</td>
</tr>
<tr>
<td>Retail Trade</td>
<td>8.0%</td>
</tr>
<tr>
<td>Accommodation and Food Services</td>
<td>7.6%</td>
</tr>
<tr>
<td>Educational Services</td>
<td>7.3%</td>
</tr>
<tr>
<td>Information</td>
<td>5.7%</td>
</tr>
<tr>
<td>Construction</td>
<td>5.5%</td>
</tr>
<tr>
<td>Administrative and Support and Waste Management and Remediation Services</td>
<td>5.4%</td>
</tr>
<tr>
<td>Transportation and Warehousing</td>
<td>3.9%</td>
</tr>
<tr>
<td>Other Industries</td>
<td>21.6%</td>
</tr>
</tbody>
</table>

Source: JobsEQ, via Hanover Research

More than 10% of workers are employed in each of these two broad industries. At a more detailed level, employment, after restaurants and other eating establishments, is concentrated in several high-tech industries, schools, and hospitals.

**Table 14: Top Industries by Employment (Greater Bay Area, 2020 Q3)**

<table>
<thead>
<tr>
<th>Industry</th>
<th>Share of Total Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restaurants and Other Eating Places</td>
<td>5.7%</td>
</tr>
<tr>
<td>Computer Systems Design and Related Services</td>
<td>4.7%</td>
</tr>
<tr>
<td>Elementary and Secondary Schools</td>
<td>3.7%</td>
</tr>
<tr>
<td>Individual and Family Services</td>
<td>3.5%</td>
</tr>
<tr>
<td>General Medical and Surgical Hospitals</td>
<td>2.9%</td>
</tr>
<tr>
<td>Other Information Services</td>
<td>2.4%</td>
</tr>
<tr>
<td>Scientific Research and Development Services</td>
<td>2.0%</td>
</tr>
<tr>
<td>Colleges, Universities, and Professional Schools</td>
<td>2.0%</td>
</tr>
<tr>
<td>Grocery Stores</td>
<td>1.7%</td>
</tr>
<tr>
<td>Management of Companies and Enterprises</td>
<td>1.7%</td>
</tr>
</tbody>
</table>
All top 10 San Francisco Bay Area high tech industries by share of employment have positive 10-year projected growth.

**Table 15: Top Bay Area Tech Industries (Greater Bay Area, 2020 Q3)**

<table>
<thead>
<tr>
<th>Industry</th>
<th>Share of Total Employment</th>
<th>Projected Growth, 2020-2030</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Systems Design and Related Services</td>
<td>4.7%</td>
<td>28.8%</td>
</tr>
<tr>
<td>Other Information Services</td>
<td>2.4%</td>
<td>16.2%</td>
</tr>
<tr>
<td>Scientific Research and Development Services</td>
<td>2.0%</td>
<td>6.9%</td>
</tr>
<tr>
<td>Management of Companies and Enterprises</td>
<td>1.7%</td>
<td>7.8%</td>
</tr>
<tr>
<td>Management, Scientific, and Technical Consulting Services</td>
<td>1.6%</td>
<td>19.5%</td>
</tr>
<tr>
<td>Software Publishers</td>
<td>1.5%</td>
<td>23.9%</td>
</tr>
<tr>
<td>Computer and Peripheral Equipment Manufacturing</td>
<td>1.5%</td>
<td>7.6%</td>
</tr>
<tr>
<td>Architectural, Engineering, and Related Services</td>
<td>1.4%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Semiconductor and Other Electronic Component Manufacturing</td>
<td>1.1%</td>
<td>3.2%</td>
</tr>
<tr>
<td>Data Processing, Hosting, and Related Services</td>
<td>0.8%</td>
<td>14.7%</td>
</tr>
</tbody>
</table>

Additionally, the Greater San Francisco Bay Area is projected to have an employment undersupply for occupations in business, technology, and healthcare, including software developers, nurses, and managers. The area is also projected to have a slight oversupply for teaching-related occupations and paralegals/legal assistants.

**Table 16: Occupation Gaps over 10 Years in Greater Bay Area, Two-Year Degree or Higher Only**

<table>
<thead>
<tr>
<th>Occupation (Average Salary)</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Software Developers and Software Quality Assurance Analysts and Testers ($144,800)</td>
<td>-2,163</td>
</tr>
<tr>
<td>Registered Nurses ($135,700)</td>
<td>-787</td>
</tr>
<tr>
<td>General and Operations Managers ($153,300)</td>
<td>-501</td>
</tr>
<tr>
<td>Project Management Specialists and Business Operations Specialists, All Other ($93,200)</td>
<td>-370</td>
</tr>
<tr>
<td>Financial Managers ($176,400)</td>
<td>-353</td>
</tr>
<tr>
<td>Computer and Information Systems Managers ($205,200)</td>
<td>-351</td>
</tr>
<tr>
<td>Computer Occupations, All Other ($125,200)</td>
<td>-350</td>
</tr>
<tr>
<td>Computer Systems Analysts ($120,800)</td>
<td>-342</td>
</tr>
<tr>
<td>Market Research Analysts and Marketing Specialists ($92,200)</td>
<td>-334</td>
</tr>
<tr>
<td>Management Analysts ($113,700)</td>
<td>-305</td>
</tr>
<tr>
<td>Coaches and Scouts ($48,000)</td>
<td>23</td>
</tr>
<tr>
<td>Substitute Teachers, Short-Term ($46,300)</td>
<td>32</td>
</tr>
<tr>
<td>Elementary School Teachers, Except Special Education ($81,900)</td>
<td>46</td>
</tr>
<tr>
<td>Tutors and Teachers and Instructors, All Other ($52,100)</td>
<td>46</td>
</tr>
<tr>
<td>Paralegals and Legal Assistants ($74,000)</td>
<td>47</td>
</tr>
</tbody>
</table>

Source: JobsEQ, via Hanover Research

Note: This list only includes occupations that require a minimum a two-year (associate’s) degree. The Gap column illustrates the projected under- or over-supply in the number of persons with necessary credentials to work in these fields.
The occupations with the most job openings in the Greater San Francisco Bay Area are software developers, operations managers, project management and business operations specialists, and accountants.

**Table 17: Occupations with the Most Job Openings**

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Annual Job Openings</th>
<th>Median Ann. Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Software Developers and Software Quality Assurance Analysts and Testers</td>
<td>13,542</td>
<td>140,600</td>
</tr>
<tr>
<td>General and Operations Managers</td>
<td>6,848</td>
<td>134,600</td>
</tr>
<tr>
<td>Project Management Specialists and Business Operations Specialists, All Other</td>
<td>6,655</td>
<td>86,500</td>
</tr>
<tr>
<td>Accountants and Auditors</td>
<td>4,615</td>
<td>83,600</td>
</tr>
<tr>
<td>Management Analysts</td>
<td>4,222</td>
<td>103,700</td>
</tr>
<tr>
<td>Computer User Support Specialists</td>
<td>3,710</td>
<td>73,400</td>
</tr>
<tr>
<td>Technical Writers</td>
<td>378</td>
<td>106,600</td>
</tr>
<tr>
<td>Calibration Technologists and Technicians and Engineering Technologists</td>
<td>369</td>
<td>69,800</td>
</tr>
<tr>
<td>Drafters, All Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biological Scientists, All Other</td>
<td>367</td>
<td>102,700</td>
</tr>
<tr>
<td>Human Resources Assistants, Except Payroll and Timekeeping</td>
<td>366</td>
<td>48,800</td>
</tr>
</tbody>
</table>

Source: JobsEQ, via Hanover Research

The fastest growing occupations are information security analysts, data scientists and medical and health services managers.

**Table 18: Fastest Growing Occupations**

<table>
<thead>
<tr>
<th>Occupation</th>
<th>% Change</th>
<th>Median Ann. Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Security Analysts</td>
<td>42.3%</td>
<td>123,200</td>
</tr>
<tr>
<td>Data Scientists and Mathematical Science Occupations, All Other</td>
<td>38.0%</td>
<td>134,400</td>
</tr>
<tr>
<td>Medical and Health Services Managers</td>
<td>36.4%</td>
<td>133,300</td>
</tr>
<tr>
<td>Operations Research Analysts</td>
<td>32.3%</td>
<td>107,700</td>
</tr>
<tr>
<td>Physical Therapist Assistants</td>
<td>32.3%</td>
<td>69,700</td>
</tr>
<tr>
<td>Substance Abuse, Behavioral Disorder, and Mental Health Counselors</td>
<td>30.8%</td>
<td>51,500</td>
</tr>
<tr>
<td>Software Developers and Software Quality Assurance Analysts and Testers</td>
<td>27.9%</td>
<td>140,600</td>
</tr>
<tr>
<td>Social and Community Service Managers</td>
<td>26.4%</td>
<td>67,500</td>
</tr>
<tr>
<td>Medical Assistants</td>
<td>25.3%</td>
<td>47,300</td>
</tr>
<tr>
<td>Market Research Analysts and Marketing Specialists</td>
<td>23.7%</td>
<td>87,900</td>
</tr>
</tbody>
</table>

Source: JobsEQ, via Hanover Research

Diversity varies across industries, with less representation for women and/or people of color in healthcare, technology, business services, public administration, and financial services. The Bureau of Labor Statistics’ 2021 population survey indicates that women make up less than half the workforce in many industries, with particularly low shares in manufacturing, architecture and engineering, and computer systems. Many women and underrepresented minorities report leaving tech jobs due to workplace unfairness. Although women make up a large share of the healthcare workforce, few have leadership roles. Further, racial and ethnic diversity in the healthcare industry is low.
Table 19: Diversity in Industries (Greater Bay Area, 2020 Q3)

<table>
<thead>
<tr>
<th>Industry</th>
<th>Demographic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architectural, Engineering, and Related Services</td>
<td>% White</td>
<td>64.1%</td>
</tr>
<tr>
<td>Architectural, Engineering, and Related Services</td>
<td>% Black</td>
<td>3.1%</td>
</tr>
<tr>
<td>Architectural, Engineering, and Related Services</td>
<td>% Asian</td>
<td>28.3%</td>
</tr>
<tr>
<td>Architectural, Engineering, and Related Services</td>
<td>% Latino</td>
<td>13.6%</td>
</tr>
<tr>
<td>Architectural, Engineering, and Related Services</td>
<td>% Male</td>
<td>65.7%</td>
</tr>
<tr>
<td>Architectural, Engineering, and Related Services</td>
<td>% Female</td>
<td>34.3%</td>
</tr>
<tr>
<td>Computer Systems Design and Related Services</td>
<td>% White</td>
<td>48.5%</td>
</tr>
<tr>
<td>Computer Systems Design and Related Services</td>
<td>% Black</td>
<td>3.0%</td>
</tr>
<tr>
<td>Computer Systems Design and Related Services</td>
<td>% Asian</td>
<td>44.7%</td>
</tr>
<tr>
<td>Computer Systems Design and Related Services</td>
<td>% Latino</td>
<td>8.0%</td>
</tr>
<tr>
<td>Computer Systems Design and Related Services</td>
<td>% Male</td>
<td>67.1%</td>
</tr>
<tr>
<td>Computer Systems Design and Related Services</td>
<td>% Female</td>
<td>32.9%</td>
</tr>
<tr>
<td>Data Processing, Hosting, and Related Services</td>
<td>% White</td>
<td>53.9%</td>
</tr>
<tr>
<td>Data Processing, Hosting, and Related Services</td>
<td>% Latino</td>
<td>7.8%</td>
</tr>
<tr>
<td>Data Processing, Hosting, and Related Services</td>
<td>% Black</td>
<td>3.2%</td>
</tr>
<tr>
<td>Data Processing, Hosting, and Related Services</td>
<td>% Asian</td>
<td>38.7%</td>
</tr>
<tr>
<td>Data Processing, Hosting, and Related Services</td>
<td>% Male</td>
<td>64.8%</td>
</tr>
<tr>
<td>Data Processing, Hosting, and Related Services</td>
<td>% Female</td>
<td>35.2%</td>
</tr>
<tr>
<td>Management, Scientific, and Technical Consulting Services</td>
<td>% White</td>
<td>64.6%</td>
</tr>
<tr>
<td>Management, Scientific, and Technical Consulting Services</td>
<td>% Black</td>
<td>4.9%</td>
</tr>
<tr>
<td>Management, Scientific, and Technical Consulting Services</td>
<td>% Asian</td>
<td>25.7%</td>
</tr>
<tr>
<td>Management, Scientific, and Technical Consulting Services</td>
<td>% Latino</td>
<td>13.4%</td>
</tr>
<tr>
<td>Management, Scientific, and Technical Consulting Services</td>
<td>% Male</td>
<td>54.7%</td>
</tr>
<tr>
<td>Management, Scientific, and Technical Consulting Services</td>
<td>% Female</td>
<td>45.3%</td>
</tr>
<tr>
<td>Navigational, Measuring, Electromedical, and Control Instruments Manufacturing</td>
<td>% White</td>
<td>30.9%</td>
</tr>
<tr>
<td>Navigational, Measuring, Electromedical, and Control Instruments Manufacturing</td>
<td>% Latino</td>
<td>7.1%</td>
</tr>
<tr>
<td>Navigational, Measuring, Electromedical, and Control Instruments Manufacturing</td>
<td>% Black</td>
<td>1.7%</td>
</tr>
<tr>
<td>Navigational, Measuring, Electromedical, and Control Instruments Manufacturing</td>
<td>% Asian</td>
<td>24.7%</td>
</tr>
<tr>
<td>Navigational, Measuring, Electromedical, and Control Instruments Manufacturing</td>
<td>% Male</td>
<td>65.7%</td>
</tr>
<tr>
<td>Navigational, Measuring, Electromedical, and Control Instruments Manufacturing</td>
<td>% Female</td>
<td>34.3%</td>
</tr>
<tr>
<td>Semiconductor and Other Electronic Component Manufacturing</td>
<td>% White</td>
<td>11.5%</td>
</tr>
<tr>
<td>Semiconductor and Other Electronic Component Manufacturing</td>
<td>% Latino</td>
<td>3.4%</td>
</tr>
<tr>
<td>Semiconductor and Other Electronic Component Manufacturing</td>
<td>% Black</td>
<td>0.5%</td>
</tr>
<tr>
<td>Semiconductor and Other Electronic Component Manufacturing</td>
<td>% Asian</td>
<td>18.6%</td>
</tr>
<tr>
<td>Semiconductor and Other Electronic Component Manufacturing</td>
<td>% Male</td>
<td>69.2%</td>
</tr>
<tr>
<td>Semiconductor and Other Electronic Component Manufacturing</td>
<td>% Female</td>
<td>30.8%</td>
</tr>
</tbody>
</table>

Source: JobsEQ, via Hanover Research

Demographic Data

Population projections indicate strong growth in Santa Clara County as well as the Greater San Francisco Bay Area. Between 2020 and 2060, projections suggest the Greater San Francisco Bay Area's population will increase by 18.2%. Santa Clara County’s population growth is expected to be higher at 23.1%.

Table 20: Bay Area Population Projections

<table>
<thead>
<tr>
<th>Geography</th>
<th>2020</th>
<th>2030</th>
<th>2040</th>
<th>2050</th>
<th>2060</th>
</tr>
</thead>
</table>

SJECCD Board of Trustees- First Read
Projections by age group suggest an aging population, though the traditional student age group is expected to remain stable. Projections through 2060 by age group indicate large increases in the share of residents ages 40-44 and 85+, with a small increase in the 35-39 age group. The share of residents below 20 is expected to decline. Ages 20-24, the prime college-going population, is expected to remain between 7.6% and 7.7%.

Table 21: Bay Area Population Projections by Age

<table>
<thead>
<tr>
<th>Age Group</th>
<th>2010</th>
<th>2020</th>
<th>2030</th>
<th>2040</th>
<th>2050</th>
<th>2060</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>250</td>
<td>238</td>
<td>255</td>
<td>238</td>
<td>232</td>
<td>277</td>
</tr>
<tr>
<td>1-4</td>
<td>1,252</td>
<td>1,123</td>
<td>1,184</td>
<td>1,209</td>
<td>1,250</td>
<td>1,127</td>
</tr>
<tr>
<td>5-9</td>
<td>1,368</td>
<td>1,158</td>
<td>1,105</td>
<td>1,136</td>
<td>1,231</td>
<td>1,141</td>
</tr>
<tr>
<td>10-14</td>
<td>1,181</td>
<td>1,372</td>
<td>1,285</td>
<td>1,149</td>
<td>1,168</td>
<td>1,163</td>
</tr>
<tr>
<td>15-19</td>
<td>1,110</td>
<td>1,132</td>
<td>1,462</td>
<td>1,333</td>
<td>1,276</td>
<td>1,301</td>
</tr>
<tr>
<td>20-24</td>
<td>1,687</td>
<td>1,167</td>
<td>1,181</td>
<td>1,494</td>
<td>1,453</td>
<td>1,255</td>
</tr>
<tr>
<td>25-29</td>
<td>2,249</td>
<td>1,725</td>
<td>1,231</td>
<td>1,237</td>
<td>1,530</td>
<td>1,418</td>
</tr>
<tr>
<td>30-34</td>
<td>1,573</td>
<td>1,888</td>
<td>1,538</td>
<td>1,100</td>
<td>1,075</td>
<td>1,319</td>
</tr>
<tr>
<td>35-39</td>
<td>868</td>
<td>1,333</td>
<td>1,565</td>
<td>1,262</td>
<td>914</td>
<td>870</td>
</tr>
<tr>
<td>40-44</td>
<td>485</td>
<td>541</td>
<td>848</td>
<td>1,006</td>
<td>750</td>
<td>553</td>
</tr>
<tr>
<td>45-49</td>
<td>62</td>
<td>83</td>
<td>94</td>
<td>136</td>
<td>183</td>
<td>134</td>
</tr>
<tr>
<td>50-54</td>
<td>452</td>
<td>422</td>
<td>481</td>
<td>450</td>
<td>442</td>
<td>489</td>
</tr>
<tr>
<td>55-59</td>
<td>2,401</td>
<td>2,257</td>
<td>2,254</td>
<td>2,330</td>
<td>2,243</td>
<td>2,164</td>
</tr>
<tr>
<td>60-64</td>
<td>2,747</td>
<td>2,384</td>
<td>2,210</td>
<td>2,251</td>
<td>2,415</td>
<td>2,207</td>
</tr>
<tr>
<td>65-69</td>
<td>2,278</td>
<td>2,708</td>
<td>2,456</td>
<td>2,138</td>
<td>2,226</td>
<td>2,270</td>
</tr>
<tr>
<td>70-74</td>
<td>2,112</td>
<td>2,373</td>
<td>2,866</td>
<td>2,638</td>
<td>2,332</td>
<td>2,448</td>
</tr>
<tr>
<td>75-79</td>
<td>3,021</td>
<td>2,154</td>
<td>2,350</td>
<td>2,876</td>
<td>2,675</td>
<td>2,351</td>
</tr>
<tr>
<td>80-84</td>
<td>4,039</td>
<td>3,055</td>
<td>2,105</td>
<td>2,399</td>
<td>2,949</td>
<td>2,703</td>
</tr>
<tr>
<td>85-89</td>
<td>2,939</td>
<td>3,285</td>
<td>2,636</td>
<td>1,786</td>
<td>2,004</td>
<td>2,483</td>
</tr>
<tr>
<td>90-94</td>
<td>1,526</td>
<td>2,342</td>
<td>2,654</td>
<td>2,072</td>
<td>1,452</td>
<td>1,643</td>
</tr>
<tr>
<td>95-99</td>
<td>778</td>
<td>841</td>
<td>1,338</td>
<td>1,561</td>
<td>1,144</td>
<td>796</td>
</tr>
<tr>
<td>100+</td>
<td>81</td>
<td>126</td>
<td>126</td>
<td>199</td>
<td>270</td>
<td>193</td>
</tr>
</tbody>
</table>

Source: State of California Department of Finance, via Hanover Research

Projections suggest an increasingly diverse community in the Greater San Francisco Bay Area. A Metropolitan Transportation Commission report on the Bay Area in 2040 suggests the population will become substantially more racially and ethnically diverse compared to the 2010 Census figures. Hispanic/Latino residents are projected to become the largest ethnic group and a significant decline is projected in the White non-Hispanic population. The share of Black residents is also expected to decline slightly. Population projections in the Greater San Francisco Bay Area suggest this trend will continue through 2060 with the share of non-Hispanic Whites dropping by 15.7% while the Asian population increases by 10.2%, and the Hispanic/Latino population grows by 4.8%. The Black non-Hispanic population is expected to fall very slightly, by less than one percentage point.
The Greater San Francisco Bay Area and Santa Clara County are relatively diverse, but both areas have a low share of Black residents (5.5% and 2.3%, respectively). In the Greater San Francisco Bay Area, the largest share of the population is White non-Hispanic, while in Santa Clara County, the largest share of the population is Asian. In both areas, approximately a quarter of residents are Hispanic or Latino (of any race). Latinx students comprise the largest percentage of the SJCC 2021 population, making up 40% of the student population compared to around 25% of both the Santa Clara County and Greater San Francisco Bay Area populations. Asian students are 30% of the SJCC population, which is higher than the greater Bay Area population percentage (25%) but lower than the Santa Clara County population percentage (35%). The percentage of Black students at the College is comparable to the Greater San Francisco Bay Area’s population percentage.

**Table 22: Bay Area Population Projections by Race/Ethnicity**

<table>
<thead>
<tr>
<th>Race/Ethnicity Recode</th>
<th>2020</th>
<th>2060</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>White (Non-Hispanic)</td>
<td>37.9%</td>
<td>22.2%</td>
<td>-15.7%</td>
</tr>
<tr>
<td>Black (Non-Hispanic)</td>
<td>6.1%</td>
<td>6.0%</td>
<td>-0.1%</td>
</tr>
<tr>
<td>American Indian or Alaska Native (Non-Hispanic)</td>
<td>0.4%</td>
<td>0.4%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Asian (Non-Hispanic)</td>
<td>25.6%</td>
<td>35.9%</td>
<td>10.2%</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander (Non-Hispanic)</td>
<td>0.5%</td>
<td>0.4%</td>
<td>-0.1%</td>
</tr>
<tr>
<td>Multiracial (Non-Hispanic)</td>
<td>2.8%</td>
<td>3.7%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Hispanic (any race)</td>
<td>26.6%</td>
<td>31.4%</td>
<td>4.8%</td>
</tr>
</tbody>
</table>

Source: State of California Department of Finance, via Hanover Research

**Table 23: Service Area Ethnicity Breakdown, 2019**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Bay Area: Estimate</th>
<th>Bay Area %</th>
<th>Santa Clara County: Estimate</th>
<th>Santa Clara County %</th>
<th>SJCC Headcount</th>
<th>SJCC Headcount %</th>
</tr>
</thead>
<tbody>
<tr>
<td>White alone</td>
<td>3,313,375</td>
<td>39.4%</td>
<td>607,903</td>
<td>31.5%</td>
<td>1,660</td>
<td>12.09%</td>
</tr>
<tr>
<td>Hispanic or Latino (of any race)</td>
<td>2,160,640</td>
<td>25.7%</td>
<td>490,978</td>
<td>25.5%</td>
<td>5,508</td>
<td>40.12%</td>
</tr>
<tr>
<td>Asian alone</td>
<td>2,047,415</td>
<td>24.3%</td>
<td>699,290</td>
<td>36.3%</td>
<td>4,137</td>
<td>30.14%</td>
</tr>
<tr>
<td>Black or African American alone</td>
<td>461,405</td>
<td>5.5%</td>
<td>45,259</td>
<td>2.3%</td>
<td>661</td>
<td>4.81%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>340,205</td>
<td>4.0%</td>
<td>68,940</td>
<td>3.6%</td>
<td>483</td>
<td>3.52%</td>
</tr>
<tr>
<td>Native Hawaiian and Other Pacific Islander alone</td>
<td>45,936</td>
<td>0.5%</td>
<td>6,229</td>
<td>0.3%</td>
<td>71</td>
<td>0.52%</td>
</tr>
<tr>
<td>Some other race alone</td>
<td>29,114</td>
<td>0.3%</td>
<td>5,505</td>
<td>0.3%</td>
<td>1,186</td>
<td>8.64%</td>
</tr>
<tr>
<td>American Indian and</td>
<td>19,308</td>
<td>0.2%</td>
<td>3,366</td>
<td>0.2%</td>
<td>22</td>
<td>0.16%</td>
</tr>
</tbody>
</table>
Alaska Native alone

Source: US Census Bureau, via Hanover Research

Note: SJCC Headcount data is the annual 2020-2021 overall headcount.

**Socio-Economic Data**

The Greater San Francisco Bay Area and Santa Clara County are well-educated. More than a quarter of Greater San Francisco Bay Area residents hold a bachelor’s degree, with nearly 20% holding a graduate or professional degree. A small share holds associate degrees, but it is unclear how many bachelor’s degree holders initially pursued an associate program before transfer. However, over 40% of Santa Clara County residents aged 25 or older hold less than an associate degree.

*Table 24: Educational Attainment for Population Age 25+, 2019*

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Bay Area: Estimate</th>
<th>Bay Area: Percent</th>
<th>Santa Clara County: Estimate</th>
<th>Santa Clara County: Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Population Age 25+</td>
<td>5,948,725</td>
<td>100.0%</td>
<td>1,334,958</td>
<td>100.0%</td>
</tr>
<tr>
<td>Less than 9th grade</td>
<td>410,455</td>
<td>6.9%</td>
<td>89,211</td>
<td>6.7%</td>
</tr>
<tr>
<td>9th to 12th grade, no diploma</td>
<td>306,300</td>
<td>5.1%</td>
<td>65,992</td>
<td>4.9%</td>
</tr>
<tr>
<td>High school graduate (includes equivalency)</td>
<td>956,824</td>
<td>16.1%</td>
<td>188,180</td>
<td>14.1%</td>
</tr>
<tr>
<td>Some college, no degree</td>
<td>1,072,703</td>
<td>18.0%</td>
<td>200,910</td>
<td>15.0%</td>
</tr>
<tr>
<td>Associate degree</td>
<td>429,355</td>
<td>7.2%</td>
<td>91,145</td>
<td>6.8%</td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td>1,606,175</td>
<td>27.0%</td>
<td>369,625</td>
<td>27.7%</td>
</tr>
<tr>
<td>Graduate or professional degree</td>
<td>1,166,913</td>
<td>19.6%</td>
<td>329,895</td>
<td>24.7%</td>
</tr>
<tr>
<td>Lower than associate degree</td>
<td>3,175,637</td>
<td>53.4%</td>
<td>635,438</td>
<td>47.5%</td>
</tr>
<tr>
<td>Associate’s degree or higher</td>
<td>2,773,088</td>
<td>46.6%</td>
<td>699,520</td>
<td>52.4%</td>
</tr>
</tbody>
</table>

Source: US Census Bureau, via Hanover Research

The median and average household income in the Greater San Francisco Bay Area is high and it is slightly higher in Santa Clara County. Both are comparably much higher than the national median income. The median household income in Greater San Francisco Bay Area counties for 2019 is $97,986. Santa Clara County median household income is slightly higher at $116,178.

*Table 25: Household Income in the Service Area*

<table>
<thead>
<tr>
<th>Income Level</th>
<th>Greater Bay Area</th>
<th>Santa Clara County</th>
<th>USA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median Income (dollars)</td>
<td>98,329</td>
<td>116,178</td>
<td>60,293</td>
</tr>
<tr>
<td>Mean Income (dollars)</td>
<td>134,219</td>
<td>154,183</td>
<td>84,938</td>
</tr>
</tbody>
</table>

Source: US Census Bureau (American Community Survey, 2014-2018), via Hanover Research
Poverty rates in Santa Clara County and the Greater San Francisco Bay Area are lower than the state of California and the United States as a whole. Approximately 9.0% of Greater San Francisco Bay Area residents between the ages of 18 and 64 are determined to be below the poverty level. This is lower than the share in California (12.3%) and the United States (12.6%).

**Table 26: Poverty Level in the Service Area, 2019**

<table>
<thead>
<tr>
<th></th>
<th>Greater Bay Area</th>
<th>Santa Clara County</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9.0%</td>
<td>7.5%</td>
</tr>
</tbody>
</table>

Source: US Census Bureau, via Hanover Research

However, the poverty level differs significantly by race. Approximately 18% of Black residents in the Greater San Francisco Bay Area are determined to be below the poverty level, almost three times more than White residents. Similarly, American Indian and Alaska Native, Latinx and Pacific Islander residents also experienced higher rates of poverty compared to the Greater San Francisco Bay Area average.

**Table 27: Poverty Level by Race in the Service Area, 2019**

<table>
<thead>
<tr>
<th>Race</th>
<th>Greater Bay Area</th>
<th>Santa Clara County</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African American alone</td>
<td>18.4%</td>
<td>11.7%</td>
</tr>
<tr>
<td>Some other race alone</td>
<td>15.1%</td>
<td>13.4%</td>
</tr>
<tr>
<td>American Indian and Alaska Native alone</td>
<td>13.9%</td>
<td>11.3%</td>
</tr>
<tr>
<td>Hispanic or Latino origin (of any race)</td>
<td>12.7%</td>
<td>11%</td>
</tr>
<tr>
<td>Native Hawaiian and Other Pacific Islander</td>
<td>10.8%</td>
<td>8.3%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>9.1%</td>
<td>7.7%</td>
</tr>
<tr>
<td>White alone</td>
<td>7.4%</td>
<td>6.5%</td>
</tr>
<tr>
<td>Asian alone</td>
<td>7.3%</td>
<td>6.8%</td>
</tr>
</tbody>
</table>

Source: US Census Bureau, via Hanover Research

**Sites**

In addition to the main campus, the College operates the San José-Evergreen Community College District (SJECCD) Milpitas Extension. The SJECCD Milpitas Extension is a unique collaboration between the Milpitas Unified School District (MUSD) and the District that established an Educational Innovation Lab. Since the conception of this joint effort, the landscape has changed to allow capacity to implement innovative programs, have a fluid operation, and to develop new academic pathways that will shorten the time to degree completion, enhance the student experience, and develop best practices in dual enrollment and collaborative efforts between a California community college and K-12 district.

**Specialized or Programmatic Accreditation**

*Dental Assisting*
The Registered Dental Assisting Program at San José City College has full accreditation status from the Commission on Dental Accreditation of the American Dental Association and is approved by the Dental Board of California.

Early Childhood Education

San José City College’s associate of science (AS) and associate of science for transfer (AS-T) programs in early childhood education are accredited by the Commission on the Accreditation of Early Childhood Higher Education Programs of the National Association for the Education of Young Children.

B. Student Achievement Data

The student achievement metrics presented below mirror the metrics the College reports to the ACCJC in the ACCJC Annual Report. These include:

- Course success rates
- Number of certificate earners
- Number of degree earners
- Number of associate degrees for transfer earners
- Number of transfers to California State University (CSU) or University of California (UC)
- Licensure pass rates
- Job placement rates

The actual value is presented along with the institution-set standards, which includes both the floor, or minimum goal, and the aspirational, or stretch, goal. Additionally, this section includes data on term-to-term persistence, which is discussed further in the Quality Focus Essay.

Presentation of Student Achievement Data and Institution-Set Standards

Course Success Rates

The table below shows the institution wide course success rates. Course success is defined as a grade of C or better or Pass in a course section, using the standard statewide definition. In the last five years, the course success rates have remained around 73%. The College has met its floor goal, but it has not met its aspirational goal, which increases by 0.5% each year.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor value</td>
<td>64.6%</td>
<td>65.2%</td>
<td>65.6%</td>
<td>65.9%</td>
<td>65.9%</td>
</tr>
<tr>
<td>Aspirational value</td>
<td>73.0%</td>
<td>73.5%</td>
<td>74.0%</td>
<td>74.5%</td>
<td>75.0%</td>
</tr>
</tbody>
</table>
The table below shows the course success rates disaggregated by gender. Male students have consistently had lower course success rates compared to female students. The gap has slightly widened to nearly five percentage points in the most recent year.

**Table 31: Course Success Rates by Gender**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>74.1%</td>
<td>73.9%</td>
<td>73.3%</td>
<td>75.8%</td>
<td>75.0%</td>
</tr>
<tr>
<td>Male</td>
<td>71.0%</td>
<td>72.6%</td>
<td>71.4%</td>
<td>70.9%</td>
<td>70.4%</td>
</tr>
<tr>
<td>All Masked Values</td>
<td>81.4%</td>
<td>77.1%</td>
<td>84.0%</td>
<td>68.6%</td>
<td>76.7%</td>
</tr>
</tbody>
</table>

Note: "All Masked Values" contains Non-Binary and Unknown/Non-Respondent students.

Source: Student Success Metrics

The table below shows the course success rates disaggregated by ethnicity. American Indian/Alaska Native, Black, Latinx, and Pacific Islander or Hawaiian Native students have experienced lower course success rates compared to White, Asian, and Filipino students. Taking these disaggregated course success rates together, the College has identified male students of color as a group of students who are experiencing disproportionately lower course success rates.

**Table 32: Course Success Rates by Ethnicity**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaska Native</td>
<td>62.2%</td>
<td>67.2%</td>
<td>73.8%</td>
<td>83.3%</td>
<td>48.4%</td>
</tr>
<tr>
<td>Asian</td>
<td>83.2%</td>
<td>82.1%</td>
<td>82.2%</td>
<td>83.6%</td>
<td>85.1%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>65.8%</td>
<td>65.6%</td>
<td>65.8%</td>
<td>67.5%</td>
<td>67.8%</td>
</tr>
<tr>
<td>Filipino</td>
<td>72.9%</td>
<td>75.1%</td>
<td>75.3%</td>
<td>77.1%</td>
<td>76.7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>68.0%</td>
<td>68.7%</td>
<td>68.2%</td>
<td>69.2%</td>
<td>68.1%</td>
</tr>
<tr>
<td>Pacific Islander or Hawaiian Native</td>
<td>68.0%</td>
<td>64.0%</td>
<td>63.2%</td>
<td>63.1%</td>
<td>67.3%</td>
</tr>
</tbody>
</table>
Certificate and Degrees

Certificate

The table below shows the distinct number of students who have earned a California Community Colleges Chancellor’s Office approved certificate. In the last five years, the number of certificate earners has remained at just over 500. The College has met its floor goal, but it has not met its aspirational goal.

Table 33: Distinct number of California Community Colleges Chancellor’s Office approved certificate earners (12+ units)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor value</td>
<td>354</td>
<td>398</td>
<td>442</td>
<td>440</td>
<td>454</td>
</tr>
<tr>
<td>Aspirational value</td>
<td>518</td>
<td>537</td>
<td>557</td>
<td>578</td>
<td>599</td>
</tr>
<tr>
<td>Actual value</td>
<td>518</td>
<td>477</td>
<td>480</td>
<td>511</td>
<td>522</td>
</tr>
</tbody>
</table>

Source: Student Success Metrics

Degrees

The table below shows the distinct number of students who have earned a degree. In the last five years, the yearly number of certificate earners has steadily increased to nearly 600. The College has met not only its floor goal but also its aspirational goal in the last five years, except for 2019-2020.

Table 34: Distinct number of degree earners (AA, AS, or ADT)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor value</td>
<td>395</td>
<td>400</td>
<td>403</td>
<td>412</td>
<td>455</td>
</tr>
<tr>
<td>Aspirational value</td>
<td>427</td>
<td>443</td>
<td>459</td>
<td>476</td>
<td>494</td>
</tr>
<tr>
<td>Actual value</td>
<td>427</td>
<td>452</td>
<td>463</td>
<td>460</td>
<td>595</td>
</tr>
</tbody>
</table>

Source: Student Success Metrics

Transfer

SJECCD Board of Trustees- First Read
The table below shows the distinct number of students who have earned an associate degree for transfer (ADT). In the last five years, the number of ADT earners has steadily increased to 331. The College has met not only its floor goal but also its aspirational goal in the last five years. The amount of increase in the most recent year was so great that the floor goal, which is set at 90 percent of the three-year average, surpassed the aspirational goal.

**Table 35: Distinct number of ADT earners**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor value</td>
<td>109</td>
<td>139</td>
<td>162</td>
<td>184</td>
<td>230</td>
</tr>
<tr>
<td>Aspirational value</td>
<td>156</td>
<td>166</td>
<td>176</td>
<td>186</td>
<td>198</td>
</tr>
<tr>
<td>Actual value</td>
<td>156</td>
<td>178</td>
<td>205</td>
<td>229</td>
<td>331</td>
</tr>
</tbody>
</table>

Source: Student Success Metrics

The table below shows the distinct number of students who have transferred to CSU or UC. In the last five years, the number of students who transferred to these systems has been increasing. The College has met its floor goal, but it has not met its aspirational goal.

**Table 36: Distinct number of transfers to CSU or UC**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor value</td>
<td>621</td>
<td>593</td>
<td>608</td>
<td>618</td>
<td>655</td>
</tr>
<tr>
<td>Aspirational value</td>
<td>690</td>
<td>733</td>
<td>778</td>
<td>826</td>
<td>877</td>
</tr>
<tr>
<td>Actual value</td>
<td>690</td>
<td>633</td>
<td>706</td>
<td>723</td>
<td>757</td>
</tr>
</tbody>
</table>

Source: Student Success Metrics

**Licensure Pass Rates**

The table below shows licensure pass rates for programs in which students are required to pass licensure or other examinations to work in their field of study. Most programs have met their respective floor goals or institution-set standards. In some years and for some programs, the licensure pass rates have fallen below the floor goal, but they seem to be isolated events with rates bouncing back above the floor goal in the subsequent year.

**Table 37: Licensure Pass Rates**
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cosmetology</td>
<td>State Board</td>
<td>64.3%</td>
<td>70%</td>
<td>95%</td>
<td>76%</td>
<td>89%</td>
<td>61%</td>
<td>64%</td>
</tr>
<tr>
<td>Dental</td>
<td>State Board</td>
<td>57.3%</td>
<td>57%</td>
<td>81%</td>
<td>75%</td>
<td>55%</td>
<td>52%</td>
<td>84%</td>
</tr>
<tr>
<td>Esthetics</td>
<td>State Board</td>
<td>80.7%</td>
<td>88%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>83%</td>
<td>86%</td>
</tr>
<tr>
<td>HVAC (EPA)</td>
<td>National</td>
<td>70.2%</td>
<td>90%</td>
<td>95%</td>
<td>97%</td>
<td>93%</td>
<td>NA%*</td>
<td>60%</td>
</tr>
<tr>
<td>Medical Assisting</td>
<td>State Board</td>
<td>59.2%</td>
<td>65%</td>
<td>89%</td>
<td>75%</td>
<td>60%</td>
<td>NA%*</td>
<td>72%</td>
</tr>
</tbody>
</table>

*No campus specific data on this item.

*No students took the exam due to the COVID-19 pandemic

Source: ACCJC Annual Reports

**Job Placement Rates**

The table below shows job placement rates for career and technical education programs. Most programs have met both their floor and stretch goals in the last three years.

**Table 38: Job Placement Rates**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cosmetology</td>
<td>64.2%</td>
<td>70%</td>
<td>69%</td>
<td>75%</td>
<td>70%</td>
</tr>
<tr>
<td>Dental</td>
<td>76.5%</td>
<td>80%</td>
<td>89%</td>
<td>86%</td>
<td>80%</td>
</tr>
<tr>
<td>Esthetics</td>
<td>68.7%</td>
<td>75%</td>
<td>80%</td>
<td>74%</td>
<td>75%</td>
</tr>
<tr>
<td>HVAC</td>
<td>65.4%</td>
<td>65%</td>
<td>74%</td>
<td>70%</td>
<td>74%</td>
</tr>
<tr>
<td>Medical Assisting</td>
<td>55.5%</td>
<td>60%</td>
<td>50%</td>
<td>65%</td>
<td>70%</td>
</tr>
</tbody>
</table>

Source: ACCJC Annual Reports

Note: Data is only available for 2018-2019 and years after.

**Term-to-Term Persistence**

In recent years, the College has identified student retention as one of the focal points of improvement. Improving student retention is related both to the issue of declining enrollment and to the issue of improving student success. This section focuses on term-to-term persistence data.
The table below shows the fall-to-spring persistence rate of all students for San José City College, regional peers, and all California community colleges (statewide) in the last five years. The five-year average persistence rate is 61%. In other words, roughly two out of five students who attend the College in the fall term do not return in the spring term. When benchmarked against the rates of statewide and regional peers, the College’s persistence rate is lower than the statewide average by six percentage points and by up to 14 percentage points compared to regional peers. This trend has been largely consistent over the last five years.

**Table 39: Fall-to-Spring Persistence Rates (All Students)**

<table>
<thead>
<tr>
<th>College</th>
<th>Journey Type</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
<th>Syr_avg</th>
</tr>
</thead>
<tbody>
<tr>
<td>De Anza College</td>
<td>All Students</td>
<td>76%</td>
<td>74%</td>
<td>74%</td>
<td>75%</td>
<td>73%</td>
<td>75%</td>
</tr>
<tr>
<td>Ohlone College</td>
<td>All Students</td>
<td>66%</td>
<td>71%</td>
<td>71%</td>
<td>80%</td>
<td>75%</td>
<td>73%</td>
</tr>
<tr>
<td>Cabrillo College</td>
<td>All Students</td>
<td>72%</td>
<td>71%</td>
<td>71%</td>
<td>69%</td>
<td>81%</td>
<td>72%</td>
</tr>
<tr>
<td>Las Positas College</td>
<td>All Students</td>
<td>70%</td>
<td>70%</td>
<td>70%</td>
<td>70%</td>
<td>70%</td>
<td>70%</td>
</tr>
<tr>
<td>Evergreen Valley College</td>
<td>All Students</td>
<td>69%</td>
<td>67%</td>
<td>69%</td>
<td>68%</td>
<td>70%</td>
<td>69%</td>
</tr>
<tr>
<td>Chabot College</td>
<td>All Students</td>
<td>67%</td>
<td>68%</td>
<td>67%</td>
<td>67%</td>
<td>63%</td>
<td>67%</td>
</tr>
<tr>
<td>Foothill College</td>
<td>All Students</td>
<td>69%</td>
<td>66%</td>
<td>65%</td>
<td>66%</td>
<td>68%</td>
<td>67%</td>
</tr>
<tr>
<td><strong>Statewide</strong></td>
<td>All Students</td>
<td>68%</td>
<td>68%</td>
<td>68%</td>
<td>67%</td>
<td>67%</td>
<td>67%</td>
</tr>
<tr>
<td>West Valley College</td>
<td>All Students</td>
<td>57%</td>
<td>68%</td>
<td>70%</td>
<td>75%</td>
<td>66%</td>
<td>67%</td>
</tr>
<tr>
<td>College of San Mateo</td>
<td>All Students</td>
<td>68%</td>
<td>66%</td>
<td>66%</td>
<td>61%</td>
<td>62%</td>
<td>65%</td>
</tr>
<tr>
<td>Skyline College</td>
<td>All Students</td>
<td>66%</td>
<td>66%</td>
<td>63%</td>
<td>60%</td>
<td>57%</td>
<td>63%</td>
</tr>
<tr>
<td>San José City College</td>
<td>All Students</td>
<td>64%</td>
<td>60%</td>
<td>57%</td>
<td>61%</td>
<td>62%</td>
<td>61%</td>
</tr>
<tr>
<td>Mission College</td>
<td>All Students</td>
<td>51%</td>
<td>62%</td>
<td>62%</td>
<td>64%</td>
<td>64%</td>
<td>60%</td>
</tr>
<tr>
<td>Gavilan College</td>
<td>All Students</td>
<td>59%</td>
<td>53%</td>
<td>59%</td>
<td>59%</td>
<td>63%</td>
<td>58%</td>
</tr>
<tr>
<td>Laney College</td>
<td>All Students</td>
<td>56%</td>
<td>56%</td>
<td>57%</td>
<td>53%</td>
<td>50%</td>
<td>55%</td>
</tr>
</tbody>
</table>

Source: Student Success Metrics

Note: Data includes all students regardless of their educational journey.

The persistence rate is slightly higher for degree-transfer students; however, the College’s rate is still lower compared to the statewide average and regional peers. The table below shows the fall-to-spring persistence rate of degree-transfer students for San José City College, regional peers, and all California Community Colleges (statewide) in the last five years. The five-year
average persistence rate for the college is 65%, four percentage points higher than that for all students. When benchmarked against the rates of statewide and regional peers, the College’s persistence rate is lower than both the statewide average and those of most regional peers.

**Table 40: Fall-to-Spring Persistence Rates (Degree/Transfer Students)**

<table>
<thead>
<tr>
<th>College</th>
<th>Journey Type</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
<th>Syr_avg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cabrillo College</td>
<td>Degree Transfer Students</td>
<td>76%</td>
<td>76%</td>
<td>76%</td>
<td>74%</td>
<td>87%</td>
<td>78%</td>
</tr>
<tr>
<td>De Anza College</td>
<td>Degree Transfer Students</td>
<td>79%</td>
<td>78%</td>
<td>78%</td>
<td>79%</td>
<td>77%</td>
<td>78%</td>
</tr>
<tr>
<td>Ohlone College</td>
<td>Degree Transfer Students</td>
<td>77%</td>
<td>77%</td>
<td>77%</td>
<td>77%</td>
<td>75%</td>
<td>76%</td>
</tr>
<tr>
<td>Las Positas College</td>
<td>Degree Transfer Students</td>
<td>74%</td>
<td>73%</td>
<td>74%</td>
<td>74%</td>
<td>73%</td>
<td>74%</td>
</tr>
<tr>
<td>College of San Mateo</td>
<td>Degree Transfer Students</td>
<td>74%</td>
<td>74%</td>
<td>74%</td>
<td>70%</td>
<td>72%</td>
<td>73%</td>
</tr>
<tr>
<td>Gavilan College</td>
<td>Degree Transfer Students</td>
<td>74%</td>
<td>70%</td>
<td>73%</td>
<td>73%</td>
<td>76%</td>
<td>73%</td>
</tr>
<tr>
<td><strong>Statewide</strong></td>
<td>Degree Transfer Students</td>
<td>74%</td>
<td>73%</td>
<td>73%</td>
<td>73%</td>
<td>71%</td>
<td>73%</td>
</tr>
<tr>
<td>West Valley College</td>
<td>Degree Transfer Students</td>
<td>71%</td>
<td>69%</td>
<td>75%</td>
<td>77%</td>
<td>72%</td>
<td>73%</td>
</tr>
<tr>
<td>Evergreen Valley College</td>
<td>Degree Transfer Students</td>
<td>72%</td>
<td>70%</td>
<td>73%</td>
<td>71%</td>
<td>72%</td>
<td>72%</td>
</tr>
<tr>
<td>Foothill College</td>
<td>Degree Transfer Students</td>
<td>73%</td>
<td>71%</td>
<td>70%</td>
<td>70%</td>
<td>71%</td>
<td>71%</td>
</tr>
<tr>
<td>Skyline College</td>
<td>Degree Transfer Students</td>
<td>75%</td>
<td>75%</td>
<td>72%</td>
<td>71%</td>
<td>62%</td>
<td>71%</td>
</tr>
<tr>
<td>Chabot College</td>
<td>Degree Transfer Students</td>
<td>69%</td>
<td>70%</td>
<td>70%</td>
<td>69%</td>
<td>69%</td>
<td>69%</td>
</tr>
<tr>
<td>Mission College</td>
<td>Degree Transfer Students</td>
<td>63%</td>
<td>63%</td>
<td>69%</td>
<td>73%</td>
<td>68%</td>
<td>67%</td>
</tr>
<tr>
<td><strong>San José City College</strong></td>
<td>Degree Transfer Students</td>
<td>67%</td>
<td>65%</td>
<td>64%</td>
<td>65%</td>
<td>65%</td>
<td>65%</td>
</tr>
<tr>
<td><strong>San José City College</strong></td>
<td>All Students</td>
<td>64%</td>
<td>60%</td>
<td>57%</td>
<td>61%</td>
<td>62%</td>
<td>61%</td>
</tr>
<tr>
<td>Laney College</td>
<td>Degree Transfer Students</td>
<td>70%</td>
<td>59%</td>
<td>59%</td>
<td>55%</td>
<td>53%</td>
<td>59%</td>
</tr>
</tbody>
</table>

Source: Student Success Metrics

Note: Data includes only students with a goal of obtaining an associate degree and/or transfer to a four-year institution.

The comparatively low term-to-term persistence is experienced by all student populations, despite some group differences. The table below shows the fall-to-spring persistence rate for degree-transfer students at San José City College for the past five years, disaggregated by gender and ethnicity. The five-year data shown here indicate that while some student subgroups (e.g., Asian, White, and female) experienced slightly higher persistence rates than the SJCC overall average, all student subgroups have experienced lower persistence rates when compared to statewide and regional peers.

The data explored here on term-to-term persistence rate and the College’s plans to improve those rates are further explored in the Quality Focus Essay.
Table 41: Fall-to-Spring Persistence Rates disaggregated by Gender and Ethnicity

<table>
<thead>
<tr>
<th>Disaggregation</th>
<th>Subgroup</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
<th>5yr_avg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>Overall</td>
<td>67%</td>
<td>65%</td>
<td>64%</td>
<td>65%</td>
<td>66%</td>
<td>65%</td>
</tr>
<tr>
<td>Gender</td>
<td>Female</td>
<td>68%</td>
<td>66%</td>
<td>65%</td>
<td>65%</td>
<td>67%</td>
<td>66%</td>
</tr>
<tr>
<td>Gender</td>
<td>Male</td>
<td>66%</td>
<td>63%</td>
<td>62%</td>
<td>65%</td>
<td>64%</td>
<td>64%</td>
</tr>
<tr>
<td>Gender</td>
<td>All Masked Values</td>
<td>62%</td>
<td>65%</td>
<td>47%</td>
<td>60%</td>
<td>53%</td>
<td>57%</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>American Indian/Alaska Native</td>
<td>59%</td>
<td>67%</td>
<td></td>
<td></td>
<td></td>
<td>62%</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Asian</td>
<td>69%</td>
<td>67%</td>
<td>68%</td>
<td>68%</td>
<td>69%</td>
<td>68%</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Black or African American</td>
<td>66%</td>
<td>63%</td>
<td>62%</td>
<td>58%</td>
<td>64%</td>
<td>63%</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Filipino</td>
<td>63%</td>
<td>69%</td>
<td>61%</td>
<td>60%</td>
<td>62%</td>
<td>63%</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Hispanic</td>
<td>66%</td>
<td>63%</td>
<td>63%</td>
<td>64%</td>
<td>65%</td>
<td>64%</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Pacific Islander or Hawaiian Native</td>
<td>53%</td>
<td>63%</td>
<td>44%</td>
<td>53%</td>
<td>67%</td>
<td>56%</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>White</td>
<td>70%</td>
<td>67%</td>
<td>64%</td>
<td>70%</td>
<td>69%</td>
<td>68%</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Two or More Races</td>
<td>64%</td>
<td>62%</td>
<td>63%</td>
<td>67%</td>
<td>61%</td>
<td>63%</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>All Masked Values</td>
<td>64%</td>
<td>68%</td>
<td>59%</td>
<td>62%</td>
<td>67%</td>
<td>64%</td>
</tr>
</tbody>
</table>

Source: Student Success Metrics

Note: Data includes only students with a goal of earning a two-year and/or four-year degree. Additionally, groups with n < 10 are collapsed under the masked values group.

C. Organization of the Self-Evaluation Process

San José City College formed the Accreditation Taskforce to ensure broad input to the ISER process and to ensure an inclusive and transparent process. The self-evaluation process was led by the Accreditation Liaison Officer (ALO) and two faculty accreditation coordinators. The ALO is the vice president of academic affairs. The Accreditation Taskforce had three managers, two faculty members, and two classified professionals. The taskforce then transitioned to a formal governance committee. This model helped ensure that the voice of primary contributors reflected diversity in thought and skill strengths.

The writing team was divided into five teams. Each team was tasked with writing one of the four ISER Standards and a separate team focused solely on Standard IIA. Led by one or two
individuals with experience or expertise in that area, each team included classified professionals, faculty, and District managers as needed to meet the requirements of the Standard. The ALO, faculty accreditation coordinators, and dean of research, planning, and institutional effectiveness developed the Quality Focus Essay.

The entire College community was invited to review and comment on the ISER documents at critical moments in the writing process. Drafts were posted iteratively on the internal 2022 Accreditation website via SharePoint. In May 2022, the second draft was posted on the College website. A third draft was posted in September 2022.

As final ISER drafts were completed in October 2022, they were distributed to the President’s Cabinet for review and initial approval. After completion of revisions based on Cabinet input, the ISER was submitted to the San José-Evergreen Community College District Board of Trustees for approval.

**Accreditation Committee**

<table>
<thead>
<tr>
<th>Classified Professionals (3)</th>
<th>Faculty (3)</th>
<th>Administrators (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Analyst</td>
<td>Faculty Accreditation Coordinator(s)</td>
<td>Vice President Academic Affairs/ALO</td>
</tr>
<tr>
<td>College Curriculum Coordinator</td>
<td>Open Seat(s)</td>
<td>Dean of Math and Sciences</td>
</tr>
<tr>
<td>Open Seat</td>
<td></td>
<td>Dean of Research, Planning, &amp; Institutional Effectiveness</td>
</tr>
</tbody>
</table>

The constituent groups are as follows:

A. President’s Cabinet  
B. College Advisory Council  
C. Academic Senate  
D. Accreditation Committee  
E. Classified Senate  
F. College community

**Responsibilities of individuals**

The ALO initiated the budget and initial organization of the Accreditation Committee and spearheaded communication to all constituency groups. The ALO provided regular updates to the President’s Cabinet, sought advice and direction, and worked to resolve barriers.

The faculty accreditation coordinators and other members of the Accreditation Committee collaborated on the preparation of the timeline and worked to recruit faculty members for all standard writing teams. They also participated in writing and editing tasks and acted as liaisons to the campus community with regular updates and information.
Accreditation Activities

2021
- ACCJC ISER Training
- Accreditation Retreat
- Standards Reviews & Gap Analysis
- Form Accreditation Committee

2022
- Form ISER Writing Team and Address Gaps
- Published a ISER first draft to the campus
- Revise ISER draft
- Continue to identify evidence
- Continue to address gaps
- Executive and management team reviewed draft and QFE
- Fall Participatory Governance Retreat
- Revise ISER based on campus feedback
- Campus Community approval process
- Board of Trustees Approval process
- Submit ISER

2023
- Receive the feedback from the visiting team
- Respond and address to core inquiry areas
- Prepare for the visit
- ACCJC Visit to the College
D. Organizational Information
Accreditation Functions Map
At San José-Evergreen Community College District, a multi-college district, functions are delineated in support of the colleges with the focus of promoting student success. This Accreditation Functions Map (sometimes referred to as a Delineations of Functions Summary Map) clarifies the locus of responsibility (College and/or District) for each aspect of the ACCJC Accreditation Standards.

These tables include the Standards, along with an indicator for the College and the District, related to one of the following designations:

- Primary Responsibility (P) denotes leadership and oversight of a given function, including design, development, implementation, assessment, and planning for improvement
- Secondary Responsibility (S) denotes support of a given function, including a level of coordination, input, feedback, or communication to assist the primary responsibility holders with successful execution of their responsibility
- Shared Responsibility (SH) denotes that the College and the District are mutually responsible for the leadership and oversight of a given function or that they engage in logically equivalent versions of a function, e.g., (e.g., District and College mission statements)

N = Not involved
N/A = Not Applicable

<table>
<thead>
<tr>
<th>Current Standards</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity</strong></td>
<td></td>
</tr>
<tr>
<td>The institution demonstrates a strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.</td>
<td></td>
</tr>
<tr>
<td><strong>A. Mission</strong></td>
<td><strong>Colleg e</strong></td>
</tr>
<tr>
<td>I.A.1. The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)</td>
<td>P</td>
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</tbody>
</table>
I.A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.  

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I.A.3. The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.  

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I.A.4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)  

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</table>

### B. Assuring Academic Quality and Institutional Effectiveness

#### Academic Quality

<table>
<thead>
<tr>
<th>I.B.1.</th>
<th>The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.</th>
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<thead>
<tr>
<th>I.B.2.</th>
<th>The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)</th>
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<table>
<thead>
<tr>
<th>I.B.3.</th>
<th>The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)</th>
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<table>
<thead>
<tr>
<th>I.B.4.</th>
<th>The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.</th>
</tr>
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</table>

#### Institutional Effectiveness

<table>
<thead>
<tr>
<th>I.B.5.</th>
<th>The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.</th>
</tr>
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<thead>
<tr>
<th>I.B.6.</th>
<th>The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.</th>
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</table>
I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

I.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

C. Institutional Integrity

I.C.1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

I.C.2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20)

I.C.3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

I.C.4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

I.C.5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

I.C.6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.
<table>
<thead>
<tr>
<th>I.C.7.</th>
<th>In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)</th>
<th>SH</th>
<th>SH</th>
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<tbody>
<tr>
<td>I.C.8.</td>
<td>The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.</td>
<td>P</td>
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<tr>
<td>I.C.9.</td>
<td>Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.</td>
<td>P</td>
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<tr>
<td>I.C.10.</td>
<td>Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>I.C.11.</td>
<td>Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>I.C.12.</td>
<td>The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)</td>
<td>P</td>
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<tr>
<td>I.C.13.</td>
<td>The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)</td>
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<tr>
<td>I.C.14.</td>
<td>The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.</td>
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</table>
## Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution’s programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

### A. Instructional Programs

<table>
<thead>
<tr>
<th>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)</th>
<th>Collège</th>
<th>District</th>
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II.A.2. (Applicable to institutions with comprehensive reviews scheduled after Fall 2019) 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.

<table>
<thead>
<tr>
<th>II.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 current course outlines that include student learning outcomes. In all class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.</th>
<th>Collège</th>
<th>District</th>
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</table>

II.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.

<table>
<thead>
<tr>
<th>II.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)</th>
<th>Collège</th>
<th>District</th>
</tr>
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<tbody>
<tr>
<td>P</td>
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<tr>
<td>II.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)</td>
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<tr>
<td>II.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.</td>
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<tr>
<td>II.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.</td>
<td>P</td>
<td>N</td>
</tr>
<tr>
<td>II.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)</td>
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<tr>
<td>II.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)</td>
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<tr>
<td>II.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.</td>
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<tr>
<td>II.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)</td>
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</table>
II.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 include mastery, at the appropriate degree level, of key theories and practices within the field of study.

II.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.

II.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.

II.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.

B. Library and Learning Support Services

II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

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.

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.
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. (ER 17)

<table>
<thead>
<tr>
<th>C. Student Support Services</th>
<th>College</th>
<th>District</th>
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<tbody>
<tr>
<td>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)</td>
<td>P</td>
<td>S</td>
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<tr>
<td>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.</td>
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<td>S</td>
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<tr>
<td>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)</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<tr>
<td>II.C.6. The institution has adopted and adheres to admission policies consistent with its mission to specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificates and transfer goals. (ER 16)</td>
<td>P</td>
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</table>
II.C.7. The institution 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 the release of student records.

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

III.A.1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty, and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

III.A.2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

III.A.3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

III.A.4. Required degrees held by faculty, administrators, and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.
III.A.5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess the effectiveness of personnel and encourage improvement. The actions taken following evaluations are formal, timely, and documented.

III.A.6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

III.A.7. The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

III.A.8. An institution with part-time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

III.A.9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

III.A.10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. (ER 8)

III.A.11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

III.A.12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

III.A.13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
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<tbody>
<tr>
<td>III.A.14</td>
<td>The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.</td>
</tr>
<tr>
<td>III.A.15</td>
<td>The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with the law.</td>
</tr>
<tr>
<td><strong>B. Physical Resources</strong></td>
<td></td>
</tr>
<tr>
<td>III.B.1</td>
<td>The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.</td>
</tr>
<tr>
<td>III.B.2</td>
<td>The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.</td>
</tr>
<tr>
<td>III.B.3</td>
<td>To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.</td>
</tr>
<tr>
<td>III.B.4</td>
<td>Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.</td>
</tr>
<tr>
<td><strong>C. Technology Resources</strong></td>
<td></td>
</tr>
<tr>
<td>III.C.1</td>
<td>Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services.</td>
</tr>
<tr>
<td>III.C.2</td>
<td>The institution continuously plans for, updates, and replaces technology to ensure its technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services.</td>
</tr>
<tr>
<td>III.C.3</td>
<td>The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.</td>
</tr>
</tbody>
</table>
### III.C.4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.  

| SH | SH |

### III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.  

| SH | SH |

### D. Financial Resources

**Planning**

| III.D.1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18) | SH | SH |

| III.D.2. The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner. | SH | SH |

| III.D.3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets. | SH | SH |

**Fiscal Responsibility and Stability**

| III.D.4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. | SH | SH |

| III.D.5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems. | SH | SH |

| III.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services. | SH | SH |
III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.  

III.D.8. The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.  

III.D.9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implements contingency plans to meet financial emergencies and unforeseen occurrences.  

III.D.10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.  

### Liabilities

III.D.11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.  

III.D.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee-related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.  

III.D.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.  

III.D.14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.  

III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.  

### Contractual Agreements
III.D.16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

<table>
<thead>
<tr>
<th>A. Decision-Making Roles and Processes</th>
<th>College</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.</td>
<td>SH</td>
<td>SH</td>
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<tr>
<td>IV.A.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.</td>
<td>P</td>
<td>S</td>
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<tr>
<td>IV.A.3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.</td>
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<td>S</td>
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<tr>
<td>IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.</td>
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<tr>
<td>Section</td>
<td>Text</td>
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<tr>
<td>IV.A.5.</td>
<td>Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.</td>
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<tr>
<td>IV.A.6.</td>
<td>The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.</td>
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</tr>
<tr>
<td>IV.A.7.</td>
<td>Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.</td>
<td></td>
</tr>
<tr>
<td>B. Chief Executive Officer</td>
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<tr>
<td>IV.B.1.</td>
<td>The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.</td>
<td></td>
</tr>
<tr>
<td>IV.B.2.</td>
<td>The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.</td>
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</tr>
<tr>
<td>IV.B.3.</td>
<td>Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: establishing a collegial process that sets values, goals, and priorities; ensuring the college sets institutional performance standards for student achievement; ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; ensuring that the allocation of resources supports and improves learning and achievement; and establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.</td>
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<tr>
<td>IV.B.4.</td>
<td>The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.</td>
<td></td>
</tr>
<tr>
<td>IV.B.5.</td>
<td>The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.</td>
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</tr>
</tbody>
</table>
### IV.B.6. The CEO works and communicates effectively with the communities served by the institution.

<table>
<thead>
<tr>
<th>C. Governing Board</th>
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</thead>
<tbody>
<tr>
<td>IV.C.1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)</td>
</tr>
<tr>
<td>IV.C.2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.</td>
</tr>
<tr>
<td>IV.C.3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.</td>
</tr>
<tr>
<td>IV.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)</td>
</tr>
<tr>
<td>IV.C.5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, financial integrity and stability.</td>
</tr>
<tr>
<td>IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.</td>
</tr>
<tr>
<td>IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.</td>
</tr>
<tr>
<td>IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.</td>
</tr>
<tr>
<td>IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.</td>
</tr>
</tbody>
</table>
### IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

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### IV.C.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

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### IV.C.12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

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### IV.C.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

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### IV.D.1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

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### IV.D.2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

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IV.D.3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

IV.D.4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO’s accountable for the operation of the colleges.

IV.D.5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

IV.D.6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

IV.D.7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority

San José City College is a public two-year community college that has been in continual operation since 1921. It is authorized to operate as a public, post-secondary educational institution in the state of California and is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, 10 Commercial Boulevard, Suite 204, Novato, California 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. [ER1-1] The College operates under the California Community Colleges Chancellor’s Office and is authorized by the state of California. The College is one of two community colleges in the San José-Evergreen Community College District.

Evidence

ER1-1 Accreditation Reaffirmation Letter June 13, 2018
Eligibility Requirement 2: Operational Status

San José City College is operational. In the 2021-22 academic year, the College celebrated 100 years of providing academic excellence to students. In spring 2022, the College’s total student headcount was 7,210 [ER2-2]. In 2020-21, 1,610 students earned awards (degrees or certificates) [ER2-3]. For the 2021-22 academic year, 265 students transferred to the CSU system and 56 students transferred to the UC system. [ER2-4, ER2-5]

Evidence
ER2-2 SJCC Spring 2022 Enrollment
ER2-3 SJCC 2020-2021 Award Total
ER2-4 2021-2022 Transfer CSU
ER2-5 2021-2022 Transfer UC

Eligibility Requirement 3: Degrees

A substantial portion of the institution’s educational offerings are programs that lead to degrees, and 7,080 students state that their goal is to obtain a two-year and/or four-year degree. San José City College offers 38 associates of arts or science degrees and 26 associate degrees for transfer that are two years in length. The College also offers 57 certificates of achievement. The College Catalog includes information on each degree and certificate program, including learning outcomes, required courses, general education courses, and any other program specified requirements. [ER3-6, ER3-7]

Evidence
ER3-6 College Catalog
ER3-7 Degree Transfer Goal

Eligibility Requirement 4: Chief Executive Officer

Dr. Rowena Tomaneng is San José City College’s president. Dr. Tomaneng was appointed by the San José- Evergreen Community College District Board of Trustees as president of the College on December 10, 2019. The president’s full-time responsibility is to the College. The president reports directly to the chancellor. Neither the president nor the chancellor serves as chair of the governing board. When there is a change in the College’s Chief Executive Officer, the College immediately informs ACCJC. The president maintains the policies, procedures, rules, and regulations set forth by the chancellor, the Board of Trustees, the California Education Code, the Board of Governors of the California Community Colleges Chancellor’s Office, and the laws of California and the United States. [ER4-8]

The chancellor of the San José-Evergreen Community College District reports to and was appointed by the SJECCD Board of Trustees. The current interim chancellor is Dr. Raúl Rodríguez, who was appointed to the position on December 20, 2021. [ER4-9]

Evidence
ER4-8 Board Minutes December 10, 2019
Eligibility Requirement 5: Financial Accountability

The District annually undergoes an external financial audit of its federal, state, grant, foundation, and bond funds by a certified public accountant as required by Board Policy 6400. [ER5-10] The audit firm conducts the audit using generally accepted accounting principles and examines the District’s and College’s financial statements, internal controls, and compliance. The audit reports are presented to the Board of Trustees for review and approval and posted on the District’s website. [ER5-11, ER5-12] The annual audits include compliance with federal financial aid requirements, and the College’s financial aid office monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act. The College’s three-year cohort default rate decreased by 3.2 percent from 2016, with an official rate of 17.3 percent in Fiscal Year 2018. [ER5-13]

Evidence

ER5-10 Board Policy 6400
ER5-11 2020-2021 Audit
ER5-12 Fiscal Services Website
ER5-13 School Default Rate

F. Certification of Continued Institutional Compliance with Commission Policies

San José City College certifies that it continues to be in compliance with the federal regulations noted below and with Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third-Party Comment

Regulation citation: 602.23(b).

San José City College maintains an Accreditation webpage that is one click away from its landing page. The Accreditation page includes links to information and resources about the College’s self-evaluation efforts and opportunities for the campus and community to provide input regarding the self-evaluation. [F1, F2]

An invitation for third-party comments and a press release are listed on the SJCC Accreditation webpage. Individuals wishing to make comments are directed to the Commission’s third-party
comment form. [F3] Additional information regarding the College’s compliance with the Commission Policy on Rights and Responsibilities of Commission and Member Institutions can be found in the College’s response to Standard I.C.12. The public notification of the evaluation team visit will be made via posting on the College’s website.

Evidence
F1 SJCC Homepage Accreditation Link
F2 SJCC Accreditation Webpage
F3 Third Party Comment Form

Standards and Performance with Respect to Student Achievement
Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

San José City College has institution-set standards for monitoring student achievement and performance across the institution and within each instructional program. The College’s student achievement standards include job placement rates, student loan cohort default rates, graduation/completion rates, and certification/licensure participation and pass rates. These data are also broken down into demographic categories. These standards guide institutional improvement and are reported regularly across campus via the program review process. This information is organized to advance program-level and institution wide planning in support of the College’s mission statement. [F4, F5]

Evidence
F4 2020 Annual Report
F5 2021 Annual Report

Credits, Program Length, and Tuition
Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

The College’s credit hour assignments and degree program lengths are within the range of good practice in higher education. Credit hours are evaluated locally by the College’s Instructional Policies and Curriculum Committee, which adheres to an established review and approval process. Review processes and credit hour/program length assignments are reliable and accurate across all courses and align with California Community College’s Chancellor’s Office Program and Course Approval Handbook. All programs and courses are approved by the Instructional Policies and Curriculum Committee, Academic Senate, and SJECCD Board of Trustees prior to being offered. [F6, F7, F8, F9]

Tuition is consistent across all degree programs and is set by the California legislature based on the number of units in which a student is enrolled. Clock hour conversions adhere to U.S. Department of Education formulas, policies, and procedures, as described in Standard II.A.9. Additional information on course credit, program length, and tuition is detailed in the College’s
response to Standards II.A.5 (Curriculum Development), II.A.9 (Hours and Units), and I.C.6 (Tuition and Fees). [F10, F11, F12]

Evidence
F6 Board Policy 4020
F7 Administrative Procedure 4020
F8 CCCC Program and Course Approval Handbook
F9 SJCC Credit Requirement for Degrees and Certificates
F10 Board Policy 5030
F11 Administrative Procedure 5030
F12 SJCC Enrollment Fees

Transfer Policies
Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

Transfer policies are disclosed to students and the public through the College Catalog and the schedule of classes. The College articulates courses with other institutions through the Common Course Numbering System (C-ID) in order to facilitate transfer of credit for students enrolling at and transferring from San José City College. The College complies with the Commission’s policy on transfer of credit and clearly communicates this to students. Additional information regarding transfer of credit policies and disclosures is included in the College’s response to Standard II.A.10. [F13]

Evidence
F13 SJCC Catalog Transfer Information

Distance Education and Correspondence Education
Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

San José City College has processes and procedures for defining, creating, and validating online and distance education coursework. These guidelines are consistent with the Online Educational Initiative and U.S. Department of Education definition of online education, and further described in Standards II.A.2 (Content and Methods of Instruction) and II.A.7 (Delivery Modes and Teaching Methodologies). [F14]

The Distance Education Committee, in conjunction with the District, ensures that the technological needs of students and faculty are met in order to sustain distance education courses, as detailed in Standard III.C.1. [F15]

Online courses are delivered using Canvas, a course management system that includes chats, discussion forums, email, and video conferencing to meet the needs of various learning styles and ensure regular and substantive interaction. This system authenticates and secures student
logins and passwords to verify the identities of students and to ensure that the student information is protected. [F16]

The Instructional Policies and Curriculum Committee, in coordination with the Distance Education Committee, sets consistent policies and procedures that require regular and substantive interaction with the instructor and online activities that are factored into the student’s grade. The Distance Education Committee meets regularly to advance strategic planning efforts, distance education equity initiatives, training resources, and on-going data/program review. [F17]

San José City College does not offer any correspondence education.

Evidence
F14 AFT Distance Education
F15 Distance Education Committee Website
F16 Faculty Distance Education Handbook
F17 Distance Education Committee Minutes March 28, 2022

Student Complaints
Regulation citations: 602.16(a)(1)(ix); 668.43.

San José City College has clear policies and procedures in place for handling student complaints. SJECCD Administrative Procedure 5530 outlines the student grievance and due process procedure. [F18, F19] Grievance procedures are also published in the College Catalog and via the college policies and student conduct website. [F20] The College maintains confidential records of student complaints in the Office of Student Affairs. These records are permanently maintained and are available for the team to review. Records of formal complaints of harassment or discrimination are confidentially stored in the SJECCD Human Resources Office. [F21]

The College’s Accreditation status is published on the College website. Programmatic accreditation information is located on webpages for specific programs. Contact information for ACCJC is provided on the College’s Accreditation website, and the process for reporting a complaint to the Commission is outlined on the Accreditation websites. [F22]

Evidence
F18 Administrative Procedure 5530
F19 Catalog Grievance Procedure
F20 SJCC Student Conduct Website
F21 Board Policy 5500
F22 SJCC Accreditation Website
Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a)(1))(vii); 668.6.

San José City College provides accurate, current, and appropriately detailed information to students and the public about its programs, locations, and policies through its website and the College catalog. [F23]

The College’s Accreditation status is communicated to students and the public via the college catalog and on the Accreditation webpage, which is one click away from the College homepage. Accreditation reports, documents, resources, and information about the Commission are also provided on the Accreditation webpage. [F24, F25, F26] Programmatic accreditation is communicated to students and the public on specific program and department webpages. Additional information regarding institutional disclosure and recruitment materials can be found in the College’s response to Standard I.C.1 (Accurate Information), I.C.2 (Catalog), and I.C.12 (Accredited Status).

Evidence
F23 College Catalog
F24 SJCC Accreditation Website
F25 Early Childhood Education NAEYC Accreditation
F26 Dental Assisting Accreditation

Title IV Compliance

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

Compliance with Title IV regulations and requirements for student financial aid is described in the institution’s annual audit. [F27]

The College’s student loan default rates for the previous three years fall within the acceptable range noted in federal guidelines. The College’s three-year cohort default rate decreased by 3.2 percent from 2016, with an official rate of 17.3 percent in Fiscal Year 2018. [F28]

The institution has contractual relationships to offer and receive educational, library, and support services, which meet the Accreditation Standards. Copies of contracts and memorandums of understanding are further described in Standard III.D.16.

Evidence
F27 2020-2021 Audit
F28 School Default Rate
G. Institutional Analysis

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

Standard I.A - Mission

Standard I.A.1
The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard
San José City College’s mission statement is located prominently on the College’s website [IA1-1] and was updated in 2021 through a participatory governance process.

Evidence
IA1-1 College mission statement

Analysis and Evaluation
The SJCC mission statement directly calls out instruction as the chief tool used to achieve the institution’s broad educational purposes of basic skill, career, transfer, and life-long learning development.

In explicitly stating the purpose of the institution, the mission also reveals the intended populations – those for whom basic skills, career, transfer, and life-long learning are primary education goals.

Woven into the mission is a clear acknowledgement that the types of awards offered – certificates and associate degrees – are directly aligned with the College’s broad purpose. The clear and unwavering commitment to student learning in an environment that prioritizes high academic achievement, justice, and continual improvement provides further context.

To develop a comprehensive mission that meets this standard, the College’s Accreditation taskforce, with guidance from ACCJC, took a streamlined approach to writing the new mission statement. The taskforce surveyed constituent group members and then wrote three statements based on initial responses. Those three statements were sent to the campus
community, including administrators, classified professionals, and faculty. In addition, students were surveyed through a select number of classes. After reviewing the feedback, the accreditation taskforce developed one statement. The statement encapsulates who San José City College is as a college and who it is striving to be. The mission statement makes for a good guiding light, and it is being incorporated into the campus culture as a living statement.

**Standard I.A.2**
The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

**Evidence of Meeting the Standard**
The College assesses how effectively it accomplishes its mission by evaluating its strategic plan [IA2-1, IA2-2, IA2-3], reviewing mission-related student achievement data [IA2-4], reviewing vision for success data in planning the Educational Master Plan [IA2-5], and conducting program review [IA2-5]. To provide a high-level summary of how effectively the College is meeting its mission, the College informs the District’s governing board and the public on the College’s performance in meeting its goals via its biannual board ends policy report [IA2-6].

**Evidence**
IA2-1 SJCC Strategic Plan 2019-2024
IA2-2 Planning and Institutional Effectiveness Presentation on Vision for Success Goals
IA2-3 ACCJC Annual Report 2022
IA2-4 SJCC Educational Master Plan Use of Vision for Success Data for Planning
IA2-5 Academic Affairs Comprehensive Program Review Form 2021-2022
IA2-6 SJECCD Student Success Board Presentation April 13, 2021

**Analysis and Evaluation**
The activities mentioned above all involve the use of institutional data and reflect the extent to which the College’s mission directs its priorities in meeting student needs.

The College’s primary way of assessing accomplishment of its mission is through evaluating its strategic plan. The strategic plan articulates the College’s goals and objectives by laying out in concrete terms what it would mean to accomplish its mission. The goals and objectives are further operationalized by a set of measurable outcomes, key performance indicators (KPIs). By evaluating KPI, the College assesses where it is in meeting its mission.

In addition, the College uses several student achievement data as indicators of mission achievement. The College regularly reports and reviews data on course success rates, occupational licensure pass rates, job placement rates, and the number of students earning certificates, associate degrees, and associate degrees for transfer. All these data points align

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with the mission of providing curriculum for “career pathways, university transfer, and lifelong learning.” These mission-relevant student achievement data are reviewed as part of ACCJC’s annual reporting, strategic plan KPI evaluation process achievement data presentations to the Board of Trustees, and the Educational Master Plan process.

The College also uses program review to assess its effectiveness in meeting its mission. Every academic program and service area conducts a comprehensive program review on a four-year cycle. As part of this review, each program or area identifies how it supports the College’s mission, reflects on institutional data such as program enrollment and student course success rate, and sets new program goals that align with the College’s mission. The College’s program review process ensures that all areas of the College are using data both to evaluate how well they are accomplishing the mission and to set goals that align with the mission.

**Standard I.A.3**

*The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.*

**Evidence of Meeting the Standard**

Mission alignment and mission-guided decision-making and planning are evident in the College’s core planning and operational processes. For example, the mission guides the development of the Educational Master Plan (EMP) [IA3-1] and the Strategic Plan [IA3-2]. Further, the Institutional Resource Allocation Plan (IRAP) [IA3-3] operationalizes how the College allocates resources in alignment with the mission. The program review form demonstrates that the College ensures all programs and services align with the mission [IA3-4].

Other functional plans align with the College’s mission. The College’s professional development program is guided by the commitment to providing “student-centered and culturally responsive curriculum and services” [IA3-5]. Similarly, the Diversity, Equity, Inclusion, Accessibility, and Anti-Racism Plan (DEIAA) [IA3-6] is specifically informed by this commitment and the emphasis on being inclusive, as stated in the mission.

**Evidence**

IA3-1 SJCC Educational Master Plan  
IA3-2 SJCC New Strategic Plan Draft 2022-2026  
IA3-3 SJCC Institutional Resource Allocation Process  
IA3-4 SJCC Program Review Mission Question  
IA3-5 SJCC Professional Development Day Agenda January 2022  
IA3-6 SJCC Diversity Equity Inclusion Accessibility Anti-Racism Plan 2022-2027

**Analysis and Evaluation**

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The College uses the mission as the central guide for key decision-making, planning, resource allocation processes. Both the College’s Educational Master Plan (EMP) and the strategic plan explicitly refer to the College’s mission. This ensures that the College’s mid- to long-term goals and objectives, including goals for student learning and achievement, align with the mission. The College’s resource allocation requires that all resource requests align with the College’s strategic goals (IRAP). Because the strategic goals align with the College’s mission, the mission, by extension, informs resource allocation decisions. Similarly, the program review processes ensure mission alignment in all areas by requiring each unit to articulate its alignment with the College’s mission.

The College’s functional plans and operations also reflect its mission. This is particularly apparent in the aspect of the mission related to providing “student-centered and culturally responsive curriculum and services.” The Diversity Advisory Committee, for example, was brought back in fall 2020 and has worked with the professional development committee to sponsor professional development events that specifically emphasize anti-racism training and equity-advancing practices. Similarly, the College has developed the Diversity, Equity, Inclusion, Accessibility, and Anti-Racism Plan (DEIAA Plan). This functional plan begins with the College’s mission and expands on what it means to advance diversity, equity, inclusion, accessibility, and anti-racism at SJCC.

**Standard I.A.4**

*The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)*

**Evidence of Meeting the Standard**

The Mission Statement and the Educational Master Plan (EMP) were approved by the Board of Trustees in December 2021 [IA4-1]. Before going to the Board, the statement went through a writing and approval process that included all constituency groups, including the Academic Senate [IA4-2] and the College Advisory Council [IA4-3]. A procedure to regularly review the Mission Statement was approved by the Accreditation Committee in February 2022.

**Evidence**

IA4-1 SJECCD Board Minutes December 14, 2021
IA4-2 SJCC Academic Senate Minutes November 2, 2021
IA4-3 SJCC College Advisory Council Minutes May 7, 2021

**Analysis and Evaluation**

San José City College’s mission statement provides a lens through which the College’s endeavors are seen and shaped. While a statement that changes frequently will not serve its purpose in holding the College to a course, having one that cannot change as times and needs shift is equally detrimental. The Accreditation Committee produced a seven-year cycle for evaluating and potentially adapting the mission statement. It is possible that upon review
no changes need to be made. It is also possible that the process for changing the mission statement will be invoked. The process involves all constituent groups to ensure the mission statement encapsulates the needs and vision of the College’s unique community.

Conclusions on Standard I.A: Mission
The San José City College's mission both centers and guides the College. The mission is widely published and articulates the College’s broad educational purposes and commitment to student learning and success. It is periodically reviewed and updated as necessary. The College also uses data to determine effectiveness in accomplishing its mission. The mission guides programs, services, and core institutional processes.

Improvement Plan(s)
While the mission is integrated into important initiatives for the College, the College can do more to make it a living document that is shared in all aspects of the College’s work. Suggestions for achieving this involve incorporating the mission into committee planning and evaluation forms, utilizing student art about the mission statement, and incorporating it into the classroom.

Standard I.B - Assuring Academic Quality and Institutional Effectiveness

Academic Quality
Standard I.B.1
The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard
The College has a participatory governance structure [IB1-1] to support sustained, substantive, and collegial dialog about institutional quality and issues. The dialog about specific areas of institutional concern occurs in respective sub-committees (e.g., Instructional Policies and Curriculum Committee) [IB1-2], Student Equity & Achievement Program Committee [IB1-3] as well as in parent committees (Academic Senate, College Advisory Council) [IB1-4] [IB1-5]. For example, dialog about student outcomes and institutional effectiveness regularly occurs in the Planning and Institutional Effectiveness (PIE) committee [IB1-6] [IB1-7]. To ensure dialogs within committees are sustained and collegial, the College annually holds a committee chair orientation [IB1-8] and a participatory governance retreat [IB1-9] [IB1-10].

Such dialogs also occur in a critical taskforce meeting [IB1-11], department meetings [IB1-12], manager’s meetings [IB1-13] [IB1-14], and campus-wide townhalls [IB1-15] and professional development day convocations [IB1-16].

Evidence
The College’s participatory governance structure enables critical dialog throughout the institution. Each standing committee meets regularly to inform, study, discuss, and make recommendations about topics that fall under its charge. For example, dialog about student equity occurs in the Student Equity and Achievement Program (SEAP) Committee, and dialog about institutional effectiveness and student outcomes occurs in the Planning and Institutional Effectiveness (PIE) Committee. In PIE meetings, campus representatives are invited to speak about the progress the College has made and the challenges it faces in meeting strategic goals and objectives. These reports generate substantive discussions not only about institutional effectiveness, but also about student outcomes and student equity.

Topics and issues discussed within standing committees bubble up to their parent committees (either Academic Senate or College Advisory Council) during committee updates that occur at every parent committee meeting or via the annual committee evaluation presentation. During these, each committee presents a report of its annual accomplishments and challenges. This promotes widespread participation and dialog throughout the institution.

Additionally, the College holds an annual committee chair orientation/training and a participatory governance retreat to bring the community together to discuss important institutional issues. By emphasizing the purpose of participatory governance and how to facilitate discussion and decision-making, the chair orientation/training promotes understanding of participatory governance’s purpose and sets the expected norms of collegiality in committees. Annual participatory governance retreats are another structured opportunity for substantive discussion about student outcomes, student equity, and...
continuous improvement. At recent retreats, participants discussed racial equity and justice and student experience of engagement and being part of special programs.

Critical dialogs also occur outside participatory governance standing committees. Members of the Educational Master Plan (EMP) taskforce engaged in conversations and data examination regarding student outcomes and ways of improving student learning and achievement. To improve the campus racial climate, the College has held several town hall meetings to share survey findings about students’ and employees’ experience with the campus climate. These meetings also have offered time to discuss ways of fostering a culture of belonging. Further discussions take place within department, discipline, and division meetings as it relates to student outcomes.

Standard I.B.2
The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard
The College has established student learning outcomes for the institution [IB2-1], all courses [IB2-2, IB2-3], student services, and student learning support services [IB2-4]. The College regularly assesses student learning outcomes through program review [IB2-5].

Evidence
IB2-1 SJCC ISLOs
IB2-2 Active Course SLOs
IB2-3 SJCC College Catalog
IB2-4 Student Services International Students SLO
IB2-5 SJCC Program Review Handbook

Analysis and Evaluation
Program learning outcomes are published in the college catalog, and course learning outcomes are on the course outline of record. Institutional learning outcomes (ISLO), also called general education student learning outcomes (GESLO), are defined in the college catalog. The College developed the new ISLO in spring 2022, which will be sent to the board of trustees. Learning outcomes for student services and student learning support services are defined in the unit-level program review reports.

Assessment of outcomes is a regular component of instructional and support programs and is facilitated through the program review process. Faculty evaluate student learning based on specific SLOs per term and that information is recorded. Each department records SLO data from faculty in different ways. The College is moving to a system where faculty can look at their success rates in a centralized dashboard).
Tools for student learning outcomes include the CurricuNet system and the eLumen platform. Student learning outcomes are clearly defined and applied to courses and programs in the CurricuNet system. The eLumen tool allows for easy linking, assessing, and mapping SLOs across the institution. Additionally, training on student learning outcome development and assessment is offered regularly through Academic Senate committees and supported by the program review data.

The college has policies and processes that effectively integrate student learning outcomes and service area outcomes. For example, the Instructional Policies and Curriculum Committee requires learning outcomes for all instructional courses and programs. The program review process requires both instructional and student learning and support services to develop, monitor and report on learning and service outcomes.

**Standard I.B.3**

*The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)*

**Evidence of Meeting the Standard**

The College regularly prepares ACCJC Annual Reports [IB3-1] [IB3-2], which serve as official record of the College's established institution-set standards for mission-relevant student achievement data. Assessment of the College’s progress toward the standards and discussion of goal setting or changes to the standards and their appropriateness occur within the College’s participatory governance committees [IB3-3] [IB3-4].

**Evidence**

IB3-1 SJCC ACCJC Annual Report 2022
IB3-2 SJCC Annual Report Website Screenshot
IB3-3 Planning and Institutional Effectiveness Committee Minutes March 26, 2020
IB3-4 SJCC Academic Senate Minutes April 19, 2022

**Analysis and Evaluation**

The Annual Reports demonstrate that the College has established institution-set standards for student achievement. The College has set both the floor, or minimum, goals and aspirational, or stretch, goals. This ensures the College maintains minimum quality assurance and strives for continuous improvement. The College exercises flexibility in re-establishing these goals when, for example, baseline data values change.

The College uses the participatory governance process to set and modify its institution-set standards and evaluate their alignment with the College’s mission. The Planning and Institutional Effectiveness (PIE) Committee initially develops the College’s institution-set standards. The Office of Research, Planning and Institutional Effectiveness proposes the metrics to be used for the standards and the actual floor and aspirational goals for each metric based on several criteria, including historical trend, data availability, and feasibility.
The committee then discusses, votes, and recommends the standards to the College Advisory Council and the Academic Senate for approval.

Student achievement metrics selected align with the College’s mission. These metrics are course success rates, number of students earning certificates, number of degree earners, number of students who transfer, job placement rates for career and technical education students. Together, these reflect the College’s mission of providing “curriculum and services for career pathways, university transfer, and life-long learning.”

Minutes from the PIE committee and the Academic Senate demonstrate that the College regularly monitors student achievement data in terms of institution-set standards. Annually, the PIE Committee monitors whether the College is meeting its institution-set floor standards and aspirational goals. Results of this assessment are shared at relevant participatory governance committees. Additionally, the College's website includes links to the Annual Reports and to results of the institution-set standard assessment, demonstrating broad access to this information.

**Standard I.B.4**
The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

**Evidence of Meeting the Standard**
The College regularly delivers reports and data presentations that concern student learning and achievement to the Board of Trustees [IB4-1]. The Office of Research, Planning and Institutional Effectiveness (RPIE) also regularly delivers data presentations at relevant committee or taskforce meetings or campuswide convocations to promote understanding and inform discussions about student learning and achievement [IB4-2] [IB4-3] [IB4-4] [IB4-5].

Student learning and achievement data are made available to the campus community via various data dashboards [IB4-6] [IB4-7] [IB4-8]. When units and individuals need additional data, they request data from the Office of Research, Planning, & Institutional Effectiveness [IB4-9]. Units and departments use student achievement and assessment data as part of program evaluation, planning, and request for resource allocation during program review [IB4-10] [IB4-11].

**Evidence**

IB4-1 Student Success Biannual Report April 13, 2021
IB4-2 AB 705 Data Presentation
IB4-3 Fall 2022 Professional Development Day Retention PowerPoint
IB4-4 SJCC Educational Master Plan Minutes April 26, 2021
IB4-5 SJCC Educational Master Plan (EMP)
IB4-6 Precision Campus Dashboard
IB4-7 SJCC Equity Dashboard

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Analysis and Evaluation
The College uses data to support student learning and achievement at all levels. Data presentation to the governing board demonstrates that the College uses assessment data on a regular basis to promote understanding about where the College is in meeting its student success outcomes. The Office of Research, Planning, and Institutional Effectiveness delivers data presentations at relevant meetings and events to facilitate institutional understanding and discussion informed by assessment results and student achievement data.

Through its student equity framework, the College embraces and promotes critical examination, development, and continuous improvement of academic programs, services, institutional policies, and processes. The Student Equity and Achievement Program (SEAP) Committee leads the effort on using the disproportionate impact analysis data provided by the Office of Research, Planning, and Institutional Effectiveness [disproportionate impact analysis data] in the evaluation and the development of student equity plan. The College will complete this plan in fall 2022.

The College developed data tools and processes to support critical examination of student success and equity. The Equity Dashboard (equity dashboard) provides analysis of disproportionate impact in terms of course success at various levels: campus, division, department, and instructor. Professional development workshops allow campus users, particularly instructional faculty, to not only learn to use the data tool, but also to engage with fellow faculty members on ways to address inequity in their own teaching practices.

The program review data, provided annually by the office of research, highlight multi-year trends in enrollment, retention, success rate that are disaggregated by ethnicity, age, and gender. This data report enables analysis of overall patterns of disproportionate impact and productivity. The data further supports the annual and comprehensive program review processes which are conducted by all academic departments, administrative services, and student affairs. The student equity framework, integrated into program review, provides the lens for substantive review and reflection. This, in turn, informs the College’s institutional resource allocation process. Collectively, this moves the College toward continuous improvement institutional processes supporting student learning and achievement.

The development of the College’s Educational Master Plan (EMP) further demonstrates how the College uses student achievement data to support student learning and achievement. Over a series of meetings, the EMP taskforce reviewed and discussed the historical student success data to identify the College’s strengths and weakness. This analysis informed the development of the College’s Educational Master Plan goals that will guide the College’s priorities and strategies over the next 10 years.

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Institutional Effectiveness
Standard I.B.5.
The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard
San José City College assesses accomplishment of its Mission through the established program review process [IBS-1]. The program review follows a published schedule [IBS-2], in which each program completes an annual review in the first three years and a comprehensive review in the fourth year. The program review process requires evaluation of goals and objectives, student learning outcomes, and student achievement. Program review writers conduct this evaluation using the program review template in their respective area [IBS-3]. The Office of Research, Planning and Institutional Effectiveness provides the program review data packet [IBS-4], which includes data on enrollment and student success disaggregated by program and student demographic variables such as gender and race/ethnicity.

Evidence
IBS-1 SJCC Program Review Handbook
IBS-2 Program Review Schedule
IBS-3 Academic Affairs Program Review Template
IBS-4 Accounting Program Review Data Packet

Analysis and Evaluation
The College has established and uses a program review process that incorporates systematic, ongoing evaluation of programs and services. All planning units, including departments in academic affairs, student services, and administrative services, complete program review. In the first three years of a four-year cycle process, departments assess progression toward goals, objectives, student learning outcomes, student achievement, and enrollment. The comprehensive program review, completed in the fourth year, involves a thorough, longitudinal reflective analysis of the program.

The College’s program review template facilitates systematic evaluation and planning of mission-aligned program goals. The form asks programs to 1) evaluate previous goals and 2) set new goals that are explicitly aligned with the College’s mission and strategic goals. Programs use the form to support programmatic improvement, implementation of modifications, and evaluation of continuous quality improvement.

Program review incorporates analysis of student learning and achievement data, including disaggregated data. Using program-level and campus-wide data on enrollment, retention, success rate, which are disaggregated by ethnicity, age, and gender, programs analyze and
reflect on outcomes. Academic programs compare and reflect on how program-level student success outcomes compare with institution-set standards. They also must demonstrate how the result of student learning outcome assessments led to improvement of course content or method of instruction. Programs may optionally bring in additional quantitative or qualitative data to support their analysis.

**Standard I.B.6**

*The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.*

**Evidence of Meeting the Standard**

Disaggregated student achievement data are provided and used in program review [IB6-1], faculty professional learning [IB6-2], institutional planning [IB6-3] [IB6-4]. Disaggregated student learning data will be provided via the new student learning outcomes data management software eLumen [IB6-5]. Analysis results are communicated widely at participatory governance meetings [IB6-6] [IB6-7].

When the College identifies performance gaps, it implements mitigation strategies. Mitigation strategies have included development of Diversity, Equity, Inclusion, Accessibility, and Anti-Racism, and Accessibility (DEIAA) Plan, the implementation of equity-focused professional development program, and the Student Equity Plan [IB6-8] [IB6-9] [IB6-10] and pursuit of external resources to develop programs to support affected student populations [IB6-11, IB6-12]. The College also recognizes historically underserved groups such as the Latinx and African American students, and allocates resources to special programs such as UMOJA, METAS, Puente Project and Extended Opportunity Programs and Services (EOPS) [IB6-13] [IB6-14] that support these student groups.

Evaluations of these strategies’ efficacy have been conducted in the form of a summary report [IB6-15] or a qualitative research study [IB6-16]. Additionally, all programs, including special student support programs, evaluate their program efficacy regularly as part of program review [IB6-17] [IB6-18].

**Evidence**

- IB6-1 English Program Review Data
- IB6-2 Equity Dashboard
- IB6-3 SJCC Educational Master Plan – Student Equity Data
- IB6-4 SJCC SEA Analysis
- IB6-5 eLumen Sample Disaggregated SLO Data
- IB6-6 Equity Data for Governance Retreat
- IB6-7 Equity Data Presentation to the Board
- IB6-8 Diversity Equity Inclusion Accessibility Anti-Racism Plan
- IB6-9 IEPI Plan
Analysis and Evaluation
The College disaggregates and analyzes student achievement data to support various institutional activities. Student achievement data such as course success rates, term-to-term persistence, transfer-level course throughput rate, completion, and transfer are disaggregated by demographic variables including gender, race and ethnicity, age, and other special population status. Analysis of disproportionate impact is provided to inform development of campus-wide plans such as the Student Equity Plan and the Educational Master Plan. Such data and analysis are presented at campus-wide meetings including the Participatory Governance Retreat and Board of Trustees meetings. Additionally, as part of the program review process, the research office provides disaggregated student success data for each academic program so that all academic units can analyze disaggregated data that pertains to their area.

With respect to student learning outcome data, the College has begun implementing the new student learning outcome (SLO) assessment tool (eLumen) that will enable SLO measures to be disaggregated. Once the implementation is complete in fall 2022, disaggregated SLO data will be part of the program review process.

When the College identifies a disproportionately impacted subpopulation, it has implemented several strategies to mitigate these gaps. In the most recent equity analysis, the College identified students of color, particularly male students of color, as experiencing disproportionate impact with respect to the completion metric. This is shared with the Board of Trustees. The College has also allocated resources and implemented a number of special programs such as EOPS, UMOJA, Puente Project, and METAS to specially support historically marginalized student groups.

At the institution level, the College pursued the Institutional Effectiveness Partnership Initiative (IEPI) grant to develop comprehensive professional development opportunities for all campus employee groups. This grant’s focus is to humanize pedagogy and curriculum to improve campus climate and to create a diversity, equity, inclusion, anti-racism, and accessibility (DEIAA) plan to address disproportionate impact.

The College has undertaken other initiatives as well. Faculty leaders and the Office of Research, Planning, & Institutional Effectiveness partnered to develop an instructor-facing Student Equity Dashboard that enables faculty members to examine persistent inequity in
their course sections. This partnership also provides professional development workshops for faculty to learn how to use the tool and to reflect on ways of addressing equity gaps in their teaching. Beyond the development of this data tool, the College has created opportunities for deeper reflection and engagement in a yearlong anti-racist faculty learning community and pursued external grants to support equity-focused initiatives.

Evaluation of strategies to mitigate disproportionate impact occurs in a specific report or research study and as part of the program review process. With the reports and research studies, evaluation focused more on process outcomes or on the intermediary outcomes that are likely to mitigate disproportionate impact and less on the systematic, longitudinal evaluation of these interventions’ efficacy. In the IEPI project, evaluation focused on whether the planned professional development activities took place. In the anti-racist faculty learning community project, the evaluation focused on changes in faculty’s sense of confidence in anti-racist teaching. Further, the qualitative research study on the experience of students in special programs examined how special programs contribute to participating students’ success. Beyond these evaluation efforts, the program review process serves as the core institutional mechanism in evaluating efficacy of special programs in meeting their goal.

**Standard I.B.7**

*The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.***

**Evidence of Meeting the Standard**

All instructional programs, student and learning support services conduct program review annually [IB7-1]. All participatory governance committees conduct planning and self-evaluation annually [IB7-2] [IB7-3], carrying out evaluation of any policies and practices that fall under their purview. Specific areas of policy and practice, including the Institutional Resource Allocation Process [IB7-4] and instructional policies and curriculum [IB7-5], are regularly reviewed, evaluated, and updated by the Finance Committee and the Instructional Policy and Curriculum Committee (IPCC). The overall participatory governance process itself is evaluated annually by the Accreditation Committee. Any updates are reflected in the participatory governance handbook [IB7-6] [IB7-7].

**Evidence**

*IB7-1 SJCC Program Review Handbook*
*IB7-2 College Advisory Council Planning Form*
*IB7-3 College Advisory Council Self-Evaluation Form*
*IB7-4 SJCC Institutional Resource Allocation Process*
*IB7-5 SJCC Curriculum Handbook*
*IB7-6 SJCC Participatory Governance Handbook*
*IB7-7 Participatory Governance Handbook Update Presentation*
Analysis and Evaluation
All instructional programs, student and learning support services conduct program review annually. In this process, each program and service area review its program mission, its alignment with the College’s mission, and its goals and objectives. The program or service area also notes any major program or curricular changes (see annual and comprehensive program review templates within the handbook). Actual curricular and instructional policy changes are submitted to and evaluated by the Instructional Policy and Curriculum Committee, according to the rules specified in the Curriculum Handbook.

To ensure effectiveness of all participatory governance committees, all committees conduct annual planning and self-evaluation. Each fall, committees review their charge, ensuring that the committee’s goal is aligned with the College’s mission, and set specific goals for the academic year. In Spring, each committee conducts a self-evaluation, discussing how it met its goal and any challenges it faced. The College is working to extend this annual planning and self-evaluation process for committees to both the Classified Senate and the Academic Senate to ensure that policies and practices that fall under their purview are regularly evaluated to support academic quality and mission achievement.

Specific key areas of policy and practice, including the Institutional Resource Allocation Process (IRAP) and the instructional and curriculum policies, are documented and undergo regular evaluation by the respective committees. Initially implemented in fall 2021, the IRAP will be monitored, evaluated, and maintained by the Finance Committee. Similarly, the new Curriculum Handbook will be similarly monitored, evaluated, and maintained by the Instructional Policies and Curriculum Committee.

The College also has a mechanism for evaluating the overall participatory governance process itself. The Accreditation Committee conducts this evaluation by reviewing and updating the participatory governance handbook, originally approved in fall 2020. Since then, the committee has observed and reflected on processes that are working and areas that can be either improved or clarified. One of the process improvements included explicitly stating that the meeting agendas should be sent out at least 72 hours in advance to support transparent communication.

Standard I.B.8.
The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard
The College’s assessment and evaluation activities falls under the following categories: program review, accreditation, evaluation of strategic plan, and other periodic assessments including biannual reports to the Board of Trustees and other ad hoc assessments and evaluations. The College communicates the results of all program reviews using the program review committee’s
SharePoint site [IB8-1] and the institutional self-evaluation report via the College’s website [IB8-2]. The Planning and Institutional Effectiveness (PIE) Committee conducts the evaluation of strategic plan key performance indicators and shares its results on the committee’s SharePoint site [IB8-3] [IB8-4] and also communicates the broad summary to the College Advisory Council [IB8-5]. As part of the bi-annual Board of Trustees’ Ends Policy report, the college presents the evaluation of key outcome measure to the Board of Trustees [IB8-6] [IB8-7]. The College communicates results of topical surveys and research studies in all campus forums [IB8-8] [IB8-9] [IB8-10].

Evidence
IB8-1 Program Review Committee SharePoint
IB8-2 SJCC Accreditation Webpage
IB8-3 Planning and Institutional Effectiveness Committee SharePoint
IB8-4 Planning and Institutional Effectiveness KPI Evaluation Tracking Sheet
IB8-5 Strategic Plan Evaluation Report Presentation to College Advisory Council
IB8-6 Board Ends Policy Report Presentation 2019
IB8-7 Board Ends Policy Report Presentation 2021
IB8-8 Participatory Governance Retreat Fall 2021
IB8-9 Campus Climate Townhall on LGBTQ and Racial Climate Survey Results
IB8-10 Enrollment Analysis and Next Steps

Analysis and Evaluation
The College communicates the results of routine assessments and evaluations such as annual program review assessments by making them available on the Program Review Committee’s SharePoint site. For accreditation related evaluation results, including institutional self-evaluation reports, the college posts them on the College’s website so that the external audience can also access them.

The College also has developed a process of evaluating and communicating the evaluation results of its strategic plan. The Planning and Institutional Effectiveness (PIE) Committee has developed an ongoing, regular process of evaluating the College’s strategic goals. Throughout the year, the committee invites entities capable of reporting on strategic objectives and key performance indicators to help it evaluate the College’s progress toward them. The PIE Committee tabulates evaluation results in an Excel file and shares the results with the College Advisory Council by doing an end of the year summary presentation.

At the District level, the College delivers a detailed presentation of the Boards Ends Goals each semester for the Board of Trustees. Additionally, college presidents or their designees deliver assessment and evaluation reports during the board’s public meeting. In ad hoc instances, special college-wide data presentations have addressed important topics. The College hosted a town hall to present results of the “Campus Pride Index,” an assessment of how welcoming the campus culture is to LBGTQ+ students. Also featured were the results of the National Assessment of Collegiate Campus Climate survey. Analyses were presented in a two-part series, with the intent of ensuring clear development of institutional priorities. When the College conducted enrollment analysis in response to declining enrollment, the results of the analysis

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were presented to the Academic Senate and the concrete action steps to address the decline were outlined.

Taken together, the various methods and tools for communicating and reporting results of assessments have formed the basis for developing institutional priorities and addressing weaknesses.

**Standard I.B.9**

*The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)*

**Evidence of Meeting the Standard**

The College developed its Educational Master Plan [IB9-1] in fall 2021. The plan serves as the core component of integrated planning and acts as the main plan for aligning long-term goals in other functional plans [IB9-2]. The College uses program review [IB9-3] to ensure that short-term planning and evaluation are conducted in an annual cycle. The program review is integrated with the Institutional Resource Allocation Process (IRAP) [IB9-4] to ensure that resources are allocated in support of the College’s mission and goals.

**Evidence**

IB9-1 SJCC Educational Master Plan
IB9-2 SJCC Strategic Plan
IB9-3 SJCC Program Review Handbook
IB9-4 SJCC Institutional Resource Allocation Process

**Analysis and Evaluation**

The College’s integrated planning activities have 1) a long- to mid-term planning and regular evaluation component and 2) a short-term annual cycle of planning, evaluation and resource allocation component. Conscious efforts are made to link all integrated planning activities to the institutional goals outlined in the Educational Master Plan (EMP), which articulates the College’s long-term (ten years) vision and goals.

The College most recently engaged in comprehensive institutional planning by developing the 2019-2024 Strategic Plan in 2018 and the 2021-2031 Educational Mater Plan in 2021. These planning processes included broad participation across the College community and a review of student achievement data. The goals outlined in the EMP, and the Strategic Plan are long- and mid-term goals, respectively, with the idea that the strategic plan operationalizes the EMP’s long-term goals with concrete objectives and key performance indicators (KPI).

To evaluate the College’s overall goals systematically, the College has begun evaluating its Strategic Plan. The Planning and Institutional Effectiveness (PIE) Committee is developing an
ongoing, regular process of evaluating the KPI and, by extension, the College’s mission and strategic goals. Throughout the year, the committee invites entities capable of reporting on strategic objectives and KPI to help it evaluate the College’s progress toward them. The committee tabulates evaluation results and shares results with the College Advisory Council.

While the College conducts comprehensive institutional planning and evaluation, the College is working to ensure that these long- and mid-term planning occurs on a regular basis and that they follow a consistency process. When the College developed the 2019-2024 Strategic Plan, the previous Educational Master Plan (EMP) had already expired. The College is now revising the Strategic Plan to align its KPI with the vision and direction laid out in the new Education Master Plan. The College recognizes the need for more transparency in the cycle these planning processes follow, how they are related, and which entities functionally own these plans. The College has started developing an institutional planning manual that clearly documents these items. Such documentation will promote a shared understanding of the College’s planning process.

Program review provides the framework for individual units at the College to also engage in long-term planning and evaluation. Each unit completes a comprehensive program review every four years, in addition to an annual program review every year. In the comprehensive review, each unit reviews alignment with the mission, establishes goals that support the institutional mission, and evaluates progress on goals it set previously. This ensures mission-aligned planning and evaluation are conducted at the unit level.

The College also developed the Integrated Resource Allocation Process (IRAP) in 2021 to connect resource allocation with short- and long-term planning and the College’s goals and objectives. After evaluating progress toward its goals and setting new goals during program review, each unit makes budget requests for any budget-dependent action items. This annual program review kicks off each year’s IRAP, as outlined in the IRAP documentation. Resource allocation decisions are then made by prioritizing resources using a rubric that considers program importance, urgency, strategic impact, and overall value of the resources and availability of funding. This mechanism promotes transparency and effective allocation of resources to meet the College’s short- and long-term strategic goals.

Conclusions on Standard I.B: Academic Quality and Institutional Effectiveness
San José City College uses multiple measures to ensure effectiveness of its programs and policies, always with a goal of continuous improvement and student success. Voices of all constituent groups are sought, valued, and utilized in keeping with the College’s Mission, Vision, and Values. The College has made a strong effort to incorporate cultural sensitivity into every aspect of the community and to promote diversity, equity, inclusion, accessibility, and anti-racism.

Improvement Plan(s)
As previously stated, the College needs an institution planning handbook and a more centralized location for all handbooks and institution plans. The Accreditation Committee
and the Planning and Institutional Effectiveness Committee (PIE) are examining ways to track handbooks and plans to ensure they are being updated and evaluated on schedule.

**Standard I.C – Institutional Integrity**

**Standard I.C.1**  
The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

**Evidence of Meeting the Standard**  
The College provides information to students, employees, and the greater community by way of the college catalog and college website. The college catalog contains information about the mission, learning outcomes, educational programs, and student services and is reviewed annually as part of the catalog production process [IC1-1]. This process, which includes updates to content, occurs annually and begins when the Office of Academic Support sends an email reminder to all catalog content owners [IC1-2]. The College identifies and designates an accreditation liaison officer to regularly ensure that the College’s accreditation status is posted on the website and included in the catalog [IC1-3, IC1-4] and the accreditation liaison officer maintains the currency and the integrity of this page content.

**Evidence**  
IC1-1 Catalog Production Process  
IC1-2 Catalog Production Email  
IC1-3 Accredited Status on Website  
IC1-4 Accredited Status in Catalog

**Analysis and Evaluation**  
All information related to the College’s mission, accreditation status, learning outcomes, educational programs, and services is reviewed for clarity, accuracy, and integrity during the college catalog production process. The catalog production process begins with the Office of Academic Support emailing all parties who own any of the college catalog content. These content owners are responsible for reviewing and updating content in their area and approving it before production moves forward. The College relies on content owners to ensure information currency. For information on the website, the College currently does not have a similar process. However, with the launch of the new website in fall 2022, the College is considering developing a similar information verification process with website page owners being asked on regular basis to maintain information currency.

Any information about the College’s accreditation status is posted to the website by the accreditation liaison officer. Similarly, as the owner of the accreditation information in the
catalog, the accreditation liaison officer ensures the accreditation status information included is current during the college catalog production process.

Standard I.C.2

The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”. (ER 20)

Evidence of Meeting the Standard

The College publishes both a print and an online version of the college catalog each year [IC2-1]. Catalog content is updated annually following the college catalog creation timeline [IC2-2]. The college catalog production and review process begin when the Office of Academic Support sends an email reminder to all college catalog content owners [IC2-3]. If college catalog contents are updated during the academic year, the College publishes a college catalog addendum on the website to ensure that the most current information is available to students [IC2-4].

Evidence

IC2-1 Catalog
IC2-2 Catalog Timeline
IC2-3 Catalog Production Email
IC2-4 Catalog Addendum

Analysis and Evaluation

The college catalog includes accurate and current information for all details listed in ACCJC’s “Catalog Requirements,” including accreditations, degree offerings, and learning outcomes. Current tuition and fees, mandated by the California Community Colleges Chancellor’s Office, are published in the college catalog, along with non-discrimination and grievance and complaint procedures.

The College maintains the currency of information in the catalog by reviewing and publishing a new catalog each year. The catalog production process begins with the Office of Academic Support emailing all parties who own any catalog content. Content owners are responsible for reviewing and updating the content in their areas and approving them before production moves forward. If catalog contents are updated during the academic year, the College publishes a catalog addendum on its website to ensure that the most current information is available.

Standard I.C.3

The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard
Each year, the College prepares the ACCJC Annual Report [IC3-1] [IC3-2], which contains evaluation of student achievement data. The report is published on the College website [IC3-3] and presented to the College’s participatory governance committees [IC3-4] [IC3-5]. The College and the District research offices maintain a collection of data dashboards that report on additional student achievement data [IC3-6] [IC3-7] and regularly present analysis of the data to the Board of Trustees [IC3-8] [IC3-9].

The College documents results of student learning outcomes in program review [IC3-10] [IC3-11].

**Evidence**

IC3-1 ACCJC Annual Report 2021  
IC3-2 ACCJC Annual Report 2022  
IC3-3 ACCJC Annual Report Publication on Website  
IC3-4 College Advisory Council Presentation  
IC3-5 Academic Senate Minutes  
IC3-6 Precision Campus Dashboard  
IC3-7 SJCC Equity Dashboard  
IC3-8 Board Ends Policy Presentation 2020  
IC3-9 Board Ends Policy Presentation 2021  
IC3-10 SJCC Program Review Handbook  
IC3-11 Completed Program Review SharePoint

**Analysis and Evaluation**

The College prepares the ACCJC Annual Report, which contains student achievement data, including course success rates, number of awards, number of transfers, and job placement rates, compared against the institution’s floor goals and aspirational goals. This report is not only published on the College’s website for broad access by the public, but also presented at all participatory constituency meetings, including the Academic Senate, Classified Senate, and the College Advisory Council.

Additionally, the College makes available additional student achievement data to both internal and external audiences via data dashboards and presentations at Board of Trustees meetings. The Precision Campus dashboard provides the College’s term retention data, which is accessible to the public. For internal audiences, the SJCC Equity Dashboard presents analysis of student groups adversely and disproportionately impacted in terms of course success rates. The bi-annual Board Ends Policy reports present the highest-level analysis of student achievement data. By publishing student achievement data using dashboards and delivering regular presentations to the board, the College ensures that student data and their analysis are made available to both the internal and the external stakeholders.

Finally, the College documents results of student learning outcomes as part of the program review process. Writers of each program review document assessment of program-level student learning outcomes and reflect on how well the program has used assessment results
to improve classroom activities. Internal stakeholders can view completed program reviews on the College’s SharePoint site for the Program Review Committee.

**Standard I.C.4**

*The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.*

**Evidence of Meeting the Standard**

Certificates and degrees offered by SJCC are listed in the College catalog [IC4-1] and are searchable on the College website [IC4-2]. Descriptions of program purpose and content [IC4-3], requirements [IC4-4], and expected learning outcomes [IC4-5], are all accessible in the website’s searchable catalog. Information about the number of units and any prerequisites for each course is described in the College catalog [IC4-6].

**Evidence**

IC4-1 Certificates and Degrees in Catalog  
IC4-2 Searchable Certificates and Degrees  
IC4-3 Certificates and Degrees Purpose and Content  
IC4-4 Certificate and Degree Requirements  
IC4-5 Certificate and Degree Learning Outcomes  
IC4-6 Course Units Prerequisites

**Analysis and Evaluation**

The College describes certificate and degree information in a way that outlines purpose, content, course requirements, and expected learning outcomes upon completion. Each program lists the required total units for completion, and each course lists the number of units and any prerequisites.

**Standard I.C.5**

*The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.*

The College has a process for regularly reviewing policies, processes, and publications. The overall academic and student policies and procedures are documented in the college catalog and are reviewed annually as part of the college catalog production process [IC5-1] [IC5-2]. The College’s participatory governance committees are responsible for reviewing policies and processes that fall under their purview and updating the associated publications such as handbooks and manuals [IC5-3] [IC5-4] [IC5-5]. The overall participatory governance process itself is also evaluated annually by the Accreditation Committee, with any updates reflected in the participatory governance handbook [IC5-6].

**Evidence**

IC5-1 College Catalog
**Analysis and Evaluation**

The college catalog is reviewed for content currency and published annually. As part of this process, individual units and committees review policies and procedures under their purview and recommend revisions if necessary.

The College uses its participatory governance process to review other policies, procedures, and publications that fall under specific areas. For example, those that pertain to instructional policy and curriculum are spelled out in the Curriculum Handbook, maintained by the Instructional Policies and Curriculum Committee (IPCC) Within this structure, committees review on a regular basis policies and procedures documented in their respective publications. When there are changes to publication contents, the responsible committee submits recommended changes through the participatory governance process for approving the changes. For example, when the Accreditation Committee reviewed the Participatory Governance Handbook, the review resulted in an update that requires the committee agenda be publicly posted 72 hours in advance to ensure transparency in communication. This accommodates potential requests from participants requiring special accommodation.

**Standard I.C.6**

*The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.*

**Evidence of Meeting the Standard**

The cost of education, including tuition and fees, is displayed on the tuition and fees page of the college catalog [IC6-1], class schedule, and college website. The class schedule [IC6-2] displays any additional fees, such as for class materials or field trips, for particular classes. All textbook costs are published on the college bookstore webpage [IC6-3].

**Evidence**

IC6-1 Tuition and Fees  
IC6-2 Schedule  
IC6-3 Bookstore

**Analysis and Evaluation**

The College publishes information about the total cost of education in the college catalog, which is available both in print and online, to ensure that both current and prospective students can easily find this information. Tuition is consistent for all courses, regardless of program. Any additional fees for particular classes are clearly stated in the class schedule.
Standard I.C.7

In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

Board Policy (BP) 4030 [IC7-1] states the College’s policy on academic freedom and responsibility. All board policies are regularly reviewed by the governing board, as stated in Administrative Procedure (AP) 2410 [IC7-2] and are made available publicly on the District’s website using Board Docs, a school board management software [IC7-3].

Evidence

IC7-1 Board Policies 4030
IC7-2 Administrative Procedures 2410
IC7-3 BoardDocs

Analysis and Evaluation

BP 4030 clearly expresses the belief that higher education institutions exist for the common good of the community, not for an individual instructor or institution, and that academic freedom is essential to the fulfillment of these missions. It is essential and applicable to both teaching and learning.

As outlined in AP 2410, all governing policies are reviewed and updated every three years. All governing board policies are made available to the public via the district’s website.

Standard I.C.8

The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

SJCC follows board policies and administrative procedures that promote and encourage honesty, responsibility, and academic integrity [IC8-1], [IC8-2], [IC8-3]. Additionally, the college catalog spells out expected norms of behavior, standards of academic honesty, and consequences for violating such norms or standards [IC8-4]. All course syllabi include the standards of academic honesty and consequences for violations [IC8-5].

Evidence

IC8-1 Administrative Procedures 5500
IC8-2 Board Policy 3050

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Analysis and Evaluation
The District has established, published, and adheres to board policies and administrative procedures that promote honesty, responsibility, and academic integrity among all constituent groups.

Standards of Student Conduct are set forth in board policy and administrative procedure. The discipline process, outlined in AP 5500, clearly defines the conduct that is subject to discipline. This administrative procedure further identifies potential disciplinary actions. Applicable administrative procedures are published within the college catalog, which are also made publicly available on the College website.

Students are expected to conduct themselves in accordance with the Standards of Student Conduct. To this end, faculty include information on academic dishonesty on their course syllabus [example syllabus].

Standard I.C.9
Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard
Administrative Procedure 2410 [IC9-1] and Board Policies 4030 [IC9-2] and 3050 [IC9-3] address the need for objective presentation of information and data. In addition, the section of the faculty collective bargaining agreement [IC9-4] on the criteria for faculty evaluation touches on the need for faculty to demonstrate mastery of disciplinary knowledge.

Evidence
IC9-1 Administrative Procedures 2410
IC9-2 Board Policy 4030
IC9-3 Board Policy 3050
IC9-4 Article 22.6 Faculty Collective Bargaining Agreement

Analysis and Evaluation
BP 4030 establishes the responsibility of faculty to be thorough in their investigations and in the conclusions drawn from such investigations. The board policy further recognizes the limited and evolving nature of human knowledge. As such, faculty may present views that are controversial and evaluate opinions held by others while simultaneously respecting and valuing their right and their free expression.

BP 3050 and AP 3050 state faculty, as employees of the District and College, agree to work in a professional manner with mutual respect for individual differences. Faculty further agree to
maintain open dialogue on issues while respecting differing opinions of colleagues and students alike.

The faculty collective bargaining agreement outlines the criteria for which faculty are evaluated (Article 22.6 of Collective Bargaining Agreement). Among the criteria for evaluation is that faculty should demonstrate currency and depth of knowledge in their assigned area of responsibility. Faculty should also demonstrate the ability to communicate subject matter clearly, correctly, and effectively. The expectation outlined in the agreement is that each member of the faculty imparts current and accurate discipline-specific information and knowledge to students as well as to colleagues.

SJCC adheres to policies and procedures that establish standards for faculty to remain current in their discipline and to share information, to students and to colleagues, in a manner that is accurate and objective. Subject matter expertise, a core requirement of faculty, is an explicit component of both faculty job descriptions and the faculty evaluation process.

**Standard I.C.10**

*Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.*

**Evidence of Meeting the Standard**

This Standard is not applicable.

San José City College is a public community college that is part of a two-college public school district governed by a Board of Trustees. The College does not require adherence to codes of conduct or belief beyond those required by Accreditation and state and federal laws.

**Standard I.C.11**

*Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.*

**Evidence of Meeting the Standard**

This Standard is not applicable.

SJCC only has campuses within Santa Clara County, California.

**Standard I.C.12**

*The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the*
Evidence of Meeting the Standard
The College is committed to complying with all accreditation requirements as evidenced by board policy and administrative procedure [IC12-1], [IC12-2]. The College’s website [IC12-3] publishes all information about the College’s current accreditation status and also provides all documents and reports required by ACCJC [IC12-4], [IC12-5], [IC12-6], [IC12-7] [IC12-8]. The Accreditation Committee’s charge and minutes [IC12-9] [IC12-10] demonstrate how the College complies with all ACCJC requirements.

Evidence
IC12-1 Administrative Procedure 3200
IC12-2 Board Policy 3200
IC12-3 Accreditation Page on Website
IC12-4 Midterm Report Letter
IC12-5 Midterm Report
IC12-6 Follow-Up Report
IC12-7 Reaffirmation Letter
IC12-8 Solicitation of Third-Party Comments
IC12-9 Accreditation Committee Charge
IC12-10 Accreditation Committee Meeting Minutes

Analysis and Evaluation
Board policy and administrative procedure (AP3200; BP3200) demonstrate the District and College is committed to meeting the requirements of institutional reporting and public disclosure required by ACCJC.

Standard I.C.13
The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard
The College’s website describes its current ACCJC accredited status [IC13-1]. The College also posts program-specific accreditation status on the appropriate program websites [IC13-2], [IC13-3].

Evidence
IC13-1 SJCC Webpage on Accreditation
IC13-2 Dental Assisting Accreditation
IC13-3 Early Childhood Education Accreditation
Analysis and Evaluation
The College demonstrates honesty and integrity in its relationships with external agencies by disclosing its accredited status on the College’s website (SJCC webpage on accreditation). SJCC has a dedicated webpage that describes its current ACCJC accreditation status and publishes all required reports.

For reports of additional accrediting agencies specific to accredited programs (dental assisting and early childhood education), the respective department webpages house information on accreditation status, including relevant documents and contact information.

Standard I.C.14
The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard
The College’s Mission explicitly describes its commitment to education and student learning and achievement [IC14-1]. The board policy [IC14-2] and administrative procedure [IC14-3] regarding conflict of interest describe and define conflict of interest behaviors that are prohibited.

Evidence
IC14-1 College Mission Vision Values
IC14-2 Board Policy 2710
IC14-3 Administrative Procedure 2710

Analysis and Evaluation
The College is a publicly funded, non-profit, open-access institution. Its Mission, Vision, and Values Statement clearly describes that the College’s central commitment is to offering high quality academic instruction for basic skills, career pathways, university transfer, and life-long learning [college MVV].

Through Board Policy 2710, the College addresses conflict of interest specific to financial interests and contracts brought before the Board of Trustees. As stated, no board member shall vote on, debate, or influence any matter brought before the Board of Trustees whereby the board member has a known interest (BP 2710). Additionally, Administrative Procedure 2710 outlines guidelines for board members and employees to disclose issues of conflict when financial interests are of concern and states the potential for disciplinary action if a board member or employee is violating the administrative procedure.

Conclusions on Standard 1.C. Institutional Integrity

SJECCD Board of Trustees- First Read
San José City College is dedicated to the ideals of institutional integrity and shapes its practices and policies around those ideals.

**Improvement Plan(s)**
None noted at this time.

**Standard II: Student Learning Programs and Support Services**

*The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution’s programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.*

**Standard II.A – Instructional Programs**

Standard 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)*

**Evidence of Meeting the Standard**

Regardless of location or delivery, all instructional programs at the College are consistent with the College’s Mission-Vision-Values (MVV) statement [IIA1-1], which culminate with the attainment of Student Learning Outcomes, and achievement of degrees, certificates [IIA1-2], or employment. The College has a variety of mechanisms to ensure all programs align, including the course approval process [IIA1-3] [IIA1-4], assessment of SLOs [IIA1-5] [IIA1-6], and program review [IIA1-7]. The College’s instructional programs also provide transfer pathways [IIA-8].

**Evidence**

IIA1-1 Mission Vision Values and Goals  
IIA1-2 Degrees and Certificates  
IIA1-3 SJCC Curriculum Handbook  
IIA1-4 Instructional Policies and Curriculum Committee  
IIA1-5 SLOAC Committee
Analysis and Evaluation
The College’s degree and certificates including career and technology education are consistent with its mission of “high quality, relevant, and innovative instruction for basic skills, career pathways, university transfer, and life-long learning.” This includes courses offered in-person, virtually (asynchronous and synchronous), and through Hy Flex modalities. The College offers both middle college and dual enrollment courses that allow high school students to receive both high school and college credits for specific courses taken at their high school.

Evaluation of all instructional programs, regardless of location or delivery method, takes place regularly. New courses are reviewed via the process outlined in the Curriculum Handbook. The robust process involves faculty origination, division review, division dean review, technical review, Instructional Policies and Curriculum Committee review, Academic Senate approval, and Board of Trustees approval. Only after those steps are completed is curriculum forwarded to the California Community Colleges Chancellor’s Office (CCCCO) State Curriculum Inventory for approval.

Evaluation of existing courses and programs follows the assessment process laid out in the SLO Handbook. This involves the planning, assessment, and reporting of institutional SLOs, program SLOs, and course SLOs. The Student Learning Outcomes & Assessment Committee plays an instrumental role in coordinating the systematic, ongoing cycle of SLO assessment.

Additionally, the program review process ensures alignment of programs with the College’s Mission. All programs undertake an annual program review and a comprehensive program review every four years. The entire process involves the evaluation, validation, and reporting of program reviews through the Program Review Committee (PRC), in connection with the Planning & Institutional Effectiveness (PIE) Committee, Academic Senate, and the Finance Committee.

Additionally, evaluating programs always includes an examination of how successful programs are in helping students achieve their degrees, certificates, employment, and transfer goals. The College’s success is demonstrated by data. In fall 2018, the College served 9,273 students (or 2,636 FTE), at 27.9% full-time students and 72.1% part-time. During the 2019-2020 academic year, the College awarded 1,320 degrees and certificates. In addition, the College utilizes the Title IV Gainful Employment program repository in serving career and technology education students. For students interested in transferring to four-year universities, the College provides transfer pathways as evidenced by articulation agreements with University of California (UC), California State University (CSU), and many private universities. Articulation agreements may be viewed online via ASSIST.org.
Standard II.A.2

Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard

All courses are systematically reviewed by the Instructional Policies and Curriculum Committee (IPCC) to ensure alignment with the College’s Mission and compliance with Title 5 regulations [IIA2-1]. Division Deans and department coordinators promote faculty and associate faculty involvement in the program review process. Programs are on a rotating four-year comprehensive program review cycle with modified program reviews between the comprehensive reviews [IIA2-2]. Program review includes analysis of student data. The College is transitioning to eLumen to improve consistency across disciplines and to focus more on identifying student equity gaps [IIA2-3]. SJCC also ensures that faculty are provided with distance education training to meet Title 5 requirements for all distance education courses, including regular substantive interaction and regular effective contact [IIA2-4]. Due to the COVID-19 pandemic, the Academic Senate approved requirements that faculty to be DE certified before teaching an online or hybrid course. [IIA2-5]

Evidence

IIA2-1 Instructional Policies and Curriculum Committee
IIA2-2 UMOJA Program Review
IIA2-3 eLumen Report
IIA2-4 Distance Education Handbook
IIA2-5 Emergency Recommendation

Analysis and Evaluation

All instructional, student, and administrative areas are required to go through the program review cycle. This cycle consists of three years of annual program reviews followed by a comprehensive program review in the fourth year. Vice presidents, division deans, and department coordinators are responsible for promoting faculty and associate faculty engagement in the process. They are also responsible for adhering to the program review cycle and disseminating the data.

The College is transitioning to eLumen to improve consistency across disciplines. eLumen allows division deans, department coordinators, faculty, and associate faculty to enter assessment data into the system in order to generate reports. Departments are focusing more on disaggregated data to identify student equity gaps. The computer software, eLumen allows for much greater disaggregation of data.
The IPCC reviews and approves curriculum within the parameters of Title 5 standards for course development. The IPCC also disseminates curricular information and recommendations to the faculty, administration, and governing board for final approval. These committee responsibilities ensure that the College offers a comprehensive, coherent curriculum and that the curriculum is appropriate to the College’s Mission.

SJCC’s Program Review Committee is charged with validating completed program reviews, providing constructive feedback, and disseminating information to all constituency groups. The committee meets twice a month and includes membership from administration, faculty, and classified professionals.

The Faculty Distance Education Handbook indicates the standards required of online course design (page 2) and instruction (page 3). All DE courses feature regular and effective contact as outlined in the Education Code, Title 5, and Accreditation Standards.

The Faculty Distance Education Handbook provides faculty support through local consultations, workshops, and courses. The handbook also explains the requirements for teaching distance education courses. In May 2020, the Academic Senate approved requirements that faculty to be DE certified before teaching an online or hybrid course.

The Distance Education Coordinator maintains the Distance Education Teaching Eligibility Canvas site. The site is a repository for training in Distance Education pedagogy. Completion of training is verified to meet requirements approved by the Academic Senate. Verified DE teaching eligibility is shared with division deans via an Excel spreadsheet indicating faculty eligibility end dates.

**Standard II.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 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.*

**Evidence of Meeting the Standard**

The College has a continuous, sustainable assessment process for assessing courses, programs, and institutional student learning outcomes [IIA3-1]. Assessment is integrated through collaborative, college wide planning, and supports the College’s Mission, Vision, and Values. The process includes identifying student learning outcomes, distributing, assessing, and reflecting on those outcomes, and implementing changes for improvement as needed. In all class sections, students receive a course syllabus that includes the SLOs for that course [IIA3-2] [IIA3-3].

**Evidence**

IIA3-1 Student Learning Outcomes and Assessment Committee Minutes
IIA3-2 Syllabi
IIA3-3 Student Learning Outcomes

Analysis and Evaluation
The College identifies and regularly assesses course SLOs, programs SLOs, and institution SLOs via established institutional procedures. This includes curriculum planning and review, SLO assessment and report, and program review. Additionally, the College makes available program or course outlines of record and course syllabi for members of the campus community to stay informed and engaged in Student Learning Outcomes attainment process.

All courses have clearly defined course SLOs. Faculty members or coordinators develop SLOs, which are assessed in rotation on a regular basis. Each semester, instructors or coordinators develop assessment plans for course and program SLOs by identifying assessment instruments, scoring methods, and acceptable performance benchmarks.

Instructors or coordinators analyze the course SLO assessment results and determine whether changes to pedagogy or assessment are warranted and whether additional resources are needed to implement the changes for improvement. In the last few years, the College has transitioned different SLO reporting tools, from TracDat to eLumen.

Program SLOs are developed and assessed by faculty or coordinators to align with course SLOs. With this alignment, programs can: 1) define the essential knowledge and skills that students may expect to accomplish after completing all courses of the program; and 2) address the extent to which students are achieving the program SLOs and how the course curriculum contributes to student success at the program level.

The College includes these SLOs on all officially approved current course outlines of record (COR). The Curriculum Handbook and course syllabi are shared via institutional SharePoint. Faculty keep students informed of and engaged in SLOs by distributing the course syllabi and/or CORs for each class section. The Planning & Institutional Effectiveness Committee reviews and maintains the College’s course (and program) outlines of record, which clearly defines a course (or program) as well as its student learning outcomes.

Institutional SLOs are also assessed on a regular basis. These SLOs are developed and assessed by Student Learning Outcomes & Assessment Committee (SLOAC), in collaboration with Instructional Policies and Curriculum Committee (IPCC) and Program Review Committee (PRC).

The College last reviewed and revised the institutional SLOs in spring 2022. These institutional SLOs were derived from the General Education SLO requirements in terms of 1) Communication; 2) Critical & Analytical Thinking; 3) Global Awareness & Social Justice; 4) Personal Responsibility, Ethics & Civility; 5) Technology; and 6) Aesthetics & Creativity. As the College recently transitioned to eLumen in planning, recording, and reporting course SLOs, and
in developing program and institutional SLOs, evidence of measurements may be limited in the short-term, but more robust evidence is expected.

**Standard II.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.*

**Evidence of Meeting the Standard**

In accordance with board policy, the College offers pre-collegiate level coursework that is non-degree applicable and offered as pass or fail. [IIA4-1]. This coursework is available in Math, English, and English as a Second Language (ESL), and is differentiated from other transferable courses in the college catalog and applicable class schedules [IIA4-2] [IIA4-3] [IIA4-4]. Assembly Bill 705 impacted how the College acknowledges the need for pre-collegiate coursework. Departments created implementation plans for coursework that acknowledges student needs in these areas [IIA4-5] [IIA4-6] [IIA4-7]. Noncredit courses are an essential component of the College’s learning community and are promoted through the College’s website, class schedule, and promotional endeavors [IIA4-8].

**Evidence**

IIA4-1 Board Policy 4222  
IIA4-2 Math Flowchart  
IIA4-3 English Flowchart  
IIA4-4 ESL Flowchart  
IIA4-5 Math Implementation Plan  
IIA4-6 English Implementation Plan  
IIA4-7 ESL Implementation Plan  
IIA4-8 SJCC Noncredit Coursework

**Analysis and Evaluation**

The Math, English, and ESL Departments offer pre-collegiate coursework that is differentiated in the course catalog by the transfer status, course numbering, and degree applicable sections. Pre-collegiate coursework is distinguishable from college-level coursework in applicable class schedules.

Departments impacted by AB 705 have created flexible implementation plans that outline how the departments address student needs for pre-collegiate coursework. These implementation plans are revised periodically to promote student achievement.

The ESL Department established coursework in pronunciation, grammar, listening, speaking, reading, and writing. The ESL Department also addresses non-credit bridges to career pathways. The process is illustrated in the ESL flowchart. The ESL Department has an ESL Laboratory located within the Learning Resource Center that offers additional assistance for students learning English.
Information about noncredit courses is available on the College’s website. Noncredit classes are advertised through an individual class schedule link. Students also complete a separate non-credit application.

**Standard II.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)*

**Evidence of Meeting the Standard**

The College reviews and maintains the quality of its instruction through a rigorous and ongoing peer evaluation process of instruction by faculty and administrators [IIA5-1]. The expectation is that all faculty demonstrate knowledge and currency and organize all lessons to achieve student learning objectives and for distance education curriculum evidence of regular and substantive interaction [IIA5-2] [IIA5-3]. Instructional Policies and Curriculum Committee (IPCC) has set up and schedule a process to review all curriculum to ensure that currency of the curriculum is relevant [IIA5-4].

Each learning program is developed and delivered by faculty with subject matter expertise. Changes in course and program curriculum are reviewed by the IPCC Technology Committee [IIA5-5]. Faculty developing Career Technical Education programs are assisted by the discipline’s Advisory Board to help align and update curriculum [IIA5-6].

IPCC and the College’s Articulation Officer examine the breadth, depth, and rigor of content of all associate degree programs (AA, AS, ADT (Associate Degree for Transfer)). Further, all degrees and certificates programs have clearly designated general education courses [IIA5-7] [IIA5-8].

The Articulation Officer ensures that the courses involved are transferable to CSUs (California State University) and UCs (University of California) and private four-year institutions. The ADT programs are aligned with Transfer Model Curriculum. Recently, the Articulation Officer has been working with IPCC to help prepare to implement Assembly Bill (AB) 928 and the changes to the California Intersegmental General Education Transfer Curriculum (Cal-IGETC) [IIA5-9].

**Evidence**

IIA5-1 TRC Example
IIA5-2 Instructional Policies and Curriculum Committee Handbook
IIA5-3 Administrative Procedure 4260
IIA5-4 Courses Scheduled for Review
IIA5-5 Tech Committee Agenda
IIA5-6 Agenda for CTE Advisory Board
IIA5-7 Degrees and Certificates
IIA5-8 GE Philosophy
IIA5-9 AB 928 CalGETC Presentation
Analysis and Evaluation
The College’s degrees and programs adhere to practices common to higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. To obtain a degree, students must complete at least 60 units comprising both general education and program-specific coursework.

General education courses focus on developing the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to achieve increasing levels of multi-cultural proficiency; to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding.

The requirements for an AA degree and an AS degree vary slightly. An AA degree requires a minimum of 39 units from the General Education pattern, whereas an AS degree requires a minimum of 24 units from the General Education pattern. The General Education pattern for both degrees must include U.S. History Constitution and American Ideals; Three units of Cultural Pluralism/Ethnic Studies; one unit of Physical Education; and competency in writing, reading, and mathematics with a grade of ‘C’ or better in each competency course.

Associate Degrees for Transfer (ADTs) do not follow local graduation requirements, but instead use the General Education requirements for the four-year institution.

Each program also includes at least 18 units of program-specific coursework, developed by faculty to best prepare students for specific careers or for transfer. For transfer degrees (ADTs (Associate Degree for Transfer)), the program-specific coursework prepares students for a baccalaureate degree and is similar to the first two years of programing at a four-year institution.

All degrees and programs are approved through the College’s Instructional Policies and Curriculum Committee to ensure all requirements regarding length, breadth, depth, rigor, course sequencing, time to completion, synthesis of learning, and minimum units is met.

Standard II.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) [Judith]

Evidence of Meeting the Standard
Division deans are responsible for creating the schedule build for all programs in their areas of responsibility. This is done with collaboration and input from the department coordinators, data from research and input from the Counseling Department. The schedule build timeline is developed by the Office of Academic Support [IIA6-1].
In scheduling classes, departments follow Title 5 driven contact hours, and the College scheduler ensures that guidelines for each course are being followed [IIA6-2]. The College follows a clearly outlined academic calendar [IIA6-3]. Each degree program develops a recommended sequence of courses for students to consider in developing an educational plan. This area is being refined with the deployment of Guided Pathways Career and Academic Pathways (CAPs) and mapping of specific pathways [IIA6-4] [IIA6-5].

**Evidence**
- IIA6-1 Schedule Build Timeline
- IIA6-2 Curriculum Handbook
- IIA6-3 Academic Calendar
- IIA6-4 Example of Guided Pathways Mapping
- IIA6-5 Outline of SJCC Guided Pathways Work Plan

**Analysis and Evaluation:**
Division deans handle scheduling courses in conjunction with department coordinators, faculty, and instructors. Semester schedules are published before the semester begins, allowing students to plan their schedules with counselors accordingly. Counselors meet with students to assist in planning their courses so that they meet certificate, degree, and/or transfer requirements within a specific period of time.

The Guided Pathways Committee promotes the institution’s plan to create guided pathways tracks in many areas. These are established pathways designed for students to complete certificates in two years if students complete the recommended courses.

The 2021-2022 Career and Academic Pathways (CAPs) Team distributed surveys for faculty, students, classified professionals, managers, and supervisors. The team created a plan for the implementation of the Career and Academic Pathways (CAPs). The three goals include onboarding, operationalizing the CAPs, and teaching and learning. Languages and Communication with Industrial and Technical Careers will be the divisions that will pilot the first round of the CAPs implementation process.

The College has created guaranteed two-year schedules to empower students to achieve a certificate within two academic years. Specific classes are offered on a consistent basis to assist counselors and students successfully plan their degree journey. Departments make every effort to offer courses on a regular basis to offer students the best options for completing certificates in two years.

**Standard II.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.*

**Evidence of Meeting the Standard**
The College maintains a strong commitment to providing students with a wide range of course modalities (online, asynchronous, online synchronous, hybrid online and hybrid classroom, and Hy Flex) [IIA7-1] [IIA7-2]. Student support services are widely available both on campus and...
Evidence

IIA7-1 DE Fall 2021 Workshops
IIA7-2 Distance Education Handbook
IIA7-3 Tutoring
IIA7-4 Diversity Equity Inclusion Accessibility Anti-Racism Plan

Analysis and Evaluation

The College has traditionally offered on-campus classes, hybrid, and online courses. These modalities have widened in scope to include online synchronous and hybrid online synchronous and Hy Flex classes. Providing students with a variety of choices of class modalities provides more opportunities to those who may have not had a chance to complete their education.

Faculty training in distance education is considered professional development and funded through the Professional Development Committee. Faculty can get fees covered to complete certification classes. In addition to Professional Development Days, the Distance Education (DE) Coordinator offers additional training opportunities that help support faculty in providing course materials that meet accessibility guidelines. The DE Fall 2021 Workshop series for faculty included topics such as universal design, Canvas accessibility, using Zoom, and creating and using Rubrics. All are topics that support student success in a course. Hy Flex consultations and training were also provided throughout the semester and into spring.

In support of equity for all students and ensuring that students financial constraints are being considered, the College is working to provide zero textbook cost (ZTC) using Open Educational Resources (OER). Faculty have access to OER workshops, and they are encouraged to work with the College’s OER liaison and our library OER employees. Courses designated as ZTC are noted with an icon on the course description on the College website and class schedule.

The Learning Resource Center provides students with tutoring including in writing, math, media arts, chemistry, and more. For online students, NetTutor is available through all Canvas courses and through the library. This 24/7 online tutoring service is available to all students.

The College addresses student communication needs through a new app for text messaging that was added to Canvas in spring 2022. Available in all courses, Pronto offers a secure, safe method of texting with classmates and faculty. Additionally, Pronto will translate messages into the user’s language of choice to support students who struggle with English.

In support of equity for all students, the Diversity Advisory Committee developed a Diversity, Equity, Inclusion, Accessibility, and Anti-racism (DEIAA) Plan. The DEIAA Plan addresses three areas: 1) strengthen the College’s commitment to enhancing campus constituents’ sense of belongingness to SJCC; 2) support the College’s efforts to meet the objectives included in the Student Equity Plan, Educational Master Plan, Strategic Plan and associated reports; and 3) reflect the campus-wide input of SJCC constituency groups.
Standard II.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.

Evidence of Meeting the Standard
As evidenced by the college catalog, Administrative Policy 4235 [IIA-8-1], and the College’s assessment and placement processes [IIA8-2] [IIA8-3], the College validates the effectiveness of college, program, and department-wide self-placement. With placement tests no longer a mandated, students may have their qualifying Advanced Placement (AP) exam scores [IIA8-4] grant course and unit credit, College-Level Examination Program (CLEP) exam scores grant course credit [IIA8-5], assessment waived [IIA8-6], or take industry qualifying self-placement exams [IIA8-7]. With the implementation of Assembly Bill (AB) 705, and the self-guided placement, there is a reduction in bias and this initiative is part of the College’s Strategic Plan [IIA8-8].

Evidence
IIA8-1 Administrative Policy 4235
IIA8-2 Assessment Information
IIA8-3 AB 705
IIA8-4 AP Test Credit
IIA8-5 CLEP
IIA8-6 Credit by Exam
IIA8-7 Credit for Learning
IIA8-8 SJCC Strategic Plan

Analysis and Evaluation
Since the implementation of Assembly Bill 705, the College has incorporated those requirements into its Strategic Plan. The College also has established and implemented ESL, English, and Math self-placement assessments of student prior learning. The College recognizes that students who have achieved equivalent knowledge, skills, and experience may receive credits based on the successful completion of a comprehensive course examination, as approved by the College and discipline faculty. Because of this, students may apply for Credit by Examination (CBE) for any course that appears on the current list of approved CBE courses. A college placement test is no longer mandatory and instead an optional English or Math self-placement exam may be taken online. Earning a satisfactory score on the College Level Examination Program (CLEP) may also allow a student to be eligible for CBE. A high school graduate intending to study at the College may also have the assessment waived by providing an unofficial transcript. SJCC students may earn college credits based on the exam results of 3, 4, or 5 of their Advanced Placement (AP); these credits may count towards an associate of arts, an associate of science,
CSU General Education, and/or UC Intersegmental General Education Transfer Curriculum (IGETC) requirements. Additionally, Credit for Prior Learning (CPL) may also be earned for eligible courses. Students must pass an authorized assessment, which may include the evaluation of approved external standardized examinations, military service/training, evaluation of industry recognized credentials, student-created portfolios, and credit by examination.

**Standard II.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)

**Evidence of Meeting the Standard**

Each course is designed by faculty and contains student learning outcomes that are specific, observable/measurable skills that students can demonstrate upon completion of the course. [IIA9-1] [IIA9-2] Course student learning outcomes (SLOs) are mapped to program learning outcomes (PLOs) to ensure alignment between programs and their respective courses. [IIA9-3]. Credit hour calculations follow guidelines outlined in the Program and Course Approval Handbook (PCAH) [IIA9-4]

**Evidence**

IIA9-1 Course Outline of Record Guidelines  
IIA9-2 Accounting Course Outline of Record  
IIA9-3 Early Childhood Education Program Outline  
IIA9-4 PCAH (p. 57-61)

**Analysis and Evaluation**

Course SLOs are listed in each course outline of record and provided to students in each course syllabus. Course credit is awarded based upon successful completion of the SLOs. Degrees and certificates are awarded based on the successful completion of courses within the program. Each program contains program learning outcomes that represent specific skills students can demonstrate upon completion of the program or degree.

Credit hours are calculated by defining one unit of credit as a minimum of 48 total hours of student work, including contact hours, out-of-class work, and homework. Lecture and lab hours are calculated based on the in-class to out-of-class ratios. For example, one unit of lecture comprises one hour of in-class time and two hours of out-of-class time. One unit of science lab corresponds to three hours of in-class time and no out-of-class work. The credit hour calculation is Units = [total in-class hours + outside-of-class hours]/54

**Standard II.A.10**
The institution makes available to its students clearly stated transfer-of-credit policies 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)

Evidence of Meeting the Standard
Transfer-of-credit policies are clearly stated in the College catalog [IIA10-1] and information regarding transfer to four-year institutions is in both the college catalog and on the college website [IIA10-2] [IIA10-3] [IIA10-4] [IIA10-5] [IIA10-6] [IIA10-7] [IIA10-8]. Students who transfer into the College can receive credit for classes completed at other colleges [IIA11-9] [IIA11-10].

Evidence
IIA10-1 College Catalog
IIA10-2 California State University
IIA10-3 University of California
IIA10-4 Certification of General Education
IIA10-5 Private and Out-of-State Colleges
IIA10-6 Transfer Admission Guarantee
IIA10-7 Transferring to a Four-Year College
IIA10-8 Associate Degrees for Transfer
IIA10-9 Administrative Procedure 4050
IIA10-10 Board Policy 4050

Analysis and Evaluation:
Information about transferring to four-year institutions is outlined in the college catalog for the California State University (CSU) – General Education Breadth (GE-Breadth) and the University of California (UC) - Intersegmental General Education Transfer Curriculum (IGETC). Additionally, the transfer status for each course is listed under the course description in the college catalog. Information about Transfer Admissions Agreements (TAA) and Transfer Admissions Guarantee (TAG) is included in the college catalog and on the College website.

Students transferring into SJCC can receive transfer credit for work completed at other regionally accredited post-secondary institutions. Transcripts are evaluated based on the American Association of Collegiate Registrars and Admissions Officers (AACRAO) guidelines.

The College develops articulation agreements with other community colleges and four-year institutions for specific programs of study. These articulated degrees are specified as Associate Degrees for Transfer (ADT) but comprise both Associate of Arts for Transfer (AA-T) and Associate of Science for Transfer (AS-T) degrees. The College currently offers 29 Associate Degree for Transfer, with several more in development.
Standard II.A.11
*The institution includes in all 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.*

**Evidence of Meeting the Standard**
The College includes student learning outcomes (SLOs) in all its programs as demonstrated by the curriculum process, the institutional SLOs, program SLOs, course SLOs alignment process, and the assessment process [IIA11-1] [IIA11-2]. Awards of course credit, degrees, and certificates are based on student achievement of learning outcomes and the grading system established by the curriculum process and Title 5 of the California Education Code [IIA11-3]. The curriculum processes outlined in the Curriculum Handbook ensure that the course outline accurately reflects the units or credit awarded. Institutional student learning outcomes (ISLOs) are regularly assessed and have been approved [IIA11-4] [IIA11-5] [IIA11-6] [IIA11-7]. There is a regular schedule of assessments for course student learning outcomes (CSLOs) [IIA11-8].

**Evidence**
IIA11-1 Accounting Course Outline of Record
IIA11-2 Early Childhood Education Program Outline
IIA11-3 PCAH
IIA11-4 Curriculum Handbook
IIA11-5 Institutional Student Learning Outcomes
IIA11-6 Academic Senate Minutes Approving Institutional Student Learning Outcomes
IIA11-7 College Advisory Council Approving Institutional Student Learning Outcomes
IIA11-8 Student Learning Outcomes Assessment Timeline

**Analysis and Evaluation**

All College programs require a general education pattern, including SLOs appropriate to the program level in: 1) productivity and life skills; 2) thinking & learning skills; 3) civic responsibility & public service; 4) diversity, equity & inclusion; 5) global engagement; and 6) communication & collaboration, as well as other program-specific student learning outcomes.

As the College has transitioned to eLumen, the ISLOs, PSLOs, and CSLOs have been mapped and aligned through participatory governance and collaborative work among faculty, classified professionals, and administrators.

Every active course includes SLOs and course objectives on the course outline of record (COR) and course syllabi. This ensures that the standards for awarding credit based on content, objectives, and SLOs are visible to students.
The institutional student learning outcomes (ISLOs) were revised and approved by the Academic Senate and the College Advisory Council in spring 2022. The ISLOs are aligned to the PSLOs and the CSLOs. The CSLOs are regularly assessed by discipline faculty on a schedule.

Standard II.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)

Evidence of Meeting the Standard

For all degree programs, including associate and associate degrees for transfer, the College adheres to degree requirements that align with board policies and administrative procedures regarding philosophy and criteria for associate degrees and general education. This is reflected in the degree, certificate, and general education requirements section of the college catalog.

SJCC’s General Education Philosophy also informs the College’s general education requirements. This ensures that programs nurture personal growth and lifelong learning, present and interrelates with a broad range of human knowledge and thought, expand a broad range of interests and experiences and abilities, advance effective personal as well as interpersonal and social skills, assist in clarifying and applying values in daily life, foster a sense of civic responsibility, expand understanding of national and global affairs, and cultivate a sense of individuality in the context of the larger world.

Students also have the option to complete general education requirements through an Associate Degrees for Transfer (ADT). Completion of ADT criteria includes fulfillment of CSU GE Breadth or IGETC requirements. In completing these requirements, students are simultaneously fulfilling the goals outlined in Board Policy 4025.

In collaboration with the Instructional Policies and Curriculum Committee (IPCC), faculty carefully evaluate and select courses for the fulfillment of CSU GE and IGETC transfer requirements and inclusion in associate degrees. Selected courses undergo a comprehensive review and approval process led by the IPCC. This process assesses the rigor of the course content, SLO alignment with General Education Student...
Learning Outcomes (GESLOs), and additional supporting components of the course. [IIA12-11] Guiding principles and an overview of the review and approval process are outlined in the Curriculum Handbook. [IIA12-12]

The IPCC serves as a subcommittee of the Academic Senate to refine curriculum that is comprehensive, coherent and in alignment with SJCC’s Mission. The IPCC’s membership includes five full-time faculty members, the College articulation officer, and three administrators appointed by the College president. Additionally, the College curriculum coordinator and articulation specialist serve as non-voting members. [IIA12-13]

Evidence
IIA12-1 Board Policy 4025
IIA12-2 Administrative Procedure 4025
IIA12-3 Board Policy 4100
IIA12-4 Administrative Procedure 4100
IIA12-5 Degree/Certificate Program Requirements
IIA12-6 General Education Philosophy
IIA12-7 Transferring to a Four-Year College
IIA12-8 IGETC
IIA12-9 CSU GE
IIA12-10 Curriculum Handbook Transfer Information
IIA12-11 General Education Student Learning Outcomes
IIA12-12 Curriculum Handbook
IIA12-13 IPCC Charge Membership

Analysis and Evaluation
The College has devised and implemented a general education philosophy that ensures every associate degree and associate degree for transfer integrates a general education pattern that introduces students to a robust variety of subject areas. These provide the foundation for lifelong learning and intellectual inquiry. Courses are carefully selected and evaluated for inclusion in associate degrees, associate degree for transfer, and as a general education requirement.

Standard II.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 include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard
All degree programs are focused in at least one area of inquiry or an established interdisciplinary core. The College’s Instructional Policies and Curriculum Committee reviews and approves all degrees and programs. The review process includes determining whether the
course and program student learning outcomes [IIA13-1] [IIA13-2] appropriately represent skills students should have upon completion of the program. [IIA13-3]

Evidence
IIA13-1 Accounting Course Outline of Record
IIA13-2 Early Childhood Education Program Outline
IIA13-3 Curriculum Handbook

Analysis and Evaluation
Associates degrees are considered local degrees and include both general education and program-specific requirements. In addition to general education requirements, each program includes at least 18 units of program-specific coursework. The program-specific coursework is developed by faculty to best prepare students for a specific career or for transfer. For transfer degrees (ADTs), the program-specific coursework prepares students for a baccalaureate degree and is like the first two years of programing at a four-year institution.

The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies and include mastery of key theories and practices within the field of study. Each program-specific course has corresponding SLOs that are mapped to the program SLOs. Course SLOs and program SLOs represent observable and measurable skills students can demonstrate upon completion of the course or program.

All degrees and programs are approved through the College’s Instructional Policies and Curriculum Committee (IPCC) to ensure they contain an interdisciplinary core in addition to focused study in a discipline. The IPCC review process also ensures course-level SLOs correspond to program SLOs and represent the required skills student should have upon completion.

Standard II.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.

Evidence of Meeting the Standard
Graduates of the College’s career-technical education (CTE) certificate and degree programs typically pass licensure exams at rates that exceed the institution-set standards, as evidenced by the pass rates in cosmetology, dental assisting, esthetics, and medical assisting [IIA14-1]. Employment rates in those programs also met or surpassed institution-set standards. A survey of CTE students demonstrated that CTE course completion at the College related to positive employment outcomes [IIA14-2] [IIA14-3]. Technical and career education programs have advisory boards to provide guidance in ensuring technical and professional competencies are met [IIA14-4].
The number of part-time program completers for the Associate of Science (AS) in Early Childhood Education was 100 percent and 88.9 percent for part-time Associate in Science for Transfer (AS-T) program completers for the 2020-2021 academic year. [IIA14-5]

**Evidence**

IIA14-1 ACCJC Annual Report  
IIA14-2 CTE Outcomes Survey 2019  
IIA14-3 CTE Outcomes Survey 2021  
IIA14-4 Advisory Board Minutes  
IIA14-5 Early Childhood Education Outcome Data

**Analysis and Evaluation**  
During the 2020-21 academic year, Cosmetology, Dental Assisting, Esthetics, and Medical Assisting licensure examination pass rates surpassed the institution set standard. The Heating, Ventilation, and Air Conditioning (HVAC) 2020-21 academic year pass rate was 10% below the institution-set standard due to issues with testing during the pandemic.

A survey of CTE students showed that completing course(s) — regardless of whether a credential is earned or whether a student transfers — is related to positive employment outcomes. Of the respondents, 50.8 percent are employed and working in the same field as their training.

Advisory boards for career education programs help ensure that current technical and professional competencies are met. The following programs have advisory boards that meet annually: Business Administration, Air Conditioning & Refrigeration Technology, Facilities Maintenance/Electrician Trainee, Computer Information Systems/Applications, Construction Technology, Cosmetology, Esthetics, Emergency Medical Services, Laser Technology, Medical Assisting, Machine Technology, and Dental Assisting.

**Standard II.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.*

**Evidence of Meeting the Standard**

The Board of Trustees established Board Policies (BP) 4020 to address how academic programs may be discontinued [IIA15-1]. The Academic Senate approved the program viability review procedure to address program viability. Programs that are at risk of being discontinued must have a complete program viability review. The Academic Senate must approve any requests for program discontinuation [IIA15-2].

**Evidence**

SJECCD Board of Trustees- First Read
IIA15-1 Board Policy 4020
IIA15-2 Program Viability Procedure

Analysis and Evaluation
The program viability review procedure, approved by the Academic Senate, outlines the protocols for analyzing programs in jeopardy of discontinuation. In this process, the Academic Senate creates a committee to collect data on the program, the potential discontinuation’s impact on students, and its impact on the community. The committee analyzes the data and then makes a recommendation to the Academic Senate. The program may be continued, discontinued, revitalized, or suspended. Programs that are suspended or discontinued must include a recommendation for minimum disruption to students’ academic plans. The recommendations are sent to the chancellor and eventually to the Board of Trustees.

Strengthening the program viability review procedure is an opportunity for improvement. The Academic Senate and president are motivated to strengthen the process as the process for limiting student disruption or assisting students whose programs may be discontinued is vague. A clear plan for student success after a program is suspended or discontinued would meet this standard.

Standard II.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.

Evidence of Meeting the Standard
Through current and evolving processes aligning with board policies [IIA16-1] [IIA16-2] the College evaluates and improves the quality of instructional programs. The Program Review Committee engages in regular and rigorous review and improvement of programs [IIA16-3] [IIA16-4], while providing departments with the opportunity to create action plans for additional funding [IIA16-5] [IIA16-6] [IIA16-7]. Additionally, the IPCC and its Technical Review subcommittee have processes [IIA16-8] to ensure timely and in-depth review of course relevancy and improvement [IIA16-9] [IIA16-10]. In alignment with the College’s social justice and equity mindset, SJCC continuously evolves to meet the diverse needs of its vibrant student population by adopting culturally responsive pedagogies and curriculum and will further meet these needs through participation in the Cultural Curriculum Audit Revision (CCAR) cohort [IIA16-11] [IIA16-12] [IIA16-13].

Evidence
IIA16-1 Board Policy 4020
IIA16-2 Administrative Procedure 4020
Analysis and Evaluation
The Program Review Committee provides academic, student, and administrative areas with the opportunity to assess and improve their areas in relation to the College’s Mission, Vision, and Values. This is done via a systematic and data driven review process. The program review process also aims to ensure appropriate resources are being distributed to facilitate improvement for the evolving needs of the student community.

The Program Review Committee’s current process consists of four-year cycle program review. In the first year, there is a comprehensive program review and the following three years are more concise annual updates to the program review. The committee provides feedback to the reviewing areas, validates each completed program review document, and forwards them to the Planning and Institutional Effectiveness (PIE) Committee, Academic Senate, and Finance Committee.

The Program Review Committee is in the process of transitioning to eLumen for program reviews. This is occurring in phases to accommodate changes needed for a smooth implementation. Program reviews in eLumen will consist of one document, instead of two. The use of eLumen will provide a more efficient and streamlined process of connecting program review to the College’s Mission, Vision, and Values. The use of eLumen will also aid in the allocation of funding for program improvements, as the only way to make a budget request will be through an action plan.

Faculty review non-vocational courses faculty every five years. Vocational courses are reviewed every two years. To streamline this process, the IPCC has pre-scheduled courses for each Technical Review Committee meeting and notified each division to ensure that courses are reviewed on time by faculty.

During technical review, the course author meets with faculty members of the Technical Review Committee to further discuss course currency and areas of improvement. Technical review also prepares a course for IPCC review and approval and anticipates and addresses concerns before they arise during the full IPCC committee.
The College serves a richly diverse community and continuously strives to revise and adapt its curriculum to its students’ changing needs by using an equity and social justice-focused mindset. The College was accepted into the Cultural Curriculum Audit Revision (CCAR) cohort to conduct faculty training focused on culturally responsive curriculum and humanizing pedagogy. The College’s faculty community was introduced to the CCAR and its faculty training timeline during the spring 2022 Professional Development Day.

Conclusions on Standard II.A Instructional Programs
The College strives to offer instructional programs that align with the College’s Mission, Vision, Values, and institutional learning outcomes. SJCC’s participatory governance strategies emphasize faculty and associate faculty engagement in program review and student learning assessment. Administrators, faculty, and classified professionals strive to offer inclusive instructional programs that maintain rigorous standards appropriate to higher education.

The Academic Senate ensures faculty and associate faculty have the best tools to offer rigorous content, relevant assessment strategies, current knowledge of academic standards, and insight into promoting student success. The Institutional Policies Curriculum Committee reviews and approves comprehensive, content curriculum within the parameters of Title 5 standards. Participatory governance committees have also been formed for Student Learning Outcomes and Assessment, Program Review, Diversity, and Distance Education.

The General Education curriculum promotes critical thinking skills, civic engagement, quantitative reasoning, and communication. Students are introduced to the arts, humanities, social sciences, mathematics, and the social sciences. Career and technical programs participate in program review as well as student learning assessment on a regular basis. CTE and non-credit programs are continuously expanding to meet diverse student needs.

Improvement Plan
As stated previously, the College’s program viability process needs to be updated. It is currently being worked on through a joint effort of the Academic Senate, Institutional Policies and Curriculum Committee, College Advisory Council, and the Administration. An updated process for limiting student disruption and assisting students from a suspended or discontinued program will be drafted and distributed to appropriate committees for approval. Further, the College will be updating the Guided Pathway Mapping and implementing degree audit to ensure that students are completing in a timely manner.

Standard II.B – Library and Learning Support Services

Standard II.B.1
The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not
limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

The César E. Chávez Library, the Learning Resource Center (LRC), and the METAS Center are hubs for student learning and support [IIB-1][IIB-2]. College personnel and student employees are trained through multiple venues, including conferences, webinars, workshops, continued education courses, and training sessions. [IIB-3] The library is open Monday through Friday, for a total of 41 hours a week and offers in-person and virtual services and sessions. This includes orientations, online chats, telephone, email messages, and LibGuides. [IIB-4][IIB-5]

The library purchases material and submits information yearly to the California Community Colleges Annual Library Data Survey (ALDS). [IIB-6] Learning support services are offered in-person and virtually. This includes services at the Tutoring Center, Reading & Writing Center, METAS, and English as a Second Language Lab. [IIB-7][IIB-8][IIB-9][IIB-10] The College also subscribes to NetTutor, a 24/7 online tutoring services. These services were established pre-pandemic and increased when all support services transitioned too virtual/online. [IIB-11]. Tutors enroll and complete the LS90 course to learn best practices in tutoring.

Evidence

IIB-1 METAS Center Peer Led Team Learning
IIB-2 METAS Website
IIB-3 Training Sessions
IIB-4 Library Services
IIB-5 Library Supplemental Instruction
IIB-6 2020-2021 California Community Colleges Annual Library Data Survey
IIB-7 Tutor Center
IIB-8 Reading and Writing Center Website
IIB-9 English as Second Language Lab Website
IIB-10 Student Accessibility Services High Tech Center Website
IIB-11 NetTutor Usage Comparison Report

Analysis and Evaluation

Library

Services

Reference librarians provide orientations and assistance to students. Reference librarians conduct regular departmental meetings and discuss the successes and needs of improvement. Modifications and changes are made based on suggestions of faculty.

The library homepage provides students with access to online research guides and links to frequently accessed services. Librarians often work collaboratively with faculty to create custom research assignments to complete during in-person group sessions in the library and in instructors’ classrooms.
Materials and Resources
Students may easily access information about library research resources, facilities, and learning support services through the College’s website. The library’s print and electronic resources are adequate to meet the needs of the curriculum. In the 2020-21 California Community Colleges Annual Library Data Survey (ALDS), San José City College librarians reported 63,200 print books and 44 print periodical titles. Additional resources include traditional media, such as compact discs (CDs) and digital versatile discs (DVDs).

Library personnel collaborate with the College’s Campus Technology Services & Support (CTSS) for the selection, calibration, and restoration of technology, including calculators, laptops, hotspots, and webcams. The library has transitioned to serving as a technological hub for the College. The library has the additional responsibility of issuing and tracking technology lent to students and personnel.

Learning Support Services
Learning Resource Center
The LRC provides equitable access to academic support services, experiential learning spaces, and technology resources that strengthen and sustain student success. The LRC houses five academic support services: Reading and Writing Center (RWC), Tutoring Center (TC), English as a Second Language (ESL) Lab, Student Accessibility Services (SAS) High Tech Center, and the Open Computer Lab (OCL). LRC services are provided at no cost for students taking at least one course within the District.

METAS Center
The METAS Center both hosts and coordinates the College’s Peer-Led Team Learning (PLTL) program as well as supplemental instruction. With the support of a peer who previously successfully completed the course, students may review course materials both virtually and at the METAS Center. Supplemental instruction is coordinated with faculty for peers to support classmates during instructional time.

Standard 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.

Evidence of Meeting the Standard
The College relies on expertise from librarians in the selection of educational and librarians serve as liaisons with academic divisions. This collaboration facilitates conversations and discussions of needs such as textbooks and other resources. [IIB2-1] Librarians collaborate with faculty in the selecting software, printed books, e-books, and technology. [IIB2-2]
Collaborations occur through email messages, in-person meetings, online request forms, and visits to division and department meetings. Faculty also make suggestions to the librarians of purchases. [IIB2-3]

Librarians collaborate with peers at sister college, Evergreen Valley College, when purchasing streaming services and/or platforms. The library also collaborates with academic divisions in the consideration special software, platforms, streaming services, and other items requested by faculty.

Computers in the Tutoring Center, ESL Lab, Reading and Writing Center, SAS High Tech Center, and LRC have specific software installed, including Microsoft Office and Zoom [IIB2-4, IIB2-5] [IIB2-6]. The different support services in the LRC seek input from and collaborate with faculty experts in scheduling tutoring hours, workshops, and virtual sessions. The library and LRC have multiple open access stations for students; each location has one or more open access stations. The SAS High Tech Center provides current technical equipment for students and consults the faculty experts regarding best practices to adopt and implement with students.

Evidence
IIB2-1 Emails to Academic Divisions re: Textbooks
IIB2-2 Library Program Request
IIB2-3 Library Collection Policy
IIB2-4 List of Software Available at Computer Stations
IIB2-5 Kanopy Streaming Services
IIB2-6 O’Reilly Platform

Analysis and Evaluation
Through program review, necessary equipment and instructional materials needed to support the College’s Mission can be requested and funded. For example, in the 2019 library program review, the library requested a budget augmentation to acquire the O’Reilly Learning Platform for a collection of eBooks used to support Zero Textbook Cost (ZTC) courses in the Computer Information Systems (CIS) program. Through communication established between the librarian liaison to the Social Sciences and Humanities Division, the library also responded to faculty requests to acquire Kanopy, a streaming media database that supports courses across the curriculum.

Library materials are evaluated for sufficiency on an ongoing basis by faculty librarians in alignment with the current Library Collection Development Policy and in collaboration with program faculty. Faculty provide input into the selection and deselection of items via letters soliciting feedback. Librarians monitor new and revised courses that are submitted to the Instructional Policies and Curriculum Committee (IPCC) and update the print and electronic materials based on course and program needs. Librarians stay current with curriculum changes to adjust instructional tools, such as research guides and handouts, to reflect relevant research topics and strategies. Library users may also recommend a purchase using the electronic request form available on the library website.
The College operates and supports a lending library, which provides laptops, tablets, hotspots, and webcams as well as specific software, hardcopy, and e-copy of textbooks, calculators, manipulatives such as chemistry molecular model kits, deoxyribonucleic acid (DNA) puzzles, worksheets and workbooks, whiteboards, markers, flipcharts, and specialized equipment for music and broadcasting students.

The LRC offers students equitable access to Americans with Disabilities Act (ADA) compliant open-access computer workstations. All computer workstations provide internet and printing services and feature Microsoft Office applications. Selected computer workstations run specialized software.

Since fall 2021, Associated Student Government (ASG) has contributed $10,000 for the purchase of high demand textbooks. The library also checks out Kindles and purchases eBooks and/or site licenses when possible.

**Standard 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.*

**Evidence of Meeting the Standard**
San José City College evaluates the library and learning support services through surveys and Service Area Outcomes (SAOs) and Program Student Learning Outcomes (PSLOs) [IIB3-1]. Evaluation data is reviewed and analyzed in the decision-making process, which includes program review. The data compiled assists in requests for materials. Orientations offered by librarians are evaluated. [IIB3-2] Results are reviewed at the end of the semester with the goal of improving services.

The ESL Lab administers surveys for all services provided. Data is compiled, analyzed, and included in the program review process. The data is also reviewed when making improvements to the ESL Lab services and software adopted [IIB3-3] [IIB3-4]. The Tutoring Center and Reading & Writing Centers evaluate their services with surveys [IIB3-5].

**Evidence**
IIB3-1 SAO and PSLO Data  
IIB3-2 Peer Led Team Learning Orientation  
IIB3-3 ESL Lab Qualtrics  
IIB3-4 ESL Lab Schedule of Sessions  
IIB3-5 LRC Qualtrics

**Analysis and Evaluation**

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The library regularly evaluates its services through the program review process. Review of the library’s Service Area Outcomes (SAOs) and Program Service-Learning Outcomes (PSLOs) allow the library to assess how well it meets users’ needs and learning goals. For example, in the 2020-21 library program review, results showed that 67 percent of the library’s print collection was published prior to year 2000; 23 percent of the collection was published between 2000 and 2010; only 10 percent of the collection was published in 2010 or later. Based on this, the library decided to embark on an extensive webbing project and actively develop collections to focus on current titles in targeted disciplines. The library plans to administer a library services survey to students to gauge users’ overall satisfaction with services and facilities. Survey data results will be used to better meet needs.

The LRC implemented data-driven assessment tools in 2021-22 to evaluate tutoring programs and to identify whether disproportional impacts exist regarding student use and access. The data-driven assessment tools are: 1) a tutoring session form that all tutors must complete after each tutoring session; and 2) a Qualtrics driven student satisfaction survey.

PLTL and Supplemental Instruction (SI) support are addressed within program review of the METAS Center. However, these may need their own program review process for closer and more consistent review.

The ESL Lab submits data that is included in the ESL Department’s annual and comprehensive program reviews. ESL faculty discuss the data and make changes to programmatic activities and services provided. ESL Lab student and faculty satisfaction surveys are conducted at the end of the semester via Google forms.

**Standard II.B.4**

*When the institution relieves on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents those 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. (ER17)*

**Evidence of Meeting the Standard**

The César E. Chávez Library collaborates with the Council of Chief Librarians for California Community Colleges. It also partners with the California Community Colleges Chancellor’s Office (CCCCO) Technology Center, which serves as a consortium to all California Community College libraries. [IIB4-1] The College has a contractual agreement with Ex-Libris [IIB4-2] and with Bibliotheca [IIB4-3] and NetTutor [IIB4-4] [IIB4-5].

LRC peer tutoring programs are credentialed by the International Tutor Training Program Certification (ITTPC) by the College Reading & Learning Association (CRLA). The certification program includes training on working with students with disabilities to ensure tutors can
provide an inclusive and equitable learning environment for students with different learning styles [IIB4-6].

Evidence
IIB4-1 Council of Chief Librarians for California Community Colleges Membership
IIB4-2 Contract with Ex-Libris
IIB4-3 Contract for Bibliotheca LLC
IIB4-4 Contract for NetTutor
IIB4-5 NetTutor Usage Comparison Report
IIB4-6 CRLA LRC Certificate

Analysis and Evaluation
As a member of Council of Chief Librarians for California Community Colleges, the library has access to discounted consortium pricing on subscription databases, and other library services including Springshare’s LibGuides, LibAnswers, and LibChat. Students use these to access services including the library website, research guides, and virtual reference services. CCL discounts also include implementation of Ex Libris, a new library services platform (LSP). The California Community Colleges Chancellor’s Office (CCCCO) Technology Center initiated a state-funded project to obtain and implement a single cloud-based LSP. After completing the Ex Libris-transition in December 2019, library personnel now participate in ongoing evaluation of this service. This ongoing evaluation has resulted in improvements to display features and searchability. The College contacts their support service as needed.

The library also has contracted with Bibliotheca, LLC to provide security gates, electromagnetic technology, and other anti-theft devices for the library’s physical collections. A proxy server provides security for the library’s collection of online resources, including databases and eBooks, and streaming media collection. Authorized users are authenticated using the secure single sign-on system, which uses a College-issued email address and password system.

The LRC peer tutoring programs are credentialed by the International Tutor Training Program Certification by the College Reading & Learning Association. The library secured the services of NetTutor to provide students with 24/7 access to tutoring services and to provide tutoring for subjects not covered by LRC peer tutors.

Conclusions on Standard IIB
The College provides adequate library resources and other support services to students. Students from various locations have access to the resources. The library is evaluated to ensure it is meeting student needs. The institution relies on collaborations with learning support services and all agreements are adequate for the College’s needs and easily accessible and utilized.

Improvement Plan
None at this time.
Standard II.C - Student Support Services

Standard 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
The College regularly evaluates the quality of student support services through student satisfaction surveys. Surveys are conducted annually to assess student satisfaction with the College’s distance education program, including online learning and support services software and access to applicable technology [IIC1-1]. Annual program reviews include a comprehensive evaluation of accomplishments, challenges, review of applicable data, short-term and long-term planning, equity, and resource assessment [IIC1-2] [IIC1-3]. The College incorporates computer software aimed at improving outreach, support services, and processes to serve students and colleagues alike [IIC1-4] [IIC1-5] [IIC1-6] [IIC1-7]

Evidence
IIC1-1 SJCC Learning Resource Center Student Satisfactory Surveys Results
IIC1-2 SJCC CVC-OEI Master Consortium Agreement
IIC1-3 SJCC Integrated Strategic Enrollment Management Plan Ensuring Retention iSEMPER
IIC1-4 SJCC Student Affairs Program Reviews
IIC1-5 SJCC CampusLogic Agreement
IIC1-6 SJCC Ocelot Agreement
IIC1-7 SJCC NetTutor Agreement

Analysis and Evaluation
The College regularly evaluates the quality of student support services by means of annual program reviews and assessment of meaningful Service Area Outcomes (SAOs). The College’s Office of Research, Planning, and Institutional Effectiveness conducts surveys on a regular basis, including graduation, student accreditation, and student satisfaction surveys. Data collected is disaggregated by location and means of delivery as appropriate to determine effectiveness and efficiency. Student surveys are used to identify evidence of quality of programs and areas that need improvement. Survey results are then used to recommend programmatic changes, including additional resources through program review.

The Office of Academic Support, in coordination with the Distance Education Committee, conducts surveys annually to assess student satisfaction with the College’s distance education program, including online learning and support services software and access to applicable technology.

Service Area Outcomes (SAOs) are developed in coordination with the Student Learning Outcomes Advisory Committee (SLOAC) and comply with applicable federal laws, state
regulations, and local board policies and administrative procedures. SAOs and Student Learning Outcomes (SLOs) are assessed by term or annually, depending on the service being evaluated. Most student support services also participate in program review on an annual basis. This includes a comprehensive evaluation of accomplishments, challenges, review of applicable data, short-term and long-term planning, equity, and resource assessment.

Student Affairs works closely with the College’s Computer Technology Services & Support (CTSS) and the District’s Information Technology Services and Support (ITSS) to explore, implement, and utilize new computer software. The software aims to improve outreach, support services, and processes to serve students and colleagues alike. This task has been of particular importance given the COVID-19 pandemic that resulted in immediate transition to online teaching and delivery of student support services. New technology enabled the College to remain in operation and continue to offer most instructional programs and support programs and services remotely. Technology included the adoption and implementation of CampusLogic, Chatbot/Ocelot, and NetTutor.

Standard 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 identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes by means of annual program reviews [IIIC2-1], administration of student satisfactory surveys [IIIC2-2], implementation of software to improve efficiency of support services [IIIC2-3] [IIIC2-6], changes to adhere to applicable legislation to serve students [IIIC2-4] [IIIC2-5], and by incorporating student support services and programs into college wide plans. [IIIC2-7] [IIIC2-8]

Evidence
IIIC2-1 Program Reviews
IIIC2-2 Student Satisfactory Surveys and Results
IIIC2-3 Comevo Agreement
IIIC2-4 Guided Pathways Summary of Scale of Adoption
IIIC2-5 Business Rules and Requirements – Priority Registration Changes
IIIC2-6 CampusLogic Agreement
IIIC2-7 Diversity, Equity, Inclusion, Accessibility, and Anti-Racism Plan
IIIC2-8 Educational Master Plan

Analysis and Evaluation
The College is committed to providing a wide range of support services, including those for specific student populations. All are intended to support student success and equity.
Support services are evaluated through the program review process, which includes Service Area Outcomes (SAOs). These services are also evaluated through student satisfaction surveys completed every two years by the Office of Research, Planning, and Institutional Effectiveness. Assessment data is used to continually improve services, student access, and support for student success, with increasing attention given to student achievement, equity, and completion.

As an example, the College’s Counseling Department prioritized updating the online orientation in collaboration with multiple College entities including District police, outreach, and student life. The new orientation is accessible through Single Sign-On (SSO), the online student portal. The College worked with Comevo, a third-party vendor, on a new online student orientation that is available in English and Spanish and is accessible.

In coordination with instructional faculty, the counseling department developed a two-year schedule within three academic divisions, identified Career and Academic Pathways (CAPs), and supported the creation of more than 20 associate degree for transfer degrees and multiple career education certificate programs. In addition, the Admissions & Records Office initiated the infusion of the CAPs with the CCCApply admission application to help prospective students choose majors and make informed decisions about programs of study.

In fall 2021, the Admissions & Records Office reviewed rules written about ten years ago associated with the Student Success Act of 2012. Specifically, the office reviewed priority registration as outlined in the California Code of Regulations, Title 5, Section 58108, as it relates to student programs required to receive the highest level of priority. All student participants of the programs, regardless of core service completion and student status, are now assigned priority registration in alignment with state regulation.

The Financial Aid Office assessed Federal Pell Grants awards and disbursements from 2016 through 2021 and discovered a downward trend for Federal Pell Grant awards. The office also found a decrease in the number of California Promise Program Grant (formerly known as the Board of Governors Fee Waiver) student recipients. As a result of this assessment, the College acquired and implemented a new online document management system, CampusLogic, to facilitate a Single Sign-On (SSO). This online student portal provides additional online security authentication, enables additional e-mail and text messaging options to alert students about the need for follow-up, and expedites the financial aid verification process. The office streamlined the required information, simplified promotional material online and in print, increased outreach efforts in the community, and increased online and in-person support services to assist students with financial aid application completion.

With the onset of the COVID-19 pandemic, no single student affairs entity experienced as much change to the delivery of student support programming and services as Student Health Services. Student Health Services, in addition to providing its normal programming and services, had to become the College’s first responder as it related to COVID-19 vaccine administrations, contact tracing for students, and supporting the creation of the College’s COVID-19 testing site.

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Additionally, Student Health Services responded to students feeling overwhelmed, highly anxious, and hopeless. Student Health Services has now hired a full-time mental health case manager and two part-time mental health counselors.

Standard 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.*

Evidence of Meeting the Standard
The College offers comprehensive student support services for all students in-person, by telephone, or online regardless of the location or modality of instruction. This is evidenced by the Admissions and Records office work with students taking correspondence education without access to instructional technology. [IIC3-1] Support services are delivered through a variety of mediums and are scheduled to meet the needs of students. Delivery methods include Zoom or Cranium Café (online counseling platforms) [IIC3-2], the College website [IIC3-3], Self Service (online student portal), and Canvas (online learning platform). The College has also significantly expanded its dual enrollment program to area high schools and charter high schools to provide higher education opportunities to historically underrepresented students. [IIC3-4] [IIC3-5] Additionally, the College hosts an off-campus satellite campus, the San José City College Milpitas Extension to offer instruction and support services to students within that area. [IIC3-6] The College is committed to establishing protocols to verify that the services rendered are equitable in alignment with the Student Equity Plan (SEP) [IIC3-7] and Diversity, Equity, Inclusion, Accessibility, and Anti-Racism Plan (DEIAA). [IIC3-8]

Evidence
IIC3-1 SJCC Service Agreement with County of Santa Clara Probation Department
IIC3-2 SJCC Counseling Department webpage
IIC3-3 SJCC Admissions & Records Office webpage
IIC3-4 SJCC Dual Enrollment Board Presentation – July 12, 2022
IIC3-5 SJCC Dual Enrollment CCAP Agreements
IIC3-6 SJCC Milpitas Extension – The Mercury News – Editorial
IIC3-7 SJCC Student Equity Plan 2019-2022
IIC3-8 SJCC Diversity, Equity, Inclusion, Accessibility, and Anti-Racism Plan

Analysis and Evaluation
The Admissions and Records Office assures equitable access to all students by providing services to students taking correspondence education without access to instructional technology, including students in correctional facilities. Working collaboratively with academic division offices and with Outreach Services, the Admissions and Records Office manually enters admission applications for such students and enrolls them for classes. Similar arrangements are made for apprenticeship programs and other career education or trade-specific training programs. [IIC3-1]
With the onset of the COVID-19 pandemic in spring 2020, all counseling services transitioned to remote and online. Cranium Café and Zoom were used for most counseling contacts and workshops, with telephone calls as a backup. Students were encouraged to e-mail or call the Counseling Department with non-urgent issues. In spring 2022, the Counseling Department reintroduced in-person counseling appointments in addition to online and telephone appointments to serve students in a variety of modalities.

At the beginning of the pandemic, Student Affairs converted its hard copy applications and forms to electronic versions made accessible via DocuSign or Adobe Sign. This expedited services and avoided interruption of support services. Forms included the excess unit petition, course repeat petition, and academic renewal without repetition request forms. The prerequisite form was converted using Formsite, allowing students to get cleared for pre-requisites within the hour of submitting the document. The graduation petition process and related documentation were also updated for faster completion time and internal processing time, and data collection to generate reports.

With dual enrollment, faculty and site administrators at off-campus sites are provided with orientations and guidance to help students navigate the College’s matriculation process and troubleshoot difficulties. Student Affairs created a new enrollment services coordinator to provide matriculation support and provided a full-time counselor to provide academic, career, and personal counseling services to students at the San Jose Evergreen Community College District Milpitas Extension.

**Standard 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 supports co-curricular learning community programs designed to increase the number of educationally underrepresented students who graduate and transfer to four-year colleges and universities. [IIC4-1] [IIC4-2] [IIC4-3] [IIC4-4] [IIC4-5] [IIC4-6] The Office of Student Development & Activities provides students with leadership opportunities, supports student advocacy, and promotes student engagement. [IIC4-6] [IIC4-7] [IIC4-8] [IIC4-9] The athletic program requires that College senior administrators and coaches complete an annual compliance rules exam to ensure knowledge and awareness of related regulations to maintain program integrity. [IIC4-10] [IIC4-11]

**Evidence**

- IIC4-1 ALMASS flyer
- IIC4-2 International Student Program flyer
- IIC4-3 Promise Programs flyer
The College offers co-curricular and extracurricular programs and a comprehensive athletics program that align with SJCC’s Mission. These contribute to the social and cultural dimensions of the educational experience of students. All co-curricular, extracurricular, and athletic programs are conducted with sound educational policy and standards of integrity, including fiscal controls. Entities that include co-curricular and extracurricular programs and the athletics program submit annual program reviews to evaluate their quality and effectiveness. Additionally, these entities are regulated by District board policies and administrative procedures and must adhere to applicable federal laws and regulations, including Title IX.

The College supports co-curricular learning community programs that promote educational, cultural, and social opportunities designed to increase the number of educationally underrepresented students who graduate and transfer to four-year colleges and universities. These include Advocacy Leadership for immigrant Access Support and Services (ALMASS) Program, International Student Program, Milpitas Promise Program, Puente Project, San José Promise Program, and Umoja Program that support such students with access, retention, graduation, and transfer.

The College also supports an extracurricular program that includes the Associated Student Government (ASG), and student clubs that promote educational, cultural, honorary, recreational, and social opportunities. In addition, the College offers an awarding-winning broadcasting team, debate team, student newspaper, musical and theatrical performances, and more. The Office of Student Development & Activities provides students with leadership opportunities, supports student advocacy, and promotes student engagement.

SJCC’s athletic program includes ten intercollegiate sports for female and male athletes. The program aims to empower student athletes to achieve academic goals and refine athletic talents by providing equitable athletic opportunities, leadership skills, teamwork, hard work, accountability, and symmetry. The athletic program follows the California Community College Athletic Association (CCCAA) and requires that College senior administrators, including the athletic director, and coaches complete an annual compliance rules exam to ensure knowledge and awareness of related regulations to maintain program integrity.

**Standard 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’s Counseling Division and select student support programs provide counseling and advising services that include academic, career, and personal counseling to support student development and success to support students who plan to earn certificates, associate degrees, and transfer to four-year universities. [IIC5-1] [IIC5-2] [IIC5-3] [IIC5-4] [IIC5-5] [IIC5-6] [IIC5-7] [IIC5-8] The Counseling Division prepares faculty and other personnel responsible for advising through on and off-campus professional development opportunities. The College catalog includes information about counseling services, academic requirements, academic progress, and other relevant information, policies, and procedures. Evaluation of counseling is supported with annual data collection and reporting as it pertains to the number of certificates issued, associate degrees conferred, and the number of students who successfully transfer to four-year universities. [IIC5-9 ] [IIC5-10]

Evidence
IIC5-1 Counseling Department flyer
IIC5-2 CalWORKs flyer
IIC5-3 EOPS & CARE flyer
IIC5-4 Guardian Scholars flyer
IIC5-5 International Student Program flyer
IIC5-6 Veteran Services flyer
IIC5-7 California State University – 2022 Counselor Conferences
IIC5-8 University of California – Ensuring Transfer Success Conferences
IIC5-9 Comevo Agreement
IIC5-10 2020-2021 Catalog

Analysis and Evaluation
San José City College provides counseling support to students regardless of mode or location of instruction. Counselors are trained to provide academic, career, and personal counseling to students. Counseling services are provided for all students through the Counseling Department through state categorically funded programs, learning communities, and other special programs, including foster youth, international, and veteran students. Counseling personnel participate in ongoing professional development by attending transfer workshops hosted by the California State University and University of California systems and by working closely with articulation to keep up-to-date with graduation and transfer requirements.

In spring 2022, the College implemented a new student orientation through the Single Sign-On (SSO), the accessible online student portal that is in English and Spanish. The new student
orientation complies with California Code of Regulations, Title 5, Section 58108, and with all applicable board policies and administrative procedures. The College plans to provide the new student orientation in Vietnamese to meet the needs of the second largest ethnic group within the College’s service area. The new student orientation introduces students to academic and support programs, academic expectations, financial aid, academic calendar and important timelines, college fees, educational planning services, campus safety and security, graduation and transfer requirements, and other relevant policies and procedures. The Counseling Department also provides in-person orientations to students during onboarding events and for special programs and learning communities. Counseling 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.

The College produces a college catalog on an annual basis and addendums, when appropriate. The college catalog is posted online and a printed version is available on-campus. The College also publishes class schedules each semester that are posted online, available on-campus, and are sent to residences in the College's service area. Both documents include information pertaining to counseling services, academic requirements, academic progress, and other relevant information, policies, and procedures. The same information is also posted on the College website.

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

Evidence of Meeting the Standard
The College supports the California Community Colleges Chancellor’s Office and applicable state legislation that mandate California community colleges be committed to open access. This practice aligns with the College’s Mission. Admission criteria are included on the College’s website, college catalog, class schedule, and other outreach documentation [IIC6-1] [IIC6-2] [IIC6-3] [IIC6-4] and the College offers high school students the opportunity to participate in the dual enrollment program. [IIC6-5] All students are encouraged to complete the matriculation process. [IIC6-6] [IIC6-7] The College provides clear pathways for certificate and degree completion and transfer to four-year universities. [IIC6-8] [IIC6-9]

Evidence
IIC6-1 Admissions & Records Office flyer
IIC6-2 Dual Enrollment flyer
IIC6-3 2020-2021 Catalog
IIC6-4 Class Schedule – Summer and Fall 2022
IIC6-5 Admissions & Records Office webpage
IIC6-6 Top 10 Reasons to Attend and Six Steps to Success
San José City College is committed to open access admission. All students who are 18 years of age or older, or a high school graduate or equivalent, are admissible to the College. High school students currently enrolled in high school may participate in the concurrent enrollment or dual enrollment program. Criteria for admission to select academic programs and course prerequisite information is posted on the College website and is included in the college catalog and class schedule. In addition, student outreach marketing material and the new student orientation also include this information.

The College encourages all new, continuing, and returning students to complete the matriculation process known locally as the “Six Steps to Success.” This begins with the admission application and continues through course registration. Priority registration is assigned to students who complete the three core services of orientation, guided self-placement or multiple measures, and educational plan.

The College is committed to Guided Pathways and to addressing all four pillars, including developing clear pathways for students to obtain their educational goals. That includes earning certificates and degrees offered by the College. The College joined the California Guided Pathways Demonstration Project to explore and address the obstacles of operationalizing the work to facilitate graduation, transfer, and job placement.

Standard 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 is committed to open access admission and this practice aligns with the College’s Mission. [IIC7-1] [IIC7-2] [IIC7-3] [IIC7-4] Admission criteria are posted online and included in the college catalog and class schedule. [IIC7-5] [IIC7-6] The College regularly evaluates its admissions and placement instruments [IIC7-7] and practices to ensure compliance with guidance provided by the California Community Colleges Chancellor’s Office, Education Code, and Title 5.

Evidence
IIC7-1 SJECCD Board Policy 5010 Admissions, Special Admissions and Enrollment
IIC7-2 SJECCD Administrative Procedure 5010 Admissions
IIC7-3 SJECCD Administrative Procedure 5011 Admission and Concurrent Enrollment of High School and Other Young Students
IIC7-4 SJECCD Administrative Procedure 5012 International Students
IIC7-5 2020-2021 Catalog
IIC7-6 Class Schedule for Summer and Fall 2022
IIC7-7 AB 705 Equitable Placement and Completion of English and Math Validation of Practices and Improvement Plans

Analysis and Evaluation
All students aged 18 years or order, or a high school graduate or equivalent, are admissible to the College. High school students may participate in the College’s concurrent enrollment or dual enrollment program. Criteria for admission to select academic programs and course prerequisite information is posted on the College website and is included in the College catalog and class schedule. This practice is regularly evaluated by appropriate college administrators and discipline faculty to consider applicability and appropriateness in accordance with articulation agreements, graduation requirements, or certification or licensure requirements.

The College adopted in fall 2019 an online self-guided placement for English and Mathematics. In addition, multiple measures and external standardized tests (Advanced Placement, International Baccalaureate, and College-Level Examination Program), and a new transcript evaluation protocol were implemented. Placement for new and returning students is evaluated annually to help the College determine the number of sections of English and Mathematics courses to offer and to determine if retention, persistence, and success rates reflect recommended placement results.

English as a Second Language (ESL) placement instruments and practices are regularly evaluated to validate their effectiveness while minimizing biases. The Office of Research, Planning, and Institutional Effectiveness works in collaboration with the Counseling Department and academic discipline faculty to help validate assessment instruments in accordance with California Code of Regulations, Title 5, Sections 55522, 76002, and 78213.

Standard 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 the release of student records.

Evidence of Meeting the Standard
The College maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form. The College provides information about Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, online through the College website, in the college catalog, and the class schedule and publishes and follows established board policies and administrative procedures for release of student records. [IIC8-1] [IIC8-2] [IIC8-3] [IIC8-4] [IIC8-5] The Admissions and Records Office ensures the College complies with student confidentiality laws and maintains the release authorization form. [IIC8-6] The College accepts official transcript orders via a partnership with Credentials Solutions. [IIC8-7]
Analysis and Evaluation
The College adheres to the provisions of the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, to protect the privacy of student records. Training is provided to College personnel through Professional Development Day presentations, new personnel orientation, and electronic notices. Only College employees who need access to student records have permission within the online computer system. These employees are trained on FERPA and on College protocol regarding securing and sharing student records. The College provides information about FERPA on the College website, in the catalog, and the class schedule. FERPA and student record information is also included in the new student orientation available on the online student portal. District board policy and administrative procedure requires the College to ensure the retention of educational records and provision for back up.
The Admissions and Records Office is responsible for ensuring that the College complies with federal and state student confidentiality laws and regulations, and for maintaining the release authorization form. By default, student records are not released to anyone else other than the student until the FERPA Release Form is completed, signed, and submitted by the student. Students may share their partial or entire educational record.

The College partnered with Credentials Solutions, Inc. to accept official transcript orders online. In accordance with state regulations, the College provides two free official transcripts to all students upon request of the Admissions and Records Office. Transcripts are sent by regular first class mail through the U.S. Postal Service. The College provides express transcript mailing service upon request and at cost. The College also issues electronic official transcripts, which are sent to college partners that accept such transcripts. Unofficial transcripts are available on the online student portal, free of charge to students.

Conclusions on Standard II.C
The College regularly evaluates the quality of student support services. In these ever-changing times, student support services identify and assess student support outcomes and ensure equitable services. Policies are consistent with the College mission and work diligently to minimize bias, as stated in several of the college plans.

Improvement Plans
The College will ensure that program reviews and service area outcomes are completed. Additionally, there is a need to improve student life programming and student organizations.
Equally as important is to ensure board policies and administrative procedures are updated regularly.

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

Standard III.A – Human Resources

Standard III.A.1

The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and explicitly stated and address the needs of the institution in serving its student population. Job descriptions are related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

The District has board policies [IIIA1-1] [IIIA1-2] on recruiting and hiring to ensure all personnel are qualified by appropriate education, training, and experience. Staffing requests come from divisions based on program review and align with strategic priorities [IIIA1-3]. The District refers to the Minimum Qualification for Faculty and Administrators in the California Community Colleges to establish minimum qualifications for faculty and certain administrator positions. [IIIA1-4]. Job descriptions clearly outline specific duties, required education, and experience [IIIA1-5] [IIIA1-6] [IIIA1-7]. All screening committee members must participate in diversity training [IIIA1-8].

Evidence

IIIA1-1 Administrative Procedure 7120
IIIA1-2 Board Policy 7120
IIIA1-3 Department Request for New Faculty Hire Form
IIIA1-4 Minimum Qualifications Handbook
IIIA1-5 Faculty Job Description
IIIA1-6 Administrator Job Position
IIIA1-7 Classified Job Position
IIIA1-8 Diversity Training

Analysis and Evaluation

The College employs qualified personnel and adheres to a thoughtful and thorough selection process. The College follows policies and procedures to ensure the hiring practice is consistent.
Staffing requests come from each division related to the programs and students served. Additionally, the District provides ongoing training and updates on screening committee selection while always looking for new ways of attracting applicants.

SJCC follows established policies and procedures consistent with the California Code of Regulations, Title 5, Section 53000. Hiring guidelines for all employee groups – full- and part-time faculty, classified staff, and administrators – are clearly delineated in the District “Screening Committee Orientation/Training: Process, Equal Employment Opportunity and Diversity in Recruitment and Hiring.” The guidelines cover the development of job announcements/descriptions, the development of assessment criteria, screening application materials, screening of candidates, recommendation of finalists, final interviews, reference checks, and candidate-approval process.

College administrators work with faculty and classified professionals to analyze program needs to serve the student population. Staffing needs are based on program review and in the context of strategic planning. Once the executive team approves a staffing need, the District Human Resources (HR) Office develops job descriptions under the hiring guidelines. Job descriptions are approved by the Board of Trustees before a public job announcement is made. Specific duties and responsibilities, required education, and experience are specified in all job announcements and posted on the District website. The District HR staff screens for minimum qualifications in the areas of education and experience. After that screening, HR releases the hiring packages to the screening committee for further screening based on duties and requirements as posted in the job announcements. In addition, all screening committee members must participate every two years in a diversity procedure training conducted by the HR Office prior to participating in a screening committee.

**Standard III.A.2**

*Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.* (ER 14)

**Evidence of Meeting the Standard**

The College uses the Minimum Qualifications for Faculty and Administrators in California Community Colleges and District hiring procedures to ensure qualifications of academic applicants. [III.A2-1] [III.A2-2] Job descriptions/announcements clearly list the minimum qualifications, skills, experience, and essential duties required for the position. [III.A2-3] [III.A2-4] Following a job announcement, hiring administrators establish screening committees to review applications released by HR employment services. [III.A2-5] Interviews with finalists ensure that each candidate meets these qualifications before a final list of candidates is sent to the college president. The screening committee conducts reference checks of all finalist candidates as part of the screening process. [III.A2-6]
Evidence
III A2-1 Minimum Qualifications Handbook
III A2-2 California Code of Regulations, Title 5, Section 53000
III A2-3 District HR Website
III A2-4 Job Description Announcement
III A2-5 Screening Committee Orientation
III A2-6 Example Reference Check

Analysis and Evaluation
The College, working with the District, develops job announcements to ensure qualifications of academic applicants meet minimum qualifications established by the Minimum Qualifications for Faculty and Administrators in California Community Colleges. Screening committees for faculty positions strictly follow recruiting procedures. Experience in teaching and curriculum development becomes a key component in evaluating candidates for faculty positions. Faculty members requesting to teach in distance education format are required to meet Academic Senate-approved minimum qualifications. The development and review of curriculum and assessment of learning is included in faculty job announcements.

Following a job announcement, hiring administrators establish screening committees to review applications released by HR employment services. Only applications meeting the minimum qualifications are released to the screening committee. During the screening process, the committee reviews applicants’ qualifications per the job announcement. In addition to interview questions, faculty candidates are asked to provide a sample teaching demonstration. The committee evaluates the candidate’s knowledge of the subject matter, experience, presentation ability, organization of content, and commitment to diversity.

Interviews with finalists ensure that each candidate meets these qualifications before a final list of candidates is sent to the college president for a decision. The screening committee conducts reference checks of all finalist candidates as part of the screening process.

Standard III.A.3
Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard
Job descriptions for administrators [III A3-1] [III A3-2] [III A3-3] list the qualifications necessary to meet the requirements of the job. Prior to any recruitment, the hiring manager and human resources review the job announcement to ensure current and emerging needs of the position are accurately reflected in the job announcement. Minimum qualifications [III A3-4] are verified by the candidate’s college coursework or through successful completion of the College’s equivalency process [III A3-5].

Evidence

SJECCD Board of Trustees- First Read
Analysis and Evaluation
The College’s administrators and other employees responsible for educational programs and services possess the qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. Strict adherence to requiring that minimum qualifications be met, along with structured screening, interviewing, and hiring practices of the College, ensure that fully qualified candidates who will support the College’s mission are selected for employment.

Job announcements list both the minimum and desired qualifications and minimum education requirements for the specific position in recruitment. Additionally, all job announcements require that applicants demonstrate clear evidence of sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students. Applicants are required to submit transcripts to determine if the minimum education requirements are met. Minimum qualifications are verified by the candidate’s college coursework or through the successful completion of the College’s equivalency process. Foreign degrees must be verified by a certified verification and equivalency agency which is signed off by the dean, faculty, and the Academic Senate president or designee.

Standard III.A.4
Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard
The Board of Trustee’s equivalency policy [IIIA4-1] contains procedures and standards used by the College and District to determine academic equivalency in a uniform, fair, and equitable manner. The faculty equivalency process includes review by an equivalency committee made up of discipline experts, the Academic Senate president or designee, and the area dean. For classified applicants, HR staff has general guidelines for determining equivalence [IIIA4-2].

Evidence
IIIA4-1 Equivalency Policy
IIIA4-2 Screening Committee Training

Analysis and Evaluation
A faculty equivalency process is used for faculty hiring. For administrator and classified positions who have a degree from a foreign institution, evaluation is required by a professionally recognized evaluation service to verify that the degree meets minimum qualifications.

The District follows the Minimum Qualifications for Faculty and Administrators in California Community Colleges to establish minimum qualifications. Each applicant must submit official transcripts from accredited institutions when applying for a position, along with other required materials such as application forms, cover letters, and references. For faculty positions, the District has established an equivalency process for applicants who do not directly meet minimum qualifications to determine equivalence. This is based on degree equivalence, academic background equivalence, or professional equivalence. The same process is followed for applicants holding degrees from non-U.S. institutions. The Equivalency Policy is posted on the District’s HR webpage. For classified applicants, HR staff developed general guidelines for determining equivalence. Those forms and guidelines are included in the Screening Committee Training/Orientation handouts.

For hiring associate faculty, the hiring administrator submits a request to the campus personnel services coordinator, along with an unofficial copy of transcripts (or an equivalency form from an approved agency) and a copy of the College application form. The coordinator reviews each application to verify that the potential faculty member meets minimum qualifications for the position. The potential faculty member must have graduated from an accredited institution to be considered for employment. Additionally, degrees from institutions outside of the United States may be used to meet the College’s educational requirements provided that an evaluation, in English, is conducted by a professionally recognized evaluation service, prior to submission of the application materials.

Standard III.A.5

The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess the effectiveness of personnel and encourage improvement. The actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

All personnel are evaluated systematically and at stated intervals. Evaluation procedures for faculty, classified professional, and administrators are available on the District HR webpage [III.A5-1]. These processes are covered in contracts negotiated with the respective collective bargaining units: American Federation of Teachers (AFT) 6157 [III.A5-2] [III.A5-3] and California School Employees Association (CSEA) Chapter 363 [III.A5-4] for classified personnel. Additionally, District HR generates emails [III.A5-5] to all managers to remind them of the evaluation schedule.
Analysis and Evaluation
Working with the District HR office, the College has established an evaluation cycle to evaluate the faculty, classified professional, and administrators in all areas. The College has necessary and appropriate employee performance evaluation policies and processes for faculty, management, supervisor, confidential, and classified professional. The performance evaluation process provides employees opportunities to adjust and improve.

Standard III.A.6
Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

Standard III. A.7
The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard
The California Community Colleges Chancellor’s Office requires a report from SJCC each November listing the full-time equivalents (FTEs) for both full-time and associate faculty and the Faculty Obligation Number (FON) for the college [III A7-1]. The District maintains compliance with the 50 percent rule of the California Education Code Section 84362 that requires that at least 50 percent of the District’s unrestricted funds be spent directly on salaries of classroom instructors [III A7-2]. The College refers to its program reviews, strategic plan, and operating budget standards to determine appropriate staffing levels for each program and service. [III A7-3] [III A7-4]

Evidence
[III A7-1] Faculty Obligation Number (FON)
[III A7-2] 50 Percent Report
[III A7-3] San José-Evergreen Community College District Staffing

Analysis and Evaluation
The College has a sufficient number of faculty to ensure the delivery of quality educational programs and services to meet its mission. The College refers to its program reviews, strategic plan, and operating budget standards to determine appropriate staffing levels for each program.
and service. The staffing plan is reviewed when vacancies occur and when it is determined that additional faculty are needed. The College follows a specific process to determine staffing levels each year and follows a specific process when vacancies occur.

The California Community Colleges Chancellor’s Office requires a report from SJCC each November listing the FTEs for both full-time and adjunct faculty and the Faculty Obligation Number (FON) for the College. The College Finance Committee reviews all staffing levels for all types of personnel. A shared-governance committee, this group recommends staffing funds to the college president. The college president consults with the District financial officers to determine the amount of funding available for new faculty and decides upon the division of these funds for each college. The District maintains compliance with the 50 percent rule of the California Education Code Section 84362 that requires that at least 50 percent of the District’s unrestricted funds be spent directly on salaries of classroom instructors.

**Standard III. A.8**

*An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.*

**Evidence of Meeting the Standard**

Employment policies and procedures for associate faculty are outlined in Article 9 of the AFT [III.A8-1] Collective Bargaining Agreement Article 5.13.2 [III.A8-2] addresses orientation and states that new associate faculty shall be paid two hours for attending College associate faculty orientation. Additionally, all associate faculty are invited to participate in Professional Development Days. [III.A8-3]

**Evidence**

III.A8-1 Article 9 of the AFT
III.A8-2 Article 5.13.2
III.A8-3 Professional Development Days

**Analysis and Evaluation**

Associate faculty are an essential part of SJCC and the College has policies, procedures, and activities that provide for the orientation, oversight, evaluation, and professional development of associate faculty. The College extends a variety of opportunities for associate faculty to be involved in the life of the institution, such as professional development days. Employment policies and procedures for associate faculty are outlined in Article 9 of the AFT Collective Bargaining Agreement (see III.A.8.1). Orientation is addressed in Article 5.13.2.

Every semester, the Office of Academic Support welcomes new associate faculty and provides basic information along with networking opportunities to all new hires from every discipline. At these orientations, administrators and department coordinators provide the new faculty with information about college enrollment processes, student services, course syllabi and SLO
requirements, professional development opportunities and processes, faculty support services, and union representation. The division deans provide oversight of associate faculty. Some departments provide either formal or informal full-time faculty mentoring for associate faculty. Full-time and associate coordinate in the dialogue about and assessment of Student Learning Outcomes (SLOs).

**Standard III. A.9**

*The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)*

**Evidence of Meeting the Standard**

The College uses Institutional Resource Allocation Process [III9-1] and program review to evaluate all positions. Departments requesting new faculty submit needs forms that are ranked by the Academic Senate in the prioritization process. Each fall, the academic senate develops a list and is forwarded to the college president. The college president consults with the chancellor or designee, the decision is based on the mission, funding, and needs of the college and district [III9-2]. The Human Resource (HR) office regularly works with the colleges to assess hiring and the creation or revision of positions to effectively support the institutional needs of the college. The Human Resource Office works closely with managers to develop new job descriptions and ensure the approval from constituency groups and the board of trustees [III9-3]. In addition to the faculty process, the classified senate are working with the President and the VP of Administrative Services to develop a rubric to prioritize classified professionals roles.

**Evidence**

III9-1 SJCC Institutional Resource Allocation Process

III9-2 Faculty Prioritization Memo from President

III9-3 Job Description Board Approved

**Analysis and Evaluation**

SJCC has a sufficient number of qualified employees to support the College’s Mission and Values. The College uses Institutional Resource Allocation Process (IRAP), which starts with program review to ensure instructional, student, and administrative areas operate effectively. Program review is a key component of the integrated planning and resource allocation model. It provides systematic, data-driven information that allows the College to examine the overall effectiveness of the institution. The College is in the process of finalizing a classified prioritization process with the Classified Senate. The President and the VP of Administrative Services are collaborating with the Classified Senate to finalize a rubric to make this process more transparent.

**Standard III. A.10**
The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes.

Evidence of Meeting the Standard
The College maintains an adequate number of administrators to provide leadership of the institution [III-A10-1]. The College has a dean structure to better manage and administer the various divisions of the colleges. The structure has provided increased accountability for enrollment, financial management, and supervision of employees. A sufficient number of administrators must meet the statewide minimum of the qualifications [III-A10-2]. Planning to ensure there are sufficient administrators are part of the program review process [III-A10-3]. For example, the Dean of Academic Support and Student Equity [III-A10-4] was developed to meet the needs of student affairs and academic affairs in providing more support to students.

Evidence
IIIA10-1 Organizational Charts
IIIA10-2 Minimum Qualifications Handbook
IIIA10-3 Office of Academic Support Program Review
IIIA10-4 Dean of Academic Support and Student Equity Job Description

Analysis and Evaluation
The College engages in a variety of assessment and planning processes to ensure all human resources needs, including that of administration, are met. Strategic planning, program review, and budget review are all part of the process.

Administrator positions are regularly reviewed in relation to the needs of the College. When vacancies occur, the chancellor, college president, and vice presidents meet to assess the needs of the department affected prior to moving forward with recruitment. Job descriptions and desired qualifications are reviewed and updated as needed.

Standard III. A.11
The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard
All constituencies, including AFT 6157 [III-A11-1], CSEA Chapter 363 [III-A11-2], Academic Senate, and the Management Supervisory Confidential Council [III-A11-3] participate in shaping personnel policies and procedures through the District participatory governance, District Council. All groups have a contract that delineates personnel policies and procedures [III-A11-4].

Evidence
III-A11-1 AFT 6157 Contract
III-A11-2 CSEA Chapter 363 Contract
Analysis and Evaluation
By contractual requirement and through communications, the District ensures personnel policies and procedures are equitable, consistently administered, and available for information and review. The District has a variety of policies, as well as rules and regulations, governing employment procedures that can be found on the District website. Each administrative office makes such information readily available for reference and both District personnel and the public have access to this information. The District also adheres to collective bargaining agreements with AFT 6157 and CSEA Chapter 363. In addition, the District implements agreements made with a ‘Meet and Confer’ group “MSC.” All constituencies participate in District Council. In addition, the District implements agreements made with a ‘Meet and Confer’ group “MSC.” All constituencies participate in District Council.

District human resources works closely with the executive team, constituency groups, and legal counsel to ensure personnel policies and procedures are fair and equitably and consistently administered. General principles include District compliance with federal, state, and local laws, and the District’s commitment to equal opportunity, fairness, and inclusion, family medical leave, hiring, equivalency, and other policies governing hiring and working conditions. The core of the District’s commitment to fair and equitable administration of policies and procedures is defined in Board Policy (BP) 3410 that addresses Non-Discrimination and Zero Tolerance for any type of harassment. BP 3410. Administrative Procedure (AP) 3435 provides the procedure for San José City College students and employees to file a complaint against the District, other students, District employees or a third party (auxiliary organizations, independent contractors at the campus, campus vendors and their employees, or campus visitors). The District has procedures for handling and investigating any complaints of discrimination in the employment process which can also be found on the district website.

Standard III. A.12
Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard
The College ensures that employment equity and diversity are consistent with its mission. The Equal Employment Opportunity and Diversity Plan provides details of the College’s and the District’s commitment to equal opportunity and diversity [III-A12-1]. The College serves a diverse population [III-A12-2]. In service to the local community and the student population, the College strives to comply with applicable board policy [III-A12-3]. The College is one of the most diverse workforce [III-A12-4].

Evidence
Analysis and Evaluation
The fall 2021 Staff Demographics statistics indicate that the College regularly assesses its record in employment equity and diversity, consistent with its mission. The District follows Equal Employment Opportunity in all its hiring procedures, including a commitment that successful candidates demonstrate sensitivity to and ability to work with diverse academic, socioeconomic, cultural, and ethnic backgrounds of students, faculty, and staff. This includes ethnic group identification, national origin, religion, age, gender, sexual orientation, race, color, or physical or mental ability. The District monitors the success of equal opportunity in its recruitment, selection, retention, and promotional policies and procedures. This assures there is no adverse impact against any person or group of individuals due to ethnic group identification, national origins, religion, age, sexual orientation, gender, or race.

The Board of Trustees reviews the demographic composition of the employee workforce. The chancellor’s designated officer collaborates with the research office to provide data that evaluates the District’s employment equity and diversity to ensure representation from a diverse population. The College assesses such information for all College personnel and recruitment as well. According to the latest information, employee demographic statistics for the College show that White employees comprise 35 percent of total workforce; of the non-white employees, 29 percent are Latino (Hispanic, Mexican, Central American, South American), 24 percent Asian (Cambodian, Chinese, Japanese, Korean, Indian, Vietnamese, Filipino, Pacific Islanders), and 6 percent African American.

Standard III. A.13
The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard
The College has a written code of professional ethics [III-A13-1, III-A13-2] for all personnel and imposes discipline for violations. The College strives to create an environment in which ethical and professional behavior is the fundamental touchstones of its culture. SJCC expects employees to work with the highest degree of integrity in all aspects of their work and the District has board policies that address this. [III-A13-3, III-A13-4, III-A13-5, III-A13-6, III-A13-7, III-A13-8, III-A13-9, III-A13-10] When any employee violates professional ethics, the supervisor may implement progressive discipline as specified in their employee group contracts. These processes are covered in contracts negotiated with the respective collective bargaining units: American Federation of Teachers (AFT) 6157 [III-A13-11, III-A13-12] and California School Employees Association (CSEA) Chapter 363 [III-A13-13] for classified personnel.

Evidence
Analysis and Evaluation
The College has a written code of professional ethics for all its personnel and uses progressive discipline process for any violations. In addition to the Code of Ethics, the District has a number of board policies that set expectations of ethical behavior from trustees and employees. The Board of Trustees established the framework for ethical behavior by revising and updating its own written Code of Ethics in January 2012. This Code is published as Board Policy 2715 and articulates the Board’s standards of behavior and ethical conduct expected from all its trustees. BP 2715 sets forth the policy for addressing behavior contrary to the Code of Ethics. All employees sign the Oath of Allegiance at the time of hire.

Standard III. A.14
The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard
The College hosts four professional development days throughout the academic year for all employees [III-A14-1] [III-A14-2] The AFT Collective Bargaining Agreement, CSEA Collective Bargaining Agreement, and MSC Handbook clearly state how employees receive specific professional development to improve their service to students [III-A14-3] [III-A14-4] [III-A14-5]. Additionally, the College developed a professional development plan that highlights, annually, the planning and coordination of professional development activities. The Professional Development Center also serves as the hub for career opportunities and personal and professional growth. The Professional Development Committee strives to meet the needs of the College. One of the ways to assess the professional development day is to send out a survey and review the results [III-A14-6] [III-A14-7].

Evidence

SJECCD Board of Trustees- First Read
Analysis and Evaluation

Professional development opportunities are offered to all classified professionals, faculty, and administrators. The College evaluates the programs and uses the results as the basis for improvement and to develop future topics for professional development.

Located in Learning Resource Center (LRC) Room 114, the Professional Development Center supports faculty and classified professionals in offering the highest quality teaching and learning and serves as the hub for career opportunities and personal and professional growth. The center provides weekly workshops on different topics and advertises these via email and the College website. The center hosts webinars, lectures, one-on-one training, meetings, and other activities. Following each event, participants fill out evaluation forms. The center coordinator and the Professional Development Committee use the data to make decisions about future events.

Additionally, the College offers four professional development days annually for all employees. These days provide training on current procedures, provide updates on new laws, developments, programs, and services available to all students and staff, as well as offer other professional training of interest. The training courses are customized to fit the needs of both faculty and classified professionals. The professional development days are assessed by the professional development committee and the results are discussed. The College continually assesses and improves upon the professional development day activities.

Because the District promotes educational activities for all its employees, articles have been included in each of the employee group agreements regarding professional development.

The American Federation of Teaching (AFT) 6157 Collective Bargaining Agreement outlines the process for faculty to receive salary awards as recognition for professional growth. The Professional Recognition Committee is charged with reviewing applications and recommending approval of sabbatical applications to the chancellor. The committee also verifies completion of planned activities for the award of professional recognition, salary increments, and sabbatical leaves.

The California School Employees Association (CSEA) Bargaining Agreement, outlines the policy for classified employees to receive salary awards for completing professional courses. [Article 20]
The Managers, Supervisors and Confidential (MSC) Employees Handbook discusses salary increases as recognition for professional growth.

**Standard III. A.15**

*The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with the law.*

**Evidence of Meeting the Standard**

Personnel files are kept in the locked file room in the District Human Resources Office. Only HR personnel have the key to the file room. Employees who maintain these records are trained and held to a high standard of confidentiality. These records are maintained in accordance with measures outlined in Article 6 of the AFT Agreement and in accordance with Article 17 of the CSEA agreement [III-A15-1] [III-A15-2] [III-A15-3]

**Evidence**

III-A15-1 Article 6 AFT Agreement  
III-A15-2 Article 17 CSEA Agreement  
III-A15-3 Administrative Procedure 7145

**Analysis and Evaluation**

The College has developed and implemented policies that comply with faculty and classified contracts, board policies for human resources, and the Education Code. These policies ensure that personnel files kept at the District’s Human Resources Office and the College’s Office of Academic Support are secure, confidential, and accessible, in accordance with law.

All personnel records are maintained in a secure and confidential manner. At the time of employment, each new staff member is issued a packet of payroll and personnel information to be completed and returned to the Human Resources Office. Personnel files are kept in the locked file room in the District’s Human Resources Office. Employees who maintain these records are trained and held to a high standard of confidentiality. Employees are given explicit directions regarding the importance of file confidentiality and are instructed about the circumstances in which employees and managers can review the files.

The Office of Academic Support at the College maintains associate faculty personnel records. These records are maintained in accordance with measures outlined in the AFT Collective Bargaining Agreement and in accordance with the CSEA Collective Bargaining Agreement. If employees want to view their personnel files, they may do so in the presence of HR staff. In addition, employees are encouraged to contribute documents to their file related to additional training and similar complementary records. The College strictly abides by the provisions of the bargaining agreements as they relate to employee personnel records.

**Conclusions on Standard III.A**
The College has the appropriate human resources to serve students. There are processes in place to ensure equitable treatment of applicants and employees. Employees receive training to ensure their efforts to support the mission are adequate. The College works with the District office to ensure qualifications are upheld and there are adequate human resources to provide support to students. The College upholds professional ethics for all personnel and all personnel records are secure and confidential.

**Improvement Plan(s)**
The College is in the process of finalizing a classified prioritization process with the Classified Senate. The President and the VP of Administrative Services are collaborating with the Classified Senate to finalize a rubric to make this process more transparent.

**Standard III.B – Physical Resources**

**Standard III.B.1**
*The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.*

**Evidence of Meeting the Standard**
The College and the District work together to provide the safety and sufficiency of physical resources with roles and responsibilities assigned to efficiently meet institutional needs, as outlined in the District’s function map, [IIIB1-1] The District Standards and Campus Guidelines Handbook includes a chapter on Physical Security Standards [IIIB1-2].

The District standardizes spaces to a size that is equitable and functional for the expected use over the life of the building [IIIB1-3]. The District has an adopted space guideline in chapter 7A of the Campus Guidelines Handbook. [IIIB1-4] The District has board policies that provide oversight and direction in new construction. Administrative procedures provide step-by-step sequences to complete the work. [IIIB1-5, IIIB1-6]

Each College building is inventoried and scheduled for preventative maintenance. The District employs staff to maintain certain systems and contracts for the maintenance of systems [IIIB1-7].

Accessibility is addressed primarily through the District’s Americans with Disabilities Act (ADA) transition plan update, which identifies uncorrected issues and addresses change since the initial plan [IIIB1-8]. Accessibility is a primary function of review for the California Division of State Architect (DSA), which is the governing body of oversight for California community college districts and construction projects. The District is required to have an Americans with Disabilities Act Title II transition plan Transition Plan. The District, in collaboration with the College and the Measure X Bond Program, is addressing various areas that have come up from
the self-inspection process. The ADA transition plan is a formal document available to the public outlining District and College compliance with ADA.

To ensure safety, sufficiency, and timely response to facility maintenance needs, the District maintains a facilities work order management database that College staff utilizes to report maintenance issues [IIIIB1-9, IIIIB1-10]. When a request is submitted into the system, the requestor is provided with a work order number, which can be used to follow up with the status of request [IIIIB1-11]. Examples of requests range from removal of bee swarms to concern about lighting fixtures in a building.

At the SJECCD Milpitas Extension facility, designated custodian staff are specifically assigned to maintain safe and sufficient physical upkeep of the building and grounds. In addition, campus police officer is specifically assigned to the Milpitas Extension site through the evening for safety of the students and staff. A campus police officer provides protocol rounds of the building and locks the building in the evening to ensure safety [IIIIB1-12].

The College has a Facilities and Safety Committee [IIIIB1-13]. There is a reporting process online for campus safety concerns; District Police manages, maintains, and tracks reported incidents and crime events. [IIIIB1-14, IIIIB1-15]. Guidance on chemical storage and disposal is outlined in AP 6850 [IIIIB1-16] Further, district police services coordinate Districtwide training in emergency operations and management, standardized incident management system (SIMS), evacuation planning, fire drills, and on campus active shooter training. [IIIIB1-17, IIIIB1-18]

Evidence
IIIIB1-1 SJECCD Delineation of Function Map 2016-2017
IIIIB1-2 SJECCD Administrative Procedure 6520 Security for District Property
IIIIB1-3 SJCC New Construction Map
IIIIB1-4 Chapter 7A District Guidelines Handbook
IIIIB1-5 SJECCD Administrative Procedure 6350 Contracts- Construction
IIIIB1-6 SJECCD Administrative Procedure 6600 Capital Construction
IIIIB1-7 SJECCD Maintenance
IIIIB1-8 SJECCD American with Disabilities Act Transition Plan Update
IIIIB1-9 SJECCD Board Policy 3500 Campus Security
IIIIB1-10 SJECCD Board Policy 3501 Campus Security and Access
IIIIB1-11 Facilities Request Team Dynamics Screenshot
IIIIB1-12 Milpitas Extension Program review
IIIIB1-13 SJCC Facilities Safety Committee Agenda
IIIIB1-14 SJECCD Campus Safety
IIIIB1-15 SJECCD District Police
IIIIB1-16 SJECCD Administrative Procedure 6850 Hazardous Materials
IIIIB1-17 SJECCD Emergency Preparedness
IIIIB1-18 SJECCD Administrative Procedure 3505 Emergency Response Plan

Analysis and Evaluation

SJECCD Board of Trustees- First Read
The College regularly evaluates the safety and security of classrooms, labs, and learning spaces. Internal to the classrooms, the District office manages a public address system via the room telephone to communicate to instructors and students in the event of emergency.

Through multiple measures, the College assesses and validates that its physical resources are safe and sufficient to meet student demand while achieving student learning outcomes. Areas of need are identified through annual planning, prioritized based on campus and District goals and priorities, and funded on the availability of resources. The District has primary responsibility for implementation and oversight for all existing facilities, including new construction, facilities maintenance, and police safety. This effort is managed with close and active participation by the College. The College oversees custodial and grounds maintenance.

The District employs staff to maintain the plumbing systems, heating, ventilation, air, conditioning (HVAC), access controls, door operations, interior carpentry, and painting. The District contracts for the inspection and maintenance services for elevators, fire alarm monitoring, intrusion alarm monitoring, fire extinguishers, fire sprinkler systems, trash removal and hazardous material removal.

Safety concerns can be reported online; these can include traffic, safety attire, unsafe behavior, walkway tripping hazards, and pathway lights. The College has on-going safety training programs for employees at highest risk for industrial accidents.

**Standard III.B.2**
*The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.*

**Evidence of Meeting the Standard**
The College and the District comply with the California Community College Chancellor’s Office process of updating and submitting 5-year facilities plans, yearly instructional equipment plans, scheduled maintenance plans, and special repairs and space inventory updates. The College is committed to upgrading and replacing facilities that are aged and no longer adequately support campus programs and services. A wide array of construction projects demonstrate effective utilization [III.B.2-1] [III.B.2-2] [III.B.2-3]. The College maintains a robust schedule of maintaining physical resources [III.B.2-4].

**Evidence**

- III.B.2-1 New Construction Map
- III.B.2-2 SJCC Facilities Master Plan Building Program
- III.B.2-3 Fusion Management Screenshots
- III.B.2-4 SJCC Construction Projects September 2022

**Analysis and Evaluation**

SJECCD Board of Trustees- First Read
The College supports student learning programs, services, and provides a high-quality learning environment. The College’s and District’s comprehensive facilities planning activities ensure that physical resources are planned and constructed to ensure effective utilization. Comprehensive planning efforts begin at the facilities master planning stage when campus wide master planning outcomes identify broad goals and initiatives. Once a project is launched, the project’s architects, engineers, project managers, and facilities planners meet early and often with College end users to identify programmatic requirements of the project, develop schematic designs, and progress to the construction document phase. This allows the project to be put out to bid so that a contract can be awarded. College end-user participation scales back during the construction phase, but involvement ratchets up toward the end of construction when furniture and equipment are identified and procured.

Passage of three separate bond measures (X-2016, G-2010 and G-2004) awarded the College with nearly $510 million. This provided most of the funding for the capital construction program. These bond measures have the common goal of improving and equipping teaching environments to better serve students’ needs. With funds from Measure X and G bonds, The College is undergoing unprecedented renewal and expansion. The College maintains a robust schedule of construction projects: pre-construction, construction, and future projects.

Staffing levels in the District maintenance and operations and College facilities department continue to be of concern. Routine absences, vacations, and injury can cause significant fluctuations in service for repairs as well as operational service. The District will work with the College to fill vacancies, acquire temporary employees to fill long-term vacancies and absences, and cross-train employees to support and fill vacancies to maintain service levels.

**Standard III.B.3**

*To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.*

**Evidence of Meeting the Standard**

The College and District use multiple ways to plan and evaluate facilities and equipment: facilities master planning, regular updates into the California Community College Chancellor’s Office database [IIIB3-1], and annual updates of the five-year construction plan [IIIB3-2]. The facilities master planning initiatives begin with a review of the College’s Education Master Plan [IIIB3-3] and/or educational strategic plans, to ensure physical resources support the College’s Mission, Vision, and Values [IIIB3-4]. Annual planning and assessment of facilities and equipment are performed at the division and program level through annual and comprehensive program review processes [IIIB3-5]. Effective utilization of space is monitored at the division and campus level by the administrators and College facilities coordinator in the scheduling process with the use of a room booking website. Further, the College uses Facilitron to manage and evaluate non-instructional use of facilities [IIIB3-6]. Facilities manager, Furniture Fixture and Equipment (FF&E) Coordinators, and the district office regularly evaluates the condition of
the facilities [IIB3-7]. In development, there is an office space standard operating procedures (SOP) to address the institutional needs for office space [IIB3-8].

**Evidence**
IIB3-1 Facilities Master Plan
IIB3-2 Five-Year Capital Outlay Plan
IIB3-3 Educational Master Plan
IIB3-4 Mission, Vision, Values
IIB3-5 Office of Academic Support Program Review
IIB3-6 Facilitron
IIB3-7 General Space Assignment Standard Operating Procedures Draft
IIB3-8 Office Assignment Standard Operating Procedures Draft

**Analysis and Evaluation**
The College utilizes established scheduling, evaluation, and assessment methods to determine short- and long-term facility and equipment needs necessary to sustain institutional plans and meet the College’s mission and goals. A key component of this is facilities master planning. The College’s and District’s facilities master planning cycles occurred in 2010-2011 and 2014-2016 and addendums were updated in 2020. The College is developing a Facilities Master Plan for 2023-31 which will align with the 2021-31 Educational Master Plan.

Utilization of space is geared toward serving the greatest number of students as effectively and efficiently as possible. This allows the College to meet student learning outcomes at the course, program, and institutional levels in a cost-effective way. A room booking website minimizes classroom and meeting conflicts. Deans and other managers can more easily find unoccupied rooms, rooms with computers, and rooms with certain capacities for greater efficiency in scheduling.

Through comprehensive program review and annual program reviews, programs can identify program needs related to renovation, upgrades, maintenance, and new and/or expanded equipment and facilities. Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

**Standard III.B.4**

_long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment._

**Evidence of Meeting the Standard**
Board policies and administrative procedures for institutional planning and capital construction outline the process for the College’s long-range capital plans resulting in the development of the Facilities Master Plan (FMP) [IIB4-1] [IIB4-2] [IIB4-3] [IIB4-4]. The projects recommended as part of the 2016 Facilities Master Plan (FMP) [IIB4-5], funded by the Measure X Bond Program for San José City College, include both new construction and renovation [IIB4-6]. A June 2020 update of the Facilities Master Plan (FMP) for the College was the second update and
based on the College’s changing needs. The District has several mechanisms to ensure that total cost of ownership is considered. The District currently calculates the total cost of ownership for facilities at $7.11 per square foot of physical space. The District is required to submit a five-year construction plan annually to the California Community Colleges Chancellor's Office. [IIIB4-7] This plan must be adopted by the Board of Trustees.

Evidence
IIIB4-1 Board Policy 6300
IIIB4-2 Board Policy 6600
IIIB4-3 Administrative Procedure 6600
IIIB4-4 Administrative Procedure 6350
IIIB4-5 Facilities Master Plan
IIIB4-6 Total Cost of Ownership Calculations for Future Projects
IIIB4-7 Five-Year Capital Outlay Plan

Analysis and Evaluation
The College’s planning processes integrates with the District’s planning process. The District’s annual adopted budget plan and strategic capital planning processes lay the foundation for an integrated planning and budgeting process driven by the College’s Educational Master Plan (EMP). The Educational Master Plan serves as the basis for development of the College’s next Facility Master Plan (FMP), which will address long-term building and infrastructure needs of the College.

The 2030 Facilities Master Plan (FMP) represents the culmination of several months of work, including a complete physical analysis of the condition of existing facilities, plus an iterative consultation process with College constituency groups. It reflects work accomplished and prioritizes remaining projects to be funded by a future local general obligation bond.

As the capital construction program provides opportunities to construct campuses with facilities that meet the needs of the College, it is imperative that the cost of operating and maintaining those facilities (the total cost of ownership) be considered. Total Cost of Ownership (TCO) is analyzed by the College and District to assess long-term fiscal implications in the maintenance and support of facilities development, as well as purchases of major technology and instructional equipment, and durable goods such as vehicles.

Total Cost of Ownership also takes into consideration facilities design standards that ensure new and renovated facilities are designed and constructed in accordance with District operational criteria. For example, energy efficiency is of paramount importance, especially considering escalating energy costs. For new buildings in particular, energy efficiency is a high priority design criterion. The College has achieved Leadership in Energy and Environmental Design (LEED) Silver Certification.
The District developed its 2023-27 Five-Year Construction Plan based on an in-depth analysis of cumulative capacities and load ratios appropriate to a community college environment.

Conclusions on Standard III.B
The College works hard to maintain safe and secure physical resources to support the College’s mission. In collaboration with the District office, the College ensures that physical resources are constructed safely and in a healthy environment. The College plans physical resources in a way that supports its mission. Long-range capital supports College goals and reflects projections of total cost of ownership of new facilities and equipment.

Improvement Plan
The College will work to fill vacancies, acquire temporary employees to fill long-term vacancies and absences, and cross-train employees to support and fill vacancies to maintain service levels. With the new environment brought on by changes in enrollment patterns and the COVID-19 pandemic, the College will begin to review and revise its Facilities Master Plan concurrent with the District undertaking of the same task during the 2022-2023.

Standard III.C – Technology Resources

Standard III.C.1

*Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services.*

Evidence of Meeting the Standard

The District’s Technology Master Plans [III.C1-1] provide overarching guidance for enterprise services and support initiatives across both college campuses as well as at the District office. The College’s Technology Master Plan focuses on localized technology needs and initiatives [III.C1-2]; students can register, drop, and pay for classes, view grades; request transcripts; complete an educational plan; apply for financial aid; and obtain tax documents [III.C1-3]. The Distance Education Committee (DEC) [III.C1-4] supports academic programs and teaching and learning by developing policies and promoting practices that contribute to the quality and growth of distance education at the College. The Campus Technology Committee [III.C1-5] reports to the College Advisory Council (CAC) and is charged with reviewing, evaluating, and recommending strategies, plans, policies, procedures, and standards for instructional and administrative technology to the District’s Technology Committee and the college’s Finance Committee. Further, the College uses a facilities management tool, facilitron, that plans classroom space and meeting space [III.C1-6].

List of Evidence

III.C1-1 SJECCD District Technology Master Plan 2017-2024
Analysis and Evaluation

Technology services and professional support are provided to students, faculty, classified professionals, and administrators by the District Information Technology Services and Support (ITSS) staff, the Helpdesk staff, and the College Technology Support and Services (CTSS) staff.

The College Technology Master Plan works in conjunction with the District plan and other technology assessments so that projects, services, resources, and support are efficiently aligned and communicated. Both the District and College Technology Master Plans include shared areas of strategic themes that include: Student Experience, Security, Standardization, Support, and Self-Service.

District ITSS administers and provides support to core enterprise applications and infrastructure needed to operate the different sites (SJCC, EVC, District Office, SJECCD Milpitas Extension). The following core applications, hardware and software technologies are provided in support of operational functions, academic programs, teaching and learning, and support services throughout the District:

- Ellucian Colleague ERP (Student, Human Resources, Finance, Core), Colleague Self-Service (Student Planning), Colleague Reporting and Operational Analytics (CROA)
- SharePoint Platform (District websites and intranet)
- Single Sign on Portal
- Centralized Help Desk System
- Learning Management System (Canvas)
- Library Platform (Ex-Libris)
- Office 365 and Microsoft Exchange (for email)
- OpenCCCApply (student applications, and Promise waiver)
- Wide Area Networks, Local Area Networks, Wireless Networks, Virtual Private Network (VPN), Firewalls
- Sophos and MS Defender Anti-Virus software
- File storage, Backup, VMWare, and Host Servers
- Emergency communications platform (Rave and several applications used for Safety and Security)
- CCTV Cameras District wide

CTSS is responsible for ensuring that college users can utilize District provided technologies and resources.
Campus Technology Support and Services

The Campus Technology Support and Services (CTSS) provides support to students, classified professionals, administrators, and faculty at the College, providing Tier 1 and Tier 2 services to support instructional and work environments functional.

CTSS supports students, staff, and faculty by:

- Maintaining technology in the classrooms throughout the College
- Supporting labs and student computers throughout the College
- Procuring, installing, and supporting mobile computing equipment
- Remote technical support
- Assisting with equipment purchase/repairs
- Enabling and supporting instructors
- Installing approved software
- Assisting with audio visual equipment for special events
- Assisting with software and technology compatibility upgrades
- Assisting with all technology related help desk requests

The College uses a cloud-based facilities management system that provides data resources for planning classroom space allocation and usage called Facilitron. Many online self-services are provided for both students and employees via the District’s online self-service portal. Via this portal, students can register, drop, and pay for classes, view grades; request transcripts; complete an educational plan; apply for financial aid; and obtain tax documents.

The Distance Education Committee (DEC) supports student success by making recommendations to the Academic Senate, the College Advisory Council, and to the college president regarding:

- Curriculum and instruction, evaluation and assessment, course design, accessibility, technology, infrastructure, and academic support services that affect all modes of distance education course delivery
- Accreditation compliance
- Ongoing faculty development and training in the areas of pedagogy and online technology
- Online student support and training

The Campus Technology Committee (CTC) provides input into budgetary decisions by establishing priorities and by reviewing and recommending standards for implementation, maintenance, and upgrading of technologies that affect instruction and general infrastructure.
Standard III.C.2

_The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services._

Evidence of Meeting the Standard

The District’s Technology Master Plans [IIIIC2-1] provide overarching guidance for enterprise services and support initiatives across both college campuses as well as at the District office. The program review [IIIC2-2] provides an opportunity for the campus community to actively participate in the resource allocation process, including resources such as technological infrastructure. The Wasp AssetCloud [IIIC2-3] system is a data resource to allow planning for equipment updates. Several surveys are used to collect data on technological needs: such as the Infrastructure and Security Surveys, Institutional Technology, and Institutional Effectiveness (ITIE), and ITSS Helpdesk [IIIIC2-4, IIIIC2-5, IIIIC2-6].

Evidence

IIIC2-1 SJECCD District Technology Master Plan 2017-2024
IIIC2-2 SJCC Office of Academic Support Program Review
IIIC2-3 Wasp AssetCloud
IIIC2-4 SJECCD Infrastructure and Security Surveys
IIIC2-5 SJECCD Institutional Technology and Institutional Effectiveness (ITIE)
IIIC2-6 SJECCD ITSS Helpdesk

Analysis and Evaluation

The College, through its Program Review and Strategic Planning processes, ensures that its technical infrastructure is current, sustainable, and secure, and that those needs are prioritized considering the continuous evaluation of programs and services, including distance education. The College gathers information about technology needs to support students, administrators, faculty, and classified professionals via the Program Review process. Tied directly into the College’s Strategic Plan and Integrated Planning and Resource Allocation, the Program Review process is performed regularly and allows for the consistent monitoring and planning of campus technology needs and support for academic programs, teaching and learning needs, and student support services. Once needs are identified and requested via Program Review, the College Finance Committee requests funds from the College.

Technology inventory is managed at the college level using a cloud-based asset management system. The Wasp AssetCloud system is a data resource to allow planning for equipment updates for students, faculty, and staff. Technology replacement uses standard equipment specifications, and the cycle depends on the type of device being assessed or when equipment fails and needs to be replaced:

- Laptops 3-4 years
- Desktops 4-5 years
• Projectors 7-8 years
• Monitors 4-5 years

The District and College collect information from students, faculty, and classified professionals periodically from surveys to gauge technological needs. Using this information along with program reviews and other data points, the College and District ensures that such needs are addressed in a prioritized manner.

There are plans to expand the help desk software (TDX) to record every asset that is repaired/replaced and keep the inventory updated. Items such as warranty, purchase order information and parts used in the repair of the equipment should be used to determine the total cost of ownership of the technology assets.

**Standard III.C.3**

*The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.*

**Evidence of Meeting the Standard**

The District has standardized on Microsoft 365 Defender for anti-virus, advanced cyber threat monitoring and mitigation for all locations and devices. RAVE emergency notification is activated by Police Services and sends email and text messages to students and employees.

In addition, there are additional tools to make it safe and reliable for employees and students to utilize technology resources. One of the main tools is the single sign on [IIIC3-1] to manage access to different resources, such as Microsoft 365, Zoom Portal, Canvas, and others [IIIC3-2, IIIC3-3, IIIC3-4]. Additionally, the district office uses Veeam [IIIC3-5] software to for data back up and Microsoft 365 defender [IIIC3-6].

**Evidence**

- IIIC3-1 SJECCD Single Sign on Portal
- IIIC3-2 Microsoft 365
- IIIC3-3 Zoom Portal
- IIIC3-4 Canvas
- IIIC3-5 Veeam Software
- IIIC3-6 Microsoft 365 Defender

**Analysis and Evaluation**

With the increased threat of cyber-attacks, there is a greater need to secure applications, network and data and move towards a more cloud-based infrastructure. This led to the creation of an Incident Response Team and an incident response plan. In summer 2022, the College launched its new website and hosted it in the cloud. To increase uptime and enhance security for the College’s ERP, the District migrated its Colleague ERP system to the Ellucian cloud. The District is looking into contracting with a cyber-security scanning service to protect
against cyber and ransomware threats.

The College, through its Campus Technology Support and Services (CTSS) staff, District ITSS and Administrative Services staff, ensures that technology resources are implemented and maintained with reliability, safety, and security at all locations.

- Technology resources at the College are used throughout the district at all locations to support courses, programs, and services. ITSS and CTSS collectively work to implement and maintain reliable access, safety, and security for the use of academic and enterprise systems.
- ITSS and CTSS use a cloud-based end-point management system from Microsoft (Intune) to ensure access, security, software management and account management to all users.
- Wireless access points are secured with different levels of access for students, administrators, faculty, classified professionals, and guests.
- VPN (Virtual Private Network) software is used for remote access into college network resources for authorized users only. Access is granted through management and/or supervisor approval processes.
- The District ITSS uses a centralized SSO (single sign on) portal to manage access to different resources on the network and cloud.
- Lab and shared computing resources reside on a separate network from that of the internal employee network to ensure extra layers of security.
- Mimecast Email Security software is deployed District wide to mitigate cybersecurity threats.
- Software security updates are reviewed and managed by District and College IT staff and pushed to devices on a routine basis.
- Cloud-based productivity software and online file storage through MS 365 licenses ensure accessibility and resiliency to all employees and students.
- Videoconferencing services via Zoom are provided via the portal to all employees. This ensures flexibility for virtual meetings, training, instruction, and distance education.
- Canvas is an online cloud-based learning management system (LMS) that is used throughout the College to manage and deliver course instruction and teaching materials. This ensures a common centralized platform instructional use that provides security and availability.
- The District uses Veeam software to backup data for all locations. Off-site tape back up solution contracted through Iron Mountain is utilized for longer retention type data and for disaster recovery purposes.
- The District has standardized on Microsoft 365 Defender for anti-virus and advanced cyber threat monitoring and mitigation for all locations and devices.

The primary District wide systems for safety include the RAVE emergency notification, classroom speakerphones, emergency blue phones, security cameras, and police dispatch. RAVE is activated by police services and sends email and text messages to students and employees. Authorized managers activate classroom speakerphones and send voice announcements to classrooms. Emergency blue phones are located outside buildings and in parking lots for emergency calls to Police Services. Security cameras are used to deter
criminal activity, monitor for safety, and capture video for evidence

**Standard III.C.4**

*The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.*

**Evidence of Meeting the Standard**

The College has robust professional development workshops that include technology [IIIIC4-1, IIIIC4-2, IIIIC4-3]. The Help Desk portal is the main location where all support requests are recorded and managed [IIIIC4-4]. The District has a Chatbot to assist with frequently asked questions [IIIIC4-5]. The district also uses videos to provide independent training [IIIIC4-6]. There is a self service knowledgebase for students to address student concerns [IIIIC4-7]. Additionally, students are directed to the Learning Resource Center if they need any additional support for common computer applications, such as Canvas, Self-Service, Microsoft Excel or Word [IIIIC4-8].

**Evidence**

- IIIIC4-1 SJCC Professional Development Day Agenda
- IIIIC4-2 SJCC Distance Education Fall 2021 Workshop series
- IIIIC4-3 SJCC Distance Education Spring 2022 Workshop series
- IIIIC4-4 SJECCD ITSS Help Desk
- IIIIC4-5 SJECCD Chatbot
- IIIIC4-6 SJECCD Additional Support
- IIIIC4-7 SJECCD Self-Service for Students
- IIIIC4-8 SJCC Learning Resource Center Computer Technology Support

**Analysis and Evaluation**

The College has a very active Professional Development Center which consistently and continuously informs faculty about technology training on-campus as well as off-campus. The Professional Development Committee (PDC) plans the activities for mandated Professional Development Days (PDD). Following the PDD, the PDC always sends out a survey to gather feedback from event attendees. The survey results are used to gauge the effectiveness of the PD Day activities and to help guide the direction of future PDD [Professional Development Agendas].

The District also provides technology training through in-service training sessions, and some vendors offer online training for specific services. As the District help desk is not available 24x7, the District has a Chatbot to assist with commonly asked questions. With the changing learning environment, there is more demand for videos as a training tool rather than written documentation. The District utilizes Camtasia and Canvas Studio to create instructional videos for faculty and students. An example: the roll out of the Colleague Self Service module included closed-captioned videos that provided an additional mode of learning and
education. The District continues to facilitate trainer-led training for counselors and faculty to ensure successful adoption of the new system. Several training topics such as password security are already part of the new employee orientation, but more efforts are needed district wide to make employees aware of information, email, and data security.

The Distance Education Coordinator routinely provides workshops throughout each semester for all faculty and staff regarding the use of Canvas, Zoom, Canvas tools, and techniques on Section 508 compliance within Canvas, MS Word, MS PowerPoint, and Adobe PDF's.

The College provides staff and students with appropriate and effective information technology training, which is prioritized through the Program Review process and the Distance Education Committee.

- The ITSS Help Desk manages a centralized web portal where information, instructional documents and knowledge base are stored to assist students, faculty, and staff with technology training resources.
- District IT has incorporated the LinkedIn Learning platform within its web portal which offers several technology trainings.
- The District recently integrated via single sign on, the California Community Colleges Chancellor’s Office Vision Resource Center to provide easy access to training for all employees.
- District ITSS staff provide instruction in the use of District wide technologies through a variety of venues including the Professional Development Days (PDD), on-site workshops (by request), and email newsletters and communications.
- College CTSS staff provide instruction and training for classroom technology and conference rooms and meeting rooms across campus. CTSS helps ITSS staff relay and communicate District wide technology information as needed.
- College Learning Resource Center provides support to students for commonly used computer applications, such as Canvas, Zoom, Microsoft Suite tools

**Standard III.C.5**

*The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.*

**Evidence of Meeting the Standard**

Various board policies address the use of technology in teaching and learning processes. These include Board Policy 3720 and Administrative Procedure 3720 [IIIIC5-1, IIIIC5-2]. Computer and Network Use Policy and Procedure was reviewed in 2020. Administrative Procedure 3725 [IIIIC5-3] emphasizes the importance of Compliance to Section 508 accessibility standards. AP 6550 focuses on cell phone usage [IIIIC5-4]. An Equipment Lending Policy and Agreement is provided for review and signature before lending out technology equipment [IIIIC5-5]. A standard operating procedure is in development with respect to standard computer assignments to establish consistent allocation [IIIIC5-6].

**Evidence**
Analysis and Evaluation

The Campus Technology Committee routinely reviews policies and procedures and makes recommendations for change as needed to ensure that the needs of the students, administrators, faculty, and classified professionals are met. Security is an institutional responsibility and the Human Resources Office presents the Acceptable Use Policy to new employees during their on-boarding. The College and District, through their technology support and services departments and the campus committee structure, assure that the technical infrastructure is robust and secure based on continual evaluation of programs and services, including Distance Education. The Computer and Network Use Policy and Procedure (BP/AP 3720) was reviewed in 2020. The policy and procedure outline the rules and responsibilities that apply to all students, faculty, classified professionals, administrators, contractors, and anyone who uses District’s network, computers, LMS, and other technology resources. The District also has this policy displayed when users initially login to their computers.

The College has other policies and procedures to guide the procurement and use of technology for traditional classrooms, on-campus classes, distance education (DE) classes, authentication, Americans with Disabilities Act (ADA) compliance, online training sessions, Professional Development Center trainings, and specialized training from the District or from vendors. AP 3725 was created in 2021 to emphasize the importance of Compliance to Section 508 accessibility standards.

The College has a technology loaner program where students can borrow a laptop with demonstrated needs assessment (Equipment Lending Policy and Agreement) AP 6550 details the use of wireless and cell phone usage and applies to individuals that qualify for the phone stipend for conducting District business. The College is developing the standards related to employee being issued standardized equipment to ensure the campus technology team can fully support employees’ needs.

Conclusions on Standard III.C: Technology Resources
The District is strategically investing in digital transformation and technology modernization to ensure it effectively delivers instruction and services with the best use of resources, including technology.

To determine infrastructure needs, the District has completed assessments in the areas of compute, store, and network. Additionally, during the pandemic, the institution facilitated
laptops, jetpacks, monitors, hardware, and software needed for remote work in support of teaching and learning and support services. The institution provides the appropriate technological resources at all locations where instruction and services are offered, ensuring employees and students operate within a safe and reliable network environment. To maximize use of technology, the District offers professional development, frequent updates, and instructions delivered in different manners, including on websites.

The District recently completed overall assessments to identify critical needs to lay the foundation for the ongoing support of five key areas: cloud strategy, cybersecurity, business intelligence and data analytics, distance education, and stakeholder enablement. The assessment was completed by interviewing multiple stakeholders and focused on a holistic analysis of the current IT operation, from the standpoint of technology, but also incorporating relevant aspects of people and process. This resulted in an action plan to address these areas, define gaps, and identify risks, for the District to prioritize these areas to continue to support the entire institution.

As part of the discovery and assessment, the District followed frameworks and recommended approaches offered by Gartner (leaders in Technology Research) who provided guidance in areas of strategic visioning, culture shift tactics, project governance, and best practices used across higher education. District leadership organized and conducted a retreat with technology staff titled: Hindsight, Insight, and Foresight: Innovation & IT at SJECCD.

The District has also focused on minimizing the impact of cyber-crime and conducted vulnerability assessment on the network for cybersecurity purposes. This has involved using technology and different techniques "deep crawling" to get to the most comprehensive attack surface to perform Dynamic Application Security Testing (DAST) and Fuzzing of Web Application through the services of Risk Sense and CSW. End-users have also been educated through emails, web links, posters, during cybersecurity awareness month.

To determine core infrastructure needs in the three data center locations, the District reviewed and inventoried network, servers, storage, backups, and compiled systems diagrams. By the end of 2022, the District expects to replace hardware in the datacenters, moving the District into a Hybrid Cloud implementation. The infrastructure assessment took a deep dive into the current on-premises data center environment and evaluated its performance, availability, and scalability. The District is confident that the organization has all the resources and technology environment necessary to support the success of employees and students.

**Improvement Plan(s)**

While District ITSS and College CTSS strive to provide excellent technology services and support to their constituents, there are some areas for improvement. There are often projects that compete for both personnel and funding resources. A formal method of requesting projects and prioritizing them is needed. District ITSS is working on a “project management office” approach to facilitate the intake and prioritization of project requests. As technology changes happen often, there is also a need to review and update technology plans on a regular cycle.
Additionally, there exist opportunities to regularly provide training in new technologies. An enhanced professional development plan for both the technology staff and the larger campus community is required.

To provide a more secure and stable technology environment, the District has completed major efforts in moving critical systems such as the ERP and College website to the cloud but discussions are needed surrounding a cloud-centric approach to move more applications to the cloud. Other cybersecurity efforts such as proactively monitoring the network to detect and prevent cyber threats are identified as an area of improvement.

As the technology environment evolves in terms of cloud architecture, cyber security efforts, and more distance learning initiatives, opportunities exist to rethink and evaluate the organizational structure, skills, and abilities of the IT teams.

Standard III.D- Fiscal Resources

Standard III.D.1
Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard
The District’s fiscal management and financial procedures are outlined in board policies: BP 6200, BP 6250, BP 6300, and BP 6320. These Board policies, and their corresponding administrative procedures, address such topics as budget preparation, budget management, fiscal management, and investments. Since 2018, the District has provided opportunities to develop and adopt a District wide Resource Allocation Model. Constituencies had been working on the details of the allocation model plan. To date, a Resource Allocation Model has yet to be adopted.

The College develops its annual budget using the Institutional Resource Allocation Process (IRAP). The IRAP incorporates program review, budget request, and prioritization of those requests into an integrated process that supports all institutional planning. The IRAP process aligns with District policies and procedures regarding budget preparation, budget management, and fiscal management. A Budget Justification Request Form is included in program review so that programs can request resources. The College then follows the IRAP process for content and timelines and a final prioritization report is submitted to the College Advisory Council. Once approved by CAC, the report goes to the college president for final review and approval. The approved College budget is then submitted to the District for review and incorporation into the District’s tentative budget for review and approval. The
Institutional Resource Allocation process is reviewed annually by the Finance Committee for potential improvement [IIID1-13]

Evidence

IIID1-1 SJECCD Board Policy 6200 Budget Preparation
IIID1-2 SJECCD Board Policy 6250 Budget Management
IIID1-3 SJECCD Board Policy 6300 Fiscal Management
IIID1-4 SJECCD Board Policy 6320 Investments
IIID1-5 SJECCD Administrative Procedure 6200 Budget Preparation
IIID1-6 SJECCD Administrative Procedure 6250 Budget Management
IIID1-7 SJECCD Administrative Procedure 6300 Fiscal Management
IIID1-8 SJECCD Administrative Procedure 6320 Investments
IIID1-9 RAM minutes (District Budget committee)
IIID1-10 SJCC Institutional Resource Allocation Process
IIID1-11 SJCC Program Review Template
IIID1-12 SJCC Institutional Resource Allocation Process Timeline
IIID1-13 SJCC College Advisory Council approval of budget

Analysis and Evaluation

The College has adopted an Institutional Resource Allocation Process (IRAP). Financial management is transparent and follows accepted accounting and internal control practices. The College’s and the District’s resources are sufficient to support and improve student learning programs and student services and to improve institutional effectiveness.

Each June, the District presents a tentative budget for the fiscal year for the unrestricted general fund, which includes available resources. The adopted budget is presented to the Board of Trustees in September, as required by law. The unrestricted general fund supports the core operations of the College, which includes instruction, facilities, student services, and administration.

The District and the College are responsible for the stewardship of all available resources. The safeguarding of assets is maintained by sustaining effective internal controls and providing detailed budget reports to the Board of Trustees and the College community for review. Through the IRAP process, the College manages and allocates resources in a transparent and consistent manner for the enhancement of programs directly aligned to the College’s strategic goals and initiatives.

Standard III.D.2

The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.
Evidence of Meeting the Standard

The District’s and the College’s mission and goals are the foundation for financial planning; financial planning is integrated with and supports all institutional planning (Mission and Values). All financial planning at the College begins and ends with the alignment of the College’s Mission and goals. The Strategic Plan aligns with the Educational Master Plan (EMP). Facilities Master Plan (FMP), and Technology Master Plan (TMP) are aligned to the Educational Master Plan, all of which are used for setting short- and long-range institutional goals [IIID2-1] [IIID2-2] [IIID2-3] [IIID2-4]. The institutional planning process is integrated into the Strategic Plan and incorporated into an annual program review and provides the basis for fiscal decision-making.

The College develops the annual budget using the Institutional Resource Allocation Process (IRAP), which incorporates program review, budget request, and prioritization of those requests into an integrated process that supports all institutional planning [IIID2-5]. The IRAP process aligns with District policies and procedures regarding budget preparation, budget management, and fiscal management [IIID2-6]. A Budget Justification Request Form is included in Program Review so that programs can request resources [IIID2-7]. The College then follows the IRAP process for content and timelines and a final prioritization report is submitted to College Advisory Council [IIID2-8]. Once approved by CAC, the report goes to the college president for final review and approval. The approved College budget is then submitted to the District office for review and incorporation into the District’s tentative budget for review and approval.

The Finance Committee Co-Chair communicates with academic senate and CAC [IIID2-9] regarding the IRAP. Further, the College Director of Fiscal Services works with budget managers to implement and regularly inform about the IRAP [IIID2-10].

Evidence

- IIID2-1 Educational Master Plan
- IIID2-2 Facilities Master Plan
- IIID2-3 Technology Master Plan
- IIID2-4 Strategic Plan
- IIID2-5 Institutional Resource Allocation Process
- IIID2-6 BP 6300 Fiscal Management
- IIID2-7 Budget Justification in Program Review
- IIID2-8 CAC Minutes in approving the budget
- IIID2-9 Academic Senate Minutes in approving the budget
- IIID2-10 Budget Development email

Analysis and Evaluation

The entire annual budgeting process is integrated with the College’s IRAP and program review calendar and the District’s budget cycle. The process is transparent through the budget planning cycle and through the participatory governance approval flow.
Financial Planning is based on the College’s mission, the College’s Educational Master Plan (EMP) and the College’s Strategic Plan. All the plans are part of an established integrated planning process that involves administrators, faculty, classified professionals, students, and Board of Trustees.

Program review is the principal driver of financial planning. The focus of program review and the IRAP is on institutional change, analysis, and ensuring that resources are allocated to meet strategic goals and objectives delineated in the Strategic Plan. Both processes are developed to anticipate changes in the community, growth of the College as a whole, changes in programs and services, and institutional strategic goals and opportunities for input from all College constituencies.

Program review analyzes the College’s instructional, instructional support, student services, and administrative services areas to identify strengths, weaknesses, and areas of improvement. The Budget Justification Request form aligns with goals included in the program review process.

Through the IRAP process, the College establishes priorities among competing needs to inform future resource allocation. Budget requests are reviewed and approved by area budget officers and vice presidents. These requests are forwarded to the Finance Committee for review and ranking using approval metrics that align with College and presidential priorities. The College ensures that all information about fiscal planning and its alignment with institutional planning is disseminated throughout the College. The final prioritization report is submitted to the College Advisory Council for recommendation. Once recommended by the CAC the report is submitted to the college president for final review and approval. The approved budget is submitted to the District for review and incorporation into the District’s tentative budget, which goes to the District Budget Committee for review and approval. The tentative budget then goes to the Board of Trustees for approval in June and the final budget is adopted in September at a Board of Trustees meeting.

**Standard III.D.3**

*The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.*

**Evidence of Meeting the Standard**

The College uses the Institutional Resource Allocation Process (IRAP) [IIIID3-1], which defines guidelines and processes for financial planning and budget development. The IRAP commences with the Program Review and financial requests are reviewed by the Finance Committee using an approved rubric. The Finance Committee then presents the financial requests to the College Advisory Council. The College Advisory Council provides recommendations to the president on matters related to institutional wide budget and resource allocation [IIIID3-2]. The combination of the Program Review and Financial Committees and the regular CAC meetings provide opportunities for college-wide participation in the development of institutional plans and
budgets. The IRAP was approved by the Academic Senate, Classified Senate, College Advisory Council and Associated Student Government. [IIIID-3]

Evidence
IIID3-1 Institutional Resource Allocation Process
IIID3-2 CAC minutes approval of budget
IIID3-3 AS approval of IRAP

Analysis and Evaluation
The budget development process is consistent with the integrated planning process of IRAP, and the tentative and final budgets are available to all constituencies. All groups have the opportunity for active participation and feedback into budget development and financial planning.

The College’s integrated planning process is a participatory governance process. This process integrates request for financial resources with the College’s Educational Master Plans, Strategic Plan, and the Mission. It clearly defines and follows guidelines and processes for financial planning and budget development.

In addition, the College Advisory Council (CAC) is an established shared governance committee that provides recommendations to the president on matters relating to institution wide budget and resource allocation. The CAC follows the College’s Participatory Governance Handbook that clearly establishes the charge, role, and contribution to the participatory government process. The membership appointments come from all College constituencies, including faculty, classified professional, students, and administration. CAC reviews the planning and budget assumptions and revenue and expenditure projections developed by the Finance Committee and business and administrative services area.

Recommendations from the IRAP and CAC provide essential information which is incorporated into the annual budget development process.

Standard III.D.4
Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard
The tentative budget, final adopted budget, and periodic updates [IIID4-1] are developed based on the most recent budgetary and economic information from the California Community Colleges Chancellor’s Office, the California Department of Finance, and Santa Clara County Tax Assessor’s Office.
The District’s fiscal services department, in collaboration with the College’s vice president of administrative services, regularly monitors all revenue, expense, and fund balances via reports. [IIID4-2]

The offices of academic support and administrative services established a process to monitor part-time contracts and the load allocation budget [IIID4-3]. The fund balance projections are shared with the College executive team and the college president and the vice chancellor of administrative services [IIID4-4].

The College has developed partnerships to increase revenues through facility rentals. An examples of these partnerships include University of San Francisco’s South Bay School of Education with whom the College has partnered in a long-term rental agreement for USF to hold classes for the South Bay Program on the College campus. There are other long-term agreements in place for facility rental including Bellarmine College Preparatory renting the College’s athletic stadium for Football games. [IIID4-5] [IIID4-6]

The Office of Academic Affairs and Administrative Services collectively review Memorandum of Understandings (MOUs) and/or agreements for instructional services. Administrative services review each MOU quarterly. An example of an MOU for instructional services where College classes are held is an agreement with Elmwood Correctional Institution [IIID4-7].

Evidence
IIID4-1 Quarterly financial updates at Board of Trustees
IIID4-2 District Budget Meetings Minutes
IIID4-3 Enrollment Detail Report
IIID4-4 2022-2023 Adopted Budget Report
IIID4-5 Use of Facilities Agreement-USF
IIID4-6 Use of Facilities Agreement-Bellarmine College Preparatory
IIID4-7 Elmwood Correctional Institution MOU

Analysis and Evaluation
The College uses an integrated planning process that reflects a realistic assessment of its financial resources, development of financial resources and expenditure requirements. Information about the District and College funding is presented in a variety of reports to multiple Districts and College organizations

Standard III.D.5
To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

SJECCD Board of Trustees- First Read
Both the District and the College have an internal control structure which includes appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. Additionally, the District regularly evaluates its financial management practices and uses the results to improve the internal control systems. Board Policy (BP) 6300 Financial Management requires that the District Chancellor establishes procedures to ensure that the fiscal management is in accordance with the principles contained in Title 5, Section 58311, and that adequate internal control exists and that fiscal objectives, procedures, and constraints are communicated to the College community and Board of Trustees [IIID5-1]. Responsibility and accountability for fiscal management are clearly delineated, and the financial records of the District and College are maintained pursuant to the California Community Colleges Budget and Accounting Manual (BAM). Quarterly financial statements are provided to the Board of Trustees [IIID5-2].

To disseminate dependable and timely information for sound financial decision making, all budget officers have online access to the College’s financial management system called Self-Services. Budget officers can view their annual budgets and actual year-to-date spending. The fiscal services staff meets with budget officers quarterly to review their expenditures and to assist in answering questions to help with their understanding of their budgets and the budget process.

There is a formal evaluation of the College’s financial management through the annual audit conducted by an independent certified public accounting firm [IIID5-3]. The examination of financial records, statements, and audits for compliance is in accordance with generally accepted auditing standards and current Governmental Accounting Standards Board (GASB) requirements as specified in Statements on Auditing Standards published by the American institute of Certified Public Accountants (AICPA); Office of the Management and Budget (OMB) Circular A-128 and A-133; Government Auditing Standards (GAS) issued by the Comptroller General of the United States; Standards for Audit of Governmental Organizations Programs, Activities, and Functions; and the standards specified in the California Community Colleges Contracted District Audit Manual (CDAM). The audit report includes the opinion of the independent certified public accountant on the financial statements, as well as comments and recommendations about the internal control systems and compliance with state and federal mandates. The annual audit presented to the Board of Trustees substantiates those processes and practices are thorough and comprehensive.

At the beginning of each year, the Finance Committee reviews its charge and sets goals for the year. The goals are aligned to the Strategic Plan goals and objectives. At the end of each year, the Finance committee reviews the committee years’ work and evaluates whether it has achieved the committee goals, with recommendations for improvement. The Finance Committee reports both steps to the College Advisory Council. The development of the baseline budget came from the evaluation of the Finance Committee in 2021 [IIID5-4].
The District and College regularly evaluates its fiscal management practices and uses the results to improve internal controls systems, in accordance with Board Policy 6300. Financial records are maintained pursuant to the California Community Colleges Budget and Accounting Manual [IIID5-5] and quarterly financial statements are provided to the Board of Trustees.

As per the Institutional Resource Allocation Process, the Finance Committee reviews the process and makes recommendations for changes and improvement. This is evidenced by the development of the IRAP and the progressive improvements made to the IRAP. [IIID5-6]

The college director of fiscal services regularly meets with budget officers and program directors to review and analyze budgets and financial transactions. These meetings provide an opportunity to discuss issues, confirm/verify campus procedures and practices and correct any discrepancies.

One of the challenges the College is experiencing is the time lag between the budget request to the District and receiving the actual budget allocation. This has been presented to the District and for the upcoming IRAP cycle the College will receive its allocation in October/November. The College will then share with all constituent groups when reviewing how much funding is truly available for discretionary allocation.

Evidence
IIID5-1 Board Policy 6300
IIID5-2 2021-2022 Quarterly Budget Report
IIID5-3 2021 Audit Report
IIID5-4 Finance Committee CAC Report
IIID5-5 Board Policy 6100
IIID5-6 Finance Committee Rubric

Analysis and Evaluation
Both the College and the District have internal control structures in place to effectively manage and monitor. Dependable and timely information is disseminated regularly to the Board of Trustees and campus constituents to assist in sound financial decision-making. The Board of Trustee’s Audit and Budget Oversight Committee and the District’s auditors serve as independent observers of the District’s fiscal process.

Fiscal administrators control and direct the classification of all college expenditures. Additionally, fiscal administrators monitor all purchases and contracts for compliance with funding requirements and state and federal laws governing the use of public funds. Managers can access their budgets and expenditures at any time for review and regular budget meetings are scheduled with the business services office to support their understanding and timely expenditure plans.
Past fiscal management practices demonstrate a consistent pattern of prudent fiscal management and appropriate accounting processes using Generally Accepted Accounting Principles (GAAP). There is a formal evaluation of the College’s fiscal management through the annual audit conducted by an independent certified public accounting firm. Audits are the formal means of evaluation, but internal evaluations are done continuously by the independent auditing firm to improve financial controls and fiscal stewardship.

**Standard III.D.6.**

*Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.*

**Evidence of Meeting the Standard**

Both the College’s and the District’s budgets are developed using assumptions that evolve from financial and institutional planning processes based on supporting student learning. This is a collective process of the College’s participatory governance process by which resources are allocated and accurately and transparently communicated. These assumptions are included in the budget document [IIID6-1]. The annual independent audit validates that the College’s and the District’s internal accounting practices follow applicable practices [IIID6-2] [IIID6-3].

College budgets are compiled from each program’s review of resource requirements through the College deans and administrators. The Office of Administrative Services works with deans and administrators to adjust budget requests with funding parameters [IIID6-4]. Resources are appropriately allocated to support student learning programs and services, as discussed in the CAC meetings and in alignment with the College’s mission and strategic plans.

Budget and expenditure reports are distributed to the Board of Trustees, the District, and College community on a regular basis. Budget reports are also presented to the Board and campus community quarterly [IIID6-5, IIID6-6]. The Board of Trustees reviews and approves the District’s tentative budget in June and adopts the final budget in September.

The Milpitas Extension funding source follows the institutional resources allocation process (IRAP) where the allocation is to fully support student learning for all students from the Milpitas Unified School District (MUSD) based on our Memorandum of Understanding between MUSD and SJECCD. The College aligns the goals of the program with the budget allocation that support counselors and provides resources for textbooks, technology support, and tutoring activities. Through the Milpitas Extension newsletter and department meeting minutes the campus community is aware of the support services available for students. This allocation for Milpitas Extension reflects the use of financial resources to enhance programs and services for dual enrollment students [IIID6-7, IIID6-8, IIID6-9]

**Evidence**

SJECCD Board of Trustees- First Read
IIID6-1 2022-23 Adoption of Final Budget  
IIID6-2 2022-23 Adopted Final Board Approval  
IIID6-3 2020-21 Audit Report  
IIID6-4 Base budget development process  
IIID6-5 FY 2021-22 Quarterly Budget Report  
IIID6-6 Adoption of Tentative Budget  
IIID6-7 Milpitas Extension Newsletters and Promotional Materials  
IIID6-8 Milpitas CCAP Agreement  
IIID6-9 Meeting Minutes between VPSWI and Director of SJECCD Milpitas Extension (Placeholder)

**Analysis and Evaluation**

Financial documents are accurate and credible, as evidenced by annual audits, which have resulted in an unqualified or unmodified opinion for several years. Financial documents are readily available on the College website and the Board of Trustees, and the public for transparency and credibility. All quarterly budgets, annual financial reports, and audited financial statements are submitted to the California Community Colleges Chancellor’s Office and can also be found on the District’s website. Allocation of funding is based on the Educational Master Plan, Strategic Plan and key goals and initiatives.

**Standard III.D.7.**

*Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.*

**Evidence of Meeting the Standard**

The District and College responds to any audit questions or statements as needed to complete the examination. The District performs an annual audit of all funds, books, and accounts of the District in accordance with the regulations of Title 5 conducted by external auditors independent of the District. The Chancellor ensures that an annual outside independent certified public accounting firm performs the annual audit of the College’s financial statements, which include all District funds and federal and state grants. When the audit is completed, the findings are disseminated to the District and College constituents in a timely manner. The annual ACCJC report is shared with campus constituency groups and includes any financial audit findings. In 2021 no audit findings were recorded. [IIID7-1, IIID7-2]

The District and College Fiscal Offices responses to external audits findings are timely and comprehensive manner [IIID7-3]. The District engages an independent certified public accounting firm to perform annual audits of the District’s and College’s financial statements, which include all District funds and federal and state grants [IIID7-4, IIID7-5]. Findings and institutional responses are presented to the Board of Trustees and shared to all constituent groups via email. The College and District respond to compliance issues with regards to
reporting on federal and state grants, special fund allocations, restricted funds, and applications of funds sources from local bonds IIID7-6, IIID7-7, IIID7-8].

The District is proactive in installing sound fiscal management. This is evident through successive annual unqualified/unmodified opinions in the independent CPA’s audit report. Also, the District has not received any findings for financial statements or federal/state programs for several years. The audit findings are typically shared at the Board of Trustees meetings, District Budget Committee, and the District Council.

Evidence
I IID7-1 Annual ACCJC Report Presentation to College Advisory Council
I IID7-2 CAC Agenda
I IID7-3 2020-21 Audit Report
I IID7-4 BP 6400 Financial Audits
I IID7-5 AP 6400 Financial Audits
I IID7-6 Board Audit Committee Meeting Agenda February 2022
I IID7-7 Board Audit August
I IID7-8 HEERF Reporting

Analysis and Evaluation
The College and the District are proactive in following sound fiscal management. This commitment is reflected in the issuance of unqualified or unmodified opinions by independent auditors. There were no findings for federal or state programs and there were no financial statement findings during Fiscal Year 2020-21.

Standard III.D.8.
The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard
The District and College’s financial and internal control systems are evaluated and assessed for validity and effectiveness. These systems are evaluated and assessed through an external audit. The results of these assessments are utilized to inform improvements. An external auditor annually audits internal controls to verify compliance with generally accepted accounting principles, the California Education Code, the California Code of Regulations, Title 5, and the State Compliance Requirements set forth in the recently updated Contracted District Audit Manual (CDAM).

The District’s executive director of fiscal services also provides oversight and coordination of the annual audit. This position is charged with promoting good governance by evaluating the internal controls and efficiency and effectiveness of the District. This includes auditing the performance and financial integrity of District departments, evaluating internal controls over programs and processes, examining compliance with federal and state regulations, and
promoting efficiency through a variety of special projects and initiatives. The executive director conducts audits and evaluation of District internal control systems on a continuous basis for validity and effectiveness. The results of these assessments and recommendations for improvements are communicated to corresponding District administrators. The Executive Director also conducts follow-up reviews to ensure recommended improvements are properly executed.

The result of the internal audit function and the District’s administrative function is validated by the opinion of the annual audit performed by an independent certified public accountant. The independent auditors express an opinion on the financial statements and the adequacy of the accounting procedures and internal controls. The District has consistently received unqualified/unmodified opinions on the District’s financial statements, and the auditor also stated in their audit report that they did not identify any deficiencies in internal control. At the College all evaluations and planning are completed and submitted in a timely manner from all participatory governance committees and constituency groups.

The internal audit function of the District performs continuous review of the District’s internal control design and implementation. Recommendations for improvements are communicated to the appropriate administrative teams on a timely basis. The internal auditor also conducts follow up reviews to ensure that recommended changes are properly executed. The District’s financial and internal control systems are evaluated and assessed through an annual external audit and the annual program review process.

The College Fiscal team ensures that financial transactions and activities align with campus policies and procedures. Campus meetings are consistently scheduled with staff and administrators to review and discuss transactions and process adjustments as needed to realign with requirements. Additionally, throughout the year Fiscal Services provides training on financial structure, funding requirements and campus/District policies.

The Finance Committee participates in the College Advisory Council committee annual planning and self-evaluation process. Based on the feedback from CAC, significant changes have occurred, such as the development of the baseline budget and the improved rubric.

Evidence
- Annual Audit Report
- Toolboxes from DO (Accounting, Human Resources and Procurement)
- Finance Committee Report to CAC
- Baseline Budget development process
- Finance Committee Rubric 2020-2021

Analysis and Evaluation
The District’s financial and internal control system is evaluated and assessed regularly. An external auditor annually audits internal controls to verify compliance with accepted accounting
principles, the California Education Code, the California Code of Regulations, Title 5, and the State Compliance Requirements set forth in the recently updated Contracted District Audit Manual (CDAM).

Additionally, the Executive Director of Fiscal Services is charged with promoting good governance by evaluating the internal controls and efficiency and effectiveness of the District. This includes auditing the performance and financial integrity of District departments, evaluating internal controls over programs and processes, examining compliance with federal and state regulations, and promoting efficiency through a variety of special projects and initiatives. The results of these assessments and recommendations for improvements are communicated to corresponding District administrators.

**Standard III.D.9.**
The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implements contingency plans to meet financial emergencies and unforeseen occurrences.

**Evidence of Meeting the Standard**
The Board of Trustees unanimously passed Board Policy 6250 to maintain the District’s reserves at 7% [IIIID9-1]. This is higher than the state requirement of 5%. In accordance with Administrative Procedure 6300 [IIIID9-2], the District has a sufficient fund balance to accommodate all spending commitments [IIIID9-3]. The last three years’ ending balances of the unrestricted general fund (Fund 10) were Fiscal Year (FY) 18-19 at 18.09%, FY 19-20 at 19.56% and FY 20-21 at 19.95% with an ending balance of $27 million. [IIIID9-4].

The District allocates sufficient resources for its insurance program and is self-insured through its participation in two joint power association (JPA) with other community college districts [IIIID9-5]. The District’s fiscal services department maintains a monthly cash flow report and a five-year budget projection model to assist in managing short- and long-range financial priorities and commitments while still managing short-range financial plans.

**Evidence**
IIIID9-1 SJECCD Board Policy 6250 Budget Management
IIIID9-2 SJECCD Administrative Procedure 6300 Fiscal Management
IIIID9-3 SJECCD Administrative Procedure 6305 Reserves
IIIID9-4 SJECCD Fiscal Year 2021 Audit Report, pg. 10
IIIID9-5 Joint Power Authority self-insurance

**Analysis and Evaluation**
The District has sufficient cash flow for daily operational obligations and adequate reserves to maintain stability and support strategies for appropriate risk management. Contingencies are in place for cash flow, reserves, and risk management to ensure business continuity.

SJECCD Board of Trustees- First Read
The District prepares and monitors cash flow projections monthly to determine deficiencies or excesses in cash. A strong reserve positions the District well for financial emergencies and unforeseen occurrences. BP 6250 also requires that revenues more than amounts budgeted shall be added to the District’s reserve for contingencies. These funds are available for appropriation only upon a resolution of the Board of Trustees.

The District maintains a comprehensive insurance plan supporting its risk management policies. SJECCD is a member district in two joint powers authority (JPA) organizations for insurance coverage for the District. These JPAs are governed by a board of directors, with one director representing each member district.

The District also has sufficient protection against risk through its participation in the pooled efforts of the Northern California Community College Pool (NCCCP). NCCCP is well-managed and is the largest California community college joint powers authority for property and liability insurance.

**Standard III.D.10.**

*The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.*

The District is guided Board Policy 6300 [IIID10-1], which requires effective internal controls and a clear delineation of fiscal responsibility and staff accountability. At the District, this begins with the executive director of fiscal services; at the College, a dedicated fiscal team led by the vice president of administrative services serves departments and divisions to ensure financial integrity and transparency. The College and District undergo an annual reconciliation of funds. The District has received an unqualified/unmodified opinion on its financial statements, as well as federal and state grants for the three proceeding years [IIID10-2, IIID10-3]. For financial aid, an external consultant performs an annual audit at both the College and District levels [IIID10-4]. The District’s Retirement Futuris Public Entity Investment (Other Post Employment Benefits OPEB Trust) Fund is overseen by the Retirement Board of Authority [IIID10-5].

The College’s financial aid office works in conjunction with District fiscal services to ensure that appropriate procedures are in place and followed. Financial aid is reviewed during the annual financial process for compliance with state and federal law and regulations [IIID10-6].

Funds other than unrestricted general funds are categorical or grant programs. Each is controlled by the specific requirements of the program. The District and College established administrative procedures to monitor state and federal grants [IIID10-7]. The College has a dedicated fiscal assistant to support grant management [IIID10-8].
The College has established a grant application process that ensures that the potential grant is aligned with the mission, vision, and values and is financially viable. The application and supporting documentation are submitted to the College Executive Team for review and approval. If the internal grant application is approved the manager can proceed with responding to the Request for Proposal (RFP). Once the grant has been awarded, the fiscal office assists in acceptance, implementation, and management of the grant.

The Office of Academic Affairs and Administrative Services are collectively reviewing Memorandum of Understandings and/or agreements for instructional services. Administrative services review it quarterly. A standard operating procedure is being collaboratively developed.

**Evidence**

- SJECCD Board Policy 6300 Fiscal Management
- SJECCD Fiscal Year 2020-21 Audit Report
- Annual Financial report 2020-2021,
- FY 2020-21 SJECCD Audit Report
- FY 2020-21 SJECCD Retirement Futuris Public Entity Investment Trust
- Financial Aid Evidence in Audit report
- SJECCD Administrative Procedure 6320 Investments
- Job Description for College Fiscal Coordinator
- request to submit grant application proposal
- Evidence from College Director of Fiscal Services, VPSWI (Placeholder)

**Analysis and Evaluation**

The District has a consistent history of compliance and sound financial management and oversight practices, as evidenced by independent external auditors and grantors. Budget monitoring by the College’s fiscal team and departments/divisions that are responsible for performance of the grant protects the District from exceeding expenditure limits on grant funds and overspending on contracts with outside vendors.

The District and College ensure compliance with federal, state, and external grant requirements. The College fiscal staff works closely with departments and the District to ensure that external grants and categorical programs are administered so that transactions are processed according to required spending guidelines for each agreement.

To ensure that financial aid funds for students are awarded in a timely and appropriate manner, the District and College follow federal, state, and scholarship guidelines. The District audit focuses on the reconciliation of funds and timely disbursements to students, while the College audit focuses on compliance with regulations for awarding financial aid to students.
San Jose/Evergreen Community College District Foundation is a nonprofit public benefit corporation designed to provide supportive services and specialized programs for the general benefit of the District, including the College.

The District’s Retirement Futuris Public Entity Investment Other Post Employment Benefits (OPEB) Trust Fund is overseen by the Retirement Board of Authority, which includes faculty, classified professionals, and administrators. The Retirement Board of Authority formally reviews monthly OPEB investment reports and presents an annual report to the Board of Trustees in spring. At the close of Fiscal Year 2020-2021, $49,605,222 was available to meet ongoing obligations to participants and beneficiaries.

The County of Santa Clara County treasurer holds the majority of the District’s funds, including foundation account funds, and invests on behalf of the District. The District established an irrevocable trust to fund OPEB and pension liabilities. Public Agency Retirement Services (PARS) is the contracted agency to perform the investment function for this purpose. PARS provides the District with a monthly statement summarizing account balances and investment returns.

**Standard III.D.11.**
The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

**Evidence of Meeting the Standard**
Adopted budgets and quarterly reports include long-term revenue and expenditure forecasts and financial risk analysis. Cash flow projections and short-term monitoring tools ensure that the District and College have the resources ready for the payroll of staff and to meet contractual commitments [IIIID11-1]. The District has consistently maintained an excess of the state-required reserve of 5%. Board policy requires at least 7% reserve [IIIID11-2]. All long-term obligations are planned for in the budget, reported in the financial statement, and accounted for in the long-term debt service funds [IIIID11-3, IIIID11-4]

**Evidence**
IIIID11-1 Fiscal Year 2021-22 3rd Quarter Budget Report
IIIID11-2 SJECCD Board Policy 6250 Budget Management
IIIID11-3 Measure G General Obligation Audit
IIIID11-4 Measure X General Obligation Audit

**Analysis and Evaluation**
When making short-range financial plans, the District considers its long-range financial priorities to assure financial stability. The District has financial resources to ensure the payment of its liabilities, and appropriate funds/reserves to address long-term obligations. The District maintains reserves at higher than the amount required and has made tremendous progress in
funding its OPEB liability. The District has the financial means necessary to meet future obligations as well as reserves for emergencies. Consequently, reserves have steadily increased the over last several years, and other sources of revenue have been developed. The District is committed to developing a five-year budget projection model to manage situations that arise outside its control and to anticipate long-term commitments for financial planning.

As described previously, the District’s fiscal services department maintains a monthly cash flow report and a five-year budget projection model to assist with short- and long-range financial priorities and commitments while still managing short-range financial plans.

The District uses the five-year projection worksheet to plan for payment of liabilities and future obligations. The largest of the District’s long-term obligations is the 2010 Measure G General Obligation Bonds issuance $268,000,000, Measure X General Obligation (GO) Bonds issuance of $748,000,000, and the Other Post-Employment Benefits (OPEB) Bonds.

In addition to monitoring long-term bond obligations, the District was proactive in funding Other Post-Employment Benefits (OPEB) and pension contributions. The District established an irrevocable trust in 2008 to set aside funds in an investment pool.

**Standard III.D.12.**
The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee-related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

**Evidence of Meeting the Standard**
The District’s potential post-employment liabilities are fully funded as shown by an actuarial evaluation [III.D12-1]. All pension and OPEB plans are sufficiently funded [III.D12-2].

**Evidence**

III.D12-1 Actuarial evaluation  
III.D12-2 FY 2020-2021 SJECCD Retirement Futurist Public Entity Investment Trust

**Analysis and Evaluation**
The District reviews long-term liabilities and obligations as part of its annual planning and resource allocation process.

The College and the District have established a structure and mechanism that will continue to play a key role in implementing short-term and long-term strategies. In accordance with participatory governance, all constituency groups play roles to ensure all long-term obligations are met.
The District plans and appropriately allocates resources for payment of liabilities and future obligations, inclusive of Other Post-Employment Benefits (OPEB). This planning is conducted annually during the preliminary and final budget development process. As required by GASB 45, the District provides (as part of its audited financial statements) a description of its OPEB benefits, eligibility requirements, and the number of individuals covered in the plan. Additionally, the District routinely contracts with an actuarial firm to assess liabilities incurred as well as cumulative unfunded liability. This information is then reported on the District’s audited statement of net position.

The Board of Trustees established a trust in February 2008 and assets held for Other Post-Employment Benefits were transferred to an irrevocable trust in May 2009. This fund was established with the sale of OPEB Bonds to fund the Post-Retirement Employee Benefits according to GASB 74/75, Actuarial Valuation, estimated at $43.8 million on June 30, 2021.

**Standard III.D.13.**

*On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.*

**Evidence of Meeting the Standard**
The District assesses and allocates adequate resources for repayment of locally incurred debt as part of the District’s annual budget development process. The District also performs cash flow analysis monthly [IIIID13-1] Debt obligations are summarized in the annual financial report [IIIID13-2].

**Evidence**

IIIID13-1 Fiscal Year 2021-22 3rd Quarter Budget Report
IIIID13-2 Annual Audit Report

**Analysis and Evaluation**
The College relies on monthly cash flow analysis to identify cash needs for the District, which in turn dictates the need for incurring debt. Additionally, the District relies on its established board policies to ensure prudent fiscal planning and management resources.

**Standard III.D.14.**

*All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.*

**Evidence of Meeting the Standard**
Grant and categorical programs are managed by the campus fiscal staff and program directors. Fiscal staff and cost center administrators are responsible for monitoring expenditures and ensuring that grant funds are expended as intended, as well as ensuring that the grant manager is reporting grant updates and meeting deadlines stipulated in the grant Fiscal services also
supports department grant directors by co-monitoring expenditures with a dedicated grant staff person who generates reports and assists with state and federal audits [IIID14-1]. External auditors conduct annual audits of specially funded state programs as well as large federally funded programs from both a financial and compliance standpoint. The District Audit Reports have consistently shown unmodified opinions in these areas.

The District currently has two general obligation bond issuances, Measure G and Measure X. The bonds were issued under Proposition 39 for replacing and renovating District facilities. As required by law, the Citizens’ Bond Oversight Committee is responsible for reviewing expenditures related to the District's $748 million general obligation bond (Measure X) approved by voters in November 2016, $268 million general obligation bond (Measure G-2010) approved by voters in November 2010, and $185 million general obligation bond (Measure G-2004) approved by voters in November 2004 [IIID14-2]. The activities and internal control over Measure G and Measure X General Obligation bond funds are also audited by an independent auditor. The District has consistently received unmodified/unqualified results from both the financial and performance audits [IIID14-3].

Evidence
IIID14-1 Annual Audit Report
IIID14-2 Measure X Financial 2021 Audit Reports
IIID14-3 Measure X Performance 2021 Audit Report

Analysis and Evaluation
Through effective use of process and procedures and grounded by an internal control structure committed to full use of separation of duties, the District and the College relies on participatory governance committees and administration to ensure all financial resources are used with integrity, and consistent with the intended purpose of each funding source.

As described in previous standards, the District’s integrated planning process involves all constituency groups working together with the administration to provide oversight of the resource allocation process and to ensure alignment of the allocation process with the District’s overall institutional and financial goals. The District’s internal audit function is also an integral part of the internal control mechanism. The department provides continuous review and advisement to campus wide departments to ensure integrity in decision-making and appropriateness in allocating resources.

Short- and long-term debt obligations are reviewed as part of the District’s annual budget development process. All debt is accounted for and reported and audited as part of the District’s annual financial statements. The District’s auxiliary activities include a bookstore and food services. The bookstore lease and management of operations were outsourced to Follett Higher Education Group, Inc., in February 2018. The current food services vendor is Fresh & Natural.
The San Jose Evergreen Community College District Foundation is a separate 501c organization that is dedicated to raising funds to support the District’s students and programs. The foundation has its own set of internal controls. Donations are accounted for by foundation staff to ensure donated funds are expensed for donor designated purposes. The foundation is also audited annually by an independent auditor.

**Standard III.D.15.**

*The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.*

**Evidence of Meeting the Standard**

The College's annual default rate is well below the Federal guidelines under Title IV mandates. [IIID15-1]. The three-year cohort default rate also falls below the Federal guidelines under Title IV mandates. The District monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, as outlined in Board Policy and Administrative Procedure 5130 [IIID15-2, IIID15-3].

**Evidence**

- **IIID15-1** Default rate History from NSLDS
- **IIID15-2** SJECCD Board Policy 5130 Financial Aid
- **IIID15-3** SJECCD Administrative Procedure 5130 Financial Aid

**Analysis and Evaluation**

The District follows federal standards in monitoring student default rates. The District submits annual reports to federal, state, and local agencies to maintain compliance with regulations. The financial aid office, under the direct supervision of the director of financial aid and scholarships and with guidance from the vice president of student affairs, is tasked with oversight and administration of all federal and state-funded aid as well as student loan programs. Compliance with all federal and state mandates and regulations is managed through established processes and procedures performed by staff. The director of financial aid recommends staff on advisor-level procedures and supplies departmental oversight.

**Standard III.D.16**

*Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.*

**Evidence of Meeting the Standard**
Contractual agreements with external entities follow the established set of board policies and administrative procedures, BP 6340, that assert control over all District procurements and contracts for goods and services [IIID16-1]. AP 6330 outlines the District’s adopted procedure regarding procurements and contracts [IIID16-2]. Internal controls are in place to ensure compliance with board policies, dictating criteria for approval by the Board of Trustees and by senior district and college administrators. The Office of General Services is designated as the official repositor of bid documents and contracts. California Education Code, Section 81644 explicitly constrains contract terms not to exceed five years. General Services periodically reviews all contracts for compliance [IIID16-3].

**Evidence**

IIID16-1 SJECCD Board Policy 6340 Bids and Contracts  
IIID16-2 SJECCD Administrative Procedure 6340 Purchasing and Inventory  
IIID16-3 General Services Contract Approval Flow Chart

**Analysis and Evaluation**

All contracts with external entities and organizations are evaluated for and designed to help the College meet the institution’s mission. Contracts are reviewed at the College by the vice president of administrative services and then at the District by the vice chancellor of administrative services to ensure they contain appropriate provisions for maintaining the integrity of the College and the quality of programs, services, and operations. When awarding contracts, considerations of price and other factors such as specific skills, experience, and references are used. These considerations are specified in administrative procedures.

To ensure federal guidelines are met in managing external contracts, the District adheres to general procurement standards of the two Codes of Federal Regulations Part 200.318. The Board of Trustees approves and ratifies contracts entered on behalf of the District.

Designated administrators and managers are responsible for making sure contractors in their various areas are properly following all program guidelines. A functional map is used to ensure the effectiveness of the division of responsibilities is appropriate for this standard.

**Conclusions on Standard III.D Financial Resources**

San José City College, as part of the San José Evergreen Community College District, is a well-funded community-supported institution that practices conservative fiscal management to ensure adequate resources to support successful student outcomes.

**Improvements to Standard III.D Financial Resources**

The District continues to work with the College to refine a District-wide resource allocation model. The goal is to migrate from a true expense model to a revenue resource allocation model that is aligned with the Colleges’ and District’s strategic goals and strategies and that will utilize resources effectively to impact student success. The College continuously develops more robust standard operating procedures to ensure monitoring of external agreements.
Standard IV: Leadership & Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement to the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

Standard IV.A- Decision-Making Roles and Processes

Standard IV.A.1
Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard
San José City College strongly encourages all members of the College to contribute towards the institution and incorporates input from these members. The Participatory Governance Handbook clearly emphasizes this focus and describes the reasoning for participatory governance. Additionally, the handbook outlines the College’s policies and procedures for facilitating this type of governing structure and it is continuously being updated [IVA1-1]. As stated this handbook, the Planning and Institutional Effectiveness Committee (PIE) works with all constituent groups under the aegis of the president [IVA1-2, IVA1-3]. The College sends regular newsletters to the campus community about the workings of various offices and groups [IVA1-4].

Evidence
IVA1-1 SJCC Participatory Governance Handbook
IVA1-2 SJCC Planning & Institutional Effectiveness Meeting Minutes 03.24.22
IVA1-3 SJCC Planning & Institutional Effectiveness Strategic Plan Evaluation Form
IVA1-4 SJCC Academic Affairs newsletter, May 2022

Analysis and Evaluation
The Participatory Governance Handbook establishes the policies and procedures for the involvement of all constituent groups in the processes of maintaining and improving the
College’s practices, programs, and services. SJCC does not limit access to committee work based on title and encourages individuals at all levels to serve on committees. Each committee has in its charge the make-up of the committee and members of each constituent group are asked to serve on these committees, unless there is a necessary restriction. Other than specific jobs being tied to certain committees, such as the College Curriculum Coordinator being part of IPCC, most positions are put to an open call by Academic Senate, Classified Senate, and Associated Student Government.

When ideas for large-scale improvements emerge, these suggestions go through the Academic Senate and Classified Senate for review and discussion. Additionally, these ideas are taken to ASG for student input.

The Planning and Institutional Effectiveness (PIE) Committee regularly brings in relevant employees to present on their work that involves key performance indicators (KPIs). These presentations allow members of the campus community responsible for meeting these KPIs to have an active role in demonstrating their successes and where they need more support to meet those goals. These presentations give voice to those doing the work and celebrate efforts toward institutional excellence.

To keep the campus community informed, College leaders send weekly or monthly newsletters that highlight initiatives, activities, and accomplishments of committees, taskforces, and individuals.

**Standard IV.A.2**

The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

**Evidence of Meeting the Standard**

The College has policies and procedures that allow for and encourage participation on multiple levels. The Board of Trustees has administrative procedure encouraging participation in local decision making also known as participatory governance, AP 2510 [IVA2-1]. The College makes this a priority by publishing a Participatory Governance Handbook, holding an annual participatory governance retreat, and following procedures spelled out in the handbook. The College Advisory Council oversees much of the participatory governance process [IVA2-2]. Constituent groups, including Associated Student Government, have elected governing bodies that inform and create policies for the institution [IVA2-3, IVA2-4, IVA2-5, IVA2-6].

**Evidence**

IVA2-1 SJECDD Administrative Procedure 2510 Participating in Local Decision Making
Analysis and Evaluation
The District is committed to participatory governance, as stated in AP 2510 and the College follows this example in its own policies. According to the Participatory Governance Handbook, committees are made up of members of the constituent groups on campus. The Academic Senate, the Classified Senate, and the Associated Student Government each have constitutions and/or bylaws that govern their processes and how members bring forward ideas and recommendations. The College encourages and supports committee participation in College decision-making processes. Student participation is asked for on most committees and most committees have room for student representation. The Diversity Advisory Committee, for example, has student representation in its charge and has had students serve on the committee. The College has had challenges in getting regular student input and involvement. The Associated Student Government is working on having students serve on college committees to ensure student voice is heard.

The College Advisory Council and the Academic Senate review committees and their charges annually. In addition to showing progress on goals and meeting their charge, committees must demonstrate the number of seats available for administrators, faculty, classified professionals, and students.

Standard IV.A.3
Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard
Committees require administrative and faculty input, with some committees reporting to the College Advisory Council (CAC) and others reporting to the Academic Senate [IVA3-1]. Although committees report to a specific governing body, all major initiatives are taken to the CAC, the Academic Senate, and the Classified Senate for approval. Many initiatives are also taken to the Associated Student Government. Important institutional initiatives are created with administrative and faculty input, as evidenced by the approval of the Educational Master Plan [IVA3-2, IVA3-3, IVA3-4].

IVA3-1 SJCC Committee Reporting Page
IVA3-2 SJCC Classified Senate Approval of the Educational Master Plan
IVA3-3 SJCC Academic Senate Approval of the Educational Master Plan
IVA3-4 SJCC College Advisory Council Approval of the Educational Master Plan

SJECCD Board of Trustees- First Read
Analysis and Evaluation
Administrators and faculty have a substantive and clearly defined role in institutional policies, planning, and budget. The College Advisory Council is made up of representatives from each constituent group and oversee several committees on campus, and the Academic Senate, faculty-based and overseeing the remaining campus committees, are asked to approve major initiatives, such as the Educational Master Plan, the Integrated Strategic Enrollment Management Plan Ensuring Retention (iSEMPER), and the Institutional Resource Allocation Process (IRAP). The Program Review Committee provides an opportunity for groups to align with SJCC’s mission statement and ensures that resources are allocated appropriately.

These governing bodies oversee committees, whose work is critical in college processes. The Instructional Policies and Curriculum Committee, for example, is a subcommittee the Academic Senate. The Finance Committee reports to the College Advisory Council. These committees, along with many others, have representation from administrators as well as faculty. Administrators are assigned to committees in their area of expertise, and the Academic Senate approves the appointment of faculty to all campus committees to ensure the appropriateness of such appointments. These faculty appointments are made at Academic Senate meetings as needed.

Standard IV.A.4
Faculty and academic administrators, through policy and procedures, and through well defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard
The College has well-defined structures that follow policies and procedures regarding curriculum and students’ learning programs and services. The College recently developed a Curriculum Handbook [IVA4-1]. The Instructional Policies and Curriculum Committee (IPCC) receives suggestions from the Academic Senate but cannot be overruled by that governing body [IVA4-2] [IVA4-3] [IVA4-4]. The Academic Senate makes suggestions on and decisions about curriculum as part of its 10+1 purview [IVA4-5]. Departments discuss curriculum and student learning outcomes [IVA4-6].

Evidence
IVA4-1 SJCC Curriculum Handbook
IVA4-2 SJCC Instructional Policies and Curriculum Committee Charge
IVA4-3 SJCC Instructional Policies and Curriculum Committee Membership
IVA4-4 SJCC Instructional Policies and Curriculum Committee Responsibilities
IVA4-5 SJCC Academic Senate Constitution Article II
IVA4-6 SJCC Communications Department Meeting Minutes 09.18.21

Analysis and Evaluation
The Instructional Policies and Curriculum Committee’s voting members are comprised of five faculty members appointed by the Academic Senate and three administrators appointed by
the college president, as well as the College articulation officer. This committee is responsible for ensuring that “a comprehensive, coherent curriculum is offered by the College appropriate to its mission.”

Major changes to curriculum and services also go directly through the Academic Senate as part of its 10+1 purview. In the academic departments and divisions, faculty make decisions and recommendations regarding classes and curriculum and then communicate these to deans. The Office of Academic Support works closely with academic deans and departments on matters of scheduling and enrollment. The office also contributes to initiatives such as the Educational Master Plan and the iSEMPER.

**Standard IV.A.5**

_Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations._

**Evidence of Meeting the Standard**

The College draws on the expertise of its various members in making decisions and acting on important matters such as institutional plans and policies. The Participatory Governance Retreat, held annually, allows members of the College to communicate and plan together for the year [IVA5-1]. Members of every College constituency and level of expertise worked on the Institution Self-Evaluation Report (ISER) [IVA5-2]. The Planning and Institutional Effectiveness (PIE) Committee invites those involved in meeting Key Performance Indicators (KPIs) in the Strategic Plan to present on their successes and challenges. This involves adapting those KPIs and the Strategic Plan [IVA5-3]. Ultimately, the College is guided by the Board of Trustees [IVA5-4, IVA5-5].

**Evidence**

- **IVA5-1** SJCC 2021 Participatory Governance Retreat PowerPoint
- **IVA5-2** SJCC List of Institutional Self Evaluation Report Teams
- **IVA5-3** SJCC Planning & Institutional Effectiveness Meeting Minutes 03.24.22
- **IVA5-4** SJECCD Administrative Procedures 4000s Academic Affairs, Table of Contents
- **IVA5-5** SJECCD Board Policies 4000s Academic Affairs, Table of Contents

**Analysis and Evaluation**

SJCC has worked to align all policies and procedures to the College’s mission. This will streamline processes and allow for clear communication between the Board of Trustees, the District, and the College. The KPIs in the Strategic Plan were informed by input from campus bodies and those KPIs are adapted as needed. They align with the District’s board policies and administrative procedures, as does the Educational Master Plan.

In working on the ISER, many individuals were invited to add their voices and understanding to the effort. Suggestions for improvement have been identified to make the decision-
making process smoother and more timely. While undergoing this self-evaluation, the need for an institutional handbook and a centralized location in SharePoint for all other handbooks became clear. The College has aligned policies and procedures, but they need to be made more apparent. There is work being done on this with the hope that the SharePoint location can be done by spring 2023 and the Institutional Handbook completed by spring 2024.

Standard IV.A.6
The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard
The College disseminates information regarding decision-making processes and the resulting decisions to constituent groups through various methods, including publication of committee meeting agendas and minutes [IVA6-1] via campus e-mail and online under the committee pages on SharePoint. The College also hosts town halls [IVA6-2] and updates are provided during Professional Development Day announcements and break-out sessions [IVA6-3]. Additionally, the use of Canvas Global announcements [IVA6-4] has been effective for communication with faculty and students.

Evidence
IVA6-1 SJCC Student Equity & Achievement Program Committee e-mail message
IVA6-2 SJCC College-wide Town Hall Flyer
IVA6-3 SJCC Professional Development Day Agenda 2022
IVA6-4 SJCC Canvas global announcement

Analysis and Evaluation
Decision-making processes are communicated through town halls, as well as in campus and district wide emails and through updates from the chancellor and college president during Professional Development Days. Agendas for the Board of Trustees, the Academic Senate, and the College Advisory Council are made public through e-mail and on the District and College websites. The public is welcome to these meetings. Minutes for the Board of Trustees’ meetings are available on the District website and minutes for meetings of the Academic Senate and of the College Advisory Council (CAC) are available on the college website.

In addition, each committee reporting to the Academic Senate and the CAC sends out an agenda to the campus community. Committees also post meeting agendas and minutes on SharePoint. Comments from the public are always part of committee agendas and are just one mechanism for feedback and community involvement. Committees also send surveys to constituent groups. One concern is the lack of a reliable mechanism in providing feedback from the College to the District.

Standard IV.A.7
Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard
Evaluation is an important component of institutional improvement, and the College has worked diligently to incorporate goal-setting and evaluation within College processes. Committees that report to the College Advisory Council have an annual self-evaluation process [IVA7-1]. The Academic Senate is instituting an annual evaluation process for itself and its reporting committees [IVA7-2]. The Planning and Institutional Effectiveness (PIE) Committee has a set process for evaluating Key Performance Indicators (KPIs) [IVA7-3]. Program review has a cycle of evaluation [IVA7-4].

Evidence
IVA7-1 SJCC Diversity Advisory Committee Evaluation Spring 2021
IVA7-2 SJCC Academic Senate Meeting Minutes 05.17.22
IVA7-3 SJCC Planning & Institutional Effectiveness Meeting Minutes 03.25.21
IVA7-4 SJCC Program Review Cycle

Analysis and Evaluation
The College uses a cycle of goal-setting and self-evaluation to create a culture of continuous improvement and self-awareness. The Academic Senate has begun evaluating itself annually and will implement that process for its subcommittees. The College Advisory Council uses this cycle of goal-setting and evaluation to have all its subcommittees evaluate themselves and then take that information to create the next year’s goals. These evaluations are found in the meeting minutes in SharePoint.

The College also has a rigorous program review process that provides systematic, data-driven information to be used in planning and resource allocation. The Planning and Institutional Effectiveness (PIE) Committee invites groups to present on various Key Performance Indicators (KPIs) and then makes changes as needed to the KPIs based on those presentations. These evaluations highlight areas needed for improvement, while also allowing for celebration of goals met and progress made.

Conclusions on Standard IV.A: Decision-Making Roles and Processes
San José City College has clear processes in place for decision-making that involves all constituent groups and allows for input of all members of the community. The policies and procedures are structured in a way that they are evaluated on a regular basis and that evaluations are shared and used for the purpose of improvement and reinforcement of good work. Diverse voices are valued and included.

Improvement Plan(s)
The Academic Senate will be incorporating the process used by the College Advisory Council with its subcommittees beginning in fall 2022. Additionally, the College recognizes there is a need for further communication with the District office to ensure clarity and effectiveness. Options for improved communication are being explored. There are also plans for an Institutional Planning Handbook.

**Standard IV.B - Chief Executive Officer**

**Standard IV.B.1**

_The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting, and developing personnel, and assessing institutional effectiveness._

**Evidence of Meeting the Standard**

As chief executive officer of one of the colleges in a two-college district, the college president is responsible for implementation of District policies at the College. This reflects the overall quality of the institution [IVB1-1, IVB1-2]. The college president oversees the integrated planning process [IVB1-3, IVB1-4] and is also responsible for overseeing the College’s budget [IVB1-5]. The college president selects, trains, supervises, and evaluates the performance of campus administrators responsible for instruction, administration, student services, vocational education, and other key programs, services, and function [IVB1-6, IVB1-7, IVB1-8]. The college president guides and supports critical components of institutional effectiveness [IVB1-9, IVB1-10].

**Evidence**

- IVB1-1 SJECCD Board Policy 3100 Organizational Structure
- IVB1-2 President's Job Description
- IVB1-3 SJCC Educational Master Plan minutes
- IVB1-4 SJCC CAC approving Educational Master Plan
- IVB1-5 SJCC CAC minutes recommending budget
- IVB1-6 SJCC President’s Memo on Faculty Prioritization
- IVB1-7 SJCC Manager’s Annual Goals and Objectives
- IVB1-8 SJCC Manager meeting agenda
- IVB1-9 Approval of SJCC Educational Master Plan at Academic Senate
- IVB1-10 SJCC Review of Key Performance Indicator by Planning, & Institutional Effectiveness Committee

**Analysis and Evaluation**

The college president implements District policy and oversees the integrated planning processes, including program review, the Strategic Plan, the Educational Master Plan (EMP), the Integrated Strategic Enrollment Management Ensuring Retention (ISEMPER), as well as the College’s institutional resource allocation process (IRAP). Previous year’s goals and objectives are reviewed, assessed, and discussed and the subsequent year’s goals and objectives are developed based on the College’s mission and priorities. In consultation with the vice president
of administrative services, the college president reviews all budgetary issues before making an informed decision. In spring, the College Advisory Council reviews the annual College budget and recommends it to the college president for final approval. The college president participates in the final interview of all faculty and managers and ultimately makes the final hiring decision. Additionally, the college president guides and supports critical components of institutional effectiveness. This has included affirming the College’s mission, leading the development of the 2021-32 Educational Master Plan (EMP), and tracking and revising the 2022 Strategic Plan key performance indicators (KPIs). The college president works closely with the vice president of academic affairs, and the director of research, planning, and institutional effectiveness to provide program review, student learning outcomes, and other baseline data for faculty and administrators.

**Standard IV.B.2**

*The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.*

**Evidence of Meeting the Standard**

The college president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the College’s purpose, size, and complexity [IVB2-1, IVB2-2]. The college president delegates authority to administrators consistent with their responsibilities [IVB2-3].

The president directs institutional administrative structure by conducting organizational chart updates during the approval of faculty prioritization hiring and administrative staff hires. The college president has directed the Classified Senate to create a process that prioritizes which classified professionals should be hired. This process will align with the educational master plan. The college president designates administrative authority through assignments of acting administrators when the president and other administrators are off campus for conferences or on leave.

**Evidence**

IVB2-1 SJECCD Board Policy 3100 Organizational Structure
IVB2-2 SJECCD Job Description of the President
IVB2-3 SJCC Organizational Charts

**Analysis and Evaluation**

Delegation of responsibility to employees with expertise in their areas of oversight enables the college president to ensure that institutional practices are consistent with the College’s mission and policies. Current policies and practice allow for participatory governance participation in this process.

**Standard IV.B.3**

*Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:*

SJECCD Board of Trustees- First Read
• establishing a collegial process that sets values, goals, and priorities;
• ensuring the college sets institutional performance standards for student achievement;
• ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
• ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
• ensuring that the allocation of resources supports and improves learning and achievement; and
• establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard
The college president guides and supports a collegial process of revising the College mission, vision, and values, annual goals and objectives, and the Educational Master Plan and Strategic Plan [IVB3-1] [IVB3-2] [IVB3-3] [IVB3-4]. The College’s Integrated Resource Allocation Plan (IRAP) is also supported by the college president and includes program review, student learning outcome and assessment, as well as the College resource allocation process [IVB3-5] [IVB3-6]. Every division and department’s program review lists Institutional Learning Outcomes and/or Service Area Outcomes, which are aligned to the College’s mission and annual goals and objectives [IVB3-7]. The revised 2022 Strategic Plan establishes a process to evaluate progress towards those goals through the PIE committee, a subcommittee of the College Advisory Council [IVB3-8]. The PIE committee annually updates the College Advisory Council on the progress of strategic goals and key performance indicators (KPIs) [IVB3-9].

IVB3-1 College Mission
IVB3-2 SJCC Educational Master Plan
IVB3-3 SJCC Strategic Plan
IVB3-4 Participatory Governance Handbook
IVB3-5 IRAP Presentation at College Advisory Council
IVB3-6 Approval of IRAP at Academic Senate
IVB3-7 Service Area Outcomes from Academic Affairs
IVB3-8 Planning and Institutional Effectiveness Committee Charge
IVB3-9 PIE Evidence of Reporting Outcomes to College Advisory Council

Analysis and Evaluation
The college president’s involvement in annual goal planning is assured by the representative composition of the College Advisory Council. The council’s goal planning activities are informed by the College’s mission statement and assessment of goals from the previous year. The college president ensures data are widely discussed through the participatory governance process and encourages further discussion and planning within College Advisory Council, using both quantitative and qualitative department data to review, analyze, and assess student success from a holistic perspective.
As part of the College’s institutional planning, the Educational Master Plan’s 2022-32 goals were created. The revised 2022 Strategic Plan aligns with the Educational Master Plan. The PIE committee annually updates the College Advisory Committee on the progress toward strategic goals and key performance indicators.

**Standard IV.B.4**
*The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies always. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.*

**Evidence of Meeting the Standard**
In accordance with Board Policy 3200, the chancellor works closely with the Board of Trustees on the accreditation processes [IVB4-1]. The Board provides input on self-study reports and approves the document, as well as mid-term and follow-up reports [IVB4-2]. At the College level, the college president appoints an Accreditation Liaison Officer (ALO) from the President’s Cabinet. The ALO establishes processes and a timeline to accomplish the Institutional Self-Evaluation Report (ISER) and it was shared at both College Advisory Council and Academic Senate [IVB4-3]. The college president ensures the College community understands the importance of the institutional effectiveness framework of integrated planning, resource allocation, and accreditation as part of bi-monthly College Advisory Council agendas and minutes. The college resident meets weekly with the College’s Executive Cabinet to review updates on accreditation [IVB4-4].

**Evidence**
*IVB4-1 Board Policy 3200 Accreditation*
*IVB4-2 Approval of SJCC Midterm Report at Board of Trustees*
*IVB4-3 SJCC ISER Timeline*
*IVB4-4 President’s Executive Team- Accreditation Reporting*

**Analysis and Evaluation**
The college president ensures the chancellor is informed about and involved in the College’s accreditation process. The college president also ensures the Board of Trustees is updated. The college president appoints and works closely with the Accreditation Liaison Officer (ALO), who then establishes a timeline for the Institution Self-Evaluation Report (ISER) and oversees the development of the report. The college president ensures communication happens with campus constituent groups so that there is a widely held understanding of institutional processes and their importance. The college president ensures the timeline for completion of the ISER, and the Accreditation writing team follows this timeline. The college president has the primary leadership role for accreditation and provides weekly update to the Executive Team to assure compliance. Additionally, faculty, classified professionals, and administrators are responsible for assuring compliance with accreditation standards.

**Standard IV.B.5**

SJECCD Board of Trustees- First Read
The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard
The president meets weekly with the College’s Executive Cabinet [IVB5-1] and the District Chancellor’s Cabinet to maintain consistency between institutional practices and the District’s Strategic Priorities [IVB5-2]. The college president also meets regularly with the vice president of administrative services and the director of fiscal services. [IVB5-3]. The college president ensures that all governance decisions are linked to institutional mission and communicates this in staff meetings and participatory governance groups [IVB5-4, IVB5-5].

Evidence
IVB5-1 SJCC Executive Team agenda
IVB5-2 SJECCD District Strategic Priorities
IVB5-3 SJCC Finance Committee Recommendations to the President
IVB5-4 SJCC President’s Memo on Faculty Prioritization
IVB5-5 SJCC Participatory Governance Retreat Invitation

Analysis and Evaluation
The college president meets regularly with the governing groups who make up the campus community, including meeting weekly with the College’s Executive Cabinet and Chancellor’s Cabinet to discuss implementation of statutes, regulations, governing board policies, and budgets. Working with the vice president of administrative services and the director of fiscal services, the college president regularly reviews the budget and the institutional resource allocation process. This ensures effective control over the budget and expenditures.

Additionally, the college president meets with participatory governance groups and with executive committees of the Academic Senate, Classified Senate, and Associated Student Government to discuss institutional goals, standards, and requirements. This communication is open and transparent.

Standard IV.B.6
The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard
The college president works closely with communities served by the College. The college president is involved in the Robert N. Chang Foundation Scholarship [IVB6-1] and she has created partnerships with local school districts and serves on local, regional, and state level non-profit boards. The college president has created the President’s Circle, which has resulted in partnerships and fundraising to further institutional goals. She communicates with both students and the broader community through a series of virtual town halls [IVB6-2] and ensures SJCC has a presence on social media [IVB6-3].
Evidence

IVB6-1 Agenda from SJCC President’s Circle, 05.09.22
IVB6-2 SJCC Campus Climate Townhall
IVB6-3 SJCC on social media

Analysis and Evaluation

The college president works collaboratively with local San José City and Santa Clara County communities; she has created a strong social justice focus for the President’s Circle that includes representatives from industry partners and nonprofit organizations that focus on equity and social justice framework such as the Soborto Foundation. The President is currently a member of the San José Rotary and Silicon Valley Leadership Group. She has developed several innovative community outreach programs now widely emulated across California, including the expansion of the Jaguar Market (College’s food pantry) to support the basic needs of students. The President has also forged strong relationships with local school districts to expand the College’s dual enrollment program.

The multiple local and regional boards she serves on include the San José State Lurie School of Education, San José State Emancipatory Education Institute, Bay Area California Community College Strong Workforce, and California Community Colleges Chief Executive Officer (CCCCEO) Board Northern Region Representative. Through this participation, the President communicates the mission, vision, values, and goals of the College. The college president has received numerous awards and recognitions for her community work, including the 2021 Equity Champion Award. (examples)

Additionally, the college president collaborates with District and College personnel and foundation board members to promote College programs and services while raising money for special projects on campus. In 2021, she implemented a President’s Circle to further develop friend- and fund- raising for institutional goals.

The college president was instrumental in planning the celebration of the College’s 100th anniversary in 2021. Local politicians, Board members, and other dignitaries participated in the community wide day of festivities. Also featured were various community groups that represented the diversity of the San José area and Silicon Valley.

During the height of the Covid-19 pandemic, the college president hosted monthly town hall meetings for students, faculty, classified professionals, administrators, and the community. These meetings communicated relevant and up-to-date information on safety, vaccination mandates, emergency funds, enrollment, and returning to campus protocols.

Beyond town halls, the college president also uses various communication systems, including e-mail, newsletters, and social media outlets such as Facebook, Twitter, LinkedIn, YouTube, and Instagram. All communication is accessible from the College’s webpage. Additionally, the President proactively informs the community through printed and social media about significant issues and developments at the College. To further promote communication and
transparency, all major divisions of the College provide monthly updates to the College community via electronic newsletters, at the college president’s direction.

**Conclusions on Standard IV.B**
The CEO, college president, has the primary task for the quality of the College. The college president provides leadership in planning, organizing, budgeting, and selecting and developing personnel. Through plans, policies, and procedures, the President ensures a collegial that focuses on the mission. The college president communicates effectively with the communities served by the College.

**Improvement Plans**
None needed at this time.

**Standard IV.C - Governing Board**

**Standard IV.C.1**
*The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)*

**Evidence of Meeting the Standard**
The San José-Evergreen Community College District (SJECCD) is governed by a seven-member Board of Trustees as outlined in Board Policy 2010 [IVC1-1]. Additionally, the Board includes two advisory student Trustees, one for San Jose City College and the other for Evergreen Valley College, both of whom are elected by their respective student bodies.

The Board is charged with representing the public’s interest, monitoring academic quality, and assuring fiscal health and programs are consistent with its institutional mission. This includes the fiscal health of the District and all entities for which it is fiscally responsible: San Jose City College, Evergreen Valley College, the Milpitas Extension Center, and the Center for Economic Mobility [IVC1-2].

The Board also has authority and responsibility to create District policies and administrative procedures [IVC.1.3]. All policies and procedures are available on the District’s Board Docs website [IVC1-4]

Further, the Board ensures the financial stability of the District as outlined in Board Policy 6200 [IVC1-5]. The Board ensures sound financial stability of the District by reviewing and approving the tentative final budget. Each year, a schedule of the tentative and final budget as well as a board study session and required public hearing (s) are provided to the Board by March 1st per SJECCD policy 6200,

**Evidence**

SJECCD Board of Trustees- First Read
Analysis and Evaluation
The SJECCD Board of Trustees guide the District and, by extension, the College, appropriately as delineated in board policies and administrative procedures. The Board of Trustees has adopted policies that govern all aspects of the educational institution, including quality improvement, adherence to the institution’s mission and vision, and sound financial management. These policies are reviewed and updated, as needed.

The seven members of the Board of Trustees are elected by individual trustee area. The Board of Trustees is charged with adopting any policies authorized by California law or deemed necessary to provide effective operations of the District.

The Board of Trustee’s policies and procedures guide the colleges in the areas of academic quality, effectiveness and outcomes, student services, and fiscal responsibility and stability. The Board further ensures sound financial stability of the District by reviewing and approving the tentative and final budget each year.

Standard IV.C.2
The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard
The Board of Trustees acts as a collective entity on matters before it as stated in Board Policy 2330 on Quorum and Voting [IVC2-1]. Some decisions before the Board of Trustees require a unanimous vote, however, most require only a majority vote. When the Board of Trustees reaches a decision, Board Policy 2715 directs all members to act in support of the decision. Additionally, the Board of Trustees’ Ends Policies and Governance Principles [IVC2-2] addresses the Board’s governing style and requires the Board to govern with excellence.

SJECCD Board Policy 2715, Code of Ethics/Standards of Practice state that: “Trustees recognize that authority rests with the Board majority in legal sessions and not with individual Trustees [IVC2-3].

Additionally, the Board of Trustees’ Ends Policies and Governance Principles contain a principle [IVC2-2] that addresses its governing style. Within it, language directs the Board to “…enforce upon itself whatever discipline is needed to govern with excellence” as well as “…monitor and discuss the Board’s process and performance on a regular basis.” Each Board meeting contains an agenda item titled “Board of Trustees to Discuss Board Meeting Performance,” requiring an evaluation of performance at the end of each meeting [IVC2-4].
Evidence
IVC2-1 SJECCD Board Policy 2330 Quorum and Voting
IVC2-2 SJECCD Board Ends Policies
IVC2-3 SJECCD Board Policy 2715, Code of Ethics/Standards of Practice
IVC2-4 SJECCD Board Agenda with Trustee Meeting Performance

Analysis and Evaluation
Board members, individually, demonstrate their support for board policies and decisions, govern collectively, and are supportive of final decisions.

This expectation of working collectively is reiterated in various board policies and principles. The Board of Trustee’s Code of Ethics/Standards of Practice recognizes that authority rests with the Board of Trustees majority and not with individual trustees.

Additionally, the Board’s Ends Policies and Governance Principles directs the Board to monitor and discuss the Board’s process and performance on a regular basis. To that end, each Board meeting includes an agenda item that requires an evaluation of the Board’s meeting performance at the end of each meeting.

Standard IV.C.3
The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard
The Board of Trustees has clearly established policies and procedures regarding the selection and evaluation of the District Chancellor [IVC3-1]. The Board of Trustees evaluates the chancellor annually during a closed session. Evaluation criteria are based on Board policy, the chancellor’s job description [IVC3-2], and performance goals, objectives and priorities developed in alignment with Board Policy 2430.

Evaluation of the Chancellor is an annual undertaking administered by the Board of Trustees, who provides its conclusions and recommendations during a closed session of a Board meeting. Chancellor evaluation is based on SJECCD Board Policy 2435, Evaluation of the District Chancellor [IVC3-2], the Chancellor’s job description [IVC3-3], and performance goals, objectives and priorities developed in alignment with SJECCD Board Policy 2430, Delegation of Authority to the Chancellor [IVC3-4, IVC3-5]. The process also provides opportunities for input from all constituency groups listed in SJECCD Board Policy 2510, Participation in Local Decision-Making [IVC3-6].

Evidence
IVC3-1 SJECCD Board Policy 2431, Selection of the District Chancellor & College Presidents

SJECCD Board of Trustees- First Read
Analysis and Evaluation (note Evidence needs to be embedded in the description)
The District’s Board of Trustees have clearly defined policies both for selecting and evaluating the chancellor of the District.

The Board of Trustees is responsible and authorized to establish a process for the selection of a Chancellor during a vacancy. The Board of Trustees authorizes a search committee, typically comprised of 15 voting members. Additionally, non-voting human resources staff are assigned to provide necessary support and assistance to the committee and to ensure the committee composition complies with Board policies. Evaluations are handled annually by the Board of Trustees in accordance with established policies and procedures.

Standard IV.C.4
The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard
The Board of Trustees is comprised of seven board members elected by trustee area, and two student trustees elected by each college student body government. Together, these members form the independent, policy-making body. The Board of Trustees represents the public interest as articulated in the following SJECCD Board Policies 2100 and 2200 [IVC4-1, IVC4-2].

The Board of Trustees also ensures public interest in the institution’s educational quality through multiple opportunities for public comment during Board meetings [IVC4-3]. Additionally, the District’s website contains a feedback form for comments from third parties [IVC4-4].

As required by state law, Board of Trustees members complete a conflict-of-interest form each year to ensure they have no conflicts that would affect their Board work [IVC4-5].

Evidence
IVC4-1 SJECCD Board Policy 2100, Officers
IVC4-2 SJECCD Board Policy 2200, Board Duties and Responsibilities
IVC4-3 SJECCD Board Policy 2435, Public Participation at Board Meetings
IVC4-4 Third party feedback form
IVC4-5 SJECCD Board Policy 2710, Conflict of Interest
Analysis and Evaluation
The Board of Trustees is appropriately representative of the public interest and lacks conflict of interest. Because the seven members of the Board of Trustees are elected by their geographic trustee area, this ensures representation from all areas of the District. Any member of the public is invited to communicate with the Board of Trustees, either through the feedback form on the District’s website or by speaking at a Board meeting. Every Board meeting agenda includes a standing item for in-person public comments.

Each Board agenda contains four opportunities for public comment: on matters of concern about closed session items; on matters not appearing on the agenda; on action items contained in the consent agenda; and prior to voting on any item contained in the action agenda. During each of these opportunities, speakers have up to three minutes and the Board of Trustees allows a maximum of 30 minutes per subject.

Standard IV.C.5
The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard
The Board establishes policies, as detailed in Board Policy 2410 [IVC5-1], that are consistent with the mission of the District and colleges [IVC5-2] and ensures the quality, integrity, and improvement of student learning programs, services, and the resources necessary to support them.

The Board of Trustees has the responsibility for the educational quality of the District and its colleges and the SJECCD Milpitas Extension, and to address legal matters and fiscal health and stability [IVC5-3]. The Board of Trustees regularly reviews key indicators of student learning and achievement.

Each year the Board receives biannual reports on disaggregated data related to the California Community College State Chancellor’s Office Student Success Scorecard, monitoring aspects of the student success pathways including successful course completion, basic skills completion, retention, degree completion and transfer. These reports are reflected in the board agendas continually informing the Board’s policy decisions including resource allocation [IVC5-4].

The Board is directly engaged in educational quality through regular review and approval of recommended courses and programs [IVC5-5]. The Board provides guidance to the Chancellor by reviewing its Budget Principles on an annual basis. The Board receives regular reports from the Vice Chancellor of Administrative Services on the District and Colleges’ fiscal health. The Board establishes policies related to legal matters, and actively engages in district and college fiscal decisions reflecting their fiduciary responsibility and integrity.
Evidence
IVC5-1 SJECCD Board Policy 2410, Board Policies and Administrative Procedures
IVC5-2 SJECCD Board Policy 1200, District Mission
IVC5-3 SJECCD Board Policy 2200, Board Duties and Responsibilities
IVC5-4 SJECCD Board Agenda for Biannual reports
IVC5-5 SJECCD Board agenda for approving curriculum

Analysis and Evaluation
The Board of Trustees establishes board policies and administrative procedures that are “...authorized by law or determined by the Board to be necessary for the efficient operation of the District.” The Board of Trustees regularly assesses its policies for effectiveness in fulfilling the District’s mission.

The Board of Trustees meets this standard as outlined in its Global Ends Statement: “The San José-Evergreen Community College District exists to ensure all students, especially those with educational and/or socioeconomic challenges, will have the skills and capabilities to be successful in the next stage of their life, sufficient to justify the use of available resources,” and by annually assessing board policies and administrative procedures necessary for the efficient operation of the District in fulfilling the District’s mission, vision, values and strategic priorities.

Standard IV.C.6
The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard (need to embed evidence)
The Board of Trustees publishes board policies and administrative procedures via BoardDocs [IVC6-1]. These policies contain all necessary information regarding Board makeup, duties, responsibilities, and operating procedures. Administrative Procedures are also available on BoardDocs [IVC6-2]. The public has access to all board and administrative policies.

Evidence
IVC6-1 SJECCD BoardDocs Board policies
IVC6-2 SJECCD BoardDocs Administrative Procedures

Analysis and Evaluation
The public has access to the most current board policies and procedures online via the District’s website or by BoardDocs website, which houses the policies and procedures. These policies and procedures specify all required information regarding the governing board’s structure and operative procedures.

The public can locate board policies by clicking going to the District’s website and then clicking on: Trustees, Board Policies/Procedures.
Standard IV.C.7

The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them, as necessary.

Evidence of Meeting the Standard

The Board of Trustees refers to its board policies and administrative procedures in all decision-making [IVC7-1], ensuring that it is acting in a manner consistent with them. This is demonstrated in the minutes of Board meetings [IVC7-2]. The Board’s policies and practices undergo a regular cycle of review and revision as outlined in Board Policy 2410 [IVC7-1] and Administrative Procedure 2410 [IVC7-3]. In accordance with Assembly Bill (AB) 1725 and Title 5, the revision and adoption of policies is based on participatory governance. Board Policy and Administrative Procedure 2510 outline the participation of the Academic Senate, classified senate, and students in developing recommended policies for Board action and administrative procedures for action by the District chancellor [IVC7-4 and IVC7-5].

The Board of Trustees looks to the District Council as a resource and clearinghouse when establishing and reviewing policy and administrative procedures. While the District Council is representative of all core constituents—faculty, administrators, classified staff, and students—the Board primarily relies on the Academic Senate representatives for the 10+1 topics covered in AB 1725 [IVC7-6].

Evidence

IVC7-1 SJECCD Board Policy 2410, Board Policies and Administrative Procedures
IVC7-2 SJECCD Board of Trustees Minutes 11.12.19
IVC7-3 SJECCD Administrative Procedure 2410
IVC7-4 SJECCD Board Policy 2510, Participation in Local Decision-Making
IVC7-5 SJECCD Administrative Procedure 2510, Participation in Local Decision-Making
IVC7-6 SJECCD District Council Minutes 03.24.22

Analysis and Evaluation

The Board of Trustees has a solid record of focusing on policy-making and strategic planning, allowing the administration, faculty, and classified professional to autonomously apply board policy and administrative procedures to the colleges’ educational programs and services. The Board of Trustees’ meeting agendas and minutes demonstrate that its actions are consistent with its policies and administrative procedures. The Board evaluates and revises its policies, as necessary.

The Board of Trustees requires that policies and procedures be brought to the Board of Trustees meetings for final review and adoption, as well as for periodic evaluation. While adhering to existing policies, the governing Board also understands the need to regularly evaluate its policies and procedures and revise them as necessary.

Standard IV.C.8

SJECCD Board of Trustees- First Read
To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard
The Board of Trustees regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality through reports on the trend data of the Ends Policy metrics of student success and community impact. [IVC8-1, IVC8-2]. Additionally, the Office of Institutional Effectiveness and Student Success (IESS) prepares reports for the Board based on analysis of relevant data, which are then presented in conjunction with the planned Board Calendar [IVC8-3]. Presentations by college faculty, administrators, classified professionals, and students regarding campus programs and initiatives are provided throughout the year during Board meetings. Recent examples include San José City College’s presentation [IVC8-4]

IVC8-1 SJECCD Board of Trustees Meeting Agenda, December 14, 2021
IVC8-2 SJECCD Board of Trustees Meeting Agenda, May 12, 2020
IVC8-3 SJECCD Board Calendar
IVC8-4 San Jose City College Presentation Spring 2022

Analysis and Evaluation
The Board of Trustees regularly reviews and interacts with data on student performance. A recent example was the April 13, 2021 board meeting when District and College employees presented information on student outcomes/performance.

Standard IV.C.9
The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard
Board of Trustee members are encouraged to attend two conferences each year held by the Community College League of California (CCLC) [IVC9-1] [IVC9-2]. The Board also holds regular study sessions as part of board development. A recent example is found on the March 22, 2022 Board Study Session. The two-hour training focused on the Brown Act [IVC9-3]. Per Board Policy 2100 [IVC9-3] and Board Policy 2015 [IVC.9.4], the Board has a mechanism for providing continuity of Board membership and staggered terms of office. With resources from the CCLC [IVC9-5], new member orientation begins when a candidate files to run for a Board position.

Evidence
IVC9-1 SJECCD List of Board Trainings
IVC9-2 SJECCD Board of Trustees Training/Study Session, March 22, 2022

SJECCD Board of Trustees- First Read
Analysis and Evaluation
The Board of Trustees has established programs for orientation and development. The Board also has a formal, written process that provides for continuity. Trustee terms are staggered by an election process that opens only a portion of the seven seats every four years. At least one of the three members from the central district remains in office. Each term lasts four years, with an option for re-election, except for the student trustee, who serves for one year.

Standard IV.C.10
*Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.*

Evidence of Meeting the Standard
To assess Board performance, the Board of Trustees participate in a self-evaluation on various levels. First, the Board assesses its performance at the end of every single, regular board meeting through an evaluation based on a set of questions that advance the Board's Global Ends Statement and Ends Policies [IVC10-1]. Second, once a year, per SJECCD Board Policy 2745, Board Self-Evaluation [IVC10-2], the Board assesses its performance by conducting a separate self-evaluation. This evaluation process is recommended to and approved by the Board. It serves as a tool to assess the Board’s strengths and areas in which it may improve its functioning. The Board shares the outcomes of this yearly assessment through the Self-Evaluation Committee, who provides a report to the Board. The Board last did this on April 26, 2022; the Board voted to approve the Board Self-Evaluation Report and Recommendations [IVC10-3].

Evidence
IVC10-1 SJECCD Board of Trustees Meeting Agenda, 03.08.22
IVC10-2 SJECCD Board Policy 2745, Board Self-Evaluation
IVC10-3 SJECCD Board of Trustees Meeting Minutes, 04.26.22

Analysis and Evaluation
The Board of Trustees has a self-evaluation process that follows at the end of each board meeting. The Board evaluates its performance based on a set of questions that advance the Board’s Global Ends Statement and Ends Policies. All Board members also participate in a more robust, yearly evaluation of the Board’s performance. This evaluation is a tool to assess
the Board’s strengths and areas for improvement. Results from the regular and yearly evaluations are used to make improvements regarding role, functioning, and effectiveness.

Standard IV.C.11

_The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)_

Evidence of Meeting the Standard

The Board of Trustees upholds a code of ethics and conflict of interest policy as outlined in SJECCD Board Policy and Administrative Procedure 2715 [IVC11-1]. Individual Board members adhere to the code. The Board has a clearly defined policy and administrative procedures for dealing with behavior that violates its code. Conflict of interest is addressed in Board Policy 2710 [IVC11-2]. Additionally, all members of the Board complete Conflict of Interest Disclosures forms each year.

In the adoption and review of this code of ethics, the Board develops, reviews, and complies with its own Code of Ethics statement. These policy-level practices include obligations that encompass objectivity, teamwork, stewardship of resources, and responsibility. In addition, the Board complies with the open meeting law (the Brown Act).

Also included in the Board’s Code of Ethics are clearly stated procedures for censure and for addressing any charge or complaint of Trustee misconduct as well as removal from office. Conflict of interest is addressed in SJECCD Board Policy and Administrative Procedure 2710, Conflict of Interest [IVC11-3]. Additionally, Conflict of Interest is addressed yearly through the Board’s individual member completion of the County’s Form 700 to verify that perceived fiscal conflicts of interest do not exist [IVC11-4].

The Board’s Governance Ends Policies and Governance Principles [IVC11-5] outline the importance of ensuring that Trustees comply with all District Board Policies. The Board has a long history of following its Code of Ethics/Standards of Practice and treating each other and the community with courtesy and respect.

Evidence

IVC11-1 SJECCD Board Policy 2715, Code of Ethics
IVC11-2 SJECCD Board Policy 2710 Conflict of Interest
IVC11-3 SJECCD Administrative Procedure 2710 Conflict of Interest
IVC11-4 2021-2022 Statement of Economic Interests Form 700
IVC11-5 SJECCD Board of Trustees Ends Policies and Governance Principles

Analysis and Evaluation

The Board has a long history of following its Code of Ethics and treating each other and the community with courtesy and respect. In alignment with its code of ethics, trustees perform duties in accordance with their oath of office and commit to serving the educational needs of
District residents in both educational and employment environments. This includes obligations that encompass objectivity, teamwork, stewardship of resources, and responsibility. Additionally, the Board complies with open meeting laws. The college community is invited to Board meetings and has access to agendas and minutes on BoardDocs. Also included in the Board’s Code of Ethics are clearly stated procedures for censure and for addressing any charge or complaint of trustee misconduct.

**Standard IV.C.12**

The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

**Evidence of Meeting the Standard**

The Board of Trustees adopt board policies as necessary for efficient operation of the District per SJECCD Board Policy 2410 [IVC12-1] and delegates full responsibility to the chancellor to administer these board policies as stated in Board Policy 2430 [IVC12-2]. Adherence to this policy is described in Administrative Policy 2430 [IVC12-3]. The Board adheres to Board Policy 2200 [IVC12-4], which stipulates that the Board delegate power and authority to the chancellor to manage the District. The chancellor is responsible for institutional operations as outlined in the job description, including performance goals, annual goal setting, and evaluation (available upon request). An example of delegation of responsibility would be the resolution of the Board of Trustees No. 031520-1 which authorizes the Chancellor and/or his designee to take all actions necessary to ensure continuation of public education, and the health and safety of the students and staff within the district. [IVC12-5, IVC12-6]

**Evidence**

IVC12-1 SJECCD Board Policy 2410, Board Polices and Administrative Procedures  
IVC12-2 SJECCD Board Policy 2430, Delegation of Authority to the District Chancellor  
IVC12-3 SJECCD Administrative Procedure 2430, Delegation of Authority to the District Chancellor  
IVC12-4 SJECCD Board Policy 2200, Board Duties and Responsibilities  
IVC12-5 SJECCD Emergency Governing Board Meeting March 15, 2020  
IVC12-6 SJECCD Resolution of the Board of Trustees No. 31520-1

**Analysis and Evaluation**

The Board of Trustees' delegation of administrative authority to the chancellor is clearly defined in board policies and administrative procedures. The Board also holds the chancellor accountable for the operations of the District, the colleges, and the Milpitas satellite campus. The Board focuses on policies and does not interfere with the chancellor's administration of Board policies or implementation of administrative actions.

Also included in the board policy on delegation of authority is the expectation that the Chancellor perform the duties outlined in the job description and fulfill other duties determined during annual goal setting or evaluation sessions. The Board annually reviews the
chancellor’s job description, along with goals and objectives for performance. This practice ensures the chancellor is responsible for institutional operations. Most recently, due to Covid-19 pandemic, the Board of Trustees authorized the Chancellor to take all necessary action to protect the safety of students and employees, secure campus infrastructure, and determine appropriate exceptions to approve transactions required to procure equipment, services, and supplies during the emergency.

**Standard IV.C.13**

_The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process._

**Evidence of Meeting the Standard**

The Board of Trustees receives regular updates on the accreditation process as specified in Board Policy 3200 [IVC13-1]. The Board received training from the ACCJC on the accreditation standards. [IVC13-2] The Board also reviews and approves the final Institutional Self-Evaluation Report (ISER) prior to submission to ACCJC. [IVC13-3]

EVIDENCE  
IVC.13.1 SJECCD Board Policy 3200, Accreditation  
IVC.13.2 ACCJC Board Training  
PLACEHOLDER  
IVC.13.3 SJECCD Board of Trustee Meeting Agenda October 25, 2022

**Analysis and Evaluation**

The Board remains informed of Eligibility Requirements, Accreditation Standards, Commission policies, and all other areas relating to accreditation. The Board supports the colleges in their work towards these endeavors.

Trainings on accreditation standards keep Board members up-to-date and the college presidents routinely share what they have learned from attending various ACCJC trainings and evaluation visits.

**Conclusions on Standard IV.C: Governing Board**

The Board of Trustees has appropriate policies and procedures to exercise their authority and assure the academic quality, integrity, and effectiveness of student learning programs and services, as well as the financial stability of the District and its entities. The governing board also has policies in place for the selection and evaluation of the chancellor. The Board also has policies regarding the Board structure, Board behavior, Board ethics, and Board training. The governing board acts in accordance with these policies.

**Improvement Plan(s)**
The Board of Trustees of the San José-Evergreen Community College District continues to evaluate its processes, policies and procedures to maintain currency and accuracy. It will continue to communicate with the community to best represent their needs and the needs of the District.

**Standard IV.D - Multi-College Districts or Systems**

**Standard IV.D.1**

*In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.*

**Evidence of Meeting the Standard**

Board Policy 3100 [IVD1-1] tasks the chancellor with defining the organizational structure of the multi-college District and delineating responsibilities. The Board of Trustees delegates executive responsibility to the chancellor as stated in Board Policy 2430 [IVD1-2]. The District’s Governance Handbook, which is currently being updated [IVD1-3, IVD1-4] includes District office and districtwide organizational charts. It also defines the roles of each governing body. The chancellor provides leadership and communicates expectations of educational excellence through various bodies, meetings, and documents, including District Council, Strategic Priorities, the Board’s Ends’ Policies, Chancellor’s Cabinet, and in regular meetings with constituency groups [IVD1-5]. Evidence of establishing roles, responsibilities and the effective support of the colleges can be found in the draft Delineation of Functions which will be approved by constituencies in the fall 2022 [IVD1-6, IVD-1-7].

**Evidence**

- IVD1-1 SJECDD Board Policy 3100, Organizational Structure
- IVD1-2 SJECDD Board Policy 2430 Delegation of Authority in the District Chancellor
- IVD1-3 SJECDD Agenda from District Institutional Effectiveness Committee meeting
- IVD1-4 SJECDD Draft of Participatory Governance Handbook
- IVD1-5 SJECDD District Council Meeting Minutes for March 24, 2022
- IVD1-6 SJECDD Delineation of Function 2016-2017
- IVD1-7 SJECDD Delineation of Functions Update and Gaps Process

**Analysis and Evaluation**

The District has policies in place that define the organizational structure and the Board delegates appropriate authority to the chancellor in the multi-college District. There are clearly defined roles, authority, and responsibilities between the District and colleges and for each of the District governing bodies.

The most recent review of the delineation of functions revealed some gaps in detail and areas of potential overlap in some functions. These areas have been noted and will be
resolved through teams of stakeholders who will make recommendations to the chancellor. In some cases, the delineation of functions map will not change, but correlating business process flows will be developed where more detailed roles and responsibilities are required.

**Standard IV.D.2**

*The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.*

**Evidence of Meeting the Standard**

The Delineation of Functions Map [IVD2-1] establishes operational responsibilities and roles between the District office and the colleges. The SJECCD draft Governance Handbook [IVD2-2] provides documentation regarding the role of District governance bodies. The District program review process [IVD2-3] [access to self-reviews, peer review rubrics and annual, district-wide satisfaction survey data made available upon request], District Council meetings [IVD2-4], and regular meetings with constituency groups [IVD2-5], and external reviews [IVD2-6] ensure effective and adequate District services. The Data Road Map [IVD2-7] also speaks to District services. The Resource Allocation Model Committee [IVD2-8] met over a 6-year period to discuss issues of resource allocation. Additionally, the District Budget Committee [IVD2-9] meets monthly. During these monthly meetings, constituents review tentative budgets and audit findings and may request further information from fiscal services.

**Evidence**

<table>
<thead>
<tr>
<th>IVD2-1</th>
<th>SJECCD Delineation of Functions Map 2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>IVD2-2</td>
<td>SJECCD Draft Governance Handbook</td>
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<td>IVD2-3</td>
<td>SJECCD District Program Review Cycle</td>
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<td>IVD2-4</td>
<td>SJECCD District Council Meeting Minutes for March 24, 2022</td>
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<td>IVD2-5</td>
<td>SJECCD Constituency Groups Meeting Schedule- (Placeholder)</td>
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<tr>
<td>IVD2-6</td>
<td>SJECCD Institutional Effectiveness Review</td>
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<td>SJECCD Data Environment and the Data Road Map</td>
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</tr>
<tr>
<td>IVD2-9</td>
<td>SJECCD District Budget Committee Minutes</td>
</tr>
</tbody>
</table>

**Analysis and Evaluation**

The Chancellor maintains and adheres to the delineation of functions by reviewing, publishing, and putting into practice these functions in the appropriate locations. The District is in the process of collaborating with stakeholders to clarify the delineation of functions map.
The chancellor ensures effective and adequate services from the District to the colleges through the District services program review, District Council, and regular constituency groups meetings. These meetings and processes ensure opportunities for the colleges and constituency groups to provide feedback to the District on the effectiveness of services. District Council and the District Institutional Effectiveness Committee have access to self-reviews and survey data. The institutional effectiveness and institutional research functions across the District continue to collaborate to increase access, quality, and understanding of data and to ensure staff have access the data needed to assess and improve student outcomes.

Resource allocation is openly discussed through the District Budget Committee. The committee meets monthly to review state budget updates, quarterly and annual budget information, and to provide a forum for constituency groups to seek a deeper understanding of the budget and budget process. Resource allocation discussions and the improvement of services are an ongoing discussion as the District seeks to continually improve services to the colleges. In 2021-22, the Interim Chancellor renewed the Resource Allocation Committee’s work. Last year the committee held three retreats. During these retreats, constituents requested fiscal data from District administrative services and the committee voted on proposed model of resource allocation. The proposed model did not pass. Having not met its charge over the course of six years to recommend a model to the Chancellor, the committee was dismissed. The executive team (chancellor, college presidents, and vice chancellor of administrative services) are working to find a model that allows for a transparent and fiscally sound allocation model.

**Standard IV.D.3**

*The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.*

**Evidence of Meeting the Standard**

The District has several policies and procedures that ensure adequate allocation of resources to support the College. Board Policy 6200 [IVD3-1] establishes the budget preparation process, Administrative Procedure 6250 [IVD3-2] delegates responsibility for general management of fiscal and business affairs, and Board Policy 6300 [IVD3-3] and Administrative Procedure 6300 [IVD3-4] delegate overall responsibility for fiscal stewardship. The District Budget Committee [IVD3-5] meets monthly. Budgets and audit findings are regularly presented to the District Budget Committee [IVD3-6] and to the Board of Trustees [IVD3-7].

**Evidence**

- IVD3-1 SJECDD Board Policy 6200, Budget Preparation
- IVD3-2 SJECDD Administrative Procedure 6250, Budget Management
- IVD3-3 SJECDD Board Policy 6300, Fiscal Management
- IVD3-4 SJECDD Administrative Procedure 6300, Fiscal Management
Analysis and Evaluation
The District has the policies, producers and practices for the routine review of fiscal information by stakeholders and the Board of Trustees. The resource allocation model is also a topic of discussion at the Chancellor’s meeting with the stakeholders as well as meetings between the Chancellor, Presidents, and Vice Chancellor of Administrative Services. The Chancellor presents the Board with an annual budget in accordance with Title 5, ACCJC Accreditation Standards, and the California Contracted District Audit Manual.

Standard IV.D.4
The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO’s accountable for the operation of the colleges.

Evidence of Meeting the Standard
Administrative Procedure 2430 [IVD4-1] establishes the chancellor as the Chief Executive Officer of the District, who then delegates full responsibility and authority to the College Presidents to implement and administer delegated policies. The Chancellor is authorized to conduct evaluations of each college president at least annually, as specified in Board Policy 2436 [IVD4-2] and Administrative Procedure 2436 [IVD4-3].

Evidence
IVD4-1 SJECCD Administrative Procedure 2430, Delegation of Authority to the District Chancellor
IVD4-2 SJECCD Board Policy 2436, Evaluation of the College Presidents
IVD4-3 SJECCD Administrative Procedure 2436, Evaluation of the President

Analysis and Evaluation
The District has clearly specified policies and procedures for the chancellor to delegate authority to the College Presidents and to hold the CEOs for operations of the Colleges. The evaluation process is developed by the Chancellor with input from the Board of Trustees and criteria are based on Board Policy, the college president’s job description, and performance on goals and objectives.

Standard IV.D.5
District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard

SJECCD Board of Trustees- First Read
All planning and evaluations are done with appropriate engagement from stakeholders and is integrated between the District and the College. Board Policy 3225 [IVD5-1] speaks to the Board of Trustee’s commitment to developing goals that measure the ongoing operational environment and regular assessment of institutional effectiveness. The corresponding Administrative Procedure 3225 [IVD5-2] directs that each college and the District develop, adopt, and publicly post goals, including for student performance and outcomes. Board Policy 3250 [IVD5-3] and Administrative Procedure 3250 [IVD5-4] address institutional planning, including the District’s strategic priorities [IVD5-5]. College strategic plans align with the District’s strategic priorities [IVD5-6] and the colleges’ facilities master plans [IVD5-7, IVD5-8, IVD5-9, IVD5-10] are the basis for the District’s facilities planning and implementation. The Board’s Ends’ Policies and College performance are widely communicated. The College’s Educational Master Plan will inform the District’s Educational Master Plan to be completed in 2022-23 [IVD5-11, IVD5-12].

Evidence
IVD5-1 SJECDD Board Policy 3225, Institutional Effectiveness
IVD5-2 SJECDD Administrative Procedure 3225, Institutional Effectiveness
IVD5-3 SJECDD Board Policy 3250, Institutional Planning
IVD5-4 SJECDD Administrative Procedure 3250, Institutional Planning
IVD5-5 SJECDD Strategic Priorities 2018-2025
IVD5-6 SJCC Strategic Plan 2019-2024
IVD5-7 SJCC Facilities Master Plan 2016
IVD5-8 EVC Facilities Master Plan 2016
IVD5-9 SJCC Facilities Master Plan Addendum
IVD5-10 EVC Facilities Master Plan Addendum
IVD5-11 SJCC Educational Master Plan 2021-2031
IVD5-12 EVC Educational Master Plan

Analysis and Evaluation
The District and Colleges engages in board-based as well as operational planning and regularly evaluate progress being made in these plans. All planning and evaluations are conducted with the appropriate engagement from the stakeholders. The District and College’s also documents the District’s strategic priorities, which align with the College’s strategic priorities.

Standard IV.D.6
Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete for the colleges to make decisions effectively.

Evidence of Meeting the Standard
The District Council [IVD6-1] is the body where District and College staff, faculty, and administrators discuss issues, share information, and make recommendations to the chancellor. Agendas, meeting minutes, and documents are shared and stored using BoardDocs [IVD6-2].

SJECCDD Board of Trustees- First Read
District Council has broad membership including:

- the Chancellor (non-voting);
- 7 faculty representatives (2 from each College Academic Senate, 1 District Academic senate, 2 from the faculty union);
- 1 from each College Council;
- 4 District administrator representatives;
- 4 Classified Senate;
- 4 classified union;
- 2 student government;
- 2 from management, supervisory and classified; and,
- both College Presidents.

District Council meets monthly. Constituency leaders communicate information to their respective groups. Agendas, meeting minutes and documents are shared and stored using BoardDocs [IVD-6.2].

Chancellor’s Cabinet is held weekly and consists of the Chancellor, President, Vice Chancellor Adminstrate Services, AVP Human Resources, AVP Technology and the District Public Information Officer. As needed, Extended Chancellor Cabinet is held which adds other members of the District’s Administration to the Cabinet membership. College Presidents share information to with the appropriate college bodies. District staff are made aware of College operations, issues, and needs and align actions accordingly. The District and College also share information, discuss needs via the three District Shared Governance Committees: District Budget Committee, District Technology Planning Committee, and the District Institutional Effectiveness Committee [IVD6-3, IVD6-4, IVD6-5]. The Chancellor also has regular meetings with constituency group leadership where information can be exchanged and issues further discussed [IVD.6.8].

The District and colleges share information and discuss needs via three District shared governance committees: District Budget Committee [IVD6-3], District Technology Planning Committee [IVD6-4], and the District Institutional Effectiveness Committee [IVD6-5]. The chancellor also has regular meetings with constituency group leadership, for example the College Academic Senate Executives with the purpose to exchange information further discuss issues [IVD6-6].

Evidence

**IVD6-1** SJECCD District Council Meeting Minutes for March 24, 2022
**IVD6-2** SJECCD District Council Agenda on Boarddocs
**IVD6-3** SJECCD District Budget Committee Meeting Minutes 4-28-2022
**IVD6-4** SJECCD District Technology Planning Committee Meeting Minutes 05.12.22
**IVD6-5** SJECCD District Institutional Effectiveness Committee Meeting Minutes 3-22-2022
**IVD6-6** Constituency Groups Meeting Schedule (Placeholder)
Analysis and Evaluation
The District and colleges have regular and robust meetings for timely and accurate communications that ensures effective operations of the Colleges. Constituency leaders communicate information to their respective groups after District Council meetings.

Additionally, information is cascaded up and down in monthly District wide committees as well as in weekly Chancellor’s Cabinet meetings and in as-needed Extended Cabinet meetings. College presidents share information with the appropriate College bodies.

Standard IV.D.7
The district/system CEO regularly evaluates district/system and college role delineations, governance, and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard
The District and Colleges employ several mechanisms to regularly evaluate roles, governance, and decision-making processes. This includes a change in the review timeline of board policies and administrative procedures [IVD7-1, IVD7-2]. As a result of this change, the Policy Committee is now an official sub-committee of the District Council with its role clearly defined [IVD7-3]. The District conducted an in-depth review of the delineation of functions [IVD7-4] and areas needing further attention are being worked on [IVD7-5]. Any disagreements will be referred to the Chancellor’s Cabinet meeting. District wide committees conduct self-evaluations annually [IVD7-6, IVD7-7] and results are shared [IVD7-8]. In spring 2022, the District held Lightning Talks that provided concise presentations on the results of each program review [IVD7-9].

Evidence
IVD7-1 SJECCD 6 Year Cycle Review of Board Policies and Administrative Procedures
IVD7-2 SJECCD District Council Meeting Minutes March 24, 2022
IVD7-3 SJECCD Board Policy and Administrative Procedure Process Flow
IVD7-4 SJECCD Delineation of Functions Map 2016-2017
IVD7-5 SJECCD Delineations Functions Update and Gaps Process
IVD7-6 SJECCD District Committees Self-Evaluation Process
IVD7-7 SJECCD Sample of District Council Self-Evaluation Survey
IVD7-8 SJECCD District Institutional Effectiveness Committee Meeting Minutes 10-26-21
IVD7-9 SJECCD District Services Program Review Lightning Talks Invitation

Analysis and Evaluation
The District and Colleges have multiple mechanisms for the review and evaluation of role delineation, governance, and decision-making processes. These reviews and evaluations work together to ensure the integrity and effectiveness of the roles, governance, and decision-
making processes to enable the Colleges to meet educational goals for student achievement and learning. Results of these evaluative processes are communicated and the District uses them to make improvements.

**Conclusions on Standard IV.D: Multi-College Districts or Systems**
The chancellor provides leadership and communicates expectations of educational integrity and excellence and the District ensures operational effectiveness of the colleges. Roles and functions are reviewed regularly and will be delineated in the District Governance Handbook as well as the Delineation of Functions Map. The Presidents have full responsibility and authority for their colleges while also aligning College and District planning. Assessment of roles, governance, and the effectiveness of District support to the colleges is conducted and results are communicated.

**Improvement Plan(s)**
The Delineation of Functions needs to be further reviewed to resolve areas of gaps and overlap. A Delineation of Functions map is expected to be completed by 2023. The District Governance Handbook will also be completed in 2023. The District is working with both colleges to review and revise the Resource Allocation Model. The District will continue to find ways to more broadly communicate the results of evaluations and use them to guide change.

**H. Quality Focus Essay**

**Introduction and Rationale**

In recent years, San José City College has identified student retention an improvement focal point. Improving student retention relates both to the issue of declining student enrollment as discussed in the introduction and to the issue of improving student success.

The average five-year fall-to-spring persistence rate of all students for San José City College is 61%. In other words, two out of five students who attend the College in the fall term do not return in the spring term. When benchmarked against the rates of statewide and regional peers, the College’s persistence rate is lower than the statewide average by 6% and up to 14% lower compared to regional peers. This trend has been consistent over the last five years, according to the College’s Institutional Student Data.

The persistence rate is slightly higher for degree-transfer students; however, the College's rate is still lower compared to the statewide average and regional peers. The fall-to-spring persistence rate of degree-transfer students for San José City College, regional peers, and all California community colleges (statewide) in the last five years. The five-year average persistence rate for the college is 65%, four percentage points higher than that for all students. When benchmarked against the rates of statewide and regional peers, the College’s persistence
rate is lower than both the statewide average and those of most regional peers. (See Institutional Student Data)
The comparatively low term-to-term persistence is experienced by all student populations, despite some group differences. The fall-to-spring persistence rate for degree-transfer students at San José City College for the past five years has been disaggregated by gender and ethnicity. The five-year data shown here indicate that while some student subgroups (e.g., Asian, White, Female) experienced slightly higher persistence rates than the overall average, compared to the statewide and the regional peers, all student subgroups have experienced lower persistence rate. (See Institutional Student Data)

Additional analysis has been completed for all programs and courses to provide a more in-depth understanding of retention. Furthermore, the College has a student equity dashboard for each faculty to review their success and retention rates. Data points on student success and retention can be disaggregated by race and gender and personalized for each faculty.

**Anticipated Impact on Student Learning and Achievement**

**Outcome Measures**
Agreed upon goals for increasing retention are clearly stipulated in the 2022-26 Strategic Plan 2.0. The outcomes will be delineated in the 2022-24 Integrated Strategic Enrollment Management Plan Ensuring Retention (iSEMPER). The iSEMPER specifies direct goals in specific programs throughout the College. The iSEMPER states the specific key performance indicators (KPIs) of the Strategic Plan. The Planning and Institutional Evaluation (PIE) Committee reviews the agreed upon goals and KPIs and reports on the progress to the College Advisory Council. The outcomes to measure will be based on the three areas:
- Increase retention rates and completion rates of programs, down to course level.
- Increase in student enrollment due to the increase in student retention.
- Increase retention rates term to term.

**Proposed Action Projects**
The College has identified four thematic areas to increase retention: creating a data-informed institutional culture to make decisions to support student success; expanding the model of cohort programs, supplemental tutoring, and instructional and student support services; operationalizing Guided Pathways 2.0; and humanizing curriculum and pedagogy to build a culture of belonging.

Each area has a minimum action project specifying responsible parties, resources needed, and timeline for implementation. Each area aligns to specific objectives in the 2022-24 Strategic Plan 2.0. Action projects for each area will be added to the 2022-24 iSEMPER, which is currently being updated. All action areas and plans will be reviewed by participatory governance and annually evaluated for progress by the PIE Committee.
1. Creating a data-informed institutional culture to make decisions to support student success (aligned to SP Goal 5.4, 2.2).

Having an institution that consistently uses data to inform all areas of practice is a critical step towards increasing student retention and planning for student success. While data collection and analysis sometimes seem the purview of a few, there is a need to “foster a data-informed institutional culture” that leads to more “intentional resource allocation” (SP 5.4) and intentional choices in practice from support services to academics. The College needs to humanize the data so that this information becomes relatable to daily practices and is more than abstract numbers. Additionally, this data must be communicated to all members of the campus community in an effective manner. The Student Equity Dashboard is a tool that can be utilized effectively; there must be training so that faculty and classified professionals can do so. Expanding professional development for faculty, classified professionals, and administrator's to learn more about student retention and student needs are key to this action project and its success.

There are other key components to this action project. One is for the academic deans to apply data in reviewing key programs with retention challenges and using that information to make appropriate choices regarding those programs. Courses must be analyzed in terms of retention needs with an eye to gateway courses and their role in the success of programs. Qualitative data is another component, especially as it relates to listening to student voices. Finally, understanding the data regarding Assembly Bill (AB) 705 progress for English and Math and communicating that progress outward is necessary to a data-informed culture and for student success. These efforts all support Strategic Plan Goal 2.2, which is to “increase student retention for completing educational goals in a timely manner,” as utilizing data will allow for more effective approaches.

2. Expanding the model of cohort programs, supplemental tutoring, and instructional and student support services (aligned to SP 2.1 and 2.2)

There are practices that have proven effective in the efforts to “reduce student equity gaps” (SP 4.1) and “increase student retention for completing educational goals in a timely manner” (2.2). Gateway courses shape a student’s experience and success in a degree or certificate program, and therefore it is necessary to leverage instructional support services to support these courses. Such support services include embedded counseling and tutoring, as well as additional support utilizing Peer Led Team Learning (PLTL). Examples of gateway courses include English 1A and English 1C, Math 63, Introduction to Accounting, and Introduction to Psychology. Going back to the first action project, the use of data can determine gaps and the need for supplemental instruction. Cohort models can be used to support students in gateway courses and beyond. Academic deans will work closely with PLTL and the Learning Resource Center (LRC) to leverage and create tutoring services. Student Services, Academic Affairs, and Career Education will collaborate to promote resources for food, housing, mental health services, and technology. Additional support from academic affairs will be to increase Open Education Resources (OER)/ Zero Textbook Cost (ZTC) resources. Faculty will become ambassadors to
students, connecting them to resources. Similarly, expansion of extracurricular activities for students, such as the Math, Engineering, Science, and Achievement (MESA) Science Club, will help bolster student participation and engagement.

When the College can “increase student use of College resources and support services” (SP2.1) students are given the needed tools and support, which will lead to increased retention.

3. **Operationalize Guided Pathways 2.0 (aligned to SP 1.3, 2.2, 2.3)**

Action project 3 centers on Guided Pathways 2.0, which aligns with SP 1.3: “Develop clear and accessible Guided pathways that lead to certificates, degrees, transfer, and/or employment.” The College plans to clearly identify the pathways utilizing the Career & Academic Pathway (CAPs). The College will review and streamline curriculum, revise a 2-year planning schedule, and map out all CAPs to streamline and broadcast clear pathways. Faculty expertise will be utilized to update the currency of the curriculum and streamline certificates and programs with high units for completion. Degree audit platform to improve strategic enrollment management and improve completions will be implemented. Additionally, the California Community College Chancellor’s Office (CCCCO) Launchboard recently integrated Guided Pathway Cohort View and metrics in Student Success Metrics, allowing improved data tracking of students.

The success of Guided Pathways 2.0 relies upon consistent messaging to students, which includes the website, texts, social media resources, marketing efforts, and collateral materials. There is also a need for better communication protocols and resources between counseling faculty and academic discipline faculty. A new shared and effective early alert process and degree audit are critical. This plan will “increase degree and certificate completions, transfers to four-year universities, and employment or occupational outcomes” (2.3), and “increase student retention for completing educational goals in a timely manner” (2.2).

4. **Humanizing curriculum and pedagogy to build a culture of belonging (aligned to SP 2.2, 4.1, 4.2)**

Recent work on cultural currency and its impact makes clear its role in student success and retention. Action project 4 looks to build a culture of belonging by rolling out a Cultural Curriculum Audit Review (CCAR) and the California Community Colleges Chancellor’s Office Diversity Equity Inclusion Accessibility (DEIA) in Curriculum: Model Principles and Practices. The Instructional Policies Curriculum Committee (IPCC) and Academic Senate are looking to incorporate these model principles and practices into the curriculum process. This will include an equity focus on the Course on Record (COR) when curriculum is submitted and approved. This project will have three goals: (1) ensure that distance education offerings are equitable and accessible; (2) build a knowledge base of cultural competency for faculty and classified professionals; and (3) build awareness and expand offerings in Open Educational Resources (OER)/ Zero Textbook Cost (ZTC). The focus will continue to build DEIA competencies with faculty providing face-to-face and or distance education offerings. All these efforts aim to
“reduce student equity gaps” (4.1) and “increase college employees’ capacity for race-conscious, antiracist professional practices” (4.2), leading to adherence with Strategic Plan 2.2: “Increase student retention for completing educational goals in a timely manner.”

Diagram of four action areas

1. Creating a data-informed institutional culture to make decisions to support student success (aligned to SP Goal 5.4, 2.2).

<table>
<thead>
<tr>
<th>Activity</th>
<th>Responsible Party</th>
<th>Resources Required</th>
<th>Timeline</th>
<th>Aligned to SP Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to consistent, accurate, and relevant data</td>
<td>Office of Research, Planning, and Institutional Effectiveness</td>
<td>District and College sponsored software to gain access to institutional data Professional development contractors More researchers</td>
<td>Fall 2022 Spring 2023</td>
<td>Goal 5.4 Goal 2.2</td>
</tr>
<tr>
<td>Present at Professional Development Day (PDD)</td>
<td>Accreditation Committee, Office of Research, Planning, and Institutional Effectiveness</td>
<td>Professional development funds</td>
<td>Fall 2022 Spring 2023</td>
<td>Goal 5.4 Goal 2.2</td>
</tr>
<tr>
<td>Update iSEMPER to include measurable goals and KPIs</td>
<td>Vice President Academic Affairs Vice President of Student Affairs Dean of Research Planning &amp; Institutional Effectiveness</td>
<td>Not applicable</td>
<td>Fall 2022</td>
<td>Goal 5.4 Goal 2.2</td>
</tr>
<tr>
<td>Retention survey</td>
<td>Vice President Student Affairs Vice President Academic Affairs 25th Hour Communication, Inc.</td>
<td>Use of enrollment/retention grant funds</td>
<td>Fall 2022</td>
<td>Goal 5.4 Goal 2.2</td>
</tr>
<tr>
<td>Activity</td>
<td>Responsible Party</td>
<td>Resources Required</td>
<td>Timeline</td>
<td>Aligned to SP goals</td>
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</tbody>
</table>
| Review Assembly Bill 705 implementation plans                           | Dean of Math & Science  
Dean of Language Arts  
Faculty Coordinators                                                                  | Guided Pathway funds  
Enrollment and retention grant funds                                                | Fall 2022 Spring 2023         | SP 2.1  
SP 2.2 |
| Review gateway courses                                                  | All Academic & Career Education Division Deans  
Office of Research, Planning, and Institutional Effectiveness                      | Not applicable                                                                | Fall 2022 Spring 2023         | SP 2.1  
SP 2.2 |
| Review instructional services for support services                      | Deans Academic Division  
Vice President Academic Affairs                                                      | Not Applicable                                                                    | Fall 2022 Spring 2023         | SP 2.1  
SP 2.2 |
| Create new cohort program for Asian Pacific Islanders                  | Dean of Academic Success & Student Equity  
All Academic Deans and Career Education Deans                                          | Grant funds                                                                     | Fall 2022 Spring 2023         | SP 2.1  
SP 2.2 |
| Review embedded tutoring                                                | Dean of Academic Success & Student Equity  
All Academic Deans and Career Education Deans                                          | Funds for tutor compensation  
Enrollment and retention grant funds                                                | Fall 2022 Spring 2023         | SP 2.1  
SP 2.2 |

2. Expanding the model of cohort programs, embedded tutoring, and instructional support services
<table>
<thead>
<tr>
<th>Activity</th>
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<th>Timeline</th>
<th>Align to SP goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expand Peer Led Team Learning in the Math, Engineering, Science</td>
<td>MESA and METAS Directors Vice President Academic Affairs Dean of Math &amp; Science</td>
<td>Grant funded Ganas Grant</td>
<td>Fall 2022 Spring 2023 Fall 2023</td>
<td>SP 2.1 SP 2.2</td>
</tr>
<tr>
<td>Achievement (MESA) and METAS programs</td>
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<tr>
<td>Instructional support for Math &amp; Science courses</td>
<td>Dean of Math &amp; Science</td>
<td>Grant funds MESA Grant</td>
<td>Fall 2022 Spring 2023</td>
<td>SP 2.1 SP 2.2</td>
</tr>
<tr>
<td>Support basic needs &amp; affordability efforts</td>
<td>Dean Academic Success &amp; Student Equity Basic Needs Coordinator</td>
<td>Basic needs funds HEERF funds</td>
<td>Fall 2022 Spring 2023 Fall 2023</td>
<td>SP 2.1 SP 2.2</td>
</tr>
<tr>
<td>Expansion of extracurricular, co-curricular and civic engagement</td>
<td>Director of Student Development &amp; Activities Student Life Program Coordinator Associated Student Government MESA Director</td>
<td>Associated Student Government funds Student Equity &amp; Achievement Program Funds MESA Funds</td>
<td>Fall 2022 Spring 2023</td>
<td>SP 2.1 SP 2.2</td>
</tr>
</tbody>
</table>

### 3. Operationalize Guided Pathways 2.0 (aligned to SP 1.3, 2.2, 2.3)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Responsible Party</th>
<th>Resources Required</th>
<th>Timeline</th>
<th>Align to SP goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integration of Career &amp; Academic Pathways (CAPs)</td>
<td>Guided Pathways Team Vice President of Strategic Partnerships and Workforce Innovation Vice President of Academic Affairs</td>
<td>New Guided Pathways budget</td>
<td>Fall 2022 Spring 2023 Fall 2023</td>
<td>SP 1.3 SP 2.2 SP 2.3</td>
</tr>
<tr>
<td>Integration of College website for better communication of CAPs to</td>
<td>Director Marketing and Public Relations Guided Pathways Team</td>
<td>Not applicable</td>
<td>Fall 2022 Spring 2023</td>
<td>SP 1.3 SP 2.2 SP 2.3</td>
</tr>
<tr>
<td>students Completion of strategic marketing communication plan</td>
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</tr>
<tr>
<td>2-year schedules for CAPs</td>
<td>All Academic Deans Vice President of Academic Affairs</td>
<td>Full-time equivalent faculty</td>
<td>Spring 2023 Fall 2023</td>
<td>SP 1.3 SP 2.2 SP 2.3</td>
</tr>
</tbody>
</table>
### Early Alert implementation across the institution
- **Responsible Party:** Dean of Counseling Information Technology Services & Support Business Services
- **Resources Required:** District funding for technology
- **Timeline:** Fall 2022 Spring 2023
- **Align to SP goals:** SP 1.3 SP 2.2 SP 2.3

### Counseling and Academic Affairs integration of Guided Pathways for completion
- **Responsible Party:** Dean of Counseling Academic Faculty Guided Pathways Team
- **Resources Required:** Not applicable
- **Timeline:** Fall 2022 Spring 2023
- **Align to SP goals:** SP 1.3 SP 2.2 SP 2.3

### Implementation of degree audit and training
- **Responsible Party:** Dean of Counseling, Director of Admissions & Records, Information Technology Services & Support
- **Resources Required:** District funding for technology
- **Timeline:** Fall 2022 Spring 2023 Fall 2023
- **Align to SP goals:** SP 1.3 SP 2.2 SP 2.3

### Infusion of Guided Pathways to CCCApply Admission Application Implementing and training people in technology (early alert, etc.)
- **Responsible Party:** Director of Admissions & Records Dean of Counseling Information Technology Services & Support
- **Resources Required:** Not applicable
- **Timeline:** Fall 2022 Spring 2023
- **Align to SP goals:** SP 1.3 SP 2.2 SP 2.3

### 4. Humanizing pedagogy to build a culture of belonging (aligned to SP 4.1 and 4.2)

<table>
<thead>
<tr>
<th>Activity</th>
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<th>Resources Required</th>
<th>Timeline</th>
<th>Align to SP goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rollout of Cultural Curriculum Audit Review (CCAR)</td>
<td>Professional Development Committee Academic Senate Vice President Academic Affairs</td>
<td>Institutional Effectiveness Partnership Initiative; Cultural competency grant funds</td>
<td>Summer 2022 Fall 2022 Spring 2023 Fall 2023</td>
<td>SP 4.1 SP 4.2</td>
</tr>
<tr>
<td>FLC and Training Fall 2022 SJCC Counterstory Project</td>
<td>Professional Development Committee Dr. Tara Yosso</td>
<td>Enrollment and retention funding $60,000</td>
<td>Fall 2022 Spring 2023</td>
<td>SP 4.1 SP 4.2</td>
</tr>
<tr>
<td>Incorporate model Diversity, Equity, and Inclusion (DEI) curriculum principles</td>
<td>Professional Development Committee Instructional Policies and Curriculum Committee Academic Senate</td>
<td>Diversity, equity, inclusion, accessibility, and anti-racism funding Professional development funding</td>
<td>Fall 2022 Spring 2023</td>
<td>SP 4.1 SP 4.2</td>
</tr>
<tr>
<td>Initiative</td>
<td>Responsible Party</td>
<td>Funding Source</td>
<td>Timeframe</td>
<td>SP</td>
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<tr>
<td>Equitable and accessible distance education</td>
<td>Distance Education Committee, Distance Education Coordinator, Peer Online Course Review (POCR) Teams</td>
<td>Higher Education Emergency Relief Fund (HEERF) funding</td>
<td>Fall 2022, Spring 2023</td>
<td>4.1, 4.2</td>
</tr>
<tr>
<td>Expand Open Education Resources (OER)/Zero Textbook Cost (ZTC) Offerings</td>
<td>OER/ ZTC Taskforce, All Academic Deans and Career Education Deans</td>
<td>Higher Education Emergency Relief Fund (HEERF) funding, AAU&amp;C OER Institute ZTC Grant funds Enrollment and retention grant funds</td>
<td>Summer 2022, Fall 2022, Spring 2023</td>
<td>4.1, 4.2</td>
</tr>
<tr>
<td>Support and Implementation of College plans including Diversity, Equity, Inclusion, Accessibility and Anti-Racism; LBGTQ+; and student equity plans</td>
<td>Dean of Academic Success &amp; Student Equity, Diversity Advisory Committee, Student Equity &amp; Achievement Committee, Associated Student Government</td>
<td>Student Equity &amp; Achievement Program (SEAP) Funds, Associated Student Government Funds Enrollment and retention grant funds</td>
<td>Fall 2022, Spring 2023</td>
<td>4.1, 4.2</td>
</tr>
</tbody>
</table>