

**2014 Annual Report
Final Submission**
03/31/2014

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

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Duncan W. Graham
3.	Phone number of person preparing report:	408-288-3143
4.	E-mail of person preparing report:	duncan.graham@sjcc.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.sjcc.edu/current-students/college-catalog
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.sjcc.edu/discover-sjcc/accreditation
6.	Total unduplicated headcount enrollment:	Fall 2013: 9,293 Fall 2012: 9,738 Fall 2011: 9,930
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2013:	8,770
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2013:	1,836
9.	Number of courses offered via distance education:	Fall 2013: 58 Fall 2012: 59 Fall 2011: 51
10.	Number of programs offered via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2013: 1,288 Fall 2012: 1,411 Fall 2011: 1,249
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2013: 0 Fall 2012: 0 Fall 2011: 0

13.	Were all correspondence courses for which students enrolled in fall 2012 part of a program which leads to an associate degree?	No
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Student Achievement Data

#	Question	Answer	
14a.	What is your Institution-set standard for successful student course completion?	70%	
14b.	Successful student course completion rate for the fall 2013 semester:	69.4%	
15.	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.		
	a.	If you have an institution-set standard for student completion of degrees and certificates combined, what is it?	906
	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	581
	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	325
16a.	Number of students (unduplicated) who received a certificate or degree in the 2012-2013 academic year:	880	
16b.	Number of students who received a degree in the 2012-2013 academic year:	564	
16c.	Number of students who received a certificate in the 2012-2013 academic year:	316	
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	471	
17b.	Number of students who transferred to 4-year colleges/universities in 2012-2013:	457	
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes	
18b.	If yes, please identify them:	CSU GE Breadth IGETC	
19a.	Number of career-technical education (CTE) certificates and	74	

	degrees:				
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	74			
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	3			
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	0			
20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:				
	Program	CIP Code 4 digits (##.##)	Examination	Institution set standard	Pass Rate
	Cosmetology & Esthetics	12.04	state	80 %	83 %
	Dental Assisting	51.06	state	85 %	88 %
	Emergency Medical Services	51.09	national	80 %	82 %
21.	2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:				
	Program	CIP Code 4 digits (##.##)	Institution set standard	Job Placement Rate	
	Cosmetology	12.04	80 %	0 %	
	Dental Assisting	51.06	80 %	0 %	
	Emergency Medical Services	51.09	80 %	0 %	
22.	Please list any other institution set standards at your college:				
	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard		
	n/a				
23.	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).				
	As of now the institution-set standards are determined by the President, which will change to a more participatory process as our Administrative leadership stabilizes with the hire of a permanent Vice President of Academic Affairs, President, and Vice President of Administrative Services. Programmatic performance and student achievement is analyzed and assessed through program review, and changes that occur from that analysis is noted in the program review annual update or comprehensive report.				

Student Learning Outcomes and Assessment

Note: Beginning fall 2012, colleges were expected to be at the proficiency level of Student Learning Outcomes assessment (see the ACCJC Rubric for Evaluating Institutional Effectiveness, Part III, Student Learning Outcomes). At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution.

#	Question	Answer	
24.	Courses		
	a.	Total number of college courses:	656
	b.	Number of college courses with ongoing assessment of learning outcomes	643
		Auto-calculated field: percentage of total:	98
25.	Courses		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	50
	b.	Number of college programs with ongoing assessment of learning outcomes	50
		Auto-calculated field: percentage of total:	100
26.	Courses		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	22
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	22
		Auto-calculated field: percentage of total:	100
27.	URL(s) from the college website where prospective students can find SLO assessment results for programs:	in progress	
28.	Number of courses identified as part of the GE program:	197	
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	0%	
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	No	
31.	Number of GE courses with Student Learning Outcomes mapped to GE program Student Learning Outcomes:	n/a	
32.	Number of Institutional Student Learning Outcomes defined:	6	
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	20%	

34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p> <p>At this time ILOs are addressed in both annual update and comprehensive program reviews. We do not have a systemic institutional practice for measuring ILOs. this is one of the goals of our Strategic Planning Committee.</p>	
<p>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.</p>		
36.	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).</p> <p>Other than crosswalking or charting the alignment of SLOs and PLOs with ILOs we have implemented a section within the comprehensive Program Review report under Program Description section 4: How do the Program Student Learning Outcomes (PSLOs) align with and support San Jose City College's mission and Institutional Student Learning Outcomes (ISLOs)? this section is reviewed in the program review validation process.</p>	
37.	<p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).</p> <p>The college has one Professional Development Day in the fall semester and one in the spring semester during which each department (instructional and non-instructional) meet to discuss and select the SLOs and PLOs that the department will focus on that semester. Also during those department meetings SLO assessment is discussed and resulting actions are taken depending on the results. Probably the most effective way that SLO assessment is through program review. That is where programs document actions and desired outcomes for programmatic changes. The program review shows student achievement data which is informed by SLOs, and improvement plans are then implemented. Other forms of internal communication include email dialogue, newsletters, additional department meetings. With the implementation of a new website that became operational in March 2014, the ability to post SLO assessment will happen.</p>	
38.	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p> <p>Dialogue happens at department meetings and through email. Reporting of SLO Assessment is documented through the TracDat software application. It is also addressed in program review. SLO or Administrative Unit Outcomes (AUOs) assessment is done by all programs and departments including all of Academic Affairs, Student Affairs, Administrative Services and</p>	

	<p>the President's Office. Program review is the basis for which all above-base resource allocations are made. If a Department or Program does not successfully complete a program review the Finance Committee will not consider any discretionary funding requests. The same standard is held for personnel resources as well. If a need for resources (human, financial, equipment, materials) is not identified in program review it is not considered in the approval process. The number one question asked if a request is made: "Is it in your program review?" Institutional effectiveness is part of our integrated planning process assessment cycle. The Strategic Planning Committee is responsible for establishing and assessing the components of the planning model and affecting any changes.</p>
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <p>In TracDat course SLOs, Assessment Methods and Criteria for Success, Results, and Recommendation & Follow up are all listed. The assessments of SLOs are tied directly to student achievement measures. The results of the SLO assessment is discussed by faculty and a determination is made. If the results achieved the successful criterion established by the faculty there may not be any follow up action required. However if the results did not meet the department set standard of achievement, then the assessment is evaluated for its effectiveness in measuring the outcome, or if the assessment is valid, then what changes should be made in either the delivery of the content, or in how the assessment is implemented. One example of a change that was made is in and Administration of Justice class (AJ-010) where the students did not meet the Criterion for Success. Through a dialogue of faculty it was determined that the course material needed to be re-worked and the testing instrument needed refining. In another class the majority of the students met the criterion, but in the Analysis of Finding those who did not meet the criterion were also discussed. these two examples show that SLO assessment is used to increase effectiveness.</p>

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2012-13: 0 2011-12: 0 2010-11: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Courses and/or Programs (additions and deletions) Credit awarded Change in sites offering 50% or more of a program, certificate, or degree Delivery mode (Distance Education or Correspondence Education)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	50% degree or certificate online New Associate Degrees for Transfer Degrees and Certificates for deactivation New Degrees and Certificates

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	n/a
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Potentially through distance Education. No other instructional sites.
43.	List all of the institution's instructional sites out of state and outside the United States:	n/a

The data included in this report are certified as a complete and accurate representation of the reporting institution.

If you need additional assistance, please contact the commission.

Sincerely,

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