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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 1.A. Mission

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
The Mission is located on the website and was updated through a participatory governance process.

Mission Statement link

The Mission for San Jose City College is:
The mission of San Jose City College is to provide student-centered and culturally responsive curriculum and services for career pathways, university transfer, and life-long learning. We strive to accomplish this by promoting an inclusive, multicultural learning community that values social justice, along with excellence in teaching and learning.

Analysis and Evaluation
The Accreditation taskforce, with guidance from ACCJC took a more streamlined approach when writing the new Mission for San Jose City College. Constituent group members were surveyed and three statements were written based on initial responses. Those three statements were sent out to the campus community, which included administrators, classified professionals, and faculty. In addition, a students were surveyed through a select number of classes. The number of student responses ended up being equal in number to other responses, though in the future more students should be surveyed in any cycle involving an updated Mission statement. The statement encapsulates who we are as a college and who we are striving to be; it makes for a good guiding light, and it is being incorporated into the campus culture as a living statement.
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 is accomplishing its mission by evaluating its strategic plan, reviewing mission-related student achievement data, reviewing vision for success data in planning the Educational Master Plan (EMP), and conducting program review. These activities involve use of institutional data and reflect the extent to which the college’s mission directs its priorities in meeting student needs.

- Board presentations
- PIE presentation on vfsgoals,
  - EMP use of vfs data for planning
- Examples from Program review

Analysis and Evaluation

The primary way in which the college assesses accomplishment of its mission is by evaluating its strategic plan. The college’s strategic plan articulates its goals and objectives to lay 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 or concrete milestones called key performance indicators (KPIs). Through evaluation of KPI outcomes, the college assesses where the college 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 certificate, associate degree and associate degree for transfer, all of which align with our mission of providing curriculum for “career pathways, university transfer, and life-long 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 [EMP data].

One of the ways in which the college assesses how effectively it is accomplishing its mission is program review. Every academic program and service area conducts a comprehensive program review on a four-year cycle. In the comprehensive program review form, 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 as part of overall evaluation of their program or service, and sets new program goals that aligns with the college’s mission citing data. The college’s established program review process ensures that all areas of the
college are using data to evaluate how well they are accomplishing the college’s mission and
to set goals that align with the mission.

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**
The Mission informs several important initiatives at SJCC. Professional Development is guided
by the commitment to providing “student-centered and culturally responsive curriculum and
services”, and the DEIAA (Diversity, Equity, Inclusion, Accessibility, and Anti-Racism Plan) is
specifically informed by this commitment and the emphasis on being inclusive, as stated in the
Mission. The Mission also guides the iSEMPER and the EMP (Educational Master Plan).

PDD agenda
DEIAA
iSemper (page?)
EMP (page?)

**Analysis and Evaluation**
SJCC is proud of its new Mission, which it developed along with a Vision and a Values
statement. The Mission does inform key policies and procedures, but there is a need to
embed it more fully into aspects of campus life. The campus has taken to heart the equity and
inclusion at the heart of the Mission statement and the Mission reflects efforts that were
happening before its formation and that are ongoing in campus life. The Diversity Advisory
Committee was brought back to life in the Fall of 2020 and is working on sponsoring events for
the campus community, Professional Development has had specific anti-racism training, and
the Mission and the core values stated within have informed important initiatives such as the
Educational Master Plan. The Mission specifically has culturally responsive curriculum and
work is underway as of Spring 22 for a Cultural Curriculum Audit Review. We want to make the
Mission statement a living document that is brought into committee work and the classroom.
We are working towards that goal.

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 was approved by the Board on ***. Before going to the Board the
statement went through a writing and approval process that included all constituency groups,
including the Academic Senate, the Classified Senate, and the College Advisory Council. A
procedure to review the Mission Statement was approved by the Accreditation Committee on
2/9/22.
Analysis and Evaluation
The Mission Statement for San Jose City College provides a lens through which the college’s endeavors can be seen and shaped. While a statement that changes frequently will not serve its purpose in holding us to a course, having one that cannot change as times and needs shift is equally detrimental. The Accreditation Committee came up with a seven-year cycle for evaluating and possibly 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 is now delineated so as to involve all constituent groups in order to ensure the Mission Statement encapsulates the needs and vision of our unique community.

Conclusions on Standard I.A: Mission
The Mission Statement of San Jose City College is one shaped by the efforts of the community and is put into place to further shape those efforts as we move into the future. The mechanisms of participatory government were put into place to ensure that many voices were heard and represented in its creation and we are working on making sure that all constituency groups are informed about and by the Mission and feel that it is representative of their needs and experiences.

Improvement Plan(s)
There are a few areas for improvement to the Mission and its implementation. One gap that has been closed is the process for evaluating the Mission and possibly changing it. There is now a formal process for this evaluation in place. However, while the Mission is integrated into important initiatives for the college, we 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.

Evidence List
[Provide list of all evidence cited within Standard I.A.]
Standard 1.B. Assuring Academic Quality and Institutional Effectiveness

**Academic Quality**

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**

San Jose City College utilizes its committee structure in order to create spaces for work to be done collegially with all constituent groups represented.

SEAP minutes  
CAC Evaluation/minutes  
PIE minutes

**Analysis and Evaluation**

Committees include each constituent group as part of their make-up and committee members are usually appointed by the overseeing body, so that the Classified Senate appoints classified professionals to committees, the ASG appoints students, and the Academic Senate appoints faculty to committees. It is a point of pride that Part-Time Faculty are given equal voice on committees as full time faculty, though compensation for time is an issue.  

The Planning and Institutional Effectiveness Committee (PIE) is one committee that specifically examines the KPIs (Key Performance Indicators), making sure that they are effective, in alignment with the Mission of the college, and being met through the workings of the college. The Planning and Institutional Effectiveness Committee (PIE) reviews the KPIs of the college and gathers information and input on how these KPIs are being met. The charge of the committee is “To ensure that the college's strategic planning process is sound, collaborative, evidence-based, and sustainable; and that the Strategic Plan guides decision-making and activities that support improvement of institutional effectiveness and student learning and success.” Campus groups (terrible wording) send representatives to present where they are in meeting the KPIs in order to show off their successes and to bring forward their challenges. This information enables the committee to examine the KPIs, advising that resources be given where needed or that some KPIs need to be rewritten or adjusted. This schedule of reports also allows us to highlight and celebrate the successes happening on campus. This process is on its second year and has provided valuable information to the committee. However, the committee is looking to close the circle of feedback, and is seeking ways that the data collected through the process can be used for the most effect.

The PIE committee is not the only committee where review and discernment happens. The College Advisory Committee hears reports back from its subcommittees on their goals and accomplishments in a yearly process. The Academic Senate is establishing the same process
for its subcommittees. These committees represent different aspects of the college’s workings: for example, the SEAP (Student Equity and Achievement Program) Committee supports student equity and success programs, and the SLO committee overlooks the implementation of Student Learning Outcomes. Committees also report during the year, outside of the cycle of goal-setting and evaluation, to the College Advisory Committee and the Academic Senate when needed to allow for communication of progress and special initiatives.

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
SJCC actively invests in tools, training, and operations for defining and assessing student learning outcomes at the course, program, and institutional levels.

Analysis and Evaluation
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 college is actively piloting the eLumen software tool as it transitions away for TracDat. The eLumen tool provides the ability to easily link, assess, and map SLOs across the institution. In addition to the tools, the training around student learning outcome development and assessment are offered regularly through the committees of the Academic Senate and supported by the data offered by the college research office. Regarding operations, the college has instituted policy and processes that effectively interrogate the student learning outcomes and service area outcomes. The Policy of the college’s Instruction Policies and Curriculum committee requires learning outcomes on 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. The Program Review processes is engaged annually.

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, which serves as the official record of the college’s established institutional set standards for mission-relevant student achievement data. The assessment of how well the college is achieving them and the discussion of any changes to the institution set standards occur within the college’s participatory governance committees are indicated in committee minutes and presentations.
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 the minimum goals and the aspirational or the stretch goals to ensure that the college maintains minimum quality assurance and strives for continuous improvement. Also, the college exercises flexibility in re-establishing these goals when, for example, baseline data values change.

The student achievement metrics the college chose align with its mission. Course success rates, the number of students who earned certificates, the number of degree earners, the number of students who transfer, the job placement rates for career and technical education students, all together reflect the college’s mission of providing "curriculum and services for career pathways, university transfer, and life-long learning."

The minutes from PIE committee and Academic Senate demonstrate that the college regularly monitors student achievement data in terms of institution set standards. The college monitors whether the college is meeting its institution set standards and aspirational goals and shares the result of this assessment at relevant participatory governance committees. Additionally, both the college's website showing the link to the Annual Reports and the PIE committee's Sharepoint site showing the link to the result of the institutional set standard assessment demonstrate that the college publishes the information for broad access.

Although the college has established and updated the current institution set standards, the process by which the college sets them remains less established. The college adapted the method of calculating current floor standards from the formula that the Program Review Committee developed when it was developing the Program Review Handbook. As for the aspirational goals, the college simply aligned them to the college’s Vision for Success goals, a cluster of goals that the college set in 2019 as part of a goal-setting exercise mandated by the California Community College Chancellor’s Office. While the currently established set of goals demonstrate that the college has set them for now, this does not show that it has an established process and criteria for setting or revising them in the future.

Additionally, the college lacks a robust process for following the assessment of institution set standard achievement with relevant improvement plans. Although the college widely disseminates the result of the assessment via the ACCJC Annual Report and presentations to the participatory governance committees, it lacks a shared understanding what actions will be taken by who when the data does not meet either the floor or the aspirational goals. While the review of data has led to improvement plans, as with our Educational Master Plan or Student Equity Plan, the college could benefit from having a process for incorporating...
specifically the annual assessment of institution set standard achievement for college’s annual planning.

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

Evidence of Meeting the Standard

- AP 3250 – Institutional Planning
- San Jose City College Office of Research Planning and Institutional Effectiveness (SJCC RPIE).
- SJCC RPIE Equity Dashboard
- Planning and Institutional Effectiveness Committee Charge
- Student Equity and Achievement Program Committee
- Educational Master Plan: C. Planning Assumptions pp. 7-8, Key Student Success Measures and Institutional Milestones pp. 41-42

Analysis and Evaluation

[San Jose City College uses qualitative and quantitative data to inform and drive the organization of institutional processes to support student learning and achievement. The Department of Research and Institutional Effectiveness (RPIE) in collaboration with established college committees, with representation from students, faculty, staff, and administrators, review and provide a diverse data informed lens to planning decisions and initiatives in support of student learning and achievement.

Through its equity framework San Jose City College embraces and promotes the critical examination, development, and continuous improvement of academic programs, services, institutional policies and processes so as to strengthen and sustain student success. The Student Equity and Achievement Program Committee provides leadership for the planning, implementation and evaluation of a comprehensive student success plan.

The San Jose City College Course Success Equity Dashboard Equity Dashboard provides student success data disaggregated by ethnicity, gender, age, gender & ethnicity, and gender & age. The dashboard’s equity analysis provides disproportionate impact data for the institution, the division, academic department, and course level. Program review data packets, provided annually by PRIE in the form of a standard report, highlight five years of enrollment, retention, success rate, that are disaggregated by ethnicity, age, and gender. The data enable 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. Integrated into the program review process, the equity framework provides the lens for the institution to engage in substantive review and reflection, which in turn informs the
college institutional resource allocation process. Collectively this moves the institution forward toward continuous improvement of the effectiveness by which our institutional processes support student learning and achievement.

Informed by a review and analysis of institutional and regional data, the college mission, vision and values, the San Jose City College Educational Master Plan integrates the equity framework, the 2019-2024 Strategic Plan, the program review process, and the Institutional Resources Allocation Process the San Jose City College to provide a ten-year outlook that identifies comprehensive goals that address the needs of the diverse student population and community the college serves. The EMP sets forth key student measures and institutional milestones as metrics to assess the extent to which the college meets its goals.

In alignment with district integrated planning San Jose City College adheres to Administrative Procedures AP 3250, Institutional Planning, which outlines procedures for the implementation of an integrated planning model to serve as a framework to guide comprehensive planning efforts. San Jose City College provides evidence for how the organization of institutional processes, guided by the strategic use of assessment data through an equity informed lens, serve to support student learning and student achievement. Nonetheless, the college is moving toward more effectively meeting this standard via the development of an institutional planning handbook.

**Institutional Effectiveness**

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**

- AP 2525 Institutional Effectiveness
- Program Review description and Committee Charge, Program Review templates for Academic Affairs, Administrative Services, and Student Services
- Department Division Data provided by the program of Research Planning & Institutional Effectiveness including Equity Dashboard
- Student Learning Outcomes and Assessment Committee Charge
- Schematic diagram of the Institutional Resources Allocation Process (IRAP)
Analysis and Evaluation
[Insert response.]

The annual and comprehensive program review is an opportunity for San Jose City College to assess, reflect, and evaluate accomplishment of its mission, goals and objectives, student learning outcomes, and student success. Program review is completed by all planning units at San Jose City College and includes both instructional and non-instructional programs. The annual program review enables a more focused reflective process and spans a three-year process where each subsequent year enables departments to assess the progression of goals and objectives as well as identify patterns in student learning outcomes, student achievement, and enrollment. The Comprehensive program review, which is completed in the fourth year, involves a thorough, longitudinal reflective analysis of the program.

The program of Research Planning and Institutional Effectiveness provides institutional wide data as well as department level data highlighting five-years of enrollment, retention, success rate, that are disaggregated by ethnicity, age, and gender. With data provided by RPIE, the program review as instrument of assessment provides programs the opportunity to analyze, reflect, and identify resources, aligned with institutional and department level goals and objectives, that enhance program effectiveness, student learning outcomes, and student achievement. The program review process further provides the framework for department and institutional planning, setting of metrics for improvement, while also allowing flexibility for innovation. This review process, at San Jose City College, deliberately and strategically integrates the Institutional Resources Allocation Process (IRAP), department level student learning outcomes, institutional student learning outcomes, the equity framework, and its mission.

The Student Learning Outcomes and Assessment Committee (SLOAC), with representation from faculty, students, classified professionals, and administration is integral to the success of the Program Review process. SLOAC as a standing committee of the Academic Senate provides leadership to ensure current practices are relevant, meaningful, and in alignment with the Program Review process.

Utilizing data San Jose City strives to further develop a culture of evidence to support its decision making and thus uphold its mission. Toward this end, the Institutional Resources Allocation Process is a vital component of the Program Review Process.

The Program Review Committee (PRC), with representation from faculty, students, classified professionals, and administration provides leadership for the process and assess how well the college is achieving its mission, goals, and objectives. The PRC, which reports to the academic Senate, is an integral component of the San Jose City College governance structure and overall institutional effectiveness.

Institutional assessment of college accomplishment of its mission, evaluation of goals and objectives, student learning outcomes, and student achievement aligns with the district
through the Board Administrative Processes (APs). Administrative Process 3225 (AP 3225) Institutional Effectiveness includes the meeting of accreditation standards, student performance, and outcomes, and fiscal viability.

San Jose City College provides evidence for how the institution utilizes disaggregated within the Program Review Process for analysis, evaluation, and reflection by all instructional and non-instructional programs to assess accomplishment its mission goals and objectives, student learning outcomes, and student achievement. San Jose City College further provides evidence how the Program Review Process is integrated into the governance structure of the institution including the fiscal viability of programs.

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
The college disaggregates and analyzes student achievement data for subpopulation of students in support of activities related to planning. The college is implementing a learning outcomes assessment tool (eLumen), which integrates with the college’s student information management system. The tool will enable learning outcomes to be disaggregated for student subpopulation. When the college identifies performance gaps, it implements mitigation strategies.

eLumen
DEIAA
IEWPI Project Management
Student Equity Plan
Equity Dashboard
Student Equity Plan
EMP – Student Equity
English Program Review

Analysis and Evaluation
The campus research office disaggregates and analyzes student achievement data in support of various institutional activities. The research office provides disaggregated student achievement data such as term-to-term persistence, transfer-level course throughput, completion and transfer and the analysis of disproportionate impact to inform the development of campus-wide plans such as the 2019-2022 Student Equity Plan and the Educational Master Plan. Such data and analysis are also presented at a campus wide retreat such as the Participatory Governance Retreat for broadest, possible communication. Also, as part of the program review process, the research office provides disaggregated student success data for each academic program. With respect to student learning outcome data, however, the college is still in the process of implementing the new student learning outcome
(SLO) assessment tool (eLumen) that would enable SLO measures to be disaggregated. Once the implementation is complete in Fall XXXX, disaggregated SLO data will be part of the program review process.

When the college identifies disproportionately impacted subpopulation, as in the most recent analysis, where the college identified students of color, particularly male students of color as experiencing disproportionate impact, it has implemented a number of strategies to mitigate these gaps. On an institution-wide level, the college pursued the Institutional Effectiveness Partnership Initiative (IEPI) grant to develop comprehensive professional development opportunities for all campus employee groups to humanize pedagogy and curriculum and to help improve a campus climate and create a comprehensive campus-wide diversity, equity, inclusion, anti-racism and accessibility (DEIAA) plan to address disproportionate impact [DEIAA Plan]. The college has also undertaken concrete initiatives as well. For example, faculty leaders and the office of research partnered to develop an instructor-facing Equity Dashboard to enable faculty members to examine persistent inequity in the course sections they teach [equityDashboard] while also providing professional development workshops for faculty members to learn how to use the tool and to reflect on ways of addressing equity gaps in their own teaching. Beyond the development of this data tool, the professional development committee has also created opportunities for deeper reflection and engagement in a year-long anti-racist faculty learning community. The college has allocated greater resources and engaged in intentional planning to mitigate the identified gaps.

Evaluation of the effectiveness of strategies intended to mitigate disproportionate impact has focused on the evaluation of process outcomes or on the intermediary outcomes that are likely to mitigate the disproportionate impact, less on the systematic, longitudinal evaluation of interventions’ effects on student achievement. In the IEPI project, the measures of progress focused mostly on whether the planned professional development activities took place. In the anti-racist faculty learning community project, the evaluation focus was on the changes in the faculty’s sense of confidence in anti-racist teaching. While these evaluations indicate that the college is making progress, they remain indirect evaluations of the efficacy of interventions.

The college has an established process of evaluating the college’s strategic goals, including its goal on closing equity gaps, though the evaluation method has ample room for improvement. The college’s strategic goals, objectives are operationalized by Key Performance Indicators (KPI), and KPIs are the focus of evaluation by the Planning and Institutional Effectiveness Committee. In 2021 Spring, the committee attempted to evaluate the college’s objective of reducing the equity gap by 40% by 2023-24; however, it had learned that the college lacks specificity about how to evaluate this goal. Therefore, the college intends to use the two upcoming opportunities—the development of Student Equity Plan 2022-25 and the revision of the current strategic plan—to add much more specificity to how these goals will be measured.

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

SJCC has multiple processes for evaluation of its policies and practices, with each area of the institution provided with pathways for feedback and continuous improvement.

AP 4020- Prog. & Curri Devel.;
AP Revision and updates (?3250?);
**BP& AP regular review**
Evidence:
IRAP- ?Page NUMBERS?
BJRF Forms- Screen Shot of LINK to Samples;
Evidence: Team Dynamix WorkOrder Template, Satisfaction Survey

Analysis and Evaluation

The college has implemented and engaged in processes for regularly evaluating policies and practices across all areas of the institution to assure that the college mission is achieved. For instructional programs, the curriculum is regularly reviewed and updated for currency and appropriateness for the disciplines. The career education disciplines incorporate curriculum recommendations from advisory board members to improve the effectiveness of instruction and service.

Student surveys are collected from students about their experience in individual courses. Also, surveys are sent out to students that have included queries about learning modality preferences, course taking patterns, and basic needs. Feedback from students incorporated into recommendations for growth for the instruction or service area. Additional feedback is collected from students who participate in student services programs and initiatives. Qualitative feedback is collected from students during individual and group counseling sessions with students. This information is periodically shared with relevant groups as recommendations for change and improvement. The collection of data is a central part of evaluating the practices that promote the achievement of the college mission.

Human and financial resources are regularly evaluated through participatory governance structures and other planning mechanisms. For human resources, the college regularly prioritizes the hiring of full-time faculty and staff positions. Linked to the annual program review process, the hiring prioritization is a tool to identify and evaluate how increased personnel will be used to increase the effectiveness of the programs and services. The college leverages the employee evaluation tools to assess the effectiveness of personnel and assignments. Appropriately leveraging the collective bargaining agreements, the college assures that its members are actively working to achieve the mission. Financial resources, policies and management practices are regularly reviewed and improved through the
governance structures. Using participatory governance, the college leverages its Finance Committee to regularly review, communicate, and provide recommendations about the college budget. The committee also collects, reviews, and ranks budget requests from campus units, based in part, on the request’s alignment with the college’s mission and organizational priorities. The committee reviews its own processes around budget requests and analysis and sets new parameters for improvement. Stemming from this assessment, the committee in collaboration with the college fiscal office has also developed an institutional resource allocation model that further promotes the review and of policies and practices related to resources.

Technology, maintenance, and custodial resources are assessed and reviewed using workorder/ticketing and satisfaction survey systems. Employees and students in need of support from Information Technology may submit work orders online or call for assistance. The interactions are tracked using the TeamDynamix software. After interactions, confirmation of the service being requested is sent to the users. For all services, a satisfaction survey is distributed to assess the outcomes of the interaction and its completion. This data is provided to area managers and is incorporated in planning, reviews, and improvements.

For student support and learning services, the college through its sub-units and teams, regularly evaluates the effectiveness of its practices and policies. Relate to student learning policies, the college has actively worked to transform and improve resources and operations for awarding Credit for Prior Learning (CPL). The CPL taskforces developed, updated, and is currently implemented and reviewing the ways to enhance CPL offerings, resources, and training. The college has assessed, and enhanced policies and practices related to guided pathways. The college aligned its budget, taskforce, and planning for implementing, assessing, and communicating guided pathways. For dual enrollment services, the college has evaluated the administration of the dual enrollment program and taken steps to align the efforts with the college mission. Through an assessment of student experiences, the Caring Campus program and approach has been adopted by the college and classified staff leadership.

For support programs and services, the units regularly assess their impact, practices, and services. Programs like CalWORKS, EOPS, Umoja, Learning Resource Center and Puente conduct assessments of the program using student surveys, participation records, and/or counseling interactions as measures of success. The programs assess their effectiveness around recruitment, completion, and success as required by their state-wide community and the local campus’ program review process. For Financial Aid (FA) and Admissions & Records (A&R), back-office processes and workflows are assessed through team member feedback and through assessment of velocity of processing requests. FA and A&R are also part of periodic district, state, and/or federal audits that provide assessment of the functions of the office.

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
Broad communication of assessment results is a regular practice of the college.

Insert Evidence:
Campus Pride Index
Emergency Operations Committee
National Assessment of Collegiate Campus Climate survey.
Boards Ends Goals

Analysis and Evaluation

At the district level, the college delivers a detailed presentation of the Boards Ends Goals each semester for the Board Trustees.

Monthly, college presidents and/or designated representatives deliver assessment and evaluation reports during the public meeting of the Board of Trustees. The committees of the Board and Chancellor are also where the results of data collection are presented, reviewed, and responded to. Regionally, the college participates in key organizations to whom data is communicated. The regional CTE and Adult Education consortia are examples of the spaces where regional communication is happening. For the local community, the college and select units publish an annual report and/or monthly newsletters that detail the status of student enrollments, program completion, and success. These documents offer both quantitative and qualitative data results and analysis.

In the local campus’ participatory governance framework, the College Advisory Council, Academic and Classified Senates, and the Associated Student Government are the bodies where many of the reports and results are disseminated. During the program review process, each unit also accesses and then communicates data related to its specific area. The data captures student completion, success, and retention rates, among other data points.

In more ad hoc instances, special college-wide data presentations have been performed to address important topics. The college hosted a Town Hall that featured the results of the “Campus Pride Index”, as 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. The analysis of the results was presented in a two-part series, with the intent of ensuring clear development of institutional priorities.

Taken together, the various methods and tools for communicating and reporting results of the assessments are the grounding and basis for developing program plans, grant requests, resource allocations, and more broadly the college Education Master Plan, Strategic Plan, and others.

Additional assessment and communication tactics have been taken in response to the COVID 19 emergency. The college activated its Emergency Operations Committee (EOC) that
facilitated many of the requests for data, its analysis and wide communication. Multiple surveys were developed and distributed to assess employee perspectives, experiences, and needs. The results were directly applied to planning, policy development, and operations. For students, the surveys were varied and numerous. Basic needs, modality preference, and experiences in online learning were among the research questions/topics posed. The feedback was incorporated into course planning, service scheduling, and student policy development. The updates resulting from the data were communicated in multiple channels, including e-mail, Canvas, the college website, and texting platforms.

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 [EMP] 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 [Facilities Master Plan, Technology Master Plan, Strategic Plan]. The college uses program review [program review handbook] to ensure that short-term planning and evaluation are conducted in an annual cycle. The program review is integrated with our Institutional Resource Allocation Process (IRAP) [IRAP] to ensure that resources are allocated wisely in support of the college’s mission and goals.

EMP
Strategic Plan
Program Review Handbook
IRAP

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 has most recently engaged in comprehensive institutional planning by developing 2019-2024 Strategic Plan in 2018 and 2021-2031 Educational Mater Plan in 2021 [EMP]. These planning process included broad participation across the college community [EMP, p.5; strategic plan workshop participant list] and review of student achievement data [for example, see emp data review]. The goals outlined in the EMP and the Strategic Plan are long- and mid-term goals,
respectively, with the idea that the strategic plan further operationalizes the EMP’s long-term goals in terms of concrete objectives and key performance indicators (KPI). To evaluate the college’s overall goals systematically, the college has started to evaluate its strategic plan. The Planning and Institutional Effectiveness Committee has begun to develop 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 that are capable of reporting on strategic objectives and KPI to help it make evaluation of the college’s progress or status on them. The committee tabulates the evaluation results and is expected to share the results to the College Advisory Council.

While the existence of these plans and the nascent evaluation efforts provide evidence that the college conducts comprehensive institutional planning and evaluation, they do not demonstrate that these long- and mid-term planning occurs on a regular basis and that they follow a consistence process. For example, when the college developed the 2019-2024 Strategic Plan, the previous Educational Master Plan 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 [revision of the strategic plan]. Also, no document clearly spells out what cycle these planning processes follow, how they are related, and what entities functionally owns these plans. The college is likely to benefit from an institutional planning manual or handbook that clearly documents these items, as such documentation would promote a shared understanding of the college’s planning process.

In contrast to the college-wide institutional planning, 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 its alignment with the college’s mission, establishes its own goals that support the institutional mission and evaluates the progress on goals it had set previously. In this way, the program review process compliments the college’s strategic planning and evaluation process by ensuring that the mission-aligned planning and evaluation are also conducted at the unit level.

The college also developed Integrated Resource Allocation Process (IRAP) in 2021 to support integrated planning by connecting resource allocation with short- and long-term planning and college’s goals and objectives. Having evaluated its own goals and set new goals, each unit in its annual program review 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. In the end, resource allocation decisions are made by prioritizing resources using a rubric that considers program importance, urgency, strategic impact and overall value of the resources and availability of funding [IRAP]. 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 Jose City College uses multiple measures in order to ensure the effectiveness of its programs and policies, always with a goal of continuous improvement and student success. The voices of all constituent groups are elicited and 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 college community and to promote equity, access, and anti-racism.

**Improvement Plan(s)**
As stated in several places, there is a need for 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 are looking at ways to track the handbooks and plans in order to ensure that they are being updated and evaluated on schedule by those who are responsible for such actions.

**Evidence List**
[Provide list of all evidence cited within Standard I.B.]

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**C. Institutional Integrity**

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**

Mission Statement on Discover SJCC
AP 3200
BP 3200

**Analysis and Evaluation**

The mission statement of SJCC can be accessed on the SJCC website under the Discover SJCC header. Interested parties can also access educational programs and student support services offered by the college under the same header, Discover SJCC. Learning outcomes are available on the website under the Faculty/Staff header of the website. The accreditation status of the college can also be viewed from the website. SJCC details its compliance with meeting the accreditation requirements in the course catalog and through a dedicated webpage addressing accreditation. SJCC has Academic Procedures and Board Policies (AP 3200 and BP 3200) specifying adherence to the ACCJC and other accreditation bodies.
All information related to mission statement, learning outcomes, educational programs, and student services is accessible on the SJCC website. Information such as learning outcomes is not intuitively accessible which may require using the search function of the website to understand where that item is located. Once found, the learning outcomes page is detailed with expectations of the college and the iterations of reviews conducted by the college to update learning outcomes and program outcomes. The current accreditation expectations are readily accessible by the public and institutional personnel through SJCCs accreditation website.

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
San Jose City College Catalog is updated annually, and current policies, procedures, and requirements are included in each edition on the website. When any course or program changes are made during the academic year that will be in effect prior to the subsequent catalog publication, the catalog addendum includes details on all such changes. Every year, the College produces a timeline of how the catalog is created and follows the timeline.

IC2.Catalog.JPG
IC2.Catalog.Addendum.JPG
IC2.Catalog.Creation.Update.Agenda.docx

Analysis and Evaluation
The catalog describes access to the college, equitable mission, accreditations, degree offerings, learning outcomes, learning resources, Financial Aid, degrees of administrators and faculty, and names of governing board members. Current tuition and fees that are mandated by the California Community Colleges Chancellor's Office are published along with Non-discrimination and grievance and complaint procedures. SJCC Institutional Planning Model serves as a framework for creation of each year's catalog where the "Catalog Schedule Plan" gets published internally at the beginning of each year by Academic Affairs Division. The “Catalog Schedule Plan” describes the process for dissemination including dates, deadlines, and content owner.

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
The college has a long-standing practice of developing, conducting, and reporting on the assessment of student learning and evaluation of achievement.
Analysis and Evaluation

As discussed in other areas of this document, the college fully implements and monitors policy on assessing student learning at the course, program, and institutional level. The data collection is facilitated by faculty, consolidated in the current reporting systems and reflected upon in the annual program review. Student achievement data is regularly collected and reported to the Management Information System (MIS) for the California Community Colleges.

Communicating success and achievement data is a consistent strategy the college employs. The college dedicates multiple pages to reporting success and achievement data on its website. The college has spaces for annual reports and student learning outcomes data. The college has space dedicated on its website for multiple years of annual reports and student learning outcome reporting. This MIS data is housed on a public-facing website and is available for all to access and review.

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 are contained in the SJCC Catalog and are searchable on the college website. The descriptions of program purpose, content, requirements, and expected learning outcomes, are all outlined under the websites searchable catalog.

IC4.Cert&Degree.Catalog.JPG
IC4.Cert&Degree.Searchable.JPG
IC4.Cert&Degree.Purpose&Content.JPG
IC4.Cert&Degree.Requirements.JPG
IC4.Cert&Degree.LearningOutcomes.JPG

Analysis and Evaluation
The College describes certificate and degree information that outlines purpose, content, course requirements, and expected learning outcomes upon completion.

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

Evidence of Meeting the Standard
[Insert response.]

Analysis and Evaluation
[Insert response.]
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 are displayed in the online catalog. The schedule displays any additional class fees while all textbook costs can be found on the campus bookstore webpage.

IC6_Tuition&Fees.JPG
IC6_Schedule_ClassFees_Requirements.JPG
IC6_BookStore.JPG

Analysis and Evaluation
SJCC Publishes information about the total cost of education in a variety of locations to ensure that the current and prospective students can easily find it.

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
- Administrative Procedures (AP 2410) - Board Policies and Administrative Procedures
- Board Policies (BP 4030) - Academic Freedom

Analysis and Evaluation
San Jose City College publishes and abides by the Board Policy 4030 on Academic Freedom. All Board Policies (BPs) and Administrative Procedures (APs) are publicly available on the San Jose City College website as well as the online version of the College Catalog. All Board policies and administrative procedures go through a regular review cycle which adheres to the standards established in AP 2410, Board Policies and Administrative Procedures.

San Jose City Community College (SJCC) embraces the notion that as an institution of higher learning, it exists for the common good of the community it serves and not for an individual instructor nor for the institution. Toward this end, the freedom for the pursuit of truth and its free expression are seen as essential and applicable to both teaching and learning. “Freedom is fundamental to the protection of the rights of the teacher in teaching and the student in learning.” As such, Academic freedom and professional responsibility are inextricably linked.
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

San Jose City College has clear policies that promote and encourage academic integrity.

- Administrative Procedures (AP 2410) - Board Policies and Administrative Procedures
- Administrative Procedures (AP 5500) - Standards of Student Conduct
- Board Policy (BP 3050) - Institutional Code of Ethics
- Administrative Procedures (AP 3050) - Institutional Code of Ethics

Analysis and Evaluation

San Jose City College established, published, and adheres to Board Policies and Administrative Procedures that promote honest, responsibility, and academic integrity among all constituent groups.

The Standards of Student conduct set forth in Board Policy (BP) and Administrative Procedure (AP). The discipline process, outlined in AP5500, clearly defines the conduct that is subject to discipline. The AP further identifies potential disciplinary actions. The procedures are published within the College Catalog as well as made publicly available on the college website. As with all Board policies and administrative procedures, AP5500 goes through a regular review cycle outline in AP 2410 Board Policies and Administrative Procedures.

Students are expected to conduct themselves in accordance with the Standards of Student Conduct. To this end Faculty include information on Academic Dishonesty in the syllabus for their courses.

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

Academic and personal standards for the college and district make clear the need for objective presentation of information and data.

- Administrative Procedures (AP 2410) - Board Policies and Administrative Procedures
- Board Policies (BP 4030) - Academic Freedom
- Board Policy (3050) - Institutional Code of Ethics
- Article 22.6 Faculty Collective Bargaining Agreement
Analysis and Evaluation

The Board Policy on Academic Freedom (BP 4030), which 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 limit and evolving nature of human knowledge. As such, Faculty may present views which are controversial and evaluate opinions held by others while simultaneously respecting and valuing their right and their free expression.

The College established BP 3050 and AP 3050, which states that Faculty, as employees of the College, agree to work in a professional manner with a 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 Collective Bargaining agreement is that each member of the Faculty imparts current and accurate discipline-specific information and knowledge to students as well as colleagues.

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

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
As a public institution, this standard stem is not applicable.

Analysis and Evaluation
San Jose 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 members of the community to adhere to codes of conduct or belief beyond those required by Accreditation and California State laws and federal laws.
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
Not applicable. San Jose City College only has campuses within Santa Clara County, California.

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 Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard
Disclosure of SJCC’s accreditation status can be found on the SJCC website on the dedicated page. Documents of past correspondences with ACCJC are archived and available to the public on request.

Screenshot on Accreditation page
Academic Policy 3200

Analysis and Evaluation
Compliance with the requirements set forth by ACCJC is addressed by the written policy of SJCC. Additionally, supporting documentation is available on the accreditation page of the website and available for review by interested entities.

Page Break
SJCC is committed to adhering to the ACCJC as evidenced through the application of Academic Policy 3200. As written, the college is intentional about making complete and accurate disclosures to comply with ACCJC requests, directives, and decisions and clearly discloses its Accreditation status. The SJCC accreditation website has the latest accreditation report available for review from any public entity interested in learning about the outcome of the report. On the accreditation website, there is a section dedicated to how third-party entities can submit comments directly to the ACCJC.

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 SJCC website has a dedicated area to accreditation.
Analysis and Evaluation
There is a contact person on the accreditation website for those interested in the accreditation documents to gain access. While there are links on the accreditation website for accessing previous years of accreditation documents, the links are not live and require interested parties to contact the archivist. For the reports of the additional accrediting agencies specific to the dental and early childhood programs, the respective department houses the relevant documents and correspondence with the agencies.

The website has links to self-evaluation, midterm, and follow up reports as early as 2010. In the SJCC course catalog under the General Information and Accreditation section, ACCJC is listed as the primary accrediting body for the college as recognized by the US Department of Education. Additionally, the Dental Assisting program has full accreditation status from the Commission on Dental Accreditation of the American Dental Association as approved by the Dental Board of California as well as the accreditation for the Early Childhood Education program approved by the National Association for Education for the Young Children (NAEYC).

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
Student achievement and learning are the ultimate focus for San Jose City College.

BP 2710
AP 2710
IRAP

Analysis and Evaluation
Through board policy 2710, SJCC 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 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 whereby financial interests are of concern and states the potential for disciplinary action if a board member or employee is in violation of the administrative procedure

The 2021 approved Institutional Resource Allocation Process (IRAP) document states the objectives as (1) ensuring long-term fiscal stability and sustainability, (2) maximizing achievement of strategic outcomes, (3) equitable support of all programs, services, and
students, and (4) promote trust, equity, inclusion, flexibility and transparency. This review is an annual process.

SJCC details their conflict of interest policy through board policy and administrative procedures. These policies reflect a commitment to the integrity of personnel and board members to place the services of the college above the financial interests of an individual. The Institutional Resource Allocation Process document shows a flow of how the budget is considered and approved to support programming of the college. The process flow outlines the engagement of stakeholders across the college responsible for enacting the goals of the mission and vision of the college to serve students and the community by offering high quality instruction for learners across multiple pathways (basic, career, transfer, and life-long learning).

Standard 1.C. Institutional Integrity
San Jose City College is dedicated to the ideals of institutional integrity and shapes its practices and policies around those ideals.

Improvement Plan(s)

Evidence List
[Provide list of all evidence cited within Standard I.C.]

Standard II

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

Standard II.A. Instructional Programs

[Note: Suggested Length for Standard II.A is 17 pages.]

Page Break

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 (e.g., Main Campus, Milpitas Extension) or delivery (e.g., traditional, distance education, HyFlex), all instructional programs at San Jose City College are consistent with the College Mission-Vision-Values (MVV) Statement, which culminate with the attainment of Student Learning Outcomes (SLOs), (transfer) degrees, certificates, or employment.

The College has a variety of mechanisms in place to ensure that this is the case. The 68 degree and certificates including Career & Technology Education are consistent with the College’s MVV of “high quality, relevant, and innovative instruction for basic skills, career pathways, university transfer, and life-long learning...” (These include courses offered in in-person, virtual (asynchronous vs synchronous), and HyFlex modalities. Likewise, the College fulfills open access with Middle College, and Dual Enrollment courses that allow students to receive both high school and college credits for specific courses taken at their high school toward transfer pathways: Education & Social Work, Medical, and Tech & Entrepreneurship.

One mechanism that the College assures the alignment of its programs is via the course and approval process in accordance with the Curriculum Handbook. This process involves faculty origination, division review, division dean review, technical review, Instructional Policies & Curriculum Committee review, Academic Senate approval, and Board of Trustees approval, after which curriculum is then forwarded to the California Community Colleges Chancellor’s Office (CCCCO) State Curriculum Inventory for approval.

Another mechanism that the College assures the alignment of its programs is via the SLO assessment process in accordance with the SLO Handbook. This process involves the planning, assessment, and reporting of Institutional SLOs, Program SLOs, and Course SLOs. The Student Learning Outcomes & Assessment Committee plays an instrumental role coordinating the systematic, ongoing cycle of SLO assessment.

A third mechanism to the alignment of its programs is via program review, both Annual Program Review and Comprehensive Program Review which occurs over five years. This process involves the evaluation, validation, and reporting of program reviews through the
Program Review Committee (PRC), in connection with the Planning & Institutional Effectiveness Committee (PIEC), Academic Senate (AS), and Finance Committee (FC).

Finally, instructional programs at San Jose City College provide transfer pathways, as evidenced by the articulation agreements the College has with University of California (UC), California State University (CSU), and many private universities. Further articulation agreements may be viewed via ASSIST.

Evidence
IIA1-1-degrees-certificates
IIA1-2-mission-vision-values-goals
IIA1-3-sjccxmilitas.com/programs
IIA1-4-sjcccurriculumhandbook
IIA1-5-instructional-policies-curriculum-committee
IIA1-6-sloac-committee
IIA-7-degrees-certificates-and-employment/articulation
IIA-8-assist.org
IIA-9-fastfacts
IIA-10-Gainful-Employment-Disclosure
IIA-11-Spring2018.pdf
IIA-12-discover-sjcc

Analysis and Evaluation
All courses and programs at SJCC, location (e.g., Main Campus, Milpitas Extension) or delivery (e.g., traditional, distance education, HyFlex), are offered in fields of study aligned with the College MVV Statement. Regular evaluation of all instructional programs takes places through the IPCC process, the SLO assessment process, and the Program Review process. The participatory and collaborative process from curriculum, SLO assessment, to Program Review, and so on ensures the MVV alignment, SLO assessment, and the attainment of (transfer) degrees, certificates, and gainful employment. Evaluation also includes examination of how successful programs are in helping students achieve their degrees, certificates, employment, and transfer goals.

In Fall 2018, for example, the College served 9,273 students (or 2,636 FTE), at 27.9% full-time, and 72.1% part-time students. Another example that indicates College instructional programs are culminating in degree, certificates, and employment achievement is that in the 2019-2020 academic year, the College awarded 1,320 degrees and certificates. In addition, the College reports and utilizes Title IV Gainful Employment program repository in serving Career & Technology Education students.

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
The Instructional Policies & Curriculum Committee (IPCC) ensures that a comprehensive, coherent curriculum is offered by the College and is appropriate to the mission. The IPCC reviews and approves curriculum within the parameters of Title 5 standards for course development.

The IPCC reviews and approves new programs and program revisions within the parameters of Title 5 standards for program development and discontinuance. The IPCC also disseminates curricular information and recommendations to the faculty, administration, and governing board for final approval.

The Title 5 Ed Code states that 5 CCR § 55208 (b) Instructors of distance education shall be prepared to teach in a distance education delivery method consistent with local district policies and negotiated agreements.

The Recommendation for Emergency and Non-Emergency Training for Faculty Teaching Distance Education approved by the Academic Senate in May 2020, includes requirements for faculty to be DE certified before teaching an online or hybrid course.

The Faculty Distance Education Handbook indicates the standards required of online course design (page 2) and instruction (page 3). On 12/16/14, the Academic Senate approved a motion that all DE courses feature regular and effective contact as outlined in Ed Code, Title 5, and Accreditation Standards.

The Faculty DE Handbook provides Faculty support through local consultations, workshops, and courses. The handbook also explains the requirements for teaching Distance Education Courses.

The Distance Education Coordinator maintains the Distance Education Teaching Eligibility Canvas site to provide 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 Deans via spreadsheet indicating faculty eligibility end dates.

Evidence
IIA2-1-instructional-policies-curriculum-committee
IIA2-2-emergencyrecommendation
(https://sjeccd.sharepoint.com/:w:/s/SJCCDistanceEducation/EXJ3wbTJ-JBrPbieAprJCEBU7j6cZ3M7Ou8LRxMli7NTw?e=Ecjwe8)
IIA2-3-DEHandbook
https://drive.google.com/file/d/1PK7Uh6Ad-Sh6mtpleqKTPrYTHWsfzPo-/view
Analysis and Evaluation:
All courses are systematically reviewed by the Instructional Policies & Curriculum Committee to ensure that these align with college mission and are in compliance with Title 5 regulations. The college also ensures that faculty are provided with distance education training to meet Title 5 requirements for all DE courses including regular substantive interaction and regular effective contact.

3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.

Evidence of Meeting the Standard
The College identifies and regularly assesses the SLOs of courses (CSLOs), programs (PSLOs), and the institution (ISLOs) via established institutional procedures, including curriculum planning and review, SLO assessment and report, and program review processes. In addition, 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 (https://www.sjcc.edu/home/curriculum-course-and-program-outlines; https://sjeccd.sharepoint.com/sites/SJCCSyllabi).

The Planning & Institutional Effectiveness Committee reviews and maintains the College’s Program or Course Outlines of Record, which clearly defines a course (or program) as well as its Student Learning Outcomes. Course SLOs are developed and assessed by instructors or coordinators; 100% courses have clearly defined course SLOs, which are assessed in rotation on a regular basis. Each semester, instructors or coordinators develop course (or program) SLO assessment plans by identifying assessment instruments, scoring methods, and acceptable performance benchmarks.

To complete the course SLO assessment cycle, instructors or coordinators analyze the course SLO assessment results and determine, for example, what changes to pedagogy or assessment are warranted and/or what additional resources are needed to implement the changes for improvement (Note: SLO assessment reporting of SP10 - FL19 via TracDat, an online repository; SLO assessment reporting of SP20-FL21 via a combination of TracDat and eLumen, current online repository; SLO assessment reporting of SP22-present via eLumen).

In addition to course SLO assessment cycle, there has also been established program and institutional SLO assessment cycle on a regular basis. Program SLOs are developed and assessed by faculty or coordinators; by SP22, 100% programs have clearly defined program SLOs, which are assessed in rotation on a regular basis. By aligning course SLOs to program SLOs, programs are able to: 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 (SLOAC meeting agendas and minutes).

In comparison, institutional Student Learning Outcomes are developed and assessed by Student Learning Outcomes & Assessment Committee (SLOAC), in collaboration with Research Planning & Institutional Effectiveness (RPIE), Instructional Policies & Curriculum Committee (IPCC) and Program Review Committee (PRC). The College last reviewed and revised the institutional SLOs in SP22, which 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 (https://www.sjcc.edu/faculty-staff/student-learning-outcomes). The Research Planning & Institutional Effectiveness (RPIE) coordinates institutional SLO assessment with Instructional Policies & Curriculum Committee (IPCC) and Program Review Committee (PRC) and publishes the subsequent analysis of results for improvement (RPIE evidence).

As the College has recently transitioned from TracDat to eLumen in planning, recording, and reporting the course SLOs, and in developing program SLOs and institutional SLOS, evidence of measurements may be lacking in the short-term, but more robust evidence is expected from FL22 and on. Meanwhile, the indirect measure used to assess ISLOs is the Community College Survey of Student Engagement (CCSSE), which measures student engagement on a variety of dimensions including institutional perceptions and student behaviors (PIE evidence).

The College includes these SLOs on all officially approved current course outlines of record (COR). The Curriculum Handbook, and course syllabi as 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 (https://www.sjcc.edu/home/curriculum-course-and-program-outlines; https://sjeccd.sharepoint.com/sites/SJCCSyllabi).

Evidence
IIA 3-1-curriculum-course-program-outlines https://www.sjcc.edu/home/curriculum-course-and-program-outlines
IIA 3-2-SJCC-syllabi https://sjeccd.sharepoint.com/sites/SJCCSyllabi
IIA 3-3-SLOAC meeting agendas and minutes
IIA 3-4-student-learning-outcomes
IIA 3-5-RPEI-evidence-tba
IIA 3-6-PEI-evidence-tba
IIA 3-7-curriculum-course-program-outlines https://www.sjcc.edu/home/curriculum-course-and-program-outlines
IIA 3-8-SJCC-syllabi https://sjeccd.sharepoint.com/sites/SJCCSyllabi

Analysis and Evaluation
As evidenced by curriculum and assessment documents, the College meets the standard. SJCC has a continuous, sustainable assessment process for course, program, and institutional
student learning outcomes. The assessment process ensures that learning outcomes are assessed at all levels - course, program, and institution, and assessment is integrated through collaborative, college-wide planning, and supports the College MVV. The process includes identifying student learning outcomes, distributing, assessing and reflecting on those outcomes, and implementing changes for improvement as needed.

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
The SJECCD Board of Trustees created a policy that identifies basic skills courses that will enable students to succeed in college-level coursework. SJCC pre-collegiate level coursework should be non-degree applicable and offered as pass or fail per policy.

Evidence
IIA4-1-BP4222

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 course schedules.

Evidence
IIA4-2-Math
IIA4-3-English
IIA4-4-ESL

Impacted departments have created implementation plans for Assembly Bill 705. These flexible plans outline how the departments will address student needs for pre-collegiate coursework. The plans are updated to meet additional student concerns and needs.

Evidence
IIA4-5-MathIP IIA4-6-EnglishIP
IIA4-7-ESLIP

The ESL Department has established coursework in pronunciation, grammar, listening, speaking, reading, and writing. The department also addresses non-credit bridges to career pathways. The process is illustrated in the ESL flowchart. The institution has an ESL Lab that offers additional assistance for students learning English.

Evidence
IIA4-8-ESLFC
Information about noncredit courses is in the noncredit section of the website. Noncredit classes are advertised through an individual schedule link. Students also complete a non-credit application. Noncredit courses are vital to the institution’s effectiveness as an equitable learning community. Noncredit courses are also promoted through outreach efforts.

Evidence IIA4-9-SJCCNoncredit

Analysis and Evaluation
The college offers pre-collegiate coursework in Math, English, and ESL. These courses are differentiated from other transferable courses in the course catalog and applicable course schedules. AB705 has impacted how the institution acknowledges the need for pre-collegiate coursework. Departments created implementation plans for coursework that acknowledges student needs in these areas. These implementation plans are revised periodically to promote student achievement in these areas. The ESL Department has created and implemented a framework for bridging the gap between pre-collegiate coursework and college level proficiency. The ESL Lab offers students opportunities to improve their skills to successfully enter college level courses. Noncredit courses are an essential component of the SJCC Learning Community. Noncredit courses are promoted through the website, schedule, and promotional endeavors.

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)

SJCC’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 meet the requirements for obtaining a degree, students must complete at least 60 units comprising both general education and program specific coursework. General education requirements include 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 (ADT) do not follow local graduation requirements, but instead use the CSU GE, CSU GE for STEM, IGETC, or IGETC for STEM general education 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 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 & Curriculum Committee (IPCC) to ensure all requirements regarding length, breadth, depth, rigor, course sequencing, time to completion, synthesis of learning, and minimum units are met.

Evidence
- CCCCO PCAH (p. 73-82)
- AP/BP 4025
- AP 4100
- General Education Philosophy and Student Learning Outcomes outlined in the SJCC Catalog (pg. 13-14)
- College’s Instructional Policies & Curriculum Committee (IPCC) Handbook (?? Need handbook).
- AP 4260
- AP 4100
- Description of Degrees and Certificates in the College Catalog (p. 216)
- Individual degree plans located in the College Catalog (p. 31-150).

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
The Division Deans are responsible for scheduling courses in conjunction with the coordinators, faculty, and instructors. Semester schedules are published before the semester begins allowing students to plan their schedules with counselors accordingly. Counselors must meet with students to assist students plan their courses to meet the degree requirements within two years.

Evidence
IIA6-1-Academicandsupportservicespdf
The Guided Pathways Committee was formed to promote the institution’s plan to create guided pathways tracks in numerous areas. There are established pathways in designed for students to complete certificates in two years if students complete the recommended courses.

Evidence
(San Jose City College - Guided Pathways Final.pdf
Outline of SJCC Guided Pathways Work Plan.pdf)
Guidedpathwaysummary

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

Evidence
Survey results

The institution has created a guaranteed 2-year schedules to empower students to achieve a certificate within 2-3 years. Specific classes are offered on a consistent basis to assist counselors and students successfully plan their degree plans. Departments make every effort to offer courses on a regular basis to offer students the best options for completing certificates in two years.

Evidence
2-year guaranteed schedule

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
Traditionally the college has offered traditional on-campus classes, hybrid, or online courses. These modalities have widened in scope to include online synchronous and hybrid online synchronous in addition to allows for students who may be unable to commute to campus due to variety of reasons such as job or family obligations, to take online synchronous classes, online hybrid classes, and HyFlex classes.

On December 7, 2021, the Academic Senate approved the Distance Education Committee’s definition. Providing students with a wide variety of choices of class modalities gives those that may not have had the opportunity to complete their education a chance.
Faculty training is considered professional development and funded through the Professional Development Committee. Faculty can get fees covered to complete certificated classes. In addition to Professional Development Days that are offered in Fall and Spring semester that provide breakout sessions, the DE Coordinator provides 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, Creating and Using Rubrics among other topics which all support student success in a course. HyFlex consultations were also provided throughout the semester. HyFlex training was offered to faculty in Fall 2021 and Intersession 2022 and will continue through Spring 2022.

In the fall of 2021, the Students Accessibility Services launched a month-long program celebrating Accessibility Month with guest speakers, student panels, faculty panels and various workshops on the importance of making course materials accessible.

The college is working hard to provide zero-textbook cost using Open Educational Resources (OER). Workshops regarding OER are offered to faculty and are encouraged to work with the SJCC OER Liaison and our Library OER staff. Courses that are designated as ZTC are noted through an icon on the course schedule to help students find courses that do not incur additional textbook costs.

Training for faculty was provided in Spring, Summer, and Fall 2021 DE workshops. OER Training was included in the Emergency DE Training provided to all faculty in the Summer and Fall of 2020 an opportunity to learn about OER resources for their courses. A ZTC Taskforce was formed in 2021 to continue finding ways to promote and support faculty and students in the use of OER materials.

Prior to the pandemic, the Library Resource Center, located in the library, provided students with tutoring ranging from the writing center to math to media arts, chemistry and more. For online students, an online service, NetTutor is available through all Canvas courses and through the library as well. The Faculty DE Handbook states that we have NetTutor as a 24/7 online tutoring service that is offered to all College students. The link is visible by default in all Canvas courses. It can also be utilized through the Library’s NetTutor portal.

With the advent of the pandemic, the Library Resource Center quickly pivoted all its on-campus tutors to online tutors. Currently, tutors serve both on-campus and online students to accommodate the needs of our students.

A new app for text messaging has been added (Spring 2022) to Canvas for all courses called Pronto to help students and faculty communicate. Pronto can be added to a mobile phone or tablet and acts as a secure, safe method of texting with classmates and faculty. Language barriers can be overcome with Pronto which will translate into a user’s language of choice.
This supports students who struggle with English to communicate with their instructors and vice-versa.

In addition to the Library Resource Center, SJCC provides a variety of other services that ranges from Student Accessibility Services, Veterans, Umoja, Puente, Phi Theta Kappa, Middle College, Guardian Scholars, Foster Youth Success Initiative (FYSI), Extended Opportunity Program and Services (EOP&S), Cooperative Agencies Resources for Education (CARE), California Work Opportunity and Responsibility to Kids (CalWORKs), Advocacy Leadership for Immigrant Access Support Services (ALMASS) and the Creative Activity Retention Response program (CARR). All these programs offer Zoom online meetings as well as on-campus meetings to better support the needs of our students.

The SEAP (Student Equity & Achievement Program) Committee meets twice a month, and they have been working on a Diversity, Equity, Inclusion, Anti-racism, Accessibility (DEIAA) plan [Need access to plan]

Evidence
IIA7-1-defall202workshops
IIA7-2-academiciansenatemeetingminutes12-7-21
IIA7-3-facultydistanceeducationhandbook.p.5
IIA7-4-sjctutoring
IIA7-5-DEIAAPlan

Analysis and Evaluation:
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 hyflex) . Student support services are widely available both on campus and online. Tools for communication such as Zoom and Pronto have been provided. Work continues with the SEAP and developing the Diversity, Equity, Inclusion, Anti-racism, Accessibility Plan.

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
Since the effect of AB 705 in 2018 (https://ab705.org), the College has incorporated AB 705 in its Strategic Plan (https://www.sjcc.edu/AcademicAffairs/Documents/SJCC_Strategic_Plan_2019-2024.pdf), as well as established and implemented ESL, Eng, and Math self-placement assessment of student prior learning.
Furthermore, the College recognizes that students who have achieved equivalent knowledge, skills, and experience to its requirements may receive credits based on the successful completion of a comprehensive course examination as approved by the College and discipline faculty. Thus, SJCC students may apply for Credit by Examination (CBE) for any course that appears on the current list of approved CBE courses (https://catalog.sjcc.edu/academic-regulations/grades/).

As a result, a college-. program- / department-wide Placement Test is no longer mandatory, instead, an ESL, English, or Math self-placement exam may be taken online (https://www.sjcc.edu/current-students/on-campus-resources/assessment-center ). Earning a satisfactory score in the College Level Examination Program (CLEP) may also allow a student to be eligible for CBE. Moreover, a high school graduate intended to study at SJCC may also have the assessment waived by providing an unofficial transcript.

As well, SJCC students may earn college credits based on the favorable results of their AP Exams (e.g., scores of 3, 4, 5) by College Board toward AS, AA, CSU GE, and/or IGETC requirements (https://catalog.sjcc.edu/course-descriptions-information/college-credit-advanced-placement-ap-tests/). Transfer credit(s) may be applied when a student has earned credit from an AP exam, therefore, the student does not need to take a comparable college course to meet the same requirement.

In addition to CBE, Credit for Prior Learning (CPL) may also be earned for eligible courses approved by the College District for students who satisfactorily pass an authorized assessment. Authorized assessments may include the evaluation of approved external standardized examinations, military service/ training, the evaluation of industry recognized credentials, student-created portfolios, and credit by examination (https://www.sjcc.edu/current-students/on-campus-resources/admissions-and-records-office/credit-for-prior-learning; ).

CBE provides credit to any student who satisfactorily passes an examination approved or conducted by appropriate authorities of the College. Credit may be granted only to a student who is registered at the College and in good standing and only for a course listed in the College Catalog and Board Policy (https://catalog.sjcc.edu/admission-registration-procedures/credit/; https://go.boarddocs.com/ca/sjeccd/Board.nsf/files/TVNX561E4E3/$file/BP4235%20Credit%20for%20Prior%20Learning.pdf ).

Evidence
IIA8-1-ab-705
IIA8-2-strategic-plan
IIA8-3-cbe
IIA8-4-assessment-center
IIA8-5-college-credit-advanced-placement-ap-test
IIA8-6-credit-for-learning
IIA8-7-admission-registration-procedures-credit
Analysis and Evaluation
As evidenced by the College Catalog, Board Policy, and A&R’s assessment and placement process, the College validates the effectiveness of college-/program-/department-wide self-placement. With placement tests no longer a mandate, students have the opportunity to have their qualifying AP Exam scores transferred, CLEP recognized, assessment waived, or take industry qualifying self-placement exams. The SJCC ensures that the processes are in place to reduce test bias and enhance the validity and reliability of these exams as controlled by an outside provider.

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)

Course credit, degrees, and certificates are awarded based on student attainment of learning outcomes and meet State and Federal standards for clock-to-credit-hour conversions. Each course is designed by faculty and contains student learning outcomes (SLOs) that are specific, observable/measurable skills that students are able to demonstrate upon completion of the course. The course SLOs are listed in each Course Outline of Record (COR) and provided to students in each course syllabus. Degrees and certificates are awarded based on the successful completion of courses within the program; however, each program contains Program Learning Outcomes (PLOs) that represent specific skills students are able to demonstrate upon completion of the program/degree. Course SLOs are mapped to PLOs to ensure alignment between programs and their respective courses. PLOs are listed on each degree/certificate and are also found within the College Catalog.

Credit hour calculations follow guidelines outlined in the PCAH (p. 57-61) where one unit of credit is defined 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 outside-of-class time, whereas one unit of science lab corresponds to three hours of in-class time and no outside-of-class work. The credit hour calculation is:

\[
\text{Units} = \frac{[\text{total in-class hours} + \text{outside-of-class hours}]}{54}
\]

Evidence
- Course Outline of Record Guidelines (Academic Senate for California Community Colleges, 2017)
- SJCC’s Instructional Policies & Curriculum Committee (IPCC) handbook
- Student Learning Outcomes (SLOs) are listed in each Course Outline of Record (COR)
• Program Learning Outcomes are listed in each Program Description as well as the College Catalog.
• Units of credit clock-to-credit hour conversion outlined in the PCAH (p. 57-61)
• AP 4020.

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)

Transfer-to-credit policies are clearly communicated in the College Catalog. Information pertaining to transfer to four-year institutions is outlined for the CSU – General Education Breadth (CSU GE-Breadth), and the Intersegmental General Education Transfer Curriculum (IGETC) in the College Catalog (p. 208-210). Additionally, the transfer status for each course is listed under the course description in the College Catalog (p. 235-339). Information pertaining to Transfer Admissions Agreements (TAA) and Transfer Admissions Guarantee (TAG) is listed in the College Catalog (p 208) 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 (SJCC Catalog, p. 20).

SJCC 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) generally, but comprise both Associate of Arts for Transfer (AA-T) and Associate of Science for Transfer (AS-T) degrees. SJCC currently offers 29 Associate Degree for Transfer, (AA-T and AS-T) with several more in development.

Evidence
• College Catalog (p. 20, 208-210 and 235-339)
• https://www.sjcc.edu/current-students/on-campus-resources/career-transfer-center/transfer-admission-agreements-guarantees
• AP/BP 4050
• PCAH
• https://www.sjcc.edu/future-students/degrees-certificates-and-employment/articulation

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.

Evidence of Meeting the Standard
SJCC awards course credit, degrees and certificates based on student achievement of a program’s stated learning outcomes following the norms of higher education and state and federal laws. All courses, degrees and certificates are reviewed and approved by the Institutional Policies & Curriculum Committee (IPCC).

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, and 3) civic responsibility & public service, 4) diversity, equity & inclusion, 5) global engagement, 6) communication & collaboration, as well as other program-specific student learning outcomes (https://www.sjcc.edu/faculty-staff/student-learning-outcomes).

More specifically, students need to demonstrate competency in the following areas:

1. Productivity and Life Skills
   • Time management: Students plan and manage their time effectively.
   • Personal responsibility and accountability: Students distinguish their responsibilities and be accountable for them.
   • Self-awareness and advocacy: Students develop an awareness of and effectively communicate their internal states and boundaries.
   • Health and wellness: Students apply methods for improving physical, mental, and emotional health and wellness.
   • Creative self-expression: Students engage in one or more forms of self-expression, including writing, visual arts, music, acting, and movement.

2. Thinking and Learning Skills
   • Critical thinking: Students use systematic and creative thinking skills to analyze and evaluate issues and arguments, and to make informed decisions.
   • Creative problem solving: Students generate multiple ideas and synthesize them to produce novel solutions, products, systems, services, and intellectual properties.
   • Scientific reasoning: Students apply deductive and inductive reasoning to the development and analysis of a hypothesis.
   • Quantitative reasoning: students apply mathematical analysis of data to make connections, draw conclusions and solve problems.
   • Technological/Digital literacy: Students utilize technology for learning and demonstrating a variety of skills.
   • Cultural language literacy: Students can identify unique cultural expressions through the study of languages.
   • Aesthetic reasoning: Students identify the elements and principles of the fine and performing arts and apply objective and subjective analysis to express their own interpretation of diverse art forms.

3. Civic Responsibility and Public Service
• Social Justice: Students demonstrate a basic understanding of social injustices and inequities, and proposed approaches to their remediation and/or resolution, drawn from a variety of historical, cultural, and geographic settings. Understanding the dynamics of power, privilege, and oppression.
• Civic engagement: Students demonstrate an understanding of the importance of civic engagement as well as the willingness to undertake the responsibility to improve community conditions, build healthier communities and address social problems.
• Leadership: Students demonstrate leadership capacity based on self-awareness, cultural humility, an understanding of change processes, and the ability to foster a constructive teamwork environment.

4. Diversity, Equity, and Inclusion
• Diversity competency: Students recognize and understand the contributions to knowledge and civilization that have been made by members of diverse cultural and gender groups and other historically marginalized people in the United States and across the world.
• Equity-mindedness: Students articulate a framework for understanding the causes of equity gaps in outcomes and the action needed to close them.
• Cultural competency: Students understand and articulate a multiplicity of meanings of the concept of culture and explain how cultural beliefs influence behaviors and practices at the individual, organizational or societal levels.
• Cultural humility: Students demonstrate a process of self-reflection and discovery of how one’s own background and the background of others impact the development of healthy relationships.
• Anti-Racism: Students define and articulate the socio-cultural, historical, and political contexts and constructions of race, racism, and white privilege and their intersections with gender, sexual orientation, and class status. Students can identify, assess, and articulate how anti-Black racism relates to various forms of exclusionary racist practices and state-sponsored racial violence against Latinx, Asians, Indigenous, and other groups.
• Students demonstrate awareness of accessibility barriers faced by people with diverse abilities as well as strategies that promote overcoming those barriers.

5. Global Engagement
• Historical/Cultural multi-perspectivity: Students describe historical events and cultures from multiple perspectives.
• Multi-lingual capability: Students demonstrate skills in the language they are studying through reading and communicating via listening, writing, speaking and/or signing.
• Ecological awareness: Students analyze environmental problems in a structured way and develop strategies for solutions that indicate how scientific principles interact with ethical, political and/or economic principles.

6. Communication and Collaboration
• Speaking and Listening skills: Students listen attentively and emphatically, speak persuasively, confidently, and expressively.
• Written Communication: Students will develop communication skills that reflect an understanding of the power of language to shape thought and experience. They will learn to write logically, with clarity, and with originality.
• Visual Literacy and Communication: Students effectively find, interpret, evaluate, use, and create images and visual media.
• Teamwork and Collaboration: Students demonstrate the ability to work cooperatively and respectfully with others to achieve a common goal.
• Information and Media Literacy: students determine and locate appropriate information and media resources and evaluate their validity and reliability.

As the College has made the transition from TracDat to eLumen, the ISLOs, PSLOs, and CSLOs have been mapped and aligned through much elaborated participatory governance and collaborative work among faculty, classified professionals, administrators, and students between 2019 and 2022.

Every active course includes SLOs and course objectives on the COR and course syllabi, so the standards for awarding credit based on content, objectives and SLOs are visible to students (https://www.sjcc.edu/home/curriculum-course-and-program-outlines). The SJCC Catalog includes grades and units of credit (https://catalog.sjcc.edu/course-descriptions-information/course-descriptions/).

CORs are reviewed every six years (TBD). SLOs are evaluated and possibly revised on a three-year assessment cycle resulting in discussions and inquiries between discipline faculty. SLOs for individual courses are linked to PSLOs and ISLOs. PSLOs and ISLOs are published with each degree and certificate listing in the College Catalog (TBD).

The COR contains specific standards for awarding credit based on content, objectives and SLOs. Units awarded for courses reflect the hours indicated on the COR. Units of credit are awarded based on the students’ achievement of the SLOs and objectives found on the official COR for each course. Outcomes are assessed at the course level using different assessment methods such as exams, written assignments, presentations, projects and other assignments.

CORs are initiated by faculty and approved by the IPCC adhering to Title 5 requirements ensuring that all elements of the course are included. Faculty develop CORs for each course following SJCC Curriculum Committee guidelines for writing CORs and utilizing a syllabus checklist. IPCC also collects and stores faculty syllabi. Deans review syllabi, and syllabi that are missing key elements such as SLOs or objectives are sent back to the faculty to bring them into compliance (TBD).

Units of credit are awarded per course consistent with norms in higher education and are compliant with regulations specified in the California Education Code and Title 5. Units of credit are based on a relationship between the number of hours (typically expressed in terms
of hours of lecture and/or hours of lab) and the number of units. Title 5, Section 55002.5 provides details on calculating units, including this general principle: each unit of credit represents a minimum of three hours of study, including class time per week, over the length of the term used by the College.

The College follows the standards approved by the District for credit hour calculations as outlined in Title 5, 55002.5 and 55002 and guidelines set forth by the CCCCO, and codified in the Curriculum Handbook (TBD). The Curriculum Handbook (TBD), which is aligned with the CCCCO’s Program and Course Approval Handbook, outlines and defines the awarding of credit compliant with the necessary regulations and is a resource for all faculty and staff to ensure that the course outline accurately reflects the units or credit awarded.

Evidence
IIA11-1-institutional-student-learning-outcomes
IIA11-2-curriculum-course-program-outlines
IIA11-3-course-descriptions
IIA11-4-cor-cycle-description
IIA11-5-college-catalog
IIA11-6-cor-process-description
IIA11-7-curriculum-handbook
IIA11-8-curriculum-handbook

Analysis and Evaluation
As evidenced by the curriculum process, the ISLO-PSLO-CSLO alignment process, and the assessment process, the College meets the standard. Awards of course credit, degrees, and certificates are made based on student achievement of learning outcomes and the grading system established by the curriculum process and Title 5 of the California Education Code. Units of credit are compliant with regulations specified in the California Education Code and Title 5. The curriculum processes that are outlined in the Curriculum Handbook (TBD) ensure that the course outline accurately reflects the units or credit awarded.

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, SJCC adheres to degree requirements that align with BP 4025 and AP 4025 Philosophy and Criteria for Associate Degree and General Education that were instituted by the SJECCD Board of Trustees. BP 4025 and AP 4025 were created to correspond with Title 5, section 55061. Additionally, the SJECCD Board of Trustees implemented BP 4100 and AP 4100 to align with Title 5, section 55060 which set the requirements for associate degrees and general education. These philosophies are reflected in the Degree, Certificate, and General Education Requirements section of the College Catalog.

Evidence
BP 4025
AP 4025
BP 4100
AP 4100
DegreeCert Prog Reqs

The General Education Requirements are also informed by SJCC’s General Education Philosophy in ensuring that programs nurture personal growth and lifelong learning, presents and interrelates with a broad range of human knowledge and thought, expands a broad range of interests as well as experiences and abilities, advances effective personal as well as interpersonal and social skills, assists in the process of clarifying and applying values in daily life, fosters a a sense of civic responsibility, expands understanding of national and global affairs, and cultivates a sense of individuality in the context of the larger world.

Evidence
GE Philosophy

SJCC also provides students with the option to pursue Associate Degrees for Transfer (ADT). To fulfill the criteria for an ADT, students must complete either the CSU GE Breadth or IGETC requirements. In completing the requirements for and ADT, students are simultaneously fulfilling the goals outlined in BP 04025 and AP 4025.

Evidence
Transfer to a 4-year Catalog
IGETC Reqs
CSU Reqs

In collaboration with the Instructional Policies and Curriculum Committee (IPCC), faculty carefully evaluate and select appropriate for the fulfillment of CSU GE and IGETC transfer requirements as well as inclusion in associate degrees. Selected courses undergo a comprehensive review and approval process led by the IPCC that assesses the rigor of the course content, SLO alignment with General Education Student Learning Outcomes (GESLOs), and the additional supporting components of the course. Guiding principles and an overview
of the review and approval process are outlined in the Curriculum Handbook which also aligns with the requirements of the Program Course Approval Handbook.

Evidence
Transfer guidance page in Curriculum Handbook
General Education Student Learning Outcomes
Curriculum Handbook
PCAH

The IPCC serves as a subcommittee of the Academic Senate to reinforce curriculum that is comprehensive and coherent and aligns with SJCC’s mission. The IPCC’s membership makeup includes the expertise of 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.

Evidence
IPCC Charge/Membership

Analysis and Evaluation
The College has devised and implemented a general education philosophy that ensures that every associate degree and associate degree for transfer integrates a general education pattern that introduces students to a robust variety of subject areas that 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.

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.

Degree programs are focused in at least one area of inquiry (“discipline” or “major”) or an established interdisciplinary core. AA degrees are considered local degrees and comprise general education and program-specific requirements. General education requirements include 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 General Education courses 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 (ADT) do not follow local graduation requirements, but instead use the CSU GE, CSU GE for STEM, IGETC, or IGETC for STEM general education 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 similar to 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, at the appropriate degree level, of key theories and practices within the field of study. Each program-specific course has corresponding SLOs that are mapped to the PSLOs. Course SLOs and PLsOs represent observable/measurable skills student are able to demonstrate upon completion of the course/program.

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

Evidence
- College Catalog (p. 36-150)
- Program SLOs found in each program description
- Course SLOs found in each COR
- eLumen
- IPCC handbook

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
San Jose City College graduates in career-technical certificate and degree programs demonstrate technical and professional competencies to meet employment standards and other applicable standards for external licensure and certification.

SJCC licensure pass rates in Cosmetology, Dental Assisting, _____________________ demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification (link to reports).
Advisory Boards for SJCC Career Education programs provide guidance in ensuring that current technical and professional competencies are being met through course content and learning outcomes assessment.

Evidence:
Program Review documents
Curriculum
CSLOs and PSLO assessments
Advisory Board minutes
Licensure reports
CTE Outcomes Surveys
METAS (?)
AP 4102 CAREER AND TECHNICAL EDUCATION PROGRAMS
Program Viability Review Process
Title V 78016 Biannual Occupation Report
PCAH

Analysis and Evaluation

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 institution has established protocols for analyzing programs that may be in jeopardy of discontinuation. Programs may be continued, discontinued, revitalized, or suspended. Every effort will be made to ensure that student learning and progress will not be disrupted. The process begins with a committee designated by the Academic Senate. The Academic Senate for California Community Colleges recommends local senates create processes for program discontinuance, so SJCC has created a policy for reviewing programs that may be discontinued.

Evidence
IIA15-1-ASCCCPolicy

SJCC’s Academic Senate has approved a Program Viability Review Procedure. A committee will be created by the Academic Senate to begin the process. The committee will collect data about the program, the impact on students, and the impact on the community. After the data is analyzed, the committee will make 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 recommendation will be sent to the Chancellor and eventually the Board of Trustees.

Evidence
IIA15-2-SJCCProgramViability

The Governing Board established BP4020 to address how programs may be discontinued. The Academic Senate must approve any requests for program discontinuation. 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.

Evidence
IIA15-3-BP4020

The process for limiting student disruption or assisting students whose programs may be discontinued is vague. Perhaps, a clear plan for student success after a program is suspended or discontinued will meet this standard.

Analysis and Evaluation
Opportunity for improvement: strengthen Program Viability Review Procedure

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. [Kristen]

Evidence of Meeting the Standard
San Jose City College has several policies in place that enforces the timely evaluation of the effectiveness and currency of its programs and courses. These policies are outlined in BP 4020 and AP 4020 and are overseen by the Program Review Committee and the Instructional Policies and Curriculum Committee (IPCC).

Evidence
BP 4020
AP 4020

The role of the Program Review Committee is to provide academic, student, and administrative areas with the opportunity to assess and improve their areas in relation to the College’s mission, vision, and values via a systematic and data driven review process.
Additionally, the program review process aims to ensure that appropriate resources are being distributed to facilitate improvement for the evolving needs of the student community. The Program Review Committee’s current program review process consists of a 3-year annual program review and a 4-year comprehensive program review. The Program Review Committee provides feedback to the reviewing areas, validates each completed program review document, and forwards them to the Planning and Institutional Effectiveness Committee, Academic Senate, and Finance Committee.

Evidence
AAAnnualPRForm
AACompPRForm

The Program Review Committee is currently in the process of transitioning to eLumen for program reviews; this is occurring in a phased manner to accommodate any changes that need to be made for a smooth implementation. In comparison to the current program review process, program reviews in eLumen will consist of one document, instead of two documents. The use of eLumen will provide a more efficient and streamlined process of connecting program review to the mission, vision, and values of the College. 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.

Evidence
IntroToPRinELumenPPT
eLumenProgramReviewTemplate
ProgramReviewActionPlan
Program Review Handbook

The Technical Review Committee, a sub-committee of the IPCC, assists the IPCC in providing a rigorous review process for course revisions. During Technical Review, the course author meets with faculty members of the Technical Review Committee to further discuss course currency and areas of improvement. An additional purpose of Technical Review is to prepare a course for IPCC review and approval, and to anticipate and address concerns before they arise during the full IPCC committee.

Evidence
StepsInCourseReviewAndApproval

In compliance with Title 5, Section 55003, non-vocational courses are reviewed by faculty every five years while vocational courses are reviewed every two years. To streamline this process, the IPCC has prescheduled courses for each Technical Review Committee meeting and notified each division to ensure that the courses are reviewed by faculty on time. With each course passing through the Technical Review level, they are brought to IPCC for a final review and a vote.
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 to uplift students towards success and achievement. The College was accepted into the Cultural Curriculum Audit Revision (CCAR) cohort to conduct faculty trainings focused on culturally responsive curriculum and humanizing pedagogy. The College’s greater faculty community was introduced to the CCAR and its faculty training timeline during the 2022 Spring Professional Development Day.

Analysis and Evaluation
Through current and evolving processes, aligning with Board Policies, the College meets the standard. The Program Review Committee engages in regular and rigorous review and improvement of programs, while providing departments with the opportunity to create action plans for additional funding. Additionally, the IPCC and its Technical Review sub-committee have processes in place to ensure timely and in-depth review of course relevancy and improvement. In alignment with the College’s social justice and equity mindset, the College 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 CCAR cohort.

Conclusions on Standard II.A: Instructional Programs
[Insert response.]

Improvement Plan(s)
[Insert response if applicable.]

Evidence List
[Provide list of all evidence cited within Standard II.A.]
Standard II B & C

Standard II.B. Library and Learning Support Services

IIB1
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)

Analysis and Evaluation
San José City College supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. The César E. Chávez Library, the Learning Resource Center (LRC), and the METAS Center are the hubs for student learning and support.

The library has Service Area Outcomes (SAOs). Reference Librarians provide orientations and assistance to students. The SAOs serve as one of the evaluation tools for the library. Reference Librarians conduct regular departmental meetings and discuss the successes and needs of improvement, as needed. Modifications and changes are made based on their suggestions.

Library personnel collaborate with the College’s Campus Technology Services & Support (CTSS) for the selection, calibration, and restoration of technology, including, but not limited to, calculators, laptops, hotspots, and webcams. The library has transitioned to serve as a technological hub for the College. The library has the additional responsibility of issuing and tracking technology lent to students and personnel. Technology is refreshed and updated by CTSS regularly. CTSS leads the technical support efforts for both employees and students.

The college catalog publishes information about the library and the LRC including the many learning support resources. Students may easily access information about library research resources, facilities, and learning support services through the College’s website. Assigned personnel in these areas assess the quality and rigor of their respective programs annually via SAOs assessment. This is documented in program review. The program review process facilitates the use of the results to improve educational quality and institutional effectiveness.

The library’s print and electronic resources are adequate to meet the needs of the curriculum. In the 2020-2021 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).
Based on book circulation and database usage reports, students are using more electronic resources, except for reserve textbooks, which remain among the most heavily used materials in the collection. Due to the increase in e-resource use, this collection has grown to include over 101,000 e-books and about 40 databases including streaming media, which has become increasingly more important due to the move to remote instruction. The library ensures that the collection is of sufficient currency, depth, and quantity. The library’s reserve textbook collection is updated each term to reflect as many courses as possible. The library acquires print copies and/or electronic copies via publishers or program faculty and aims to provide a variety of titles for in-library use.

Librarians have primarily aligned print book purchases to focus on departments that are updating curriculum (revising and/or creating new courses/programs) through the curriculum review process. Each year acquisitions are focused on specific divisions in addition to updating the collection as needed. Library materials are selected to reflect a wide variety of perspectives on topics and issues covered in course outlines and research topics. Faculty are consulted on specific topics, and they submit suggestions of potential texts or resources.

The library homepage provides students with access to many online research guides as well as a collection of 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 instructor classrooms that reflect course objectives.

After the campus closure due to the COVID-19 Pandemic, librarians continued to provide instruction to faculty and students synchronously and asynchronously via Zoom. Librarians also supported students, staff, and faculty remotely by continuing to update the library website with resources and fielded reference questions via text, chat, and email remotely.

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

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, SAS High Tech Center (HTCU), and the Open Computer Lab (OCL), where students can work independently or request one-to-one tutoring in a wide variety of academic subject areas. LRC services are provided at zero cost for students taking at least one course within the college district.
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.

Analysis and Evaluation
The College relies on expertise from Librarians in the selection of educational materials that support student learning and support. Librarians serve as liaisons with academic divisions. This collaboration facilitates conversations and discussions of needs such as textbooks and other resources.

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 which supports courses across the curriculum.

Library materials to support student learning 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, who 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, like 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.
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.

Analysis and Evaluation
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 the degree to which it meets users’ needs and learning goals. For example, in the library’s analysis of the age of its collection in the 2020-2021 Library Program Review results show that 67% of the library’s print collection was published prior to year 2000; 23% of the collection was published between 2000 and 2010; only 10% of the collection was published 2010 or later. Based on this age of collection assessment, the library formulated a goal to embark on an extensive weeding 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 library services and facilities. Survey data results will be used to improve to better meet their needs.

The LRC implemented data-driven assessment tools during the 2021-2022 academic year to evaluate LRC tutoring programs and 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. The data collected from these forms are digitally housed; and (2) a Qualtrics driven student satisfaction survey.

PLTL and SI have a process in place outside of a program review that allows peer-tutors to coordinate subject-matter and supports a long side with instructors teaching the courses and for the providing professional development they receive throughout the year. PLTL and SI supports are addressed within the program review of the METAS Center. However, moving forward they may need to have their own program review process to more closely and consistently review outcomes and plan based on the needs of the students and program.

The English as a Second Language (ESL) Lab is staffed by ESL faculty and peer tutors and offers supplemental instructional support to English learners enrolled in any course at SJCC. Instructional support offered by the ESL Lab includes individual tutoring and group workshops, in-person and virtually.

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

Analysis and Evaluation
As a member of Council of Chief Librarians (CCL) for California Community Colleges, the library has access to discounted consortium pricing on subscription databases, other library services including, but not limited to, Springshare’s LibGuides, LibAnswers, and LibChat that students use 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. Having completed the Ex Libris-transition and implementation phase in December 2019, library personnel now participate in ongoing evaluation of this service. This ongoing evaluation of this platform has resulted in improvements made to display features and searchability.

The library has contracted with Bibliotheca, LLC to provide security gates, electromagnetic technology, and other anti-theft devices to ensure the security and safety of 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 of the library’s online service are authenticated using the secure single 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 (ITTPC) by the College Reading & Learning Association (CRLA). The certification program includes a section on working with students with disabilities to ensure that tutors can provide an inclusive and equitable learning environment for students with different learning styles. The library secured the services of NetTutor to provide students with 24 hour/7 day access to tutoring services and to provide tutoring for subjects not covered by LRC peer tutors.
Standard II.C Student Support Services

IIC1
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) CWIIIB1, IIB4

Analysis and Evaluation
San José City College offers a wide variety of traditional support services as well as those directly related to new initiatives and mandates including, but not limited to, the new Student Equity and Achievement Program (SEAP). San José City College regularly evaluates the quality of student support services and demonstrates that student support services, regardless of location or means of delivery, including distance education and correspondence education, support learning, and enhance accomplishment of the mission of the institution by means of Service Area Outcomes (SAOs) and Student Learning Outcome (SLOs). Outcomes are developed in coordination with the Student Learning Outcomes Advisory Committee and in alignment with the College’s mission, vision, and values statements; and in compliance with applicable federal laws, state regulations, and local board policies and administrative procedures. SAOs and 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 that includes a comprehensive evaluation of accomplishments, challenges, review of applicable data, short-term and long-term planning, equity, and resource assessment.

The Office of Research, Planning, and Institutional Effectiveness conducts various surveys on a regular basis including graduation, student accreditation, and student satisfaction surveys. The Office of Academic Affairs in alignment and 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.

Data collected is disaggregated by location and means of delivery as appropriate in order 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.

Student Affairs works closely with the college’s and the San José Evergreen Community College District’s (SJECCD) Information Technology Services and Support (ITSS) to explore, implement, and utilize new computer software aimed at improving outreach, support services, and processes to better 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 due to the shelter-in-place and subsequent
cancellation of most in-person classes, including co-curricular and extracurricular activities. New technology enabled the College to remain in operation and proceed to offer the majority of its instructional programs and support programs and services remotely and primarily online.

Student Affairs works closely with the College’s Office of Communications and Marketing to reach and promote prospective and current students to better serve and respond to the needs of students. Efforts have included the production and dissemination of the per term class schedule and outreach efforts that have included social media, the college website, and advertisement through various mediums including radio, television, and print media.

Student Affairs works collaboratively with the Office of Academic Affairs to explore and provide instruction and support services to community-based organizations, local unified school districts, and to the local correctional facilities to expand the reach of the College and serve more of the college district’s constituents.

Student Affairs works closely with the Office of Academic Affairs and with the Distance Education Committee along with other College entities to provide the necessary information and support for distance education teaching and learning especially as the College committed to participate in the California Virtual Campus - Online Education Initiative (CVC-OEI).

The PLTL/SI programs have a process in place outside of a Program Review that allows peer-tutors to coordinate subject-matter and supports alongside instructors teaching the courses and for the providing professional development they receive throughout the year. Peer Led Team Learning (PLTL) and Supplemental Instruction (SI) supports are addressed within the Program Review of the METAS Center. However, moving forward they may need to have their own Program Review process to more closely and consistently review outcomes and plan based on the needs of the students and program.

IIC2
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.

Analysis and Evaluation
San José City College provides a wide range of support services, including those for specific student populations; all are intended to support student success and equity. All support services are evaluated through the formal program review process as well as through student satisfaction surveys that are done every two years by the Office of Research, Planning, and Institutional Effectiveness. Learning support outcomes are assessed through the annual program review process that includes Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs). 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.
Student Affairs has responded to new mandates, such as the creation of the Student Equity & Achievement Program (SEAP) that called for the integration of the Student Success and Support Program (SSSP), Basic Skills Initiative (BSI), and Student Equity (SE). The College’s Counseling Department approached the newly created Student Equity & Achievement Program (SEAP) by hosting in-service trainings to collaborate and disseminate student success metrics, and identify priorities and initiatives. One priority was an online orientation that was created in collaboration with multiple Student Affairs entities including, but not limited to Counseling and Outreach. The new online orientation is available in English, and is accessible by means of MyWeb, the online student portal. The College is also working with COMEVO, the third-party vendor, on a new online student orientation that is available in English and Spanish and is accessible.

The Admissions and Records Office reviews student satisfaction survey data annually by means of program review and by other survey administrations. In fall 2021, the Admissions & Records Office began to review rules written approximately ten years ago with the passage of the Student Success Act of 2012. Specifically, the Admissions & Records Office in collaboration with the Matriculation Committee began to review priority registration as outlined in the California Code of Regulations, Title 5, Section 58108, as it relates to the five student programs required to receive the highest level of priority. As a result, all student participants of the five programs regardless of core service completion and student status are now assigned priority registration in alignment with state regulation. In addition, the Admissions & Records Office was an early adopter of Chatbot, an online service that allowed for frequently asked questions to be responded to automatically by means of the college website to provide yet another medium of communication with current and prospective students.

The Counseling Department in collaboration with Guided Pathways and the Office of Research, Planning, and Institutional Effectiveness reviewed the results from recent student satisfaction surveys. The surveys assessed the degree to which the students felt satisfied with the various support services and the modality of delivery. The results of the survey indicated that students wanted more guidance and assistance in career exploration and career options. The survey results prompted the Counseling Department to explore and expand the College’s online career assessment resources in order to move our Guided Pathways work forward. As a result, the Counseling Department plans to expand career counseling, growing the strategy from individualized career counseling, to one that includes centralized career counseling assessment and workshops available to students in the Career and Transfer Center. In the spirit of Guided Pathways, early career counseling interventions will be developed, marketed, and delivered to students who are undecided about their career and educational goals.

As part of its evaluation process, the Financial Aid Office assessed Federal Pell Grants awarded and disbursed over a period of several years dating from 2016 through 2021 and discovered a downward trend for Federal Pell Grant awards along with a decrease in the number of California Promise Program Grant (formerly known as the Board of Governors Fee Waiver) student recipients. Similar to the Admissions & Records Office, the Financial Aid Office adopted Chatbot, an online service that allowed for frequently asked questions to be responded to automatically by means of the college website to provide yet another medium of communication with current
and prospective students. Furthermore, the Financial Aid Office began to review internal policies and procedures as it related to the review of federal and state institutional student information records along with internal requirements related to the verification process. As a result, the Financial Aid Office streamlined the required information required by students, simplified promotional material online and in print, increase outreach efforts in the community, and increase online and in-person support services to assist students with financial aid application completion. This includes an increase of and schedule adjustment to workshops offered by the Financial Aid Office to help students submit applications, and required documents, appeals, and other financial aid materials.

The College also purchased a new online document management system called CampusLogic to facilitate a single sign-on portal, provide additional online security authentication, enable additional e-mail and text messaging options to alert students on the need for follow-up, and expedite the verification process. CampusLogic allows students to submit required forms online, eliminating the need for paper documents to be submitted in-person or by mail. In addition, CampusLogic provides metrics to show workflow, data, and progress towards increasing the number of students receiving financial aid.

The Extended Opportunity Programs & Services (EOPS), Cooperative Agencies Resources for Education (CARE), and California Work Opportunity and Responsibility to Kids (CalWORKs) assesses and analyzes Student Area Outcomes (SAOs) annually to determine the efficacy of its services. As a result, the EOPS and CARE programs expanded its collaboration with the Financial Aid Office to offer additional textbook assistance and help students apply for additional federal and state-based aid. The CalWORKs program improved its communication and partnership with the County of Santa Clara Social Services to identify prospective students. The College’s CalWORKs program was the first program in the County of Santa Clara to introduce and continuously use online forms for program eligibility even prior to the COVID-19 pandemic which allowed the program to easily transition to online and remote support services in spring 2020. The College has been recognized and featured by the County of Santa Clara Social Services and has hosted presentations to professional associations statewide.

The Student Accessibility Services provides specializes support services and instruction with allow students with educational and functional limitations to equitably benefit from the college experience and meet their academic goals at San José City College. The program’s SAOs are directly aligned with these efforts. Program services and SAOs are analyzed annually taking the voice of students with disabilities into consideration by means of frequently administered surveys related to service efficiency. Since the onset of the COVID-19 pandemic, SAS has requested feedback from students and adjusted services to ensure that accommodations are provided and the needs of students met.

No single Student Affairs entity experienced as much change to the delivery of student support programming and services as Student Health Services with the onset of the COVID-19 pandemic. Student Health Services, in addition to providing their normal programming and services to students, had to become the College’s first responder as it related to COVID-19 vaccine
administrations, COVID-19 contact tracing for students, and supporting the creation of the College’s COVID-19 testing site. In addition, Student Health Services has responded to students feeling overwhelmed, highly anxious, and hopeless especially with the onset of the COVID-19 pandemic. As a result, the College hired a full-time mental health case manager and two part-time mental health counselors. Recognizing to further improve in the delivery of mental health services, the College partnered with The Steve Fund, a national organization dedicated to mental health services especially as it relates to serving students of underrepresented groups.

The Veterans Services began utilizing various internal surveys as well as student satisfaction surveys to assess how best to serve Veteran students and their eligible dependents. Veterans Services reviews its data annually, paying special attention to the mental health needs of its students, as well as the completion and graduation rates of the Veteran students. It also annually reviews Veteran student completion and success rates in transfer-level English and mathematics courses. Veterans Services also updated outreach material, its college webpage, and has begun to host new student orientations specific to Veteran students as a manner to assist Veterans students transition from military to civilian life in an educational setting.

IIC3
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)

Analysis and Evaluation
San José City College offers comprehensive student support services for all students either in-person, telephone or online. Student support services include, but are not limited to, the Admissions and Records Office, Career and Transfer Center, Counseling Department, Extended Opportunity Programs & Services (EOPS), Financial Aid Office, Outreach Services, Student Accessibility Services, Student Development & Activities Office, and Veterans Services. Support services are delivered through a variety of methods and are scheduled at times that meet the needs of most students. Delivery methods include the college website, MyWeb (online student portal), Canvas (online learning platform), Zoom or Cranium Café (online counseling platform), and availability during day and evening hours including Saturdays.

The Admissions and Records Office is responsible for admissions, records, evaluations, registration, and graduation petitions. During spring 2020, in response to the COVID-19 pandemic, the Admissions and Records Office re-evaluated all processes in order to ensure equitable access to students regardless of service location or instructional delivery method. These improved procedures now accommodate all students in the remote environment.

The Admissions and Records Office assures equitable access to all of its students by providing services to students who are taking correspondence education without access to instructional technology including students currently in correctional facilities. Working collaboratively with academic division offices and with Outreach Services, the Admissions & Records Office manually enter admission applications for such students and enrolls them for classes manually as well.
Effective fall 2019, the College began offering online assessment services for new, returning, and continuing students in alignment with California Assembly Bill 705 (AB 705). The College uses the student’s self-reported high school grade point average (GPA) and coursework for placement purposes. Students may utilize the self-guided placement tool for placement into English and mathematics. Students who wish to enroll in English as a Second Language (ESL) curriculum work with assigned faculty for proper placement. Evaluation of the self-guided placement tool is ongoing given the additional guidance from the California Community Colleges Chancellor’s Office and local data collected with the assistance of the Office of Research, Planning, and Institutional Effectiveness to assess retention, persistence, and success rates.

The Counseling Department offers programs, classes, orientations, academic, career and personal counseling for all students. Counseling services are scheduled during the day, evening including Saturdays and in diverse modalities including in-person, online, and telephone. Scheduled appointments and drop-in counseling sessions are offered throughout the calendar year.

In Spring 2020, with the onset of the COVID-19 pandemic, all counseling services to students transitioned remote and online. Cranium Café and Zoom primarily is used for most counseling contacts and workshops, with telephone calls as a backup in case technology issues arise or if preferred by students. All students are encouraged to e-mail the Counseling Department with non-urgent issues. Beginning in spring 2022, the Counseling Department reintroduced in-person counseling appointments in addition to online and telephone appointments.

Forms were converted to soft copies and made accessible via DocuSign or Adobe Sign to expedite services. Form included: (1) Excess Unit; (2) Course Repeat; and (3) Academic Renewal Without Repetition. The pre-requisite form was converted using Formsite that allows students to get cleared for pre-requisites within the hour of submitting the document and no waiting on drop-in. In collaboration with the Admission & Records Office, the graduation petition process and related form have also been updated using Formsite for faster completion time and internal processing time, and data collection to generate reports.

All Student Accessibility Services, including front desk, counseling, and specialized classes seamlessly migrated to remote services and, during the return-to-campus initiative, to hybrid services. Technical support to ensure that SAS students may successfully access their classes was provided remotely; training students in the use of Zoom, Canvas, and MyWeb. The program also transitioned to digital note-taking thereby removing the barriers to receiving essential accommodations. All service request documents were created in digital format and posted on the College website. Students may complete and submit the forms online or submit via email. All documents that need to be signed are available to students through Adobe Sign or DocuSign. In addition, SAS personnel are actively involved in advocating for students with disabilities ensuring that all academic divisions and support services are accessible regardless of modality.
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.

Analysis and Evaluation
San José City College offers co-curricular and a comprehensive athletics program in alignment with the institution’s mission and that contribute to the social and cultural dimensions of the educational experience of its students. All co-curricular and athletic programs are conducted with sound educational policy and standards of integrity including fiscal controls.

The College supports co-curricular learning community programs (e.g., the San Jose and Milpitas Promise Programs, Puente Project, and Umoja Program) that promote educational, cultural, and social opportunities designed to increase the number of educationally under-represented students who graduate and transfer to four-year colleges and universities.

The College supports a co-curricular program that includes the San José City College Associated Student Government (ASG), and student clubs that promote educational, cultural, honorary, recreational, and social opportunities. In addition, the College supports an awarding winning broadcasting team, debate team, and student newspaper, musical and theatrical performances, and much more. The Student Development & Activities Office provides students with leadership opportunities, supports student advocacy, and promotes student engagement. The College’s co-curricular program confirms with California Education Code 76060 and applicable college district board policies and administrative procedures.

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

IICS
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.

Analysis and Evaluation
The San José City College Counseling Department and select student support programs provide counseling and advising services that include academic, career, and personal counseling to support student development and success. The Counseling Department prepares faculty and other personnel responsible for the advising function through on and off-campus professional development opportunities. 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 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 athletics, career education, financial aid, international, and veteran students. Counseling personnel participate in ongoing professional development by means of 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 MyWeb, the online student portal in English and that is accessible. 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 is planning to provide the new student orientation in Spanish to meet the needs of the two largest ethnic groups 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.

The College produces a catalog on an annual basis and addendums, when appropriate. The catalog is posted online and is available in-print on-campus. The College also produces a class schedule each semester that is posted online, is available in-person on-campus, and is sent to all 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 Office of Research, Planning, and Institutional Effectiveness conducts student surveys on a regular basis and disaggregates data to determine graduation and transfer rates for all students especially for disproportionately impacted groups.
IIC6
The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificates and transfer goals. (ER 16)

Analysis and Evaluation
San José City College is committed to open access with regards to admission and this practice is in alignment with the College’s mission. 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 the online student portal; and is included in the catalog. This information along with relevant policies and procedures have been posted on the college’s website, and is included in the catalog annually and the class schedule each semester. 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” that begins with the admission application through course registration. Priority registration is assigned to students who complete the three core services of orientation, assessment, 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. To further this important work, the College joined the California Guided Pathways Demonstration Project to help the college explore the challenges and address the obstacles of operationalizing the work to facilitate graduation, transfer, and job placement.

IIC7
The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Analysis and Evaluation
San José City College is committed to open access with regards to admission and this practice is in alignment with the College’s mission. All students who are 18 years of age 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 the online student portal; 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.
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. Student placement level trends for new students are evaluated annually to help the college determine how many sections of English and mathematics courses to offer and determine if retention, persistence, and success rates are reflective of placement results. Data pertaining to the Student Equity Plan with specific emphasis on disproportionately impacted students have also been considered to help determine best practices.

In fall 2019, in accordance with California Assembly Bill 705 (AB 705), the College adopted 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 new transcript evaluation protocol were implemented.

Under the leadership and guidance of the Vice President of Academic Affairs and the Vice President of Student Affairs, the College has formed a taskforce to review the implementation and initial results from the implementation of self-guided placement especially as it relates to English and mathematics. The taskforce includes faculty, classified professionals, and administrators.

IIC8
The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Analysis and Evaluation
San José City College maintains student records permanently, security, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. Furthermore, the College publishes and follows established board policies and administrative procedures for release of student records.

The College adheres to the provisions of the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, also known as the Buckley Amendment, to protect the privacy of student records. Training and guidance is provided to college personnel by means of on-campus professional development opportunities including Professional Development Day presentations and new personnel orientations; and electronic notices. Only College employees who need access to student records have permission within the online computer system. All college employees with such access are trained on FERPA and on college protocol on securing, sharing, and issuing student records.

The College provides information about FERPA and student records online through the college website; and in-print in the catalog that is produced annually and the class scheduled that is
produced each semester. FERPA and student record information is also included in the new student orientation that is available on MyWeb, the online student portal, upon admission to the College.

The Admissions & Records Office is responsible for ensuring that the College’s 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 form is completed, signed, and submitted by the student. Students may share partial or all record information including, but not limited to, academic records, financial aid records, student account records, or program specific records.

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

The College works with the District’s Information Technology Services & Support (ITSS) to ensure that all student records are secured in the online environment regardless of when, how, and by whom the record was established or last updated.

In Spring 2022, the Admissions & Records Office contracted with Konica, a third-party vendor, to digitize student educational records pre-1966 that were kept in hard copy within the Admissions & Records Office. The student educational records were uploaded to Square 9 to ensure confidentiality and assist with retrieval with ease upon request by former students.

STANDARD III

Standard III.A. Human 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).

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.

Evidence of Meeting the Standard
The San José-Evergreen Community College District has established policies in recruiting and hiring to ensure that all personnel hired are qualified by appropriate education, training, and experience to provide and support programs and services for our students. These policies are outlined in the Board Policy Chapter 7 and specifically Board Policy 7120 Recruitment and Hiring Policy posted on the District website.

Procedures or Faculty and Staff Hires
For several years the Academic Senate has refined a process of creating a prioritized list of faculty positions that is shared with the College President as input for the decision-making process as to which full time faculty positions will be filled for the following academic year. For a position to be considered by the Academic Senate a request for filling a faculty position is established through the Department Request for New Faculty Hire form. Any position requested also must be identified in a “proficient” Program Review. This is verified through communication between the Academic Senate and the Program Review Committee. At one of its regular meetings the Academic Senate conducts hearings to vote on ranking faculty positions to recommend for hire to the College President.

Hiring Guidelines
The College maintains the integrity and quality of its programs and services by following those established policies and procedures consistent with the California Code of Regulations, Title 5, Section 53000. Guidelines for selection of all employee groups – full- and part-time faculty, classified staff, and administrators – have been clearly delineated in the District “Screening Committee Orientation/Training: Process, Equal Employment Opportunity and Diversity in Recruitment and Hiring.” This document has been updated as Title 5 or other regulations changed. The most recent update was done in August 2015 and is available on the District HR webpage. The guidelines cover the development of job announcements/descriptions, the selection of screening committees, the development of assessment criteria, the screening application materials, the screening of candidates, the recommendation of finalists, final interviews, reference checks, and candidate-approval process.

Job Descriptions/Announcements
The College administrators work with faculty and staff to analyze program needs in serving its student population. Staffing needs are based on the Program Review and in the context of strategic planning. Once the executive team approves a staffing need, the District Human Resources Office develops job descriptions under the hiring guidelines. Job descriptions need to be approved by the Board of Trustees before a public job announcement is made. Specific duties and responsibilities, required education, and experience are clearly outlined in all job announcements and posted on the District website “Employment Opportunities” link. 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. The District HR Employment Services staff screens for minimum qualification based on the minimum qualification requirements in the areas of education and experience as posted in the job announcements. After minimum qualification screening, HR Employment Services releases the hiring packages to the screening committee for further screening based on the duties and requirements as posted in the job announcements. In addition, all screening committee members must participate every two years in diversity procedure training conducted by the HR Office prior to participating on a screening committee.

To ensure that the College attracts a broad pool of applicants, HR Employment Services advertise classified, faculty (full- and part-time), and administrative positions in a variety of outlets. Listings are posted on many websites, including the District website, the California Community Colleges Registry, Higher Education Recruitment Consortium, Caljobs.ca.go, Communitycollegejobs.com, Chronicle of Higher Education webpage, Career Builder.com, Craig’s List, and other sites specific to the position announcement. In addition, the hiring administrator identifies position-specific advertising, such as targeting select professional organizations. Jobs are posted according to established periods of at least 21 days for classified positions, 30 days for classified supervisor positions, and 45 days for academic and management positions.

**Analysis and Evaluation**

The College meets the standard. The College assures the integrity and quality of its programs and services by employing qualified personnel and adhering to a thoughtful and thorough selection process. The College follows policies and procedures to make sure the hiring practice is consistent. Further, staffing requests are coming from each division directly related to the programs and students we serve. Finally, the District provides ongoing training and updates on screening committee selection while constantly looking for new sources of attracting applicants.

**Evidence**

- Board Policy 7120 Recruitment and Hiring Policy
- Department Request for New Faculty Hire form

**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**

- **Faculty Qualification Assurance**
  
  The District Human Resources Office works with managers to refine job descriptions to align them with program and service needs. The Minimum Qualifications for Faculties and Administrators in California Community Colleges and the District hiring procedures are used to ensure qualifications of academic applicants. Job descriptions/announcements clearly list the minimum qualifications, skills, experience, and essential duties required for the position. The development and review of curriculum and assessment of learning is part of the assignment in faculty job announcements. The minimum qualifications for each type of faculty position are
stringently followed by the Human Resources Office and by the hiring committees in the screening process.

Following a job announcement, hiring administrators establish screening committees to review applications released by the 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 teach a sample lesson. The committee evaluates the candidate’s knowledge of the subject matter, experience, presentation ability, organization of content, and commitment to diversity. The screening committee evaluates the effectiveness of the teaching demonstration, scholarly activities, and the potential to contribute to the mission of the institution. In addition, interviews with the finalists insure that each candidate meets these qualifications before a final list of candidates is sent to the President for their decision. Finally, the screening committee conducts reference checks of all finalist candidates as part of the screening process.

**Analysis and Evaluation**

The College meets the standard. The College, working with the District, develops job announcements to ensure qualifications of academic applicants meet the minimum qualifications by California Community Colleges Chancellor’s Office. 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.

**Evidence**

California Code of Regulations, Title 5, Section 53000
Screening Committee Orientation/Training
District HR webpage

**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**

The College’s administrators and other employees responsible for the educational programs and services possess the qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. As with hiring of faculty, the College relies on the leadership and content knowledge of existing administrators to identify the need for staff and execute the classified prioritization process. The District refers to its vision, mission, and values when composing job descriptions. These job descriptions list the qualifications necessary to meet the requirements of the job. Prior to any recruitment, the Hiring Manager and Human Resources reviews the job announcement to ensure the current and emerging needs of the position are accurately reflected in the job announcement.

Job Announcements list the minimum and desired qualifications and minimum education requirements for the specific position in recruitment. In addition, 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.
To assure the consistent and fair application of hiring practices for all hiring categories, the
Human Resources Office oversees the hiring processes for all District personnel to ensure fair
and equitable application of established and published hiring procedures in accordance with the
requirements of Title 5 California Code of Regulations; the California Education Code; and other
laws, regulations and practices. In addition, the EEO Officer reviews the job announcements to
ensure compliance with ADA and conformity with the College’s EEO plan.

Analysis and Evaluation
The College meets the standard. Administrators and other employees responsible for the
educational programs and services we deliver to our students, possess the qualifications
necessary to perform duties required to deliver quality work. Strict adherence to requiring that
minimum qualifications be met, along with structured screening, interviewing and hiring
practices of the College, all ensure that fully qualified candidates who will support the mission of
the College are selected for employment.

Evidence
Minimum Qualification for Faculty and Administrators in the California Community Colleges
College’s equivalency process

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
Full-time Faculty Equivalency
The District follows the “Minimum Qualifications for Faculty and Academic Administrators in
California Community Colleges” to establish minimum qualifications. Each applicant is required
to submit official transcript when applying for a position, along with other required materials
such as application forms, cover letter, and references. For faculty positions, an equivalency
process has been established for applicants who do not directly meet minimum qualifications to
determine equivalence, 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 Human Resources webpage.

The faculty equivalency process, revised by the College Academic Senate, includes review by an
equivalency committee made up of discipline experts, the Academic Senate President or his/her
designee, and the area dean. The job applicant is responsible for submitting the required forms
and supporting documents to assert an equivalency. The equivalency process includes a review
of transcripts and course descriptions. In the case of classified applicants, the HR staff has
The College meets the Standard. A faculty equivalency process has been established and is used for faculty hiring; each applicant is responsible for completing the equivalency process if his/her degree is not in the assigned field. For administrator or classified positions, if a degree is from a foreign institution, evaluation is required by a professionally recognized evaluation service to verify if the degree meets minimum qualifications.

**Evidence**

*Equivalency Policy*

*Screening Committee Training/Orientation*

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**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 effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

**Evidence of Meeting the Standard**

The College has in place necessary and appropriate employee performance evaluation policies and processes for faculty, management, supervisor, confidential, and classified staff. Employee performance evaluations support College values and goals by building communication links between administrators, faculty, and staff; identifying education and training needs; aligning work efforts with College objectives; and defining areas of strengths and needs. The
performance evaluation process helps to inform employees and provides employees opportunities to adjust and improve.
All personnel are evaluated systematically and at stated intervals. Evaluation procedures for faculty, staff, and administrators are available on the District HR webpage. These processes are covered in Board policies and procedures and in contracts negotiated with the respective collective bargaining units: Federation of Teachers AFT 6157 and Classified School Employees Association (CSEA) Chapter 363 for classified personnel.
The College emphasizes the importance in conducting all evaluations in a timely manner where procedure, schedule, and timelines are reviewed and discussed in the Administrative Council meeting, the annual Deans Academy and weekly deans’ meetings, and respective department and program meetings.

Analysis and Evaluation
The College meets the standard. Working with the District HR Office, the College has established or follows routine evaluation cycles to evaluate the faculty, staff, and administrators in all areas of the College. The College also uses the results of these evaluations to ensure an administrative, faculty, and classified staffing level that focuses on program needs and reflects the institution’s mission and goals.

Evidence
Board policies and procedures

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.

Evidence of Meeting the Standard
The College evaluates academic administrators directly responsible for student learning on how well they use the results of the assessment of learning outcomes to improve teaching and learning. Faculty participate in the creation and assessment of SLOs and complete a self-evaluation that addresses student success and participation in assessing student learning outcomes (SLO’s) and the use of data to evaluate/improve instruction and/or program.
- The Student Learning Outcomes and Assessment Committee is a standing committee of the Academic Senate that is charged with the following:
  - Developing procedures related to Institutional, Program, and Course SLOs, their assessment, and reporting.
  - Providing guidance and support to faculty and staff in the development of SLOs and SLI assessment tools at the course and program levels, as well as in aligning SLOs across the three levels: course, program and institutional, as well as Service Area Outcomes.
  - Organizing professional development activities related to SLO assessment.
  - Organizing and implementing a plan to assess Institutional SLOs for the college.
• Coordinating with Division Deans and administrative staff to review and maintain processes, and ensure current practices are relevant, meaningful and appropriately linked to the Program Review Process.

In addition to including SLO assessment in the self-evaluations both comprehensive and annual updated Program Reviews in Academic programs address how SLOs are implemented, assessed, and how SLOs are used in evaluating effectiveness towards increasing student success.

Analysis and Evaluation
The College meets the standard. Management evaluates academic administrators directly responsible for student learning on how well they use the results of the assessment of learning outcomes to improve teaching and learning. Faculty members complete a self-evaluation that addresses student success and participation in assessing student learning outcomes (SLO’s) and the use of data to evaluate/improve instruction.

Evidence
Student Learning Outcomes and Assessment Committee
Program Reviews

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 District is committed to maintaining a sufficient number of qualified faculty members in order to provide quality programs and services that are student-centered and focused on student success. The District uses a participatory governance process to gather input and make final position recommendations.
The Chancellor’s Office requires a report from the Colleges each November listing the FTEs for both full-time and adjunct faculty and the Faculty Obligation Number (FON) for the College. The College Budget committee reviews all staffing levels of all types of personnel, which is a shared-governance committee that recommends staffing funds to the President. The 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.
The College employs part-time faculty in order to increase flexibility in course scheduling and to respond quickly to workforce trends in business and industry. The part-time faculty are committed to the mission of the College and care about the students served. They devote time not only to their assigned classes, but join in the life of the College outside of their requirements in a variety of ways, such as serving on the Student Success Committee, the Academic Senate and the Distance Education Committee. The College considers adjunct faculty to be an integral
part of the institution that adds skills and diversity to the quality of education we provide our students. 

Looking back to 2016, the District has consistently surpassed its Full-Time Faculty Obligation: 

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<th>San José-Evergreen Community College District Staffing</th>
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<td><strong>Full-Time Faculty Actual</strong></td>
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San José City College Staffing

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<td><strong>Academic, Tenured/Tenure Track</strong></td>
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Analysis and Evaluation

The College meets the standard. There is a sufficient number of faculty to assure the delivery of quality educational programs and services that 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 or it is determined that additional faculty are needed. There is a specific process that is followed to determine staffing levels each year and a specific process to follow when vacancies occur. The College maintains a sufficient number of faculty to deliver quality education to its students.

Evidence

Full-Time Faculty Obligation Data

### 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.

Adjunct faculty are an integral part of the college, and as such, the District has a variety of written policies and procedures that provide for the orientation, oversight, evaluation and professional development of its part time faculty. In addition, in order to encourage adjuncts to be fully engaged in the life of the institution, the College provides a variety of opportunities for engagement.

Evidence of Meeting the Standard

Employment policies and procedures for Adjunct 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.
states that new adjunct faculty shall be paid two hours for attending College adjunct orientation. Every semester the Office of Academic Affairs welcomes new adjuncts and provides basic information along with networking opportunities to all new hires from every discipline. At these orientations, administrators and coordinators provide the new faculty members with information about college enrollment processes, student services, syllabi and SLO requirements, professional development opportunities and processes, faculty support services, and union representation.

The Division Dean provides oversight of adjunct faculty. Some departments provide either formal or informal full-time faculty mentoring for adjunct faculty. Full-time and adjuncts coordinate in the dialogue about and assessment of Student Learning Outcomes.

Analysis and Evaluation
The College meets the standard. Adjunct faculty are an essential part of the College, and as indicated above, there are policies, procedures, and activities that provide for the orientation, oversight, evaluation, and professional development of adjunct faculty. In addition, the College extends a variety of opportunities for adjuncts to be involved in 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)

Evidence of Meeting the Standard
The College employs qualified staff in sufficient numbers to support its mission and purposes. The College uses an integrated planning process of 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. Moreover, Program Review is utilized to ensure appropriate resources are being allocated in order for the College to meet its mission.

Analysis and Evaluation
The College meets the standard. There are a sufficient number of employees to support the institution’s mission and purposes.

Evidence
Integrated planning and resource allocation model.

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 a sufficient number of administrators with appropriate qualifications to provide leadership that supports the institution’s mission. The College engages in a variety of
assessment and planning processes to ensure all human resources needs of the institution 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.

Analysis and Evaluation
The College meets the standard. The College has a full complement of administrators, who each have supporting staff, and is in compliance.

Evidence
Program Reviews

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
The District has a variety of written personnel policies and procedures that are available for information and review. All policies, as well as rules and regulations, governing employment procedures can be found on the District website. Each administrative office makes such information readily available for reference and both District personnel and the public has the 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” that represents Managers, Supervisors, and Confidential Employees. All constituencies, including AFT 6157, CSEA Chapter 363, and the Academic Senate, MSC, participate in shaping personnel policies and procedures through the District participatory governance, District Council.

The College adheres to written personnel policies and procedures that have been developed by the District HR office to ensure fairness in all employment procedures. The District HR works closely with its Executive Team, constituency groups and legal counsel to ensure the policies and procedures are fair and equitably and consistently administered. General principles include District compliance with federal, state and local laws, and District 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 3410 that addresses Non-Discrimination and Zero Tolerance for any type of harassment. The District has established procedures for handling and investigating any complaints of discrimination in the employment process which can also be found on the District website.

Analysis and Evaluation
The College meets the standard. By contractual requirement and timely communication with the District, personnel policies and procedures are equitable, consistently administered and available for information and review.
Evidence
District website.

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 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, including 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 by monitoring outcomes to assure that 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.

On a regular annual basis, the Board of Trustees reviews the demographic composition of the employee workforce and the applicant pool. The Chancellor’s designated officer collaborates with the Research Office to provide data that evaluates the District’s employment equity and diversity in order 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.

SJCC Fall 2021

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The College continues to ensure that employment equity and diversity are consistent with its mission. The published Equal Employment Opportunity and Diversity Plan gives details of the District and the College commitment to equal opportunity and diversity.

**Analysis and Evaluation**
The College meets the standard. The Fall 2021 Staff Demographics statistics indicates that the College does regularly assess its record in employment equity and diversity, consistent with its mission.

**Evidence**
Equal Employment Opportunity and Diversity Plan

**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 upholds a written code of professional ethics for all its 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. It expects employees to work with the highest degree of integrity in all aspects of their work. (See BP 2710, BP 2717, BP 3410, BP 3436, BP 3550, BP 7310, BP 7370, BP 7700).

The Board of Trustees established the framework for ethical behavior by revising and updating its own written Code of Ethics on January 10, 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 2715.1.0 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.

**Analysis and Evaluation**
The College meets the standard. In addition to the Code of Ethics, the District has a number of Board Policies (see below) that set the expectation of ethical behavior from its Trustees and employees. The College upholds a written code of professional ethics for all its personnel. The Progressive Discipline Process is used for any violations.

**Evidence**
BP 2710, BP 2717, BP 3410, BP 3436, BP 3550, BP 7310, BP 7370, BP 7700

**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 places great importance on the Professional Development (PD) of all its employees and therefore PD is offered in many different ways within the College and is available to all
segments of personnel. The **Professional Development committee** is responsible for scheduling the agendas for the college Professional Development Days and workshops and activities throughout the year. Assessment of the programs and activities is conducted after each event, and improvements are made as needed.

**All Employees**
The College provides its workforce with training and professional growth opportunities to help them fulfill the requirements of their job and provide the best learning opportunities to the students served. College-wide events are offered that promote diversity and educate management, faculty and staff through guest speakers, brown bag lunch presentations and cultural events throughout the year. In addition, organized **Professional Development Days** are held for all employees. The purpose of the professional development days is to provide training on current procedures, provide updates on new laws, developments, programs and services available to all students and staff, as well as to offer other professional training of interest to this audience. The trainings are customized to fit the needs of both faculty and classified staff. Trainings are held for all employees that focus on Equal Employment, Diversity, Safety Awareness, Mediation and new IT platforms. Trainings on Title IX requirements, Mandated Reporter, Injury Illness and Prevention Plan, and Sexual Harassment are required for all employees and are given at regular intervals.

The College maintains training budgets for all employees and encourages staff to attend trainings and seminars to continually build on their expertise. The **Professional Development Center** is maintained at the College. Its mission is to support faculty and staff in offering the highest quality teaching and learning at the College.

It is the intent of the District to promote educational activities for all its employees and therefore the following articles have been included in each of the employee group agreements.

- **The AFT 6157 Collective Bargaining Agreement, Article 10 page 56,** outlines the process for faculty to receive salary awards as recognition for professional growth. A Professional Recognition Committee is formed and charged with reviewing applications and recommending approval of sabbatical applications to the Chancellor and verifying completion of planned activities for the award of professional recognition salary increments and sabbatical leaves.

- **The California School Employees Association Bargaining Agreement, Article 20 page 76,** outlines the policy for classified employees to receive salary awards for completing professional courses.

- **The Managers, Supervisors and Confidential Employees Handbook, Article 4.5 page 6,** discusses salary increases as recognition for professional growth. The Professional Recognition Committee is formed within the District to review applications submitted by MSC employees for Professional Growth salary awards.

The Professional Development Center seeks to support the entire College community (faculty, staff, and administrators) as they expand their professional practices. It serves as the hub for career opportunities and personal and professional growth. Weekly workshops on a variety of topics are provided and advertised via email and the College website. The Center hosts
webinars, lectures, one-on-one training, meetings, and other activities. Following each event at the Center, participants are asked to fill out an evaluation form so that the Center Coordinator and the Professional Development Committee can use the data to inform decisions about future events.

In addition to the Professional Development Center activities, the College provides four Professional Development Days throughout the academic year. These events serve to bring the campus community together to provide useful information and training on a variety of topics. Participants fill out online surveys after the events to provide feedback and suggestions on what worked well and what could be improved for the future.

The College is also a member of the Bay Area Community College Consortium (BACCC), which is comprised of 28 colleges surrounding the San Francisco and Monterey Bays. The BACCC provides opportunities for employees to participate in a wide range of professional development activities and trainings.

Analysis and Evaluation
The College meets the standard. Professional Development opportunities are offered at many levels within the District and are available to all staff, faculty and administration. As can be seen, the College provides all personnel with appropriate opportunities for continued professional development. The College evaluates the programs and uses the results as the basis for improvement and to develop future topics for professional development.

Evidence
AFT Collective Bargaining Agreement
CSEA Collective Bargaining Agreement

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 law.

Evidence of Meeting the Standard
All personnel records are maintained in a secure and confidential manner. The District keeps personnel records safe, confidential, and appropriately accessible. 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 Office of Human Resources. 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 that 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 Services at the College maintains adjunct faculty personnel records. These records are maintained in accordance with measures outlined in Article 6 of the AFT Agreement and in accordance of Article 17 of the CSEA agreement. If employees want to view their personnel files, they may do so in the presence of the 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.

Analysis and Evaluation
The College meets the standard. It has developed and implemented policies that comply with faculty and classified contracts, Board policies for Human Resources, and the educational code.
Those policies ensure that personnel files kept at the District Office of Human Resources and the College Office of Academic Support Services are secure, confidential, and accessible in accordance with law.

**Evidence**
- Article 17 of the CSEA agreement
- Article 6 of the AFT Agreement
- Board policies

### Standard III.B. Physical Resources

San Jose-Evergreen Community College District is comprised of approximately 1,529,889 square feet of instructional and support space. The District facilities include San Jose City College (829,563 gross square feet, gsf), Milpitas Extension (12,769 gsf), Evergreen College (637,320 gsf). Gross square footage is the sum of all areas on all floors of a building enclosed within the outside faces of its exterior walls. Additional classroom spaces are provided in conjunction with other High School Districts. The District Office is located at 40 South Market Street in Downtown San Jose. San Jose City College is located at 2100 Moorpark Avenue, Evergreen Valley College is located at 3095 Yerba Buena Road, and the Milpitas Extension is located at 1450 Escuela Parkway in Milpitas. The physical resources are managed and maintained by several entities within the District, including Facilities and Planning, Maintenance and Operations, General Services, Police Services, College Custodial Services, and College Grounds. Additionally, the District contracts with outside local vendors for specialty support services.

**STANDARD 3B.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**

In accordance with Board Policies and Administrative Procedures 3501 and 6520, the District and the College 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 SJCECCD function map, the responsibilities and duties under this standard are shared between the District and the College. 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.

**New Construction**

The District has primary responsibility for implementation and oversight for all new construction and project renovation. Through an established qualification-based selection process for hiring
program managers, construction managers, architects, engineers and other professional services, the District prioritizes safety and security. Once the new construction is put into service, the buildings transition to existing facility protocols. This effort is managed with close and active participation by the College. The Design professionals selected to develop and improve existing facilities are provided the District Standards and Campus Guidelines Handbook [3B.1.X], which includes “Chapter 10: Physical Security Standards” and are required to utilize this document with the implementation of projects.

Accessibility
Accessibility is a primary function of review for the Division of State Architecture (DSA), which is the governing body of oversight for California Community College Districts and construction projects. There are some projects that are exempt from DSA review, but they’re projects less than approximately $100,000 and projects that do not have an accessibility function to them, for example classroom light fixture upgrades. [3B.1.X]

The Board adopted ADA transition plan was prepared by the District. The plan was the basis for improvements and corrections to primary access elements on the college campus. [3B.1.24] The District is performed an update to the transition plan in 2016 and 2017, identify uncorrected issues, and address changes in the law since the initial plan was completed. [3B.1.25]

As a public agency with more than 50 employees, the District is required to have a Title II ADA Transition Plan. The District, in collaboration with the Colleges, and the Measure X Bond Program are 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 the District/College compliance with ADA. A typical transition plan table of contents includes:

1. Introduction/Executive Summary: Background on need and purpose, relationship to other laws and a general outcome of self-evaluation.
2. ADA Program Coordination: Listing one or more designated persons responsible for coordinating ADA compliance. This person or persons is responsible to serve staff and the public with knowledge and background to address questions and issues regarding ADA.
3. ADA Public Notice: Statement on the city’s understanding of their responsibility for employment, communications, policy, and modifications to policies and procedures.
4. Grievance Procedure: A written and published procedure with contact information on how a resident can make a complaint or grievance of discrimination on the basis of a disability.
5. Public Involvement: The procedure on how the city reaches out to the disabled public on accessibility challenges and priorities.
6. Self-Evaluation: Detail of existing barriers to city communications, programs and services, streets and intersections, and buildings and outdoor areas.
7. Implementation Program: The city’s methods and schedule on barrier removals. This section can include costs for the work.

Facilities Maintenance
The District employs staff to maintain the plumbing systems, 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. [3B.1.8]
District Police
The District operates its own POST certified Police Department, which is based at EVC but serves both Colleges and the District. The SJCC police office is located in the Student Services building. The Department serves as first responder to on-campus events by managing video surveillance and recording and monitoring alarms, including building intrusion and fire. [3B.1.9]. The District’s programs for inspection and identification of risk ensure safety and security for new and existing facilities (AP 6520). Under the Joint Powers Authority agreement, the District performs a college-wide inspection of all facilities, looking for trip hazards, unsafe conditions and potential risk. A report is produced and disseminated to the College to take corrective action. The District conducts an annual inspection with local authorities, including County Fire Prevention, County Environmental Health and Water Agencies. [3B.1.10; 3B.1.11]. The College has a reporting process online for campus safety concerns, including 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. The District has an established a Safety and Facilities committee, which meets quarterly, to review reports, discuss known issues, and coordinate with the College. The District committee has scheduled quarterly meetings. Representatives of the District committee include facilities, human resources, risk management, police services, and maintenance. [3B.1.12] At SJCC, College Safety and Facilities committee [3B.1.13] and College Council [3B.1.14] both utilize multiple measures to provide safe and sufficient physical resources to support programs and services. The College’s Administrative Services office supports a Campus Safety webpage, which provides evacuation maps, emergency preparedness guides, and additional safety resources and information. [3B.1.15] The College maintains proper signage, storage and management of hazardous materials including chemicals for instructional use. Chemicals are properly stored and labeled, and properly disposed of when they are no longer needed or are expired. Guidance on chemical storage and disposal is provided by the Hazard Communication Program and the Chemical Hygiene Plan. [3B.1.16] District police services have coordinated district-wide training in emergency operations and management, SIMS, evacuation planning, fire drills, and on campus active shooter training. [3B.1.17] The District Police Department maintains a website with additional safety information and resources. [3B.1.18]

Existing Facilities
San Jose-Evergreen Community College District standardizes spaces across the various District locations to a size that is equitable and functional for the expected use over the life of the building. [3B.1.19] The College monitors and adjusts plans in an attempt to keep total space constructed within the guidelines of the California Community College Chancellor’s Office (CCCCO) capacity guidelines (“Cap Load”) [3B.1.20] The District has an adopted space guideline in chapter 7A of the Campus Guidelines Handbook. [3B.1.19] The District has Board Policies that provide oversight and direction in the area of maintenance, grounds, custodial services, and new construction. Administrative procedures provide step-by-step sequences to complete the work. [3B.1.21] The District ensures safety, security, and access to a healthful learning and working environment in existing facilities by using the latest technology, reviewing legal requirements, and relying on experts in design, engineering and construction. The classroom guideline standards allow rooms
to adapt to constant changes in technology, while flexible and functional classrooms enable
instructors and students to work together in a variety of learning environments which may best
suit different programs. The current standards for new construction and renovation encourage
three types of classroom environments; traditional, flexible, and active. Laboratories are
encouraged to address not only specific needs such as sciences, computer, or automotive, but also
a “learning lab” environment which incorporates flexibility and technology into the space
[3B.1.19]
Office spaces vary in size and capacity, the District is moving toward standardization of furnishing
systems, guest seating support, and maximized storage. Work surfaces and collaborative surfaces
are considered and mobile elements are implemented where possible for additional flexibility and
collaboration. [3B.1.22]
Parking areas are regularly reviewed for accessibility, proximity to campus facilities, and condition.
Each campus has developed a long range master plan that identifies additional vehicular
circulation and parking needs to meet the need of future campus growth as well as correct known
issues on the campuses. [3B.1.22]
Public spaces are essential to the daily life of students, faculty, staff, and visitors. They foster the
widest variety of activities and support the informal, spontaneous, casual collisions and socializing
that supports behaviors, attitudes, and goals that lead to trust, collaboration, and education
between faculty, staff, and students. [3B.1.22]
The District oversees new construction and safety testing for athletic facilities. The need for the
construction of new fields and related sports facilities is identified by the College and related to
the District for integration into the facilities master plan. The synthetic fields are tested annually
for impact resistance to maintain the safety. [3B.1.23]

**Sufficiency of Physical Resources**
Program needs are analyzed, discussed, and identified through the College’s integrated planning
process. Divisions and programs throughout the institution identify facility and equipment needs
based on their mission, consistent with achieving student learning outcomes. Comprehensive
Program Review, Annual Program Plans, and Administrative Leadership review processes allow for
the identification of equipment and facility needs through analysis of program data, student
learning outcomes, and the College MISSION and goals. [3B.1.26] through the integrated planning
process, deans forward equipment requests to the appropriate vice president for prioritizing and
funding. Facility needs are forwarded to the President’s Cabinet, which prioritizes the projects.
Based on cost, priority, and/or need, certain projects are completed immediately while others are
placed in a capital project category.
Funding of capital projects utilizes the Educational Master Plan Project (EMP) and the Facilities
Master Plan (FMP). The EMP began in 2014, was finalized in 2016, and is responsible for long-term
planning for the College. The FMP identifies and plans new facilities and building modernization
projects that are consistent with the institutional mission and goals. The FMP documents campus-
wide facility needs and is used to advocate for funding from local, regional, state and federal
sources. After being vetted against FMP, capital projects are forwarded to the District and placed
on the District 2030 Facilities Master Plan, which are funded through Measure X. [3B.1.21]
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. 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. Examples of requests range from removal of bee swarms to concern about lighting fixtures in a building. Each College building is inventoried and scheduled for preventative maintenance. [3B.1.28]

In addition to the work order system, the District handles the FUSION database, which stores information on space allocation for each building and exterior spaces. [3B.1.20] Information in the FUSION database is reported to the State Chancellors office and is used to help determined future funding for the Colleges. The District and San Jose City College use the State Chancellor’s Office Facilities Planning Unit guidelines to determine if current facilities provide adequate capacity to support instructional and support needs for the College. Using capacity load ratios, state guidelines provide foundational information for determining College needs for general lecture, laboratories, library, offices, and support spaces. This information helps the District and College determine if adequate space is available to support current and projected enrollment.

Access, Learning, and Working Environment
The District and the College standardize spaces in their many locations to be equitable and functional for the expected life of the building. [3B.1.19] The College monitors and manages the total space constructed to remain within the Chancellor’s Office guidelines [3B.1.20] and guidelines found in chapter 7A of the Campus Guidelines Handbook of June 2014 [3B.1.9]. The District developed Board Policies to provide direction in the areas of maintenance, grounds, custodial services, and new construction, and has procedures to provide step-by-step sequences to ensure work completion.

Safety & Security
The District regularly evaluates the safety and security of classrooms, labs and learning spaces. The College has a safety committee and the District created its own advisory committee. For safety in the classroom, the District manages access control via key issuance and/or electronic fob credentialing. Internal to the classrooms, the DO manages a public address system via the room telephone to communicate to instructors and students in the event of emergency. The District monitors and maintains public safety systems for functionality and active response. [3B.1.28] Office space is managed in a similar fashion as the instruction environment through key access, fire prevention and safety, and emergency notification and evacuation. [3B.1.29] Parking areas provide safe parking areas with clear visibility and visual access to campus entries and pedestrian walkways. District police manages, maintains, and tracks reported incidents and crime events. The police also track traffic infractions and accidents and personal injury and property damage. [3B.1.30]

Common areas are equipped with emergency phone systems. Personal injuries and other damages are handled in the same fashion as with parking lots. Once areas of safety concern are identified, the College’s grounds departments make repairs or cordon off the dangerous areas. [3B.1.29] The District oversees existing athletic facilities in the same fashion as for new construction, including safety testing. The need for improvements and corrective efforts to sports facilities is identified by the College and related to the District for integration into the facilities master plan. Annually, the synthetic fields are tested for impact resistance to maintain safety. [3B.1.23]
**Healthy learning and working environment**

Ergonomic inspections of employee work space are conducted regularly and upon request to maximize efficiency and minimize the chance of injury. Through the District’s work order program, district staff or vendors will be dispatched to assess, repair, and replace deficient lighting, carpeting, interior finishes, or other identified working conditions. Proper clearances and spacing are reviewed and adjusted for compliance with local and national codes. [3B.1.31]

The District retains ultimate responsibility for the safety and security of new construction; however, the burden of maintaining a safe construction site and building while under construction is assigned to awarded contractors. [3B.1.32] Weekly site walk-through by contracted program management staff and monthly safety inspections by the JPA insurer identify and report potential hazards for correction by the contractor or subcontractor. [3B.1.33] The District retains the authority to remove and replace contractors who fail to follow safety guidelines and standards. [3B.1.34] The District requires all contractors to carry sufficient insurance coverage for personal and property damages. [3B.1.35] The District as owner carries excess insurance coverage in the event of loss. [3B.1.36] The College maintains control, ensures timely inspections, requires expedient corrective measures to be taken, and ensures financial stability with satisfactory insurance coverage.

**Analysis and Evaluation**

The College meets this standard. Through multiple measures, San Jose City College assesses and validates that its physical resources (facilities and equipment) 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.

San Jose City College has a Safety and Facilities Committee and the District created its own advisory committee. For safety in the classrooms and office spaces, the District manages access control via key issuance and/or electronic fob credentialing. Internal to the spaces, the DO manages the public address system via the room telephone to communicate to instructors and students in the event of emergency. The District monitors and maintains public safety systems for functionality and active response.

Parking areas provide safe parking areas with clear visibility and visual access to campus entries and pedestrian walkways. District police manages, maintains, and tracks reported incidents and crime events. The police also track traffic infractions and accidents and personal injury and property damage.

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Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

**STANDARD 3B.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**

**Planning Physical Resources**

San Jose City College supports student learning programs and services and provides a high-quality learning environment. Campus infrastructure currently includes 20 buildings on the main campus, plus two facilities maintenance buildings, athletic facilities (soccer field, tennis courts, futsal and pickle ball courts), and thirteen parking lots for students and staff. Four new instructional buildings are slated to open in 2023/2024 and scheduled for start of construction in Spring and Summer 2022. During 2021 the College engaged specialty consultants to update the Educational Master Plan [3B.2.1] and associated Facilities Master Plan (FMP) will follow in 2022 [3B.2.2]. The District complies with the California Community College Chancellor’s Office process of updating and submitting 5-year Facilities Plans [3B.2.3], yearly Instructional Equipment and Scheduled Maintenance plans [3B.2.4], Special Repairs and Space Inventory updates. [3B.2.6]

**Building Physical Resources**

The District and San Jose City College’s comprehensive facilities planning activities ensure that its physical resources are planned and constructed to ensure effective utilization. The comprehensive planning efforts begin at the facilities master planning stage, when campus-wide master planning outcomes identify broad goals and initiatives. Once any individual project is launched, the project architects, engineers, project managers and facilities planners meet early and often with San Jose City College end users to identify the programmatic requirements of the project, develop schematic designs, and ultimately progress to the construction document phase, which allows the project to be put out to bid in order for a contract to be awarded. San Jose City College end-user participation scales back during the construction phase, but their involvement ratchets up greatly toward the end of construction when furniture and equipment are identified and procured.
Many projects have been initiated and completed throughout the District with Capital Construction Bond Measures I (passed in 1998), Measure G (passed in 2004), Measure G (passed in 2010), state matching funds, scheduled maintenance funds, and one-time grant funds. Some institutional needs remain unaddressed, as identified in the updated 2030 Facilities Master Plan (adopted January 2016).

The passage of three separate bond measures (X-2016, G-2010 and G-2004) awarded San Jose City College with nearly $510 million, which provided the majority of funding for the capital construction program. These bond measures, established under Proposition 39, have the common goal of improving and equipping teaching environments to better serve students’ needs. With the funds from these Measure X and G bonds, San Jose City College is undergoing unprecedented renewal and expansion.

San Jose City 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 this:
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<tr>
<td></td>
<td><strong>New Construction/Buildings</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GE</td>
<td>General Education / Business Complex</td>
<td>New Building</td>
<td>NA</td>
<td>104,461</td>
<td>104,461</td>
</tr>
<tr>
<td>CTE</td>
<td>Career Technology Education Building</td>
<td>New Building</td>
<td>NA</td>
<td>86,000</td>
<td>86,000</td>
</tr>
<tr>
<td>CD</td>
<td>Child Development Center</td>
<td>New Building</td>
<td>NA</td>
<td>15,000</td>
<td>15,000</td>
</tr>
<tr>
<td>AC</td>
<td>Aquatic Center</td>
<td>New Facility</td>
<td>NA</td>
<td>11,000</td>
<td>11,000</td>
</tr>
<tr>
<td>MO</td>
<td>Maintenance &amp; Operations, and Reprographics (MO) Building</td>
<td>Assumed Constructed</td>
<td>15,000</td>
<td>15,000</td>
<td>0</td>
</tr>
<tr>
<td>D+TH</td>
<td>Drama + Theater</td>
<td>Part New Additions</td>
<td>39,403</td>
<td>56,033</td>
<td>25,630</td>
</tr>
<tr>
<td>P</td>
<td>Parking Structure</td>
<td>New Facility</td>
<td>NA</td>
<td>129,000</td>
<td>129,000</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td></td>
<td><strong>45,403</strong></td>
<td><strong>415,494</strong></td>
<td><strong>370,091</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Interior Renovations/Reuse of Existing Buildings</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTE 200</td>
<td>CTE 200 Building</td>
<td>Renovation (Interior)</td>
<td>41,820</td>
<td>41,820</td>
<td>NA</td>
</tr>
<tr>
<td>R+C</td>
<td>Reprographics and Cosmetology</td>
<td>Partial Renovation</td>
<td>30,648</td>
<td>30,648</td>
<td>NA</td>
</tr>
<tr>
<td>T</td>
<td>Technology Center</td>
<td>Partial Renovation</td>
<td>80,000</td>
<td>80,000</td>
<td>NA</td>
</tr>
<tr>
<td>JMC</td>
<td>Jaguar Student Development and Multi-cultural Center (formerly Jaguar Gym)</td>
<td>Renovation</td>
<td>27,863</td>
<td>35,363</td>
<td>7,500</td>
</tr>
<tr>
<td>SC</td>
<td>Student Center</td>
<td>Partial Renovation</td>
<td>69,044</td>
<td>69,044</td>
<td>NA</td>
</tr>
<tr>
<td>CP</td>
<td>Central Plant</td>
<td>Interior Equipment Upgrades</td>
<td>7,700</td>
<td>7,700</td>
<td>NA</td>
</tr>
<tr>
<td>TF</td>
<td>Track and Field Replacement</td>
<td>Outdoor Sports</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td></td>
<td><strong>257,075</strong></td>
<td><strong>264,575</strong></td>
<td><strong>7,500</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Demolition</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Business Building</td>
<td>Demolish</td>
<td>25,272</td>
<td>-25,272</td>
<td></td>
</tr>
<tr>
<td>GE</td>
<td>General Education</td>
<td>Demolish</td>
<td>43,668</td>
<td>-43,668</td>
<td></td>
</tr>
<tr>
<td>CTE 300</td>
<td>CTE 300 Building</td>
<td>In the process of demolition***</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTE 100</td>
<td>CTE 100 Building</td>
<td>Demolish</td>
<td>36,996</td>
<td>-36,996</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Applied Sciences Building D</td>
<td>In the process of demolition</td>
<td>2,825</td>
<td>-2,825</td>
<td></td>
</tr>
<tr>
<td>D+TH</td>
<td>Drama + Theater</td>
<td>Partial Demolition</td>
<td>10,000***</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>Former Child Development Center</td>
<td>Previously demolished*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td></td>
<td><strong>108,761</strong></td>
<td><strong>NA</strong></td>
<td><strong>-108,761</strong></td>
</tr>
<tr>
<td></td>
<td><strong>No Changes</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M+A</td>
<td>Multi-Disciplinary Arts Building</td>
<td>None</td>
<td>41,870</td>
<td>41,870</td>
<td>NA</td>
</tr>
<tr>
<td>S</td>
<td>Science Complex</td>
<td>None</td>
<td>52,209</td>
<td>52,209</td>
<td>NA</td>
</tr>
<tr>
<td>L</td>
<td>Library</td>
<td>None</td>
<td>63,110</td>
<td>63,110</td>
<td>NA</td>
</tr>
<tr>
<td>JSC</td>
<td>Jaguar Sports Complex</td>
<td>None</td>
<td>39,304</td>
<td>39,304</td>
<td>NA</td>
</tr>
</tbody>
</table>

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Further upgrades and alterations to support learning or to address facilities issues at San Jose City College are identified through a comprehensive program review process. These reviews are instrumental in identifying and prioritizing equipment and operations needs at each level of the College, and are submitted through the President's Cabinet (for approval) and the College Budget Committee (for funding). These comprehensive program reviews of operations and services have been the primary vehicle used to evaluate the effectiveness of facilities and equipment in meeting the needs of programs and services.

Maintaining Physical Resources
The District maintains a work order system managed by the Maintenance and Operations (M&O) department. Through the internet, phone, or email system, college and district staff can report maintenance, safety, or upgrade needs to be dispatched by district staff members who repair equipment and facilities district-wide. [3B.2.9]

Staffing levels in the M&O continue to be a cause of concern. Routine absences, vacations, and injury can cause significant fluctuations in service for repairs as well as operational service. The District will work to fill vacancies, acquire temporary employees to fill long-term vacancies and absences, and cross train employees to support and fill vacancies in order to maintain service levels.

The District has maintenance and service agreements with vendors and contractors to provide routine maintenance and repair of equipment. These contracts span a broad range of systems, from photovoltaic power inverters at the solar field to microscopes, fume hoods, and autoclaves in the Biology Labs. [3B.2.10].

Analysis and Evaluation
The College meets 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, Scheduled Maintenance plans, and Special Repairs and Space Inventory updates. The District has pursued Proposition 39 Energy Conservation Funds in years 1,
2, and 3 and is actively pursuing projects that qualify for funding in year 4 and 5 of the program. Instructional Equipment and Scheduled Maintenance funding is used to upgrade classroom equipment as well as provide for building maintenance and upgrades. Proposition 39 project funding has been used to improve energy efficiency of existing college facilities, which results in reduced utility costs and more funding available for other essential needs.

The District maintains a work order system managed by the Maintenance and Operations (M&O) department. Through the internet, phone, or email system, college and district staff can report maintenance, safety or upgrade needs to be dispatched by district staff members who repair equipment and facilities district-wide. Staffing levels in the M&O continue to be a cause of concern. Routine absences, vacations, and injury can cause significant fluctuations in service for repairs as well as operational service. Filling vacancies and acquiring temporary employees, as well as cross training of employees to support the maintenance and custodial staff, is a priority with the College in order to maintain service levels.

The District has maintenance and service agreements with vendors and contractors to provide routine maintenance and repair of equipment. These contracts span a broad range of systems, from photovoltaic power inverters at the solar field to microscopes, fume hoods, and autoclaves in the Biology Labs.

The above initiatives, activities, processes, mechanisms, programs and protocols demonstrate how the District and San Jose City College plan, build, maintain, and upgrade or replace physical resources in a manner that ensures effective utilization and the continuing quality necessary to support programs and services.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

STANDARD 3B.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 INSTITUTION PLANS AND EVALUATES ITS FACILITIES

Per AP 6535 [3B.3.1], long-range planning and evaluation of facilities and equipment in the District and San Jose City College takes the form of facilities master planning, regular updates of San Jose City College’s facilities condition deficiencies information into the CCCCO database [3B.3.2] (FUSION), and annual updates of the five-year construction plan [3B.3.3]. The District and San Jose City College’s facilities master planning cycles occurred in 2010-2011 and 2014-2016 [3B.3.4]. The facilities master planning initiatives begin with a review of the College’s Education Master Plan [3B.3.5] and/or educational strategic plans, to ensure that physical resources support San Jose City College’s mission. [3B.3.6]

UTILIZATION AND OTHER RELEVANT DATA

Annual planning and assessment of facilities and equipment [3B.3.7] are performed at the division and program level through annual and comprehensive program review processes. [3B.3.8] Effective utilization of space is monitored at the division and campus level by the responsible Dean and College Facilities Coordinator in the scheduling process. A room booking website, created in
the fall of 2013, greatly minimizes classroom and meeting conflicts, using an automated program that relies on the Ellucian Colleague program. Deans and other managers can more easily find unoccupied rooms, rooms with computers, and room capacities for greater efficiency in scheduling. [3B.3.10] Utilization of space is geared to serve the greatest number of students as effectively and efficiently as possible in order to meet student learning outcomes at the course, program, and institutional levels in a cost-effective way. Through Comprehensive Program Review and Annual Program Reviews, programs are able to identify program needs related to renovation, upgrades, maintenance, and new and/or expanded equipment and facilities.

**Analysis and Evaluation**

The College meets the standard. San Jose City College utilizes established scheduling, evaluation, and assessment methods in determining the short- and long-term facility and equipment needs necessary to sustain institutional plans and meet the College mission and goals in ways that facilitate student success.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

**STANDARD 3B.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**

SJECDD Board Policies and Administrative Procedures for Institutional Planning and Capitol Construction outlined the process for the college’s long range capital plans resulting in the development of the Facilities Master Plan. [3B.4.1, 3B.4.2, 3B.4.3, 3B.4.4] The Facilities Master Plan 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 San Jose City College constituency groups. The physical analysis was multifaceted, including a facilities audit that identified rough order of magnitude costs to renovate existing facilities based on existing utilization. A comprehensive energy analysis identified energy-conservation measures that could be undertaken to improve energy efficiency, reduce operational costs, and improve environmental quality. A review of maintenance and repair activities, together with interviews of maintenance staff and end users, identified areas of particular concern in terms of deferred maintenance at San Jose City College. Master-planning architects were engaged to lead San Jose City College through a series of meetings that served to identify physical campus planning goals and issues, develop options, ascertain the preferred solutions, and identify an implementation strategy. The resulting 2016 Facilities Master Plan is the basis of the next phase of the College's capital construction program. [3B.4.5].

In January 2016, the Facilities Master Plan for San Jose City College was updated based upon the College’s Educational Master Plan. [3B.4.6] It reflects work accomplished and prioritizes remaining projects to be funded by a future local general obligation bond. The architectural firm engaged to develop the 2016 Facilities Master Plan was required to review the College’s Educational Master Plan to ensure alignment in facilities planning. The 2016 Facilities Master Plan addresses the current and projected needs for the College and serves as a guide for future development. The
recommendations included in this Facilities Master Plan address district-wide guiding principles, which are summarized in the introduction.

Facilities Design Standards are equivalent to LEED standards for green buildings, including the use of green materials in finishes where feasible, re-use and diversion of construction materials, recovery of waste heat, storm water pollution prevention, low toxicity cleaning products, electrical utility equipment and vehicles, emphasis on water conservation in landscaping and building design, and the use of renewable energy where feasible. The SJCC Career Education project was programmed and designed to achieve the Leadership in Energy and Environmental Design (LEED) Platinum certification and the Physical Education Building received LEED Silver certification on March 3, 2020. San Jose City College emphasizes energy conservation through LED lighting retrofits, building systems automation controls, and motion and photo sensing controls, resulting in energy efficient buildings that exceed current Title 24 standards. [3B.4.7]

Facilities staff (led by the Vice Chancellor of Administrative Services, Jorge Escobar, the President, Dr. Rowena Tomaneng, Associate Vice Chancellor of Physical Plant Development and Operations and Bond Director, Terrance DeGray, and the Vice President of Administrative Services, Christopher Hawken) is well equipped to understand and support sustainability practices. The projects recommended as part of the 2016 Facilities Master Plan, funded by the Measure X Bond Program for San Jose City College include both new construction and renovation:
In 2005, the District engaged a consultant to conduct a physical survey of both campuses. The survey assessments were completed in partnership with the CCCCO and documented in a statewide online facilities database known as FUSION (Facility Utilization, Space Inventory Options Net). [3B.4.8] This powerful database allows facilities planners at the district and state levels to create reports on facilities condition indices, plan projects, maintain a space inventory, and track state funding on approved projects. In December 2005, a re-survey of San Jose City College was conducted in order to update the information contained in the facilities deficiencies database. Every year, the SJECCD and San Jose City College submit a five-year construction plan to the CCCCO for funding consideration in the Capital Outlay Program. [3B.4.9] This plan is developed by facilities planners, in consultation with San Jose City College and District administration, and is approved by the Board of Trustees. Initial project proposals for state funding, final project proposals, and a comprehensive detailing of planned projects (be they locally or state funded) are shown in priority and sequence in the five-year construction plan. The plan takes into account an important criterion

<table>
<thead>
<tr>
<th>Project</th>
<th>New GSF</th>
<th>Existing GSF</th>
<th>Net GSF</th>
<th>Project Cost w/o Equipment &amp; Prog. Mgmt</th>
<th>Operating Year Cost $6.29</th>
</tr>
</thead>
<tbody>
<tr>
<td>M&amp;O / Reprographics</td>
<td>15,154</td>
<td>15,154</td>
<td>-</td>
<td>$6,149,036</td>
<td>-</td>
</tr>
<tr>
<td>General Education / Business Phase 1</td>
<td>41,538</td>
<td>25,272</td>
<td>16,266</td>
<td>$22,120,774</td>
<td>$102,313</td>
</tr>
<tr>
<td>General Education / Business Phase 1</td>
<td>62,523</td>
<td>43,668</td>
<td>18,855</td>
<td>$34,183,504</td>
<td>$118,596</td>
</tr>
<tr>
<td>CTE</td>
<td>98,000</td>
<td>98,000</td>
<td>-</td>
<td>$56,474,178</td>
<td>-</td>
</tr>
<tr>
<td>Student Development</td>
<td>15,692</td>
<td>15,692</td>
<td>-</td>
<td>$8,788,023</td>
<td>-</td>
</tr>
<tr>
<td>Theater Arts</td>
<td>47,415</td>
<td>21,784</td>
<td>25,631</td>
<td>$22,889,384</td>
<td>$161,219</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>280,322</td>
<td>219,570</td>
<td>60,752</td>
<td>$127,003,504</td>
<td>$382,130</td>
</tr>
</tbody>
</table>

1. The Operating Cost/Year = $7.00 x GSF using the APPA FPI Data but SJCC data is $6.29 and used SJCC data
2. Capital Renewal = $0.015 x CRV with 1.5% of current replacement value per year as an established standard
3. First Cost is amortized
4. These calculations do not include local or state funding.
for campus facilities planning: capacity to load ratios. The capacity to load ratio is a comparison of the square footage a college has in relation to the square footage need indicated by the college’s enrollment. Capacity to load ratios are measured for several different categories of space, including lecture, laboratory, office, library, and audio/visual support spaces.

**TOTAL COST OF OWNERSHIP**

As the capital construction program provides opportunities to construct campuses whose facilities meet the needs of the colleges, it is imperative that the cost of operating and maintaining those facilities (the total cost of ownership) be considered. SJECCD has several mechanisms by which to ensure that total cost of ownership is taken into account. Facilities Design Standards ensure that new and renovated facilities are designed and constructed in accordance with District operational criteria. For example, energy efficiency is of paramount importance, particularly in light of escalating energy costs. For new buildings in particular, energy efficiency is a high priority design criterion. San Jose City College has achieved LEED Silver Certification. [3B.4.10] The District is currently calculating the total cost of ownership for facilities at $7.11 per square foot of physical space. [3B.4.11]

Other District facilities design criteria include but are not limited to architectural finishes that are functional, pleasing, durable, and maintainable, as well as environmentally friendly; furniture has been selected in accordance with criteria that includes comfort, ergonomics, durability, maintainability, and longevity; and the design of new systems (mechanical, electrical, communications, building management controls, fire alarm, security systems, plumbing fixtures, etc.) with existing campus-wide systems in mind to ensure that maintenance staff have the knowledge, tools, and equipment to operate and maintain them.

The District is required to submit a Five-Year Construction Plan annually to the State Chancellor’s Office. [3B.4.11] This plan must be adopted by the Board of Trustees. The submittal of the District’s Five-Year Construction Plan is required under provisions of the Community College Construction Act. [3B.4.12]

The San Jose-Evergreen Community College District (SJECCD) developed its 2023-2027 Five-Year Construction Plan based on an in-depth analysis of cumulative capacities and load ratios appropriate to a community college environment. Facilities project lists for the Measure “G” Bond (2010) [3B.4.14] and Measure “X” Bond (2016) are directly tied to institutional planning through the 2015 Educational Master Plan and 2016 Facilities Master Plan, in alignment with the College’s annual goals and objectives approved by the SJCC College Council. 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.

The District currently covers the costs of utilities, maintenance, custodial and grounds in the current budget model. Capital renewal costs and first cost of construction over 75 years are not covered under the current budget model. The District has relied upon local bond measures for these additional costs and will continue discussions on funding these items if local bond dollars are not available to the District.

**Analysis and Evaluation**
The College meets the standard. The District’s facilities planning process integrates with the College’s planning processes. 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 Colleges’ Educational Master Plans. These Educational Master Plans serve as the basis for development of the College’s Facility Master Plan, which addresses the long-term building and infrastructure needs of the College. The District has worked to strengthen its long-range capital planning and ensure that projections include the total cost of ownership for new facilities and equipment. Utilization of information about the condition of facilities contained in the facilities deficiencies database, as well total cost of ownership analyses and the development of Facilities Design Standards allow for informed decision-making resulting in facilities that support the institutional goals of San Jose City College.

The College produces a long-range capital plan that reflects all construction projects in the form of a facilities master plan. Construction project activity for five-year blocks is recorded in a five-year capital construction plan. The College is working to address total cost of ownership by working with the District to find and implement ways of increasing efficiencies in the use of utilities. Savings generated through these efficiency methods lessens dependence on the College’s operating budget, which frees up resources to support the College’s primary mission of providing instruction and student support services. The development of capital improvement plans includes all components of overall cost such as architectural design, construction costs, equipment costs, and total cost of ownership.

Analysis of the functional map indicates that the division of responsibilities is appropriate for this standard.

**CHANGES AND PLANS RESULTING FROM THE SELF-EVALUATION**

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 in order to maintain service levels-3B.2
Standard III.C. Technology Resources

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.*

San Jose City College, through several district and campus committees, program reviews, technology and distance education plans ensures that technology resources are adequate, effective, and available to students, staff, and faculty to support student learning programs, and services, including distance education.

Evidence of Meeting the Standard

Technology services and professional support are provided to students, faculty, staff and administrators by the District Information Technology Services and Support (ITSS) staff, the Helpdesk staff and the College Technology Support and Services (CTSS) staff. ITSS is headed by the Associate Vice Chancellor of Information Technology and is located at the District Office. San Jose City College has a local CTSS department lead by a supervisor of IT who reports to the Vice President of Administrative Services. Although no direct reporting relationships exist between CTSS and ITSS, there are defined complimentary roles and responsibilities for each unit as shown in the District Delineation of Functions Map ([III.C.1.1](#) add latest version (add org chart)).

The District Technology Master Plans provide overarching guidance for enterprise services and support initiatives across both college campuses as well as at the district office ([include evidence](#)). The San Jose City College Technology Master Plan focuses on localized technology needs and initiatives. The Technology Master Plan works in conjunction with the district plan so that projects, services, resources and support are efficiently aligned and communicated. Both the District and College Technology Master Plan includes shared areas of strategic themes that were gathered from consultant Plante Moran who helped write the plan. Those themes include:

- Student Experience
- Security
- Standardization
- Support
- Self-Service

District ITSS administers and provides support to core enterprise applications and infrastructure needed to operate the different sites (SJCC, EVC, District Office, Milpitas College 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 (public websites and intranet),
- Single Sign on Portal
Centralized Help Desk System
Learning Management System (Canvas),
Library Platform (Sierra Alma),
Office 365 and Microsoft Exchange (for email)
OpenCCCApply (student applications, and Promise waiver)

The District also provides the infrastructure support for:
Wide Area Networks, Local Area Networks, Wireless Networks, Virtual Private Network (VPN), Firewalls,
Sophos Anti-Virus,
Telephones, Voice Mail,
File storage, Backup, VMWare and Host Servers,
Emergency communications platform (Rave),
CCTV Cameras District-wide

CTSS is responsible for ensuring that San Jose City College users can utilize District provided technologies and resources [III.C.1.2].

Campus Technology Support and Services
The Campus Technology Support and Services (CTSS) provides support to students, staff, 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
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. (Evidence needed)
Technology infrastructure diagrams and blueprints are found within construction and design documents that the college has collected and stored through various capital improvement projects. (Evidence needed)
Many online self-services are provided for both students and employees via the college’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) [Is there a DE plan- need DE website update with latest agendas] 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 D.E. committee supports student success by making
recommendations to the Academic Senate, the College Advisory Council, and to 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) 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 District Technology Committee and college Finance Committee. The Committee 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.
- Through its Library and Resource Center, the College offers professional services and facilities to support academic programs, teaching and learning.
  - The library also loans students and faculty laptops, cameras, etc. - Baker

**Analysis and Evaluation- to be completed**

*Talk about the Help Desk tickets*

In recent years, the District IT administration has made significant efforts towards getting institutional technology assessments completed. Several assessments in areas of cyber security, technology modernization, infrastructure, WiFi and network have been completed. The technology modernization assessment reports on the current state of maturity of the district wide IT environment as well as giving detailed recommendations for improvements. These recommendations will drive the future road map of IT projects and technology development for the colleges and the district.

**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.**

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.

**Evidence of Meeting the Standard**

- The College gathers information about technology needs to support students, faculty, and staff via the Program Review process (Program Review Handbook, pg. 3 (under “Annual Program Reviews’’). 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 system is a data resource to allow planning for equipment updates for students, faculty and staff. Technology replacement cycle depends on the type of technology asset being assessed:
  - Laptops 3-4 years
  - Desktops 4-5 years
  - Projectors 7-8 years
  - Monitors 4-5 years

- The District and College collects information from students, faculty, and staff periodically from surveys (Need evidence) 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.

**Analysis and Evaluation—Needs to be completed**

While equipment is tracked in Asset Wasp, a cloud-based asset inventory system, more work needs to be done in tracking equipment accurately. 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.

Mention any new building construction

Elaborate on help desk system

There is a process to submit a ticket through our supervisors if we need better equipment. - Baker

**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.**

San Jose City College, through its Campus Technology Support and Services staff, District ITSS and Administrative Services staff, ensures that technology resources are implemented and maintained with reliability, safety and security (include Milpitas??)

**Evidence of Meeting the Standard**

- Technology resources at the College are used throughout the district at all locations to support courses, programs and services. ITSS and CTSS 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, faculty, staff 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 file storage ensure accessibility and resiliency.
• Videoconferencing services via Zoom are provided via the portal to all employees. This ensures flexibility for virtual meetings, training, instruction and distance education.
• Canvas- an online cloud-based learning management system is used throughout the College to manage instruction and teaching materials. This ensures maximum security and availability.

Safety- Blue phones project?
All computers are installed with the Sophos anti-virus software. The District is moving to standardize on using Microsoft Office 365 delivered Defender anti-virus solution for all locations.

The District uses Veeam back up software to backup data....

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.

Analysis and Discussion
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 has led to the creation of an Incident Response Team and an incident response plan. In Summer 2022, the College is launching its new website and host it in the cloud. To increase uptime and enhance security for the College’s ERP, the District is actively working to migrate its Colleague ERP system to the Ellucian cloud.

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.

Through the district and campus level Technology Support and Services departments, the campus Professional Development Center, and the Basic Skills Initiative, 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.

Evidence of Meeting the Standard
• 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. The Help Desk portal is the main location where all support requests are recorded and managed.

- **District IT** has incorporated the LinkedIn Learning platform within its web portal which offers several technology trainings.
- The District has recently integrated via single sign on, the Chancellor’s office Vision Resource Center to provide easy access to 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.
- 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 (PD Days). Following the PD Day(s), 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 PD Day events.
- Other training sessions are advertised by the **Distance Education Committee** (include details from Audrey) The District also provides technology training through in-service training sessions, and some vendors offer online training as well for vendor specific services.

Analysis and Discussion

[State TDX Survey results here]. As the District help desk is not available 24 by 7, the District has implemented a Chat bot 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. For instance, with the roll out of the Colleague Self Service module, several videos are created by the District. These are captioned to be accessible. The District is also facilitating trainer-led training for counselors and faculty to ensure successful adoption of the new system.

There is also a need for more training on cybersecurity topics. 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.

Need links to videos, DE training
SJECCD Self-Service for Students
III.C.5 *The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.*

The College and District through their Technology Support and Services departments, along with the campus committee structure, assure that the technical infrastructure is robust and secure based on continual evaluation of programs and services, including Distance Education.

**Evidence of Meeting the Standard**

- The Computer and Network Use Policy and Procedure was reviewed in 2020. The policy and procedure outline the rules and responsibilities that apply to all students, faculty, staff, administrators, contractors, and anyone who uses District’s network, computers, LMS and other technology resources. The District also has this policy displayed as a warning 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, DE classes, authentication, 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.
- Do students sign any contracts while checking out laptops?
- 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.
- Posts in Computer Labs or LRC/Library (computer use guidelines)?

**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, faculty and staff are met.

Security is an institutional responsibility and currently the HR department presents the Acceptable Use Policy to new employees during their on-boarding.

- BP3720 – Computer and Network Use
- AP 3720 – Computer and Network Use
- SJCC Distance Education Faculty Policies, Recommendations, and Resources
- Faculty Distance Education Handbook
- AP 6450
- AP 5040 STUDENT RECORDS, DIRECTORY INFORMATION, AND PRIVACY
- AP 3725 INFORMATION AND COMMUNICATIONS TECHNOLOGY ACCESSIBILITY & ACCEPTABLE USE
Standard III.D. Financial Resources

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 San José Evergreen Community College District (SJECCD) and San Jose City College are dedicated to ensuring that fiscal resources are available to support, sustain, and improve student learning programs and services while ensuring on-going fiscal stability.

Both the District and College’s finances are managed with integrity in a manner that ensures financial stability and provides resources for the educational purposes of the College. The State Chancellor’s Office Sound Fiscal Management Self-Assessment Checklist is routinely followed as a checks and balance system when the District prepares and manages the District budgets. To reach this commitment, the Board of Trustees established policies for oversight and direction and delegated authority to the Chancellor to create administrative procedures and hire management and staff to implement these board directives [BP 6100; AP6100].

With delegated authority from the Chancellor, the Vice Chancellor Administrative Services office oversees the District budget preparation [BP6200] and budget management [BP6250], oversees fiscal management of the District and contracts for purchase, sell, lease, or license real and personal property, in accordance with Board policy and law, and provides to the governing board budget monitoring reports, budget transfer reports, and the California Community College Chancellor’s Office quarterly financial report [311Q].

Collectively, the District and the College follow sound financial principles, maintain effective operational and internal controls, and ensure that fiscal objectives are met [BP6300].

The Board of Trustees’ budget principles and financial practices call for careful management of all District financial resources. The College receives an annual budget from the District’s General funds to meet instructional and student support programs and services’ needs, and to sustain and improve institutional effectiveness. Adopted budgets for every fiscal year include a base from the previous year and modifications for Health and Welfare costs and for changes in negotiated contracts and changes to step and column for personnel.

The District has been working on implementing the new, Board approved, Resource Allocation Model (need link here).
There have been multiple meetings over the last 18 months that have failed to achieve full implementation. At this time the Colleges do not receive a finite allocation, rather they are given a rollover budget that is expense based in nature.

The College President, working within the College's participatory governance process, has authority to administer the College budget allocation from the Chancellor and Board of Trustees. [AP6250] The President ensures that an open and accountable process is developed to include the College Finance Committee and other relevant constituencies, incorporating clear guidelines and adequate training for those involved. To meet these process requirements the College recently developed and is implementing, with inclusive participation from all College constituent groups, the new Institutional Resource Allocation Process (IRAP) (need link here)

Responsibility for establishing sound fiscal practices and financial stability at the college are delegated by the College President (CEO) to the Vice President of Administrative Services (VPAS). The VPAS works with the Director of College Fiscal Services, the VCAS and District Services to identify the budget that will be assigned to the College in order to work internally in the College budget preparation and management. VPAS with support from the College Director of Fiscal Services oversees college fiscal management in accordance with Board policy and law [BP6300/AP6300].

The VPAS and Director of College Fiscal Services work with the College’s Finance Committee throughout the year. Together they analyze the Program Review information and budget requests from different departments to propose allocations of the discretionary portion of the tentative budget.

When the Finance Committee makes the final recommendation on what will be funded out of the discretionary funds, the information is communicated to the Academic Senate, the Classified Senate and the College Advisory Council for review, and the final recommendation is forwarded to the President for review and approval. Upon approval by the President, the final budget is communicated to each Vice President, and the Business Services office issues a Budget Award letter to each manager. The Business Services Office incorporates the final approved budget for all departments and programs and works with the District Budget Council to complete the budget cycle with the adoption of a budget.

**Analysis and Evaluation**
The College meets the standard. The College works with an allocation defined by the District, and judiciously manages the purpose of the resources, making ongoing financial decisions throughout the year; many of those budget adjustments require forms and processing that is manually intensive requiring multiple repeat entry of data.

The College follows principles of proper fiscal management, plans and distributes resources to the various departments, programs, and services based on prioritized needs that are critical and necessarily to maintain quality and support student success. Improvements to institutional
effectiveness have been achieved through robust processes of the Program Review Committee, Strategic Planning Committee, and the Finance Committee.

The College also believes it should be allowed to keep any unspent funds as a result of greater efficiencies put in place by the College – if this is not allowed there is no incentive to be efficient.

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
All financial planning at the College begins and ends with the alignment of the mission and the College goals. The College’s Strategic Goals (link) identify the primary areas of focus or the objective that must be accomplished to fulfill its mission. Approved by the Strategic Planning Committee (SPC) (link) in the spring of ????, these goals are evaluated and reviewed on an annual basis. Under the College’s integrated planning model, the Educational Master Plan (link) is the foundation document for the Facilities Master Plan (link). Both focus on institutional change, analysis, and improvement of existing conditions, and both 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.

The principal driver of financial planning is Program Review. Program Review is either annual or comprehensive depending upon where the department, program, or service falls on the Program Review Schedule (link). Program Review allows for analyzing the College’s instructional, instructional support, student services, and administrative services areas to identify the following: strengths and weaknesses, solutions to weaknesses, how each has achieved or is aligned with college strategic goals, and the equipment, staff, and facilities needs for budget requests.

The new program review budget form requires us to link the expenditures to goals and the mission.

The College’s new Institutional Resource Allocation Process (IRAP) (IRAP link) clearly spells this out. It states:

To meet operational needs and accreditation standards, the San Jose City College Institutional Resource Allocation Process (IRAP) is designed to achieve the following objectives:

- Ensure long-term fiscal stability and sustainability
- Maximize achievement of strategic outcomes
- Equitably support all programs, services, and students
- Promote trust, equity, inclusion, flexibility and transparency
Effective resource allocation begins by aligning unit plans with the College’s Strategic Goals, and resources allocations with the Program Reviews. Each program and service area must effectively evaluate, plan, and obtain the necessary resources to implement their plans. Resource allocations are determined by prioritizing resources using a rubric that considers the program importance, urgency, strategic impact, and overall value of the resource and the availability of funding. The following is an overview of the resource request, prioritization, and approval/funding process.

**Board Policy 6300** (Fiscal Management) requires that the College adhere to sound ethical and financial principles, maintain effective operations and internal controls, ensure that fiscal objectives are met.

Appropriate financial information is disseminated in a timely manner throughout the College through Board reports, the President’s Executive Team, the College Advisory Council, budget and College planning workshops, and budget forums. The College Advisory Council reviews the budget development process. Reports for both the tentative and adopted budgets for the succeeding fiscal year are presented during Board study sessions. The departmental level budget information is accurately and timely maintained; for example, personnel authorized to make decisions for their programs and departments have immediate access to financial information for their areas through the College’s newly implemented system, Self-Service. Additionally, the College’s financial information is regularly updated and budget availability reports are forwarded to managers on a monthly basis.

**Analysis and Evaluation**

The College meets the standard. The College integrates fiscal planning with institutional planning. Discretionary funds are part of a comprehensive Program Review process, while a large part of the total budget is dedicated to funding the compensation of full-time faculty and adjunct faculty for the delivery of instruction.

Mission and institutional goals are integrated throughout the program and services review process and the resource allocation process. There is Board oversight of the processes through Board policies and administrative procedures. The College uses these policies and procedures to ensure sound financial practices and financial stability. Appropriate information is disseminated to the College through routine reports, presentations, and through the College’s website.

For consistency of operation and controls, the College follows fiscal procedures outlined by the District Office.

Budget preparation and expense management rely on systems that are not integrated and that do not provide metrics or performance indicators, or that have limited use of new technologies such as imagining, workflows, or smart approval of budget changes. Currently any adjustment to the College budget requires multiple approvals and signatures that are manually prepared and
then manually processed by the District. This results in unnecessary delays and uncertainty since there is no visibility to the status of those transactions.

There is limited information, and no electronic tracking regarding the processing status of key transactions such as budget transfers (BTs), personnel action forms (PAFs), expense reimbursements, petty cash reimbursements, or conference/travel approvals. Technology should be introduced to improve the communication of information and reporting which is expected to result in higher productivity and staff satisfaction. The automation of the status will alleviate multiple staff to perform manual updates or to track and trace documentation which otherwise can even be lost while in transit.

**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 has a new, clearly defined financial planning and budget development process. The budget development process is identified in the College’s Institutional Resource Planning Procedures (IRAP) approved document.

As highlighted in III.D.1 the foundation of budget development is the program review process. As indicated in the Program Review Handbook, the program review process requires all departments and programs to identify resource needs for the development, maintenance, and enhancement of their programs and services. Items required and recommended through the program review process are forwarded to the Finance Committee for review and consideration for funding. Additionally, each area prioritizes their budget requests following an area meeting facilitated by the Area budget administrator.

- At the College, the Institutional Resource Allocation Process (IRAP) involves the following groups/people: Program Review Committee, Academic Senate, Classified Senate, Deans and Vice Presidents, Finance Committee (& their sub-committees), College Advisory Council, and the College President. These committees/groups have the opportunity to be involved with the budget planning process at various levels.

**Analysis and Evaluation**
The College meets the standard. The College clearly defines processes for financial planning and budget development, it follows those processes. The budget development process is outlined in the IRAP, which is updated and published each year. Members of the College Advisory Council and the Executive team review the IRAP and Finance Committee Calendar. The College Advisory Committee incorporates faculty, staff, students, and management perspectives in reviewing institutional plans and budget development. Managers are provided timely notice and information to review budget allocation differences between years to year. However, the College maintains that the District needs to improve its business processes through the use of technology.
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**

Budget development at the District level begins with the current year adopted budget as a base. Anticipated institutional budget augmentations are applied such as COLA, growth estimates, and anticipated changes in expenditures such as negotiated salary and step increases. One-time prior year adjustments are removed, budget development at the College originates from Program Review. The Program Review process requires all departments and programs to identify resource needs for the development, maintenance, and enhancement of their programs and services. Items required and recommended through the Program Review process are forwarded to the Finance Committee for review and consideration for funding. Additionally each department prioritizes their budget request on a form provided by the Finance Committee [FC Budget Justification Template].

Budget requests for discretionary funds are submitted by the various departments and must align with the College mission and strategic goals and supported by the program reviews [Budget Justification Template]. Program reviews are focused on student learning outcomes as well as service area outcomes that support institutional student learning outcomes (attached a sample program review). The Finance Committee compares the discretionary funding available for the College and total requested amounts and balances the budget based on established priorities for the college.

**How Funding Priorities are Established to Achieve the Mission and Goals**

As part of the resource allocation process of discretionary budgets only, each year the President articulates the College’s funding priorities to the Finance Committee. These priorities are communicated to budget managers and considered in the resource allocation process conducted by the Finance Committee. This process is used to allocate discretionary/non-personnel funds to each general fund cost center of the College. The President generally develops the priorities based on initiatives that the College will take on over the Fiscal Year and are based on new needs, observation, or suggestions received throughout the year.

III.D.5 To assure the financial integrity of the institution and responsible use of its financial 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**
SJCC and the SJECCD utilize appropriate control mechanisms to assure the financial integrity of the College. Internal controls are evaluated and reported annually by the external auditors. The internal control structure has appropriate control mechanisms and uses the results of the review to improve upon internal control systems throughout the District. The internal controls are followed at the District and College and are in accordance with Generally Accepted Accounting and Auditing requirements. The District’s internal controls allow management and employees in their normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. Separation of duties within functional operational areas are reviewed and evaluated regularly to ensure adequate internal controls exist to prevent and detect errors throughout the District. In addition, the District’s Board Policy (BP) and Administrative Procedure (AP) 6125 Fraud Procedure and Whistleblower Protection provide a process by which irregularities can be reported and appropriately addressed. The external independent auditors have consistently determined that the District’s internal control structure has appropriate control mechanisms in place, which are strong and adequate to support sound financial decision making and fiscal stability of the District.

The District’s financial administrative management system ensures the dissemination of real time financial data, which is available 24/7 to end-users. The Fiscal Services Department tracks, monitors and budgets contract positions throughout the District in the Budget Allocation Model. The Campus Allocation (IRAP) are reviewed by the Finance Committee (FC) and the District’s Budget Committee (BD) and the Chancellor’s Cabinet and drives the allocation of resources to the District and colleges. Credibility of the information with constituents is achieved by transparency and regular on-going communications to appropriate institutional leadership and constituents BP, AP.

The Board’s Budget Study and Audit Sub-committee meets with the external auditors, the Chancellor, and Vice Chancellor to engage in an in-depth review of the annual financial audits prepared by the external independent auditing firm. The District has had five consecutive years of unmodified audits of its Basic Financial Statements; Proposition 39 Bond building funds for Proposition S and Proposition N; Social Security Alternative Plan; and, Auxiliary organizations Evidence, XXXX.

In addition to the auditors’ opinion for all five audits being unmodified, no findings or recommendations have been identified in any of the five audits for the fifth consecutive year. In addition to meeting with the Board’s Budget Study and Audit Sub-committee, the external auditor publicly presents the outcome of the District’s annual audits at the December meeting of the Board of Trustees.

Through the dissemination of timely information, the District and SJCC are able to engage in sound financial decision making. District Board Policy 6300, Fiscal Management requires that adequate internal controls exist, and that fiscal objectives, procedures and constraints are communicated to the college community and Board of Trustees BP/AP 6300.
As part of the annual budget development process, each campus is responsible for developing and publishing a budget document that summarizes the campus General Fund Unrestricted Budget, by department, by program, and by object code. This document is to assist with campus communication related to budget allocations as well as providing historical records on budget allocations.

The financial management of the College is formally evaluated through the annual District audit conducted by an independent certified public accountant Evidence. Examination of financial records, statements, and audits for compliance are made in accordance with the generally accepted auditing standards and current GASB requirements, published by the American Institute of Certified Public Accountants; Office of Management and Budget Circular A-128 and A-133; Government Auditing Standards issued by the Comptroller General of the United States: the General Accounting Office’s (GAO) Standards for Audit of Governmental Organizations’ Programs, Activities, and Functions; and the standards specified in the California Community Colleges Contracted College Audit Manual. The audit report includes an opinion of the independent Certified Public Accountant (CPA) on the financial statements, as well as comments and recommendations about the internal control system and compliance with state and federal mandates. The annual District audit, which includes SJCC, provides the Board of Trustees, institutional leadership, and campus constituency with verification that processes and practices are sound. The funds allocated are sufficient to achieve the institution’s stated goals for student learning. The developed budget is reflected transparently and is an accurate reflection of the campus’s spending. The campus budget is reviewed at multiple participatory governance groups and deemed credible with constituencies. A thorough and continuous assessment of quality improvement is performed by the District Budget Committee on a yearly basis. This assessment reviews the campus fiscal planning process, identifies areas for improvement, and embeds improvement within the campus and committee processes.

Evidence. As a part of the annual campus resource allocation process, the current and future fiscal needs are identified as well as the Chancellor, Institutional, and President priorities. As part of obtaining reasonable assurance about whether the District’s financial statements are free of material misstatement, the auditors perform tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts.

Analysis and Evaluation
SJCC meets this Standard. The College’s financial and internal control mechanism is appropriate to assure financial integrity and the responsible use of financial resources. Its documented signature authority creates an expectation of responsibility and accountability. Review of financial management practices reveal a consistent pattern of prudent fiscal management and appropriate accounting processes. The District has maintained stable reserve levels with some fluctuations, primarily due to the increased STRS requirements. However, even with fluctuations, the District has maintained more than the required five percent reserve level Evidence (Annual Statement). The District’s financial management system (Datatel/Ellucian) ensures the dissemination of real time financial data, which is available to end users via computer access.
using a campus based network. The Fiscal Services Department tracks, monitors, and budgets contract positions throughout the District. Non-contract staffing is funded and administered at the campus and district office level from allocated budgets on annual basis Evidence.

A budget details screen provides all managers access to budget and detailed expenditure transactions. The evaluation and continued development of the institutions’ financial management system is ongoing. Grant-funded programs receive additional assistance from the College Business Services Office in terms of budget development, monitoring expenditures, and periodic reports. The Campus Business Office works with each grant manager and restricted fund supervisor to develop a budget in compliance with State and Federal regulations while supporting the program operations. New programs, initiatives, and strategies are considered during the Budget Development Process. The FC Committee reviews master plans and requests for funds to support new initiatives. Depending on the resources available, funds can be allocated to support innovation and new strategies. The campus budget allocation process is robust, thorough, and takes into consideration integrated planning, institutional effectiveness, and the campus plans to ensure that resources are distributed fairly and in support of the Colleges’ mission and vision.

The auditors have consistently determined that the District’s internal control structure has appropriate control mechanisms, are strong and adequate to support sound financial decision making and fiscal stability of the District. The District’s internal controls are followed at the and are in accordance with Generally Accepted Accounting and Auditing requirements.

Although the separation of duties and approval of transactions provides sufficient controls, it’s important to realize that once budget allocations are adopted,

In many cases departments have experienced long processing time due to volume, staffing limitations, or because the processes are manual and therefore result in significant delay/aging of payments. The delays result in accounts put on hold and also requires that staff/faculty and others work extra hard to make the payment current. Some of the reasons for the delay could be solved by points previously mentioned such as balance checks at the major object code, or by having quick BTs approved by the College business services department.

The College also considers it is important to review the support services that are received from centralized offices and work together to improve processing, communication, and handoffs. The use of technology should be used to maximize the use of the functionality existing in the ERP and other systems that, according to their functional specifications, can automate many of the processes and limited flow of data across departments. In areas with high volume transactions, such as requisitions/purchase orders, accounts payable, and reporting for categorical/other, there should be a focused attention to automate, redesign processes, and initiate an effort to infuse ongoing process improvements to the overall operation. For example, the District and College could explore other ways to alleviate the accounts payable process.
The analysis of the functional map indicates that the effectiveness of the division of responsibilities is appropriate for this standard.

**Supporting Evidence**

Maintaining effective internal control over compliance

- Audit Committee
- Annual financial audit
- General business procedures
- District Resource Allocation Model
- Board Docs
- Board Study Session materials
- AP/BP 6300 Fiscal Management

**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**

To ensure that financial reports reflect appropriate allocation and use of financial resources, the Board of Trustees oversees the District budget processes of the quarterly budget reports, tentative budget, and adopted budget and engages an independent certified public accounting firm to perform annual audits of the District’s financial statements.

Throughout the year the District Budget Committee receives extensive budget detail in the form of quarterly reports, plus the tentative budgets and adopted budgets prior to presentation to the Trustees. During these District Budget Committee meetings, assumptions are discussed and carefully reviewed, feedback is also requested, which are foundational to current year projections and future year estimates.

The Board of Trustees receives each of these reports knowing that they have been thoroughly vetted by the District Budget Committee. This support represents the constituent group validation of both the credibility and accuracy of the information as it is presented, which ensures the use of financial resources to support learning programs and services for students and the community at large.

The annual planning process demonstrates the apportionment of resources to support student learning programs and services. As per California Education code, an annual audit is performed by an independent Certified Public Accounting firm of all district financial records, including all district funds, student financial aid, bookstore, Associated Students, trust funds, and reports. Each department on campus works congruently with College Business Services Office to monitor budget activity and provide reports to the College staff to ensure that funds are dispersed to support the mission and goals of the College.
San Jose City College’s financial documents are meticulous and precise. The allocation of the budget and resources is apportioned to directly support student learning program and services in conjunction with the College Budget Committee after consultation with faculty, staff, managers, and administration. Each department on campus works congruently with College Business Services Office to monitor budget activity and provide reports to the College staff for planning and decision making. At the end of each month, the District Fiscal Services office closes the books. The District aims to accomplish each month-end close on or before the 20th of the following month. Managers have access to their budget accounts either through Colleague or through MyWeb to assess the financial impact of the program.

**Analysis and Evaluation**
The College meets the standard. San Jose City College and the District Office use their local participatory processes to allocate resources to best meet the goals and objectives as established by the Board of Trustees. The preparation of the annual district budget is a transparent, participatory process utilizing the principles established by the Board of Trustees, recommendations made by the Chancellor’s Cabinet, which includes the College Presidents and the Vice Chancellors. The budget is then reviewed by the DBC, which includes broad-based representation from various constituent groups. There is a strong feedback loop through the DBC whereas recommendations are made to the Chancellor for further consideration prior to presentation to the Trustees.

**III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

**Evidence of Meeting the Standard**
SJECCD responds in an appropriate and timely manner to external audit findings stakeholders. To stay compliant with the California Education Code, an independent CPA firm performs an annual audit on all District financial records, including all District funds, student financial aid, Associated Students, and others, and reports to the State as required. Audit findings recommended by the external auditors require a response by the specific department, including a specific action plan. The independent auditor presents an annual audit report to the Board of Trustees.

The audited financial report is placed on the District website and is available to all. District’s interim audit begins in the spring with a site visit from the independent external auditors who evaluate for systems, processes, and internal controls (compliance), in preparation for the annual audit in the fall, during which exhaustive testing is performed for both financial and performance standards. Each year the independent auditors evaluate all of the District’s funds and programs. As part of this process, internal controls are reviewed for strengths and weaknesses that could potentially produce system vulnerabilities. Over the last six years, the District has implemented all of the auditors’ recommendations in a timely manner, and the findings have been noted as corrected in each subsequent audit. During these past two years, there have been no audit findings.
During the last six years, the independent auditors have issued unqualified or unmodified opinions, with very few findings and recommendations. Each fall, when the auditors return for their final field work, they validate that the corrective action has been taken.

The Board of Trustees has a standing audit committee, which meets each spring prior to the external auditors arriving on site for field work. This Board-subcommittee reviews new standards with the auditors and provides specific direction, concerns, or any additional field testing requests. When the auditors’ field work is completed, the audit sub-committee reconvenes to review the draft audit and hear a comprehensive assessment of the District’s financial performance. Following sub-committee input and direction, the draft audit is completed and presented to the full Board for acceptance at the following December or January board meeting. In the spirit of transparency, the Board of Trustees and the Chancellor have an additional agreed upon procedure with the District’s external independent auditor to review and provide a subsequent report on their discretionary expenses.

**Analysis and Evaluation**

The College meets the standard. The external audit provides findings and recommendations, and requires a response by the effected department in the form of an action plan. The findings are included at the end of each year’s financial audit report. The audit reports are found on the District’s website. Over the past six years, the deficiencies found during interim field work have been remedied and internal controls strengthened; auditors returning for their final analysis confirm that any necessary corrective action was taken.

**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 Fiscal Services Office evaluates, develops and ensures that internal controls are maintained for all District fiscal processes. Contained in the District processes is a series of checks and balances, including document approvals at different levels and pre-approval of inter-fund transfers by both the College Business Services office and District Fiscal Services staff. The District Fiscal Services office routinely executes audits of procurement card usage, materials fees, inventory control, processes involving cash-handling, and Associated Student Body accounting. 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).

All proposed bond projects are compared against the ballot language contained within Measure G and Measure X to ensure compliance with uses approved by taxpayers. Proposed expenditures go through a series of reviews and evaluations prior to activation. This review process requires concurrence among purchasing staff, the bond financial consultant, the program manager, and the bond accounting staff. Expenditures are reconciled on a quarterly basis to ensure accurate categorization in preparation for the Citizen’s Bond Oversight Committee’s reporting cycle.
Management conducts a periodic review of projects as a whole and has a robust process of vetting bond list revisions, which are ultimately approved by the Board of Trustees.

As required by Proposition 39, the District has an external body of review in the form of the Citizens’ Bond Oversight Committee (CBOC), which has its own webpages available to the community. The CBOC is a single body that has responsibility for review of both Measure G & X. While required by law to meet annually, the CBOC meets on a quarterly basis. Each of its meetings includes a comprehensive review of construction completed and underway at both Colleges and the District. The duties of the CBOC are to inform the public, review expenditures, and review the annual report. Each spring the CBOC presents its annual report to the public in a presentation to the Board of Trustees.

The District has a purchasing matrix which is updated annually and provides guidance regarding the requirements associated with purchases. This guidance includes the documentation requirements and signature authority for various types of purchases. There is a hierarchy of approvals for purchasing, which the campuses and District adheres to.

Information is managed and disseminated using an Enterprise Resource Planning System (Colleague) and CONCUR which has system controls to prevent the over-encumbrance and the over-expending of budgetary line items. The Fiscal Services Department performs a weekly review of all accounts payable before warrants are issued. All Direct Check Requests, employee reimbursements, and credit card payments require approval of the San Jose Community College Business Office and the District’s Fiscal Services Office. All invoices must be approved as by a manager or supervisor, validating that goods and/or services have been received satisfactorily.

Analysis and Evaluation
The College meets the standard. These systems, controls, and checks and balances ensure the highest audit standards, sound financial practices, and financial stability, as illustrated in the District’s audit reports. The College and District review internal controls on a continuous basis and use the results to revise procedures as needed. Business Services performs an annual review of the budget versus actual expenditures to determine whether departments stayed within their budget allocations. Additionally, Business Services examines all purchases to ensure funds are spent in congruence with College and District policies and procedures.

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

Evidence of Meeting the Standard
In accordance with Administrative Procedure 6300, the District currently has a sufficient fund balance to accommodate all spending commitments. The last three years’ ending balances of the unrestricted general fund (Fund 10) were in excess of 5% contingency that is recommended by the State Chancellors Office. Along with the basis, every month the Board of Trustees is asked to
review and approve requests to amend the adopted budget to reflect new Federal and State special purpose grants as well as local contract revenues.

Through AP 6305, the Board requires that the District maintain a 7% reserve, which is higher than the state requirement of 5%. The Board of Trustees established a Financial Stability fund in addition to the general fund reserves at their annual Budget Study Session in February 2015. They provided further direction by establishing clear guidelines for the funding and access to these resources. According to these Principles, Board authority is required to access this fund, which will be used during economic downturns and replenished in healthy fiscal times with a transfer of $250k of one-time money when the tax data point is in excess of 6% anytime during the year and another $250K when tax data point is in excess of 7%.

The Vice Chancellor of Administrative Services adheres to risk management procedures to protect and preserve the people and assets of the District. Currently, SJECCD maintains adequate levels of various types of insurance policies, including employee health benefits, and a workers’ compensation plan. Safety training and frequent monitoring of potential safety issues is also a major component of the Risk Management function. In the event of major catastrophes, the District insurance plans will cover the property and any liability.

**Analysis and Evaluation**
The College meets the standard. The institution has sufficient cash flow and reserves to maintain stability. SJECCD has procedures in place to protect and preserve the people and assets of the District and has established a contingency plan in the event of an economic crisis. Analysis of the functional map indicates that the division of responsibilities is appropriate for this 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.**

**Evidence of Meeting the Standard**
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. Audits are performed annually by an external consultant both at the College level and District office level to ensure that the Financial Aid office awards and disburses funds to students based on or guided by federal (Title IV), state (CCC Chancellor’s office), and local regulations. The District’s 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.

The College and the District undergo an annual reconciliation of funds. The District and College ensure compliance in this area by providing oversight of Financial Aid funds via three entities: the Financial Aid office, which awards the funds; the College Business Services office, which provides the initial review; and the District Fiscal Services office, which provides the final reconciliation.
The Fiscal year of the District Foundation coincides with that of the District. The Foundation utilizes and abides by the District’s accounting system in accordance with generally accepted accounting principles. Financial standards include proper provision for professional management, adequate working capital, and adequate reserve funds for current operations, contingencies, and provisions for new business requirements. The Foundation undergoes an annual audit performed by a certified public accountant in accordance with auditing standards generally accepted in the United States of America.

The District Foundation receives, holds, manages, invests, and disburses contributions, including immediately vesting gifts and deferred gifts contributed in the form of planned and deferred gift instruments. When distributing funds to the District, the District Foundation discloses any terms, conditions, or limitations imposed by the donor or legal determination of the gift.

The Foundation Board of Directors advance the interests and promote the welfare of the District. The Board of Directors operates in compliance with District Board Policy and Procedures. All meetings shall be held in compliance with the requirements with open meeting laws set forth by the “Brown Act” contained in CGC section 54950.

Direct reimbursements require signatures from the supervisor, dean, and foundation director before final foundation approval. The dean or director of the person being reimbursed approves the expense as appropriate and authorized. In order to ensure timely processing of requisitions, original receipts and/or appropriate justification must be included with the completed requisitions. Requisitions must have authorizing signatures on all requests for fund disbursements. Travel/conference requisitions must be pre-approved according to the guidelines established by the District. Payments require the submission of properly completed and approved requisition, which should state the date of the expense, the purpose of the expense, the amount of expense, and the type of event.

The funds received from grants are all restricted to the intent of the grant. Those coordinators or managers responsible for administering the funds monitor the activities and budgets of these programs. Most grants require quarterly reporting to account for the use and dispersal of these funds. The College Council, Fiscal Services Supervisor, and Vice-President of Administrative Services along with the District Office also have oversight responsibilities.

The OPEB Trust Fund is overseen by the Retirement Board of Authority, which consists members, including faculty, classified staff, and administrators. The Retirement Board of Authority formally reviews monthly OPEB investment reports provided by Benefit Trust semi-annually and presents an annual report to the Board of Trustees in spring of each year.

**Analysis and Evaluation**
The College meets the standard. There is sufficient oversight at the college and the district level via audits by independent entities to ensure appropriate management and compliance of Financial Aid funds and services to students. Financial aid regulations and policy require annual
reports to Federal, State and local agencies. This process helps the College maintain compliance outlined by the Federal, State and Local agencies. As required by law, the College and District submit the required MIS reports to include Financial Institutions Shared Assessments Program (FISAP) and Board Financial Assistance Program (BFAP) annually.

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
The District considers its long-range financial priorities and commitments when making short-range financial plans. In accordance with state regulations, the District has maintained a strong contingency reserve by managing conservatively. Ensuring that the District’s fund balance is well above the required 5%, ensures that both short-term and long-term obligations can be reasonably met.

The District produces multi-year financial planning with quarterly updates to support the development of informed budgeting, leading to strong fiscal integrity and financial stability. The District creates comprehensive revenue and expenditure projections used for budget planning on a regular basis, resulting in a culture of fiscal responsibility and solvency. The first step to ensure that the District maintains financial solvency is by ensuring that all obligations are identified with accurate valuations. The District systematically identifies and evaluates its obligations on an annual basis.

The largest of the long-term obligations of the District is the repayment of the 2010 and 2016 Measure X General Obligation (GO) Bonds and the Other Post-Employment Benefits (OPEB) Bonds. All these long-term obligations are planned for in the budget, reported in the financial statement, and accounted for in the Long-Term Debt Service Funds. The GO Bonds were issued pursuant to the 2010 and 2016 elections for the purpose of capital outlay construction and renovations of buildings. They are the largest of these repayment obligations, amounting to $xxxxxxxxxxxxx as of June 30, 2021, and are secured by the District’s robust assessed valuation.

The District has an adequate allocation of financial resources to ensure the payment of its liabilities, and appropriate funds/reserves to address long-term obligations. Adopted budgets and quarterly reports include long-term revenue and expenditure forecasts and financial risk analysis. The District performs an actuarial analysis biennially with cash flow updates monthly. All of the District’s resources are analyzed before any allocations are made to the College. The GO Bonds are repaid from the property taxes.

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Analysis and Evaluation

The College meets the standard. Compared to the 2016 Accreditation Report, the District and the College is in a much better financial condition. The Fund Balance now accounts for a higher percentage of the budget compared to that in 2016. The District has a sound financial plan with a dedicated and conservative management team.

The District has an adequate allocation of financial resources to ensure the payment of its liabilities, and appropriate funds/reserves to address long-term obligations. Adopted budgets and quarterly reports include long-term revenue and expenditure forecasts and financial risk analysis. The District performs an actuarial analysis biennially with monthly cash flow updates. All District resources are analyzed before any allocations are made to the College. GO Bonds are repaid from the property taxes.

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 and the College plans for and allocates appropriate resources for the payment of liabilities and future obligations with sound and conservative management. Part 13 of the District’s Budget Principles states that “The budget process emphasizes planning first, and then budgeting, rather than being reactive to fiscal circumstances or environmental exigencies. Sound fiscal management requires the use of available resources to carry out the agreed upon budgetary plans and priorities of each campus and the district.”

Prior to 1982, the District offered health benefits for life to its members. In 2009, the Board of Trustees passed an additional post-retirement health plan to bridge the age of 55 to 65. The Bridge plan was offered to faculty and management, with some conditions, and the liabilities were funded from the general fund. During the recent economic downturn, the District established the Other Post-Employment Benefits (OPEB) Trust Fund.

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 at June 30, 2021. Taxable Other Post-Employment Benefits (OPEB) bonds were issued on May 14, 2009, in the amount of $46,775,000 to fund this liability and the funds were deposited into an OPEB Irrevocable Trust. Issuing the bonds ensure that the District complied with GASB Statements 74 and 75; allows the District to determine how the benefit costs and long-term liability will be funded over time; and provides the District with initial savings to the Unrestricted General Fund. It is noted that the District incorporated capitalized interest to satisfy the debt service for the first two years; thereby, avoiding any OPEB-related debt service payments from District general funds in the first two years. The debt service schedule can be found in the budget reports under "OPEB Bond Flow Chart." On March 13, 2012, the Board of Trustees adopted Resolution
authorizing the re-marketing of the bonds to further reduce the exposure to the Unrestricted General Fund and to lock in a synthetic fixed rate for 15 years.

The actuarial valuation conducted by Nyhart as of June 30, 2021, using a discount rate of 7% has determined that the long-term liability associated with these benefit commitments was $31 million with net assets of $43.8 million. This means that the liability is over-funded by $12.7 million or a funded ratio of 141.1%

The Retirement Board of Authority (RBOA) oversees and implements the OPEB Trust, which has a targeted rate of return of 6.5%. In 2018, the RBOA modified the Investment Policy Statement to reduce the targeted rate of return from 7.88% to better align with the performance of the investments over the past five years. The trust as of June 30, 2021 has assets totaling $49 million.

The Retiree Benefit Fund was established to record land lease payments from the Evergreen Marketplace II retail development and to begin accumulating resources to offset the long-term retiree medical benefit liability. Once the OPEB Bonds were sold and the Trust Fund was established, this fund was used to accept the transfer in from the OPEB Trust Fund 75 to pay retiree medical benefits, which are anticipated to increase in the coming years.

**Analysis and Evaluation**
The College meets the standard. In accordance with shared governance, both the College and the District have maintained a plan in which members of all constituency groups play roles in the creation and maintenance of mechanisms to ensure that all long-term obligations are met by careful management of the OPEB investment. It is extremely challenging for the College (and the District) to respond to an uncertain economic forecast. Under the circumstances, however, 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 as the College continues to address challenging fiscal matters. The District is very careful to manage for future contingencies and has a sound fiduciary plan.

**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**
Evidence of Meeting the Standard San Jose City College does not allocate resources for any local debt, as that is the function of the District. The District’s locally incurred debt is the debt associated with the Measure G ($339,636,513 outstanding debt as of 6.30.2021) & Measure X ($669,415,985 outstanding debt as of 6.30.2021) bonds and the bonds associated with funding the OPEB Trust. Voters of the District authorized the issuance of for capital outlay purposes.

Since the level of locally incurred debt is so small compared with the District budget, it has very little impact on meeting the overall fiscal obligations of the District.
Analysis and Evaluation
The College meets the standard. With a robust Fund Balance and relatively small locally incurred debt, the College, and therefore the District, has the resources to repay its obligations.

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.

Analysis and Evaluation
As outlined in AP 5130, San Jose City College Financial Aid office monitors student default rates for the College and ensures that loan default rates are kept to a minimum for all students receiving Financial Aid loans mandated by Title IV. This office requires entrance and exit loan counseling to students by offering customized assigned dates, with more than adequate notification and communication about the availability of counseling sessions. The Borrower’s Rights and Responsibilities are completed both online and on campus to keep the student fully informed and aware of their fiduciary responsibilities.

The College takes a conservative approach in the approval of loans to ensure that the student demonstrates sufficient need at the community college level, and to allow for additional loan awarding at the university level for transfer and graduating students. Grant-based funding is encouraged over loan-based funding, which is offered as a last resort option.

Financial Aid regulations and policy require annual reports to federal, state, and local agencies to help the College maintain compliance with regulations. As required by law, the College and District are required to submit MIS reports to include FISAP and BFAP annually.

Revenue streams are analyzed monthly and compared to budgets with an associated year-end projection on a quarterly basis. Three-year revenue projections are made for organizational planning. As a Basic Aid district, property taxes are by far the District’s largest revenue stream; on a quarterly basis, the District meets with the County of Santa Clara to discuss property tax collections and projections. The District maintains an accounts receivable tickler and meets quarterly to review and discuss aged receivables.

In an effort to minimize the number of receivables, the District has an active contract with an external collection agency and participates in the Chancellor’s Office Tax Offset Program (COTOP). To avoid overstating the fund balance due to non-collectible receivables, the District monitors and adjusts the allowance for bad debt, which is reflected in the District’s Financial Statements. The District employs an inventory and asset technician to actively tag incoming
assets and manage the inventory and location of assets. In order to assist in this endeavor, the District uses real asset management database software.

The District warehouse manages the surplus of obsolete assets. If any assets are considered surplus inventory, a form is provided to indicate the item, its condition, whether it is intended for sale, donation, or for scrap.

**Analysis and Evaluation**
The College meets the standard. The College’s annual default rate is well below the Federal guidelines under Title IV mandates. The three-year cohort default rate also falls below the Federal guidelines under Title IV. All default rates for the College can be found in the evidence provided.

**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 of the College are governed by Board policies and contain appropriate provisions to maintain the integrity of the institution. The District has established procedures that must be adhered to before a contract can go into effect. The District uses several established contract templates, known as the ICA, PSA, PWM60, and SOA which has standard terms and conditions.

On a case-by-case basis, the District’s Director of General Services has the authority to deviate from the Standard Contract form ICA and negotiate alternative terms and conditions or to use a vendor’s form contract. In situations where the District agrees to use the vendor’s contract, the Contracts and Risk Manager reviews the terms to confirm that they are fair and reasonable, and negotiates alternate contract terms if necessary to protect the interests of the District. Outside legal counsel is consulted as needed. Contract terms are negotiated to ensure that the District has a reasonable recourse in the event there is a need to terminate due to dissatisfaction with the vendor or its services, and to ensure fair and even-handed dispute resolution processes are available.

The District strives to eliminate unnecessary risk in its contracts, and allocate risk away from the District, through appropriate indemnification and insurance provisions. Board policies applicable to contracts include Board Policy 6100 [Delegation of Authority], and [Board Policy 6340 [Bid and Contracts]].

BP 6100 requires that no contract shall constitute an enforceable obligation against the College unless it has been approved or ratified by the Governing Board. Board Policy and purchasing procedures necessitate a process open to the public when it comes to obligating District
resources. The Board approves or ratifies all contracts within 60 days per BP 6330 at one of its monthly meetings in open session.

Contracts for work to be done, services to be performed; or for goods, equipment, or supplies to be furnished or sold to the District that exceed the bid threshold as specified by Section 20651 of the California Public Contracts Code are approved by the Board of Trustees prior to execution. Administrative Procedures AP6340.2 [Bids and ContractsContract Approval Authority] specifies contract approval authority for the college and for the district.

The College manages its contracts in a manner that is consisted with federal and state laws. The District has established a Purchasing Matrix that identifies who has proper signatory authority at the College and the District depending on the amount of the contract. Contractual relationships and contracts are reviewed at the College by the Vice President of Administrative Services and/or the President, and then at the District by the Director of General ServicesContracts and Risk Manager and the VCAS.

When awarding contracts, considerations to price and other factors such as specific skills, experience, and references are used when awarding contracts. Designated administrators and managers are responsible for making sure contractors in their various areas are properly following all program guidelines. These contract considerations are specified in Administrative Procedures [AP6340.5-Awarding of Bids and Contracts Awards (Formal Bids) and AP 6340.6-Purchase without Advertising for Bids (Informal Bids)].

Comports to Institutional Policies

Maintain Integrity of the Institution and Quality of its Programs, Services & Operations: The District ensures that it receives quality goods and services to support its programs and operations through its contracting process. Contract terms are negotiated with the vendors to provide for a reasonable recourse in the event there is a need to terminate, and provide for fair and even handed dispute resolution procedures. The District protects its financial integrity by eliminating unnecessary risk in its contracts, and allocating risk away from the District where appropriate. In those situations where the District agrees to use the vendor’s contract, the Contracts and Risk Manager, Director of General Services with the assistance of legal counsel, reviews the terms to confirm they are fair and negotiates alternate contract terms and language if necessary.

Analysis and Evaluation

The College meets the standard. All external 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 VPAS and then at the District by the VCAS to assure that they contain appropriate provisions to maintain the integrity of the College and the quality of its programs, services, and operations. When awarding contracts, considerations to price and other factors such as specific skills, experience, and references are used when awarding contracts. These considerations are specified in that Administrative Procedure. Finally, designated
administrators and managers are responsible for making sure contractors in their various areas are properly following all program guidelines.

The analysis of the functional map indicates that the effectiveness of the division of responsibilities is appropriate for this standard.

Supporting Evidence

AP 6340 Bids and Contracts
AP 6340.5
AP 6340.6
ICA Template
PSA Template
PWM60 Template
SOA Template
Waiver of Liability Template
Contracts & Risk Manager – Director of General Services
Delegation of Authority appears duplicative to AP 6340
Contract Approval Authority – appears duplicative to AP 6340
Purchasing Matrix
Allocating risk not sure what this is.
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.
Standard IV

**Standard IV.A. Decision-Making Roles and Processes**

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 Jose City College strongly encourages all members of the college to contribute towards the institution and incorporates input from those members.

- Shared Governance Manual
- Pie Meeting Minutes
- Academic Affairs and Student Affairs newsletter
- Podcast

**Analysis and Evaluation**

The Participatory Governance Handbook establishes the policies and procedures in place for the involvement of all constituent groups in the processes for maintaining and improving our practices, programs, and services. We do not limit access to committee work based on title and encourage individuals at all levels of the college community to serve. Large scale improvements and ideas go through the Academic Senates and the Classified Senate and are taken to the Associated Student Government. The Planning and Institutional Effectiveness Committee (PIE) brings in groups to present on their work that involves KPIs (key performance indicators) as an opportunity to highlight needed support for those groups and to celebrate the efforts being made on campus. Campus leaders send out newsletters that highlight the accomplishments of members of the campus community and there is a podcast that features the voices of students, faculty, classified professionals, and administrators.

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

San Jose City College has policies and procedures that allow for and encourage participation on multiple levels.

Board Policies and Administrative Procedures on governance
CAC bylaws
Academic Senates bylaws (showing voting memberships)
Classified Senate bylaws
ASG bylaws

Analysis and Evaluation

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. Student participation is asked for in most committees on campus; one issue we have is in getting that student input and involvement. Committees are reviewed by CAC and by the Academic Senate and they must show the number of seats available for administrators, faculty, classified professionals, and students.

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 and important institutional initiatives were created with administrative and faculty input.

Program Review Committee
Finance Committee Strategic Plan
Educational Master Plan
Integrated Strategic Enrollment Management Plan Ensuring Retention

Analysis and Evaluation

Administrators and faculty do have a substantive and clearly defined role in institutional policies, planning, and budget. The College Advisory Council and the Academic Senate are asked to approve major initiatives, such as the Educational Master Plan, the iSEMPER (Integrated Strategic Enrollment Management Plan Ensuring Retention), and the IRAP (Institutional Resource Allocation Process). These governing bodies also oversee committees, whose work is critical in the college processes. The IPCC (Instructional Policies and Curriculum Committee) is a subcommittee the Academic Senate and 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 done at the Academic Senate meetings as needed throughout the academic year.

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

There are well defined structures that follow the institution’s policies and procedures around curriculum and students learning programs and services.

Instructional Policies and Curriculum Committee Handbook (in draft mode)
IPCC’s agendas and minutes
Distance Education Committee minutes
AS agenda and minutes

Analysis and Evaluation

The Instructional Policies and Curriculum Committee voting members are comprised of five faculty members appointed by the Academic Senate and three administrators appointed by the President as well as the College Articulation Coordinator. 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 to the Deans. The office of Academic Affairs works closely with the academic deans and departments on matters of scheduling and enrollment as well as contributing to initiatives such as the Educational Master Plan and the iSEMPER.

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

San Jose City College draws from the expertise of its members in making decisions and taking action on important matters such as institutional plans and policies.
Participatory Governance Retreat agenda
CAC meeting minutes
[Semper
Strategic Plan
APs and BPs (4000 series)]

Analysis and Evaluation
The institution has been working to align all of its policies and procedures in order to streamline our 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 are aligned with the District APs and BPs, as is the Educational Master Plan. While the campus does meet the standard, measures for improvement have been identified in order 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 for all other handbooks has been pointed out. We have aligned policies and procedures, but they need to be made more apparent.

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard
Information is disseminated to the constituent groups through various methods, which include the publication of meeting agendas and minutes as well as college town halls and Professional Development Day announcements.

College-wide townhalls,
Dissemination of updates during PDD
BOT, AS, and CAC agendas and minutes
Canvas global announcements
Participatory Governance Handbook
Chancellor’s State of the District

Analysis and Evaluation
The processes for decision making is communicated through town halls, as well as updates given by the Chancellor and the President during Professional Development Days and in campus and district wide e-mails. Agendas for the Board of Trustees and the Academic Senate and the College Advisory Council are sent out in adherence to the Brown act and are made public. The public is welcomed to these meetings and the minutes are available on the District website for the Board of Trustees and the SJCC website for the Academic Senate and for the College Advisory Council. In addition, each committee sends out their agendas to the campus community and puts this meeting agendas and minutes on the SJCC website. The Participatory Governance Handbook was approved in the Fall of 2020 and adaptations were approved in the Fall of 2021 by the Academic Senate, the Classified Senate, and the College Advisory
Council. This handbook is available on the website. One area of concern is a lack of a reliable mechanism in giving feedback to the District.

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 part of the process of institutional improvement, and San Jose City College has been working diligently to incorporate goal setting and evaluation within the college processes.

**Committee self-assessments and planning documents (CAC)**
- AS Meeting Minutes from Fall 2021
- BOT global ends statements
- Program Review
- PIE Presentation Forms

**Analysis and Evaluation**
San Jose City College does use a cycle of goal setting and self-evaluation in order to create a culture of continuous improvement and self-awareness. The Academic Senate has begun evaluating itself annually and will be implementing that process for its subcommittees. The College Advisory Council (CAC) uses this cycle to have its subcommittees evaluate themselves and then take that information in order to create the next year’s goals. 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 Committee (PIE) invites groups to present on various Key Performance Indicators (KPIs) and then often makes changes to the KPIs based on those presentations. These evaluations serve to highlight areas needed for improvement, and they also allow for celebration of goals met and progress made.

**Conclusions on Standard IV.A: Decision-Making Roles and Processes**
San Jose 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 the evaluations are shared and used for the purpose of improvement where needed 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 (CAC) with its subcommittees starting in Fall 2022. There is a need for further communication
with the District Office to ensure clarity and effectiveness. Options for such improved communication are being explored.

Evidence List
[Provide list of all evidence cited within Standard IV.A.]

Standard IV.B. Chief Executive Officer (revised Pratt 3/27/22)

IVB1, 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.

As part of a two college district, the President, as College chief executive officer, is responsible for the implementation of District policies at the College and this reflects the overall quality of the institution.

Evidence
IVB1-1- BP 3100
IVB1-2- President’s Job Description

Effective Leadership in Planning and Organizing. The President oversees the integrated planning process which includes program review, Strategic Plan, Educational Master Plan, Integrated Strategic Enrollment Management Ensuring Retention as well as the College resource allocation process. 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

Evidence
IVB1-3 Educational Master Plan minutes
IVB1-4 Minutes from CAC approving EMP and SP

Effective Leadership in Budgeting. The President is responsible for overseeing the College’s budget. In consultation with the Vice President of Administrative Services, the President reviews all budgetary issues before making an informed decision. In the spring, the annual college budget is reviewed by the College Advisory Council and recommended for approval to the President who makes the final decision.

Evidence
IVB1-5 Memo from CAC showing recommendation to president of annual draft budget

Effective Leadership in Selecting and Development Personnel. The 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. The College President is in the final interview of all faculty and managers and ultimately makes the final hiring decision which is forwarded to the board.
Effective Leadership in Assessing Institutional Effectiveness

The President has guided and supported critical components of institutional effectiveness: affirming the College mission, leading the development of the 2021-32 Educational Master Plan, and tracking and revising the 2022 Strategic Plan key performance indicators. The 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.

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.

The President plans, oversees, and evaluates an administrative structure organized and staffed to reflect the College’s Purpose, size, and complexity. SJCC’s President delegates authority to administrators consistent with their responsibilities.

The College President consistently monitors regional, state, and federal regulations to ensure the effective implementation of all statutes and regulations. Delegation of responsibility to employees with expertise in their areas of oversight enables the President to ensure that institutional practices are consistent with the College’s mission and policies. Current policies and practice allow for shared governance participation in this process.

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.

The President guides and supports a collegial process of revising the College mission, annual goals and objectives, and the Educational Master Plan and Strategic Plan, Involvement in annual goal planning is guaranteed by the representative composition of the College Advisory Council. College Council members’ goal planning activities are informed by the College’s Mission Statement and assessment of goals from the previous year. The 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. The College’s Integrated Resource Allocation Plan (IRAP) is also supported by the President and includes program review, student learning outcome and assessment, as well as the College resource allocation process. Every division and department’s program review list Institutional Learning Outcomes and/or Service Area Outcomes (SAOs) which are aligned to the College’s Mission and annual goals and objectives.

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 and established a process to evaluate progress towards those goals through the PIE committee, a subcommittee of the College Advisory Council. The PIE committee annually updates the College Advisory Committee on the progress of strategic goals and Key Performance Indicators. Note: this needs to be integrated into the CAC meetings. The President ensures the College sets institutional performance standards for student achievement, ensures that evaluation and planning rely on high quality research and analysis of conditions, ensures that educational planning is integrated with resource planning and allocation to support student achievement and learning, ensures that the allocation of resources supports and improves learning and achievement, and establishes procedures to evaluate institutional planning and implementation efforts to achieve the mission of the College.

Evidence:
IVB3-1- Participatory Governance Handbook
IVB3-2 Approval of IRAP at CAC and AS
IVB3-3 Example of SAOs from Academic Affairs
IVB3-4 Planning and Institutional Effectiveness Committee Charge and Review calendar
IVB3-5 PIE evidence of reporting outcomes to CAC

IVB4, 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. The College President ensures that the Chancellor is informed about and involved in the College’s accreditation process. The Board provides input to self-study reports and approves the document, as well as mid-term and follow-up reports. The President appoints an Accreditation Liaison Officer (ALO) from the President’s Cabinet. As the designee of the President, the ALO establishes processes and a timeline to accomplish the Institutional Self-Evaluation Report (ISER). The president ensures the College community understands the importance of the Institutional Effectiveness framework: Integrated Planning and Resource Allocation, and Accreditation, through its bi-monthly College Advisory Council agendas and minutes.

The President approves the timeline for completion of the ISER and it is strictly followed by the accreditation writing team. The President has the primary leadership role for accreditation, ensuring the College meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies. Faculty, staff, and administrators also have responsibility for assuring compliance with accreditation requirements. The President meets weekly with the College Executive Committee to review updates on Accreditation. The President meets weekly with the Chancellor’s Cabinet at District to discuss the implementation of statutes, regulations, and governing board policies and budgets.

Evidence
IVB4-1- BP 3200
IVB4-2  Approval of ACCJC Midterm at BOT
IVB4-3 Accreditation Report out of ISER Timeline at CAC and AS
IVB4-4 President’s Executive Team evidence of Accreditation reporting
IVB4-5 Agenda for District Cabinet on Accreditation updates

IVB5, 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.

The President meets weekly with the College Executive Team as well as the District Chancellor’s Cabinet to discuss the implementation of statutes, regulations, governing board policies and budgets.

The President meets regularly with the VP Administrative Services and the Director of Fiscal Services to review the budget and the Resource Allocation Model process and ensure effective control over the budget and expenditures. The President participates in the District Resource Allocation Model meetings.
The President ensures that all governance decisions are linked to institutional mission and communicates this in staff meetings and participatory governance groups. The President meets monthly with the participatory governance groups, Academic Senate, Classified Senate, Associated Student Government (MSCC?) executives to ensure communication is open and transparent.

Evidence
IVB5-1 Executive Team example agenda
IVB5-2 District Goals and Cabinet Agenda
IVB5-3 Updated budgets and baseline budget meetings with VPAS
IVB5-4 Evidence of meeting with PG groups on monthly basis

IVB6. The CEO works and communicates effectively with the communities served by the institution.

The President works collaboratively with local San Jose City and Santa Clara County communities; she has created a strong social justice focus for the College. She is currently an active member of the San Jose Rotary and Silicon Valley Leadership Group. She has developed several innovative community outreach programs now widely emulated across California including expanding the Jaguar Market to help support the basic needs of SJCC students. The President has also forged strong relationships with local school districts in the expansion of dual enrollment program.

The President also serves on multiple local and regional boards, including, San Jose State Lurie School of Education, San Jose State Emancipatory Education Institute, Bay Area CCC Strong Workforce, CCCCEO Board Northern Region Representative. The participation in the service and leadership groups serve to help communicate and harness the mission, vision, values, and goals of SJCC. She has received numerous awards and recognitions for her work in the community (examples).

The 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, the President implemented a President’s Circle to further develop friend and fund raising for institutional goals.

Anything about the 100th Anniversary?

During the CoVid Pandemic, the President led hosted monthly Townhalls to students, faculty, employees, and the community to provide relevant and up to date information on safety, vaccination mandates, emergency funds, enrollment, and returning to campus protocols.
Communication systems utilized by the President include e-mail and newsletters as well as social media such as Facebook, Twitter, Linked In, YouTube, and Instagram. These communications are used for teaching and learning, as well as marketing tools for the College and are accessible from the SJCC’s webpage. The President proactively, promptly, and fully informs the community through the media about significant issues and developments at the College. The President has directed all major divisions of the College to provide monthly updates via electronic newsletters to further promote communication and transparency.

Evidence
IVB6-1 Evidence of Joint Foundation/SJCC work (Robert Chang, Percy Carr, Athletics
IVB6-2 Agenda from President’s Circle
IVB6-3 Example of R2C Townhall meeting
IVB6-4 SJCC on Social Media
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.

Evidence of Meeting the Standard
San Jose Evergreen College District (SJECCD) is governed by a seven-member Board of Trustees elected by individual Trustee areas as outlined in Board Policy 2010: Board Membership (IV_C.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 governs on behalf of SJECCD and is committed to its responsibilities for representing the public’s interests, assuring academic and facilities plans and programs are consistent with its institutional mission and ensuring the fiscal health of SJECCD and all entities for which it is fiscally responsible: San Jose City College, Evergreen Valley College and the Milpitas Extension Center. (IV_C.2).

Within BP 2410: Board Policies and Administrative Procedures, the Board is also responsible for adopting Board Policies (BP’s) authorized by California law or deemed necessary to provide effective operations of the District. (IV_C.3).

San Jose Evergreen College District’s Board Policies and Administrative procedures articulate the Trustees accountability in adherence to its mission and vision. These policies and procedures guide the colleges in the areas of academic quality, effectiveness and outcomes, student services and fiscal responsibility and stability. These policies and procedures are can be found on our BOARDDOCS site. (IV_C.4).

WAIT—this paragraph is in the wrong place. It should be moved to the section when we discuss the review process!! (Sherri- is this description accurate? Raul had mentioned it was not). Board policies move through a systematic process, which include presentations at monthly District Council meetings as well as multiple opportunities for constituent group review. The preliminary draft for each chapter or individual policy/procedure is provided to the District Council for feedback. Constituent leaders share the policies/procedures with their respective groups and bring feedback to the next monthly District Council meeting. Feedback is then considered and integrated, where appropriate, and presented as a final draft to District Council at the following meeting. (IV_C1.5).

Further, the Board ensures sound financial stability of the District by reviewing and approving the tentative and final budget. Each year, a schedule of tentative and final budget as well as board study sessions and required public hearing/s are provided to the Board by March 1st per Board Policy 6200: Budget Preparation. (IV_C1.6).

Evidence List for Standard IV.C.1
IV_C1.1 Board Policy 2010 Board Membership
IV_C1.2 Board Policy 2200 Board Duties and Responsibilities
IV_C1.3 Board Policy 2410 Board Policies and Administrative Procedures
IV_C1.4 BOARDDOCS- Board Policies
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._

The Board’s Ends Policies and Governance Principles (IV.C2.1) and the Board Code of Ethics/Standards of Practice (IV.C2.2) state that “Trustees recognize that authority rests with the Board majority in legal sessions and not with individual Trustees.” Both the Board and Trustee Codes of Conduct (where is this?) state that the “Board is made up of individuals with differing values and beliefs. Although there are individual expressions, there are no individual decisions. Trustees work with fellow Board members in a spirit of harmony and cooperation in spite of differences.”

Additionally, the Board of Trustees’ Ends Policies and Governance Principles contain a principle (pg. 20) (IV.C2.3) 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.

The Board Ends Policies, Code of Ethics/Standards of Practice and Governing Principles details the manner in which the Board expects itself to act in relation to decision-making. Examples include: an encouragement of diversity in viewpoints; strategic leadership more than administrative detail; and collective rather than individual decisions.

Per Board Policy 2330: Quorum and Voting (IV.C2.1), the San Jose Evergreen Community College Board of Trustees acts by majority vote on all matters. However, in the following actions, a unanimous vote of all members of the board is required: authorization of a sale or lease of District real property to the state, any county, city, or to any other school or community college district; authorization to lease District property under a lease for the production of gas and declaration of an emergency pursuant to Public Contract Code Section 20654.

An example of a trustee/trustees casting a dissenting vote on a specific action, but supporting the Board’s majority vote was witnessed on x date and it was this. (IV.C2.2).

Analysis and Evaluation

SJCCCD meets this standard. Board members, individually, demonstrate their support for Board policies and decisions, govern collectively and are supportive of final decisions.

Evidence List for Standard IV.C.2

IV.C2.1 Board Policy 2330: Quorum and Voting
IV.C2.2 (citation for example of dissenting vote)

Standard IV.C.3
The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the District college and/or the district/system.

Evidence of Meeting the Standard
The Board has established policies and procedures addressing the selection and evaluation of the District Chancellor in Board Policy 2431: Selection of the District Chancellor and College Presidents (IV_C3.1) as well as evaluation of said Chancellor in Board Policy 2435: Evaluation of the District Chancellor (IV_C3.2).

An example of adherence to the hiring policy is found in the Board’s current search for a new, permanent Chancellor. Toward this goal, the District contracted with Community Colleges Search Services to assist and guide the board in its quest to hire a Chancellor (IV_C3.3).

Evaluation of the Chancellor is an annual undertaking administered by the Board, who provides its conclusions and recommendations during a closed session of a Board meeting. Chancellor evaluation is based on Board Policy 2435 (IV_C3.2), the Chancellor’s job description (IV_C3.4), and performance goals, objectives and priorities developed in alignment with BP 2430, Delegation of Authority to the Chancellor (IV_C3.5). The process also provides opportunities for input from all constituency groups listed in BP 2510: Participation in local decision-making (IV_C_3.6).

Analysis and Evaluation
The District meets the standard. San Jose Evergreen Community College District’s Board of Trustees are responsible for and authorized to establish a process for a Chancellor during a vacancy. This process is now in place as the District undergoes a nation-wide search for a permanent Chancellor as a result of the resignation of former, permanent Chancellor Dr. Byron Clift Breland who resigned to accept a new position in Southern California. The search committee is comprised of 15 voting members. In addition, non-voting HR staff are assigned to provide necessary support and assistance to the Committee and to ensure the committee composition is in compliance with Board Policies.

Evidence List for Standard IV.C.3
IV_C3.1 Board Policy 2431 Selection of the District Chancellor and College Presidents
IV_C3.2 Board Policy 2435 Evaluation of the District Chancellor
IV_C3.3 Hiring announcement – services of Community Colleges Search Services
IV_C3.4 SJECCD Chancellor Job Description
IV_C3.5 Board Policy 2430 Delegation of Authority to the Chancellor
IV_C3.6 Board Policy 2510 Participation in Local Decision-Making

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.

Evidence of Meeting the Standard
San Jose Evergreen Community College Board of Trustees is comprised of seven board members, and two Student Trustees elected by each college student body government, annually who form the
independent, policy making body. The board represents the public interest as articulated in the following board policies: BP 2200: Board Duties and Responsibilities (IV_C4.1); 2100: Officers (IV_C4.2); 2345: Public Participation at Board Meetings (IV_C4.3); 2710: Conflict of Interest (IV_C4.4); 2715: Code of Ethics/Standards of Practice (IVC_4.5); 2716: Political Activity (IV_C4.6); 2717: Personal Use of Public Resources (IVC_4.7); and 2745: Board Self-Evaluation (IV_C4.8).

Public interest is also assured by regular and formal communications with the public regarding Board activities and decisions through its public meetings. There is a standing item on every regular meeting agenda for public comment, and minutes reflect that members of the public and college community frequently use this as an opportunity to voice their views on issues relevant to the Board. Each Board agenda contains two opportunities for public comment: one for comment on items from the closed session and the other on items not covered as agenda items in the open session. (IV_C4.9) Additionally, the SJECCD district website contains a third-party feedback form (IV_C4.10).

The Board has remained a stable advocate for the Colleges and Milpitas Satellite. While it has faced challenges from the community regarding actions and policies, the Board listens to individual public interests and prioritizes the well-being of the institution and its students.

Analysis and Evaluation
San Jose Evergreen College District meets this standard. The Board of Trustees is appropriately representative of the public interest and lacks conflict of interest.

Evidence List for Standard IV.C.4

IV_C4.1 Board Policy 2200 Board Duties and Responsibilities
IV_C4.2 Board Policy 2100 Officers
IV_C4.3 Board Policy 2435 Public Participation at Board Meetings
IV_C4.4 Board Policy 2710 Conflict of Interest
IV_C4.5 Board Policy 2715 Code of Ethics/Standards of Practice
IV_C4.6 Board Policy 2716 Political Activity
IV_C4.7 Board Policy 2717 Personal Use of Public Resources
IV_C4.8 Board Policy 2745 Board Self-Evaluation
IV_C4.9 Pick a board agenda for evidence
IV_C4.10 District website, 3rd party feedback form

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 Governing Board establishes policies BP 2410: Board Policies and Admin Procedures (IV_C5.1) consistent with the missions of the District in BP 1200: District Mission (IV_C5.2), and ensures the quality, integrity, and improvement of student learning programs, services and the resources necessary to support them. Ultimately, the responsibility for educational quality of the District and its colleges and
extension center, legal matters and fiscal health and stability through BP 2200: Board Duties and Responsibilities (IV_C5.3).

As stated later (and in more detail) in Standard IV.C.8, the Board regularly reviews key indicators of student learning and achievement.

Where is there evidence for resources necessary to support the District/College Missions? Is this Chapter 6?

Analysis and Evaluation
The District meets the standard. The San Jose Evergreen Community College District Board of Trustees meets this standard by establishing 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.” And the Board of Trustees regularly assesses its policies for effectiveness in fulfilling the District’s mission.

Evidence List for Standard IV.C.5
IV_C5.1 Board Policy 2410 Board Policies and Administrative Procedures
IV_C5.2 Board Policy 1200 District Mission
IV_C5.35 Board Policy 2200 Board Duties and Responsibilities

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
San Jose Evergreen Community College Board of Trustees publish the board bylaws and polices via BOARDDOCS (IV_C6.1). Contained with Board Policies, Chapter 2, the following information can be viewed: BP 2010: Board Membership (IV_C6.2); BP 2200 Board Duties and Responsibilities (IV_C6.3); BP 2210 Officers (IV_C6.4); Board Committees (IV_C6.5). Administrative Procedures can also be located on BOARDDOCS under the drop down menu (IV_C6.6).

Analysis and Evaluation
The District meets the standard by providing on online location for all Board Policies and Administrative Procedures (Sherri: can the public also access PRINTED copies of the BP/AP’s? How so?)

Evidence List for Standard IV.C.6
IV_C6.1 BOARDDOCS site
IV_C6.2 Board Policy 2010 Board Membership
IV_C6.3 Board Duties and Responsibilities
IV_C6.4 Board Officers
IV_C6.5 Board Committees
IV_C6.6 BOARD DOCS drop down menu

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 acts in a manner consistent with its policies and bylaws, referring to them for all decisions (IV_C7.1). An example of this is found in their regular board meeting agendas (IV_C7.2). Its policies and practices, like all of those within the District, undergo a regular cycle of review and revision, per Board Policy 2410 and Administrative Policy 2410 (IV_C7.3)

While adhering to existing policies, the governing Board also understands the need to regularly evaluate its policies and procedures and revise them as necessary. In accordance with AB1725 and Title 5, the revision and adoption of policies is based on participatory governance. Board Policy 2510 and Administrative Procedure 2510: Participation in Local Decision-Making outlines the participation of the Academic Senate, Staff and Students in developing recommended policies for Board Action and Administrative Procedures for action by the District Chancellor. “Developing Board Policies and Administrative Procedures,” (IV_C7.4). Further, the Board 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 (Sherri- does DC have student members?)—the Board primarily relies on the Academic Senate representatives for the 10+1 topics covered in AB1725. (Sherri – is this paragraph above accurate, especially the last sentence?)

The Board requires that policies and procedures be brought to the Board for final review and adoption (policies), as well as periodic evaluation.

Analysis and Evaluation
The District meets the standard. The Board has a solid record of focusing on policy-making and strategic planning, allowing the administration, faculty, and staff to autonomously apply Board policy and administrative procedures to the Colleges’ educational programs and services. Additionally, Board of Trustees meeting agendas and minutes indicate that its actions are consistent with its policies and administrative procedures. The Board evaluates and revises its policies as necessary.

Evidence List for Standard IV.C.7
IV_C7.1 BP 2410 Board Policies and Administrative Procedures
IV_C7.2 Board Agenda (example of one from last year with date and citation needed)
IV_C7.3 BP 2410 Board Policies and Administrative Procedures
IV_C7.4 Board Policy 2510 and Administrative Procedure 2510 Participation in Local Decision-Making

Standard 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.

Evidence of Meeting the Standard
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 through reports on the trend data of the Ends Policy metrics of student success and community impact. An example of a community impact report is located on the Dec 14, 2021 agenda (IV_C8.1), while an example of student success report can be found on the May 12, 2020 agenda (IV_C8.2).
The Board regularly reviews key indicators of student learning and achievement along with institutional plans for improving academic quality. The Board receives information about student achievement and institutional effectiveness on a regular basis. The Office of Institutional Effectiveness and Student Success (IESS) prepares reports based on analysis of relevant data, which are presented in conjunction with the planned Board Calendar (Sheri, can you pls place board calendar link here that includes IESS presentation referenced here? TY!) (IV_C8.3). Reports include data from the Success Metrics Dashboard. These reports serve as the foundation of Board discussions about student achievement and institutional effectiveness.

Finally, presentations by college faculty, administrators, classified professionals, and students regarding campus programs and initiatives are provided throughout the year during Board meetings. More recent examples include San Jose City College’s presentation (Sherri, can you please provide the date) and Evergreen Valley College’s presentation on (Sherri date for this one also- TY!) (IV_C8.4).

**Analysis and Evaluation**
San Jose Evergreen Community College District meets the standard. The Board of Trustees regularly interacts with and reviews data on student performance.

**Evidence List for Standard IV.C.8**

- IV_C8.1 Board of Trustees December 14, 2021 agenda
- IV_C8.2 Board of Trustees May 12, 2020 agenda
- IV_C8.3 Board Calendar

- IV_C8.1 Board of Trustees xx date agenda
- IV_C8.5 Board of Trustees xx date agenda

**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, with one designed specifically for the education and networking of governing boards and the executive assistants to those boards. Sherri- evidence/dates of these? (IV_C9.1) and (IV_C9.2).

The Board also holds regular study sessions as part of board development. These typically involve an outside facilitator and are held outside the traditional Board meeting schedule. A recent example is found on the March 22, 2022 Board Study Session wherein the Board was provided with a two-hour Brown Act Training (IV_C9.3).

Per Board Policy 2100: Board Elections (IV_C9.4), the Board has a mechanism for providing continuity of Board membership and staggered terms of office. Trustee terms are staggered by an election process that opens only a portion of the seven seats every four years, and at all times 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 the student Trustee, who serves for one year (commencing May 15 of each year) per Board Policy 2015: Student Members (IV_C9.5).

With resources from The Community College League (IV_C9.6), new member orientation begins when a candidate files to run for a Board position. The Chancellor provides information about the District and the colleges and extends an invitation to meet. Orientation/education continues from candidacy to election and covers all aspects of Board duties and responsibilities as outlined in the District’s policies and administrative procedures.

Analysis and Evaluation
The District meets the standard. The Board of Trustees has a program for development and orientation. It also has a formal, written process providing for leadership continuity and staggered terms of office.

Evidence List for Standard IV.C.9
IV_C9.1 (whatever evidence shows training/education happens;
IV_C9.2 second example of above
IV_C9.3 https://go.boarddocs.com/ca/sjeccd/Board.nsf/goto?open&id=CUQYU6BA3AA
IV_C9.4 Board Policy 2100 Board Elections
IV_C9.5 Board Policy 2015: Student Members
IV_C9.6 HANDBOOKS – CCLC Resources: Publications | The League (ccleague.org)

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
As a way to assess its 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 (IV_C10.1). Second: once a year, per BP 2745: Board Self-Evaluation (IV_C10.2), 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. An example of a recent report on February 9, 2021 is available here (IV_C10.3).

Analysis and Evaluation
The District meets the standard. The Board of Trustees has a self-evaluation process, as defined in its policies and it uses the results from its self-evaluation to make improvements regarding its role, functioning, and effectiveness.

Evidence List for Standard IV.C.10
IV_C10.1 http://go.boarddocs.com/ca/sjeccd/Board.nsf/goto?open&id=CBEV9H7F0B52
IV_C10.2 Board Policy 2745 Board Self-Evaluation

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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.

Evidence of Meeting the Standard
The Code of Ethics for the Board of Trustees is listed in BP 2715: Code of Ethics/Standards of Practice (IV.C11.1). Trustees perform duties in accordance with their oath of office and commit to serving the educational needs of the citizens of the District in both educational and employment environments. 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). The college community is invited to Board meetings and has access to agendas and minutes on BOARDDOCS (IV.C11.2) as an example. Sherri: is the public provided with printed copies as well if they request them?

Also included in the Board’s Code of Ethics/standards of Practice (BP2715) 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 Board Policy 2710: Conflict of Interest (IV.C11.3). 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. (Sherri, is there an evidence link for the Form 700?) The Board’s Governance Principles, Executive Requirements and Governance Process guidelines 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 and treating each other and the community with courtesy and respect.

Analysis and Evaluation
The District meets the standard. The Board of Trustees 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 and administrative procedures for dealing with behavior that violates its code. All members of the Board fill out Conflict of Interest Disclosures forms every year.

Evidence List for Standard IV.C.11
IV.C11.1 Board Policy 2715 Code of Ethics
IV.C11.2 BOARD DOCS agenda and meeting minutes
**IV_C11.3 Board Policy Conflict of Interest**

**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 San Jose Evergreen Community College Board of Trustees adopts policies as authorized by law or determined by the Board as necessary for efficient operation of the District: BP 2410: Board Polices and Administrative Procedures (IV_C12.1).

The Board delegates full responsibility and authority to the Chancellor to administer board policies and to implement administrative actions without board interference BP 2430: Delegation of Authority to the District Chancellor (IV_C12.2). Adherence to this policy is addressed in Administrative Policy 2430 (IV_C12.3). The Chancellor is to issue administrative procedures to serve as statements of method for implementing board policy. The board adheres to Board Policy 2200: Board Duties and Responsibilities (IV_C12.4), which stipulates that the board delegate power and authority to the Chancellor to manage the District. The Board of Trustees effectively focuses on policies, including delegation of full responsibility and authority to the Chancellor to implement and administer board policies. Also included in Board Policy 2430, the “District Chancellor is expected to perform the duties contained in the District Chancellor’s job description and fulfill other responsibilities as may be determined in annual goal setting or evaluation sessions”. The job description and goals and objectives for performance shall be developed annually by the Board in consultation with the District Chancellor. This practice ensures that the Chancellor is responsible for institutional operations through their job description including performance goals, annual goal setting and evaluation (IV_C12.5).

**Analysis and Evaluation**

The District meets the standard. Board of Trustees delegation of the 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 two colleges and the Milpitas Satellite campus.

**Evidence List for Standard IV.C.12**

- IV_C12.1 BP 2410 Board Polices and Administrative Procedures
- IV_C12.2 BP 2430 Delegation of Authority to the District Chancellor
- IV_C12.3 AP 2430 Delegation of Authority to the District Chancellor
- IV_C12.4 BP 2200 Board Duties and Responsibilities
- IV_C12.5 Chancellor’s contract and evaluations- available upon request. (these are not published).

**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**
Board Policy 3200: Accreditation calls for the Chancellor to “keep the Board of Trustees informed of approved accrediting organizations and the status of accreditation, ensure that the Board of Trustees is involved in any accreditation process in which Board participation is required; and provide the Board with a summary of any accreditation report and any actions taken or to be taken in response to recommendations in an accreditation report (IV_C13.1).

Training for the Board on the accreditation standards is conducted in the fall and includes the College Presidents sharing what they have learned from attending various ACCJC trainings and evaluation visits (Sherri- is there evidence that this happened recently?). The Board also reviews the final report Institutional Self-Evaluation Report (ISER) prior to submission to ACCJC. Sherri: when are they expected to do this? On what agenda date so I can include as evidence. If it’s not on the calendar, I will remove this statement.

Analysis and Evaluation
The District meets this standard.

Evidence List for Standard IV.C.13
IV_C13.1 Board Policy 3200 Accreditation
IV_C13.2 xx evidence of meetings when the board received a report on accreditation if Sherri says it’s avail.
IV_C13.3 xx evidence of Board to review ISER if avail.

Conclusions on Standard IV.C
The governing 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 further has policies in place for selection and evaluation of the CEO, for the structure of the Board, for Board behavior, Board ethics, and Board training. The governing board acts in accordance with these policies.

Improvement Plan/s
None at this time
Standard IV.D Multi-College Districts or Systems

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

BP 3100 [IVD.1] charges the Chancellor with organization structure of a multi-college District and maintaining delineation of lines of responsibility. In BP 2430 [IVD.2] the Board of Trustees delegates executive responsibility to the District Chancellor. The SJECCD Governance Handbook [IVD.3] provides the district-office and district-wide organizational charts as well as defines the roles of each of the governing bodies. The Chancellor provides leadership and communicates expectations of educational excellence through various bodies, meetings, and documents including District Council [IVD.4] Strategic Priorities [IVD.5] and the Board’s Ends’ Policies [IVD.6], Chancellor’s Cabinet [IVD.7], and in regular meetings with constituency groups [IVD.8]. Evidence of establishing roles, responsibilities and the effective support of the Colleges can be found in the Delineation of Functions [IVD.9]

IVD.1_BP 3100 Organizational Structure
IVD.2_BP 2430 Delegation of Authority to the District Chancellor
IVD.3_SJECCD-Govenance_Handbook (To be completed by IESS/Chancellor’s Office)
IVD.4_District Council Meeting Minutes 3-24-2022
IVD.5_Strategic Priorities 2018-2025
IVD.6_Boards’ Ends’ Policies (Screen Grab from Web Site)
IVD.7_Chancellor’s Cabinet Meeting Minutes (Ask Sherri)
IVD.8_Constituency Groups Meeting Schedule (Ask Sherri)
IVD.9_Delineation of Functions Map (To be completed assigned to IESS with VP’s Executive Cab)

Analysis and Evaluation
The District has policies that define the organizational structure and the Board delegates appropriate authority to the Chancellor in this 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 Delineations of Functions revealed same gaps in detail and areas of potential overlap in some functions. These areas have been noted and will be resolved through teams of stakeholders that 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. The Chancellor sets and effectively communicates expectations of educational excellence to the district and provides support for the effective operation of the colleges.

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 [IVD.9] establishes the operation responsibilities and roles between the District Office and the Colleges. The SJECCD Governance Handbook [IVD.3] provides documentation regarding the role of district governance bodies. The District Program Review process [IVD.10][access to self-reviews, peer review rubrics and annual, district-wide satisfaction survey data made available upon request], District Council Meetings [IVD.4], and the regular meetings with constituency groups [IVD.8] ensures effective and adequate District services. In collaboration with the College Research, Planning and Institutional Effectives Offices, the District’s Office of Institutional Effectiveness and Student Success has completed a Data Road Map for the district data infrastructure and processes related to the Data Warehouse and data quality to address issues with data access, quality, and governance. The Institutional Research data environment schema and the Data Road Map [IVD.X] were presented to the District community via two Brown Bag session held in Spring 2022. The IR/IE functions across the District continue to collaborate to increase access, quality and understanding of data and to find ways ensure staff have access the data needed to assess and improve student outcomes. The Resource Allocation Model Committee [IVD.11] continues to meet and openly discuss issues of resource allocation. The District Budget Committee [IVD.12] meets monthly to review State Budget updates, quarterly and annual budget information and provide a forum for constituency groups to seek deeper understanding of the budget and budget process.

IVD.9_Del of Functions To be completed assigned to IESS with VP’s Executive Cab)
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. A thorough review of the Delineation of Functions Map revealed that some functions require a deeper dive to established business process and to sync any overlap of a limited number of functions. The District is engaged in process of collaborating with stakeholders to clarify these functions. The Chancellor ensures effective and adequate services from the District to the Colleges through the District Services Program Review, District Council, and the regular constituency groups meetings. These meetings and processes ensure opportunities for the colleges and constituency groups to provide feedback to the district about the effectiveness of services. District Council and the District Institutional Effectiveness Committee have access to self-reviews and survey data. Resource allocation is openly discussed through the District Budget Committee and the RAM Committee. Resource allocation discussions and the improvement of services are an ongoing discussion as we seek to continually improve district services to the colleges.

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

BP 6200 [IVD.13] establishes the budget preparation process. The Chancellor presents the Board with an annual budget in accordance with Title V, ACCJC Accreditation Standards, and the California Contracted District Audit Manual. AP 6250 [IVD.14] delegates responsibility for general management of Fiscal and Business Affairs to the Vice Chancellor of Administrative Services. BP 6300 [IVD.15] and AP 6300 [IVD.16] detail the policy and administrative procedures for the prudent and sound management of fiscal resources and delegates overall responsibility for stewardship to the Chief Business Officer. The District
RAM Committee is charged with creating a model that ensures resources that are adequate to support the effective operations and sustainability of the colleges [IVD.11]. The District Budget Committee [IVD.17] meets monthly to review State Budget updates, quarterly and annual budget information and provide a forum for constituency groups to seek deeper understanding of the budget and budget process. Budgets and Audit findings are regularly presented to the District Budget Committee [IVD.18] as well as the Board of Trustees [IVD.19] by the Vice Chancellor of Academic Services.

IVD.13_BP 6200 Budget Preparation
IVD.14_AP 6250 Budget Management
IVD.15_BP 6300 Fiscal Management
IVD.16_AP 6300 Fiscal Management
IVD.11_RAM Retreats #1, 2, 3 Agendas
IVD.17_District Budget Committee Minutes xx-xx-xxxx-Need Quarterly Review
IVD.18_District Budget Committee Meeting Minutes xx-xx-xxxx-Need Audit
IVD.19_SJECCD Board of Trustee Minutes xx-xx-xxx

Analysis and Evaluation

The District has the policies, producers and practices for the routine review fiscal information by stakeholders and the Board of Trustees. The RAM Committee continues to meet to finalize their recommendations to the Chancellor regarding the proportion of the budget needed for the operation of the District Office and District-wide services. 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 Affairs.

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 [IVD.20] establishes the Chancellor as the chief executive officer of the District who delegates full responsibility and authority to the College Presidents to implement and administer delegated policies without the interference and holds College President’s accountable for the operation of the colleges. Board Policy 2436 [IVD.21] and Administrative Procedure 2436 [IVD.22]
authorizes the District Chancellor to conduct evaluations of the College Presidents at least annually. The evaluation process will be developed by the Chancellor with input from the Board of Trustees and criteria are based on Board Policy, the President’s job description, and performance on goals and objectives.

IVD.20_AP 2340 Delegation of Authority to the District Chancellor

IVD.21_BP 2436 Evaluation of the President of Evergreen Valley College and President of San Jose City College

IVD.22_AP 2436 Evaluation of the President of Evergreen Valley College and President of San Jose City College

Analysis and Evaluation

SJECCD has clearly specified policies and procedures for the Chancellor to delegate authority to the College Presidents and hold the College CEO’s accountable for the operation of the Colleges.

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

Board Policy 3225 [IVD.23] demonstrates the Board of Trustee’s commitment to developing goals that measure the ongoing operational environment and to regular assessment of institutional effectiveness. Administrative Procedure 3225 [IVD.24] directs that each college and the District develop, adopt, and publically post goals including goals for student performance and outcomes. Board Policy 3250 [IVD.25] directs the Chancellor to implements broad-based, systemic, and integrated planning and to work with the Board of Trustee as established in the policy and procedure. Administrative Procedure 3250 [IVD.26] establishes that the respective planning bodies will review and revise plans for areas of operation such as institution effectiveness and research, program reviews, unit plans, Educational and Faculties Master Plans, Student Equity Plans, and also documents the District Strategic Priorities [IVD.5]. The College Strategic Plans are aligned with the District’s Strategic Priorities [IVD.27], [IVD.28]. The College Faculties Master plans [IVD.29] [IVD.30] are the basis for the district’s facilities planning and implementation. The Board’s Ends’ Policies and college performance are widely communicated [IVD.31] [IVD.32]. The College Educational Master Plan Addendums will inform the District’s Educational Master Plan to be completed in 2022-2023. [IVD.33] [IVD.34]

IVD.23_BP 3225 Institutional Effectiveness

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Analysis and Evaluation

The District and Colleges engage 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.

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.

Evidence of Meeting the Standard

District Council [IVD.4] is the body where District and College staff, faculty, and administrators meet to discuss issues, share information and make recommendations to the Chancellor. 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 Board Docs. [IVD.36_DC_Board Docs Screen Grab]
Chancellor’s Cabinet [IVD.7] is held weekly and consists of the Chancellor, President, Vice Chancellor Administrate Services, AVP Human Resources, and the District Public Information Officer. As needed, Extended Chancellor Cabinet [IVD.37] 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 [IVD.38], District Technology Planning Committee [IVD.39], and the District Institutional Effectiveness Committee [IVD.40]. The Chancellor also had regular meetings with constituency group leadership where in information can be exchanged and issues further discussed [IVD.8].

Analysis and Evaluation

The District and Colleges have regular and robust means for timely and accurate communications to ensure the effective operations of the Colleges. Information is cascaded up and down in monthly District-wide committees as well as weekly Cabinet/Extended Cabinet meetings.

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 a number of mechanisms to regularly evaluate roles, governance and decision-making processes. The cycle for Board Policy and Administrative procedures review was recently changed from a 3-year review to a 6-year review after reassessing the process and timeline of BP/AP reviews. [IVD.41] The 3 year cycle was assessed be excessive given the timely updates from the Community College League of California as well as the regular engagement of staff in updating polices as conditions change. [IVD.4]. The undocumented Policy Committee has now become an official sub-committee of the District Council with its role now clearly defined.[IVD.42]. The District has conducted an in-depth review of the Delineation of Functions.[ IVD.9]. Areas needing further attention have been identified and the relevant staff are working together to resolve any gaps or overlapping in functions. [IVD.43]. Each District-Wide Committee conducts a Self-Evaluation annually. At the end of each academic year, committee members are surveyed on their perceptions of the effective function of the committee. [IVD.44] [IVD.45 more available upon request]. Results are reviewed at the opening meeting of the new academic year and the committee discusses what changes to make to increase the integrity and effectiveness of the committees work. [IVD.46]. The District makes District Program Reviews and accompanying survey data available to the District Institutional Effectiveness Committee and the District Council. In Spring 2022, the District held District Services Program Review Lightening Talks (IVD.47). These talks are designed to provide concise presentations of the results for each program review. The goals of the sessions are: to broadly distribute the results of District Services Program Review, give participants the opportunity to seek further information about the services, and provide programs with additional feedback to spark new insights and innovations.

Participants submitted questions to the programs, ask about the program review process, and provided feedback on the effectiveness of the Lightening Talks via survey following the event. A Summary Report of the questions, responses and assessment of the Lighten Talks were made available to the SJECCD community [IVD.48].

IVD.41_6 Year Cycle Review BP/AP’s
IVD.4_District Council Meeting Minutes 3-24-2022
IVD.42_BP/AP Process Flow
IVD.9_Delineation of Functions Map (To be completed)
IVD.43_Functions Needing Clarification (To be completed)
IVD.44_District Committees Self-Evaluation Process (To be completed)
IVD.45_Sample of District Council Self-Evaluation Survey more available upon request
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

As evidence and analysis have shown, the Chancellor provides leadership, communicates expectations of educational integrity and excellence and the District ensures the operational effectiveness of the colleges. Roles and functions are reviewed. The RAM committee continues to discuss and explore effective resource allocation practices while the district controls expenses and ensures fiscal soundness. The Presidents have full responsibility and authority for the colleges while also aligning college and District planning. Assessment of roles, governance, and the effectiveness’s of District support to the college are conducted and result are communicated.

Improvement Plan(s)

The Delineation of Functions needs to be reviewed to resolve areas of gaps and overlap. The Resource Allocation Model needs further dialogue and implementation. The Data Warehouse Road Map need to be implemented and publicized to ensure college have access to critical data to assess student success and operational barrier. The District will continue to find ways to more broadly communicate the results of evaluations and use them to guide change.

District Educational Plan
Evidence List

[Provide list of all evidence cited within Standard IV.D.]
Student Enrollment Data

Overall Enrollment Trend

The college’s overall enrollment (headcount) has declined in the last 5 years after a small increase in 2018-2019. Given the impact of COVID-19 pandemic and the statewide enrollment decline, this is not surprising. The overall annual headcount has declined 16% from 2017-18 to 2021-22. This decline is reflected throughout the 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:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Headcount</td>
<td>14,869</td>
<td>15,349</td>
<td>15,159</td>
<td>13,728</td>
<td>12,468</td>
</tr>
<tr>
<td>Credit Students:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Headcount</td>
<td>14,433</td>
<td>14,754</td>
<td>14,610</td>
<td>13,406</td>
<td>12,034</td>
</tr>
<tr>
<td>Noncredit Students:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Headcount</td>
<td>582</td>
<td>718</td>
<td>675</td>
<td>487</td>
<td>555</td>
</tr>
</tbody>
</table>

Source: SJCC Internal Data Warehouse

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 and noncredit figures. Because of this, the sum of credit and noncredit headcounts does not equal the overall headcount.

Credit Enrollment Trends and Student Composition

This section describes the credit enrollment trends by various student attributes. Data are from Fall terms between Fall 2017 and Fall 2021. It includes all students enrolled in at least one credit course. The 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 discussed above. While the decline in the last two years is largely due to the impact of the COVID-19 pandemic, the enrollment decline had begun 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 headcount averaged over the last five years is 8,841.

Table 2: Unduplicated Overall Headcount, Fall Terms

<table>
<thead>
<tr>
<th></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>Headcount</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>
On average, 62% of credit students are continuing students in Fall terms. While enrollment has decreased, the percentage of continuing students enrolled in credit classes has increased, going from 57%. On the other hand, the percentage of new students had 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 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 AA 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 AA, and another 10% were undecided on their goal.

Around 50% of students plan on transferring to a four-year college with or without an AA degree. Similarly, around 48% of credit students plan on earning an AA degree regardless of whether they transfer to a four-year college.

Over 70% of students have a goal of transfer 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>
</tbody>
</table>
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 percent 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>F</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>M</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 slightly 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 stayed steady at around 5% over the past five years.

Table 6: Share of Fall Credit 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>Latinx</td>
<td>44.29%</td>
<td>43.07%</td>
<td>44.79%</td>
<td>43.86%</td>
<td>45.93%</td>
<td>44.39%</td>
</tr>
<tr>
<td>Asian</td>
<td>23.67%</td>
<td>24.9%</td>
<td>25.01%</td>
<td>26.18%</td>
<td>27.54%</td>
<td>25.46%</td>
</tr>
<tr>
<td>White</td>
<td>14.26%</td>
<td>12.97%</td>
<td>12.89%</td>
<td>12.57%</td>
<td>11.05%</td>
<td>12.75%</td>
</tr>
<tr>
<td>Unknown</td>
<td>6.65%</td>
<td>8.91%</td>
<td>7.8%</td>
<td>7.62%</td>
<td>6.07%</td>
<td>7.41%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>5.87%</td>
<td>5.56%</td>
<td>5.76%</td>
<td>5.24%</td>
<td>4.93%</td>
<td>5.47%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>4.3%</td>
<td>3.8%</td>
<td>2.95%</td>
<td>3.76%</td>
<td>3.95%</td>
<td>3.75%</td>
</tr>
<tr>
<td>Hawaiian/Pacific Islander</td>
<td>0.5%</td>
<td>0.42%</td>
<td>0.68%</td>
<td>0.61%</td>
<td>0.38%</td>
<td>0.52%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0.46%</td>
<td>0.37%</td>
<td>0.12%</td>
<td>0.16%</td>
<td>0.16%</td>
<td>0.25%</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

Around 46% of credit students in Fall terms are between the ages of 18 and 24. Then, 33% of credit students are between 25 and 39. While nearly 80% of credit students between 18 and 39 years old, there are also 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: SJCC Internal Data Warehouse

The college serves multiple special student populations with the largest group being the First Generation college students. The college serves a sizable group of students with disability, 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>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</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>0</td>
<td>0</td>
<td>0</td>
<td>414</td>
<td>0</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>3,162</td>
<td>3,418</td>
<td>3,497</td>
<td>3,274</td>
<td>2,814</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>0</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>
</tbody>
</table>

Source: CCC Chancellor’s Office Data Mart

**Noncredit Enrollment Trends and Student Composition**

The vast majority of noncredit students are enrolled in ESL classes.

**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>70.25%</td>
<td>78.86%</td>
<td>88.89%</td>
<td>71.43%</td>
<td>78.12%</td>
</tr>
<tr>
<td>APE</td>
<td>0%</td>
<td>13.61%</td>
<td>15.1%</td>
<td>2.65%</td>
<td>6.49%</td>
<td>7.57%</td>
</tr>
<tr>
<td>MA</td>
<td>4.53%</td>
<td>7.91%</td>
<td>6.04%</td>
<td>8.47%</td>
<td>10.39%</td>
<td>7.47%</td>
</tr>
<tr>
<td>CNSTR</td>
<td>0%</td>
<td>8.23%</td>
<td>0%</td>
<td>0%</td>
<td>11.69%</td>
<td>3.98%</td>
</tr>
<tr>
<td>ADS</td>
<td>11.85%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>2.37%</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>519</td>
<td>370</td>
<td>390</td>
<td>270</td>
<td>348</td>
<td>379</td>
</tr>
</tbody>
</table>

Source: SJCC Internal Data Warehouse
Female students make up the majority of noncredit students with 67% of the noncredit student population being female 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% increase than 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>F</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>M</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>
</tbody>
</table>

Total (N) | 519 | 370 | 390 | 270 | 348 | 379 |

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 percent from Fall 2019, while the percentage for noncredit Asian students dropped 10 percent. Similarly, the percentage of Latinx noncredit students dropped around 8 percent 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>4.33%</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>519</td>
<td>370</td>
<td>390</td>
<td>270</td>
<td>348</td>
<td>379</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 with the credit student population, 40% of the noncredit student population is 40
years old or over. 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>519</td>
<td>370</td>
<td>390</td>
<td>270</td>
<td>348</td>
<td>379</td>
</tr>
</tbody>
</table>

Source: SJCC Internal Data Warehouse

**Labor Market Data**

At a broad level, the top industries in the Greater 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 percent of workers are employed in each of these two broad industries. At a more detailed level, employment after restaurants is concentrated in several high tech industries, schools, and hospitals (reference the top industries by employment table).

**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>

Source: JobsEQ, via Hanover Research

All top 10 Bay Area 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>
</tbody>
</table>
Industry Share of Total Employment Projected Growth, 2020-2030

Data Processing, Hosting, and Related Services 0.8% 14.7%

Source: JobsEQ, via Hanover Research

Also, the Greater Bay Area is projected to have an employment undersupply for occupations in business, technology, and healthcare including software developers, nurses, and managers while it 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>Middle School Teachers, Except Special and Career/Technical Education ($77,600)</td>
<td>12</td>
</tr>
<tr>
<td>Human Resources Assistants, Except Payroll and Timekeeping ($50,900)</td>
<td>13</td>
</tr>
<tr>
<td>Adult Basic Education, Adult Secondary Education, and English as a Second Language Instructors ($92,100)</td>
<td>13</td>
</tr>
<tr>
<td>Purchasing Agents, Except Wholesale, Retail, and Farm Products ($79,200)</td>
<td>16</td>
</tr>
<tr>
<td>Wholesale and Retail Buyers, Except Farm Products ($78,500)</td>
<td>17</td>
</tr>
</tbody>
</table>

Source: JobsEQ, via Hanover Research

Note that this list only includes occupations that require at a minimum a two-year (Associate's) degree. The Gap column illustrates the number of persons with necessary credentials to work in these field.

The occupations with the most job openings in the Greater Bay Area is Software Developers, Project Management or Business Operations Specialists or 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 and Technicians, Except Drafters, All Other</td>
<td>369</td>
<td>69,800</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>107,200</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
Demographic Data

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

Table 19: 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>
<tbody>
<tr>
<td>Santa Clara County</td>
<td>1,967,585</td>
<td>2,094,936</td>
<td>2,248,482</td>
<td>2,369,115</td>
<td>2,422,549</td>
</tr>
<tr>
<td>Greater Bay Area</td>
<td>8,547,957</td>
<td>9,054,619</td>
<td>9,543,754</td>
<td>9,889,519</td>
<td>10,106,941</td>
</tr>
</tbody>
</table>

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

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 20: 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>
</tbody>
</table>
Projections suggest an increasingly diverse community in the Greater Bay Area. A Metropolitan Transportation Commission (MTC) 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 significant decline is projected in the White non-Hispanic population. The share of Black or African American residents is also expected to decline slightly. Population projections in the Greater 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.

**Table 21: 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>

The Greater Bay Area and the Santa Clara County are relatively diverse, but has a low share of Black or African American residents (5.5% and 2.3%, respectively). In the Greater Bay Area, the
largest share of the population is White non-Hispanic, while in the Santa Clara County, it is Asian. In both areas, approximately a quarter of residents are Hispanic or Latino (of any race).

**Table 22: 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>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>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>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>American Indian and Alaska Native alone</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>
<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>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>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>
</tbody>
</table>

Source: US Census Bureau, via Hanover Research

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

**Socio-economic Data**

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

**Table 23: Educational Attainment for Population Age 25+, 2019**

<table>
<thead>
<tr>
<th>Educational 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>
</tbody>
</table>
### Table 24: 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 the Santa Clara County and Greater Bay Area are lower than the state of California and the United States as a whole. Approximately 9.0% of Greater Bay Area residents between the ages of 18 and 64 are determined to be below the poverty level, lower than the share in California 12.3% and the United States 12.6%.

### Table 25: 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 Bay Area are determined to be below the poverty level, almost three times more compared to White residents. Similarly, American Indian and Alaska Native, Latinx and Pacific
Islander residents also experienced higher rates of poverty compared to the Greater Bay Area average.

**Table 26: 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 alone</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>
<tr>
<td>White alone, not Hispanic or Latino</td>
<td>6.3%</td>
<td>5.3%</td>
</tr>
</tbody>
</table>

Source: US Census Bureau, via Hanover Research

**Sites**

[List names and locations (including addresses) of sites where 50% or more of a program, certificate, or degree is available to students, and any other off-campus sites or centers.]

**Specialized or Programmatic Accreditation**

[Provide a list of any specialized or programmatic accreditations held by the institution.]

**Presentation of Student Achievement Data and Institution-Set Standards**

**Table 27: Overall Course Success Rate**

<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>
<tr>
<td>Actual value</td>
<td>72.8%</td>
<td>73.3%</td>
<td>72.5%</td>
<td>73.8%</td>
<td>73.2%</td>
</tr>
</tbody>
</table>

Source: Student Success Metrics
**Table 28: Distinct number of CO-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

**Table 29: 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

**Table 30: 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

**Table 31: 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

**Disaggregation by Gender**

**Table 32: 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>
</tbody>
</table>
### Table 33: Certificate Earners 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>321</td>
<td>322</td>
<td>314</td>
<td>322</td>
<td>347</td>
</tr>
<tr>
<td>Male</td>
<td>197</td>
<td>151</td>
<td>164</td>
<td>188</td>
<td>172</td>
</tr>
<tr>
<td>All Masked Values</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

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

Source: Student Success Metrics

### Table 34: Degree Earners 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>277</td>
<td>296</td>
<td>291</td>
<td>322</td>
<td>402</td>
</tr>
<tr>
<td>Male</td>
<td>150</td>
<td>155</td>
<td>171</td>
<td>138</td>
<td>191</td>
</tr>
<tr>
<td>All Masked Values</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

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

Source: Student Success Metrics

### Table 35: ADT Earners 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>88</td>
<td>105</td>
<td>119</td>
<td>153</td>
<td>223</td>
</tr>
<tr>
<td>Male</td>
<td>68</td>
<td>73</td>
<td>85</td>
<td>76</td>
<td>108</td>
</tr>
<tr>
<td>All Masked Values</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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

Source: Student Success Metrics

### Table 36: Distinct Number of Transfers to CSU or UC 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>373</td>
<td>346</td>
<td>399</td>
<td>431</td>
<td>452</td>
</tr>
<tr>
<td>Male</td>
<td>315</td>
<td>286</td>
<td>306</td>
<td>289</td>
<td>304</td>
</tr>
<tr>
<td>All Masked Values</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>
Note: "All Masked Values" contains Non-Binary and Unknown/Non-Respondent students.

Source: Student Success Metrics

**Disaggregation by Ethnicity**

*Table 37: 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>
<tr>
<td>White</td>
<td>76.0%</td>
<td>77.6%</td>
<td>76.3%</td>
<td>78.7%</td>
<td>76.7%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>69.0%</td>
<td>71.2%</td>
<td>68.3%</td>
<td>72.0%</td>
<td>70.6%</td>
</tr>
</tbody>
</table>

Note: "All Masked Values" contains students who listed another ethnicity or did not respond.

Source: Student Success Metrics

*Table 38: Certificate Earners 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>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Asian</td>
<td>117</td>
<td>116</td>
<td>101</td>
<td>130</td>
<td>125</td>
</tr>
<tr>
<td>Black or African American</td>
<td>27</td>
<td>23</td>
<td>20</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>Filipino</td>
<td>16</td>
<td>--</td>
<td>13</td>
<td>21</td>
<td>13</td>
</tr>
<tr>
<td>Hispanic</td>
<td>225</td>
<td>205</td>
<td>219</td>
<td>227</td>
<td>257</td>
</tr>
<tr>
<td>Pacific Islander or Hawaiian Native</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>White</td>
<td>101</td>
<td>87</td>
<td>83</td>
<td>78</td>
<td>66</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>10</td>
<td>14</td>
<td>24</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>Unknown/Non-Respondent</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Values Reported</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>All Masked Values</td>
<td>22</td>
<td>32</td>
<td>20</td>
<td>16</td>
<td>23</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Asian</td>
<td>98</td>
<td>83</td>
<td>77</td>
<td>101</td>
<td>132</td>
</tr>
<tr>
<td>Black or African American</td>
<td>24</td>
<td>24</td>
<td>21</td>
<td>28</td>
<td>38</td>
</tr>
<tr>
<td>Filipino</td>
<td>18</td>
<td>14</td>
<td>20</td>
<td>13</td>
<td>21</td>
</tr>
<tr>
<td>Hispanic</td>
<td>192</td>
<td>228</td>
<td>235</td>
<td>217</td>
<td>303</td>
</tr>
<tr>
<td>Pacific Islander or Hawaiian</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Native</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>59</td>
<td>71</td>
<td>76</td>
<td>70</td>
<td>79</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>14</td>
<td>13</td>
<td>17</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Unknown/Non-Respondent</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Values Reported</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>All Masked Values</td>
<td>22</td>
<td>19</td>
<td>17</td>
<td>16</td>
<td>10</td>
</tr>
</tbody>
</table>

Note: "All Masked Values" contains students who listed another ethnicity or did not respond.

Source: Student Success Metrics

**Table 39: Degree Earners 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>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Asian</td>
<td>37</td>
<td>38</td>
<td>40</td>
<td>44</td>
<td>75</td>
</tr>
<tr>
<td>Black or African American</td>
<td>--</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>Filipino</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>11</td>
</tr>
<tr>
<td>Hispanic</td>
<td>65</td>
<td>83</td>
<td>101</td>
<td>115</td>
<td>178</td>
</tr>
<tr>
<td>Pacific Islander or Hawaiian</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Native</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>21</td>
<td>29</td>
<td>31</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Unknown/Non-Respondent</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Values Reported</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Note: "All Masked Values" contains students who listed another ethnicity or did not respond.

Source: Student Success Metrics

**Table 40: ADT Earners by Ethnicity**
### Ethnicity

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Masked Values</td>
<td>33</td>
<td>16</td>
<td>20</td>
<td>10</td>
<td>6</td>
</tr>
</tbody>
</table>

*Note: "All Masked Values" contains students who listed another ethnicity or did not respond.*

Source: Student Success Metrics

**Table 41: Distinct Number of Transfers to CSU or UC 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>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Asian</td>
<td>203</td>
<td>175</td>
<td>203</td>
<td>204</td>
<td>208</td>
</tr>
<tr>
<td>Black or African American</td>
<td>49</td>
<td>37</td>
<td>28</td>
<td>32</td>
<td>34</td>
</tr>
<tr>
<td>Filipino</td>
<td>37</td>
<td>35</td>
<td>40</td>
<td>46</td>
<td>50</td>
</tr>
<tr>
<td>Hispanic</td>
<td>241</td>
<td>234</td>
<td>273</td>
<td>266</td>
<td>309</td>
</tr>
<tr>
<td>Pacific Islander or Hawaiian Native</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>White</td>
<td>104</td>
<td>99</td>
<td>108</td>
<td>77</td>
<td>92</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>29</td>
<td>29</td>
<td>29</td>
<td>26</td>
<td>35</td>
</tr>
<tr>
<td>Unknown/Non-Respondent</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Values Reported</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>All Masked Values</td>
<td>27</td>
<td>24</td>
<td>25</td>
<td>72</td>
<td>29</td>
</tr>
</tbody>
</table>

*Note: "All Masked Values" contains students who listed another ethnicity or not respond.*

Source: Student Success Metrics

**Licensure Pass and Job Placement Rates**

**Table 42: Licensure Pass Rates**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cosmetology</td>
<td>State Board</td>
<td></td>
<td></td>
<td></td>
<td>64.3%</td>
<td>70%</td>
<td>95%</td>
<td>76%</td>
<td>89%</td>
</tr>
<tr>
<td>Dental</td>
<td>State Board</td>
<td></td>
<td></td>
<td></td>
<td>57.3%</td>
<td>57%</td>
<td>81%</td>
<td>75%</td>
<td>55%</td>
</tr>
<tr>
<td>Esthetics</td>
<td>State Board</td>
<td></td>
<td></td>
<td></td>
<td>80.7%</td>
<td>88%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>HVAC (EPA)</td>
<td>National</td>
<td></td>
<td></td>
<td></td>
<td>70.2%</td>
<td>90%</td>
<td>95%</td>
<td>97%</td>
<td>93%</td>
</tr>
<tr>
<td>Medical Assisting</td>
<td>State Board</td>
<td></td>
<td></td>
<td></td>
<td>59.2%</td>
<td>65%</td>
<td>89%</td>
<td>75%</td>
<td>60%</td>
</tr>
</tbody>
</table>

^A No campus specific data on this item.
No one took the exam this year due to Covid

Source: ACCJC Annual Reports

**Table 43: 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 that data is only available for 2018-2019 and years after.

**ISER Data Section**

Office of Research, Planning and Institutional Effectiveness
2022-04-28

**Introduction**

**College History**
[Provide a brief history of the institution, including year of establishment. Highlight major events or developments that have occurred since the last comprehensive review.]

**Student Enrollment Data**

**Overall Enrollment Trend**
The college’s overall enrollment (headcount) has declined in the last 5 years after a small increase in 2018-2019. Given the impact of COVID-19 pandemic and the statewide enrollment decline, this is not surprising. The overall annual headcount has declined 16% from 2017-18 to 2021-22. This decline is reflected throughout the 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:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Headcount</td>
<td>14,869</td>
<td>15,349</td>
<td>15,159</td>
<td>13,728</td>
<td>12,468</td>
</tr>
<tr>
<td>Credit Students:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Headcount</td>
<td>14,433</td>
<td>14,754</td>
<td>14,610</td>
<td>13,406</td>
<td>12,034</td>
</tr>
<tr>
<td>Noncredit Students:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Headcount

<table>
<thead>
<tr>
<th>Year</th>
<th>2017FA</th>
<th>2018FA</th>
<th>2019FA</th>
<th>2020FA</th>
<th>2021FA</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>582</td>
<td>718</td>
<td>675</td>
<td>487</td>
<td>555</td>
<td>8,841</td>
</tr>
</tbody>
</table>

Source: SJCC Internal Data Warehouse

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 and noncredit figures. Because of this, the sum of credit and noncredit headcounts does not equal the overall headcount.

**Credit Enrollment Trends and Student Composition**

This section describes the credit enrollment trends by various student attributes. Data are from Fall terms between Fall 2017 and Fall 2021. It includes all students enrolled in at least one credit course. The 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 discussed above. While the decline in the last two years is largely due to the impact of the COVID-19 pandemic, the enrollment decline had begun 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 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: SJCC Internal Data Warehouse

On average, 62% of credit students are continuing students in Fall terms. While enrollment has decreased, the percentage of continuing students enrolled in credit classes has increased, going from 57%. On the other hand, the percentage of new students had 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 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>
</tbody>
</table>
Earning an AA 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 AA, and another 10% were undecided on their goal.

Around 50% of students plan on transferring to a four-year college with or without an AA degree. Similarly, around 48% of credit students plan on earning an AA degree regardless of whether they transfer to a four-year college.

Over 70% of students have a goal of transfer 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>
</tbody>
</table>
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 percent 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>F</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>M</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 slightly 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 stayed steady at around 5% over the past five years.

Table 6: Share of Fall Credit 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>Latinx</td>
<td>44.29%</td>
<td>43.07%</td>
<td>44.79%</td>
<td>43.86%</td>
<td>45.93%</td>
<td>44.39%</td>
</tr>
<tr>
<td>Asian</td>
<td>23.67%</td>
<td>24.9%</td>
<td>25.01%</td>
<td>26.18%</td>
<td>27.54%</td>
<td>25.46%</td>
</tr>
<tr>
<td>White</td>
<td>14.26%</td>
<td>12.97%</td>
<td>12.89%</td>
<td>12.57%</td>
<td>11.05%</td>
<td>12.75%</td>
</tr>
<tr>
<td>Unknown</td>
<td>6.65%</td>
<td>8.91%</td>
<td>7.8%</td>
<td>7.62%</td>
<td>6.07%</td>
<td>7.41%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>5.87%</td>
<td>5.56%</td>
<td>5.76%</td>
<td>5.24%</td>
<td>4.93%</td>
<td>5.47%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>4.3%</td>
<td>3.8%</td>
<td>2.95%</td>
<td>3.76%</td>
<td>3.95%</td>
<td>3.75%</td>
</tr>
</tbody>
</table>
Around 46% of credit students in Fall terms are between the ages of 18 and 24. Then, 33% of credit students are between 25 and 39. While nearly 80% of credit students between 18 and 39 years old, there are also 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: SJCC Internal Data Warehouse

The college serves multiple special student populations with the largest group being the First Generation college students. The college serves a sizable group of students with disability, 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**

| Special Characteristic | 2017 | 2018 | 2019 | 2020 | 2021 |
The vast majority of noncredit students are enrolled in ESL classes.

**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>70.25%</td>
<td>78.86%</td>
<td>88.89%</td>
<td>71.43%</td>
<td>78.12%</td>
</tr>
<tr>
<td>APE</td>
<td>0%</td>
<td>13.61%</td>
<td>15.1%</td>
<td>2.65%</td>
<td>6.49%</td>
<td>7.57%</td>
</tr>
<tr>
<td>MA</td>
<td>4.53%</td>
<td>7.91%</td>
<td>6.04%</td>
<td>8.47%</td>
<td>10.39%</td>
<td>7.47%</td>
</tr>
<tr>
<td>CNSTR</td>
<td>0%</td>
<td>8.23%</td>
<td>0%</td>
<td>0%</td>
<td>11.69%</td>
<td>3.98%</td>
</tr>
<tr>
<td>ADS</td>
<td>11.85%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>2.37%</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>519</td>
<td>370</td>
<td>390</td>
<td>270</td>
<td>348</td>
<td>379</td>
</tr>
</tbody>
</table>

Source: SJCC Internal Data Warehouse

Female students make up the majority of noncredit students with 67% of the noncredit student population being female 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% increase than the year before.

**Table 10: Share of Fall Noncredit Students by Gender**
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 percent from Fall 2019, while the percentage for noncredit Asian students dropped 10 percent. Similarly, the percentage of Latinx noncredit students dropped around 8 percent 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>4.33%</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>519</td>
<td>370</td>
<td>390</td>
<td>270</td>
<td>348</td>
<td>379</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 with the credit student population, 40% of the noncredit student population is 40 years old or over. 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>
</tbody>
</table>
25-39 46.34% 42.09% 41.28% 40.74% 39.83% 42.06%
40 & Over 35.19% 44.94% 41.95% 41.27% 39.83% 40.64%
Unknown 0% 0.63% 1.01% 2.65% 0% 0.86%
Total (N) 519 370 390 270 348 379

Source: SJCC Internal Data Warehouse

Labor Market Data
At a broad level, the top industries in the Greater 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 percent of workers are employed in each of these two broad industries. At a more detailed level, employment after restaurants is concentrated in several high tech industries, schools, and hospitals (reference the top industries by employment table).

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>
</tbody>
</table>
All top 10 Bay Area 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>

Source: JobsEQ, via Hanover Research

Also, the Greater Bay Area is projected to have an employment undersupply for occupations in business, technology, and healthcare including software developers, nurses, and managers while it 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>
</table>
Software Developers and Software Quality Assurance Analysts and Testers ($144,800)          -2,163
Registered Nurses ($135,700)                                                              -787
General and Operations Managers ($153,300)                                              -501
Project Management Specialists and Business Operations Specialists, All Other ($93,200) -370
Financial Managers ($176,400)                                                            -353
Computer and Information Systems Managers ($205,200)                                     -351
Computer Occupations, All Other ($125,200)                                              -350
Computer Systems Analysts ($120,800)                                                     -342
Market Research Analysts and Marketing Specialists ($92,200)                             -334
Management Analysts ($113,700)                                                          -305
Middle School Teachers, Except Special and Career/Technical Education ($77,600)          12
Human Resources Assistants, Except Payroll and Timekeeping ($50,900)                     13
Adult Basic Education, Adult Secondary Education, and English as a Second Language Instructors ($92,100) 13
Purchasing Agents, Except Wholesale, Retail, and Farm Products ($79,200)                  16
Wholesale and Retail Buyers, Except Farm Products ($78,500)                               17

Source: JobsEQ, via Hanover Research

Note that this list only includes occupations that require at a minimum a two-year (Associate's) degree. The Gap column illustrates the number of persons with necessary credentials to work in these fields.

The occupations with the most job openings in the Greater Bay Area is Software Developers, Project Management or Business Operations Specialists or 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>
</tbody>
</table>
Calibration Technologists and Technicians and Engineering
Technologists and Technicians, Except Drafters, All Other 369 69,800
Biological Scientists, All Other 367 102,700
Human Resources Assistants, Except Payroll and Timekeeping 366 48,800

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>107,200</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

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

Table 19: 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>
<tbody>
<tr>
<td>Santa Clara County</td>
<td>1,967,585</td>
<td>2,094,936</td>
<td>2,248,482</td>
<td>2,369,115</td>
<td>2,422,549</td>
</tr>
<tr>
<td>Greater Bay Area</td>
<td>8,547,957</td>
<td>9,054,619</td>
<td>9,543,754</td>
<td>9,889,519</td>
<td>10,106,941</td>
</tr>
</tbody>
</table>

Source: State of California Department of Finance, via Hanover Research
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 20: 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>
</tbody>
</table>
Projections suggest an increasingly diverse community in the Greater Bay Area. A Metropolitan Transportation Commission (MTC) 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 significant decline is projected in the White non-Hispanic population. The share of Black or African American residents is also expected to decline slightly. Population projections in the Greater 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.

Table 21: Bay Area Population Projections by Race/Ethnicity
### Race/Ethnicity Recode

<table>
<thead>
<tr>
<th>Ethnicity</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

The Greater Bay Area and the Santa Clara County are relatively diverse, but has a low share of Black or African American residents (5.5% and 2.3%, respectively). In the Greater Bay Area, the largest share of the population is White non-Hispanic, while in the Santa Clara County, it is Asian. In both areas, approximately a quarter of residents are Hispanic or Latino (of any race).

### Table 22: 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>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>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>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>American Indian and Alaska Native alone</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>
<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>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>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>
</tbody>
</table>

Source: US Census Bureau, via Hanover Research
Note: SJCC Headcount data is the annual 2020-2021 overall headcount.

**Socio-economic Data**

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

**Table 23: Educational Attainment for Population Age 25+, 2019**

<table>
<thead>
<tr>
<th></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's 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>High school graduate or higher</td>
<td>5,231,970</td>
<td>88.0%</td>
<td>1,179,755</td>
<td>88.4%</td>
</tr>
<tr>
<td>Bachelor'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 Bay Area is high and slightly higher in the Santa Clara County. Both are comparably much higher than the national median income. The median household income in Greater Bay Area counties for 2019 is $97,986. Santa Clara County median household income is slightly higher at $116,178.

**Table 24: 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>
Poverty rates in the Santa Clara County and Greater Bay Area are lower than the state of California and the United States as a whole. Approximately 9.0% of Greater Bay Area residents between the ages of 18 and 64 are determined to be below the poverty level, lower than the share in California 12.3% and the United States 12.6%.

**Table 25: Poverty Level in the Service Area, 2019**

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

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

**Table 26: 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 alone</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>
<tr>
<td>White alone, not Hispanic or Latino</td>
<td>6.3%</td>
<td>5.3%</td>
</tr>
</tbody>
</table>

Sites
[List names and locations (including addresses) of sites where 50% or more of a program, certificate, or degree is available to students, and any other off-campus sites or centers.]

Specialized or Programmatic Accreditation
[Provide a list of any specialized or programmatic accreditations held by the institution.]
Presentation of Student Achievement Data and Institution-Set Standards

**Table 27: Overall Course Success Rate**

<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>
<tr>
<td>Actual value</td>
<td>72.8%</td>
<td>73.3%</td>
<td>72.5%</td>
<td>73.8%</td>
<td>73.2%</td>
</tr>
</tbody>
</table>

Source: Student Success Metrics

**Table 28: Distinct number of CO-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

**Table 29: 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

**Table 30: 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

**Table 31: 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

**Disaggregation by Gender**

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

### Table 33: Certificate Earners 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>321</td>
<td>322</td>
<td>314</td>
<td>322</td>
<td>347</td>
</tr>
<tr>
<td>Male</td>
<td>197</td>
<td>151</td>
<td>164</td>
<td>188</td>
<td>172</td>
</tr>
<tr>
<td>All Masked Values</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

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

### Table 34: Degree Earners 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>277</td>
<td>296</td>
<td>291</td>
<td>322</td>
<td>402</td>
</tr>
<tr>
<td>Male</td>
<td>150</td>
<td>155</td>
<td>171</td>
<td>138</td>
<td>191</td>
</tr>
<tr>
<td>All Masked Values</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

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

### Table 35: ADT Earners 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>88</td>
<td>105</td>
<td>119</td>
<td>153</td>
<td>223</td>
</tr>
<tr>
<td>Male</td>
<td>68</td>
<td>73</td>
<td>85</td>
<td>76</td>
<td>108</td>
</tr>
<tr>
<td>All Masked Values</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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

### Table 36: Distinct Number of Transfers to CSU or UC 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>373</td>
<td>346</td>
<td>399</td>
<td>431</td>
<td>452</td>
</tr>
<tr>
<td>Male</td>
<td>315</td>
<td>286</td>
<td>306</td>
<td>289</td>
<td>304</td>
</tr>
<tr>
<td>All Masked Values</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

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

**Disaggregation by Ethnicity**

### Table 37: 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>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
<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>
<tr>
<td>White</td>
<td>76.0%</td>
<td>77.6%</td>
<td>76.3%</td>
<td>78.7%</td>
<td>76.7%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>69.0%</td>
<td>71.2%</td>
<td>68.3%</td>
<td>72.0%</td>
<td>70.6%</td>
</tr>
</tbody>
</table>

Note: "All Masked Values" contains students who listed another ethnicity or did not respond.
Source: Student Success Metrics

\textbf{Table 38: Certificate Earners 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>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Asian</td>
<td>98</td>
<td>83</td>
<td>77</td>
<td>101</td>
<td>132</td>
</tr>
<tr>
<td>Black or African American</td>
<td>24</td>
<td>24</td>
<td>21</td>
<td>28</td>
<td>38</td>
</tr>
<tr>
<td>Filipino</td>
<td>18</td>
<td>14</td>
<td>20</td>
<td>13</td>
<td>21</td>
</tr>
<tr>
<td>Hispanic</td>
<td>192</td>
<td>228</td>
<td>235</td>
<td>217</td>
<td>303</td>
</tr>
<tr>
<td>Pacific Islander or Hawaiian Native</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>White</td>
<td>59</td>
<td>71</td>
<td>76</td>
<td>70</td>
<td>79</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>14</td>
<td>13</td>
<td>17</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Unknown/Non-Respondent</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Values Reported</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>All Masked Values</td>
<td>22</td>
<td>19</td>
<td>17</td>
<td>16</td>
<td>10</td>
</tr>
</tbody>
</table>

Note: "All Masked Values" contains students who listed another ethnicity or did not respond.

Source: Student Success Metrics

**Table 39: Degree Earners 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>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Asian</td>
<td>37</td>
<td>38</td>
<td>40</td>
<td>44</td>
<td>75</td>
</tr>
<tr>
<td>Black or African American</td>
<td>--</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>Filipino</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>11</td>
</tr>
<tr>
<td>Hispanic</td>
<td>65</td>
<td>83</td>
<td>101</td>
<td>115</td>
<td>178</td>
</tr>
<tr>
<td>Pacific Islander or Hawaiian</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Native</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>White</td>
<td>21</td>
<td>29</td>
<td>31</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Unknown/Non-Respondent</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Values Reported</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>All Masked Values</td>
<td>33</td>
<td>16</td>
<td>20</td>
<td>10</td>
<td>6</td>
</tr>
</tbody>
</table>

Note: "All Masked Values" contains students who listed another ethnicity or did not respond.
Source: Student Success Metrics
### Licensure Pass and Job Placement Rates

#### Table 42: 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%&lt;sup&gt;A&lt;/sup&gt;</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%&lt;sup&gt;B&lt;/sup&gt;</td>
<td>72%</td>
</tr>
</tbody>
</table>

<sup>A</sup> No campus specific data on this item.

<sup>B</sup> No one took the exam this year due to Covid.

Source: ACCJC Annual Reports

#### Table 43: 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 that data is only available for 2018-2019 and years after.